

Spanish Curriculum

National Curriculum Objectives Years 3 - 6

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

***(except in ancient language)**

YEAR 1 SPANISH (2nd Yr KS1)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Skills	<p>Make direct or indirect contact with the country where the language is spoken.</p> <p>To ask and answer a question in Spanish</p> <p>To recognise a negative</p> <p>To use strategies for remembering vocabulary</p> <p>To make a link with images and spoken text.</p>	<p>Listen attentively</p> <p>Play games to help remember</p> <p>Learn about festivals and celebrations</p>	<p>Recognise convention of politeness</p> <p>Recognise some familiar words in written form</p> <p>Perform simple communicative tasks</p>	<p>LLS Recognise words which the T mouths silently</p> <p>KAL Identify specific sounds, phonemes</p> <p>Remember a sequence of spoken words</p>	<p>Use context of what you see or hear to determine some of the meaning.</p> <p>make links between some phonemes</p> <p>Recall, retain and use vocabulary</p>	<p>Recognise how sounds are represented in written form</p> <p>Locate other countries where the language is spoken.</p> <p>Use the context of what they see to determine some of the meaning</p>
Themes	<p>Revise Greetings & Family & Personal information</p> <p>Images of Madrid(compare features with local area)</p> <p>Question though intonation</p> <p>Sounds: ll</p>	<p>Classroom furniture & equipment</p> <p>Los Reyes Magos</p> <p>Questions</p> <p>Sounds: y, ll, z</p>	<p>Pets</p> <p>Revise numbers</p> <p>Colours</p> <p>Sounds: rr, j, ll</p>	<p>Extend Numbers 13-30</p> <p>Days of the Week</p> <p>Months</p> <p>Previous vocab</p> <p>Sounds: ie, j, c, z</p>	<p>Revise numbers</p> <p>Revise Days of the week and months of the year</p> <p>Date (number + month)</p> <p>Sounds: ie, j, c, z</p>	<p>Toys</p> <p>Spanish countries - flags + colours & patterns</p> <p>Sounds: ñ, j</p>

YEAR 2 SPANISH (3rd Yr KS1)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Skills	<p>Make direct or indirect contact with the country where the language is spoken.</p> <p>To ask and answer a question in Spanish</p> <p>To recognise a negative</p> <p>To prepare a presentation</p> <p>To give an opinion</p>	<p>LLS Use action, rhymes to aid memorisation</p> <p>Listen and respond to simple rhymes / stories.</p> <p>Recognise & respond to sound patterns and words</p>	<p>Use actions, rhymes to aid memorisation</p> <p>Use context of what they see or hear to determine meaning.</p> <p>Communicative tasks – recall and retain vocab</p>	<p>Use strategies to aid memorisation</p> <p>Recognise singular and plural</p> <p>Recognise question forms and negatives</p> <p>To give an opinion</p>	<p>Use context of what you see or hear to determine some of the meaning.</p> <p>make links between some phonemes</p> <p>Recall, retain and use vocabulary</p> <p>Recognise how sounds are represented in written form</p> <p>To copy/write familiar and new words</p>	<p>Recognise how sounds are represented in written form</p> <p>To copy/write familiar and new words</p> <p>Use the context of what they see to determine some of the meaning</p>
Themes	<p>Revise Greetings & Family & Personal information</p> <p>Number up to 30</p> <p>To describe fruit – colours & opinions</p> <p>Sounds: j, ñ</p>	<p>Weather, Days of the week</p> <p>Los Reyes Magos Questions</p> <p>Sounds: silent h, l</p>	<p>Clothes</p> <p>Revise colours</p> <p>Sounds: j, ll, v</p>	<p>Recall fruit</p> <p>Introduce vegetables</p> <p>Previous vocab</p> <p>Sounds: ñ, ll</p>	<p>Revise numbers</p> <p>Parts of the body</p> <p>Sounds: silent h</p>	<p>Numbers, Fruit, Vegetables, weather</p> <p>Colour</p> <p>Sounds: see previous wks</p>

