

## Spanish Curriculum Overview

Elements	<p><b>Speaking</b> 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.</p>			
	<p><b>Listening</b> 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.</p>			
	<p><b>Writing</b> 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.</p>			
	Early Language Teaching		Intermediate Language Teaching	
	Year 3	Year 4	Year 5	Year 6
Term 1	<p><b>Phonetics L1</b></p> <ul style="list-style-type: none"> <li>In this lesson we look at the phonemes: CH, J, Ñ, LL, RR</li> </ul> <p><b>I'm learning Spanish</b></p> <ul style="list-style-type: none"> <li>Introduction to Spain &amp; Spanish speaking countries</li> <li>Asking &amp; saying how you feel</li> <li>Asking &amp; saying your name</li> <li>Numbers 1 to 10 &amp; colours introduction</li> <li>Consolidation of colours plus fun worksheet activities</li> <li>End of unit assessments</li> </ul>	<p><b>Phonetics L2</b></p> <ul style="list-style-type: none"> <li>In this lesson we look at the phonemes: CA, CE, CI, CO, CU.</li> </ul> <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>Recognise, recall and spell five different shapes</li> <li>Recognise, recall and spell a further five different shapes</li> <li>Consolidate all ten shapes with a particular focus on the article/determiner</li> <li>Consolidate all ten shapes whilst revising and consolidating numbers 1-5</li> <li>Consolidate numbers and shapes</li> <li>End of unit assessments</li> </ul>	<p><b>Phonetics L3</b></p> <ul style="list-style-type: none"> <li>In this lesson we look at the phonemes: GA, GE, GI, GO, GU.</li> </ul> <p><b>Presenting myself</b></p> <ul style="list-style-type: none"> <li>Revising Spain &amp; Spanish speaking countries, numbers 1-10 and 'how are you?'</li> <li>Saying your name &amp; asking someone their name.</li> <li>Consolidate numbers 1-10 and to introduce numbers 11-20.</li> <li>Practise numbers 1-20 and to learn how to ask and answer the question '¿Cuántos años tienes?' (How old are you?).</li> <li>Ask and answer the question '¿Dónde vives?' (Where do you live?) and the basics of adjectival agreement</li> <li>End of unit assessments</li> </ul>	<p><b>Phonetics L4</b></p> <ul style="list-style-type: none"> <li>In this lesson we look at the phonemes: B, V, CC, QU, Z.</li> </ul> <p><b>What is the date?</b></p> <ul style="list-style-type: none"> <li>Introduce twelve months of the year</li> <li>Consolidation of twelve months of the year including some simple listening and reading activities and a matching pairs game</li> <li>How to say the date in Spanish plus a matching pairs game</li> <li>How to say your birthday in Spanish including class birthday survey</li> <li>Create a Spanish calendar</li> <li>End of unit assessments</li> </ul>
Term 2	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>Introduce first 5 animals (noun and article)</li> <li>Introduce next 5 animals</li> <li>Consolidation of all 10 animal nouns with related article</li> <li>Focus on the spelling animal nouns and use of the correct article</li> <li>Introduction of 'soy...'</li> <li>End of unit assessments</li> </ul>	<p><b>Vegetables</b></p> <ul style="list-style-type: none"> <li>First five vegetables introduced</li> <li>Next five vegetables</li> <li>Adding a weight to our vegetable phrases</li> <li>Adding another weight to our vegetable phrases plus extra phrases to make up longer related sentences</li> <li>Revisiting and using all of the language (plus a little bit more) in an expansive role-play activity</li> <li>End of unit assessments</li> </ul>	<p><b>In the classroom</b></p> <ul style="list-style-type: none"> <li>Introduce vocabulary for first 6 classroom objects &amp; article. Matching pair game.</li> <li>Introduce vocabulary for next 5 classroom objects &amp; article Class games</li> <li>Classroom commands</li> <li>Use of tengo (I have) and no tengo (I do not have)</li> <li>What the children do and do not have in their pencil case in class survey form</li> <li>End of unit assessments</li> </ul>	<p><b>Spanish Culture L4 (El día de los muertos)</b></p> <ul style="list-style-type: none"> <li>El Día de los Muertos which takes place on 1-2 November each year.</li> </ul> <p><b>The weather</b></p> <ul style="list-style-type: none"> <li>Introduction of vocabulary for weather</li> <li>Consolidation of weather vocabulary &amp; matching pairs game</li> <li>Weather reading &amp; listening activities incorporating days of the week</li> <li>Weather map work</li> <li>Create your own Spanish weather forecast</li> <li>End of unit assessments</li> </ul>

