



## Robins Lane Primary School

### Spanish Curriculum Map

	Autumn	Spring	Summer
<b>Year 1</b>	<b>The Park</b> Children are introduced to some of the most useful words and phrases in the Spanish language. The main objective is introductions. The children will start to learn the Spanish for greetings, saying goodbye, saying their names and saying how they are feeling. They will also become familiar with numbers one to five in Spanish, along with a few colours.	<b>The Cafe</b> This unit consolidates work done on greetings in level one by introducing us to more of the Spanish children, in a café setting. The main language content is centred around easy-to-grasp forms of the Spanish verbs for have, like, and want. More colours are introduced (others are reinforced) and the children will also become familiar with some names of fruits and drinks.	<b>The House</b> This level increases exposure to new vocabulary by presenting useful language mainly related to the home. We see family members in photographs; house numbers from ten to twenty; days of the week in a chant; clothes in a dressing up game; and the Spanish children with their toys. Some additional vocabulary is also gently introduced in preparation for future learning.
<b>Year 2</b>	<b>The Zoo</b> A visit to the zoo is the setting for this level, and new vocabulary centres around types of animals. Much of the language used has already been introduced in previous levels, so with some subtle variations in the presented language (such as 'How big!' rather than 'Very big!').	<b>The Class</b> This level reviews colours, family and numbers 1-20, the verb have, and further language covered in previous levels. It also focuses on key classroom vocabulary and we see Spanish children at school. Other new vocabulary introduced in this unit includes: parts of the body, and tu (your).	<b>The Market</b> Food and shopping are the main elements in this unit, which for the children, means cooking a typical Spanish dish, using potato stamps, and buying fruit in an improvised shop. Among the key language practised in this unit are food vocabulary, colours, the verb 'have' and counting.
<b>Year 3</b>	<b>The Alphabet</b> This short unit is all about letters and being able to recite the alphabet in Spanish.  <b>More Ways to Introduce Myself</b> This unit is all about saying hello and goodbye, introducing yourself in different ways and finding out other people's names.	<b>Friends</b> This unit centres on the theme of friendship. It features the Spanish children arranging to meet at the park, playing all sorts of improvised games - including many with numbers - and taking a refreshment break together. Children will revisit and develop their ability to count, express how they feel and to identify simple locations of objects.	<b>Art</b> This unit equips children with simple key language associated with art. Within the context of an art auction, children will be able to recall their knowledge of numbers, expand their knowledge of colour names and identify simple objects.
<b>Year 4</b>	<b>My Family</b> In this unit, children develop their ability to describe their family by learning associated vocabulary. They will explore the concept of expressing personal possession in Spanish and will recap their vocabulary on explaining where something is.	<b>The School Day</b> This unit centres on the context of the school day. The children further develop their knowledge of foods and clothes. They are also introduced to months of the year and practise giving their date of birth.	<b>A Day Out</b> Through the context of a day out, this unit looks mainly at colours, modes of transport, and comparing sizes. The children will also be able to develop their simple directional language.
<b>Year 5</b>	<b>The Weather</b> Thunder and lightning, sun, rain, wind and snow. All sorts of weather types feature in this unit. The children will also learn temperatures, seasons and continents.	<b>Passports</b> Through the scenario of working in passport control, children further develop their ability to ask questions to others, such as "Where are you from?", "What's your name?", "What have you got?" and "How old are you?"	<b>Shopping</b> This unit focuses on key language to use when shopping. The children have opportunities to name food ingredients, ask for prices and for quantities of items. They will also have opportunities to revise colour and number vocabulary.
<b>Year 6</b>	<b>Animals</b> Children learn the names of animals in this unit. They also get the opportunity to develop questions and answers related to this context. The children also revise their ability to give basic descriptions by explaining the appearance of animals.	<b>Sleepover</b> This short unit allows children to develop their ability to tell, and give, the time. They will also learn how to express some basic needs, such as being hungry and thirsty.  <b>Home</b> This level, with an 'at home' theme, looks mainly at language presented in previous levels, such as rooms in a house, numbers, and ways to introduce yourself.	<b>Sports</b> In this unit, children learn about the names of familiar sports. They recap their knowledge of days of the week, colours and how to express their likes and dislikes.