YEAR 3 SPANISH (1st Yr KS2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Skills	IU3.2 Locate country/countries where language is spoken Iu3.3 Identify social conventions at home and abroad O3.2 Recognise and respond to sound patterns and words KAL3. Imitate the pronunciation of sounds L3.1 Recognise some familiar words in written form (identify) L3.2 Read familiar words out loud L3.3 Experiment with the writing of simple words (model)	O3.4 Listen attentively and understand instructions L3.1 Recognise familiar words in written form (identify & read) L3.2 Make links between phonemes and spelling and read aloud KAL identify specific sounds and phonemes LLS Use gesture or mime to show understanding LLS3. Use actions, rhymes, and play games to aid memorization I.U. Make direct / indirect contact with the country where the language is spoken (video / media resource)	KAL3.6 Recognise how sounds are presented in written form KAL Understanding use of gender with nouns KAL3.5 Recognise question forms and the negative L4.4 Write simple words or phrases using a model LLS recognised question forms and negatives O3.3 Perform simple communicative tasks	KAL Identify specific sounds, phonemes L3.2 make links between some phonemes. Read aloud familiar sentences, rhymes or poems. L3.3 Experiment with the writing of simple words (model). Some single words from memory. IU4.1 learn about festival or celebrations in the country. Identify similarities & differences O3.1 Listen and respond to simple rhymes, stories and songs	LLS3. Use actions, rhymes, and play games to aid memorization. KAL3. Imitate the pronunciation of sounds KAL3.6 . Recognise how sounds are represented in written form LLS3.4 use the context of what they see/hear to determine meaning O4.1 memorise and present a short spoken text L4.1 Read and understand a range of familiar written phrases	O3.3 Perform simple communicative task L4.4 Write simple words or phrases using a model (memory) KAL4.5 Apply phonic knowledge of the language to support reading & writing 3.1 Listen and respond to simple rhymes, stories and songs
Themes	Greetings + Feelings About Spain Classroom language (teacher / pupil) Name Alphabet--spelling Sounds: Alphabet grapheme (II)	Numbers Age Maths Weather Sounds: ñ, v, diaphones: ei Verb: Tener / hacer	Classroom objects Colours Grammar: gender and number Verb: Tener / gustar Negative	Extension of numbers Days / months – long date/Birthday Cross curricular – Geography : Tropical animals Rev colours Sounds: j, ñ Grammar: Ser (es)	Extension of numbers Days / months – long date/Birthday Body parts Adjectives & agreements: grande / pequeño / pequeña / corto / corta Revision of numbers and Sounds: z Verb: Tener	Body parts Adjectives & agreements: grande / pequeño / pequeña / corto / corta Pets (Rev: colores / grande / pequeño / pequeña Sounds: j, ñ Verb: Tener

YEAR 4 SPANISH (2nd Yr KS2)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Skills	Iu3.3 Identify social conventions at home and abroad L4.4 Write simple words and phrase using a model and some words from memory. KAL4.5 Apply phonic knowledge of the language to support reading & writing	KAL Recognise patterns in the foreign language. KAL recognise patterns in verbs O4.1 Listen and present a short spoken text KAL Recognise and apply simple agreements, singular and plural. L 4.4. Write simple words and phrases using a model and some words from memory L4.1 Read and understand a range of familiar phrases (instructions, weather forecaste)	L4.4 Write simple words or phrases using a model (memory) LLS recognise question forms and negatives L4.2 Follow a familiar text listening and reading at the same time LLS Use previous language in new context O 4.2 Listen for specific words and phrases	KAL Identify specific sounds, phonemes IU4.1 Learn about festivals or celebrations in the country. L4.3 Read out loud and pronounce accurately LLS4.10 Use glossary or dictionary to look up spellings L 4.4. Write simple words and phrases using a model and some words from memory	LLS Discuss language learning and share ideas KAL Make predictions based on existing knowledge KAL Apply a range of linguistic knowledge to create simple written work O4.1 memorise and present a short spoken text O4.4 Ask and answer questions on several topics L4.1 Read and understand a range of familiar written phrases O5.2 Understand and express an opinion	O3.3 Perform simple communicative task KAL4.5. Apply phonic knowledge of the language to support reading & writing. L 4.4. Write simple words and phrases using a model and some words from memory O5.2 Understand and express an opinion
Themes	Personal ID Q&A Numbers 1 – 100 Spanish + Numeracy Grammar: Question words: Qué. Cómo. Cuántos, Cuándo? Use of 1st and 2nd person Adjective: bien, regular, fenomenal, mal	Family Physical Description + colours Grammar: verb: Tener / gustar Review :Adj: grande pequeño /a , corto / a, Intro: liso / a, rizado / a Gender and number Sounds: h	Where one lives In the Town Major Spanish towns Grammar: verb: hay Sounds: h, v, j, ll, z	School subjects + opinions Review Days, Numbers Grammar: nouns+adjectives agreement Sounds: j, ie, h	Food & Drink Review opinions Grammar: adjectives: 1st, 2nd, 3rd person Sounds: ie, z, c, r, j	Sports & pastimes + opinions (being healthy / games) Bueno / malo Clothes & opinions. Revision of colours Grammar: verbs, adjectives conjugation: llevar Sounds: ll, v, z.

YEAR 5 SPANISH (3 rd Yr KS2)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Skills	<p>LLS Use language strategies to help understanding</p> <p>KAL5.5 Understand and use negatives.</p> <p>O.6.1 Perform to an audience (reading out loud / memory)</p> <p>L.5.3 Write words, phrases and short sentences using a reference source</p> <p>LLS6.4 Ask someone to clarify or repeat</p>	<p>LLS6.12 Use a glossary / dictionary</p> <p>KAL6.1 Recognise patterns in the foreign language.</p> <p>L.6.4 Write sentences on a range of topics using a model (memory)</p> <p>LLS5.3 Apply grammatical knowledge to make sentences</p> <p>L6.1 Read and understand the main points and some detail from a short written passage</p>	<p>O5.2 understand and express a simple opinion.</p> <p>LLS6.5 Use previous language in new context</p> <p>O6.3 Understand the gist of a spoken passage</p> <p>L6.2 To identify different text types / Read for enjoyment</p> <p>IU 6.3 Present information about an aspect of culture</p> <p>LLS6.2 Plan & prepare for a language activity / presentation</p>	<p>LLS6.2 to analyse and prepare for a task.</p> <p>L6.2 To identify different text types & read authentic texts.</p> <p>L6.4 Apply knowledge of words and text conventions</p> <p>L6.1 read and understand main points and details.</p> <p>KAL6.5 Apply knowledge of language rules and conventions when building short sentences.</p>	<p>LLS 6.1 Discuss language learning, reflect and share ideas and experiences</p> <p>KAL Make predictions based on existing knowledge</p> <p>IU6.1 Recognise and understand some of the differences between people.</p> <p>KAL6.2 Notice, match and manipulate agreements</p>	<p>LLS Make predictions based on existing knowledge</p> <p>O6.3 Understand longer and more complex phrases and sentences</p> <p>L.6.4 Write sentences on a range of topics using a model</p> <p>L6.2 Identify different text types and read authentic texts form enjoyment or information</p> <p>KAL6.9 Apply a range of linguistic knowledge to create simple written work</p>
Themes	<p>Revision of greetings & personal Q&A</p> <p>Review Months/ days of the week/dates/</p> <p>Extend dates with Birthdays</p> <p>Personal Information Extended writing (partner school) – wk 3&4?</p> <p>Numbers (100-1,000)</p> <p>Festivals</p> <p>Grammar: intro estar</p> <p>Rev 1st / 2nd & 3rd person</p>	<p>Revision and extension of physical descriptions</p> <p>Intro Parts of the body</p> <p>Description of personality</p> <p>Navidad</p> <p>Grammar: Verb conjugation: Ser/Tener</p> <p>noun+ adjectival agreement.</p>	<p>Food+ opinions</p> <p>Functional language: in the café – role play</p> <p>Grammar: verb+infinitive (periphrastics)</p> <p>Quiero beber...</p> <p>Verb conjugations: beber, comer.</p>	<p>School</p> <p>Revision of subjects+opinions</p> <p>Time</p> <p>Parts of the school+directions</p> <p>Grammar: imperative in Spanish, noun+adjective agreement.</p>	<p>School activities</p> <p>Grammar: verbs conjugations</p> <p>Describing a scene from a painting:</p> <p>Poem: La playa</p> <p>Grammar: verbs conjugation</p> <p>Agreements</p> <p>Possible CLIL project (Art)</p>	<p>Jobs</p> <p>Expressing wishes and opinions</p> <p>Grammar:</p> <p>verb+infinitive (periphrastics)</p> <p>Puedo / Quiero ser...</p> <p>Conditional construction: Me gustaria...</p>

YEAR 6 SPANISH (4 th Yr KS2)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Skills	<p>LLS Use language strategies to help understanding</p> <p>KAL5.5 Understand and use negatives.</p> <p>L.5.3 Write words, phrases and short sentences using a reference source</p> <p>LLS6.4 Ask someone to clarify or repeat</p>	<p>LLS6.12 Use a glossary / dictionary</p> <p>KAL6.1 Recognise patterns in the foreign language.</p> <p>L.6.4 Write sentences on a range of topics using a model (memory)</p> <p>LLS5.3 Apply grammatical knowledge to make sentences</p> <p>L6.1 Read and understand the main points and some detail from a short written passage</p> <p>IU 6.3 Present information about an aspect of culture</p>	<p>O5.2 understand and express a simple opinion.</p> <p>LLS6.5 Use previous language in new context</p> <p>O6.3 Understand the gist of a spoken passage</p> <p>LLS6.2 Plan & prepare for a language activity / presentation</p>	<p>LLS6.2 to analyse and prepare for a task.</p> <p>L6.2 To identify different text types & read authentic texts.</p> <p>L6.4 Apply knowledge of words and text conventions</p> <p>L6.1 read and understand main points and details.</p> <p>KAL6.5 Apply knowledge of language rules and conventions when building short sentences.</p>	<p>LLS 6.1 Discuss language learning, reflect and share ideas and experiences</p> <p>KAL Make predictions based on existing knowledge</p> <p>IU6.1 Recognise and understand some of the differences between people.</p> <p>KAL6.2 Notice, match and manipulate agreements</p> <p>KAL6.5 Apply knowledge of language rules and conventions when building short sentences.</p>	<p>LLS Make predictions based on existing knowledge</p> <p>O6.3 Understand longer and more complex phrases and sentences</p> <p>L.6.4 Write sentences on a range of topics using a model</p> <p>L6.2 Identify different text types and read authentic texts form enjoyment or information</p> <p>KAL6.9 Apply a range of linguistic knowledge to create simple written work</p> <p>O.6.1 Perform to an audience (reading out loud / memory)</p>
Themes	<p>Revision of greetings & personal Q&A</p> <p>Review school places and subjects+opinions</p> <p>Review Month/ days of the week/dates</p> <p>Learn to tell the time</p> <p>Timetable writing</p> <p>Grammar: Es la/Son las/A las</p> <p>...</p> <p>Rev 1st / 2nd & 3rd person Tener</p> <p>Rev: me gustaria/quiero</p>	<p>Revision and extension of weather/countries/months</p> <p>Intro seasons</p> <p>Grammar: Verb: Hacer</p>	<p>Revision of opinions</p> <p>Functional language: Holidays</p> <p>role play</p> <p>Means of transport</p> <p>Grammar:</p> <p>Rev: me gustaria/quiero/puedo</p> <p>-1st / 2nd & 3rd person—Preferir</p> <p>-Preterite -Fui a...</p>	<p>Revision of clothes</p> <p>Vocabulary: clothes</p> <p>description/accessories</p> <p>Grammar:</p> <p>1st / 2nd & 3rd person—Llevar</p> <p>Adjectives agreements</p>	<p>CLIL</p> <p>Revision: Describing a painting: Guernica</p> <p>Actions</p> <p>Painting materials in Spanish</p> <p>Grammar:Verb :</p> <p>Hay.../Necesito...</p> <p>Adjectives agreements</p>	<p>Transition unit : short clip script</p> <p>Revision of previous topics</p> <p>Grammar:</p> <p>Q&As</p> <p>1st / 2nd & 3rd person—</p> <p>different verbs</p>