

# Fairstead Community Primary and Nursery School Spanish Curriculum Map 2024-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me		Daily Life		Spain and other Spanish speaking countries	
Year 3	<b>Spanish greetings with puppets</b>  -Introductions -saying goodbye -greetings day and night -How are you? Learning to finger rhyme -puppet parade- applying greeting conventions to perform a rhyme from memory	<b>Spanish numbers and ages</b>  -counting to six -ten little fingers -How many? -How old are you? -asking questions -festivities in Spain- recalling numbers 1 to 12	<b>Shapes and colours in Spanish</b>  -colours - describing shapes -Gaudi mosaics -tile hunt -tiles of the Alhambra -tile designs- using descriptive phrases	<b>Classroom objects in Spanish</b>  -follow the instructions -un or una -What classroom items do you have? -I do not have... -What is in your school bag? -En mi mochila- writing a description of what is in a school bag	<b>Where do you live in Spain?</b>  -Spanish cities - Who I am and where I live -different places to live -listening for information -Who lives where? -sending a postcard- wrting to introduce yourself	<b>Journey around Latin America</b>  Following in the footsteps of Oscar the Bolivian bear, children look at a map of Latin America and identify different places, describing their location using the points of a compass. They find out the vocabulary for different forms of transport before designing and describing a route around the region, detailing how they will travel to each place.

<p>Year 4</p>	<p><b>Dates in Spanish</b></p> <ul style="list-style-type: none"> <li>-numbers 13-31</li> <li>-Los meses</li> <li>- dates</li> <li>-important dates</li> <li>-calendario</li> <li>-birthday celebrations-</li> <li>listening to and understanding information</li> </ul>	<p><b>Pets in Spanish</b></p> <ul style="list-style-type: none"> <li>-Las mascotas</li> <li>-adjectives</li> <li>-describing animals</li> <li>-La tienda de mascotas</li> <li>-Show time!-</li> <li>performing a short role play</li> </ul>	<p><b>In a Spanish café</b></p> <ul style="list-style-type: none"> <li>-reading a menu</li> <li>-ordering food and drink</li> <li>-café conversations</li> <li>-menu del dia</li> <li>-writing a café conversation</li> <li>-role play performances</li> </ul>	<p><b>Spanish celebrations</b></p> <ul style="list-style-type: none"> <li>-Fiesta time</li> <li>-verbs in Spanish</li> <li>-likes and dislikes</li> <li>-festival likes and dislikes</li> <li>-adding details to actions</li> <li>-writing about fiestas-</li> <li>describing likes and dislikes at specific festivals</li> </ul>	<p><b>Weather in Spain</b></p> <ul style="list-style-type: none"> <li>-weather words</li> <li>-What's the weather like?</li> <li>-compass points</li> <li>-weather forecast</li> <li>-Que tiempo hace hoy?</li> <li>-Spanish weather presenters-</li> <li>performing a weather forecast</li> </ul>	<p><b>The Amazon Rainforest</b></p> <p>Journeying from the source of the Amazon River in the Peruvian Andes to its mouth in the Atlantic Ocean children identify the geographical features they encounter along the way and immerse themselves deep into the sights, sounds and people of the Amazon rainforest.</p>
<p>Year 5</p>	<p><b>Describing family and friends in Spanish</b></p> <ul style="list-style-type: none"> <li>-Hermanos</li> <li>-family tree</li> <li>-third person singular</li> <li>-describing what someone likes to do</li> <li>-describing people</li> <li>-identifying people-</li> <li>identifying key information in descriptive sentences</li> </ul>	<p><b>Spanish portraits</b></p> <ul style="list-style-type: none"> <li>-portrait puzzles</li> <li>-Quien es?-</li> <li>describing a person's eyes and hair</li> <li>-cubism</li> <li>-describing plural nouns</li> <li>-portrait dictation</li> <li>-describing portraits-</li> <li>describing a portrait in detail</li> </ul>	<p><b>Sports in Spanish</b></p> <ul style="list-style-type: none"> <li>-finding out about sports</li> <li>-imperative verbs</li> <li>-the Maya Ball game</li> <li>-playing the Maya Ball game-</li> <li>instructional and motivational language</li> <li>-identifying key words</li> <li>-creating a ball game-</li> <li>writing instructions for a ball game</li> </ul>	<p><b>Spanish food and drink</b></p> <ul style="list-style-type: none"> <li>-food likes and dislikes</li> <li>-finding out food preferences</li> <li>-café conversations</li> <li>-guess mu pizza</li> <li>-personalised pizzas-</li> <li>conducting an interview about food preferences</li> <li>-guess yourt partner's answers-</li> <li>developing questioning skills about food preferences</li> </ul>	<p><b>A trip across Spain</b></p> <ul style="list-style-type: none"> <li>-describing location</li> <li>-Spanish cities</li> <li>-future plans</li> <li>-Spanish city tour</li> <li>-conversations about travel plans</li> <li>-role play performances-</li> <li>performing a role play about future travle plans</li> </ul>	<p><b>Saving South America</b></p> <p>Touring the South American continent, children explore its diverse wildlife and examine the environmental impact of deforestation and climate change in the region. Children create a poster which outlines the environmental changes that have happened using comparative sentences and make a pledge to help stop deforestation and reduce climate change.</p>
<p>Year 6</p>	<p><b>Clothes in Spanish</b></p> <ul style="list-style-type: none"> <li>-identifying meaning</li> </ul>	<p><b>School life in Spanish</b></p> <ul style="list-style-type: none"> <li>-likes and dislikes</li> </ul>	<p><b>Household tasks in Spanish</b></p> <ul style="list-style-type: none"> <li>-I don't want to</li> </ul>	<p><b>Shopping in Spain</b></p> <ul style="list-style-type: none"> <li>-Let's go to the market</li> <li>-Where is it?</li> </ul>	<p><b>Free time activities in Spain</b></p> <ul style="list-style-type: none"> <li>-Who is doing that?</li> </ul>	<p><b>Maya City treasure hunt</b></p> <p>Exploring an ancient Maya city, children</p>

	<ul style="list-style-type: none"> <li>-describing clothes</li> <li>-Porque- giving reasons for actions</li> <li>-designing an outfit</li> <li>-creating an outfit</li> <li>Presenting our outfits- presenting information</li> </ul>	<ul style="list-style-type: none"> <li>-giving opinions</li> <li>-making comparisons</li> <li>-school timetable</li> <li>-school survey</li> <li>-ideal day letter-</li> <li>using familiar phrases in writing</li> </ul>	<ul style="list-style-type: none"> <li>- robot helpers</li> <li>-adverbs and purpose</li> <li>-design a robot</li> <li>-being persuasive</li> <li>-Which robot to buy?- evaluating and justifying a choice of robot</li> </ul>	<ul style="list-style-type: none"> <li>-How much is it?</li> <li>-How much? How many?</li> <li>-going shopping</li> <li>-playing a shopping game-using language structures for a shopping game</li> </ul>	<ul style="list-style-type: none"> <li>-What do you do in summer?</li> <li>-seasonal activities</li> <li>-my year in Spain</li> <li>-travel bloggers</li> <li>-comparing blogs-</li> <li>comparing and responding to different travel blogs to express preference</li> </ul>	<p>identify different buildings and their location using a range of prepositions. Children build their own model of an ancient Maya city and write a detailed description of it applying all the new language learnt. They read a map and decipher clues to seek out the ancient Maya treasure.</p>
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