










Curriculum Overview 2024 - 2025
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	Canciones infantiles Nursey Rhymes		Los saludos Greetings		Los colores y los números Colours & Numbers	
						
	<p><u>Canciones Infantiles - Unit Background</u></p> <p>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).</p> <p>These lessons are all based around the animated karaoke style videos provided with suggested actions to accompany.</p>					

Year Group	Autumn 1 Recap	Autumn 2 Recap	Spring 1	Spring 2	Summer 1	Summer 2
1	Los saludos Greetings	Los colores y los números Colours & Numbers	Los transportes Transport	Bajo el mar Under the sea	En la selva In the Jungle	El circo The Circus
						

2, 2/3 3	La fonética y Aprendo español Phonics and I am learning Spanish	Los animales Animals	Los instrumentos Instruments	Sé... I know...	La fruta Fruits	Los helados Ice cream
	 			 Sé...		
4 4/5	La fonética y Las estaciones Phonics 2 and 3 and Seasons	Las verduras Vegetables	Me presento Presenting Myself	Mi familia My Family	La clase In the classroom	En la cafetería At the cafe
	 					
5/6 6	La fonética y La fecha Phonics 3 and 4 and The Date	¿Tienes una mascota? Do you have a pet?	La ropa Clothes	En el colegio At school	El fin de semana At the Weekend	Yo en el mundo Me in the World
	 					

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.

Aims

The national curriculum for 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- **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.**

EARLY LANGUAGE UNITS

EARLY LANGUAGE UNITS											Pos Attainment Target				
Seasons	Ice Creams	Shapes	Vegetables	Fruits	Ancient Britain	I Am Able.../I Know How...	Little Red Riding Hood	Instruments	Animals	I'm Learning					
●	●	●	●	●	●	●	●	●	●	●	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 to build sentences; and how these differ from or are similar to English.	●	●	●

● GRAMMAR

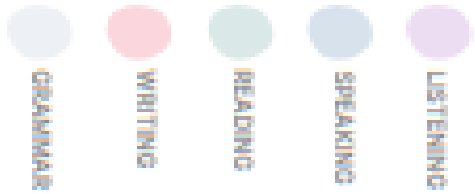
● WRITING

● READING

● SPEAKING

● LISTENING

INTERMEDIATE LANGUAGE UNITS



Pos Attainment Target	Presenting Myself	My Family	The Tudors	At the Cafe/Tea Room/Restaurant	In Class	Do You Have A Pet?	Goldilocks & The Three Bears	What Is The Date?	The Weather	Clothes	The Olympics	The Romans	Habitats	My Home
1	●	●	●	●	●	●	●	●	●	●	●	●	●	●
2	●	●	●	●	●	●	●	●	●	●	●	●	●	●
3	●	●		●	●	●			●	●				●
4	●	●	●	●	●	●	●	●	●	●	●	●	●	●
5	●	●	●	●	●	●	●	●	●	●	●	●	●	●
6	●	●	●	●	●	●	●	●	●	●	●	●	●	●
7	●	●	●	●	●	●	●	●	●	●	●	●	●	●
8	●	●	●	●	●	●	●	●	●	●	●	●	●	●
9	●	●	●	●	●	●	●	●	●	●	●	●	●	●
10	●	●	●	●	●	●			●	●	●	●	●	●
11	●	●	●	●	●	●			●	●	●	●	●	●
12	●	●		●	●	●				●	●	●		●

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 plural forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to the sentence, and how these differ from or are similar to English.