

Curriculum Overview
Spanish at Corpus Christi Catholic Primary School
We are citizens of the world!

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	Estrellita, ¿Dónde Estás? Twinkle Twinkle	Los Pollitos The Little Chicks	En La Granja De Mi Tío Old MacDonald	Un Elefante Se Balanceaba An elephant on a swing	La Pequeña Araña Incy Wincy Spider	Las Ruedas Del Autobús Wheels on the bus.
						

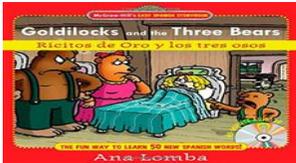
Canciones Infantiles - Unit Background

The Canciones Infantiles (nursery rhymes) unit is recommended as the very first unit to introduce to children that may be fortunate enough to be studying a language at the very start of their schooling experience. It is a unit aimed at Nursery, Reception and/or Early Years aged primary school children (equivalent 2-6 years old).

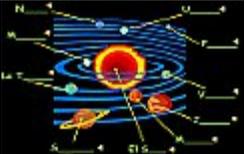
These lessons are all based around the animated karaoke style videos provided with suggested actions to accompany.

1	<p>Greetings (E)</p> 	<p>Greetings (E)</p> 	<p>Numbers 1-10 & Colours (E)</p> 	<p>Numbers 1-10 & Colours (E)</p> 	<p>Shapes (E)</p> 	<p>Shapes (E)</p> 
	<p>I can say 'hello' (informally). I can say what I am called. I can ask somebody how they are feeling and give a reply back when I am reminded of the language first. I can say 'goodbye' and also 'see you soon' when I hear it first.</p>	<p>I can say 'hello' (informally). I can say what I am called. I can ask somebody how they are feeling and give a reply back when I am reminded of the language first. I can say 'goodbye' and also 'see you soon' when I hear it first.</p>	<p>I can repeat and recognise most of the ten colours in Spanish, all with a prompt first. I can repeat and recognise most of the numbers 1-10 in Spanish but I may need a prompt first from counting from 1-10. I may be able to attempt to spell a couple of the numbers from 1-10 and some of the colours in Spanish.</p>	<p>I can repeat and recognise most of the ten colours in Spanish, all with a prompt first. I can repeat and recognise most of the numbers 1-10 in Spanish but I may need a prompt first from counting from 1-10. I may be able to attempt to spell a couple of the numbers from 1-10 and some of the colours in Spanish.</p>	<p>I can repeat and recognise most of the ten shapes in Spanish. All with a prompt first. I can attempt to possibly spell between 1-5 of these words but I may need somebody to go through them all, picture and spelling reminder first. I can attempt to give the correct article for 1-5 of these words. I can count from 1-5 in Spanish but I am unable to spell these numbers.</p>	<p>I can repeat and recognise most of the ten shapes in Spanish. All with a prompt first. I can attempt to possibly spell between 1-5 of these words but I may need somebody to go through them all, picture and spelling reminder first. I can attempt to give the correct article for 1-5 of these words. I can count from 1-5 in Spanish but I am unable to spell these numbers.</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1/2, 2	<p>I am learning Spanish and Phonics</p> 	<p>Colours and Numbers</p> 	<p>Greetings</p> 	<p>Days of the Week</p> 	<p>Months of the year</p> 	<p>Ice -creams</p> 
	<p><u>Aprendo Espanol</u></p> <p>I can find Spain on a map of the world if I am shown Europe first. I can name the capital of Spain immediately and three other well-known Spanish cities if I am given an opportunity to look at a map first. I can name one other country where they speak Spanish in the world. I can tell you my name, count to ten and how I am feeling in Spanish with the help of an adult or the</p>	<p><u>Los Colores y numerous</u></p> <p>I can repeat and recognise most of the ten colours in Spanish, all with a prompt first. I can repeat and recognise most of the numbers 1-10 in Spanish but I may need a prompt first from counting from 1-10. I may be able to attempt to spell a couple of the numbers from 1-10 and some of the colours in Spanish.</p>	<p><u>Los Saludos</u></p> <p>I can say 'hello' (informally). I can say what I am called. I can ask somebody how they are feeling and give a reply back when I am reminded of the language first. I can say 'goodbye' and also 'see you soon' when I hear it first.</p>	<p><u>Los dias</u></p> <p>I can say the days of the week I can participate in songs relating to days of the week. I can say the days of the week in order. I can understand that Spanish days begin with a small letter</p>	<p><u>Los meses</u></p> <p>I can be introduced to the months of the year I can participate in songs relating to months of the year I can say the months of the year in order. I understand that Spanish months begin with a small letter</p>	<p><u>Los Helados</u></p> <p>I can repeat and recognise most of the ten ice-cream flavours in Spanish as presented in this unit. I can attempt to possibly spell five of these ice-cream flavours in Spanish unaided from memory with good accuracy. I can say in Spanish that I would like an ice-cream, using 'quisiera', but I may need a reminder of the question first. I can specify in Spanish what flavour ice-cream I</p>

