

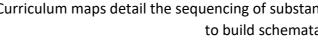


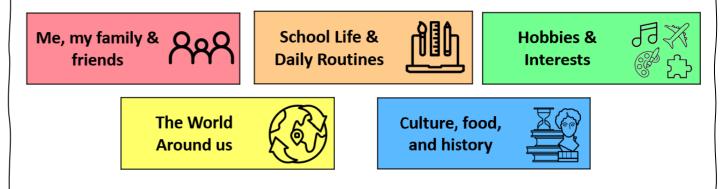
Why Teach Spanish?

Learning another language is an integral skill in thriving in a growing, global world. Proficiency in a second language will give learners the opportunity to engage with the world in a more immediate and meaningful way. It allows us to understand and celebrate other cultures, beliefs, and people from all over the world.

The study of language provides us with opportunities to develop our literacy and communication skills; not only in the taught language but proficiency is developed in learners' first language too. Our curriculum aims to support learners in becoming confident speakers, astute listeners, and purposeful writers all whilst developing their intercultural understanding of the world around us.

We aim to provide language learning which challenges children beyond their boundaries, promotes the love of languages and cultures, as well as providing opportunities to thrive in our global community and in the subsequent steps of their educational journey.





Learning Spanish – The key aims of our language curriculum

Pupils learn the Spanish language in its spoken and written forms. Spanish is produced and understood through speaking, listening, reading and writing. Through these core approaches, we teach pupils how phonics (the relationship between sounds and letters), grammar and vocabulary combine so pupils understand and produce ever more complex language.

| Recognise and use phonics with accuracy | To learn the relationship between sounds and letters in Spanish. To recognise these and use them with accuracy. |
|---|--|
| Understanding and application of grammar | To learn important foundations of another language such as the grammatical aspect of learning the gender of words. |
| Retrieval skills and vocabulary retention | To consistently learn and remember vocabulary and retrieve this in different contexts or using different skills (reading/aurally). |
| Listening and reading for gist | To develop comprehension so that pupils can understand authentic texts. Pupils do not have to understand every word to be good linguists – but they will have a secure general sense of meaning. |
| Successful communication Skills | To be understood by others and to express ideas, thoughts and feelings to another person in another language. Learning the importance of accurate pronunciation, intonation and noticing punctuation when written. |

Linguistic skills we develop:



Example assessment:

Name:

| | Speakin |
|----------------------------|-----------------------------------|
| Co | in you say any of t |
| | |
| | а |
| | Ia |
| | Iam |
| | I am |
| | N 11 |
| | Reading |
| Can you d | raw a line from <u>a</u> corre |
| | corre |
| un león | |
| un cerdo | |
| una vaca | |
| un mono | |
| un pájar | 0 |
| <u>Word</u> <u>Bank</u> | un pájaro |
| | |

Leaders and other staff regularly review pupils' work in their books, and meet with groups of pupils to check that they are learning the planned curriculum against the key knowledge and skills set out in our curriculum.

We also evaluate pupils' attitudes to learning to check they enjoy and value their lessons in this subject.

5 Themes of our Spanish Curriculum

Curriculum maps detail the sequencing of substantive knowledge through five 'big ideas' to enable pupils to build schemata of important concepts

How we assess pupils' learning of the **Spanish curriculum**

Teachers assess pupils' learning of the curriculum on an ongoing basis. In lessons, they check pupils can remember and use the phonics, grammar and vocabulary accurately and can communicate and understand others using the Spanish language.

Understanding of each unit is assessed through an end of unit assessment of speaking, listening, reading and writing.

| | Date: | Class: | Unit: Los animales |
|--|-------------|-------------|--|
| g Exercise | | Lis | tening Exercise |
| he following in Spanish? 1 <i>lion</i> mouse | | | slide, write the numbers that match the animals you hear mentioned. |
| n a lion. a mouse. a monkey. | | | |
| Exercise | | W | riting Exercise |
| y of the following word: t picture? | to the | | of the following phrases in Spanish? |
| Soy un | mono un cer | rdo un pato | un conejo |
| un caballo | un león | una oveja | un ratón un cerdo |



