



Our Spanish Curriculum











Spanish Overview






| | Autumn Term | | Spring Term | | Summer Term | |
|--------|--|---|---|---|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 | <p>I'm Learning Spanish</p>  | <p>Animals</p>  | <p>Little Red Riding Hood</p>  | <p>The Shapes</p>  | <p>Fruit</p>  | <p>I can...</p>  |
| Year 4 | <p>I'm Learning Spanish</p>  | <p>Fruit</p>  | <p>I can...</p>  | <p>Musical Instruments</p>  | <p>Animals</p>  | <p>School: In the Classroom</p>  |
| Year 5 | <p>Presenting Myself</p>  | <p>The Family</p>  | <p>Weather</p>  | <p>The Olympics</p>  | <p>Pets</p>  | <p>Musical Instruments</p>  |
| Year 6 | <p>Presenting Myself</p>  | <p>School: In the Classroom</p>  | <p>The Family</p>  | <p>My Home</p>  | <p>Weather</p>  | <p>The Olympics</p>  |







Year 3

| Term | Autumn Term | | Spring Term | | Summer Term | |
|-------------------------|--|---|---|--|--|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Overview |  |  |  |  |  |  |
| Suggested Content Theme | <p>I'm learning Spanish unit:</p> <ul style="list-style-type: none"> To understand the culture of Spain including food, traditions and what Spain is well-known for. To locate Spain, Madrid and a few key cities on a map. Say their name and ask the question 'What is your name?' Say how they are feeling in Spanish. Learn up to 10 colours and count from 1-10 in Spanish. <p>Animals unit:</p> <ul style="list-style-type: none"> Remember all the language from unit 1 Be introduced to ten animals in Spanish Match all the new Spanish words to the appropriate picture Remember the words for at least five animals in Spanish unaided Attempt to spell at least three animals correctly in Spanish | | <p>Little Red Riding Hood</p> <ul style="list-style-type: none"> Sit and listen to a familiar story being told in Spanish. Learn to use picture and word cards to recognise and help retain new language. Remember key parts of the body in Spanish. <p>Shapes:</p> <ul style="list-style-type: none"> Name, recognise and remember up to 10 shapes in Spanish. Attempt to spell some of these shapes in Spanish. Attempt to remember which shapes are un or una. Revise and/or learn numbers 1-5 in Spanish. | | <p>The Fruit:</p> <ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish. <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>I can...:</p> <ul style="list-style-type: none"> Recognise some common Spanish verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with puedo... Be able to do some of these activities in Spanish by using | |
| Resources | <p>I'm learning Spanish: Powerpoint for each lesson Map of Spain for the classroom Colours worksheet - L5 Numbers worksheet - L6 Whiteboards</p> <p>Los animales: Powerpoint for each lesson Word gap sheet - L1 Word gap sheet - L2 World map with Spain highlighted Los animals old search activity - L4 Los animals word gap sheet - L5 Los animals assessment sheet - L6 Whiteboards Games online</p> | | <p>Little Red Riding Hood: Powerpoint for each lesson Body parts classroom signs Listening exercise - L1 Matching picture cards - L2 Mind map and picture story board - L5 Odd one out - L6</p> <p>Shapes: Lots and lots of different speaking and listening tasks to help us remember the ten shapes in Spanish. Learning to work with a partner and using mini flash cards to play games that will help us remember. Colouring activity - L1 Gap fill activity - L2 Word search - L3 Matching game - L4 Listening exercise - L5 Assessment sheet - L6 Games online / Whiteboards</p> | | <p>The Fruit Powerpoint and listening exercises Fruit listening task worksheet - L1 Fruit worksheet - L2 Fruit crossword - L3 Matching pairs game - L4 End of unit assessment - L6 Whiteboards</p> <p>I can...: Powerpoint for each lesson and listening exercises Word puzzle - L3 Worksheet - L4 Assessment sheet - L6 Whiteboards Games online</p> | |
| Core Grammar | <p>Accents to stress vowels as seen in có-mo. CH sound in ocho / J sound in rojo & naranja Ñ sound in España / LL sound in Amarillo RR sound in marron</p> <p>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 and ca-na-rio.</p> <p>J sound in oveja, pájaro & conejo LL sound in caballo</p> <p>Nouns, gender, articles/determiners and verbs. To learn that nouns in Spanish can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners un (for masculine nouns) and una (for feminine nouns).</p> | | <p>Definite & indefinite articles/determiners. In the story there will be many definite and indefinite articles/determiners that we will recognise from previous units.</p> <p>J sound in rojas & orejas LL sound in rodillas Silent letters. 'H' is always a silent letter in Spanish Hombro is pronounced ombro. Stress Placement of words ending in a vowel. This changes the 'n' to a 'ny' sound like in the English word onion.</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 rom-bo and es-tre-lla. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lí-ne-a, cí-r-cu-lo, ó-va-lo and pen-tá-go-no.</p> | | <p>Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like.</p> <p>Use these verbs in the infinitive to make a short sentence starting with puedo. CH sound in escuchar Silent letters - 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar. Stress Placement - Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in bai-lar, can-tar and es- cri-bir.</p> | |



