



# Yew Tree Primary School

## SPANISH CURRICULUM OVERVIEW

### 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!

|               |                              |  |   |
|---------------|------------------------------|--|---|
| <b>Intent</b> | <b>Curriculum Aim</b>        | 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.   | <b>What does this mean for Spanish</b>  |
|               | <b>Curriculum Objectives</b> | <ul style="list-style-type: none"> <li>To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world.</li> <li>To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn.</li> <li>To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>Our Spanish curriculum is designed to foster children's curiosity, deepen their understanding of the world and provide an opening to other cultures.</li> <li>It's aims are:             <ul style="list-style-type: none"> <li>- to introduce children to another language in an enjoyable, fun and accessible way;</li> <li>- to make children aware that language has structure and that the structure differs from one language to another;</li> <li>- to help children develop awareness of cultural similarities and differences;</li> <li>- to support oracy and literacy, and in particular develop speaking and listening skills</li> <li>- to lay the foundations for future study, helping children to develop positive attitudes to language learning.</li> </ul> </li> <li>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.</li> </ul> |



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## Spanish Key Skills Progression

| Aspect                      | Year 4   | Year 5   | Year 6   |
|-----------------------------|--|--|--|
| <b>Listening</b>            | <p>Listen to learn new words and short phrases.</p> <p>Listen and respond to familiar spoken words, phrases and sentences.</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p> <p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text whilst listening to it being read out loud</p> | <p>Listen attentively and understand more complex phrases and sentences in longer passages.</p> <p>Undertake longer listening exercises and be able to identify key words or phrases to answer questions.</p> <p>Identify some main points from short spoken passages and/or conversation.</p>   | <p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences in listening exercises and be able to answer questions based on what is heard.</p>  |
| <b>Topics where covered</b> | <p>¡Hola! ¿Cómo estás?<br/>           ¡Vamos a contar!<br/>           ¿A qué fecha estamos?<br/>           ¿De qué color es?<br/>           ¿Qué tienes?<br/>           Mi familia y yo</p>  | <p>¡Describimos!<br/>           ¡Buen provecho!<br/>           ¿Qué tiempo hace?<br/>           ¡Me encanta el deporte!<br/>           Mi tiempo libre</p>   | <p>¿Dónde vives?<br/>           ¿Cómo es tu pueblo?<br/>           ¡Vamos al café!<br/>           La ropa<br/>           Mi escuela<br/>           Mis planes futuros</p>  |
| <b>Speaking</b>             | <p>Explore the patterns and sounds of language to begin developing accurate pronunciation and intonation.</p> <p>Respond to familiar spoken words and phrases.</p> <p>Communicate with others using simple words, phrases and short sentences.</p> <p>Recognise and use some question forms.</p> <p>Present short pieces of information to another person.</p>                                 | <p>Apply phonic knowledge to support accurate pronunciation of words and phrases.</p> <p>Take part in short conversations/transactions using familiar structures and vocabulary.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p> <p>Communicate by asking a wider range of questions.</p> <p>Present to another person or group using sentences and authentic pronunciation to convey accurate meaning</p> | <p>Use spoken language to initiate and sustain conversations on familiar topics which seek and give information, including opinions.</p> <p>Present to an audience in a clear audible voice which includes a variety of language, extended sentences and opinions.</p> <p>Use connectives to add fluency to speaking</p> <p>Be understood with little or no difficulty</p> <p>Recognise the importance and significance of accurate intonation</p> |
| <b>Topics where covered</b> | <p>¡Hola! ¿Cómo estás?<br/>           ¡Vamos a contar!<br/>           ¿A qué fecha estamos?<br/>           ¿De qué color es?<br/>           ¿Qué tienes?</p>   | <p>¡Describimos!<br/>           ¡Buen provecho!<br/>           ¿Qué tiempo hace?<br/>           ¡Me encanta el deporte!<br/>           Mi tiempo libre</p>   | <p>¿Dónde vives?<br/>           ¿Cómo es tu pueblo?<br/>           ¡Vamos al café!<br/>           La ropa<br/>           Mi escuela<br/>           Mis planes futuros</p>  |

