

Languages Subject Curriculum Map

Languages							
Celebrations			Spring 1 Hispanidad (12 th October), r's Day, Easter, any local fo		Summer 1 2 November), Christmas,	Summer 2 Los reyes magos (7th	
Year 1	Hola, ¿Cómo estás? Students study greetings, learn to great 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.	HOLIDAYS: El día de los muertos, Christmas	¿Cómo te llamas? Students learn to respond to this question. Can try small dialogues in pairs or with puppets in front of the class to model. Also includes an introduction to numbers, colours and the alphabet via songs. HOLIDAYS: Carnaval (Pancake Day)	Cúantos años tienes? Students learn to answer this question using: 'tengo' + the number of their age. Also includes an introduction to numbers, colours and the alphabet via songs. May include an introduction to body parts and movement. HOLIDAYS: Easter, Mothers Day	¿Qué clima hace hoy? — Students study weather expressions using actions to practise. Also includes: numbers, colours and the alphabet through songs. May include an introduction to body parts and movement. HOLIDAYS: Father's day	Summer 2: Muévete – Students study basic action verbs like: baila, corre and body parts via songs. Also includes numbers, colours and the alphabet through songs.	



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



	1	1	rinive and achieve together	1	1	
	nouns for	nouns for	(singular), singular	Grammar: -AR and -	(amarillo) revisit	Todo un año
	possessions, 'I have a	possessions, 'I have a	definite articles (el, la),	ER present tense	days, months	(amarillo) revisit
	present for' story	present for' story	hay, regular plural	(singular), singular		days, months
			marking on nouns (-s),	definite articles (el,	Grammar: revisit	-
	Grammar: estar	Grammar: estar	interrogative cuántos,	la), hay, regular	hay, regular plural	Grammar: revisit
	(singular) for location	(singular) for location	cuántas, revisit	plural marking on	marking on nouns (-	hay, regular plural
	& temporary state,	& temporary state,	indefinite articles,	nouns (-s),	es), revisit definite	marking on nouns (-
	ser (singular) for	ser (singular) for	plural indefinite	interrogative	articles & adjective	es), revisit definite
	permanent traits &	permanent traits &	articles	cuántos, cuántas,	agreement, plural	articles & adjective
	origin, adjective	origin, adjective		revisit indefinite	definite articles,	agreement, plural
	endings (-o, -a, -e, -z),	endings (-o, -a, -e, -z),		articles, plural	using amar odiar +	definite articles,
	tener, singular	tener, singular		indefinite articles	definite article, revisit	using amar odiar +
	indefinite articles (un,	indefinite articles (un,			intonation question	definite article,
	una), intonation	una), intonation			•	revisit intonation
	questions, WH-	questions, WH-				question
	questions with	questions with				V
	dónde, cómo, qué	dónde, cómo, qué				
Year 4	Describing me and	Saying what I and	Saying what I and	Saying how many	Describing things	Expressing likes and
	others	others have	others do	and describing	and people	saying what I and
				things		others do
	Phonics: the SSC	Phonics: the SSC	Phonics: the SSC	3	Phonics: the SSC	
	(sound-symbol	(sound-symbol	(sound-symbol	Phonics: the SSC	(sound-symbol	Phonics: the SSC
	correspondences)	correspondences)	correspondences)	(sound-symbol	correspondences)	(sound-symbol
	taught this term are:	taught this term are:	taught this term are:	correspondences)	taught this term are:	correspondences)
	[a] [o] [u] [e] [i] [ca]	[a] [o] [u] [e] [i] [ca]		taught this term are:		taught this term are:
	[co] [cu] [ce] [ci] [z]	[co] [cu] [ce] [ci] [z]	Vocabulary: verbs and		Vocabulary:	
			nouns to describe a	Vocabulary: verbs	adjectives for	Vocabulary:
	Vocabulary:	Vocabulary:	range of activities,	and nouns to	describing animals,	adjectives for
	adjectives to describe	adjectives to describe	numbers 1-12,	describe a range of	story creation, loves	describing animals,
	mood today and	mood today and		activities, numbers 1-	and hates, Hungry	story creation, loves



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



_			Thrive and achieve together			
	combinations are	combinations are	are introduced.	addition, syllable	practised.	use of accents is
	introduced.	introduced.		stress patterns are		practised.
			Vocabulary: verbs and	introduced.	Vocabulary: words	
	Vocabulary:	Vocabulary:	nouns to describe a		for describing	Vocabulary: words
	adjectives to describe	adjectives to describe	range of activities,	Vocabulary: verbs	activities, places in	for describing
	mood today and	mood today and	countries, traditions,	and nouns to	town, weather, sport,	activities, places in
	character generally,	character generally,	school, free time,	describe a range of	instruments, things	town, weather, sport,
	days of the week,	days of the week,	physical geography	activities, countries,	countries are famous	instruments, things
	months of the year,	months of the year,		traditions, school,	for	countries are famous
	numbers 13-31,	numbers 13-31,	Grammar: -AR and -ER	free time, physical		for
	dates, interrogatives	dates, interrogatives	present tense (plural),	geography	Grammar: hacer	
	quién, qué, cuándo,	quién, qué, cuándo,	singular definite		(singular/plural),	Grammar: hacer
	cuál,	cuál,	articles (el, la),	Grammar: -AR and -	jugar	(singular/plural),
	cuántos/cuántas,	cuántos/cuántas,	intonation questions,	ER present tense	(singular/plural), two-	jugar
	nouns and adjectives		hay, negation with no,	(plural), singular	verb structures -	(singular/plural), two-
	for places, festivals,	for places, festivals,	verb IR (singular),	definite articles (el,	amar odiar, querer	verb structures -
	physical description	physical description	contractions del, al	la), intonation	deber poder	amar odiar, querer
		_		questions, hay,	(singular) + infinitive,	deber poder
	Grammar: estar	Grammar: estar		negation with no,	revisit intonation and	(singular) + infinitive,
	(plural) for location &			verb IR (singular),	WH- questions	revisit intonation
	temporary state, ser	& temporary state,		contractions del, al		and WH- questions
	(plural) for	ser (plural) for				
	permanent traits &	permanent traits &				
	origin, plural	origin, plural				
	adjective endings (for					
	adjectives ending in -	3				
	o, -a, -e, -z, -l, -s), hay					
	tener, singular	tener, singular				
	indefinite articles (un					
I	una), post-nominal	una), post-nominal				