	PowerPoint used in class.					would like, but I may need a model answer. I can specify in Spanish whether I would like my ice-cream in a pot or a cone or a small pot/tub if I am reminded of the language first.
3	<p>How are you?</p> 	<p>Transport</p> 	<p>Goldilocks</p> 	<p>Great British History</p> 	<p>Habitats</p> 	<p>Minibeasts</p> 
	<p><u>Como Estas?</u></p> <p>I can understand and use set phrases to talk about myself and ask others for simple information in return. I can understand numbers 1-20,</p>	<p><u>Los Transportes</u></p> <p>I can recognise and recall 7 modes of transport in Spanish. I can recall numbers 1-5 and the colours yellow, red, green, orange & blue more easily in Spanish. I will learn to listen carefully and repeat</p>	<p><u>Ricitos De Oro y Los Tres Osos</u></p> <p>I can not only sit and listen attentively to the story but to recognise, understand and remember more of the new language. I can increase my memory potential in</p>	<p><u>La historia de la antigua Gran Bretaña</u></p> <p>I can learn and use the Spanish for "I am" (Soy), "I have" (Tengo) and "I live" (Vivo). I can name in Spanish, the six key periods of</p>	<p><u>Hábitats</u></p> <p>I can tell somebody in Spanish the key elements animals and plants need to survive in their habitat. I can tell somebody in Spanish examples of the most common habitats for plants and</p>	<p><u>Las minibestias</u></p> <p>I can recognise and recall 10 minibestias in Spanish. I can recall greetings more easily in Spanish. I can recognise and follow instructions in Spanish.</p>

	<p>count and use them out of sequence. I can say whether I am Spanish or English and I am aware that the pronunciation changes if I am a girl or boy.</p>	<p>what we hear with improving accuracy. I can work on memory skills so we are able to remember the new words I have learnt in Spanish long term and with accurate and authentic pronunciation.</p>	<p>Spanish by using picture cards, word cards and phrase cards in Spanish. I can increase my thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases. I can attempt to spell in Spanish.</p>	<p>ancient Britain, introduced in chronological order. I am able to say in Spanish three of the types of people who lived in ancient Britain. I can tell somebody in Spanish the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. I can name the three types of dwellings people lived in during the stone age, bronze age and iron age.</p>	<p>animals and give a named example of these habitats. I can tell somebody in Spanish which animals live in these different habitats. I can tell somebody in Spanish which plants live in these different habitats.</p>	<p>I can follow an animated story in Spanish. I will learn to listen carefully and repeat what we hear with improving accuracy. I can work on memory skills so we are able to remember the new words I have learnt in Spanish long term and with accurate and authentic pronunciation.</p>
4	<p>Fruit</p> 	<p>Vegetables</p> 	<p>At the cafe</p> 	<p>My Family</p> 	<p>Clothes</p> 	<p>The Romans</p> 
	<p><u>La fruta</u></p> <p>I can name and recognise up to 10 fruits in Spanish. I can attempt to spell some of these nouns.</p>	<p><u>Las Verduras</u></p> <p>I can repeat and recognise most of the ten vegetables in Spanish with their correct article. I can attempt to possibly spell five of</p>	<p><u>Desayuno En El Café</u></p> <p>I can order from a selection of foods from a Spanish menu. I can order from a selection of drinks from a Spanish menu.</p>	<p><u>La Familia</u></p> <p>I can say the nouns in Spanish for members of their family. I can tell somebody in Spanish the members and age of a</p>	<p><u>La Ropa</u></p> <p>I can repeat and recognise the vocabulary for a variety of clothes in Spanish. I can use the appropriate genders</p>	<p><u>Los Romanos</u></p> <p>I can tell you all the key facts and name all the key people from the history of the Roman Empire,</p>

