



SPANISH CURRICULUM OVERVIEW

Yew Tree Primary School

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	<p>What does this mean for Spanish?</p> <ul style="list-style-type: none"> • Being able to communicate in a foreign language is an increasingly essential skill in today's diverse, multicultural society. Studying a language improves children's analytical and interpretive capacities as well as their physical, linguistic, cognitive, social and emotional skills. It is one of the best ways to prepare our children for the next steps in their education and for the future beyond. • Our Spanish curriculum is designed to foster children's curiosity, deepen their understanding of the world and provide an opening to other cultures.
	Curriculum Objectives	<ul style="list-style-type: none"> • To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement. 	<ul style="list-style-type: none"> • It's aims are: <ul style="list-style-type: none"> - to introduce children to another language in an enjoyable, fun and accessible way; - to make children aware that language has structure and that the structure differs from one language to another; - to help children develop awareness of cultural similarities and differences; - to support oracy and literacy, and in particular develop speaking and listening skills; - to lay the foundations for future study, helping children to develop positive attitudes to language learning. • Our curriculum encourages all our children, regardless of their background and ability, to achieve their full potential in Spanish lessons. It allows them to express their ideas in Spanish, both in speech and in writing, and provides opportunities for them to communicate for practical purposes as well as developing new ways of thinking.

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!







PRIDE:







We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!









Yew Tree Primary School

Spanish Key Skills & Knowledge Overview

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 6
KS2	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Y4	<p>¡Hola! ¿Cómo estás? Hello! How are you?</p> <p>Children are introduced to Spain and the Spanish speaking world through map work. They learn to ask and answer simple questions relating to their name and how they are feeling, as well as demonstrate basic understanding by responding to simple classroom instructions. Some simple Spanish phonemes are introduced.</p>  <p><u>Key Skills</u> Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Use actions to aid memorisation of new language</p> <p>Develop accurate pronunciation and intonation Engage in conversations, asking/answering questions</p> <p>Use a knowledge organiser</p>	<p>¡Vamos a contar! Let's count!</p> <p>At the beginning of the half term children learn about <i>Día de los Muertos</i> in Mexico. They dive deeper into basic phonics for numbers up to 20, making predictions about spellings and learning to write the individual words. Using their new knowledge of numbers, pupils build on their bank of simple questions and responses by giving their age. At the end of term, they learn about <i>La Navidad</i> celebrations in Spain.</p>  <p><u>Key Skills</u> Explore patterns and sounds of language, and links between sound, spelling and meaning</p> <p>Speak in sentences, using familiar vocabulary, phrases and language structures.</p> <p>Develop accurate pronunciation and intonation</p>	<p>¿A qué fecha estamos? What's the date?</p> <p>At the start of the term, pupils learn about <i>Día de los Reyes</i> traditions in Spain. They learn days of the week and months of the year as well as building on previous learning by counting to 31. They also learn to talk about their birthday. They develop more cultural understanding by looking at the dates of popular Hispanic festivals and finish the term by researching the <i>Carnaval de Cádiz</i>.</p>  <p><u>Key Skills</u> Explore patterns and sounds of language, and links between sound, spelling and meaning</p> <p>Speak in sentences, using familiar vocabulary, phrases and language structures</p> <p>Understand and respond to language from authentic sources</p>	<p>¿De qué color es? What colour is it?</p> <p>Children learn about Spanish adjectives (colours). They create simple sentences about their favourite colours & give simple opinions about colours. They begin to explore Spanish noun/ adjective order and how it differs from English. New vocabulary is used to create a simple retelling of a Spanish story. Spanish traditions are celebrated again as children learn about <i>Pascua</i> and <i>Semana Santa</i></p>  <p><u>Key Skills</u> Describe things orally and in writing</p> <p>Use a bilingual glossary to broaden vocabulary.</p> <p>Appreciate, understand and respond to authentic stories/poems in the target language</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Adapt a model/manipulate language by changing elements in sentences</p>	<p>¿Que tienes? What do you have?</p> <p>Children learn to describe the equipment they have at school. They listen to a Spanish song about the contents of their school bag and begin to develop an understanding of gender and the nuances of Spanish adjectives, as they create descriptions.</p>  <p><u>Key Skills</u> Describe things orally and in writing</p> <p>Transfer prior learning to a new context</p> <p>Understand basic grammar/ recognise typical conventions in the target language.</p> <p>Compare and contrast the target language to English to develop understanding</p> <p>Use a bilingual dictionary/knowledge organiser</p>	<p>Mi familia y yo My family and me</p> <p>Children learn to ask and answer questions about their pets, as well as revisiting the notion of gender. They apply previous learning to describe animals using colours, simple adjectives and agreement. Children also identify and talk about their immediate family, producing simple family trees about their real or imaginary relatives.</p>  <p><u>Key Skills</u> Apply grammatical knowledge/rules to build sentences</p> <p>Use knowledge of words and structures to build spoken/written passages and integrate new language into previously learnt language</p> <p>Speak with increasing confidence and fluency</p>