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	adjectives, intonation	adjectives, intonation				
	questions, WH-	questions, WH-				
	questions with quién,	questions with quién,				
	qué, cuándo, cuál,	qué, cuándo, cuál,				
	cuántos/cuántas,	cuántos/cuántas,				
	negation with no	negation with no				
Year 6	Describing me and	Saying what I and	Saying what I and	Saying where you	Saying what	Saying what I and
	others	others have	others do	are going and what	activities, I and	others like/dislike,
				there is there	others do	want and have to
	Phonics: the SSC	Phonics: the SSC	Phonics: the SSC			do
	(sound-symbol	(sound-symbol	(sound-symbol	Phonics: the SSC	Phonics: the SSC	
	correspondences)	correspondences)	correspondences)	(sound-symbol	(sound-symbol	Phonics: the SSC
	revisited this term	revisited this term	revisited this term are:	correspondences)	correspondences)	(sound-symbol
	are: [a] [o] [e] [u] [i]	are: [a] [o] [e] [u] [i]	[l] [ll] [ga] [go] [gu]	revisited this term	revisited this term	correspondences)
	[ca] [co] [co] [ce] [ci]	[ca] [co] [co] [ce] [ci]	[que] [qui] [n] [ñ] [v] [b]	are: [l] [ll] [ga] [go]	are: [ge] [gi] [j] [gue]	revisited this term
	[ch] [z]. Strong (a,e,o)	[ch] [z]. Strong (a,e,o)	[r] [rr] [h]. In addition,	[gu] [que] [qui] [n] [ñ]	[gui]. In addition, the	are: [ge] [gi] [j] [gue]
	and weak (u,i) vowel	and weak (u,i) vowel	syllable stress patterns	[v] [b] [r] [rr] [h]. In	use of accents is	[gui]. In addition, the
	combinations are	combinations are	are introduced.	addition, syllable	practised.	use of accents is
	introduced.	introduced.		stress patterns are		practised.
			Vocabulary: verbs and	introduced.	Vocabulary: words	
	Vocabulary:	Vocabulary:	nouns to describe a		for describing	Vocabulary: words
	adjectives to describe	adjectives to describe	range of activities,	Vocabulary: verbs	activities, places in	for describing
	mood today and	mood today and	countries, traditions,	and nouns to	town, weather, sport,	activities, places in
	character generally,	character generally,	school, free time,	describe a range of	instruments, things	town, weather, sport,
	days of the week,	days of the week,	physical geography	activities, countries,	countries are famous	instruments, things
	months of the year,	months of the year,		traditions, school,	for	countries are famous
	numbers 13-31,	numbers 13-31,	Grammar: -AR and -ER	free time, physical	,	for
	dates, interrogatives	dates, interrogatives	present tense (plural),	geography	Grammar: hacer	
	quién, qué, cuándo,	quién, qué, cuándo,	singular definite		(singular/plural),	Grammar: hacer



			Thrive and achieve together			
	cuál,	cuál,	articles (el, la),	Grammar: -AR and -	jugar	(singular/plural),
	cuántos/cuántas,	cuántos/cuántas,	intonation questions,	ER present tense	(singular/plural), two-	jugar
	nouns and adjectives	nouns and adjectives	hay, negation with no,	(plural), singular	verb structures -	(singular/plural), two-
	for places, festivals,	for places, festivals,	verb IR (singular),	definite articles (el,	amar odiar, querer	verb structures -
	physical description	physical description	contractions del, al	la), intonation	deber poder	amar odiar, querer
				questions, hay,	(singular) + infinitive,	deber poder
	Grammar: estar	Grammar: estar		negation with no,	revisit intonation and	(singular) + infinitive,
	(plural) for location &	(plural) for location		verb IR (singular),	WH- questions	revisit intonation
	temporary state, ser	& temporary state,		contractions del, al	,	and WH- questions
	(plural) for	ser (plural) for				,
	permanent traits &	permanent traits &				
	origin, plural	origin, plural				
	adjective endings (for	adjective endings (for				
	adjectives ending in -	adjectives ending in -				
	o, -a, -e, -z, -l, -s), hay,	o, -a, -e, -z, -l, -s), hay,				
	tener, singular	tener, singular				
	indefinite articles (un,	indefinite articles (un,				
	una), post-nominal	una), post-nominal				
	adjectives, intonation	adjectives, intonation				
	questions, WH-	questions, WH-				
	questions with quién,	questions with quién,				
	qué, cuándo, cuál,	qué, cuándo, cuál,				
	cuántos/cuántas,	cuántos/cuántas,				
	negation with no	negation with no				
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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)