

Spanish Curriculum

The national curriculum for languages aims to ensure that all pupils:

- Understand respond to spoken and written language from a variety of authentic sources;
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;
- Discover and develop their appreciation of a range of writing in the language studied.

Overview of Spanish Curriculum

	Autumn	Spring	Summer
Year 3	An Introduction	About Me!	My Family and Pets
Spanish Society and Culture	Where in the World is Spanish Spoken?		
Year 4	Classroom Instructions	My Birthday	Time
Spanish Society and Culture			Spanish Festivals: Semana Santa, San Fermin
Year 5	Classroom Instructions	Asking Directions	Sports
Spanish Society and Culture		Life in a Spanish City	
Year 6	Food and Drink	Conversations with Friends	Going on Holiday
Spanish Society and Culture		Mexico's Day of the Dead	

Term:	Y3 Autumn
Unit Title:	An Introduction The aim of this unit is for pupils to: End of Unit Outcome:
Spanish Society and Culture	Where in the World is Spanish spoken? Suggested Activities: <ul style="list-style-type: none"> • Fact file, with Map; Infographic.
Suggested Dictionary Activity	Colours (basic and more unusual, for example, turquoise is ‘turquesa’.

NC Objectives	Key Vocabulary	Key Sentences	Primary Languages Network Resources
<ul style="list-style-type: none"> • <i>Understand respond to spoken and written language from a variety of authentic sources;</i> • <i>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;</i> • <i>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;</i> • <i>Discover and develop their appreciation of a range of writing in the language studied.</i> 	<p>Hola – Hello Hasta Luego – See you later! Adiós - Goodbye ¿Cómo te llamas? – What are you called? Me llamo... – I am called...; Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez (1 – 10); lunes, martes, miércoles, jueves, viernes, sábado, domingo – Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday; enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre – January, February, March, April, May, June, July, August, September, October, November and December.</p>	<p>Buenos días – Good morning; Buenas tardes/noches – Good afternoon/evening/night ¿Cómo estás? – How are you? Estoy bien/muy bien/así así/mal/muy mal – I am good/really good/okay/not good/feeling really bad; ¿Que color es? – What colour is it? ¿Qué día es hoy? – What day is it today? Hoy es lunes – Today is Monday; ¿Hoy es lunes? – Is it Monday today?</p>	<p>A New Start (lessons 1, 2, 4, 5, and 6) Welcome to School Super Learners (lessons 2 – 6)</p>

Term:	Y3 Spring
Unit Title:	About Me! The aim of this unit is for pupils to: End of Unit Outcome:
Spanish Society and Culture	N/A
Suggested Dictionary Activity	Hobbies.

NC Objectives	Key Vocabulary	Key Sentences	Primary Languages Network Resources
<ul style="list-style-type: none"> Understand respond to spoken and written language from a variety of authentic sources; Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; Discover and develop their appreciation of a range of writing in the language studied. 	<p>Donde Vives – Where do you live? Vivo en – I live in...</p> <p>¿Cuántos años tienes?- How old are you? Tengo ... años - I am ... years old</p> <p>Mis amigas son...; mis amigos son... My friends are... ¿Te gusta...? - do you like..? Me gusta ... porque es... - I like ... because it is... No me gusta ... porque es... - I don't like ... because it is... Me encanta ... porque es... - I love ... because it is... Odio... porque es... - I loathe ... because it is...</p>	<p>Donde Vives – Where do you live? Vivo en – I live in...</p> <p>¿Cuántos años tienes?- How old are you? Tengo ... años - I am ... years old</p> <p>Mis amigas son...; mis amigos son... My friends are... ¿Te gusta...? - do you like..? Me gusta ... porque es... - I like ... because it is... No me gusta ... porque es... - I don't like ... because it is... Me encanta ... porque es... - I love ... because it is... Odio... porque es... - I loathe ... because it is...</p>	<p>My School, My Subject Family Tree and Faces (lessons 2 and 3) A New Start (lesson 3) Welcome to School (lesson 1)</p>

Term:	Y3 Summer
Unit Title:	My Family and Pets The aim of this unit is for pupils to: End of Unit Outcome:
Spanish Society and Culture	N/A
Suggested Dictionary Activity	Pets.

NC Objectives	Key Vocabulary	Key Sentences	Primary Languages Network Resources
<ul style="list-style-type: none"> Understand respond to spoken and written language from a variety of authentic sources; Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; Discover and develop their appreciation of a range of writing in the language studied. 	<p>El papá – the dad El hermano – the brother El bebé – the baby El abuelo – the grandad La mamá – the mum La hermana – the sister La abuela – the grandma</p> <p>Un gato – a cat Un perro – a dog Un pez – a fish Un caballo – a horse Un conejo – a rabbit Una oveja – a sheep Una serpiente – a snake Un pájaro – a bird Una vaca – a cow Un ratón – a mouse</p>	<p>Quién eres tú? – Who are you? Soy – I am Cuál es tu animal favorito? – What is your favourite animal? Mi animal favorito es... - My favourite animal is... Me gusta... - I like</p>	<p>Going on a Picnic (Lessons 4 and 5 only) Animals I like/don't like</p>

Term:	Y4 Autumn
Unit Title:	Classroom Instructions The aim of this unit is for pupils to: End of Unit Outcome:
Spanish Society and Culture	N/A
Suggested Dictionary Activity	Classroom Objects.

