



Spanish Medium Curriculum Map 2025-2026

Intent: There are lots of benefits to learning another language. The study of an additional language not only will provide an opening to different cultures, but it also will foster children's curiosity and deepen their understanding of the world. Therefore, by learning Spanish, you can expect students to develop their communication skills and to think in different ways. This is all while encouraging open-mindedness and empathy among other core values.

Underhill Approach: Based on the gaps in the Spanish language during the covid years, the curriculum has been adapted accordingly so that all students have an accurate learning experience. Every lesson will start with the Underhill chant (I can you can we can) but in Spanish!

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Topic	I'm Learning Spanish (Aprendo Español) - (EL)	Animals (Animales) (EL)	Instruments (Instrumentos) (E)	I Know how to.. (Yo se como..) (EL)	Fruits (Frutas) (EL)	Ice Creams (Helados) (EL)
	I can	1. Locate Spain, Madrid, and a few key cities on a map. 2. Understand the Hispanic world better. 3. Ask somebody how they are feeling and what their name is. 4. Say how we are feeling and our names. 5. Count to 10.	1. Name and recognise up to 10 animals in Spanish. 2. Attempt to spell some of these nouns with their correct indefinite article/determiner. 3. Pretend that we are a particular animal using the 1st person singular form of the	1. Recognise, recall, and spell up to ten instruments in Spanish with the correct definite article/determiner 2. Start to understand articles/determine rs better in Spanish. 3. Learn to say and write 'I play an instrument' in	1. Recognise, remember and spell 10 action verbs in Spanish. 2. Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how) and 'no sé' (I do not know how). 3. Attempt to combine positive	1. Name, recognise and remember up to 10 fruits in Spanish. 2. Attempt to spell some of these nouns with their correct article/determiner. 3. Ask somebody in Spanish if they like a particular fruit.	1. Name, recognise and remember up to 10 ice-cream flavours in Spanish. 2. Attempt to spell some of these flavours. 3. Use the structure 'quisiera...' plus an ice-cream flavour. 4. Say whether we would like a cone or pot and possibly how many scoops.



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		6. Read, write, say, and recall ten different colours.	verb ser (to be), soy (I am).	Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to ten different instruments.	and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but)	4. Say what fruits we like and dislike in Spanish.	5. Learn how to say 'please' and 'thank you' in Spanish.
	Skills	<p>Pupils should be taught to:</p> <p>Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson.</p>	<p>Pupils should be taught to:</p> <p>We will work on improving our memory skills so that we remember the animals in Spanish after the lesson. Remember to look out for cognates such as león (lion) using pictures to help. Learning how to build a short simple sentence in Spanish using 1st person conjugated verb soy (I am), an indefinite</p>	<p>Pupils should be taught to:</p> <p>To work on improving memory skills. Learning to recognise and learn cognates such as guitarra, piano, clarinete first. Starting to build a short phrase in Spanish using a conjugated verb, 1st person of the verb 'to play' (tocar) and</p>	<p>Pupils should be taught to:</p> <p>To work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in Spanish after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the</p>	<p>Pupils should be taught to:</p> <p>Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in Spanish including a simple opinion.</p>	<p>Pupils should be taught to:</p> <p>Working on improving memory, recall and retention skills using images to help.</p> <p>Learning to always look for cognates first (such as vainilla for vanilla, chocolate for chocolate and caramelo for caramel) and associating word and phrases to images to help.</p>



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			<p>article/determiner (un or una) and a noun (in this unit an animal). Learning that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.</p>	<p>definite determiner/article (el, la or los). Choosing and ordering these words accurately. Learning that in Spanish the personal pronoun 'I' (yo) is often dropped and just toco is used. We will see this happens a lot in other units going forward.</p>	<p>English to Spanish section of a dictionary. Learning how to build sentences in Spanish using the 1st person conjugated verb sé (I know how) or no sé (I do not know how), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions y (and) & pero (but) in Spanish</p>		<p>Building on this language to learn the phrases necessary to order an ice- cream in Spanish.</p> <p>Useful phrases such as 'I would like', 'please' and 'thank you'.</p>
	Key vocab	<p>¡Hola! Hello ¿Cómo estás? How are you? Estoy bien I am fine Estoy mal I am not very well Más o menos (or así, así) So, so! ¡Adiós! Goodbye ¿Cómo te llamas? What is your name? Yo me Llamo... My nameis ...</p>	<p>Los Animales The animals Un "A" (masculine) Una "A" (feminine) Un león A lion Un pájaro A bird Un conejo A rabbit Un caballo A horse Un mono A monkey</p>	<p>El "The" (masculine) La "The" (feminine) Los "The" (masculine plural) Las "The" (feminine plural) La trompeta The trumpet La batería</p>	<p>bailar cantar saltar cocinar montar en bicicleta tocar un patinar dibujar nadar hablar español instrumento Sé No sé</p>	<p>An apple A strawberry A peach A banana A cherry An orange A plum A pear A kiwiAn apricot Una manzana Una fresa Un melocotón Un plátano Una cereza Una naranja Una</p>	<p>Un helado... An ice-cream ...de vainilla vanilla flavour ...de fresa strawberry flavour ...de plátano banana flavour ...de</p>



