

Languages KS2

Spanish

The Intention of the Languages - Curriculum

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.

Programme of Study

Key Stage 2

(L1) listen attentively to spoken language and show understanding by joining in and responding

(L2) explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

(S1) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help (S2) speak in sentences, using familiar vocabulary, phrases and basic language structures

(S3) develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

(S4) present ideas and information orally to a range of audiences

(R1) read carefully and show understanding of words, phrases and simple writing (R2) appreciate stories, songs, poems and rhymes in the language

(R3) broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary





(W1) write phrases from memory, and adapt these to create new sentences, to express ideas clearly (W2) describe people, places, things and actions orally and in writing

(G1) 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.

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Understand a range of spoken phrases (plus build upon KS1):</p> <ul style="list-style-type: none"> • Basic information about myself (my name is /I am ...years old/I live in/emotions) • Please, Thank you and 'How are you' with reply. • Numbers 1-31 	<p>Understand and respond to a range of familiar spoken phrases (build upon previous)</p> <ul style="list-style-type: none"> • Opinions – I like/I dislike • Shopping lists (fruit, vegetables and other simple groceries) • Weather (it is sunny/it is raining) • Numbers 1-51 • Respond to a clear model of language • Numbers 1-51 	<p>Understand the main points from a spoken passage made up of familiar language</p> <ul style="list-style-type: none"> • Description of family (I have a brother or sister) • Descriptions of myself and others with link to colours (e.g. clothes, appearance) • Numbers 1- 71 • Christmas vocabulary 	<p>Understand the main points and some detail from a short, spoken passage</p> <ul style="list-style-type: none"> • Descriptions of the home (number of bedrooms, type of house, furniture in rooms) • Passages describing hobbies and weekend routines

Speaking	<p>Answer and respond to simple questions and give basic information about myself:</p> <ul style="list-style-type: none"> About myself, (my name is /I am ...years old/I live in/emotions) Please, Thank you and 'How are you' with reply. Numbers 1-31 Know how to pronounce all single letter sounds and some digraphs 	<p>Ask and answer simple questions and give basic information (build upon previous)</p> <ul style="list-style-type: none"> likes and dislikes (related to fruit and vegetables) Know how to pronounce all single letter sounds and all digraphs. Show an awareness of sound patterns Take part in a simple conversation using modelled phrases Know when to substitute vocabulary to suit a question posed (e.g. changing the time of day greeting to suit the time of conversation) 	<p>Ask and answer simple questions with varying vocabulary</p> <ul style="list-style-type: none"> Talk about family Express opinions - fashion/clothing - fruit and vegetables Say simple Christmas vocabulary Take part in a simple conversation, selecting appropriate phrases Be clearly understood and use increasingly accurate pronunciation 	<ul style="list-style-type: none"> Express an opinion confidently Understand how accents change letter sounds Pronunciation is becoming more accurate and intonation is being developed Initiate a simple conversation on a given topic Use appropriate vocabulary and phrases in a conversation
Reading	<p>Understand some familiar written phrases –</p> <ul style="list-style-type: none"> Reading basic phrases about a character (emotions, name, age) Read with an awareness of all single letter sounds and combinations to blend words 	<p>Understand some familiar written phrases</p> <ul style="list-style-type: none"> Shopping lists (fruit and vegetables) Dates 	<p>Understand the main points from a short, written text</p> <ul style="list-style-type: none"> Simple text messages to friends Shopping lists (clothing and food) Match sound to print by reading aloud familiar words and phrases Use a book or glossary to find the meaning of new words/unfamiliar vocabulary 	<p>Understand the main points and some detail from a short, written text</p> <ul style="list-style-type: none"> Begin to read independently

