



Spanish Curriculum Intent Statement

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries

Intent:

We have designed our Spanish curriculum so that our learners:

- Develop an interest in learning other languages in a way that is enjoyable and stimulating.
- Encourage children's confidence and creative skills.
- Strive to stimulate and encourage children's curiosity about language.
- Develop their awareness of cultural differences in other countries.
- Embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their Spanish learning in a variety of contexts and lay the foundations for future language learning.



Implementation:

Our Spanish curriculum is taught:

- Progressively so that it begins to develop children's skills in languages, through regular taught lessons.
- So that children progressively acquire, use and apply a growing bank of vocabulary organised around topics.
- So pupils are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games.
- So that as confidence and skill grows, children record their work through pictures, captions and sentences
- So that all our children in KS2 will have regular language lessons. .
- Following the online '**Hola Espanol**' programme to deliver our Spanish curriculum, as well as providing children with enrichment opportunities such as exploring well-known stories in the Spanish language, discovering traditional tales from Spanish-speaking countries and learning about different cultural traditions and daily lifestyles in those countries.

Impact:

By the time our pupils leave us at the end of KS2, they will:

The impact of the Spanish curriculum at Sutton-on-Sea Primary can be seen through:

- pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- The teaching and it will provide an appropriate balance of spoken and written language and will lay the foundations for further foreign language teaching at Key Stage 3



- pupils to show an understanding and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Links to Research

Publication	Selected Recommendations	How are we applying these to our Curriculum?
Research review series: languages - GOV.UK	Some pupils see the importance of learning languages because of their usefulness in the future. For example, they value the improved job opportunities or the ability to travel and live in other countries that learning additional languages could bring. Other possible motivational factors include: • being able to communicate with others outside of the UK • pupils' perception of the usefulness of the language and involvement in intercultural activities and exchanges • discovering more about other cultures and peoples, the context in which the language is rooted • pupils' positive view of themselves as language learners	The Hola Espanol - Scheme of Work is based on these four types of knowledge and, therefore, also covers the types of knowledge listed in this Ofsted research review. While we do offer supporting documentation for a declarative (facts-based) approach, such as knowledge organisers, catchers, and quizzes, our curriculum embraces the broader definition of knowledge as outlined in this research review, and is predominantly procedural (skills-based), delivered through tacit (experiential) and instructional learning.



Languages – Key Stage 2

National Curriculum

Pupils should be taught to:

- 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
- 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

The starred (*) content above will not be applicable to ancient languages.

Lower Key Stage 2 Spanish Curriculum Overview

	Year 3/4	
	Cycle A	Cycle B
Autumn 1	Let's Start Countries that speak Spanish	How old are you? Happy birthday
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in



	• Cultural awareness • What do we already know about Spanish/Latin American culture? • Food and drink, people, celebrities, sports players, dance, history, holidays, traditions • Cultural awareness • Countries that speak Spanish in North America, Central America, South America, Africa and Europe • Flags of Spanish-speaking countries • Atlas research – capital cities, population, rivers and mountains for Spanish-speaking countries	• Saying how old you are • Asking how old someone is • Saying when your birthday is • Asking someone when their birthday is
Autumn 2	Classroom instructions Greetings – How are you?	Parts of the head Parts of the body
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Instructions – repeat, listen, silence, look, sit down, stand up • Yes/no – sí/no • Asking ‘what is this?’ • Greetings • Asking ‘how are you?’ • Saying how you feel – bien, mal, fatal, fenomenal, así así, más o menos • Good morning, good afternoon, good night • Saying ‘thank you’ – gracias • Asking ‘and you?’ in a conversation • Saying ‘goodbye’ – adiós, hasta luego, hasta pronto	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Naming the parts of the head • <u>Naming the parts of the body</u> • <u>Left and right</u>
Spring 1	What is your name Spanish Alphabet Colours	The family Numbers to 100
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Saying my name is, her name is/his name is, what is your name? and what is his/her name?	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Members of the family • Masculine and feminine nouns



	• Letter sounds • Phonics • Colours • Artists – Pablo Picasso • Asking ‘how do you spell..?’ • Expressing an opinion • Asking for an opinion	• Multiples of 10 to 100 • Numbers to 100
Spring 2	Where do you live Numbers 0-15 Numbers 0-31	Pets Wild animals
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Points of the compass N, E, S, W • Countries • UK countries • Asking ‘where do you live?’ • Types of buildings • Countryside, coast, village, town, city • Numbers to 15 • Asking ‘how many?’ • Numbers to 31 • Four operations + - x ÷ • Before/after • More/less • Asking ‘how much is it?’	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Names for pets • Saying what pets we have • Names for wild animals
Summer 1	Days of the week Months of the year	On the farm Adjectives for animals
	Why this, why now?	



	Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • The days of the week • Asking questions • Today, yesterday, tomorrow • The months of the year • Asking questions • Asking 'how do you spell..?'	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Adjectives • Farm animals • Phonics - pronunciation focus
Summer 2	Four seasons What is the date?	Classroom objects In the classroom
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Seasons • Expressing an opinion • Asking for an opinion • Asking and saying the date • Today, yesterday, tomorrow	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Objects in the classroom • Asking 'do you have...?' • ¿me pasas...? - can you pass me? • More objects in the classroom • Asking 'What is your teacher called?'

