



Spanish at Parkgate Juniors



We aim to encourage children to enjoy and develop a curiosity about learning languages by exploring the Spanish language and Spanish-speaking cultures of the world. The British Council has awarded our school the prestigious International School Award, recognising the many projects we have participated in with our international partners such as the E-twinning and Erasmus + projects. Our students and teachers travel to our partner schools in Spain and now in Sweden too. We believe in sharing ideas and cultures as a way to truly understand each other.

A balance of spoken and written language means that pupils can understand and communicate ideas, facts and feelings in conversation and writing. We use a variety of techniques to encourage creativity in children's learning and engagement including games, role plays, songs (particularly action songs) and miming techniques to memorise vocabulary.



Modern Foreign Languages policy on a page

Purpose and Aims

Purpose

To educate and encourage children learning a language pushes children's brain to get familiar with new grammar and vocabulary rules. It allows children to develop memory skills to remember new words, make connections between them, and use them in contextual situations

Aims

To develop an interest in learning other languages.

To learn about the diverse cultures of Spanish Speaking countries around the world. To inspire and motivate children to have an open mind in a multicultural society. Understanding the world.

To introduce young children to another language in a way that is enjoyable and fun.

To develop communication and speaking, listening, reading and writing skills.

To lay the foundations for future study and careers

Provision

Our curriculum is categorised in two ways:

- **Breadth** - All children in KS2 receive approximately 45 minutes per week of Spanish respectively. Children who experience difficulty will be given work which is tailored to their needs and given adult support through teachers and teaching assistants where appropriate. Children for whom Spanish is their first language will be given enrichment opportunities to extend their language.
- **Depth** - We incorporate cross-curricular links to our teaching whenever possible and use a variety of techniques to encourage creativity in children's learning and engagement in Spanish lessons. These techniques include games, role plays, songs (particularly action songs) and miming techniques to memorise vocabulary. We focus on practising all four language key skills equally. These include listening, speaking, reading and writing skills. Spanish lessons have an emphasis on being entertaining and enjoyable to engage and stimulate the children's natural enthusiasm for learning a foreign language.

Progression

Progression

Our curriculum is based on the requirements of the National Curriculum, following loosely the HFL MFL progression Age related standards. The focus is on creating an evolution from words to sentences and to develop an awareness of basic Spanish grammar. Our aim is for learners to make substantial progress in Spanish. We equip learners with the confidence to interact in basic conversations with good pronunciation and to understand and create short written texts in accurate Spanish.

Assessment and Reporting

Teacher assesses both formatively during lessons and summatively at the end of the year judging whether they are below, at or above age-related expectations.

Ongoing formative assessment takes place in each lesson in the form of listening and responding, speaking, reading and responding. All activities ensure a balance of the four areas of MFL learning. Individual Spanish pupil reports are written annually. Summative assessments take place at the end of topics.

Monitoring, Evaluation and Improvement

There are time constraints on the teaching of MFL and language is best learned if practised throughout the week and not just delivered in a weekly lesson. The use of other curriculum areas and registration time provides valuable cross-curricular opportunities to continue the development of MFL skills. This can also work the other way round as learning MFL can also show insights into other areas of the curriculum. Maintaining pupil enjoyment and enthusiasm is at the forefront of planning. Engaging activities and E-twinning projects are included in MFL teaching.

