

Luxulyan Primary School

Spanish Long Term Curriculum Map LKS2

Тнеме	ΑυτυΜΝ 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year A	Торіс:	Topic:	Topic:	Topic:	Торіс:	Topic:
	Phonics	Pencil case items	Classroom language	Brown bear story	Food	The Very Hungry
'Storytime in	Greetings	Christmas in Spain	Animals	Song and stories in	Fruit	Caterpillar
Spanish'	Numbers 1-10		Colours	Spanish	Days of the week	Snack foods
	Giving your age					Ordering food in a café
The aim this	Overview:	Overview:	Overview:	Overview:	Overview:	Overview:
year is to make	Pupils start with the	Pupils have further	The theme is animals	The key verbs are ' es'	Pupils are introduced to	The lessons focus on
children	phonics, learning the	opportunities to make	and colours. The	(he/she/it is), 'son'	useful vocabulary from	memory and
familiar with a	vowels first. They	the sound-written link	linguistic focus is	(they is/are). The	the story of 'The Very	performance in that they
range of songs,	practise these using a	by listening to words	gender, articles	negative is revisted	Hungry Caterpillar'-	ask pupils to retell a
stories and	variety of activities.	and anticipating their	(definite and	and there is also a	numbers, days of the	familiar story- The Very
rhymes in	They learn the numbers	spelling. They also learn	indefinite), plurals and	subtle introduction to	week, fruits and foods.	Hungry Caterpillar- in
Spanish. Every	1-10 and how to ask	some nouns (pencil	adjectives (position	'también' (also/too/as		Spanish. They are
lesson will end	and give their age.	case items). They are	and basic agreement).	well), 'pero' (but).		introduced to the story in
with a story,	Then they learn the	made aware of gender	The grammatical			video and audio format.
song or rhyme	other key phonic	through colour coding.	concepts are all based	Pupils are encouraged		After several activities
in order to	sounds. They read	They use the verb forms	around a core	at all times to strive to		developing memory and
start building	rhyming stories, sing	'tengo- I have', 'es- it	vocabulary of 9	work things out for		practising pronunciation,
confidence and	songs, practise tongue	is' and implicitly	animal nouns and 6	themselves, work in		pupils will hopefully feel
familiarity with	twisters.	encounter the negative	colours so nothing	pairs and small groups		confident enough to retell
story-telling		forms of these.	becomes too difficult.	sharing knowledge,		the story in one of a
and oracy.				and to speak aloud		variety of verbal ways-
This is to				when possible- thereby		with pictures, with video,
prepare				building confidence.		or with video and
children for the				Pronunciation, memory,		subtitles (for those who
retelling of				pattern finding,		need the written back-up
'The Very				sentence building,		for now). The idea is that
Hungry Caterpillar'				autonomy,		everyone can have a go and be successful.
that they will				performance and		and be successful.
be expected to				creativity are the		
do in the				concepts at the heart		
	Dimmed autoana	Dimmed autoomer	Diaman and a subsequence	of these lessons.	Discussed autoense	Discussed autoanaa
summer term.	Planned outcome:	Planned outcome:	Planned outcome:	Planned outcome:	Planned outcome:	Planned outcome:

Perform a mini role-	Write a paragraph	Read and understand	Create their own	Memorise the names of	Retell the story of The
play using greetings or	about what is in their	a paragraph about	version of the brown	foods and fruits.	Very Hungry Caterpillar
a tongue twister.	pencil case.	animals and colours.	bear story.		
Key Skills/Knowledge:	Key Skills/Knowledge:	Кеу	Кеу	Key Skills/Knowledge:	Key Skills/Knowledge:
play using greetings or a tongue twister.	about what is in their pencil case. Key Skills/Knowledge: Repeat modelled words Ask and answer a simple and familiar question with a response Name objects and actions and may link words with a simple connective Identify individual sounds in words and pronounce accurately when modelled Present simple rehearsed statements about themselves, objects and people to a partner Say simple, familiar words to describe people, places, things and actions using a model	a paragraph about animals and colours.	version of the brown bear story.	foods and fruits. Key Skills/Knowledge: Repeat modelled words Name objects and actions and may link words with a simple connective Name nouns and present a simple rehearsed statement to a partner Say simple familiar words to describe people, places, things and actions using a model Read and show understanding of familiar single words Use strategies for memorisation of vocabulary Identify individual sounds in words	 Very Hungry Caterpillar Key Skills/Knowledge: Repeat modelled short phrases Use familiar vocabulary to say a short sentence using a language scaffold Show awareness of accents; begin to pronounce words accordingly Present ideas and information in simple sentences using familiar and rehearsed language to a partner or small group of people Say one or two short sentences that may contain an adjective to describe people, places, things and actions Use strategies for memorisation of vocabulary Show awareness
	Read and show understanding	and actions	-	and pronounce	of accents; begin
	understanding	and actions	short phrases	accurately	to pronounce
	of familiar	Read and	written from	when modelled	words
	single words	show	memory to	 Name the 	accordingly
		understanding		gender of	• •

 Use strategies 	of simple phrases and	create new phrases	nouns, name the definite	• Join in with words
for	sentences		and indefinite	of a song or
memorisation of	containing	Write one or	articles for	storytelling
vocabulary	familiar words	two simple	both genders	
Write single		sentences that	and use	
familiar words		may contain	correctly; say	
from memory	with English or known	an adjective to describe	how to make	
with	language to	people,	the plural form	
understandable	work out the	places, things	of nouns	
accuracy	meaning of	and actions		
Copy simple	new words	Listen and		
familiar words				
to describe	 Replace familiar 	identify specific words		
people, places,	vocabulary in	in songs and		
things and	short phrases	rhymes and		
actions using a model	written from	demonstrate		
	memory to	understanding		
• Join in with	create new	 Join in with 		
actions to	phrases	actions to		
accompany	 Show 	accompany		
familiar songs, stories and	awareness of	familiar songs,		
rhymes	word classes-	stories and		
·	nouns,	rhymes		
Name the	adjectives and	 Use the correct 		
gender of nouns	verbs and	form of some		
 Use a simple 	connectives	regular and		
negative form	and be aware	high frequency		
	of similarities	verbs in the		
	in English	present tense		
	Name the	in first and		
	gender of	second person;		
	nouns; name	compare with		
	the definite	English		
	and indefinite	 Use the 		
	articles for	present tense		
	both genders	of some high		
	and use	frequency		
	correctly; say	verbs in the		
	how to make	third person		
	the plural	singular		
	form of nouns	0.1		

		 Use a simple 	
		negative form	

Тнеме	Αυτυμν 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year B 'Let's Be Creative'	Topic: Numbers 1-31 Days of the week Months Dates	Topic: Birthday celebrations La Navidad	Topic: Shapes Colours Describing picture	Topic: Parts of the face Describing Picasso faces Parts of the body	Topic: Family members Alphabet Describing hair and eyes	Topic: The Giant Turnip Describing a family
The aim this year is to show children how they can be more creative linguistically in Spanish. Through art and other cross-curricular applications they will be encouraged to be more curious and autonomous in their learning.	Overview: These lessons focus on introducing the numbers 1-31 as well as months and dates in preparation for the work being done on celebrations during the second half of the term.	Overview: Pupils will learn how to ask for and give their birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and videos about birthdays and other celebrations.	Overview: There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create.	Overview: Pupils learn the parts of the body and face and use this language to describe the work of famous Spanish artists (e.g. Picasso).	Overview: Pupils learn the language for family members. They learn how to say 'Tengo un/unaque se llama' I have acalled and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes).	Overview: Pupils retell the story 'The Giant Turnip'. They use key verbs in the 3 rd person singular and plural : tiene (has), es (is), tienen (have), son (are).
	Planned outcome: Memorise the months of the year.	Planned outcome: Design and create a birthday party invitation.	Planned outcome: Create and describe a picture in the style of Miró.	Planned outcome: Design, describe and present a monster.	Planned outcome: Read and understand a paragraph about someone's family.	Planned outcome: Retell the story of The Giant Turnip.
	 Key skills/Knowledge: Repeat modelled words Listen and show understanding of single words through physical response Use familiar vocabulary to say a short sentence using a 	 Key skills/Knowledge: Repeat modelled short phrases Ask and answer a simple and familiar question with a response Use familiar vocabulary to say a short 	Key skills/Knowledge: Repeat modelled short phrases Name objects and actions and may link words with a simple connective	Key skills/Knowledge: Listen and show understanding of single words through physical response Use familiar vocabulary to say a short	Key skills/Knowledge: Repeat modelled short phrases Ask and answer at least two simple and familiar questions with a response	 Key skills/Knowledge: Speak about everyday activities and interests Show awareness of accents; begin to pronounce words accordingly Present ideas and information

