|  |
| --- |
| **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 phrasesestar (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** |