Spanish

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| Intent | Aims/ Statement of Intent: To provide children with skills that are essential in a multicultural society and giving them the opportunity to learn a second language, an increasingly important skill in our globalised society, it also helps to promote and develop a broader intercultural understanding. Our aim, which is at the heart of the programme of study for KS2, is to develop an enthusiastic and positive attitude to other languages and language learning. We hope to encourage a life-long love of language learning among our pupils in order to enhance their understanding of the world and their future economic well-being. Since September 2014, learning a language is a statutory foundation subject and a national entitlement for every pupil in KS2. The new National Curriculum in Primary Languages requires, amongst other things, that substantial progress be made in one language across the key stage. At Parkgate we go further by teaching Spanish across Key Stage 2, starting at Year 3. | | | | | | |
| | Knowledge and skills: The study of a second language also supports children's general literacy and oracy, by raising awareness of their own language and thereby enriching their understanding of both. Primary languages are about fun, communication, confidence building, developing learning strategies, learning about similarities and differences and mutual respect. | | | | | | |
| Implementation | Approaches to learning/How our pupils learn: sequencing, scaffolding, sentence building activities, writing frameworks, glossaries vocabulary list, visual picture vocabulary sheets, T. guidance, modelling, worked examples, targeted teaching, role-models and pupils as teachers; deliberate mistakes, problem solving, thinking skills, reflection on learning, questioning, links between subjects, mini plenaries; increase independence and accountability, talk partners and pair work, drama and mime, videos, songs. | | | | | | |
| | Support: SDI, peer feedback, scaffolding, differentiation, adaptation, mixed ability groups, differentiated resources, pre-teaching, phonics interventions | | | | | | |
| | Enrichment (including link and opportunities): Use of technology, competitions, workshops, European and World Day of Languages, International links with other school, Erasmus Trips abroad to partner countries Sweden and Spain. | | | | | | |
| Impact | Skills: Recognising new vocabulary, understanding sentences in context using vocabulary learnt and recognising cognates, building sentences grammatically accurate, encouraging good spelling, developing communication and using target language. | | | | Attitudes/ wellbeing and personal development: Increase confidence and help to open mind, cross curricular links: religion, geography, general wellbeing, eating habits, healthy daily routine, habitats and environmental issues. | | |
| | Book study method | Staff voice | Pupil Voice | Quizes | Assessment | Homework | Learning walks |
| | Marking and feedback | | Google classroom | | ADPR / SEN | | Planning |

| | | Curriculum Overview - Spanish | | | | | | | |
|--|--------|--|--|--|--|--|---|--------|-------------------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | |
| Lower Key Stage 2 | Year 3 | Classroom instructions Greetings Saying your name Halloween | Numbers 1-31 Days of the week Christmas | Months Dates Carnival | Age Birthdays Easter | Family members Pets | Indoor sports Outdoors sports | Year 3 | Lower Key Stage 2 |
| | Year 4 | Breakfast food Cultural Topic: Day of the Dead (Mexico) | Healthy and unhealthy eating and lifestyle Cultural Topic: Christmas in Spain | Healthy lifestyle Cultural topic: Carnival in Spain | Sports The Romans Cultural Topic: Easter in Spain | Habitats Spanish Festival: La Tomatina | In the jungle Instruments Cultural Topic: La Fiesta de San Fermin | Year 4 | |
| Upper Key Stage 2 | Year 5 | Seasons Under the sea Cultural Topic: Day of the Dead (Mexico) | Birthdays Planets Cultural Topic: Christmas in Spain | School life Cultural topic: Carnival in Spain | School life The Vikings Cultural Topic: Easter in Spain | Modes of transport Tell the time Spanish Festival: La Tomatina | The weekend The Olympics Cultural Topic: La Fiesta de San Fermin | Year 5 | Upper Key Stage 2 |
| | Year 6 | WWII Cultural Topic: Day of the Dead (Mexico) | Physical descriptions and personality Cultural Topic: Christmas in Spain | Home and local area Cultural topic: Carnival in Spain | Home life and local area Me and my world Cultural Topic: Easter in Spain | Me and my world Holiday destinations Spanish Festival: La Tomatina | Holiday destinations Weather Clothes Cultural Topic: La Fiesta de San Fermin | Year 6 | |
| *While online safety is focused on explicitly during the terms listed above, it is embedded as a part of every computing lesson at Parkgate. | | | | | | | | | |

