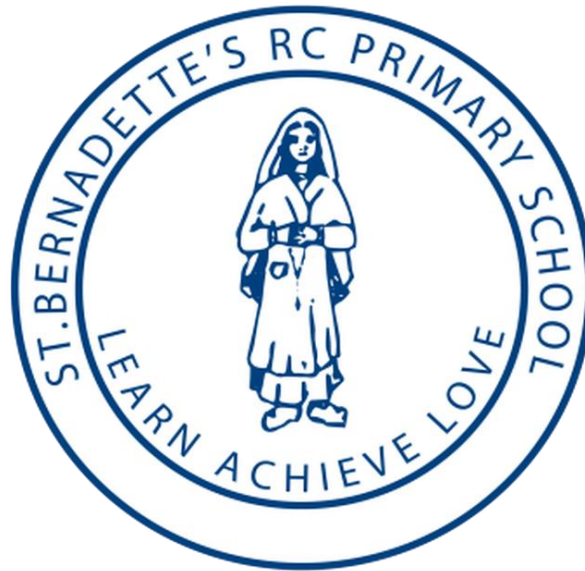


ST BERNADETTE'S RC PRIMARY SCHOOL



SPANISH CURRICULUM



Intent

The National Curriculum for Languages aims to ensure that all Key Stage 2 pupils:

- Have an understanding and provide an opening to other cultures.
- Develop a curiosity and deepen their understanding of the world.
- Express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.
- Have opportunities to communicate for practical purposes, learn new ways of thinking and read great literature in the original language
- Have an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3.
- Can understand 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.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Appreciate stories, songs, poems and rhymes in the language
- 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.



Working as Spanish Linguists in LKS2

LOWER KEY STAGE 2 YEAR A

Autumn 1 Phonics 1&2 Introduction I am Learning Spanish	Autumn 2 Fairy Tales – Red Riding Hood	Spring 1 Animals Clothes	Spring 2 I know how...	Summer 1 Fruits	Summer 2 In the Classroom
<ul style="list-style-type: none"> - To introduce the first set of phonics phonemes in Spanish. - The sounds introduced are: ch / j / rr / ll / ñ - Listen to the audio and pick out the sounds - Read the word and find the sounds in the written words - The second sounds are: ca / ce / ci / co / cu - Third set of sounds are: Ga / ge / gi / go / gu - Final set of sounds are: b / v / cc / qu / z <p><u>Early Language:</u> -</p> <ul style="list-style-type: none"> - Find Spain on a map and be able to recall at least 1 Spanish-speaking country. - Use key greetings. - Ask and answer the question 'How are you?' in Spanish. - ask and answer the question 'What is your name?' in Spanish. - count to 10 in Spanish. - read, write, say, and recognise 10 colours in Spanish. 	<p><u>Little Red Riding Hood Unit:</u></p> <ul style="list-style-type: none"> - Sit and listen attentively to a familiar fairy tale in Spanish. - Use picture and word cards to recognise and retain key vocabulary from the story. - Name and spell at least four parts of the body in Spanish as seen in the story - To be able to pick out key vocabulary from the story - learn to listen carefully so as to understand a familiar fairy tale recounted in Spanish using picture and word cards. - Pupils will be exposed to more language - Pupils are encouraged to use mind-mapping activities to support their learning. 	<p><u>Animals Unit:</u> -</p> <ul style="list-style-type: none"> - Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. - Understand better that articles/determiners have more options in Spanish than they do in English. - Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' <p><u>Clothes Unit:</u> -</p> <ul style="list-style-type: none"> - Repeat and recognise the vocabulary for a variety of clothes in Spanish. - Use the appropriate genders and articles for these clothes. - Use the verb LLEVAR in Spanish with increasing confidence. - Say what they wear in different weather/situations. - Describe clothes in terms of their colour and apply adjectival agreement. - Use the possessives with increased accuracy. 	<p><u>'Se' Unit:</u> -</p> <ul style="list-style-type: none"> - Recognise and recall and spell 10 action verbs in Spanish. - Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to) - Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but). - name and spell all 10 verbs in Spanish from memory and with high accuracy. - Match most of these verbs to their picture easily from memory and attempt more if they have time to remind themselves of the language first. 	<p><u>Fruits Unit:</u> -</p> <ul style="list-style-type: none"> - Name and recognise up to 10 fruits in Spanish. - Attempt to spell some of these nouns. - Ask somebody in Spanish if they like a particular fruit. - Say what fruits they like and dislike. - Repeat and recognise most of the 10 fruits in Spanish with their correct article. 	<p><u>In the Classroom Unit:</u> -</p> <ul style="list-style-type: none"> - Remember and recall 12 classroom objects with their indefinite article. - Replace an indefinite article with a possessive adjective. - Say and write what they have and do not have in their pencil case. - work with a word bank with pictures to support - match the vocabulary to the pictures where necessary - I can write a sentence about the objects in the classroom



