



**Brookside Primary School**  
**BROOKSIDE SPANISH CURRICULUM 2023-2026**  
 Supported by Language Angels

BROOKSIDE SPANISH CURRICULUM						
Year 1						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
YEAR 3	Phonetics Lesson 1	Animals	Instruments	I Know How	Fruits	Ice-cream
	I'm learning Spanish!					
YEAR 4	Phonetics Lesson 1 & 2	I Know How	Vegetables	Presenting Myself	In the Classroom	At the Cafe
	Fruits					
YEAR 5	Phonetics Lesson 1-3	Ice-cream	Presenting Myself	My Family	At the Cafe	My Home
	Seasons					
YEAR 6	Phonetics Lesson 1-4	My Family	The Date	Do you have a Pet?	My Home	Clothes
	Presenting Myself					
Extra Teaching		Early Language	Intermediate Language		Progressive Language	

Notes

- In our school transition to Language Angels, some units may appear more than once in the first 2 years in different year groups. This is to ensure all children have completed the necessary building blocks in the three pillars of progression: phonics, vocabulary and grammar. Year 1 and Year 2 planners are intended to be used for one year only
- Each lesson and unit is progressive and the children will encounter activities that will facilitate recycling of previous knowledge. Therefore, all units should be completed and taught in the given order.
- Each academic year, the Languages Curriculum will be reviewed to ensure that it is still current, challenging and that the content is engaging and relevant to the whole curriculum.
- 'One-off' cultural and seasonal lessons that may be accessed throughout the year to enhance the learning of Spanish and life in Spain. (Feliz Navidad, Picasso and Flamenco, for example).



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Year 2						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
YEAR 3	Phonetics Lesson 1	Animals	Instruments	I Know How	Fruits	Ice-cream
	I'm learning Spanish!					
YEAR 4	Phonetics Lesson 1 & 2	Vegetables	Presenting Myself	My Family	In the Classroom	At the Cafe
	Seasons					
YEAR 5	Phonetics Lesson 1-3	The Date	What is the weather?	Do you have a Pet?	My Home	Habitats
	My Family					
YEAR 6	Phonetics Lesson 1-4	Do you have a Pet?	Clothes	At School	At the Weekend	Vikings
	The Date					
Extra Teaching		Early Language	Intermediate Language		Progressive Language	

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Year 3						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
YEAR 3	Phonetics Lesson 1	Animals	Instruments	I Know How	Fruits	Ice-cream
	I'm learning Spanish!					
YEAR 4	Phonetics Lesson 1 & 2	My Family	Goldilocks and the Three Beards	In the Classroom	At the Cafe	What is the weather?
	Presenting Myself					
YEAR 5	Phonetics Lesson 1-3	The Date	My Home	Clothes	The Olympics	Habitats
	Do you have a Pet?					
YEAR 6	Phonetics Lesson 1-4	Healthy Lifestyles	At the Weekend	World War II	Vikings	Me in the World
	At School					
Extra Teaching		Early Language	Intermediate Language		Progressive Language	

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### Key Stage Two **SPANISH** Objectives

Pupils should be taught about:

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. present ideas and information orally to a range of audiences
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. describe people, places, things and actions orally and in writing
12. 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