



Modern Foreign Language (Spanish) Curriculum Map

The Language Angels Scheme of Work is used to support our planning and teaching of Spanish, **from Year 3**, at Cuffley School.

Modern Foreign Language teaching is a requirement for Key Stage 2 children only.

The National Curriculum aims for Key Stage 2 are:

- To understand and respond to spoken and written language from a variety of authentic sources
- To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- To discover and develop an appreciation of a range of writing in the language studied.

Key Stage 2	Curriculum content (National Curriculum): <ul style="list-style-type: none">• Listen attentively to spoken language and show understanding by joining in and responding• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help• Speak in sentences, using familiar vocabulary, phrases and basic language structures• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases• Present ideas and information orally to a range of audiences• Read carefully and show understanding of words, phrases and simple writing• Appreciate stories, songs, poems and rhymes in the language• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly• Describe people, places, things and actions orally and in writing• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
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Year 3	Autumn	Spring	Summer
	<p data-bbox="555 236 801 260" style="text-align: center;">Aprendo Español</p> <p data-bbox="416 300 929 499">The early language unit focuses on pinpointing Spanish and Spanish speaking countries, learning greetings and relevant responses, asking and answering basic questions, counting up to 10 and recalling colours.</p> <p data-bbox="416 539 891 635">To pinpoint Spain and other Spanish speaking countries on a map of the world</p> <p data-bbox="416 675 907 738">To ask and answer the question ‘How are you?’ in Spanish</p> <p data-bbox="416 778 925 810">To say ‘hello’ and ‘goodbye’ in Spanish</p> <p data-bbox="416 850 920 914">To ask and answer the question ‘What is your name?’ in Spanish</p> <p data-bbox="416 954 757 978">To count to ten in Spanish</p> <p data-bbox="416 1018 801 1042">To say ten colours in Spanish</p>	<p data-bbox="1104 236 1350 260" style="text-align: center;">Los instrumentos</p> <p data-bbox="965 300 1451 467">Children will learn to recognise, recall and spell instruments, understand articles and determiners and learn to say and write sentences using a 1st person regular verb.</p> <p data-bbox="965 507 1305 571">To introduce the topic ‘Los instrumentos’</p> <p data-bbox="965 611 1473 675">To revise the five instruments and learn the next five instruments in Spanish</p> <p data-bbox="965 715 1440 810">To revise and remember all 10 instruments, learning the appropriate Spanish word for ‘the’</p> <p data-bbox="965 850 1473 914">To revise all the instruments in Spanish and learn how to say ‘toco’</p> <p data-bbox="965 954 1485 1010">To consolidate all the language covered so far</p> <p data-bbox="965 1050 1451 1145">To revise all language covered so far and complete the assessment for the unit</p>	<p data-bbox="1720 204 1832 228" style="text-align: center;">La ropa</p> <p data-bbox="1514 300 2022 571">The intermediate unit progresses the children’s early language learning. Children will learn to repeat and recognise vocabulary for clothes, use appropriate genders/articles, use verbs, say what they wear in different situations, describe using adjectives and use possessives.</p> <p data-bbox="1514 611 2011 675">To learn 11 new nouns and articles for items for clothing</p> <p data-bbox="1514 715 2011 842">To continue to learn the vocabulary for clothing and introduce the structure ‘I wear...’ – llevo / To be able to fully conjugate the regular verb – llevar</p> <p data-bbox="1514 882 1966 946">To learn how to describe clothes in terms of colour</p> <p data-bbox="1514 986 1921 1050">To learn more about possessive adjectives in Spanish</p> <p data-bbox="1514 1090 2000 1153">To revise all language covered so far and complete assessment for the unit</p>
<p data-bbox="208 1219 380 1243">Assessment:</p>	<p data-bbox="416 1219 907 1315">End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing</p>	<p data-bbox="965 1219 1456 1315">End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing</p>	<p data-bbox="1514 1219 2004 1315">End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing</p>

