

Limitless Dreams,
Endless Opportunities



Languages: Spanish Curriculum



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Subject Specific Planning Documents Spanish – Cycle A

Contents of this scheme of work:

1. Our intent, implementation and impact
2. Explanation and overview of key historical concepts within our curriculum.
3. Progression of knowledge and skills for KS1 and KS2
4. Subject end points

<p>Intent At Manor Park School and Nursery, we intend to prepare children to develop a curiosity for other cultures and their languages through learning Spanish. Besides deepening the children's understanding of the world, this should provide a foundation for further language learning, equipping them to work and study in other countries as well as supporting the study of modern languages in Key Stage 3.</p>
<p>Implementation The languages curriculum is comprised of four main strands that are taught throughout Key Stage 2: Listening and speaking, reading, writing and grammar. Our curriculum is implemented through discreet weekly lessons which revisit prior learning and provide progression over the four years to enable pupils to make substantial progress in one additional language. The aim is for the lessons to enable pupils to communicate ideas, facts and feelings in speech and writing through a focus on familiar and routine matters. There is also an opportunity for pupils to use and apply their knowledge and skills in a cross curricular way through languages and vice versa. Maths topics can be reinforced through languages for example whilst learning adventure lessons and PE offer an opportunity to revisit key learning objectives through Spanish language teaching. Extra-curricular activities enrich the children's experience of language learning by providing after school language clubs to promote scholarship in a more relaxed environment. Opportunities to enter Mother Tongue Other Tongue, a national language competition, will also be offered and encouraged in targeted after school clubs.</p>
<p>Impact The impact of the languages curriculum is monitored using several measures. The children complete their languages learning in a separate book and where appropriate oral work may be evidenced through photographs or videos. Language books are monitored and on-going support offered to language teaching staff. Pupil voice and staff voice is conducted to ensure high quality language provision. Verbal Feedback is given to children in order to support them to progress within and across lessons. Assessment of learning is currently teacher assessed. All these measures help to monitor the curriculum and raise the aspirations of the children, ensuring our pupils are able to communicate in Spanish for practical purposes and have the foundations for further future language learning.</p>

Overview of Subject Content

	Autumn	Spring	Summer
Year 3/4	Welcome to school super learners Places in town	Family and faces Face and body parts	Feeling unwell/jungle animals The weather/ice creams
Year 5/6	Daily routine Homes and houses	Playing and enjoying sport Funfair and favourites	Café culture Performance time

Progression of substantive knowledge and disciplinary knowledge for Spanish – Cycle A

Key Stage 2 National Curriculum	Key Stage 2 – Pupils should be taught to:						
	<ul style="list-style-type: none"> 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 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing 						
	Substantive Knowledge			Disciplinary Knowledge and other skills			
	Children know:			Phonics Revisit and develop...	Grammar Revisit and develop...	Language Learning Skills Revisit and develop...	Skill Level
Year 3/4	Autumn 1 Recall personal information answer several questions about themselves ask several questions about a friend understand and respond to classroom instructions recall days of week recall months of year say and write some nouns for places in school say and write some nouns for classroom objects Recall 0-11 Say and read numbers 10-20 Names of areas /rooms in school Understand cultural knowledge: School in Spain	Spring 1 Remember and say nouns for members of family Recognise, understand and say parts of face nouns Write a simple sentence with a part of face and a colour. e.g. create an alien face Understand cultural knowledge: Epiphany in Spain. Recall personal information	Summer 1 Recall body part nouns Explain what hurts and how they are feeling Ask the question "What is wrong?" Take part in at the doctors' roleplay Identify jungle animal nouns Remember jungle animal nouns Identify and find meaning of unfamiliar adjectives Identify adjectives of colour and size to describe animal nouns Understand and join in with a story. Say/write a simple sentence – noun, adjective, conjunction about jungle animals.	Autumn Silent letters h Pronunciation of letters j/v/ñ Sound spelling ce/ll/ci/au/die/vei/iz Silent letters h Pronunciation ñ Sound spelling ver/zul/tea/jo/llo/ao/ue	Autumn Masculine and feminine singular nouns. Classify masculine and feminine singular nouns.	Autumn Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Ask question with correct intonation. Read some familiar and unfamiliar target language words. Write familiar target language words from memory. Speak confidently (words, phrases, sentences) Identify key sounds/silent letters Take risks/positive attitude Listen attentively Make educated guesses Recall previously learnt language.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term
	Autumn 2: Listen and respond accurately to sequence of commands Classroom commands and commands of movement and direction Communicate simple instructions Recognise and read places in town nouns Ask and respond appropriately to	Spring 2 Revisit face part nouns Recognise and use accurately body part nouns Understand simple descriptive sentence about body parts with colour adjectives and size adjectives Generate simple sentence descriptions, using adjectives and nouns, to describe a physical description of an alien.	Summer 2 Read and understand 3 simple sentences about the weather Say and write 3 simple sentences about the weather Understand questions about the weather. Understand some ice cream flavours Describe a favourite ice cream e.g. take part in an ice	Spring Stress on letters á/é/ Silent letters h Pronunciation é/è/ç Sound spelling ue/ll/qué/iz/ja/jos/za Silent letters h Pronunciation z/v/j Sound spelling ll/os	Spring Practise masculine and feminine nouns, singular and plural Explore plural nouns with adjectives in Spanish Practise/use first person singular of verbs to have and to be (ser). Practise asking a question. Practise Spanish verbs as commands. Explore use of plural nouns	Spring Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes	In line with the Common European Framework of Reference (CEFR), A1 (CEFR)