Spanish - Progression of knowledge and skills

Autumn Term

| Topic/areas to be covered | Skills to be taught | Learning objectives | Possible links |
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| Year 3 Classroom instructions Greetings Telling your name Halloween theme Numbers 1-31 Days of the week Christmas Theme | Listen and recognise most of vocabulary encountered Recognise a familiar question and respond Use basic target language Say a simple sentence with a conjunction Join in with actions of songs, stories and rhymes and say some words Read, recognise and say aloud familiar words Write familiar words using a model and some from memory | To learn basic classroom instructions using verbs in imperatives To learn basic greetings To learn how to ask and tell others your name, basic introductions To learn numbers 1-31 To learn days of the week To learn basic vocabulary about Halloween and Christmas themes. | |
| Year 4 Breakfast food Healthy and unhealthy eating Day of the Dead Christmas Topic | Listen and understand a simple sentence Ask and answer familiar questions with support Use familiar vocabulary to say simple sentences Use negative form | Order from a selection of foods from a Spanish menu Order from a selection of drinks from a Spanish menu Order a Spanish breakfast Order typical Spanish snacks Ask for the bill. Learn what a typical Spanish breakfast consist of Name and recognise ten foods and drinks that are considered good for your health Name and recognise ten foods and drinks that are not considered good for your health | Healthy life-style Literacy and grammar: use of verbs in present tense, forming negatives |

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| | <p>Join in with the words of a song, rhyme, story, sometimes from memory</p> <p>Read aloud simple sentences</p> <p>Find meanings in a bilingual dictionary</p> <p>Read and write a simple sentence using a model and some from memory</p> <p>Sing along</p> | <p>Use present tense</p> <p>Use negatives</p> <p>Use conjunctions to link sentences</p> <p>Learn about cultural facts:</p> <p>Learn facts about the Day of the Day in Mexico</p> <p>Learn about Christmas facts in Spain, sing a traditional Christmas carol in Spanish, learn topic vocabulary and write a Christmas card in Spanish</p> | |
| <p>Year 5</p> <p>Seasons</p> <p>Under the sea</p> <p>Planets</p> <p>Day of the Dead</p> <p>Christmas Topic</p> | <p>Listen and understand more complex sentences</p> <p>Ask and answer a variety of questions with support</p> <p>Manipulate vocabulary to say a more complex sentence with support</p> <p>Follow the text of a familiar song story or rhyme</p> <p>Read aloud and show understanding of a more complex sentence</p> <p>Write familiar complex sentences using a model and some from memory</p> <p>Decode and breakdown language by looking out for cognates</p> <p>Sing along</p> | <p>Name the seasons and to learn what happens in each season.</p> <p>Learn sea animals and what they do.</p> <p>Name and recognise the planets in Spanish on a solar system map</p> <p>Spell at least five of the planets in Spanish</p> <p>Say an interesting fact about at least four of the planets in Spanish</p> <p>Learn about cultural facts:</p> <p>Learn facts about the Day of the Day in Mexico</p> <p>Learn about Christmas facts in Spain, sing a traditional Christmas carol in Spanish, learn topic vocabulary and write a Christmas card in Spanish</p> | <p>Seasons and what facts</p> <p>Animal life</p> <p>Geography: planets</p> <p>Literacy and grammar: adjectival agreement</p> |

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| <p>Year 6</p> <p>Second World War</p> <p>Physical Descriptions and Personality</p> <p>Day of the Dead</p> <p>Christmas Topic</p> | <p>Understand and say a complex sentence to present own ideas using a bilingual dictionary or similar</p> <p>Engage in a short conversation using familiar language</p> <p>Follow and understand a song or story with more complex language</p> <p>Pronounce some unfamiliar words using phonic knowledge read and write sentences demonstrating a good grasp of grammatical concepts encountered</p> <p>Write some complex sentences from memory with understandable accuracy</p> <p>Able to use two verb tenses</p> <p>Able to conjugate verbs in different persons</p> <p>Decode more complex language and identify cognates</p> <p>Sing along</p> | <p>Group/order unknown vocabulary to help decode texts in Spanish</p> <p>Improve their listening and reading skills</p> <p>Name the countries and languages involved in WW2</p> <p>Say what the differences were in city and country life during the war</p> <p>Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside</p> <p>Describe physical appearance and personality</p> <p>Learn about cultural facts:</p> <p>Learn facts about the Day of the Day in Mexico</p> <p>Learn about Christmas facts in Spain, sing a traditional Christmas carol in Spanish, learn topic vocabulary and write a Christmas card in Spanish</p> | <p>Geography: countries of destination</p> <p>Literacy and grammar: use of present and past tenses. Use of prepositions. Use of conjunctions.</p> |
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Spring Term