	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Y5	<p>Describimos: ¿Cómo eres? What do you look like?</p> <p>During this first half term, children continue to build on question forms by learning to ask about and respond to questions about physical appearance. They describe hair and eye colour as well as other parts of their head. They continue to develop their understanding of key grammatical features such as the nuances of adjectives, verb conjugation and the formation of plurals.</p>  <p>Key Skills Describe people orally and in writing</p> <p>Use context to determine meaning</p> <p>Transfer prior learning to a new context</p> <p>Write at varying length and for different purposes and audiences, using a range of grammatical structures and linguistic knowledge.</p> <p>Write phrases from memory and adapt these to create new sentences.</p>	<p>Describimos: ¿Cómo es tu carácter? What's your personality like?</p> <p>Building on language introduced in the previous unit, pupils apply prior knowledge of adjectives to describe their character and that of other people. They are introduced to simple intensifiers which strengthen or weaken the meaning of adjectives. Towards the end of the term, they produce 'Wanted' posters which feature key verbs and descriptive language.</p>  <p>Key Skills Describe people orally and in writing</p> <p>Apply previous knowledge, grammar and linguistic conventions to build sentences</p> <p>Use a knowledge organiser/bilingual dictionary</p> <p>Transfer prior learning to a new context</p> <p>Recognise patterns in the target language</p>	<p>¿Qué tiempo hace? What's the weather like?</p> <p>Children develop their cultural understanding and geographical skills in this unit. They are introduced to key phrases and verbs to discuss the weather as well as basic adverbials of time. They also learn the compass points to enable them to discuss the location of Spanish speaking towns. The unit culminates with children planning their own forecasts.</p>  <p>Key Skills Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Use actions to aid memorisation/recall of new language.</p> <p>Understand and respond to language from authentic sources</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Recognise patterns in the target language</p>	<p>¡Buen provecho! Have a good meal!</p> <p>Children learn key vocabulary related to food and drink. They compare the foods eaten in Spain with those in the UK. Pupils learn a new set of nouns introduced with determiners. They create simple sentences using verbs related to food and drink. Children express their likes and dislikes, incorporating conjunctions to extend sentences further.</p>  <p>Key Skills Listen to spoken language, show understanding by joining in and responding</p> <p>Develop accurate pronunciation intonation, speak with confidence & fluency</p> <p>Engage in conversations expressing opinions Asking/answering questions</p> <p>Understand basic grammar apply previous knowledge to build sentences</p> <p>Use a knowledge organiser / bilingual dictionary to broaden vocabulary & develop understanding of new words Transfer prior learning to a new context</p>	<p>¡Me encanta el deporte! I love sport</p> <p>Children learn specific vocabulary related to sports. They revisit how to express their preferences, learn to justify their opinions, and say who they do sport with. They also explore adverbs of frequency and use a range of conjunctions to add more detail to their work.</p>  <p>Key Skills Listen attentively to spoken language, speak with increasing confidence and fluency.</p> <p>Use cognates to deduce meaning</p> <p>Engage in conversations expressing opinions and asking/answering questions</p> <p>Understand basic grammar to build sentences.</p> <p>Use a bilingual dictionary to broaden vocabulary and develop understanding of new words</p> <p>Transfer prior learning to a new context</p> <p>Manipulate language by changing elements in sentences</p>	<p>Mi tiempo libre My free time</p> <p>Children learn to discuss what they do in their free time, using present tense verbs. They also build on previously learnt adverbs and opinions. They begin to investigate more complex structures, such as subordinate clauses, to add sophistication to their Spanish. The unit culminates with a written piece about hobbies, incorporating key language from the summer term lessons.</p>  <p>Key skills Adapt a model/manipulate language by changing elements in sentences</p> <p>Apply grammatical knowledge/rules to build sentences</p> <p>Present ideas orally to a range of audiences</p> <p>Use knowledge of words and structures to build spoken / written passages and integrate new language into previously learnt language</p> <p>Use a bilingual dictionary to broaden vocabulary and develop understanding of new words Transfer prior learning to a new context</p>