languaga	contonco using	• D	sentence using	• Court of	in simple
language scaffold	sentence using a language	 Present ideas and 	a language	 Speak about everyday 	sentences using
Start to	scaffold	information in	scaffold		familiar and
recognise the	 Present simple 	simple	Show	activities and interests	rehearsed
sound of some	 rresent simple rehearsed 	sentences	 Show awareness of 		language to a
letter strings in	statements	using familiar	accents; begin	 Adapt 	partner or small
familiar words	about	and	to pronounce	intonation to	group of people
and pronounce	themselves,	rehearsed	words	ask questions	 Use strategies
when modelled	objects and	language to a	accordingly	or give instructions	for memorisation
Say simple	people to a	partner or a	 Present ideas 		of vocabulary
familiar words	partner	small group of	and	Present simple	 Listen and
to describe	 Read and show 	people	information in	rehearsed statements	identify specific
people, places,	understanding	 Say one or 	simple	about	words in songs
things and	of simple	two short	sentences using	themselves,	and rhymes and
actions using a	phrases and	sentences that	familiar and	objects and	demonstrate
model	sentences	may contain	rehearsed	people to a	understanding
Read and show	containing	an adjective	language to a	people to d	 Join in with
understanding	familiar words	to describe	partner or	Say one or	words of a song
of familiar	 Use context to 	people,	small group of	two short	or storytelling
single words	predict the	places, things	people	sentences that	 Use the present
Make links with	meaning of new	and actions	 Say one or two 	may contain	tense of some
English or	words	 Replace 	short sentences	an adjective to	high frequency
known	Replace	familiar	that may	describe	verbs in the third
language to	familiar	vocabulary in	contain an	people,	person singular
work out the	vocabulary in	short phrases	adjective to	places, things	 Use the verb
meaning of new	short phrases	written from	describe	and actions	'ser' in the
words	written from	memory to	people, places,	 Read and 	present tense in
Copy simple	memory to	create new	things and	show	the third person
familiar words	create new	phrases	actions	understanding	singular and
to describe	phrases	Write one or	 Begin to use a 	of simple	plural
people, places,	Write a simple	two simple	bilingual	phrases and	
things and	phrase that	sentences that	dictionary to	sentences	
actions using a	may contain an	may contain	find the	containing	
model	adjective to	an adjective	meaning of	familiar words	
 Join in with 	describe	to describe	individual	 Use context to 	
actions to	people, places,	people,	words in	predict the	
accompany	things and	places, things	Spanish and	meaning of	
familiar songs,	actions using a	and actions	English	new words	
stories and	language	Show	 Replace 	• Use the correct	
rhymes	scaffold	awareness of	familiar	form of some	
	 Join in with 	the position	vocabulary in	regular and	
	words of a	and	short phrases	high frequency	

	song or storytelling	masculine/ feminine agreement of adjectives and start to demonstrate use • Use simple prepositions in their sentences	 written from memory to create new phrases Write one or two simple sentences that may contain an adjective to describe people, places, things and actions Join in with actions to accompany familiar songs, stories and rhymes Show awareness of the position and masculine/ feminine agreement of adjectives and start to demonstrate use 	 verbs in the present tense in first and second person; compare with English Use the present tense of some high frequency verbs in the third person singular Use a simple negative form 	
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