| Topic/areas to be covered | Skills to be taught | Learning objectives | Possible links |
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| Year 3 Months Dates Carnival Theme Age Birthdays Easter Theme | <p>Listen and recognise most of vocabulary encountered</p> <p>Recognise a familiar question and respond</p> <p>Use basic target language</p> <p>Say a simple sentence with a conjunction</p> <p>Join in with actions of songs, stories and rhymes and say some words</p> <p>Read, recognise and say aloud familiar words</p> <p>Write familiar words using a model and some from memory</p> | <p>Learn the months</p> <p>Learn how to tell dates using days of the week, numbers and months</p> <p>Tell the age using “tener” to describe age in first and second person “tengo” I have and “tienes” you have when asking others</p> <p>Say when your birthday is giving accurate dates</p> <p>Learn basic vocab about carnival and Easter</p> | |
| Year 4 Healthy lifestyle Sports The Romans Carnival Topic Easter Topic | <p>Listen and understand a simple sentence</p> <p>Ask and answer familiar questions with support</p> <p>Use familiar vocabulary to say simple sentences</p> <p>Use negative form</p> <p>Join in with the words of a song, rhyme, story, sometimes from memory</p> | <p>Say what activities they do to keep in shape during the week</p> <p>Say in general what they do to keep a healthy lifestyle: discuss hobbies and sports</p> <p>Learn to make a healthy recipe in Spanish</p> <p>Tell somebody in Spanish the key facts and key people involved in the history of the Roman Empire</p> <p>Say the days of the week in Spanish and learn how these are related to the Roman gods and goddesses</p> <p>Tell somebody in Spanish what the most famous Roman inventions were</p> <p>Learn what life was like for a rich and a poor child in Roman times</p> | <p>Healthy lifestyles</p> <p>Literacy and grammar: use of verbs in present tense, forming negatives</p> |

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| | <p>Read aloud simple sentences</p> <p>Find meanings in a bilingual dictionary</p> <p>Read and write a simple sentence using a model and some from memory</p> <p>Sing along</p> | <p>Learn about cultural facts:</p> <p>Learn vocabulary and facts about the Carnival in Spain</p> <p>Learn vocabulary and facts about Easter in Christian Countries like Spain</p> | |
| <p>Year 5</p> <p>School life</p> <p>The Vikings</p> <p>Carnival Topic</p> <p>Easter Topic</p> | <p>Listen and understand more complex sentences</p> <p>Ask and answer a variety of questions with support</p> <p>Manipulate vocabulary to say a more complex sentence with support</p> <p>Follow the text of a familiar song story or rhyme</p> <p>Read aloud and show understanding of a more complex sentence</p> <p>Write familiar complex sentences using a model and some from memory</p> <p>Decode and breakdown language by looking out for cognates</p> <p>Sing along</p> | <p>Repeat and recognise the vocabulary for school subjects</p> <p>Say what subjects they like and dislike at school.</p> <p>Say why they like/ dislike certain school subjects</p> <p>Tell the time (on the hour) in Spanish. Say what time they study certain subjects at school.</p> <p>Name in Spanish, the key periods in ancient Britain and the Viking era.</p> <p>Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.</p> <p>Use two irregular high frequency verbs 'ser' (to be) and 'tener' (to have) more fluently.</p> <p>Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular.</p> <p>Recognise and start to understand commonly used reflexive verbs and pronouns.</p> <p>Learn about cultural facts:</p> <p>Learn vocabulary and facts about the Carnival in Spain</p> <p>Learn vocabulary and facts about Easter in Christian Countries like Spain</p> | <p>Literacy and grammar: use of present tense, adjectival agreement, opinion sentences, use of definite articles</p> |