	<p>where something is</p> <p>Revisit /extend colours</p> <p>Understand cultural knowledge: shops and a typical town in Spain and Christmas</p>	<p>Use of "I have" with physical descriptions in Spanish.</p> <p>Follow a simple sequence of physical movement commands</p> <p>Communicate a simple sequence of physical movement commands</p>	<p>cream dialogue</p> <p>Ice creams- I love, like, dislike</p> <p>Participate in a buy an ice cream roleplay</p> <p>Understand cultural knowledge: Map and places - in Spain and weather forecasts</p> <p>use our language detective skills to explore another language.</p>	<p>Explore use of singular nouns,</p> <p>Practise using colours as adjectives with nouns in Spanish</p>	<p>Understand basic grammar</p> <p>Identify sounds and silent letters.</p> <p>Practise with a friend</p> <p>Write simple sentences using a model.</p> <p>Speak confidently (words and phrases)</p> <p>Imitate the pronunciation of sounds</p> <p>Use a bilingual dictionary to check spellings or look up new words</p> <p>Make educated guesses of context</p> <p>Actions/games to aid memory</p> <p>Recall and use prior learning</p> <p>Positive attitude</p> <p>Take risks and learn from mistakes</p> <p>Imitate pronunciation</p>	
	<p>Summer</p> <p>Silent letters</p> <p>H</p> <p>Pronunciation</p> <p>i/v</p> <p>Sound spelling</p> <p>ir/re</p> <p>Silent letters</p> <p>h</p> <p>Pronunciation</p> <p>v/i</p> <p>Sound spelling</p> <p>ia/me/io/ll/hace/iem.</p>	<p>Summer</p> <p>Revisit intonation when asking a question</p> <p>Using adjectives to describe a noun in Spanish</p> <p>Can ask for an item politely</p> <p>Asking a question accurately</p>	<p>Summer</p> <p>Speak confidently (words and phrases)</p> <p>Actions/games to aid memory</p> <p>Recall and use prior learning</p> <p>Ask a question accurately</p> <p>Listen attentively</p> <p>Positive attitude</p> <p>Take risks and learn from mistakes</p> <p>Make links with English and home languages.</p> <p>Write simple sentences using a model.</p> <p>Speak confidently (words and phrases)</p> <p>Actions/games to aid memory</p> <p>Recall and use prior learning</p> <p>Ask a question accurately</p> <p>Listen attentively</p> <p>Positive attitude</p> <p>Take risks</p> <p>Imitate pronunciation</p> <p>Make links with English and home languages.</p> <p>Write simple sentences using a model.</p>			