Writing	N/A	N/A	<p>Write or copy simple sentences correctly - Personal information (name, age, emotions)</p> <ul style="list-style-type: none"> • Begin to spell some commonly used words correctly • Select appropriate words to complete short phrases or sentences 	<p>Write two or more short sentences with support.</p> <ul style="list-style-type: none"> • Personal information sentences (name, age, emotions, where I live) • Give opinions on different items (foods) • Spell some commonly used words correctly and use Spanish phonic ability to support writing 	<p>Write short sentences using vocabulary already learned</p> <ul style="list-style-type: none"> • Presentation on myself and my family • Explaining my opinions on different topics (food and fashion) • Spell commonly used words correctly • Spell words that are readily understandable 	<p>Write a short text on a familiar topic, adapting language already learned</p> <ul style="list-style-type: none"> • Descriptions of the home (number of bedrooms, type of house, furniture in rooms) • Or Passages describing hobbies and weekend routines • Spell commonly used words correctly • Spell words that are readily understandable and phonetically plausible
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intercultural Understanding</p>	<p>Understand and respect that there are people and places in the world around me that are different to where I live</p> <p>Geography of Spain – locate Spain on a map and locate some of the major cities and physical features/seas and bordering countries/currency</p> <p>Have an awareness of a Spanish festival Las Fallas</p> 	<p>Identify similarities and differences in my culture to that of another</p> <p>Geography of Peru – locate Peru on a map and locate the city and physical features (Amazon river and rainforest)/seas and bordering countries/currency Look at the origins of the Spanish language in this country</p> <p>Have an awareness of a Spanish festival - San Fermin Why must we respect different cultures and their traditions?</p> 	<p>Respect and understand cultural diversity</p> <p>Identify similarities and differences in my culture to that of another</p> <p>Geography of Chile – locate Chile on a map and locate the city and physical features (Andes mountain range)/seas and bordering countries/currency Look at the origins of the Spanish language in this country</p> <p>Talk about, discuss and present information about Chile</p> <p>Focus on Feliz Navidad (Christmas)</p> 	<p>Respect and understand cultural diversity</p> <p>Identify similarities and differences in my culture to that of another</p> <p>Geography of Mexico – locate Mexico on a map and locate the capital city and physical features (Areas that were active during Mayan period/rainforest)/seas and bordering countries/currency Look at the origins of the Spanish language in this country</p> <p>Begin to understand more complex issues which affect Mexico today poverty, religion, war etc – link to migration to the US</p> <p>Focus on La Tomatina festival</p> 
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Catch up Spanish	I'm Learning Spanish	Seasons	Musical Instruments	Fruits	Ice-Creams
Y3		<p>Focus/s: Speaking and Listening Curriculum Goal: To read and write numbers 1-10.</p> <p>(L1, L2, S1, S2, S3, S4, R1, R2 and W2)</p> <ul style="list-style-type: none"> Identify Spain on a map of the world. Highlight famous Spanish cities. Talk about other countries where Spanish is spoken. Say their name and how they are feeling in Spanish. Count to ten in Spanish. 	<p>Focus/s: Speaking and Listening Curriculum Goal: To talk about our favourite season in Spanish.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <p>-Name, recognise and remember all four seasons in Spanish.</p> <ul style="list-style-type: none"> Say what our favourite season is in Spanish. Say why it is our favourite season in Spanish. Start to recognise and use the conjunctions 'y' (and) & 'porque' (because) in our spoken and written responses. 	<p>Focus/s: Speaking and Listening Curriculum Goal: To learn the language for musical instruments.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Name ten instruments in Spanish. Match all the new Spanish words to the appropriate picture. Remember the words for at least five instruments and their correct gender in Spanish, unaided. To say that they play an instrument, of their choice correctly in Spanish. 	<p>Focus/s: Speaking and Listening Curriculum Goal: To say what fruit we like and do not like in Spanish.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. Ask somebody in Spanish if they like a particular fruit. Say what fruits they like and dislike. 	<p>Focus/s: Speaking and Listening Curriculum Goal: To ask for a cone or scoop of more than one ice-cream.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</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. Say whether they would like their ice-cream in a cone or a small pot/tub.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	Catch up Spanish	Family	History	Habitats	Classroom	My Home
