



Languages Subject Curriculum Map

Languages						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations	Holidays (to be included as desired): El día de la Hispanidad (12 th October), El día de los muertos (1,2 November), Christmas, Los reyes magos (7th January), Carnaval (Mardi Gras), Mothers/Father's Day, Easter, any local festivals					
Year 1	<p>Hola, ¿Cómo estás?</p> <p>Students study greetings, learn to greet each other and learn a variety of responses: bien, mal, fatal, así así. May also include an introduction to numbers, colours and the alphabet via songs.</p>	<p>HOLIDAYS: El día de los muertos, Christmas</p>	<p>¿Cómo te llamas?</p> <p>Students learn to respond to this question. Can try small dialogues in pairs or with puppets in front of the class to model.</p> <p>Also includes an introduction to numbers, colours and the alphabet via songs.</p> <p>HOLIDAYS: Carnaval (Pancake Day)</p>	<p>Cúantos años tienes?</p> <p>Students learn to answer this question using: 'tengo' + the number of their age.</p> <p>Also includes an introduction to numbers, colours and the alphabet via songs.</p> <p>May include an introduction to body parts and movement.</p> <p>HOLIDAYS: Easter, Mothers Day</p>	<p>¿Qué clima hace hoy? –</p> <p>Students study weather expressions using actions to practise.</p> <p>Also includes: numbers, colours and the alphabet through songs.</p> <p>May include an introduction to body parts and movement.</p> <p>HOLIDAYS: Father's day</p>	<p>Summer 2: Muévete –</p> <p>Students study basic action verbs like: baila, corre and body parts via songs.</p> <p>Also includes numbers, colours and the alphabet through songs.</p>

<p>Year 2</p>	<p>Repaso</p> <p>Students revise greetings, giving their name and age, the weather, movement verbs, body parts, numbers, colours and the alphabet.</p> <p>HOLIDAYS: Christmas</p>	<p>Los días de la semana</p> <p>Students look at days of the week via songs.</p> <p>May also include months of the year and the weather.</p> <p>Also includes revision of previous material.</p>	<p>Qué comes?</p> <p>Students study food, asking for food and saying 'tengo hambre' using song and props.</p> <p>Also includes revision of previous material.</p> <p>HOLIDAYS: Carnaval (Pancake Day)</p>	<p>Mi familia –</p> <p>Students learn to recognise and say basic family members using song and acting.</p> <p>Also includes revision of previous material.</p> <p>HOLIDAYS: Easter, Mother's Day</p>	<p>Un cuento –</p> <p>Students will look at the story of the Gingerbread man in Spanish, practising basic movement verbs, body parts, family words, learning animal names, revising numbers and colours via repetition, videos, acting and drawing.</p>	<p>Muévete –</p> <p>Students study basic action verbs like: baila, corre and body parts via songs. Students can go outside and learn nature vocabulary.</p>
<p>Year 3</p>	<p>Describing me and others</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week,</p>	<p>Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week,</p>	<p>Saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are:</p> <p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12,</p> <p>Grammar: -AR and -ER present tense</p>	<p>Saying how many and describing things</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are:</p> <p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12,</p>	<p>Describing things and people</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are:</p> <p>Vocabulary: adjectives for describing animals, story creation, loves and hates, Hungry Caterpillar (rojo), Todo un año</p>	<p>Expressing likes and saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are:</p> <p>Vocabulary: adjectives for describing animals, story creation, loves and hates, Hungry Caterpillar (rojo),</p>

	<p>nouns for possessions, 'I have a present for' story</p> <p>Grammar: estar (singular) for location & temporary state, ser (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), tener, singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué</p>	<p>nouns for possessions, 'I have a present for' story</p> <p>Grammar: estar (singular) for location & temporary state, ser (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), tener, singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué</p>	<p>(singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles</p>	<p>Grammar: -AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles</p>	<p>(amarillo) revisit days, months</p> <p>Grammar: revisit hay, regular plural marking on nouns (-es), revisit definite articles & adjective agreement, plural definite articles, using amar odiar + definite article, revisit intonation question</p>	<p>Todo un año (amarillo) revisit days, months</p> <p>Grammar: revisit hay, regular plural marking on nouns (-es), revisit definite articles & adjective agreement, plural definite articles, using amar odiar + definite article, revisit intonation question</p>
Year 4	<p>Describing me and others</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p>Vocabulary: adjectives to describe mood today and</p>	<p>Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p>Vocabulary: adjectives to describe mood today and</p>	<p>Saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are:</p> <p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12,</p>	<p>Saying how many and describing things</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are:</p> <p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-</p>	<p>Describing things and people</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are:</p> <p>Vocabulary: adjectives for describing animals, story creation, loves and hates, Hungry</p>	<p>Expressing likes and saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are:</p> <p>Vocabulary: adjectives for describing animals, story creation, loves</p>