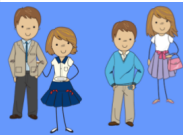



Year 4

| Term | Autumn Term | | Spring Term | | Summer Term | |
|-------------------------|---|---|---|--|--|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Overview |  |  |  |  |  |  |
| Suggested Content Theme | <p><u>I'm learning Spanish unit:</u></p> <ul style="list-style-type: none"> To understand the culture of Spain including food, traditions and what Spain is well-known for. To locate Spain, Madrid and a few key cities on a map. Say their name and ask the question 'What is your name?' Say how they are feeling in Spanish. Learn up to 10 colours and count from 1-10 in Spanish. <p><u>The Fruit</u></p> <ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish. <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><u>I can...:</u></p> <ul style="list-style-type: none"> Recognise some common Spanish verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with puedo... Be able to do some of these activities in Spanish by using <p><u>Musical Instruments:</u></p> <ul style="list-style-type: none"> Name and recognise up to 10 instruments in Spanish. Attempt to spell some of these nouns with their correct definite article/determiner in Spanish. Learn how to say I play an instrument in Spanish. To work on improving memory skills. Learning to recognise and learn cognates such as guitarra, piano, clarinete first. | | <p><u>Animals unit:</u></p> <ul style="list-style-type: none"> Remember all the language from unit 1 Be introduced to ten animals in Spanish Match all the new Spanish words to the appropriate picture Remember the words for at least five animals in Spanish unaided Attempt to spell at least three animals correctly in Spanish <p><u>The Classroom:</u></p> <ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands | |
| Resources | <p><u>I'm learning Spanish:</u> Powerpoint for each lesson Map of Spain for the classroom Colours worksheet - L5 Numbers worksheet - L6 Whiteboards</p> <p><u>The Fruit</u> Powerpoint and listening exercises Fruit listening task worksheet - L1 Fruit worksheet - L2 Fruit crossword - L3 Matching pairs game - L4 End of unit assessment - L6 Whiteboards Games online</p> | | <p><u>I can...:</u> Powerpoint for each lesson and listening exercises Word puzzle - L3 Worksheet - L4 Assessment sheet - L6 Whiteboards</p> <p><u>Instruments</u> Gap fill worksheet - L3 Crossword - L4 Article sort sheet - L5 Assessment sheet - L6 Games online Songs to sing / help with memory Whiteboards</p> | | <p><u>Los animales:</u> Powerpoint for each lesson Word gap sheet - L1 Word gap sheet - L2 World map with Spain highlighted Los animals old search activity - L4 Los animals word gap sheet - L5 Los animals assessment sheet - L6</p> <p><u>In the classroom:</u> Powerpoint for each lesson and listening activities / games online Word and pictures game - L1 Article sort activity - L2 Inside my pencil case sheet - L4 Assessment sheet - L6 Whiteboards</p> | |
| Core Grammar | <p><u>Learning Spanish -</u> Hola = Hello Cómo estás? = How are you? Estoy bien = I am good Estoy mal = I am not very good Más o menos = I am so so Adiós! = Goodbye! Accents to stress vowels as seen in có-mo. CH sound in ocho / J sound in rojo & naranja / Ñ sound in España / LL sound in Amarillo / RR sound in marron</p> <p><u>Fruits -</u> Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like.</p> | | <p><u>I Can -</u> Use these verbs in the infinitive to make a short sentence starting with puedo. CH sound in escuchar Silent letters - 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar. Stress Placement - Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in bai-lar, can-tar and es- cri-bir.</p> <p><u>Instruments -</u> 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.</p> | | <p><u>Animals -</u> 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 and ca-na-rio. J sound in oveja, pájaro & conejo LL sound in caballo Nouns, gender, articles/determiners and verbs. To learn that nouns in Spanish can have different articles based on their gender (masculine and feminine nouns).</p> <p><u>Classroom -</u> CA sound in calculadora & cartera CE sound in cerrad CI sound in silencio CU sound in escuchad Revisiting that nouns in Spanish have gender and that this affects the choice of article/determiner.</p> | |

