

Spanish Curriculum



Spanish is an integral part of the curriculum that enables children to learn a language based on the three pillars of language acquisition, Phonics, Grammar and Vocabulary.

It is our intent to provide all of our children with a high-quality education in Modern Foreign Languages (MFL), which:

- develops their love of learning about other languages and cultures
- facilitates the learning of languages and language structures in their next phase of education and beyond.
- by the end of our children's primary education, they have acquired an understanding of both spoken and written Spanish, confidence to speak in Spanish with others (including native Spanish speakers), are able to read and decipher Spanish and know how important other languages can be in their future
- to ensure that children are able to speak a language that is the second most widely spoken language in the world, ensuring children's ability to be global citizens.

The aims of the National Curriculum for Modern Foreign Languages, are used as the basis for our work in this subject area.

The national curriculum for Foreign Languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

To read the rest of our policy on Spanish – please see our school website: <https://www.stmarys.bryanston.net/>

The Primary Languages Network Scheme of work is used as a good practice guide for our curriculum which includes opportunities for Speaking, Listening, Reading and Writing.

Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years						
Year 1						
Year 2						
Year 3	A New Start	Calendar and Celebrations	Animals I like and don't like	Carnival colours, playground games	Breakfast, fruit nouns and a hungry giant	Going on a picnic
Year 4	Welcome to our School	My local area, your local area	Family Tree and faces	Celebrating carnival/body parts	Feeling unwell/Jungle animals	Summer Time
Year 5	Out of the World	Time in the city	Healthy Eating and going to the market	Carnival clowns and clothes	My school, my subjects	Going to the seaside (Video conference with partner school in Spain)
Year 6	Everyday life	Where I Live/Where you Live	Playing and enjoying sport	This is me, hobbies and fun (Video conference with partner school in Spain)	Café culture and restaurants	Performance Time

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Progression of skills

Skills focus area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening				Repeat words modelled by teacher, showing understanding with an action Understand and respond to a few familiar spoken words and short phrases.	Listen attentively to spoke language and show understanding by joining in and responding (e.g. with an action) Pick out known words within a conversation Understand and respond to a range of familiar spoken words and short phrases.	Begin to show an understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. Understand a short passage made up of familiar words	Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. Understand a short passage made up of familiar words and basic phrases.
Spoken Language				Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers Recognise a familiar question and respond with a simple rehearsed response Can repeat and say familiar words and short simple phrases, using understandable pronunciation.	Use common phrases Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers Perform short role plays on one topic, with several exchanges and secure pronunciation. Produce short preprepared phrases on a familiar topic, with secure pronunciation.	Ask and answer questions on the current topic. Produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	Engage in short scripted conversations Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence Ask and answer simple questions on a few very familiar topics.

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Writing				Copy simple vocabulary Write some single words from memory with plausible spelling With support, substitute one element in a simple phrase to vary the meaning.	Write simple words and short phrases from memory Apply knowledge of Spanish phonics to spelling.	Write words , phrases and short simple sentences from memory with understandable spelling Begin to use dictionaries to find the meaning of unknown words and to translate own ideas	Write a short, simple text from memory using simple sentences on a familiar topic, applying correct spellings. Adapt taught phrases to create new sentences.
Reading				Read and understand single words Read and understand short phrases Use a simple dictionary to find the meaning of words	Read and understand a short passage using familiar language Explain the main points in a short passage Read a passage independently Use a dictionary to look up new words	Read and show understanding of more complex written phrases Read and show understanding of a piece of writing based on the current topic Read short passages and answer questions about what has been read.	Practice reading stories, poems and longer texts aloud, containing taught phrases and familiar vocabulary. Use a dictionary proficiently Understand a short text made up of short sentences with familiar language on a familiar topic.
Grammar				Use indefinite articles in the singular with masculine and feminine forms Use high-frequency verb forms.	Use indefinite and definite articles with singular and plural nouns. Use prepositions of place and sequencers.	Use all persons of several regular verbs in the present tense.	Use High frequency verb forms, nouns, articles and adjectives to form simple sentences.