	<p>I can ask somebody in Spanish if they like a particular fruit.</p> <p>I can say what fruits they like and dislike.</p>	<p>these words unaided from memory with good accuracy.</p> <p>I can ask somebody in Spanish for a particular vegetable but I may need a reminder of how to specify the weight.</p> <p>I can perform a very simple Spanish role play about buying vegetables at a market stall, but I may need a model answer to help me and a word bank to work from.</p>	<p>I can order a Spanish breakfast.</p> <p>I can order typical Spanish snacks</p> <p>I can ask for the bill.</p> <p>I can remember how to say hello, goodbye, please and thank you.</p>	<p>fictitious, historical or television family as a model to present and practise family vocabulary.</p> <p>I can continue to count, reaching 100, to enable students to say the age of various family members.</p> <p>I can understand the concept of mi and mis in Spanish.</p>	<p>and articles for these clothes.</p> <p>I can describe what they and other people are wearing.</p> <p>I can use the verb PONERSE in Spanish.</p> <p>I can say what they would wear in different weather.</p>	<p>without help in any shape or form.</p> <p>I can say all the days of the week in Spanish and know all of their spellings from memory with high accuracy.</p> <p>I can name at least five famous Roman inventions.</p> <p>I can say a couple of sentences from memory in Spanish to describe my life as a Roman child, also using the negative form correctly.</p>
4/5	<p>My Class and Phonetics lesson 3</p> 	<p>Do You Have A Pet?</p> 	<p>The Planets (P)</p> 	<p>Vikings</p> 	<p>Me in the world</p> 	<p>Habitats (I)</p> 
	<p>Mi Clase</p> <p>I can recognise and repeat from memory simple</p>	<p><u>Tienes una Mascota?</u></p> <p>I can repeat, recognise and</p>	<p>Los Planetas</p> <p>I can now name and place at least five</p>	<p>La época vikinga</p> <p>I can describe myself physically in terms of height, hair, and eye</p>	<p><u>Yo En El Mundo</u></p> <p>I know about the many countries in the</p>	<p>Habitats</p> <p>I can name you one of the essential</p>

	<p>classroom objects and use the correct gender. I can say what they have and do not have in their pencil case. I can recognise and respond to simple classroom commands and praise.</p>	<p>attempt to spell the eight nouns (including the correct article for each) for pets in Spanish. I can tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. I can tell somebody in Spanish the name of their pet. I can attempt to create a longer phrase using the connectives Y ("and") or PERO ("but").</p>	<p>planets in Spanish on a solar system map. I can also spell about five of the planets in Spanish. I can tell you an interesting fact about four of the planets. I can explain the basic rules of adjectival agreement in terms of masculine, feminine, singular and plural.</p>	<p>colour, remembering to use correct adjectival agreement and accurate verb conjugation after seeing a model answer and possibly using a word bank to support. I can describe someone else physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation after seeing a model answer and possibly using a word bank to support.</p>	<p>world that speak Spanish. I know about different festivals (religious and non-religious) around the world. I know that we are different and yet all the same. I know that we can all help to protect our planet.</p>	<p>elements that plants and animals need to survive in their habitat, but I may need to be prompted or reminded first. I can tell you in Spanish a couple of different types of habitats and name examples, but I can work faster and better with a word bank or a gap fill to help and remind me. I can tell you in Spanish which animals and which plants live and grow in one type of habitat.</p>
<p>5/6, 6</p>	<p>My House</p> 	<p>In School</p> 	<p>At the Weekend</p> 	<p>The Olyimpics</p> 	<p>Healthy Lifestyle</p> 	<p>Habitats (P)</p> 

	Mi casa	En El Colegio	El Fin De Semana	Los Olimpicos	La Comida Sana	Habitatas
	<p>I can say whether they live in a house or an apartment and say where it is. I can repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.</p> <p>I can tell somebody in Spanish what rooms they have or do not have in their home.</p> <p>I can ask somebody else in Spanish what rooms they have or do not have in their home.</p> <p>I can 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>I can repeat and recognise the vocabulary for school subjects.</p> <p>I can say what subjects they like and dislike at school.</p> <p>I can tell the time in Spanish.</p> <p>I can create a Spanish timetable for school.</p> <p>I can use the verb IR in Spanish to say what time they go to school.</p>	<p>I can ask what the time is in Spanish. I can tell the time accurately in Spanish.</p> <p>I can learn how to say what they do at the weekend in Spanish.</p> <p>I can learn to integrate connectives into their work.</p> <p>I can present an account of what they do and at what time at the weekend.</p>	<p>I know all about the key facts of the ancient Olympics in Spanish.</p> <p>IO know all about the key facts of the modern Olympics in Spanish.</p> <p>I can look out for cognates and highlight key words when decoding longer text to help me to learn how to gist listen and read in Spanish.</p> <p>I can read, listen to and recognise the nouns in Spanish for key sports in the current Olympic Games.</p> <p>I can say and spell from memory some/all the nouns in Spanish for key sports in the current Olympic Games, with their correct gender/article.</p> <p>I can learn to use (conjugate) the verb practicar to help me</p>	<p>I can name and recognise ten foods and drinks that are considered good for your health.</p> <p>I can name and recognise ten foods and drinks that are not considered good for your health.</p> <p>I can say what activities they do to keep in shape during the week.</p> <p>I can say in general what they do to keep a healthy lifestyle.</p> <p>I can learn to make a healthy recipe in Spanish.</p>	<p>I can tell you some of the essential elements that plants and animals need to survive in their habitats, but I may need to be prompted or reminded of first. I can tell you in Spanish a couple of different types of habitats and find examples on a world map, but I can work faster and better with a word bank or a gap fill to help and remind me.</p> <p>I can tell you in Spanish what animals and plants live and grow in two different types of habitats.</p>

				say what sports I/other people play and what sports I/other people do not play		I can say one sentence from memory in Spanish on a plant and animal adaptation but I can say more if I am given a model answer first and then attempt to give two extended sentences.
--	--	--	--	--	--	---

Year 6 - Grammar lessons must be taught over the year;

add a lesson as a starter - booklet could be completed as homework.

Los Verbos Regulares y Los Verbos irregulares

- Recognise and understand what a pronoun is in both English and Spanish and be able to say what the key personal pronouns are in Spanish.
- Understand what a verb is in both English and Spanish and how to then create a stem and work out the endings for regular -ER, -IR and -AR verbs.
- Conjugate in Spanish a regular -ER verb.
- Conjugate in Spanish a regular -IR verb.
- Conjugate in Spanish a regular -AR verb.
- Recognise and understand what a verb and pronoun are in both English and Spanish and be able to say what the key personal pronouns are in Spanish
- Conjugate in Spanish the irregular verb IR (to go).
- Conjugate in Spanish the irregular verb TENER (to have).
- Conjugate in Spanish the irregular verb SER and ESTAR (both mean to be).
- Conjugate in Spanish the irregular verb HACER (to do).

Spanish Cultural Lessons - Background Must be taught over the year

These are a series of four Spanish 'cultural' lessons. The four lessons are all individual 'one off' lessons (not part of a complete unit) and they are not sequential. They are also not linked to any other particular unit.

Ideally suited to KS2 classes.

The suggested order and year group these lessons should be taught in based on the content and linguistic challenge but there is flexibility. The aim is to increase cultural knowledge and intercultural understanding, creating a genuine interest and better understanding of the language they are learning.

They can be taught at any time during the year but as these are traditions that are celebrated at specific times of the year, we suggested the following:

- La Tomatina. Aimed at Yr 3. Takes place in August each year.
- Las Fallas. Aimed at Yr 4. Takes place in March each year.
- La fiesta de San Fermín. Aimed at Yr 5. Takes place in July each year.
- El Día de los Muertos. Aimed at Yr 6. Takes place on 1-2 November each year.

The history of each celebration / feast day will be fully explored, explaining when the celebration is, why it is celebrated and how it is celebrated. The four lessons are very interesting, and the children will learn more about the culture connected to the language they are learning.

• Assessments available at end of each unit in all 4 skills.

• Below Expectation (0% - 25%) · Towards Expectation (26% - 45%) · Meeting Expectation (46% - 65%) · Exceeding Expectation (66% - 85%) · Mastery (86% - 100%)