Year 5/6	<p>Autumn 1 Recall personal information and ask and answer questions <i>Participate in brief conversations about themselves and others.</i> Revisit and extend "talk" about myself and my feelings, emotions and physical descriptions Recall and revisit 0-60 Question to ask the time <i>Understand and say several o'clock time phrases</i> <i>Say and write a sequence of daily routine sentences</i> <i>Ask and answer some question about own daily routine</i></p>	<p>Spring 1 <i>Say and write nouns for sport</i> <i>Identify cognates and semi-cognates</i> <i>Express a like/dislike of a sport</i> <i>Identify and attempt to use parts of the present tense of jugar</i> <i>Give an opinion</i> <i>Say and write a description of a sport</i> Understand cultural knowledge: handball in Spain</p>	<p>Summer 1 <i>Understand a target language menu.</i> <i>Ask for 3 drinks politely</i> <i>Ask for 3 snacks politely</i> <i>Ask politely for a typical target language breakfast items</i> <i>Participate in short café roleplays</i> Understand euros and recall of numbers 0-100 participate in a roleplay: at the café/ in the hotel Asking for and understanding a simple menu Understand cultural knowledge: Tapas/Café culture in Spain understand traditional Spanish breakfast foods</p>	<p>Autumn Silent letters h Pronunciation of letters v/y/j/o/e Sound spelling vei/ce/qui/ci/ll/qu Silent letters d/j/ñ Sound spelling ci/je/ill</p>	<p>Autumn Conjunctions Extended sentences Verbs of opinion – 1st/2nd person singular Time phrases – for o'clock time 1st /2nd person singular questions and answers about daily routine Conjunctions Extended sentences Verbs of opinion – 1st/2nd person singular Time phrases – for o'clock time 1st /2nd person singular questions and answers about daily routine</p>	<p>Autumn Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Continue to develop word reference tools skills. Practise new language with a partner Ask and answer questions with accurate sentence form and intonation. Write simple extended sentences using a model. Speak confidently (words, phrases, sentences) Listen attentively Make educated guesses Recall previously learnt language. Practise language with a friend Games to aid memory Use bilingual dictionaries to check spelling and meanings</p>	<p>Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term In line with the Common European Framework of Reference (CEFR), A1 (CEFR)</p>
	<p>Autumn 2 <i>Understand brief descriptions of items in a house</i> <i>Use a sequence of simple sentences with nouns and adjectives to describe a house</i> <i>Ask and answer where something is, using prepositions of place.</i> Understand cultural knowledge: house and castles in Spain</p>	<p>Spring 2 <i>Understand information about a theme park e.g Funfair ride nouns</i> <i>Describe funfair rides in simple sentences.</i> <i>Express opinions of rides in extended sentences using conjunctions and adjectival phrases.</i> <i>Say a simple statement about favourite things</i> <i>Write a simple statement about favourite things</i> Cognates and semi-cognates Explain favourite things (with familiar language from previous topics) Understand cultural knowledge: feria de abril</p>	<p>Summer 2 Revisit and extend roleplay language to create a café sketch and performance Nature nouns (nature trail/scavenger hunt) Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/likes and dislikes Language Puzzle: using language detective skills to explore another language.</p>	<p>Spring Silent letters d/j/ñ Sound Spellings ci/ce/on/illo/rr/áis Pronunciation of letters j Sound spelling ia/ñ/ll/</p>	<p>Spring Identify cognates and semi-cognates Use of jugar and hacer with sports Regular present tense conjugation of verb: jugar Sentences to express likes, dislikes preference with conjunctions and opinions Identifying cognates/semi cognates Consolidate use of adjectives with nouns in Spanish Conjunctions to extend sentences</p>	<p>Spring Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Make links between English/home languages and Spanish Practise with a friend Write simple sentences using a model. Speak confidently (words and phrases) Identify key sounds and silent letters Use a bilingual dictionary to check spellings or look up new words Actions/games to aid</p>	

						<p>memory Recall and use prior learning Take risks and learn from mistakes Positive attitude to language</p>	
				<p>Summer Pronunciation of letters v/x Sound spelling ch</p>	<p>Summer Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike Building sentences and short texts with present tense verbs/ nouns. adjectives and conjunctions</p>	<p>Summer Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages. Speak confidently (words and phrases) Actions/games to aid memory Identify key sounds and silent letters Recall and use prior learning Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.</p>	

Curriculum End Points – Spanish

The end points for each year group show how children apply the disciplinary and substantive knowledge and other skills they are taught before moving on with their learning.

Year 3/4 – Cycle A		
Welcome to school super learners Places in town	Family and faces Face and body parts	Feeling unwell/jungle animals The weather/ice creams
Children can: Retrieve core language content. Develop how to use singular and plural nouns with adjectives to describe. Understand noun gender. Know there is more than one word for 'a' and 'the'. Read, understand, follow, and use commands. Express simple opinions. Produce simple descriptive sentences. Participate in simple dialogues. Practise 1st and 2nd person singular questions and answers. Hear and identify phonemes and recognise and read aloud graphemes.		

Year 5/6 – Cycle A		
Daily routine Homes and houses	Playing and enjoying sport Funfair and favourites	Café culture Performance time
Children can: Retrieve core language content. Create complex sentences including conjunctions. Explore and use common present tense verbs (to be, to have, to play). Write descriptions including verb, nouns and variety of adjectives. Secure understanding of how to use nouns in a simple sentence with adjectives. Use language structures they know to create their own adapted sentences. Use knowledge of language to create performances. Explore and appreciate the origins of another country's culture. Recognise, use, and apply familiar/unfamiliar phonemes and graphemes confidently.		

Year Three

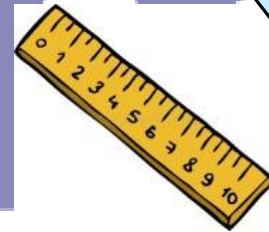
Year Four



- can pronounce familiar words and some new words accurately



- recall previously learnt language



- write familiar words and phrases from memory



- can understand a range of familiar spoken phrases

- Can take part in a simple conversation on several topics

- ask and answer questions
- write simple sentences using a model.

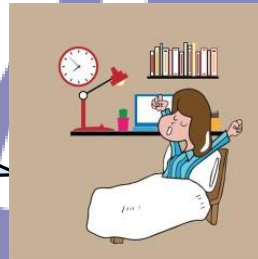


Year Five

- can understand simple written phrases



- Can understand the main points and some detail from a short, spoken passage



Year Six

- Can express opinions

- Can write a short text attempting to accurately use nouns, adjectives and some commonly used regular verbs

- Can understand the main points and simple opinions of a longer written passage



- Can use a bilingual dictionary to access unfamiliar language

