

Luxulyan Primary School

Spanish Long Term Curriculum Map UKS2

Тнеме	ΑυτυΜΝ 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year A	Topic:	Topic:	Торіс:	Торіс:	Торіс:	Торіс:
	Question words	Opinions on food	Dictionary skills	Pronouns	Opinions on types of	Interviews about music
'My Opinion Matters'	Asking for and giving	Mealtimes and	Sports and opinions	Commands and giving	music	Creating own
	the time	expressions of	Present tense	instructions	Instruments	song/rap
The aim this year is to	Breakfast foods	frequency	Expressions of	Talking about sports	Dictionary skills	Performing and
encourage children to		Eating habits	frequency	that others do	Giving reasons for	evaluating
express their opinion in		Dictionary skills			opinions	
Spanish on a variety of	Overview:	Overview:	Overview:	Overview:	Overview:	Overview:
topics and show how	This unit starts with	Pupils learn how to	This unit focuses on	Pupils describe sports	Learners use	Learners use the
they can reason their	simple calculations	say when mealtimes	sports and opinions.	that they and others	dictionaries to look up	language they have
opinion to further	based on the five times	are and what they	Learners pronounce	do using simple	different instruments.	learnt to create short
strengthen and support	table and leads into	usually have,	cognate and other	sentences with 'tiene',	They use opinions in	raps or songs about
it. Children will be	learning how to ask for	comparing with eating	sports accurately from	'es' and 'hay' for their	the context of	food, sports or music.
given multiple	and give the time.	habits in Spain. They	text, applying their	peers to guess. They	different types of	
opportunities to give	Learners also extend	learn how to give their	phonics knowledge	learn how to say	music, and to give	
opinions with increasing	their food and drink	opinions of different	from previous years.	which sports they	reasons why, using	
amounts of detail and	vocabulary.	food and drink and	They practise using a	like/dislike doing,	'porque' (because).	
personalisation as the		complete a simple	dictionary to look up	using 'me gusta' +	Giving opinions can	
year progresses.		food/drink diary in	unknown words.	infinitive verb. They	be tricky in Spanish	
Empathy, understanding		Spanish.		become able to give	because of the nature	
and tolerance of				commands that others	of using these verbs of	
differing opinions will				can follow.	opinion 'gustar' (to	
be highlighted and					like) and 'encantar' (to	
developed.					love) and the fact that	
					the adjectives used to	
					describe things must	
					match the number and	
					gender of the thing	
					they describe.	
	Planned outcome:	Planned outcome:	Planned outcome:	Planned outcome:	Planned outcome:	Planned outcome:

Create a poster about	Complete a	Write a paragraph	Create a simple	Read, understand and	Create and perform a
telling the time.	food/drink diary for	about sports, including	exercise/dance	complete a text on	simple song/rap.
	a week, including their	how often they do	routine.	music and opinions.	
	opinion on what they	them and their			
	eat/drink.	opinion.			
Кеу	Кеу	Кеу	Кеу	Кеу	Кеу
Skills/Knowledge:	Skills/Knowledge:	Skills/Knowledge:	Skills/Knowledge:	Skills/Knowledge:	Skills/Knowledge:
 Listen and 	 Listen and 	 Listen and 	 Listen and 	 Listen and 	 Listen and
show	understand	understand	show	understand	understand
understanding	the main	the main	understanding	the main	the main
of simple	points from	points from	of simple	points from	points from
sentences	short, spoken	short, spoken	sentences	short, spoken	short, spoken
containing	material in	material in	containing	material in	material in
familiar words	Spanish	Spanish	familiar words	Spanish	Spanish
through	 Engage in a 	 Ask and 	through	 Express a 	 Use familiar
physical	simple	answer more	physical	wider range	vocabulary to
response	conversation	complex	response	of opinions	say several
 Say a longer 	using a range	questions with	 Engage in a 	and begin to	longer
sentence using	of simple,	a scaffold of	simple	provide	sentences
familiar	familiar	responses	conversation	simple	using a
language	questions	 Refer to 	using a range	justification	language
Pronounce	 Refer to 	everyday	of simple,	 Vary 	scaffold
familiar words	everyday	activities and	familiar	language and	 Adapt
accurately	activities and	interests,	questions	produce	intonation, for
using	interests,	recent	 Use familiar 	extended	example to
knowledge of	recent	experiences	vocabulary to	responses	mark question
letter string	experiences	and future	say several	 Adapt 	and
sounds to	and future	plans	longer	intonation, for	exclamations
support,	plans	 Appreciate 	sentences	example to	 Present a
observing	 Read and 	the impact of	using a	mark	range of
silent letter	understand	accents and	language	questions and	ideas and
rules	the main	elisions on	scaffold	exclamations	information,
Read and	points from	sound and	Start to	 Present a 	without
show	short, written	apply	predict the	range of	prompts, to a
understanding	material	increasingly	pronunciation	ideas and	partner or
of simple	 Use a 	confidently	of unfamiliar	information,	group of
sentences	bilingual	when	words in a	using prompts,	people
containing	dictionary to	pronouncing	sentence using	to a partner	 Read and
familiar and		words	knowledge of		understand

