

Spanish Curriculum Overview (23-24)

Elements	Speaking 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.			
	Listening 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.			
	Writing 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.			
	Early Language Teaching		Intermediate Language Teaching	
	Year 3	Year 4	Year 5	Year 6
Term 1	Phonetics L1 <ul style="list-style-type: none"> In this lesson we look at the phonemes: CH, J, Ñ, LL, RR I'm learning Spanish <ul style="list-style-type: none"> Pinpoint Spain and other Spanish speaking countries on a map of the world. Ask and answer the question 'How are you?' in Spanish. Say 'Hello' and 'Goodbye' in Spanish. Ask and answer the question 'What is your name?' in Spanish. Count from 1-10 in Spanish. Say 10 colours in Spanish. 	Phonetics L2 <ul style="list-style-type: none"> In this lesson we look at the phonemes: CA, CE, CI, CO, CU. Shapes <ul style="list-style-type: none"> Name and recognise up to 10 shapes in Spanish. Attempt to spell some of these nouns. Recognise that nouns are commonly associated with an article in Spanish and in this case 'un' or 'una'. Have an opportunity to learn and/or revise numbers 1-5. 	Phonetics L3 <ul style="list-style-type: none"> In this lesson we look at the phonemes: GA, GE, GI, GO, GU. Presenting myself <ul style="list-style-type: none"> Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules. 	Phonetics L4 <ul style="list-style-type: none"> In this lesson we look at the phonemes: B, V, CC, QU, Z. The Date <ul style="list-style-type: none"> Remember, recall and spell the 7 days of the week. Remember, recall and spell the 12 months of the year. Remember, recall and spell numbers 1-31. Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is.
Term 2	Animals <ul style="list-style-type: none"> Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. Understand better that articles/determiners have more options in Spanish than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be). 	Vegetables <ul style="list-style-type: none"> Name and recognise up to 10 vegetables in Spanish. Attempt to spell some of these nouns (including the correct article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 	The classroom <ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article. Replace an indefinite article with a possessive adjective. Say and write what they have and do not have in their pencil case. 	Spanish Culture L4 (El día de los muertos) <ul style="list-style-type: none"> El Día de los Muertos which takes place on 1-2 November each year. What is the weather? <ul style="list-style-type: none"> Repeat and recognise the vocabulary for weather in Spanish. Ask and say what the weather is like today. Create a Spanish weather map. Describe the weather in different regions of Spain using a weather map with symbols.
Term 3	Musical Instruments <ul style="list-style-type: none"> Recognise, recall and spell up to 10 instruments in Spanish with the correct definite article/determiner. 	The seasons <ul style="list-style-type: none"> Recognise, recall and remember the four seasons in Spanish. Recognise, recall and remember a short phrase for each season in Spanish. 	Family <ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. 	Clothes <ul style="list-style-type: none"> Repeat and recognise the vocabulary for a variety of clothes in Spanish. Use the appropriate genders and articles for these clothes.

	<ul style="list-style-type: none"> Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to 10 different instruments. 	<ul style="list-style-type: none"> Say which season is their favourite in Spanish and attempt to say why using the conjunctions 'y' and 'porque'. <p>Spanish Culture L2 (Las Fallas)</p> <ul style="list-style-type: none"> Las Fallas which takes place in March each year. 	<ul style="list-style-type: none"> Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). 	<ul style="list-style-type: none"> Use the verb LLEVAR in Spanish with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.
Term 4	<p>I know...</p> <ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs in Spanish. Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but). 	<p>Little Red Riding Hood</p> <ul style="list-style-type: none"> Sit and listen attentively to a familiar fairy tale in Spanish. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least four parts of the body in Spanish as seen in the story. 	<p>At the café</p> <ul style="list-style-type: none"> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink. 	<p>My home</p> <ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and try 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 have or do not have in their home. Ask somebody 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).
Term 5	<p>Cross-Curricular Unit Ancient Britain</p> <ul style="list-style-type: none"> Use the Spanish for "I am" (soy), "I have" (tengo) and "I live" (vivo). Name in Spanish, the 6 key periods of ancient Britain, introduced in chronological order. Be able to say in Spanish 3 of the types of people who lived in Ancient Britain. Tell somebody in Spanish the 3 key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the 3 types of dwellings people lived in during the stone age, bronze age and iron age. 	<p>Cross-Curricular Unit Los Romanos (The Romans)</p> <ul style="list-style-type: none"> Tell somebody in Spanish the key facts and key people involved in the history of the Roman Empire. Say the days of the week in Spanish and learn how these are related to the Roman gods and goddesses. Tell somebody in Spanish what the most famous Roman inventions were. Learn what life was like for a rich and a poor child in Roman times. Introduce the children to the concept of the negative form in Spanish. 	<p>Cross-Curricular Unit Los Planetas (Planets)</p> <ul style="list-style-type: none"> Name and recognise the planets in Spanish on a solar system map. Spell at least 5 of the planets in Spanish. Say an interesting fact about at least 4 of the planets in Spanish. Explain the rules of adjectival agreement clearly in Spanish. 	<p>Habitats</p> <ul style="list-style-type: none"> Explain in Spanish the key elements animals and plants need to survive in their habitat. Give examples in Spanish of the most common habitats for plants and animals and name an example of these habitats. Explain in Spanish which animals live in these different habitats. Give examples in Spanish of which plants live in these different habitats.
Term 6	<p>Spanish Culture L1 (La Tomatina)</p> <ul style="list-style-type: none"> 'La Tomatina' festival which takes place in August each year. <p>Fruits</p> <ul style="list-style-type: none"> Name and recognise up to 10 fruits in Spanish. 	<p>Ice Creams</p> <ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in Spanish using 'quisiera'. Say what flavour they would like. 	<p>Spanish Culture L3 (San Fermin)</p> <ul style="list-style-type: none"> La fiesta de San Fermin which takes place in July each year. <p>Do you have a pet?</p> <ul style="list-style-type: none"> Repeat, recognise and attempt to spell the 8 nouns (including the 	<p>Cross-Curricular Unit La Segunda Guerra Mundial (WWII)</p> <ul style="list-style-type: none"> Name and recognise 10 foods and drinks considered good for your health.

	<ul style="list-style-type: none">• Attempt to spell some of these nouns.• Ask somebody in Spanish if they like a particular fruit.• Say what fruits they like and dislike.	<ul style="list-style-type: none">• Say whether they would like their ice-cream in a cone or a small pot/tub.	<p>correct article for each) for pets in Spanish.</p> <ul style="list-style-type: none">• 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 conjunctions y (“and”) or pero (“but”).	<ul style="list-style-type: none">• Name and recognise 10 foods and drinks not considered good for your health.• Say what activities they do to keep in shape during the week.• Say in general what they do to maintain a healthy lifestyle.• Learn how to make a healthy recipe in Spanish.
--	---	---	--	---