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| <p>Year 6</p> <p>Home and local area</p> <p>Me and my world</p> <p>Carnival Topic</p> <p>Easter Topic</p> | <p>Understand and say a complex sentence to present own ideas using a bilingual dictionary or similar</p> <p>Engage in a short conversation using familiar language</p> <p>Follow and understand a song or story with more complex language</p> <p>Pronounce some unfamiliar words using phonic knowledge read and write sentences demonstrating a good grasp of grammatical concepts encountered</p> <p>Write some complex sentences from memory with understandable accuracy</p> <p>Able to use two verb tenses</p> <p>Able to conjugate verbs in different persons</p> <p>Decode more complex language and identify cognates</p> <p>Sing along</p> | <p>Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish</p> <p>Tell somebody in Spanish what rooms they have or do not have in their home</p> <p>Ask somebody else in Spanish what rooms they have or do not have in their home</p> <p>Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age)</p> <p>Learn about the many countries in the world that speak Spanish</p> <p>Learn about different festivals (religious and non-religious) around the world. That we are different and yet all the same. How we can all help to protect our planet.</p> <p>Learn about cultural facts:</p> <p>Learn vocabulary and facts about the Carnival in Spain</p> <p>Learn vocabulary and facts about Easter in Christian Countries like Spain.</p> | <p>Geography:</p> <p>countries</p> <p>Environmental issues</p> <p>Literacy and grammar: use of present using a range of verbs. Use of indefinite articles using word agreement. Use of conjunctions.</p> |
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Summer Term

| Topic/areas to be covered | Skills to be taught | Learning objectives | Possible links |
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| Year 3 Family members Pets Pastimes Indoor sports Outdoor sports | <p>Listen and recognise most of vocabulary encountered</p> <p>Recognise a familiar question and respond</p> <p>Use basic target language</p> <p>Say a simple sentence with a conjunction</p> <p>Join in with actions of songs, stories and rhymes and say some words</p> <p>Read, recognise and say aloud familiar words</p> <p>Write familiar words using a model and some from memory</p> | <p>Discuss your family members recognising masculine and feminine, singular and plural nouns.</p> <p>Discuss pets recognising masculine and feminine, singular and plural nouns.</p> <p>Use the verb “tengo” I have to describe family members and pets.</p> <p>Family tree poster.</p> <p>Poster on pets.</p> <p>Discuss hobbies using verbs in present tense.</p> | |
| Year 4 Habitats The Tomato Festival: La tomatina In the jungle The instruments The Bull Festival: La fiesta de San Fermín | <p>Listen and understand a simple sentence</p> <p>Ask and answer familiar questions with support</p> <p>Use familiar vocabulary to say simple sentences</p> <p>Join in with the words of a song, rhyme, story, sometimes from memory</p> <p>Read aloud simple sentences</p> | <p>Tell somebody in Spanish the key elements animals and plants need to survive in their habitat.</p> <p>Tell somebody in Spanish examples of the most common habitats for plants and animals and give a named example of these habitats</p> <p>Tell somebody in Spanish which animals live in these different habitats</p> <p>Tell somebody in Spanish which plants live in these different habitats</p> <p>Recognise word agreement, masculine and feminine, singular and plurals. Revision of numbers.</p> | <p>Geography: habitats around the world</p> <p>Literacy and grammar: use of word.agreement. Identify definite and indefinite articles. Identify verbs in first and third person.</p> |