Upper Key Stage 2 Music Curriculum Overview

	Year 4/5	
	Cycle A	Cycle B
Autumn 1	Let's Start Countries that speak Spanish	How old are you? Happy birthday
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in



	• Cultural awareness • What do we already know about Spanish/Latin American culture? • Food and drink, people, celebrities, sports players, dance, history, holidays, traditions • Cultural awareness • Countries that speak Spanish in North America, Central America, South America, Africa and Europe • Flags of Spanish-speaking countries • Atlas research – capital cities, population, rivers and mountains for Spanish-speaking countries	• Saying how old you are • Asking how old someone is • Saying when your birthday is • Asking someone when their birthday is
Autumn 2	Classroom instructions Greetings – How are you?	Parts of the head Parts of the body
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Instructions – repeat, listen, silence, look, sit down, stand up • Yes/no – sí/no • Asking ‘what is this?’ • Greetings • Asking ‘how are you?’ • Saying how you feel – bien, mal, fatal, fenomenal, así así, más o menos • Good morning, good afternoon, good night • Saying ‘thank you’ – gracias • Asking ‘and you?’ in a conversation • Saying ‘goodbye’ – adiós, hasta luego, hasta pronto	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Naming the parts of the head • <u>Naming the parts of the body</u> • <u>Left and right</u>
Spring 1	What is your name Spanish Alphabet Colours	The family Numbers to 100
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Saying my name is, her name is/his name is, what is your name? and what is his/her name?	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Members of the family • Masculine and feminine nouns



	• Letter sounds • Phonics • Colours • Artists – Pablo Picasso • Asking ‘how do you spell..?’ • Expressing an opinion • Asking for an opinion	• Multiples of 10 to 100 • Numbers to 100
Spring 2	Where do you live Numbers 0-15 Numbers 0-31	Pets Wild animals
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Points of the compass N, E, S, W • Countries • UK countries • Asking ‘where do you live?’ • Types of buildings • Countryside, coast, village, town, city • Numbers to 15 • Asking ‘how many?’ • Numbers to 31 • Four operations + - x ÷ • Before/after • More/less • Asking ‘how much is it?’	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Names for pets • Saying what pets we have • Names for wild animals
Summer 1	Days of the week Months of the year	On the farm Adjectives for animals
	Why this, why now?	



	Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • The days of the week • Asking questions • Today, yesterday, tomorrow • The months of the year • Asking questions • Asking 'how do you spell..?'	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Adjectives • Farm animals • Phonics - pronunciation focus
Summer 2	Four seasons What is the date?	Classroom objects In the classroom
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Seasons • Expressing an opinion • Asking for an opinion • Asking and saying the date • Today, yesterday, tomorrow	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Objects in the classroom • Asking 'do you have...?' • ¿me pasas...? - can you pass me? • More objects in the classroom • Asking 'What is your teacher called?'

Year 6		
	Cycle A	Cycle B
Autumn 1	Let's Start Countries that speak Spanish	How old are you? Happy birthday
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Cultural awareness • What do we already know about Spanish/Latin American culture?	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Saying how old you are • Asking how old someone is



	• Food and drink, people, celebrities, sports players, dance, history, holidays, traditions • Cultural awareness • Countries that speak Spanish in North America, Central America, South America, Africa and Europe • Flags of Spanish-speaking countries • Atlas research – capital cities, population, rivers and mountains for Spanish-speaking countries	• Saying when your birthday is • Asking someone when their birthday is
Autumn 2	Classroom instructions Greetings – How are you?	Parts of the head Parts of the body
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Instructions – repeat, listen, silence, look, sit down, stand up • Yes/no – sí/no • Asking ‘what is this?’ • Greetings • Asking ‘how are you?’ • Saying how you feel – bien, mal, fatal, fenomenal, así así, más o menos • Good morning, good afternoon, good night • Saying ‘thank you’ – gracias • Asking ‘and you?’ in a conversation • Saying ‘goodbye’ – adiós, hasta luego, hasta pronto	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Naming the parts of the head • <u>Naming the parts of the body</u> • <u>Left and right</u>
Spring 1	What is your name Spanish Alphabet Colours	The family Numbers to 100
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Saying my name is, her name is/his name is, what is your name? and what is his/her name? • Letter sounds • Phonics	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Members of the family • Masculine and feminine nouns • Multiples of 10 to 100 • Numbers to 100



	• Colours • Artists – Pablo Picasso • Asking ‘how do you spell..?’ • Expressing an opinion • Asking for an opinion	
Spring 2	Where do you live Numbers 0-15 Numbers 0-31	Pets Wild animals
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Points of the compass N, E, S, W • Countries • UK countries • Asking ‘where do you live?’ • Types of buildings • Countryside, coast, village, town, city • Numbers to 15 • Asking ‘how many?’ • Numbers to 31 • Four operations + - x ÷ • Before/after • More/less • Asking ‘how much is it?’	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Names for pets • Saying what pets we have • Names for wild animals
Summer 1	Days of the week Months of the year	On the farm Adjectives for animals
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • The days of the week • Asking questions • Today, yesterday, tomorrow	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Adjectives • Farm animals



	• The months of the year • Asking questions • Asking 'how do you spell..?'	• Phonics - pronunciation focus
Summer 2	Four seasons What is the date?	Classroom objects In the classroom
	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Seasons • Expressing an opinion • Asking for an opinion • Asking and saying the date • Today, yesterday, tomorrow	Why this, why now? Children will be able to use their knowledge in Spanish to begin to develop complexity and proficiency in • Objects in the classroom • Asking 'do you have...?' • ¿me pasas...? - can you pass me? • More objects in the classroom • Asking 'What is your teacher called?'