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		Uno One Dos Two Tres Three Cuatro Four Cinco Five Seis Six Ocho Eight Nueve Nine Diez Ten Rojo Red Azul Blue Amarillo Yellow Verde Green Negro Black Blanco White Gris Grey Naranja Orange Violeta Purple Marrón Brown	Un cerdo A pig Un canario A canary Un ratón A mouse Una vaca A cow Una oveja A sheep	The drums La guitarra The guitar La flauta The flute Spanish English El clarinete The clarinet El arpa The harp El piano The piano El triángulo The triangle El violín The violin Los címbalos The Cymbals Toco... I play...		ciruela Una pera Un kiwi Un albaricoque I like... I do not like... Me gustan... No me gustan... The apples The strawberries The peaches The bananas The cherries The oranges The plums The pears The kiwis The apricots Las manzanas Las fresas Los melocotones Los plátanos Las cerezas Las naranjas Las ciruelas Las peras Los kiwis Los albaricoques	menta mint flavour ...de pistacho pistachio flavour ...de chocolate chocolate flavour ...de café coffee flavour ...de limón lemon flavour ...de caramelo caramel flavour ...de mora blackberry Quisiera I would like Y And Un cucurucho A cone Una tarrina A small tub/pot
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							Una bola One scoop Dos bolas Two scoops Tres bolas Three scoops Por favor Please Hola Hello ¿Qué sabor? Which flavour ¿Cuántas bolas? How many scoops? ¿Cuánto cuesta? How much?
	Phonics & Pronunciation	<ul style="list-style-type: none"> • CH sound in ocho • J sound in rojo, naranja, Jasmina, José & Juan Pablo • Ñ sound in España • RR sound in marrón • LL sound in ¿cómo te llamas? & me llamo 	Recommended phonics focus: CH J LL Ñ RR <ul style="list-style-type: none"> • J sound in oveja, pájaro & conejo • LL sound in caballo • Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-ne-jo. 	<ul style="list-style-type: none"> • RR sound in guitarra. • Stress placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like trom-pe-ta and gui-ta-rra. • Accents. Accents can only be written over vowels in Spanish and indicate 	Recommended phonics focus: CH J Ñ LL RR <ul style="list-style-type: none"> • J sound in dibujar • Ñ sound in hablar español • Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar. • Stress Placement. 	<ul style="list-style-type: none"> • J sound in naranja • Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que. • Accents. Accents can only be written over vowels in Spanish and 	<ul style="list-style-type: none"> • CH sound in chocolate, pistachio & cucurucho • LL sound in vainilla • RR sound in tarrina • Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fa-vor. For words that end in a vowel



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		<ul style="list-style-type: none"> Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like na-ran-ja. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. 	<ul style="list-style-type: none"> Accents. Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in le-ón, pá-ja-ro and ra-tón. 	the vowel is stressed – regardless of the other rules! As seen in cí-m-balos, train-gu-lo & ba-te-rí-a.	Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in bai-lar and can-tar. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable.	indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón.	<ul style="list-style-type: none"> or 'n' and 's', it is normally the second to last syllable like bo-las and gra-cias. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in plá-ta-no.
	Expert Evidence	At the end of the term the children will be able to find Spain on a map, say how you feel, count from 1-10 and learn 10 colours.	At the end of the term the children will be able to remember and recall from memory 10 common animals in Spanish with the correct article/determiner.	At the end of the term the children will be able to say what instrument you play in Spanish.		At the end of the term the children will be able to say what fruit we like and do not like in Spanish.	At the end of the term the children will be able to say what ice-cream flavour I would like in Spanish.
Year 4	Topic	Seasons (Estaciones) (EL)	Vegetables (Vegetables) (EL)	Presenting myself (Me presento) (IN)	My Family (Familia) (IN)	In the Classroom (En la clase) (IN)	At the cafe (En el café) (IN)