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| <p><b>Reading</b></p>       | <p>Read aloud familiar words or short phrases in chorus with confidence and enjoyment.</p> <p>Make links between phonemes and graphemes.</p> <p>Recognise and understand familiar words, phrases and short sentences in written form.</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> <p>Read a variety of simple texts in different but authentic formats covering familiar topics.</p> <p>Begin to use a bilingual dictionary to look up new words</p> | <p>Read a variety of simple texts in different but authentic formats covering familiar topics.</p> <p>Apply phonic knowledge to decode text.</p> <p>Recognise the typical conventions of the language in written form</p> <p>Read and understand some of the main points from short texts</p> <p>Use the context of a sentence to work out the meaning of unfamiliar words.</p>  | <p>Read aloud with confidence, enjoyment expression</p> <p>Use reference materials with confidence and accuracy.</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats.</p> <p>Identify different text types and read short, authentic texts for enjoyment or information.</p> <p>Apply knowledge of word order and sentence construction to support understanding of written texts.</p> |
| <p>Topics where covered</p> | <p>¡Hola! ¿Cómo estás?<br/>         ¡Vamos a contar!<br/>         ¿A qué fecha estamos?<br/>         ¿De qué color es?<br/>         ¿Qué tienes?<br/>         Mi familia y yo</p>   | <p>¡Describimos!<br/>         ¿Qué tiempo hace?<br/>         ¡Me encanta el deporte!<br/>         Mi tiempo libre</p>  | <p>¿Dónde vives?<br/>         ¿Cómo es tu pueblo?<br/>         La ropa<br/>         Mi escuela<br/>         Mis planes futuros</p>  |
| <p><b>Writing</b></p>       | <p>Copy words and simple structures accurately.</p> <p>Use phoneme-grapheme links to write simple words and phrases</p> <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials.</p> <p>Check spellings using a knowledge organiser / bilingual glossary / bilingual dictionary</p> <p>Manipulate language by changing elements in a sentence</p>   | <p>Write simple sentences and short paragraphs from memory with spelling that is readily understandable or adapt a model.</p> <p>Express personal experiences/preferences</p> <p>Use familiar verbs in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person forms to express what people do, like etc</p> <p>Check spellings with a bilingual dictionary.</p> <p>Apply knowledge of grammar and conventions of language when building sentences.</p> | <p>Write longer sentences / short paragraphs from memory or using supported materials.</p> <p>Develop a piece of written text using a model</p> <p>Use familiar verbs in infinitive, singular and plural forms</p> <p>Check spelling, gender and word class in a bilingual dictionary</p> <p>Identify and correctly use a range of opinions, justifications and connectives to extend sentences.</p>  |
| <p>Topics where covered</p> | <p>¡Vamos a contar!<br/>         ¿A qué fecha estamos?<br/>         ¿De qué color es?<br/>         ¿Qué tienes?<br/>         Mi familia y yo</p>  | <p>¡Describimos!<br/>         ¡Buen provecho!<br/>         ¿Qué tiempo hace?</p>   | <p>¿Dónde vives?<br/>         ¿Cómo es tu pueblo?<br/>         La ropa<br/>         Mi escuela<br/>         Mis planes futuros</p>  |

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| <p><b>Grammar</b></p>                     | <p>Start to understand the concept of gender and how this is shown in Spanish, as well as how plural nouns are formed.</p> <p>Begin to develop an understanding of simple adjectival agreement with colours.</p> <p>Introduce and use the negative form.</p> <p>Begin to look at conjugated verb forms</p> <p>Introduce simple conjunctions to link ideas and possessive adjectives.</p> | <p>Further develop understanding of gender and how to form plurals. Begin to use articles with different nouns (singular/plural)</p> <p>Further develop understanding of adjectival position and agreement</p> <p>Understand what different parts of a conjugated verb look like as well as personal pronouns</p> <p>Use opinions with justifications</p> <p>Use the negative form, possessives and connectives.</p> <p>Introduce simple opinions, more conjunctions and intensifiers</p> | <p>Understand the concept of gender and accurately use articles with different nouns.</p> <p>Be able to identify and correctly use adjectives and connectives as well as understand the concept of adjectival agreement.</p> <p>Understand what different parts of a conjugated verb look like; understand a verb stem and the endings for the main types of verbs.</p> <p>Understand what an infinitive is and how it differs from a conjugated verb.</p> <p>Use another tense to describe a different time frame.</p> <p>Use adverbs of frequency correctly</p> <p>Use sequencers to organise ideas logically</p> <p>Use extended opinions with justifications</p> |
| <p>Topics where covered</p>               | <p>¡Hola! ¿Cómo estás?<br/>¿De qué color es?<br/>¿Qué tienes?<br/>Mi familia y yo</p>  | <p>¡Describimos!<br/>¡Buen provecho!<br/>¿Qué tiempo hace?<br/>¡Me encanta el deporte!<br/>Mi tiempo libre</p>  | <p>¿Dónde vives?<br/>¿Cómo es tu pueblo?<br/>La ropa<br/>Mi escuela<br/>Mis planes futuros</p>   |
| <p><b>Intercultural understanding</b></p> | <p>Customs of meeting and greeting</p> <p>Spanish names</p> <p>Festivals/celebrations in Spanish/Hispanic culture</p> <p>La Navidad / Dia de los Reyes Magos</p> <p>Dia de los Muertos</p> <p>La Semana Santa</p>  | <p>Spanish food and drink – tapas culture / menus</p> <p>Famous Spanish speakers</p> <p>Geography, towns and cities of Spain</p> <p>Spanish/Hispanic sportspeople</p> <p>Typical Spanish pastimes / hobbies</p>   | <p>Hispanic/World countries</p> <p>World languages</p> <p>Places in Spanish towns</p> <p>Spanish café culture/menus</p> <p>Spanish school system</p> <p>Spanish fashion – shops/designers</p>  |
| <p>Topics where covered</p>               | <p>¡Hola! ¿Cómo estás?<br/>¿A qué fecha estamos?</p>   | <p>¡Describimos!<br/>¡Buen provecho!<br/>¿Qué tiempo hace?<br/>¡Me encanta el deporte!<br/>Mi tiempo libre</p>  | <p>¿Dónde vives?<br/>¿Cómo es tu pueblo?<br/>¡Vamos al café!<br/>Mi escuela<br/>La ropa</p>  |