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Vocabulary Development

Year 3	-Greetings -Numbers 1-10 -Say 4 different colours in Spanish from the vocabulary list.	-Colours linked to - Autumn Days of the week Months of the Year	Recall the names of animals from the Year 3 vocabulary list	Carnival Say 6 colours from the Year 3 vocabulary list Revision: Days of the week Months of the Year	Name 5 fruit from the vocabulary list Recognise nouns for common Spanish breakfast foods.	Ask and answer questions: What are you called? Where do you live? How old are you? How are you feeling?
Year 4	Numbers 11-20 Classroom instructions Names of rooms in school Revision: Numbers 1-10 Days of the Week Months of the year	Names of places in town Simple directions Revision: Colours Numbers 1-20	Say 4 family nouns Say the names of the parts of the face	Animal nouns (including revision of animal nouns from Year 3) Parts of the body Revision to describe: Colours Numbers 1-20	Explain why I don't feel well or say what hurts Jungle animals Revision: Parts of the body Colours	Say up to 5 types of weather Name 5 flavours of ice cream Express a preference Revision: Colours Numbers 1-20 Days of the week
Year 5	The planets Understand words used on an ID card	Tourist attractions Entrance tickets Simple directions	Fruit and vegetables Market phrases Revision: Year 3 food list Numbers to 40	Name most commonly worn items of clothing Revision: Colours	School Subjects Give an opinion about school subjects	Seaside vocabulary Items you take to the beach
Year 6	Telling the time Numbers to 60 Daily routine Revision: Feelings	Describing a house Rooms of the house Adjectives	Sports Give an opinion about a sport	Hobbies Likes and dislikes	Café dialogues and foods Expressing a preference	Future tense Revision : School Subjects

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Year Group Medium Term Plans

Year 3					
Topic	Topic	Topic	Topic	Topic	Topic
A New Start	Calendar and Celebrations	Animals I like and don't like	Carnival colours, playground games	Breakfast, fruit nouns and a hungry giant	Going on a picnic
<u>Vocabulary</u> <i>Greetings:</i> hola, buenos días, hasta luego, adiós <i>Numbers:</i> uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez <i>Colours:</i> rojo, amarillo, blanco, azul, verde, negro	<u>Vocabulary</u> <i>Colours:</i> rojo, amarillo, blanco, azul, verde, negro, naranja, plateado, dorado, violeta <i>Days:</i> lunes, martes, miércoles, jueves, viernes, sábado, domingo <i>Months:</i> enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre	<u>Vocabulary</u> <i>Animals:</i> un gato, un perro, un pez, un pájaro, un caballo, un conejo, un ratón, una oveja, una serpiente, una vaca <i>Opinion:</i> Mi animal preferido es...	<u>Vocabulary</u> <i>Colours:</i> rojo, amarillo, blanco, azul, verde, negro, naranja, plateado, dorado, violeta <i>Carnival:</i> fiesta, mardi gras, carnaval <i>Numbers:</i> uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez	<u>Vocabulary</u> <i>Fruit and vegetables:</i> una manzana, un plátano, un melocotón, una sandía, unas uvas rojas, unas uvas verdes, un tomate, una zanahoria, un melón, un pepino <i>Breakfast foods:</i> cereales, zumo de naranja, leche, galleta salada, huevo duro, pan con chocolate, churros	<u>Vocabulary</u> <i>Conversation:</i> ¿Dónde vives? Vivo en... ¿Cómo te llamas? Me llamas... ¿Cómo estás? Estoy bien/feliz/triste ¿Y tú? <i>Numbers:</i> once, doce, trece, catorce, quince

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Progression of knowledge

Know the main greetings.	Read and say some adjectives of colour.	Remember and say animal nouns	Remember and use vocabulary from Autumn 1 and Autumn 2.	Say and write at least four fruit nouns accurately	Say where they live. Remember, say and recognise 6 colours.
Remember and say the numbers from 1-10.	Recognise and say days of the week.		Remember and say 6 colours		Remember and say the numbers from 1-15
Say at least 4 colours.	Recognise and say most months of the year.				

Progression of skills

Say a greeting.	Attempt to copy/write accurately some days of the week.	Say and write a simple sentence about their favourite animal.	Ask and answer a question about age.	Use greetings in context.	Can ask the question 'where do you live' and give an answer.
Answer a question about name.	Say what day it is today/was yesterday/will be tomorrow.		Use numbers 1-10 fluently within a context.	Ask politely for an item.	
Count forwards and backwards to ten.	Say month of birth.				