St Bernadette's RC Primary School

MFL (Spanish) Curriculum



LOWER KEY STAGE 2 YEAR B					
Autumn 1 Phonics Revision At the Market (Fruit & Veg)	Autumn 2 Fairy Tales - Goldilocks	Spring 1 Ice Creams & Holidays	Spring 2 Seasons of the Year & Months of the Year	Summer 1 The Date & The Calendar	Summer 2 Shapes Revision Unit
<ul style="list-style-type: none"> - Revise and recap the phonics learnt in the last year - Ensure that the children are listening to the correct sound and pronouncing the sounds correctly - Search and find words with the sounds included - Match and find pictures and words <p><u>At the Market Unit: -</u></p> <ul style="list-style-type: none"> - Name and recognise up to 10 vegetables and Fruits in Spanish. - Attempt to spell some of these nouns (including the correct article) - Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. - Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables - Ask somebody in Spanish for a particular vegetable - Perform a very simple Spanish role play - Use a word bank to help me construct a sentence 	<p><u>Goldilocks Unit: -</u></p> <ul style="list-style-type: none"> - Sit and listen attentively to the story and try and recognise, understand and remember more of the new language. - Increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish. - Increase their thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases. - Attempt to spell some key words in Spanish. - Use picture cards to sequence the story correctly - Create a simple story board using Spanish words - Read the words from the story in Spanish 	<p><u>Ice-Creams Unit: -</u></p> <ul style="list-style-type: none"> - Name and recognise up to 10 different flavours for ice creams. - Ask for an ice-cream in Spanish using 'quisiera'. - Say what flavour they would like. - Say whether they would like their ice-cream in a cone or a small pot/tub. - Learn the key vocabulary and use in sentence in reading, writing and orally - Attempt to possibly spell five of these ice-cream flavours in Spanish unaided from memory with good accuracy. <p><u>Holidays Unit: -</u></p> <ul style="list-style-type: none"> - Learning about different types of holidays - Asking where someone has been on holiday - Learning to use key vocabulary and pronounce it correctly and spell it correctly - Using work bank and flash cards to help reinforce the words - Using a talk partner to have conversation 	<p><u>Seasons Unit: -</u></p> <ul style="list-style-type: none"> - Recognise, recall and remember the 4 seasons in Spanish. - Recognise, recall and remember a short phrase for each season in Spanish - Say which season is their favourite in Spanish and attempt to say why using the conjunctions 'y' and 'porque' <p><u>Months Unit: -</u></p> <ul style="list-style-type: none"> - Recognise and recall the 12 months of the year in Spanish. - Recognise and recall numbers 1-20 in Spanish. - Learning to use key vocabulary and pronounce it correctly and spell it correctly - Using work bank and flash cards to help reinforce the words - Using a talk partner to have conversation 	<p><u>The Date & The Calendar Unit: -</u></p> <ul style="list-style-type: none"> - Learn the Days of the week - Recap the months of the year - Use the songs and rhymes for both months and days - Recognise and recall from memory games the 7 days of the week in Spanish. - Recognise and recall the 12 months of the year in Spanish. - Recognise and recall numbers 1-31 in Spanish. - Ask and answer the question '¿Qué fecha es hoy?' (What is the date today?) in Spanish. - Ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish - Partner work and conversations asking questions about dates and birthdays. 	<p><u>Shapes Unit & Revision: -</u></p> <ul style="list-style-type: none"> - Name and recognise up to 10 shapes in Spanish. - Attempt to spell some of these nouns. - Recognise that nouns are commonly associated with an article in Spanish and in this case 'un' or 'una'. - Have an opportunity to learn and/or revise numbers 1- 31 - Recall and recap across the topics that have been learnt this year - Give children opportunities to partner talk, sing songs, rhymes, create pictures to reinforce the learning. - Children can spell and use spelling patterns in words, - Give children opportunities to listen to native voice and respond