Year 5

| Term | Autumn Term | | Spring Term | | Summer Term | |
|-------------------------|--|---|--|--|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Overview |  |  |  |  |  |  |
| Suggested Content Theme | <p>Presenting Myself:</p> <ul style="list-style-type: none"> Count to 20 in Spanish. Say their name and age in Spanish. Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling. Tell you where they live in Spanish. Tell you if they are Spanish or English, introducing concept of gender and agreement. <p>The Family:</p> <ul style="list-style-type: none"> Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age and relationship. Count up to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). | | <p>The Weather:</p> <ul style="list-style-type: none"> Recognise and recall the 9 weather expressions in Spanish from memory. Ask what the weather is today and give a reply in Spanish. Describe the weather in Spain, in Spanish using a weather map with symbols. <p>The Olympics:</p> <ul style="list-style-type: none"> Tell somebody in Spanish the key facts of the ancient Olympics. Tell somebody in Spanish the key facts of the modern Olympic games. Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in Spanish. Say the nouns in Spanish for key sports in the current Olympic games. Conjugate the irregular verb PRACTICAR enabling the students to say what sports they play and what sports they do not play. Understand the concept of gender, using el and la when you say you play a sport in Spanish. | | <p>Do you have a pet?</p> <ul style="list-style-type: none"> Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish. Tell somebody in Spanish if they have or do not have a pet. Ask somebody else in Spanish if they have a pet. Tell somebody in Spanish the name of their pet. Attempt to create a longer phrase using the connectives Y ("and") or PERO ("but"). <p>Musical Instruments:</p> <ul style="list-style-type: none"> Name and recognise up to 10 instruments in Spanish. Attempt to spell some of these nouns with their correct definite article/determiner in Spanish. Learn how to say I play an instrument in Spanish. To work on improving memory skills. Learning to recognise and learn cognates such as guitarra, piano, clarinete first. | |
| Resources | <p>Presenting Myself: Powerpoint / whiteboards Number worksheet - differentiated - L2 Name and age worksheet - L3 Reading challenge differentiated - L4 Reading challenge differentiated - L5 Assessment task - L6</p> <p>The Family: Whiteboards Word and picture bingo cards - L1 Spanish family lyrics (English/Spanish) Listening activity - L3 Siblings worksheet - L4 Assessment sheet - L6 Powerpoint Games/songs online</p> | | <p>The Weather: Powerpoint Whiteboards Spelling activity sheet - L1 Picture and word snap - L2 Reading exercise sheet - L4 Assessment sheet - L6</p> <p>The Olympics: Re-ordering sheet - L2 in pairs Word category sheet - most children independently -L2 Gap fill sheet - L3 Assessment sheet - in pairs -L6</p> | | <p>Do you have a pet? Gap fill worksheet - L1 Word search - L2 Writing task - L3 Writing exercise - L5 Assessment - L6 Powerpoint / whiteboards Games / songs online</p> <p>Musical Instruments Gap fill worksheet - L3 Crossword - L4 Article sort sheet - L5 Assessment sheet - L6 Games online Songs to sing / help with memory Whiteboards</p> | |
| Core Grammar | <p>The Family: We will revisit basic personal details (name/ age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-100 plus how to say how old we are. Understanding that there are two words in Spanish mi and mis for our one word 'my' in English.</p> <p>Presenting Myself: Phonics: 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 An introduction to the concept of adjectival agreement, in the simplest form in Spanish. Adding an 'a' to the end of the adjective (in this lesson the nationality,</p> | | <p>The Weather: 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 España. Use of hay & hace with weather phrases. To learn that often in different languages, like in Spanish, structures can be unique to that language.</p> <p>The Olympics: Recommended phonics focus: GA GE GI GO GU GO sound in juegos 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.</p> | | <p>Do you Have a pet? Revisiting 1st person singular conjugations of high frequency verbs me llamo, tengo, soy and vivo. Indefinite articles/determiners un and una Revisiting personal details (names/ age/where we live) and the high frequency verbs tengo, soy and vivo. 8 nouns and indefinite articles for common pets and how to ask and answer the question ¿Tienes una mascota ?</p> <p>Musical Instruments 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.</p> | |