Year 4

Topic and Concept					
Welcome to our School	My local area, your local area	Family Tree and faces	Celebrating carnival/body parts	Feeling unwell/Jungle animals	Summer Time
<u>Vocabulary</u> <i>Classroom instructions:</i> encuentra, enséñame, escuchas, repite, canta conmigo, cuenta conmigo, juguemos un juego <i>Numbers:</i> uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte <i>Classroom objects:</i> mochila, mesa, silla, regla, pegamento, lápiz, bolígrafo, tijeras, lápices de colores, goma, sacapunta, libro	<u>Vocabulary</u> <i>Classroom instructions:</i> encuentra, enséñame, escuchas, repite, canta conmigo, cuenta conmigo, juguemos un juego <i>Places in town:</i> el supermercado, la panadería, la carnicería, la cafetería,	<u>Vocabulary</u> <i>Family members:</i> papa, mama, hermano, hermana, bebé, abuelo, abuela, perro, gato, hermanito, hermanita, mayor, mejor <i>Parts of the face:</i> pelo, ojos, cabeza, orejas, nariz, boca <i>Adjectives:</i> grande, pequeña, marrón, azul, blanco, amarillo, morado, rosa (number words previously learnt)	<u>Vocabulary</u> <i>Animals:</i> un pájaro, un gato, un perro, un elefante, un caballo, un león un ratón, un tigre <i>Parts of the body:</i> cabeza, manos, pies, brazos, piernas, hombros, rodillas	<u>Vocabulary</u> <i>Discussing feelings:</i> No me siento bien. ¿Qué te pasa? ¡Me duele ..! ¡Me he cortado...! <i>Parts of the body:</i> Muela, rodilla, estomago/tripa <i>Animals:</i> una jirafa, una serpiente, un loro, un mono, un tigre, un elefante	<u>Vocabulary</u> <i>Talking about the weather:</i> ¿Qué tiempo hace? hace sol, hace viento, hay niebla, hace frío, hace calor, está nevando, está <i>Ice-cream flavours:</i> chocolate, menta, frambuesa, limón, vainilla, fresa

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Progression of knowledge

Recall classroom commands. Can recall numbers to 20. Say and write nouns for classroom objects.	Recognise and read names of places in town.	Know some facts about Epiphany in Spain. Remember and say nouns for members of the family. Name the parts of the face.	Name body parts Name animals	Say three phrases to explain something hurting.	Name different types of weather. Name four ice-cream flavours.
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Progression of skills

Ask and answer questions about themselves. Understand and respond to classroom instructions. Ask for and respond to questions about classroom objectives.	Listen and respond accurately to a sequence of commands. Communicate some simple commands to another person. Ask where something is and respond appropriately.	Write the nouns for members of the family as part of a family tree. Describe facial features. Write a short description using number and colour adjectives.	Say and write a simple description including face and body parts.	Understand, say and write a simple descriptive sentence using a noun, verb and colour adjective.	Read, write and say three simple sentences to describe the weather. Order an ice-cream and express a preference.
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Year 5

Topic	Topic	Topic	Topic	Topic	Topic
Out of the World	Time in the city	Healthy Eating and going to the market	Carnival clowns and clothes	My school, my subjects	Going to the seaside
<u>Vocabulary</u> <i>Identity card</i> <i>information:</i> nombre, apellido, edad, fecha de nacimiento, número de teléfono, dirección, color de ojos, <i>The Planets:</i> La Tierra, Neptuno, Plutón, Venus, El Sol, Saturno, Mercurio, Urano	<u>Vocabulary</u> <i>Places in the city:</i> el zoo, el cine, el parque, la piscina, el museo, el estadio, la galería de arte Quisiera una entrada para... por favor. Asking and giving directions: ¿Dónde está...? a la izquierda/derecha, recto	<u>Vocabulary</u> <i>In the Market:</i> el mercader, quiero, medio kilo de..., cebollas, manzanas, limones, un melón, patatas, un racimo de uvas, una fresa, un plátano, peras, naranjas ¿Algo más? ¿Qué desea? <i>Instructions:</i> Lavate las manos. Cuidado, corta, pela, lava, pica, remueve, mezcla, añade.	<u>Vocabulary</u> <i>Dressing up:</i> vaquero, rey, pirata, princesa <i>Clothes:</i> blusa, pantalones, corbata, zapatos, falda, camisa, camiseta, vestido, calcetines, sombrero, jersey, zapatos de deporte, abrigo,	<u>Vocabulary</u> <i>School Subjects:</i> Mis asignaturas, Geografía, Educación física, Lectura, Inglés, Matemáticas, Ciencia, Historia, Español, Música	<u>Vocabulary</u> <i>The Seaside:</i> hace sol, bañarte en el mar, tomar el sol, comer helados, nadar, hacer casilleros de arena, jugar al fútbol, jugar al voleibol <i>Beach items:</i> una mochila, unas chanclas, un sombrero, crema de sol, unas gafas de sol, un bañador, un frisbee