Year 4	Autumn	Spring	Summer
	<p style="text-align: center;">¿Tienes mascota?</p> <p>Children will continue their intermediate learning with this topic. They will repeat, recognise and spell nouns for pets, tell somebody whether they own a pet or not, ask somebody if they have a pet and what its name is and create a longer phrase using conjunctions.</p> <p>To introduce the aim of the unit and learn the eight nouns and matching gender articles for the different pets</p> <p>To consolidate the new pets vocabulary, using 'tengo' plus a pet and a connective</p> <p>To further develop Spanish knowledge by introducing, learning and using the structure 'que se llama'</p> <p>To further linguistic progress by learning how to use the negative structure 'no tengo'</p> <p>To link all the new language together and introduce 'pero'</p> <p>To revise all language covered so far and complete assessment for the unit</p>	<p style="text-align: center;">Mi clase</p> <p>Children will remember and recall 12 classroom objects with their indefinite articles, replace an indefinite article with a possessive adjective and say and write what they have and do not have in their pencil case.</p> <p>To start the unit by introducing the first set of new vocabulary for classroom objects</p> <p>To revise classroom objects and integrate the next five</p> <p>To consolidate all the vocabulary for classroom objects and introduce 'tengo' and 'no tengo'</p> <p>To consolidate all the new language, incorporate 'tengo' and 'no tengo' and extend</p> <p>To revise 'en mi estuche, tengo / no tengo' and teach simple classroom commands</p> <p>To revise the classroom commands and complete the unit assessment</p>	<p style="text-align: center;">¿Qué tiempo hace?</p> <p>Children will learn to repeat and recognise the vocabulary for weather, ask and say what the weather is like, create a Spanish weather map and describe the weather in different regions using a map.</p> <p>To introduce the new unit and start the new vocabulary connected to the weather in Spanish</p> <p>To consolidate weather language</p> <p>To use new language and integrate weather and the days of the week</p> <p>To learn how to read a weather map and describe the weather in different parts of Spain</p> <p>To use all of the language learnt in this unit to be Spanish weather presenters</p> <p>To revise all language covered so far and complete assessment for the unit</p>
Assessment:	End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing	End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing	End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing

Year 5	Autumn	Spring	Summer
	<p data-bbox="584 229 763 261" style="text-align: center;">Me presento</p> <p data-bbox="414 300 927 501">Intermediate topics are continued in Year 5. In this unit, children will learn how to count to 20, say their name and age, use greetings, say where they live and their nationality, and understand basic gender agreement rules.</p> <p data-bbox="414 539 927 635">To introduce the numbers 1 – 10 / To ask and answer questions on how they are</p> <p data-bbox="414 673 927 801">To learn how to say their name in Spanish and also ask somebody their name in Spanish / To consolidate the numbers 1 – 10</p> <p data-bbox="414 839 927 935">To revise numbers and consolidate numbers 1 – 20 / To role play the question ¿cuántos años tienes?</p> <p data-bbox="414 973 927 1069">To revise numbers 1 – 20 and introduce the question ¿dónde vives? and answer ‘vivo...’</p> <p data-bbox="414 1107 927 1171">To revise all previous knowledge and concepts on nationality in Spanish</p> <p data-bbox="414 1209 927 1283">To revise all language covered so far and complete assessment for the unit</p>	<p data-bbox="1155 197 1290 229" style="text-align: center;">La familia</p> <p data-bbox="965 300 1478 533">Children will tell somebody the members of their families along with details, continue to count up to 100, understand the concept of possessive adjectives ‘mi’ and ‘mis’ and move from 1st person singular to 3rd person singular for ‘llamarse’ and ‘tener’.</p> <p data-bbox="965 571 1478 635">To introduce the nouns in Spanish for family members using a fictitious family</p> <p data-bbox="965 673 1478 769">To continue and consolidate the nouns and definite articles for members of the family and ask ¿cómo se llama?</p> <p data-bbox="965 807 1478 903">To consolidate él/ella se llama and introduce new target question ¿tienes un hermano / tienes una hermana?</p> <p data-bbox="965 941 1478 1037">To consolidate last lesson and introduce numbers 1 – 100 in order to say how old family members are</p> <p data-bbox="965 1075 1478 1139">To explore the concept of mi/mis to introduce their family</p> <p data-bbox="965 1177 1478 1347">To revise the possessives and learn how to say the age of a family member by using ¿cuántos años tienes? Él. / ella tiene...años / To complete unit assessment</p>	<p data-bbox="1715 197 1827 229" style="text-align: center;">Mi casa</p> <p data-bbox="1512 300 2024 533">Children will say what they live in and where it is, repeat, recognise and spell up to ten rooms of the house, tell as well as ask somebody what rooms they do and do not have and attempt to create a longer spoken or written passage including statements about their lives.</p> <p data-bbox="1512 603 2024 667">To introduce the aim of the unit and to use the structured ‘Vivo en...’</p> <p data-bbox="1512 705 2024 801">To consolidate last lesson’s language and learn the first five nouns for the rooms of the home</p> <p data-bbox="1512 839 2024 935">To learn another five nouns for the rooms of the home and use ‘En mi casa, hay...’</p> <p data-bbox="1512 973 2024 1069">To develop further linguistic progression by learning the negative structure ‘En mi casa, no hay...’</p> <p data-bbox="1512 1107 2024 1203">To put all the new language into context by integrating it with previously learned phrases</p> <p data-bbox="1512 1241 2024 1315">To revise all language covered so far and complete assessment for the unit</p>