		<p>Focus/s: Speaking and Listening Curriculum Goal: To say your name, age and where you live in Spanish</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Count to 20 in Spanish. Ask somebody their name and age in Spanish and say my name and age in Spanish in reply. Say hello and goodbye and then ask how somebody else is feeling and answer in return how I am feeling. Ask somebody where they live and answer back where I live, in Spanish. 	<p>Focus/s: Speaking and Listening Curriculum Goal: To talk simply about your/a family in Spanish</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> 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 up to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). 	<p>Focus/s: Speaking and Writing Curriculum Goal: To speak and write about different habitats, plants and animals in Spanish (L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat. 	<p>Focus/s: Speaking and listening Curriculum Goal: To say what you have and do not have in your pencil case in Spanish (L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands. 	<p>Focus/s: Speaking and Listening Curriculum Goal: To describe what rooms there are and are not in your home in Spanish (L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> 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 conjunction y to link two sentences together.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Catch up Spanish	Do you have a pet?	What is the date?	What is the weather?	Sports	Clothes
Y5		<p>Focus/s: Speaking and Listening</p> <p>Curriculum Goal: To say what pet you have and do not have in Spanish</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> • Know the nouns and indefinite articles for 8 common pets. • Ask somebody if they have a pet and give an answer back. • Say in Spanish what pet we have/do not have and give our pet's name. • Start to use the simple conjunction y (and) and pero (but) to make more complex and interesting sentences. 	<p>Focus/s: Speaking and Listening</p> <p>Curriculum Goal: To be able to say the date in Spanish (L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> • Recognise and recall the 12 months of the year in Spanish. • Ask what the date is and say the date in Spanish. • Ask somebody when their birthday is and say when their own birthday is in Spanish. 	<p>Focus/s: Speaking and Listening</p> <p>Curriculum Goal: To be able to describe the weather in Spanish</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> • 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. 	<p>Focus/s: Speaking and Listening</p> <p>Curriculum Goal: To be able to describe a sportsperson by theirsporting title and saywhat particular sportthey play using the verb practicar.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> • Understand the key facts of the ancient and modern Olympics recounted in Spanish. • Learn 10 nouns and articles for common Olympic sports. • Explore the full present tense conjugation of the high frequency verb PRACTICAR. • Look at the adjectival changes involved when you describe a male Olympian or female Olympian. • All about the key facts of the ancient Olympics in Spanish. • All about the key facts of the modern Olympics in Spanish. 	<p>Focus/s: Speaking and Listening</p> <p>Curriculum Goal: To describe what clothes you are wearing by colour in Spanish</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> • Recognise and recall from memory 21 items of clothing. • Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. • Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Catch up Spanish.	Regular Verbs	The Weekend	World War II	World War II	Me in The World
Y6		<p>Focus/s: Speaking and Listening</p> <p>Curriculum Goal: To discuss what subjects you like and do not like at school and give a reason why in Spanish</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Name the subjects we study in school in Spanish with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time and on what day we study certain school subjects. 	<p>Focus/s: Speaking and Listening</p> <p>Curriculum Goal: To learn more about regular verbs in Spanish</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Understand better what personal/subject pronouns are. Understand better the concept of verb stems and endings. Conjugate easily and with clear understanding regular -er verbs like COMER. Conjugate easily and with clear understanding regular -ir verbs like VIVIR. Conjugate easily and with clear understanding regular -ar verbs like HABLAR. 	<p>Focus/s: Writing and Speaking</p> <p>Curriculum Goal: To describe what activities I do at the weekend with a time and an opinion in Spanish</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Tell the time in Spanish using quarter past, half past and quarter to. Say and write in Spanish what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. 	<p>Focus/s: Writing and Speaking</p> <p>Curriculum Goal: To describe what activities I do at the weekend with a time and an opinion in Spanish</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Tell the time in Spanish using quarter past, half past and quarter to. Say and write in Spanish what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. 	<p>Focus/s: Writing and Speaking</p> <p>Curriculum Goal: To explore other Spanish speaking countries and cultures around the world.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid. Say and write something we do to help the planet.