KS2 Spanish Topic Map (1) – Phase 3 2023-24



| | Me, My Family & Friends | School Life & Daily Routines | ool Life & Daily Routines The World A | | round Us Hobbies & Intere | | | | |
|----------|--|---|--|---|---|---|--|--|--|
| | Year 3 | Year 4 | Year 4 | | Year 5 | | | | |
| | Phonetics 1 (C) | Phonetic | Phonetics 2 (C) | | Phonetics 3 (C) | | | | |
| | CH J Ñ LL RR | CA CE CI C | CA CE CI CO CU | | GA GE GI GO GU | | | | |
| ← | I'm Learning Spanish (E) | Presenting | Ayself (I) | Home (I) | | | | | |
| Autumn | To locate Spain, Madrid and a few key cities on a map. Say our name, how we are feeling, learn up to 10 color count from 1-10 in Spanish. | • Ask somebody how they are feeling response back. | Know how count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate | | Say and write in Spanish whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure en mi casa hay and en mi casa no hay Use the connective/conjunction y to link two sentences together | | | | |
| | Seasons (E) | Family | Family (I) | | Weather (I) | | | | |
| Autumn 2 | Recognise all four seasons in Spanish. Learn an associated action for each season in Spanish. Understand better what happens in the world around each season in Spanish. | Remember the nouns for family memory. Describe our own or a fictitious fam and relationship. Count to 100 in Spanish. | 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 to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form | | 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. | | | | |
| | Musical Instruments (E) | usical Instruments (E) Goldilocks (I) | | What is the Date? (I) | | | | | |
| Spring 1 | 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. | Listen attentively to a whole familiat Remembering new language using p cards. Improve gist reading and gist listening Attempt to re-tell a familiar fairy tal book for support. | icture, word and phrases | Ask what the date is an | ne 12 months of the year in Spanish. nd say the date in Spanish. heir birthday is and say when their own | Group Unders Spanis Say and WW2. Write a evacue | | | |
| | Fruits (E) | Romans | Romans (I) | | Pets (I) | | | | |
| Spring 2 | Name, recognise and remember up to 10 fruits in Spar 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. | nish. • Understand the key facts of the hist | ory of Ancient Rome in Spanish. Roman inventions in Spain. poor child in Roman times | Ask somebody if they h Say in Spanish what per pet's name. Start to use the simple | ndefinite articles for 8 common pets. have a pet and give an answer back. et we have/do not have and give our connectives y (and) and pero (but) to nd interesting sentences. | Say an Say an Say an includi Follow | | | |
| | Vegetables (E) | | Classroom (I) | | Olympics (I) | | | | |
| Summer 1 | Name, recognise and recall from memory up to 10 veg in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from t querer, to want in Spanish. | for common classroom objects. • Learn how to use the negative in Sp. • Describe what we have and do not h | anish. nave in our pencil case. | Understand the key factore recounted in Spanish. Learn 10 nouns and art Explore the full present frequency verb PRACT | ticles for common Olympic sports. t tense conjugation of the high ICAR. changes involved when you describe a | Tell the Say and more s Integra make r | | | |
| | Ice-Creams (E) | My Home | e (I) | | Planets (P) | | | | |
| Summer 2 | Name, recognise and remember up to 10 ice-cream flatin Spanish. Attempt to spell some of these flavours. Use the structure 'quisiera' plus an ice-cream flavou Say whether we would like a cone or pot and possibly many scoops. Learn how to say 'please' and 'thank you' in Spanish. | Say and write in Spanish whether we apartment. Say what room we have and do not structure en mi casa hay and en m | e live in a house or an have at home using the key i casa no hay | Name and spell accura a solar map. Say and write extended Understand better the | tely some/all the planets in Spanish on d sentences for at least one planet. rules of adjectival agreement in se rules to my work improving | Say an cities in Say an world a historie Say an | | | |
| | | Eve | ry child deserves to | be the best the | ev can be | | | | |
| | (C) Core Vocabulary Unit (E) Early Language Unit (I) Intermediate Language Unit (P) Progressive Language Unit | | | | | | | | |

(P) Progressive Language Unit

Culture, Food & History

Year 6

Phonetics 4 (C)

B V CC QU Z

Clothes (I)

cognise and recall from memory 21 items of clothing.

lore the regular 'ar' whole verb present tense conjugation of the b LLEVAR to describe what you and possibly somebody else is aring.

isit the use of the possessive adjective 'my' in Spanish and cribe clothes in terms of colour.

School (P)

ne the subjects we study in school in Spanish with the correct inite article/determiner.

end sentences by giving an opinion on the various school subjects extend even further by giving a justification for that subject.

rt to tell the time by learning how to say time by the hour.

at what time and on what day we study certain school subjects.

WWII (P)

oup and order words to decode unknown language.

derstand the key facts of history from WW2 when described in nish.

and write in Spanish the key countries and languages involved in V2.

ite a letter in Spanish home explaining what life is like as an cuee living in the countryside.

Healthy Lifestyle (P)

and write what we eat and drink to stay healthy.

and write what we do not eat and drink to stay healthy.

and write the activities we do and do not do to stay in shape

uding a choice of physical activities.

low a simple, healthy recipe in Spanish.

At the Weekend (P)

the time in Spanish using quarter past, half past and quarter to. and write in Spanish what we do at the weekend using two or re sentences.

egrate conjunctions and opinions into written and spoken work to ke more interesting and extended sentences.

Me in the World (P)

and spell some of the different countries and the relative capital es in the Spanish-speaking world and find them on a map.

and write about some key celebrations in the Spanish speaking Id and some of the differences in terms of geography and orical sites between Lima and Madrid

and write something we do to help the planet.