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	I can	<ol style="list-style-type: none"> 1. Recognise all four seasons in Spanish. 2. Learn an associated action for each season in Spanish. 3. Understand better what happens in the world around us in each season in Spanish. 	<ol style="list-style-type: none"> 1. Name, recognise and recall from memory up to 10 vegetables in Spanish. 2. Attempt to spell some of these nouns with their plural article/determiner. 3. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish. 	<ol style="list-style-type: none"> 1. Count to 20 in Spanish. 2. Ask somebody about their personal information, how they are feeling, their age, name and where they live in Spanish. 3. Say how we are feeling, how old we are, what our name is and where we live in Spanish. 4. Apply rules of adjectival agreement when saying our nationality in Spanish. 	<ol style="list-style-type: none"> 1. Remember to say the nouns for family members in Spanish from memory. 2. Describe our own or a fictitious family in Spanish by name, age, and relationship. 3. Count to 100 in Spanish. 4. Understand possessive adjectives better in Spanish ('my' form only). 	<ol style="list-style-type: none"> 1. Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. 2. Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. 3. Learn how to use the negative in Spanish. 4. Describe what we have and do not have in our pencil case/rucksack. 	<ol style="list-style-type: none"> 1. Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical Spanish cafeteria, improving our cultural knowledge of Spain. 2. Understand better how to make nouns plural in Spanish. 3. Order in Spanish what we would like to eat and drink in a role-play.
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	Skills	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
	Key Vocab	<p>Pupils should be taught to:</p> <p>Learning to listen more carefully to what we hear in Spanish.</p> <p>Starting to become more familiar with the different sounds, pronunciation, and letter strings/phonemes.</p> <p>Starting to learn how to remember words in a different language so that we can start to remember the names of the four seasons in Spanish.</p>	<p>Pupils should be taught to:</p> <p>Working on improving memory skills.</p> <p>Remembering more spellings from memory and using a variety of activities to help this.</p> <p>Remember to always look for cognates first (such as patatas and tomates). Having enough language from memory to perform a short role-play.</p>	<p>Pupils should be taught to:</p> <p>Work towards holding a simple conversation with a partner, asking the question as well as being able to answer it.</p> <p>Being able to present ourselves in Spanish.</p> <p>Saying what we are called, how old we are, where we live and our nationality.</p>	<p>Pupils should be taught to:</p> <p>Talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'.</p> <p>We will increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. We will be reminded that nouns have gender and that this impacts the choice of articles and possessives adjectives.</p>	<p>Pupils should be taught to:</p> <p>To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. To improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a possessive and negative reply.</p>	<p>Pupils should be taught to:</p> <p>To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in Spanish and creating more personalised responses.</p>
	Key Vocab	<p>Las estaciones</p> <p>El invierno</p> <p>La primavera</p> <p>El verano</p> <p>El otoño</p> <p>En invierno</p>	<p>los tomates los calabacines los guisantes los champiñones las patatas</p>	<p>¿Cómo te llamas?</p> <p>What is your name?</p> <p>Me llamo...</p> <p>My name is</p> <p>¡Hola!</p> <p>Hello</p>	<p>la madre</p> <p>el padre</p> <p>el hermano</p> <p>la hermana</p> <p>El abuelo</p> <p>La abuela</p>	<p>¿ Dónde vives ?</p> <p>Where do you live?</p> <p>Vivo en...</p> <p>I live in...</p> <p>Una casa</p> <p>A house</p>	<p>un bocadillo de jamón un bocadillo de queso un pastel de limón unos churros</p> <p>unos calamares</p> <p>una tortilla de patatas</p>