language Write a language to silent letter Use a wider some • Use a range of strategies simple present ideas rules range of from	ts and e detail 1 short,
Ianguage • Write a Ianguage to silent letter • Use a wider some • Use a range simple present ideas rules range of from of strategies sentence from and • Present a descriptive writt	e detail 1 short, ren
Use a range simple present ideas rules range of from of strategies sentence from and Present a descriptive writt	r short, ren
of strategies sentence from and • Present a descriptive writt	en
to determine memory using information in reason of Incompany in mate	erial
to determine memory using information in range of language in mate	
the meaning of familiar simple ideas and their • Use	a
new words language sentences information, descriptions of biling	gual
(links with	er/online
known text of simple to a partner places, things diction	onary to
language, familiar songs sentences or small group and actions find	the
cognates, and rhymes, containing of people • Read and mean	ning of
	miliar
	ds and
	ises in
	nish and
rhyming words classes and actions people, from short, Engli	ish
and specific	ace
	ubulary in
	ences
	en from
	ory to
	te new
	ences with
	racy
	erstand
	gist of an
	miliar
	or song
	g familiar
	uage and
	or read
present tense (IINKS WITH Tind the sentences Sing known meaning of from memory alou	d
language, unfamiliar with familiar	
cognates, words and language with	
etymology, phrases in accuracy	
context) Spanish and • Follow the	
Replace English text of a	
vocabulary in familiar song	

sentences written from memory to create new sentences with accuracy Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling Name and use a range of conjunctions to create compound sentences Use some regular and high frequency verbs in the present tense in the first, second and third person singular applying subject-verb	accuracyconjunctionsFollow the text of a familiar song or storycreate compound sentencesRecognise and use a range of prepositionsDemonstrat understandi of gender and numbe of nouns an use appropriationsRecognise and use a high frequencyuse a high determiners	l use to e ng d d e i l

THEME AUTUMN 1 AUTUMN 2 SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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Year B	Topic:	Topic:	Topic:	Topic:	Topic:	Topic:
	Weather	Cities in Spain	Spanish poetry	Spanish festivals	Holiday destinations	Describing holiday
'Discovering Spain'	Countries	Points of the compass	Spanish festivals	UK festivals		pictures
		Saying where you live				Writing holiday
The aim this year is		Places in town				postcards
to increase the	Overview:	Overview:	Overview:	Overview:	Overview:	Overview:
geographical	Pupils begin this unit	Pupils look at key	Pupils are treated to a	Pupils are encouraged	Pupils extend their	Pupils apply language
knowledge that	by learning to	cities and their	summary of the	to recognise questions	learning to the theme	they know to describe
children have on	describe the weather.	location in Spain, using	features of the main	and match them to	of holidays. They	holiday pictures and
Spain and other	They then move on to	points of the compass	festivals in Spain.	appropriate answers	research holiday	write holiday
Spanish-speaking	revising colours (with	and key geographical		provided. If they can	destinations in Spanish-	postcards.
parts of the world.	adjectival agreement)	features to locate		they describe a	speaking countries.	
When this is	with common nouns	them on a map. They		festival in the UK.		
combined with	and then the flags of	recycle how to say				
cultural studies such	a few familiar	what somewhere is				
as the variety of	countries. They also	famous for using the				
festivals celebrated	learn how to express	key cities they have				
in Spain, children will	what each country is	been introduced to.				
gain a wider	famous for, paying	They learn vocabulary				
understanding of	attention to the	for places in town and				
their own cultural	number and gender of	are then invited to				
identity and place in	the nouns they are	work independently to				
the world as a global	using. There follows a	describe photos				
citizen.	focus on Spain and	(making use of a word				
	some of the key	list provided) and give				
	features of the	their opinions on them.				
	country. Attention is					
	paid to forming					
	plurals of nouns and					
	using the adjective					
	'mucho' (lots of). Pupils					
	are also encouraged					
	to use 'hay' (there					
	is/are) which they					
	have met previously.					
	Planned outcome:	Planned outcome:	Planned outcome:	Planned outcome:	Planned outcome:	Planned outcome:
	Present a weather	Read and understand	Memorise and perform	Write a description of	Produce a presentation	Write a holiday
	forecast.	a text that describes a	a Spanish poem.	a festival.	on a holiday	postcard.
		place and gives			destination in a	
		opinions.				