Working as Spanish Linguists in UKS2

UPPER KEY STAGE 2 YEAR A

Autumn 1 Phonics 3&4 Food & Drink	Autumn 2 Traditions and Celebrations	Spring 1 Presenting Myself	Spring 2 Me in the World	Summer 1 In My Home	Summer 2 Musical Instruments
<ul style="list-style-type: none"> - Revise and recap the phonics learnt in the last year - Ensure that the children are listening to the correct sound and pronouncing the sounds correctly - Search and find words with the sounds included - Match and find pictures and words <p><u>Food & Drink (In The Café) Unit:</u></p> <ul style="list-style-type: none"> - Learn names of foods and drinks - Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria - To understand better how to change a singular noun to plural form - Perform a short role-play ordering what they would like to eat and drink. - Use a word bank and pictures to support - Ask a waiter for an item – ordering from the café 	<p><u>Traditions & Celebrations:</u></p> <ul style="list-style-type: none"> - Use key Spanish question words related to famous traditions and celebrations in Spanish-speaking countries in Spanish. - Respond to questions related to famous traditions and celebrations in Spanish-speaking countries in Spanish. - Express an opinion about a tradition or celebration in Spanish using the structure 'Es una fiesta + adjective' (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement in the description. - Develop an appreciation of traditions and celebrations different to their own culture 	<p><u>Presenting Myself:</u></p> <ul style="list-style-type: none"> - Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked. - Ask somebody their name in Spanish and reply when asked. - Recall the numbers 1-10 and count from 11-20 in Spanish. - Ask somebody how old they are in Spanish and reply when asked. - Ask somebody where they live in Spanish and reply when asked. - Express their nationality in Spanish and understand basic gender agreement rules. - Engage in conversation with a talk partner or group - Be able to orally rehearse my work and write in sentences about me 	<p><u>Me in the World:</u></p> <ul style="list-style-type: none"> - Learning about the many countries in the world that speak Spanish. - Learning about different festivals (religious and non-religious) around the world. - Learning that we are different and yet all the same. - Learning that we can all help to protect our planet. - I can name and mention a few key facts in Spanish about a celebration in a Spanish speaking country - Locate places on a world map - Recap and recall prior knowledge on Spanish speaking countries - Talk about our planet and learn new vocabulary about it. 	<p><u>In My Home:</u></p> <ul style="list-style-type: none"> - Say whether they live in a house or an apartment and say where it is. - Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. - Tell somebody in Spanish what rooms they have or do not have in their home. - Ask somebody in Spanish what rooms they have or do not have in their home. - Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age). - Repeat and recognise all ten rooms of the house with their correct gender in Spanish 	<p><u>Musical Instruments:</u></p> <ul style="list-style-type: none"> - Recognise, recall and spell up to 10 instruments in Spanish with their definite articles/determiners. - Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. - Learn to say and write 'I play' + an instrument in Spanish using the high-frequency 1st person regular verb 'toco' (I play) with up to 10 different instruments. - Perform a short role-play saying which instruments they like the sound of and not. - Use a word bank and pictures to support



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UPPER KEY STAGE 2 YEAR B					
Autumn 1 Phonics 3&4 Revision Do you have a Pet at Home?	Autumn 2 Around the Town	Spring 1 My Family and Me	Spring 2 Hobbies (At the Weekend)	Summer 1 The Weather	Summer 2 Planets and the Solar System
<ul style="list-style-type: none"> - Revise and recap the phonics learnt in the last year - Ensure that the children are listening to the correct sound and pronouncing the sounds correctly - Search and find words with the sounds included - Match and find pictures and words <p><u>Do You Have a Pet?</u></p> <ul style="list-style-type: none"> - Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. - Tell somebody in Spanish if they have or do not have a pet. - Ask somebody else in Spanish if they have a pet. - Tell somebody in Spanish the name of their pet. - Attempt to create a longer phrase using the conjunctions y ("and") or pero ("but"). 	<p><u>Around the Town: -</u></p> <ul style="list-style-type: none"> - Recall 10 key places in a town in Spanish with their respective definite articles/determiners. - Follow 5 different directional instructions in Spanish. - Ask where a place is in Spanish and respond with a description of relative distance (nearby/far away) in Spanish. - Use prepositions to give the precise location of a key place around town in relation to another in Spanish. - Use transactional language to facilitate a dialogue with a partner about where places are in a town in Spanish. 	<p><u>My Family and Me: -</u></p> <ul style="list-style-type: none"> - Use the nouns and articles/determiners for family members in Spanish. - Move from using the article/determiner 'a/an' with a family member to using the possessive adjective 'my' in Spanish. - Answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?) in Spanish. - Introduce family members in Spanish, using 'se llama' (he/she is called). - Use my knowledge of larger numbers in Spanish to be able to describe the age of family members. 	<p><u>At the Weekend: -</u></p> <ul style="list-style-type: none"> - Ask what the time is in Spanish. - Tell the time accurately in Spanish. - Learn how to say what they do at the weekend in Spanish. - Learn to integrate conjunctions into their work. - Present an account of what they do and at what time at the weekend. - Highlight the verb in these sentences if I have a choice of the verbs in front of me first - Recall a range of phrases in Spanish to talk about the activities that I do - Use prior knowledge to help with phonics and pronunciation 	<p><u>The Weather: -</u></p> <ul style="list-style-type: none"> - Repeat and recognise the vocabulary for weather in Spanish. - Ask and say what the weather is like today. - Create a Spanish weather map. - Describe the weather in different regions of Spain using a weather map with symbols. - Recall a range of phrases in Spanish to talk about the weather - Use prior knowledge to help with phonics and pronunciation - Be able to orally rehearse sentences in Spanish 	<p><u>Planets: -</u></p> <ul style="list-style-type: none"> - Name and label a map of the Solar System in Spanish. - Apply the rules of adjectival agreement to describe the Solar System in Spanish. - Use conjunctions and intensifiers to extend descriptions of the Solar System. - Ask key questions in Spanish to conduct an interview with an astronaut. - Answer the questions in Spanish in order to present themselves as an astronaut. - Deepen their understanding of adjectival agreement to describe themselves in terms of character.