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		<p>En primavera En verano En otoño Hace frío English The seasons Winter Spring Summer Autumn In winter In spring In summer In autumn It is cold Nieva Las flores crecen Los pájaros cantan Hace sol Hace calor Los árboles pierden sus hojas ¿Cuál es tu estación favorita? Mi estación favorita es... y porque English It snows The flowers grow</p>	<p>las zanahorias las judías verdes las cebollas las espinacas las berenjenas</p>	<p>¿Cómo estás? How are you? Estoy bien I am fine Estoy mal I am not very well Más o menos (or así, así) So, so! ¡Adiós! Goodbye ¿Cuántos años tienes? How old are you? Tengo.. I am... years old ¿Dónde vives? Where do you live? Vivo en.. I live in .. Soy español I am Spanish (male) Soy española I am Spanish (female) Soy inglés I am English (male) Soy inglesa I am English (female) Uno One Dos Two Tres Three Cuatro Four</p>	<p>El tío la tía</p>	<p>Un piso An apartment En la ciudad In town En el campo In the countryside En la montaña In the mountains En la costa By the sea En un pueblo In a village y and pero but Spanish English Una cocina A kitchen Un comedor A dining room Un cuarto de baño A bathroom Un dormitorio A bedroom Un lavadero A utility room Un sótano A basement Un despacho</p>	<p>una ensalada mixta una paella una tarta de chocolate una crema catalana unas gambas unas croquetas unas patatas bravas un café un café con leche un té un zumo de naranja un chocolate caliente una limonada una coca cola</p>
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		<p>The birds sing It is sunny It is warm The trees lose their leaves Which is your favourite season? My favourite season is... and because</p>		<p>Cinco Five Seis Six Siete Seven Ocho Eight Nueve Nine Diez Ten Once Eleven Doce Twelve Trece Thirteen Catorce Fourteen Quince Fifteen Dieciséis Sixteen Diecisiete Seventeen Dieciocho Eighteen Diecinueve Nineteen</p>		<p>An office / a study Un salón A living room Un garaje A garage Un jardín A garden En mi casa hay... In my home there is... / there are... En mi casa no hay... In my home there is not... / there are no...</p>	
	Phonics & Pronunciation	<p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> • Ñ sound in otoño. Starting to learn that it is very common and specific sound to Spanish. Like the 'ny' sound in the English word canyon. • J sound in hojas. Starting to learn that the 'j' in Spanish is pronounced as the 	<p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> • CH & Ñ sound in champiñones. • J sound in judías verdes & berenjenas. • LL sound in cebollas. • Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on 	<p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> • CA sound in catorce • CE sound in once, doce, trece etc • CI sound in cinco, cincuenta & cien. • CO sound in cómo • CU sound in cuatro & cuántos 	<p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> • CA sound in única • CI sound in cien • CO sound in único • CU sound in cuarenta, cincuenta • Stress Placement. Words that end in a consonant (apart from 	<p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> • CA sound in calculadora & sacapuntas. CU sound in calculadora & cuaderno • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. 	<p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> • CA sound in calamares & catalana & caliente • CO sound in chocolate & con & cola cola • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as



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		<p>English ‘h’ in ‘hello’.</p> <p>Even if we do not see these letters and sounds, we will hear them many times as they are in key words in this unit.</p>	<p>the last syllable as in fav-or. For words that end in a vowel or ‘n’ and ‘s’ it is normally second to last syllable like ce-bo-llas.</p> <p>· Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ju-dí-as.</p> <p>· Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme. As seen in the word champiñones.</p>	<p>• Stress Placement.</p> <p>Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like in-gle-sa and vein-te.</p> <p>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dó-nde</p> <p>• Ñ tilde. This changes the ‘n’ to a ‘ny’ sound as in español & española.</p>	<p>‘n’ or ‘s’) should be stressed on the last syllable in the word. For words that end in a vowel or ‘n’ and ‘s’ it is normally the penultimate syllable like her-man-o or her-man-a (remembering silent ‘h’ in Spanish unless a foreign origin word).</p> <p>• Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tí-o and ú-ni-ca.</p>	<p>They can also indicate a question as seen in ¿qué tienes en tu estuche?</p>	<p>seen in ¿qué deseas?</p>
	Expert Evidence	<p>At the end of the term the children will be able to say and learn more about seasons in Spanish.</p>	<p>At the end of the term the children will be able to learn 10 common vegetables in their plural form with their definite articles in Spanish.</p>	<p>At the end of the term the children will be able to tell you your name, age, how you are feeling and where you live in Spanish.</p>	<p>At the end of the term the children will be able to talk about their own / an imaginary family in Spanish.</p>	<p>At the end of the term the children will be able to say what you have and no not have in your pencil case In Spanish.</p>	<p>At the end of the term the children will have the knowledge and skills necessary to perform a</p>



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							short role-play in a Spanish cafeteria.
Year 5	Topic	My family (Mi familia) (IN)	The date (La fecha)(IN)	The weather (El tiempo) (IN)	Do you have a pet? (Tienes una mascota?)(IN)	My home (Mi casa)(IN)	Habitats (IN)
	I can	1. Remember to say the nouns for family members in Spanish from memory. 2. Describe our own or a fictitious family in Spanish by name, age, and relationship. 3. Count to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only).	1. Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in Spanish. 2. Ask and answer what the date is in Spanish. 3. Ask and answer the question 'when is your birthday?' in Spanish.	1. Recognise and recall the 9 weather expressions in Spanish from memory. 2. Ask what the weather is today and give a reply in Spanish. 3. Describe the weather using symbols	1. Know the nouns and indefinite articles for 8 common pets. 2. Ask somebody if they have a pet and give an answer back. 3. Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.	1. Say and write in Spanish whether we live in a house or an apartment. 2. Say and write in Spanish whether we live in a house or an apartment. Say what rooms we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... 3. Use the connective/conjunction y to link two sentences together.	1. Say and write the key elements that animals and plants need to survive. 2. Name the 5 most common types of habitats. 3. Name an animal and a plant that live and grow in each type of habitat.



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	Skills	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
		<p>Talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'. We will increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. We will be reminded that nouns have gender and that this impacts the choice of articles and possessives adjectives. We will improve our ability to choose these words carefully, applying increasingly grammatical awareness and using this with improving accuracy.</p>	<p>To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.</p>	<p>To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.</p>	<p>To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.</p>	<p>To speak and write using longer, more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.</p>	<p>To continue to attempt and write longer sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit shows increased linguistic knowledge and awareness.</p>



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	Key Vocab	la madre el padre el hermano la hermana El abuelo La abuela El tío la tía	Lunes Martes Miércoles Jueves Viernes Sábado Domingo Hoy es Mañana es Ayer fue Enero Febrero Marzo Abril Mayo Junio Julio Agosto Septiembre Octubre Noviembre Diciembre Uno Dos Tres Cuatro Cinco Seis	¿ Qué tiempo hace ? What weather is it? Está lloviendo It is raining Está nevando It is snowing Hay tormenta There is a storm Hace sol It is sunny Hace mucho viento It is windy Hace buen tiempo The weather is fine Hace mal tiempo The weather is not good Hace frío It is cold Hace calor It is hot En el norte de España In the north of Spain En el sur de España In the south of Spain En el centro de España In the centre of Spain En el oeste de España In the west of Spain En el este de España In the east of Spain	Un perro Un gato Un conejo Un hámster Un pez Un ratón Una cotorra Una tortuga A dog A cat A rabbit A hamster A fish A mouse A parrot / parakeet A tortoise Tengo No tengo Tengo un Tengo una Que se llama... Pero I have I do not have I have a (masculine) I have a (feminine)	¿ Dónde vives ? Where do you live? Vivo en... I live in... Una casa A house Un piso An apartment En la ciudad In town En el campo In the countryside En la montaña In the mountains En la costa By the sea En un pueblo In a village Y and Pero but Una cocina A kitchen Un comedor A dining room Un cuarto de baño A bathroom Un dormitorio A bedroom Un lavadero A utility room Un sótano	El campo The meadow El océano The ocean El desierto The desert El Ártico The Artic ...es un hábitat en... ...is a habitat in... El Sahara The Sahara El Amazonas The Amazonia El parque national South Downs The South Downs national park El camello The camel El conejo The rabbit El oso polar The polar bear El mono araña The spider monkey El tiburón The shark Vive (he/she/it) lives Viven
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				El clima	That is called And But	A basement Un despacho An office / a study Un salón A living room Un garaje	(they) live
	Phonics and pronuncia tion	Recommended phonics focus: CA CE CI CO CU · CA sound in única · CI sound in cien · CO sound in único · CU sound in cuarenta, cincuenta · Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable in the word. For words that end in a vowel or 'n' and 's' it is normally the penultimate syllable like her-man-o or her-man-a	Recommended phonics focus: GA GE GI GO GU · GO sound in domingo & agosto · Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lio, vein-tiu-no and trein-ta. · Ñ tilde. This letter changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in	Recommended phonics focus: GA GE GI GO GU · GA sound in algas · GI sound in rifugio · GU sound in agua · Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable in words like tro-pi-cal and po-lar. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like de-sier-to, ar-bus-tos and plan-tas. · Accents. Accents can only be written over vowels in Spanish and	Recommended phonics focus: GA GE GI GO GU · GA sound in gato & tortuga · GO sound in gorra & abrigo · Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tor-tu-ga and pe-rro. · Accents. Accents can only be written over vowels in Spanish and	Recommended phonics focus: GA GE GI GO GU * GA sound in garaje · Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-de-ro and ga-ra-je. · Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of	Recommended phonics focus: GA GE GI GO GU · GA sound in gato & tortuga · GO sound in gorra & abrigo. · Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tor-tu-ga and pe-rro. · Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón.



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		(remembering silent 'h' in Spanish unless a foreign origin word). · Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tí-o and ú-ni-ca.	Spanish not just another phoneme and is seen in cumpleaños. · Silent letters. 'H' is always silent in Spanish (unless it is a word of foreign origin) as in the word hoy which is pronounced oy.	indicate the vowel is stressed – regardless of the other rules! As seen in ár-bo-les and há-bi-tats. · Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in araña.	indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón.	the other rules! As seen in sa-lón. · Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter not just another phoneme as in baño and montaña.	
	Expert Evidence	At the end of the term the children will be able to talk about your own / an imaginary family in Spanish.	At the end of the term the children will be able to say the date in Spanish.	At the end of the term the children will be able to describe the weather in Spanish.	At the end of the term the children will be able to say what pet you have and do not have in Spanish.	At the end of the term the children will be able to describe what rooms there are and are not in your home in Spanish.	At the end of the term the children will be able to speak and write about different habitats, plants and animals in Spanish.
Year 6	Topic	The date (La fecha)(IN)	Do you have a pet? (Tienes una mascota?)(IN)	The clothes (La ropa) (IN)	At school (En el colegio) (PT)	The weekend (el fin de semana) (PT)	Vikings (Vikingos) (PT)
	I can	1. Recall from memory the seven days of the week, the twelve months of the year and	1. Know the nouns and indefinite articles for 8 common pets. 2. Ask somebody if they have a pet and	1. Recognise and recall from memory 21 items of clothing. 2. Explore the regular 'ar' whole verb	1. Recall from memory a selection of nouns and indefinite articles	1. Tell the time in Spanish using quarter past, half past and quarter to.	4. Name the six key periods of Ancient Britain in Spanish. 5. Describe ourselves and/or another person



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		<p>numbers 1-31 in Spanish.</p> <p>2. Ask and answer what the date is in Spanish.</p> <p>3. Ask and answer the question 'when is your birthday?' in Spanish.</p>	<p>give an answer back.</p> <p>3. Say in Spanish what pet we have/do not have and give our pet's name.</p> <p>Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.</p>	<p>present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.</p> <p>3. Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.</p>	<p>for common classroom objects.</p> <p>2. Learn how to use the negative in Spanish.</p> <p>3. Describe what we have and do not have in our pencil case.</p> <p>4. Respond to simple classroom commands.</p>	<p>2. Say and write in Spanish what we do at the weekend using two or more Sentences.</p> <p>3. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</p>	<p>physically in terms of height, hair type, length and colour and eye colour in Spanish.</p> <p>6. Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking.</p>
	Skills	<p>Pupils should be taught to:</p> <p>To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.</p>	<p>Pupils should be taught to:</p> <p>To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level</p>	<p>Pupils should be taught to:</p> <p>To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start</p>	<p>Pupils should be taught to:</p> <p>To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. Improve oral work by learning to ask questions in Spanish as well as</p>	<p>Pupils should be taught to:</p> <p>To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting</p>	<p>Pupils should be taught to:</p> <p>To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.</p>