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| | <p>Find meanings in a bilingual dictionary</p> <p>Read and write a simple sentence using a model and some from memory</p> | <p>To explore and learn about the very well know tomato Spanish festival: Fiesta De La Tomatina.</p> <p>To explore and learn about the very well know Spanish bull festivity: Fiesta de San Fermín.</p> <p>Introduce the children to common jungle animals in Spanish and start to explore the patterns and sounds of language through songs, videos and games.</p> <p>•Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. 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 ten different instruments. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish.</p> | |
| <p>Year 5</p> <p>Means of Transport</p> <p>Tell the time</p> <p>The Tomato Festival: La tomatina</p> <p>The weekend</p> <p>The Olympics</p> <p>The Bull Festival: La fiesta de San Fermín</p> | <p>Listen and understand more complex sentences</p> <p>Ask and answer a variety of questions with support</p> <p>Manipulate vocabulary to say a more complex sentence with support</p> <p>Follow the text of a familiar song story or rhyme</p> <p>Read aloud and show understanding of a more complex sentence</p> <p>Write familiar complex sentences using a model and some from memory</p> <p>Decode and breakdown language by looking out for cognates</p> | <p>Identify vocabulary of means of transport and explore the patterns and sounds of language through song</p> <p>Ask what the time is in Spanish</p> <p>Tell the time accurately in Spanish.</p> <p>Recognise word agreement, masculine and feminine, singular and plurals.</p> <p>To explore and learn about the very well know tomato Spanish festival: Fiesta De La Tomatina.</p> <p>Learn how to say what they do at the weekend in Spanish.</p> <p>Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.</p> <p>Tell somebody in Spanish the key facts of the ancient Olympics</p> <p>Tell somebody in Spanish the key facts of the modern Olympic games</p> <p>Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in Spanish</p> | <p>Telling the time</p> <p>Ancient mythology</p> <p>Cultural: daily routine in Spanish speaking countries.</p> <p>Literacy and grammar: use of present. Identify definite and indefinite articles</p> |

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| | | <p>Say the nouns in Spanish for key sports in the current Olympic games</p> <p>Conjugate the irregular verb “practicar” enabling the students to say what sports they play and what sports they do not play</p> <p>Understand the concept of gender, using “el” and “la” when you say you play a sport in Spanish</p> <p>To explore and learn about the very well know Spanish bull festivity: Fiesta de San Fermín.</p> | |
| <p>Year 6</p> <p>Me in the world</p> <p>Holiday Destinations</p> <p>The Tomato Festival: La tomatina</p> <p>Holiday Activities</p> <p>Means of transport</p> <p>Weather</p> <p>Clothes</p> <p>The Bull Festival: La fiesta de San Fermín</p> | <p>Understand and say a complex sentence to present own ideas using a bilingual dictionary or similar</p> <p>Engage in a short conversation using familiar language</p> <p>Follow and understand a song or story with more complex language</p> <p>Pronounce some unfamiliar words using phonic knowledge read and write sentences demonstrating a good grasp of grammatical concepts encountered</p> <p>Write some complex sentences from memory with understandable accuracy</p> <p>Able to use two verb tenses</p> <p>Able to conjugate verbs in different persons</p> | <p>Learn about the many countries in the world that speak Spanish</p> <p>Learn about different festivals (religious and non-religious) around the world. That we are different and yet all the same.</p> <p>How we can all help to protect our planet.</p> <p>Identify vocabulary related to holidays: countries of destination, activities, how to get there and the weather</p> <p>To explore and learn about the very well know tomato Spanish festival: Fiesta De La Tomatina.</p> <p>Recognise word agreement, masculine and feminine, singular and plurals when discussing means of transport</p> <p>Identify verbs in first person in present and past tense.</p> <p>Learn set structures when talking about the weather.</p> <p>Repeat and recognise the vocabulary for a variety of clothes in Spanish</p> <p>Use the appropriate genders and articles for these clothes</p> <p>Use the verb “llevar” in Spanish with increasing confidence</p> <p>Say what they wear in different weather/situations</p> <p>Describe clothes in terms of their colour and apply adjectival agreement</p> <p>Use the possessives with increased accuracy.</p> <p>To explore and learn about the very well know Spanish bull festivity: Fiesta de San Fermín.</p> | <p>Geography: countries of destination</p> <p>Literacy and grammar: use of present and past tenses. Use of adjectival agreement. Use of prepositions. Use of conjunctions. Use of possessive adjectives</p> |