<b>Term 3</b>	<b>Musical Instruments</b> <ul style="list-style-type: none"> <li>Introduce nouns and article for first 5 instruments</li> <li>Introduce noun and article for next 5 instruments</li> <li>Introduce nouns and article for first 5 instruments</li> <li>Introduction of 'toco...' (I play...)</li> <li>Consolidation of 'toco...' (I play...)</li> <li>End of unit assessments</li> </ul>	<b>Spanish Culture L2 (Las Fallas)</b> Las Fallas which takes place in March each year. <b>The seasons</b> <ul style="list-style-type: none"> <li>Recognise, recall and spell the 4 Seasons</li> <li>Write a short sentence about winter</li> <li>Write a short sentence about spring</li> <li>Write a short sentence about summer</li> <li>Write a short sentence about autumn + say what my favourite season is</li> <li>End of unit assessments</li> </ul>	<b>Family</b> <ul style="list-style-type: none"> <li>Introduce nouns for family members with their article &amp; matching pair snap card game</li> <li>What are family members called?</li> <li>Do you have a brother or sister?' and listening activity</li> <li>Numbers 10 to 100 presented in units of 10</li> <li>Concept of possessives (my brother, my sister, my parents etc.) in relation to family members</li> <li>Describing a family and end of unit assessments</li> </ul>	<b>Clothes</b> <ul style="list-style-type: none"> <li>Introduction of the first 10 items of clothing &amp; the article</li> <li>Introduction of remaining 9 items of clothing &amp; the article</li> <li>Consolidation of clothes vocabulary &amp; introduction of verb 'llevar' using the form 'llevo' (I wear).</li> <li>Detailed examination of the verb 'llevar' (to wear).</li> <li>Listening activity based on 'llevar' (to wear).</li> <li>End of unit assessments</li> </ul>
<b>Term 4</b>	<b>I can...</b> <ul style="list-style-type: none"> <li>Introduce first 5 activities / verbs</li> <li>Introduce next 5 activities / verbs</li> <li>Introduction of 'puedo'</li> <li>Reading &amp; listening exercises around 'puedo'</li> <li>Consolidation of 'puedo'</li> <li>End of unit assessments</li> </ul>	<b>Little Red Riding Hood</b> <ul style="list-style-type: none"> <li>Introduction to the story using picture cards</li> <li>Introduction to the story using word cards</li> <li>Introduction to parts of the body</li> <li>Consolidation of parts of the body and make a flexible rabbit</li> <li>Storyboard and 'odd one out'</li> <li>End of unit assessments</li> </ul>	<b>At the café</b> <ul style="list-style-type: none"> <li>Introduce vocabulary for a range of drinks with article</li> <li>Introduce vocabulary for a range of foods with article</li> <li>Children will learn typical snacks &amp; drinks you can order in a Spanish café. There are also interactive games based around this new vocabulary plus the breakfast vocabulary learnt in earlier weeks</li> <li>Ordering something to eat and drink in a Spanish café</li> <li>'What do you eat for breakfast?' class survey</li> <li>End of unit assessments</li> </ul>	<b>My home</b> <ul style="list-style-type: none"> <li>Types of home and different locations</li> <li>Introduction to the first five rooms of the home plus "en mi casa hay..." (in my home there is/are...)</li> <li>Introduction to the next five rooms of the home plus consolidation of "en mi casa hay..." (in my home there is/are...)</li> <li>Introduction of the phrase "en mi casa no hay..." (in my home there is not.../there are no...")</li> <li>Attempt to create a longer spoken or written passage in Spanish using the language learnt in this unit and incorporating other language including personal details (such as their name and age etc.).</li> <li>End of unit assessments</li> </ul>
<b>Term 5</b>	<b>Cross-Curricular Unit Ancient Britain</b> <ul style="list-style-type: none"> <li>The three ages of Ancient Britain concentrated on in this unit (Stone Age, Bronze Age and Iron Age) into a historical context.</li> <li>"I am a man..." and "I am a woman..." from each of the ages of Ancient Britain.</li> <li>"I have..." plus a typical tool from each of the ages of Ancient Britain.</li> </ul>	<b>Cross-Curricular Unit Los Romanos (The Romans)</b> <ul style="list-style-type: none"> <li>Briefly introduce Roman history and story of Romulus &amp; Remus.</li> <li>Key people in Roman history.</li> <li>Roman Gods and Goddesses and their links to days of the week.</li> <li>Famous Roman inventions.</li> <li>Being a child in Roman times (rich and poor comparisons).</li> <li>AFL worksheet and end of unit assessments.</li> </ul>	<b>Cross-Curricular Unit Los Planetas (Planets)</b> <ul style="list-style-type: none"> <li>Introduction of the planets</li> <li>Complex sentence structure for each planet</li> <li>Reading &amp; listening activities based on the planets</li> <li>Explanation of adjectival agreement</li> <li>Consolidation of adjectival agreement using a variety of adjectives</li> </ul>	<b>Habitats</b> <ul style="list-style-type: none"> <li>Five basic elements that plants and animals need to thrive and survive in a habitat.</li> <li>Five different habitats and examples of each in the world.</li> <li>Which plants grow in each habitat.</li> <li>Which animals live in each habitat.</li> <li>Consolidation of all habitats, plants and animals. Presentation preparation.</li> <li>AFL worksheet and end of unit assessments.</li> </ul>

	<ul style="list-style-type: none"> <li>• "I live..." plus a typical dwelling from each of the ages of Ancient Britain.</li> <li>• Consolidation of all language learnt. Presentation preparation.</li> <li>• End of unit assessments</li> </ul>		<ul style="list-style-type: none"> <li>• End of unit assessments</li> </ul>	
<b>Term 6</b>	<p><b>Spanish Culture L1 (La Tomatina)</b></p> <ul style="list-style-type: none"> <li>• 'La Tomatina' festival which takes place in August each year.</li> </ul> <p><b>Fruits</b></p> <ul style="list-style-type: none"> <li>• First five fruits introduced in the singular form</li> <li>• Next five fruits introduced in the singular form</li> <li>• Changing our Spanish fruit nouns from the singular form to the plural form</li> <li>• Introduction of a positive opinion using "Me gustan..." (I like...)</li> <li>• Introduction of a negative opinion using "No me gustan..." (I do not like...)</li> <li>• End of unit assessments</li> </ul>	<p><b>Ice Creams</b></p> <ul style="list-style-type: none"> <li>• Five different ice cream flavours</li> <li>• Five different ice cream flavours</li> <li>• Introduction of 'quisiera' (I would like) and the connective 'y' (and) plus consolidation of all ten ice cream flavours.</li> <li>• Develop further linguistic progression by learning how to ask for a small tub/pot or a cone of ice cream in Spanish.</li> <li>• Attempt to engage in a role-play in Spanish using the language learnt in this unit and incorporating other language introduced in this lesson (such as conversational language and the amount of ice cream scoops they would like.)</li> <li>• End of unit assessments.</li> </ul>	<p><b>Spanish Culture L3 (San Fermin)</b></p> <ul style="list-style-type: none"> <li>• La fiesta de San Fermín which takes place in July each year.</li> </ul> <p><b>Do you have a pet?</b></p> <ul style="list-style-type: none"> <li>• Introduces the children to the nouns and article for eight common pets</li> <li>• Revises the article and nouns for eight common pets and introduces the phrase "Tengo" (I have...) plus the connective "y" (and).</li> <li>• Revises the article and nouns for eight common pets, the phrase "Tengo", the connective "y" and the phrase "que se llama"</li> <li>• revises the article and nouns for eight common pets, the phrase "Tengo", the connective "y", "que se llama" and the NEGATIVE "No tengo..."</li> <li>• Revises the article and nouns for eight common pets, the phrase "Tengo", the connective "pero", "que se llama" and the NEGATIVE "No tengo..."</li> </ul>	<p><b>Cross-Curricular Unit</b> <b>La Segunda Guerra Mundial (WWII)</b></p> <ul style="list-style-type: none"> <li>• Decoding longer passage of text using key information from World War II</li> <li>• Some of the countries and languages involved in World War II</li> <li>• The story of Ralph (an evacuee) and his experiences in London and then the countryside</li> <li>• What Vera saw in London and then as an evacuee in the countryside</li> <li>• Introduction of comparatives in Spanish using the story of Daisy (an evacuee). Creative writing exercise using Spanish letter scaffold</li> <li>• End of unit assessments</li> </ul>