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| **Wibsey Web LogoSubject Curriculum Map 2023/2024 - Spanish** | | | |
|  | **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
| **Year 3** | **Listening –** Understand familiar spoken words and phrases in short dialogues and stories.  **Speaking** – Say simple phrases and ask and answer a question.  **Reading** - Read and understand a range of familiar phrases in Spanish.  **Writing** – Write simple words, phrases and sentences in Spanish. | | |
| **Phonics** – [h] silent letter, [j] [z] [v] [uy] [ca] [co] [cu] [ci] [ce] [ll] [ei] [ie]  **Vocabulary** – Greetings and introductions,  Adjectives to describe mood, numbers 1-12 and age, recall colours  **Grammar** – estar (singular) for location & temporary state, intonation questions, WH-questions with dónde, cómo, qué,  **Story telling – El Monstruo de Colores**  **Culture – Christmas in Spain** | **Phonics –** [ca] [co] [cu] [ga] [go] [gu] [l] [ll] [que] [qui]  **Vocabulary-** days of the week, verbs for a range of activities, likes and dislikes  **Grammar -** infinitive verbs**, –** AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), ser (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z) WH-questions with dónde, cómo, qué  **Story telling – Hola Berta**  **Culture – Easter in Spain** | **Phonics** – [j] [ge] [gi] [ga] [go] [gu] [gui] [gui] [n] [ñ]  **Vocabulary**- animals and adjectives, describing pictures, more colours  **Grammar** – indefinite and definite articles, adjectival agreement, using verb “tener”, demasiado +adjectives, adjectival agreement, Question – cómo es?  **Storytelling – Querido Zoo** | |
| **Year 4** | **Listening** –Understand a range of familiar spoken phrases in Spanish and is able to listen for specific words and phrases.  **Speaking** –Ask and answer simple questions and give basic information in Spanish.  **Reading** – Read and understand simple sentences in Spanish, using a reference source to locate new words.  **Writing** – Write simple sentences in Spanish, with limited mistakes. | | |
| **Phonics** – [j] [ge] [gi] [ga] [go] [gu] [gui] [gui] [n] [ñ]  **Vocabulary**- animals and adjectives, describing pictures, more colours  **Grammar** – indefinite and definite articles, adjectival agreement, using verb “tener”, demasiado +adjectives, adjectival agreement, Question – cómo es?  **Storytelling – Querido Zoo**  **Culture – El día de los muertos / Film - Coco** | **Phonics** – [h] [j] [ll] [que]  **Vocabulary** – Nouns for family members and pets, more adjectives to describe character and personal descriptions  **Grammar** – tener, questions with cómo, connectives – pero, también, y, ser in 3rd person singular, adjectival agreement in sentences describing character, possessive pronouns “mi/mis” “tu/tus”. Questions – Cómo and using rising intonation.  **Culture – Carnival in Colombia / Film - Encanto** | **Phonics** – [h] [j] [ll] [que]  **Vocabulary** – Nouns and adjectives to describe Frida Kahlo’s pictures, face and body parts, personal descriptions, giving justified opinions.  **Grammar** – hay, indefinite articles, sentence structure and word order, questions - ¿Qué hay? ¿Te gusta?  **Culture – Mexico / Frida Kahlo** |
| **Year 5** | **Listening –** Understand the main points from a series of spoken sentences (including questions)  **Speaking** – Ask and answer simple questions on several topics and express simple opinions.  **Reading** - Understand the main point(s) from a short, written passage.  **Writing** – Write two or three short sentences as a personal response, using reference materials/with support. | | |
| **Phonics** – the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.  [h] [ñ] [v] [c] [ga] [go] [gu]  **Vocabulary** – months, seasons, weather phrases, numbers 1-31, dates, adjectives to describe mood, likes and dislikes, interrogatives quién, qué, cuándo, cuál, cuántos/cuántas  **Grammar** – hay, regular -AR and -ER verb conjugations, verb “hacer” for weather phrases  estar (plural) for temporary state, ser (plural) for permanent traits, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), hay, singular indefinite articles (un, una), post-nominal adjectives, rising intonation in questions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas  **Culture – festivals in Spain** | **Phonics** – the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [h] [ce] [ci]  **Vocabulary** – nouns for school subjects, time, opinion phrases, describing my school (nouns and adjectives)  **Grammar** –verb “tener”, hay, questions with “tener”, conjunction “porque”, 3rd person verbs, verb “gustar” singular and plural, plural nouns, adjectival agreement  **Story Telling – El Primer Día de la Escuela**  **Culture – school comparisons** | **Phonics** – the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] practicing the use of accents.  **Vocabulary** – nouns and adjectives to describe food and mealtimes, opinion phrases, definite and indefinite articles.  **Grammar** – -AR and -ER present tense (plural), singular and plural articles, intonation questions, negation with no, adverbs of frequency  **Story Telling – The Hungry Caterpillar**  **Culture – Food in Spanish speaking countries** |
| **Year 6** | **Listening –** Understand the main points and some detail from a short, spoken passage comprising of familiar language.  **Speaking** – Take part in a simple conversation and express opinions.  **Reading** - Understand the main points and simple opinions of a longer written passage.  **Writing** – Write a short text in the present tense on a familiar topic, using reference materials and support if necessary. | | |
| **Phonics** – the SSC (sound-symbol correspondences) revisited this term are: [v] [b]  **Vocabulary** – numbers 1-60, telling the time, daily routine phrases, likes and dislikes  **Grammar** – present tense verb conjugations, reflexive verbs, adverbs of frequency, questions with “cuándo” and “a qué hora”, questions with rising intonation  **Culture – comparison of school day in Spanish speaking countries** | **Phonics** – the SSC (sound-symbol correspondences) revisited this term are: [v] [b]  **Vocabulary** – Places in a town, transport, adjectives to describe a place  **Grammar** – hay, -IR verbs, verb “tener” and “ir”, questions with “dónde” and “cómo”, questions with rising intonation, revisit indefinite and definite articles.  **Culture – study of a Spanish city** | **Transition project – About me** |