Assessment:	End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing	End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing	End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing
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Year 6	Autumn	Spring	Summer
	<p align="center">El fin de semana</p> <p>Year 6 children will start their progressive units this year. Children will be able to ask what the time is, tell the time accurately, learn to say what they do at the weekend, learn to integrate conjunctions in their writing and present an account of what they do and at what time at the weekend.</p> <p>To introduce the aim of the unit and consolidate with more sophisticated language for telling the time accurately</p> <p>To consolidate the vocabulary for time and introduce the new phrases for the activities done at the weekend</p> <p>To consolidate the new language for the weekend activities with a variety of reading and listening work</p> <p>To consolidate language for weekend activities, integrating a time into the new phrases and learning how to use conjunctions</p> <p>To consolidate all the language covered</p>	<p align="center">La Segunda Guerra Mundial</p> <p>Children will group/order unknown vocabulary to help decode texts, improve their listening and reading skills, name the countries and languages involved in WWII, say what the differences were in the city/country, learn to integrate all new and previous language writing a letter home as an evacuee.</p> <p>To introduced the aim of the unit and learn how to decode unknown language in longer Spanish text</p> <p>To learn some of the countries and languages involved in World War II in Spanish</p> <p>To answer true or false statements in Spanish on what experiences were during WWII</p> <p>To improve the range of vocabulary by learning key words for things Vera saw in the countryside and in the city</p> <p>To improve their language skills by</p>	<p align="center">Comer sano</p> <p>Children will name and recognise foods and drinks considered good and not so good for health, say what activities they do to keep in shape, what they do to maintain a healthy lifestyle and learn how to make a healthy recipe.</p> <p>To name and recognise ten foods and drinks that are considered good for your health</p> <p>To name and recognise ten food and drinks that are not considered good for your health</p> <p>To say what activities they do to keep in shape during the week</p> <p>To say in general what they do to keep a healthy lifestyle</p> <p>To learn to make a healthy recipe in Spanish</p> <p>To revise all language covered so far and complete assessment for the unit</p>



	so far and introduce three positive and three negative opinions phrases To revise all the language covered so far and complete the end of unit assessment	using adjectives to compare city and country life, taught through the story of Daisy To write a letter home in Spanish as a evacuee and complete the end of unit assessment	
Assessment:	End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing	End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing	End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing