

Intent:

At Eastfield we aim to deliver a high-quality Spanish curriculum that will help our children to build knowledge (both substantive and disciplinary). Our school uses the Primary Language Network (PLN), Video to Teach Spanish Scheme. The aim of using this scheme is to allow the children to learn Spanish in a fun, engaging way whilst having the experience of hearing a native Spanish speaker within every lesson, ensuring the children are exposed to accurate pronunciation and intonation. Following many discussions with both our children and parents, it was clear that our children are most likely to visit a Spanish speaking country. We aim to support the children in developing as global citizens through broadening their understanding of Spanish and the Spanish culture.

Implementation:

Curriculum Organisation:

Our curriculum is organised to develop our children's depth of knowledge over time. Each year group has a set of learning intentions for each lesson that follows on sequentially from what has been taught in the previous year group. Each unit develops listening, speaking, reading and writing skills.

LTP 2023-2024:

For this academic year the decision has been made for Year 3 and Year 4 to both complete Stage 1 and Year's 5 and 6 will complete Stage 2. This is due to the implementation of a new scheme, and to ensure that children have the necessary knowledge and foundations embedded (without gaps in knowledge) to enable them to learn and understand the content in the later stages.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Stage 1	Greetings, Numbers, colours	Colours, Classroom commands, Calendar, Celebrations	Animals	Carnival, using numbers, dates	Fruits and vegetables	Going on A picnic/Aliens in Spain
Year 4 Stage 1	Greetings, Numbers, colours	Colours, Classroom commands, Calendar, Celebrations	Animals	Carnival, using numbers, dates	Fruits and vegetables	Going on A picnic/Aliens in Spain
Year 5 Stage 2	Welcome to school super learners	Fireworks poem, classroom commands, places in town, Christmas shopping	Epiphany, Alien family tree, faces	Face and body parts	I don't feel well/walking through the jungle	The Weather/ice cream
Year 6 Stage 2	Welcome to school super learners	Fireworks poem, classroom commands, places in town, Christmas shopping	Epiphany, Alien family tree, faces	Face and body parts	I don't feel well/walking through the jungle	The Weather/ice creams

LTP 2024-2025:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Stage 1	Greetings, Numbers, colours	Colours, Classroom commands, Calendar, Celebrations	Animals	Carnival, using numbers, dates	Fruits and vegetables	Going on A picnic/Aliens in Spain
Year 4 Stage 2	Welcome to school super learners	Fireworks poem, classroom commands, places in town, Christmas shopping	Epiphany, Alien family tree, faces	Face and body parts	I don't feel well/walking through the jungle	The Weather/ice cream
Year 5 Stage 2	Welcome to school super learners	Fireworks poem, classroom commands, places in town, Christmas shopping	Epiphany, Alien family tree, faces	Face and body parts	I don't feel well/walking through the jungle	The Weather/ ice cream
Year 6 Stage 3	Talking about us, school subjects	In the city, shopping, festive	Healthy eating, going to the market, healthy recipe	Clothes, colours, fancy dress	Out of this world	At the seaside

LTP 2025-2026:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Stage 1	Greetings, Numbers, colours	Colours, Classroom commands, Calendar, Celebrations	Animals	Carnival, using numbers, dates	Fruits and vegetables	Going on A picnic/Aliens in Spain
Year 4 Stage 2	Welcome to school super learners	Fireworks poem, classroom commands, places in town, Christmas shopping	Epiphany, Alien family tree, faces	Face and body parts	I don't feel well/walking through the jungle	The Weather/ ice cream
Year 5 Stage 3	Talking about us, school subjects	In the city, shopping, festive	Healthy eating, going to the market, healthy recipe	Clothes, colours, fancy dress	Out of this world	At the seaside
Year 6 Stage 4	Revisiting me, telling the time, daily life of a superhero	Homes and houses, elf on the shelf	sports	At the funfair, my favourite things, traditions	Tapas culture/café culture	Performance time

Pedagogy:

Lessons are designed to cover aspects of listening, speaking, reading, and writing. Children will learn through a range of games, songs, and stories. Lesson plans clearly identify the objective and assessment focus, key vocabulary and phrases and a description of each task. Each lesson is organised around a four-step model.

1. **Warm up.** This is often in the form of a song to recap some previous learning and knowledge.
2. **Learn.** This phase of learning is where children will be exposed to new words, phrases, or skills. There are lots of opportunities to listen and repeat, allowing for accurate pronunciation.
3. **Practice.** This part of the learning comes in the form of games and allows the children to practice new words, phrases, or skills.
4. **Task.** There will be a follow up task for the children to share and apply skills.

Impact:

At the Leadership Level

Spanish has a clear monitoring cycle that consists of 3 clear foci across three consecutive half terms:

1. **Development Focus Input** - identifying the work that needs to be conducted *e.g., pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*
2. **Development Activity** - focused improvement work *e.g., CPD, staff coaching/mentoring, purchase of resources etc.*
3. **Development Moderation** - impact of leadership work *e.g., pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*

Spanish has an identified Subject Lead and is part of the Culture Team; staff work in teams to identify, lead and monitor the development of the curriculum across the school. This work is cyclic and builds on areas identified for development. Timely feedback is given to staff after any monitoring and the Subject Lead writes an annual causal chain to outline work undertaken and the impact they have had on the teaching and learning of Spanish across the school.

At Classroom Level

The impact of the acquired knowledge and skills is measured throughout each term. Children have opportunities to showcase what they have learned in different ways, verbally and written. This is recorded on paper and collated on Showbie. The use of photographs, videos and voice recordings are paramount. At the end of the units, children will complete 'Puzzle It Out' tasks and self-assess against the objectives covered to demonstrate confidence. Teachers will use the children's 'Puzzle It Out's to support in assessing and making judgments on attainment within Spanish. Further quizzes and assessment points may also be created over the year to allow for teachers to make judgements. On an annual basis teachers provide a summative assessment for children within their class. This is analysed by the Subject Lead.

Spanish Subject Lead: Kylie Watson.