	<p>character generally, days of the week, nouns for possessions, 'I have a present for' story</p> <p>Grammar: estar (singular) for location & temporary state, ser (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), tener, singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué</p>	<p>character generally, days of the week, nouns for possessions, 'I have a present for' story</p> <p>Grammar: estar (singular) for location & temporary state, ser (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), tener, singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué</p>	<p>Grammar: -AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles</p>	<p>12,</p> <p>Grammar: -AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), interrogative cuántos, cuántas, revisit indefinite articles</p>	<p>Caterpillar (rojo), Todo un año (amarillo) revisit days, months</p> <p>Grammar: revisit hay, regular plural marking on nouns (-es), revisit definite articles & adjective agreement, plural definite articles, using amar odiar + definite article, revisit intonation question</p>	<p>and hates, Hungry Caterpillar (rojo), Todo un año (amarillo) revisit days, months</p> <p>Grammar: revisit hay, regular plural marking on nouns (-es), revisit definite articles & adjective agreement, plural definite articles, using amar odiar + definite article, revisit intonation question</p>
Year 5	<p>Describing me and others</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel</p>	<p>Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel</p>	<p>Saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns</p>	<p>Saying where you are going and what there is there</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In</p>	<p>Saying what activities, I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is</p>	<p>Saying what I and others like/dislike, want and have to do</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the</p>

	<p>combinations are introduced.</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives quién, qué, cuándo, cuál, cuántos/cuántas, nouns and adjectives for places, festivals, physical description</p> <p>Grammar: estar (plural) for location & temporary state, ser (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), hay, tener, singular indefinite articles (un, una), post-nominal</p>	<p>combinations are introduced.</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives quién, qué, cuándo, cuál, cuántos/cuántas, nouns and adjectives for places, festivals, physical description</p> <p>Grammar: estar (plural) for location & temporary state, ser (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), hay, tener, singular indefinite articles (un, una), post-nominal</p>	<p>are introduced.</p> <p>Vocabulary: verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography</p> <p>Grammar: -AR and -ER present tense (plural), singular definite articles (el, la), intonation questions, hay, negation with no, verb IR (singular), contractions del, al</p>	<p>addition, syllable stress patterns are introduced.</p> <p>Vocabulary: verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography</p> <p>Grammar: -AR and -ER present tense (plural), singular definite articles (el, la), intonation questions, hay, negation with no, verb IR (singular), contractions del, al</p>	<p>practised.</p> <p>Vocabulary: words for describing activities, places in town, weather, sport, instruments, things countries are famous for</p> <p>Grammar: hacer (singular/plural), jugar (singular/plural), two-verb structures - amar odiar, querer deber poder (singular) + infinitive, revisit intonation and WH- questions</p>	<p>use of accents is practised.</p> <p>Vocabulary: words for describing activities, places in town, weather, sport, instruments, things countries are famous for</p> <p>Grammar: hacer (singular/plural), jugar (singular/plural), two-verb structures - amar odiar, querer deber poder (singular) + infinitive, revisit intonation and WH- questions</p>
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	adjectives, intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no	adjectives, intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no				
Year 6	<p>Describing me and others</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives quién, qué, cuándo,</p>	<p>Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives quién, qué, cuándo,</p>	<p>Saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns are introduced.</p> <p>Vocabulary: verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography</p> <p>Grammar: -AR and -ER present tense (plural), singular definite</p>	<p>Saying where you are going and what there is there</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns are introduced.</p> <p>Vocabulary: verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography</p>	<p>Saying what activities, I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is practised.</p> <p>Vocabulary: words for describing activities, places in town, weather, sport, instruments, things countries are famous for</p> <p>Grammar: hacer (singular/plural),</p>	<p>Saying what I and others like/dislike, want and have to do</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is practised.</p> <p>Vocabulary: words for describing activities, places in town, weather, sport, instruments, things countries are famous for</p> <p>Grammar: hacer</p>

	<p>cuál, cuántos/cuántas, nouns and adjectives for places, festivals, physical description</p> <p>Grammar: estar (plural) for location & temporary state, ser (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), hay, tener, singular indefinite articles (un, una), post-nominal adjectives, intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no</p>	<p>cuál, cuántos/cuántas, nouns and adjectives for places, festivals, physical description</p> <p>Grammar: estar (plural) for location & temporary state, ser (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), hay, tener, singular indefinite articles (un, una), post-nominal adjectives, intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no</p>	<p>articles (el, la), intonation questions, hay, negation with no, verb IR (singular), contractions del, al</p>	<p>Grammar: -AR and -ER present tense (plural), singular definite articles (el, la), intonation questions, hay, negation with no, verb IR (singular), contractions del, al</p>	<p>jugar (singular/plural), two-verb structures - amar odiar, querer deber poder (singular) + infinitive, revisit intonation and WH- questions</p>	<p>(singular/plural), jugar (singular/plural), two-verb structures - amar odiar, querer deber poder (singular) + infinitive, revisit intonation and WH- questions</p>
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¹ The grammar features in lower KS2 (Y3/Y4) are all introduced in Y3 and revisited in new contexts in Y4 to deepen knowledge. The same applies to upper KS2 (Y5/6).

Key: L (Listening), S (Speaking), R (Reading), W (Writing)