Progression of knowledge

Name the planets. Understand the information requested on an ID card.	Simple facts about Madrid. Say nouns for tourist attractions Ask and respond politely.	Remember and say fruit and vegetable nouns.	Say nouns for items of clothing.	Know at least five nouns for school subjects.	Say phrases for beach activities. Name parts of the beach. Name items to take to the beach.
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Progression of skills

Can understand and respond to at least four questions about personal information. Can write more than one descriptive sentence about an imaginary planet. Read and understand simple information about the planets.	Say and write a simple sequence of sentences using nouns to describe a city or town. Ask for an entrance ticket. Give simple directions.	Follow and give instructions for recipe. Follow understand and recount a simple story.	Read descriptive sentences with nouns and adjectives. Use nouns and adjectives to write descriptive sentences.	Say an extended sentence including a conjunction. Express an opinion on school subjects including a reason for liking disliking.	Say and write several sentences to explain what there is to do at the seaside. To develop ideas over a paragraph. Create simple persuasive sentences.
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Year 6

Topic and Concept					
Everyday life	Where I live/Where you live	Playing and enjoying sport	This is me, hobbies and fun	Café culture and restaurants	Performance Time Class Play
<u>Vocabulary</u> <i>Feelings:</i> feliz, triste, gracioso/a, confundido/a, tengo hambre, tengo sed, tengo calor, tengo frío, cansado/a, fenomenal <i>Numbers:</i> veinte, veinticinco, treinta, treinta y, cuarenta, cuarenta y, cincuenta, sesenta <i>Time:</i> es la una, son las dos, son las tres, son las cuatro, son las cinco – son las doce.	<u>Vocabulary</u> <i>Inside the home:</i> una cocina, un salón, un baño, un comedor, una habitación, un garaje, un jardín, un dormitorio <i>Adjectives:</i> útil, moderno/a, antiguo/a, cómodo/a, bonito/a, pequeño/a, grande <i>Conjunctions:</i> y, pero, aunque	<u>Vocabulary</u> <i>Sports:</i> tenis, natación, rugby, ciclismo, balonmano, baloncesto, fútbol, equipo, compañero <i>Conjugate the verb to play:</i> juego, juegas, juega, jugamos, jugáis, juegan <i>Sports equipment:</i> una raqueta, un bate, una pelota, una bici, una red	<u>Vocabulary</u> <i>Funfair:</i> Parque de atracciones, el tobogán, las catratas, la montaña rusa, el carrusel, el tren fantasma <i>Hobbies:</i> leer, deportes, jugar los videojuegos, bailar, cantar, viajar	<u>Vocabulary</u> <i>Café vocabulary:</i> un café, un té, un refresco, un bocadillo, patatas fritas, churros, espaguetis, patatas fritas, croquetas, pizza, escalopines, tortilla, patatas bravas, salchichas, <i>Café conversations:</i> ¿Qué desea?, quisiera, por favor, gracias, me encata/n, mi preferido, está/n buenísimas	<u>Vocabulary</u> Taken from the full range of vocabulary learnt.

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Progression of knowledge

Numbers to 60. Name feelings. Tell the time to the hour.	Name the main rooms in a home. Know whether to use the feminine or masculine form of an adjective.	Name six sports. Can use the correct conjugation of the verb 'jugar'.	Name hobbies. Conjugation of high frequency verbs.	Name eight foods Name three typically Spanish foods.	Draw on the range of vocabulary learnt.
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Progression of skills

Participate in brief conversations about themselves and others. Understand and say several 'o'clock time phrases. Can say and write a sequence of daily routine phrases. Ask and answer questions related to the topic.	Can use a sequence of simple sentences with nouns and adjectives to describe a house. Can extend sentences orally and in writing, using a conjunction.	Say and write nouns for sports. Can express a like or dislike of a sport giving a reason why. Can say and write what is needed to play a sport including two imperative verbs.	Use adjectives in descriptive sentences with nouns to express an opinion. Develop a detailed description of self using including appearance and hobbies.	Ask for food and drinks politely. Take part in a café role play.	Use the language learnt to give a performance. Remember and join in with Spanish songs. Recite a poem in Spanish with appropriate expression and intonation.
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