	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18
Y6	<p>¿Dónde vives? Where do you live?</p> <p>Children recycle key verbs to discuss the country they are from and their nationality. They conjugate new verbs to talk about where they and others live and which languages they speak. To develop their cultural understanding, they also find out about Spanish-speaking countries and world languages.</p>  <p>Key Skills Describe people orally and in writing</p> <p>Use language learnt in one context in another context.</p> <p>Adapt a model/manipulate language by changing elements in sentences</p> <p>Apply grammatical knowledge/rules to build sentences</p> <p>Appreciate, understand and respond to spoken and written language from a variety of authentic sources</p>	<p>¿Cómo es tu pueblo? What's your town like?</p> <p>To further advance their cultural understanding, children investigate typical Spanish-speaking towns and their features. This leads them to talk about their own town - what there is/isn't and what you can/can't do there.</p>  <p>Key Skills Describe places orally and in writing and use cognates to deduce meaning.</p> <p>Appreciate, understand and respond to spoken and written language from a variety of authentic sources</p> <p>Adapt a model/manipulate language by changing elements in sentences</p> <p>Write at varying length and for different purposes and audiences, using a range of grammatical structures and linguistic knowledge.</p> <p>Write phrases from memory and adapt these to create new sentences</p> <p>Use a bilingual dictionary</p>	<p>¡Vamos al café! Let's go to the café!</p> <p>This unit gives pupils the opportunity to use their Spanish for real, practical purposes. After revisiting food/drink vocabulary and examining authentic Spanish menus, children learn transactional language to enable them to order food at a café. They then practise new vocabulary through role plays and virtual scenarios.</p>  <p>Key Skills Describe things orally</p> <p>Appreciate, understand and respond to written language from a variety of authentic sources</p> <p>Adapt a model/manipulate language by changing elements in sentences</p> <p>Apply grammatical knowledge/rules to build sentences</p> <p>Integrate new language into previously learnt language</p> <p>Use a bilingual dictionary</p>	<p>La ropa Clothes</p> <p>Children are introduced to items of clothing as well as revisiting gender rules, opinions and justifications. They also revise descriptive language, including colours. In addition, they learn to talk about the clothing they wear to do different activities, including what they wear for school, and in different weather. Verb infinitives are introduced to extend language further.</p>  <p>Key Skills Describe things orally and in writing</p> <p>Adapt a model/manipulate language by changing elements in sentences</p> <p>Apply grammatical knowledge/rules to build sentences</p> <p>Understand basic grammar and apply previous knowledge to build sentences</p> <p>Integrate new language into previously learnt language</p>	<p>Mi escuela My school</p> <p>Children use their own experiences to explore the theme of school. They combine new vocabulary, related to subjects and teachers, with prior knowledge to express and justify preferences, and talk about their school routines. Pupils also have opportunities to compare/contrast the British and Spanish school systems</p>  <p>Key Skills Listen attentively, respond appropriately and speak with increasing confidence and fluency</p> <p>Use cognates to deduce meaning</p> <p>Engage in conversations expressing opinions</p> <p>Describe things and people orally and in writing</p> <p>Understand basic grammar and apply previous knowledge to build sentences</p> <p>Integrate new language into previously learnt language</p>	<p>Mis planes futuros My future plans</p> <p>This final unit gives children the opportunity to use another tense to describe a different time frame. They use the simple future to talk about plans for the summer holidays as well as future career plans. The irregular verb 'ir' is introduced as well as adverbs of time, while infinitive verbs are revisited.</p>  <p>Key Skills Use another tense in both spoken and written work</p> <p>Use knowledge of words and structures to build written passages.</p> <p>Write at varying length and for different purposes and audiences, using a range of grammatical structures.</p> <p>Write phrases from memory and adapt these to create new sentences</p> <p>Use a bilingual dictionary to broaden vocabulary and develop understanding of new words.</p>

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