	Кеу	Кеу	Кеу	Spanish-speaking country. Key	Кеу
Skills/Knowledge:	Skills/Knowledge:	Skills/Knowledge:	Skills/Knowledge:	Skills/Knowledge:	Skills/Knowledge:
 Listen and understand the main points from short, spoken material in Spanish Ask and answer more complex questions with a scaffold of responses. Say a longer sentence using familiar language. Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules. Manipulate familiar language to present ideas 	 Listen and understand the main points from short, spoken material in Spanish. Express a wider range of opinions and begin to provide simple justification. Use familiar vocabulary to say several longer sentences using a language scaffold. Adapt intonation, for example to mark questions and exclamations. Say several simple to mark 	 Listen and understand the main points and some detail from short, spoken material in Spanish. Converse briefly without prompts. Use familiar vocabulary to say several longer sentences using a language scaffold. Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words. Present a range of ideas and information, 	 Listen and understand the main points and some detail from short, spoken material in Spanish. Ask and answer more complex questions with a scaffold of responses. Vary language and produce extended responses. Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. Manipulate familiar 	 Converse briefly without prompts. Refer to everyday activities and interests, recent experiences and future plans. Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. Present a range of ideas and information, without prompts, to a partner or a group of people. Read and understand the main points 	 Refer to everyday activities and interests, recent experiences and future plans. Use a wider range of descriptive language in their descriptions of people, places, things and actions. Read and understand the main points and some detail from short, written material. Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in

simple	places, things	small group of	places, things	short, written	Replace
sentences.	and actions	people.	and actions,	material.	vocabulary in
Read and	using a	Read and	maybe using a	 Use a wider 	sentences
show	language	understand the	dictionary.	range of	written from
understanding	scaffold.	main points	 Read and 	descriptive	memory to
of simple	Read and	from short,	understand the	language in	create new
sentences	understand	written	main points	their	sentences with
containing	the main	material.	and some	descriptions of	accuracy.
familiar and	points from	• Use a range of	detail from	people, places,	 Use a wider
some	short, written	strategies to	short, written	things and	range of
unfamiliar	material.	determine the	material.	actions.	descriptive
language.	 Use a range 	meaning of	 Use a bilingual 		language in
Write a	of strategies	new words	paper/online		their
simple	to determine	(links with	dictionary to		descriptions of
sentence from	the meaning	known	find the		people,
memory using	of new words	language,	meaning of		places, things
familiar	(links with	cognates,	unfamiliar		and actions.
language.	known	etymology,	words and		Choose the
Follow the	language,	context).	phrases in		correct tense
text of	cognates,	Follow the text	Spanish and		of a verb
familiar songs	etymology,	of a familiar	English.		according to
and rhymes,	context).	song or story	 Write several 		context.
identifying the	 Write several 	and sing or	sentences from		
meaning of	simple	read aloud.	memory with		
words.	sentences	Use some	familiar		
Demonstrate	containing	regular and	language with		
understanding	adjectives to	high frequency	accuracy.		
of gender and	describe	verbs in the	 Manipulate 		
number of	people,	present tense	familiar		
nouns and use	places, things	in the first,	language to		
appropriate	and actions	second and	describe		
determiners.	using a	third person	people,		
Explain and	language	singular	places, things		
apply the	scaffold.	applying	and actions,		
rules of	Use some	subject-verb	maybe using a		
position and	adverbs.	agreement.	dictionary.		
agreement of	 Use the verb 		 Understand 		
adjectives	'estar' to		the gist of an		
with	locate place,		unfamiliar		

increasing accuracy and confidence.	 story or song using familiar language and sing or read aloud. Name and use a range of conjunctions to create compound sentences. Use the third person plural
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