Spanish Vocabulary Map

| Year 3 | Year 4 | Year 5 | Year 6 |
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| Classroom instructions Greetings Your name Numbers 1-31 Days of the week Months Dates Age Birthdays Family members Pets Sports | Healthy and unhealthy food Healthy and unhealthy drinks Verbs to eat and drink Healthy and unhealthy activities Sports and hobbies Romans Habitats Animals Instruments | Seasons Sea animals Numbers 1-31 Months Dates Birthdays Planets School subjects Opinion sentences The time Verb to study Vikings Means of transport Hobbies and pastimes Olympics | Second War World Physical Description Describing personality Hometown and local area Rooms in the house Nationalities and people around the world Holidays Weather Clothes |

Resources we use

- Language Angels Website: PowerPoints, Songs, Videos, Games, Worksheets
- Youtube
- Euroclub Schools Website

Learning outside the classroom

- Workshops
- Cultural trips to Spain and Sweeden

Spanish Endpoints

Year 4 - Healthy Lifestyle

| Knowledge | Skills |
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| <ul style="list-style-type: none"> Name and recognise foods and drinks that are considered good for a healthy diet. I can name and remember more with the help of a word bank Name foods and drinks that are considered bad for a healthy diet if eaten in excess. Tell you what I do during the week in terms of exercise if I am shown an example first Give you a simple account of what I do to lead a healthy lifestyle if I am shown an example first. Follow a very simple Spanish recipe if an adult or partner reminds me and explains the key language first. | <ul style="list-style-type: none"> Remember single words Reading comprehension to understand short sentences Apply thinking skills to figure out meaning of words and sentences Apply grammar to form accurate sentences Listen in detail to understand content Thinking skills about new terminology Reply short questions Able to ask questions Produce short sentences independently <p>Assessments:</p> <ul style="list-style-type: none"> Less Formal Assessment: Empty 'I can do...' grids for unit More Formal: Assessment Worksheets – Speaking, Listening, Reading and Writing tasks. Bank of words provided to support students |

Year 5 - Planets

| Knowledge | Skills |
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| <ul style="list-style-type: none"> Name and spell accurately some/all the planets in Spanish on a solar map. Say and write extended sentences for at least one planet. Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy. | <ul style="list-style-type: none"> Remember single words Reading comprehension to understand short sentences Apply thinking skills to figure out meaning of words and sentences Apply grammar to form accurate sentences Listen in detail to understand content Thinking skills about new terminology Reply short questions Able to ask questions Produce short sentences independently <p>Assessments:</p> <ul style="list-style-type: none"> Less Formal Assessment: Empty 'I can do...' grids for unit More Formal: Assessment Worksheets – Speaking, Listening, Reading and Writing tasks. Bank of words provided to support students |

Year 6 - Describing people

| Knowledge | Skills |
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| <ul style="list-style-type: none">• I can describe myself physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation.• I can describe someone else in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation.• I can describe someone else's personality using adjectival agreement. | <ul style="list-style-type: none">• Remember single words• Reading comprehension to understand short sentences• Apply thinking skills to figure out meaning of words and sentences• Apply grammar to form accurate sentences• Listen in detail to understand content• Thinking skills about new terminology• Reply short questions• Able to ask questions• Produce short sentences independently <p>Assessments:</p> <ul style="list-style-type: none">• Less Formal Assessment: Empty 'I can do...' grids for unit• More Formal: Assessment Worksheets – Speaking, Listening, Reading and Writing tasks. Bank of words provided to support students |