Year 6

| Term | Autumn Term | | Spring Term | | Summer Term | |
|-------------------------|--|---|---|--|--|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Overview |  |  |  |  |  |  |
| Suggested Content Theme | <p>Presenting Myself:</p> <ul style="list-style-type: none"> Count to 20 in Spanish. Say their name and age in Spanish. Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling. Tell you where they live in Spanish. Tell you if they are Spanish or English, introducing concept of gender and agreement. <p>In the classroom:</p> <ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands | | <p>The Family:</p> <ul style="list-style-type: none"> Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age and relationship. Count up to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). <p>My Home:</p> <p>Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they or in their home. Ask somebody else in Spanish what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).</p> | | <p>The Weather:</p> <ul style="list-style-type: none"> Recognise and recall the 9 weather expressions in Spanish from memory. Ask what the weather is today and give a reply in Spanish. Describe the weather in Spain, in Spanish using a weather map with symbols. <p>The Olympics:</p> <ul style="list-style-type: none"> Tell somebody in Spanish the key facts of the ancient Olympics. Tell somebody in Spanish the key facts of the modern Olympic games. Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in Spanish. Say the nouns in Spanish for key sports in the current Olympic games. Conjugate the irregular verb PRACTICAR enabling the students to say what sports they play and what sports they do not play. Understand the concept of gender, using el and la when you say you play a sport in Spanish. | |
| Resources | <p>Presenting Myself: Powerpoint / whiteboards Number worksheet - L2 Name and age worksheet - L3 Reading challenge - L4 Reading challenge - L5 Assessment task - L6</p> <p>In the classroom: Powerpoint for each lesson and listening activities / games online Word and pictures game - L1 Article sort activity - L2 Inside my pencil case sheet - L4 Assessment sheet - L6 Whiteboards</p> | | <p>The Family: Whiteboards Word and picture bingo cards - L1 Spanish family lyrics (English/Spanish) Listening activity - L3 Siblings worksheet - L4 Assessment sheet - L6</p> <p>Powerpoint Games/songs online</p> <p>My Home: Listening and writing exercise - L1 Gap fill worksheet - L3 Reading exercise sheet - L5 Assessment sheet - L6 Listening videos / games online</p> | | <p>The Weather: Powerpoint Whiteboards Spelling activity sheet - L1 Picture and word snap - L2 Reading exercise sheet - L4 Assessment sheet - L6</p> <p>The Olympics: Powerpoint Re-ordering sheet - L2 in pairs Word category sheet - most children independently -L2 Gap fill sheet - L3 Assessment sheet - in pairs -L6</p> | |
| Core Grammar | <p>Presenting Myself: Phonics: 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 An introduction to the concept of adjectival agreement, in the simplest form in Spanish. Adding an 'a' to the end of the adjective to show that the person talking or being described is female.</p> <p>In the classroom - CA sound in calculadora & cartera CE sound in cerrad / CI sound in silencio CU sound in escuchad Revisiting that nouns in Spanish have gender and that this affects the choice of article/determiner.</p> | | <p>The Family: We will revisit basic personal details (name/ age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-100 plus how to say how old we are. Understanding that there are two words in Spanish mi and mis for our one word 'my' in English.</p> <p>My Home: Revisiting again the indefinite articles un and una. Revisiting also 1 person singular high frequency verbs le llamo, tengo, soy with a particular focus on vivo from the verb VIVIR a regular IR verb.</p> | | <p>The Weather: 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 España. Use of hay & hace with weather phrases. To learn that often in different languages, like in Spanish, structures can be unique to that language.</p> <p>The Olympics: Recommended phonics focus: GA GE GI GO GU GO sound in juegos. 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.</p> | |