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			and creating extended sentences.	to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.	answering but progressing even further by including a negative reply.	replies as we will also try to include an opinion	
	Key Vocab	<p>Lunes Martes Miércoles Jueves Viernes Sábado Domingo Hoy es Mañana es Ayer fue</p> <p>Enero Febrero Marzo Abril Mayo Junio Julio Agosto</p>	<p>Un perro Un gato Un conejo Un hámster Un pez Un ratón Una cotorra Una tortuga A dog A cat A rabbit A hamster A fish A mouse A parrot / parakeet A tortoise</p>	<p>La ropa The clothes Unos pantalones A pair of trousers Un traje de baño Swim wear Un suéter A jumper Una camiseta A tee shirt Un abrigo A coat Un vestido A dress Una blusa A blouse Una corbata A tie Una bufanda</p>	<p>un libro un cuaderno un lápiz un bolígrafo un sacapuntas un estuche una regla una calculadora una barra de pegamento una goma una mochila unas tijeras</p>	<p>Me levanto. Desayuno. Juego a los videojuegos. Leo. Escucho música. Juego al fútbol. Voy al cine. Voy a la piscina. Veo la tele. Voy a dormir.</p>	



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		Septiembre Octubre Noviembre Diciembre Uno Dos Tres Cuatro Cinco Seis	Tengo No tengo Tengo un Tengo una Que se llama... Pero I have I do not have I have a (masculine) I have a (feminine) That is called And But	A scarf Una falda A skirt Una chaqueta A jacket Una camisa A shirt Una gorra A cap Unos guantes A pair of gloves Unas botas Boots Unas medias Socks / tights Unas sandalias Sandals Unas gafas Sunglasses Unos pantalones cortos A pair of shorts Unos zapatos A pair of shoes Unos calcetines A pair of socks Yo llevo I wear Tú llevas You wear Él lleva He wears Ella lleva			
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				She wears Nosotros llevamos We wear (masculine & mixed group) Nosotras llevamos We wear (all feminine group) Vosotros lleváis You all wear (masculine & mixed) Vosotras lleváis You all wear (feminine) Ellos llevan They all wear (masculine & mixed) Ellas llevan They all wear (feminine) Para la escuela llevo... For school I wear... Cuando hace buen tiempo llevo... When it is nice weather I wear... Cuando nieva llevo...			
	Phonics & Pronunciation	Recommended phonics focus: GA GE GI GO GU • GO sound in domingo & agosto • Stress Placement. Words that end in a	Recommended phonics focus: GA GE GI GO GU • GA sound in gato & tortuga	Recommended phonics focus: GA GE GI GO GU • GA sound in gafas • GO sound in gorra & abrigo • GU sound in guantes	Recommended phonics focus: CA CE CI CO CU • CA sound in calculadora & cartera. • CE sound in cerrad.	Recommended phonics focus: B V CC QU Z • B sound in aburrido • V sound in voy, veo,	Recommended phonics focus: • B sound in barba, bajo & bárbaro/a • V sound in cultivo, violento & atrevida



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		<p>consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lio, vein-tiu-no and trein-ta.</p> <p>• Ñ tilde. This letter changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme and is seen in cumpleaños.</p> <p>• Silent letters. 'H' is always silent in Spanish (unless it is a word of foreign origin) as in the word hoy which is pronounced oy.</p>	<p>• GO sound in gorra & abrigo</p> <p>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tor-tu-ga and pe-rro.</p> <p>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón.</p>	<p>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like guan-tes, a-bri-go, blu-sa, san-da-lias and cha-que-ta.</p> <p>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lle-váis.</p> <p>• Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in baño.</p>	<p>• CI sound in silencio.</p> <p>• CU sound in escuchad.</p> <p>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ti-je-ras.</p> <p>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué. Therefore used as a question word – not an answer.</p>	<p>divertido & levanto</p> <p>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable like dor-mir and ge-nial. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like le-van-to, di-ver-ti-do and a-bu-rri-do.</p> <p>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-cre-í-ble.</p> <p>• Silent letters. H is always silent in Spanish as in the word horrible (unless it is a word of foreign origin). It is pronounced orrible.</p>	<p>• QU sound in mantequilla</p> <p>• Z sound in rizado & azules</p> <p>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like vi-kin-go and ten-go.</p> <p>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in bár-ba-ra.</p> <p>• Ñ tilde. As in castaño. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme.</p>
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	Expert Evidence	At the end of the term the children will be able to say the date in Spanish.	At the end of the term the children will be able to say what pet you have and do not have in Spanish.	At the end of the term the children will be able to describe what clothes you are wearing by colour in Spanish.	At the end of the term the children will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish.	Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.	Through the medium of this familiar period of history, pupils will be taught the skills to describe themselves. They will do this as a character from the Viking period, exploring the vocabulary, adjectives and grammar involved in character and physical descriptions, allowing pupils to describe themselves and also another person by the end of the unit.
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