NC Objectives	Key Vocabulary	Key Sentences	Primary Languages Network Resources
<ul style="list-style-type: none"> Understand respond to spoken and written language from a variety of authentic sources; Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; Discover and develop their appreciation of a range of writing in the language studied. 	el patio – the playground el comedor – the dinner hall la sala de profesores – the staffroom el aula de informática – the ICT room los baños – the toilets el despacho del director – the headteacher’s office (man)/el despachp de la directora – the headteacher’s office (woman) la clase – the classroom una mochila – a rucksack un lápiz – a pencil un boli - a pen un libro – a book un sacapuntas – a sharpener una goma – a rubber una mesa – a table una silla – a chair una regla – ruler unas tijeras – some scissors unas pinturas – some coloured pencils un pegamento – a gluestick	Look – ¡Mira! Listen – ¡Escucha! Repeat – ¡Repite! Stand up – ¡Levántate! Sit down – ¡Siéntate! Count with me - ¡Cuenta conmigo! Sing with me - ¡Canta conmigo! Find – ¡Encuentra! Show me – ¡Ensename! Silence – ¡Silencio! Take out your pen – ¡Sacad un boligrafo! Play – ¡Juega! Work - ¡Trabaja! I have... - Tengo I have not... No tengop	My Local Area (lessons 2 and 3 only) The Calendar and Celebrations (lesson 2)

Term:	Y4 Spring
Unit Title:	My Birthday The aim of this unit is for pupils to: End of Unit Outcome:
Spanish Society and Culture	N/A
Suggested Dictionary Activity	Birthday Celebration Activities/Objects.

NC Objectives	Key Vocabulary	Key Sentences	Primary Languages Network Resources
<ul style="list-style-type: none"> Understand respond to spoken and written language from a variety of authentic sources; Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; Discover and develop their appreciation of a range of writing in the language studied. 	enero; febrero; marzo; abril; mayo; junio; julio; agosto; septiembre; octubre; noviembre; diciembre. lunes; martes; miércoles; jueves; viernes; sábado; domingo.	¿Cuántos años tienes? (how old are you?) ¿Cuándo es tu cumpleaños? (When is your birthday) Tengo_____ años Mi cumpleaños es el... Números 1-31 Los meses	Carnival (lessons 2, 3 and 4)

Term:	Y4 Summer
Unit Title:	Time The aim of this unit is for pupils to: End of Unit Outcome:
Spanish Society and Culture	Spanish Festivals: Semana Santa, San Fermin (Pamplona Bull Run) and Tomatina Tomato Fight! Suggested Activities: <ul style="list-style-type: none"> • Group Presentations; • Image Gallery for each festival/Travel Brochure/Tourist leaflet.
Suggested Dictionary Activity	Measurements of Time (second, minute, hour, day, week, month, year, decade).

NC Objectives	Key Vocabulary	Key Sentences	Primary Languages Network Resources
<ul style="list-style-type: none"> • Understand respond to spoken and written language from a variety of authentic sources; • Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; • Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; • Discover and develop their appreciation of a range of writing in the language studied. 	<p>Es la una en punto – it is one o'clock</p> <p>Son las – it is</p> <p>dos en punto – two o'clock</p> <p>tres en punto – three o'clock</p> <p>cuatro en punto – four o'clock</p> <p>cinco en punto – five o'clock</p> <p>seis en punto – six o'clock</p> <p>siete en punto – seven o'clock</p> <p>ocho en punto – eight o'clock</p> <p>nueve en punto – nine o'clock</p> <p>diez en punto – ten o'clock</p> <p>once en punto – eleven o'clock</p> <p>doce en punto – twelve o'clock</p> <p>Es mediodia – it's midday</p> <p>Es medianoche – it's midnight</p>	<p>Qué hora es? What time is it?</p> <p>A qué hora te despiertas? – What time do you wake up?</p> <p>A qué hora te levantas? – What time do you get up?</p> <p>A qué hora te vistes? – What time do you get dressed?</p> <p>A qué hora desayunas? What time do you have breakfast?</p> <p>A qué hora te cepillas los dientes? – What time do you brush your teeth?</p> <p>A qué hora te duchas? – What time do you have a shower?</p> <p>A qué hora vas a la escuela? – What time do you go to school?</p>	<p>Everyday Life (lessons 4, 5 and 6)</p>

Term:	Y5 Autumn
Unit Title:	Classroom Instructions The aim of this unit is for pupils to: End of Unit Outcome:
Spanish Society and Culture	N/A
Suggested Dictionary Activity	Classroom Objects.

NC Objectives	Key Vocabulary	Key Sentences	Primary Languages Network Resources
<ul style="list-style-type: none"> Understand respond to spoken and written language from a variety of authentic sources; Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; Discover and develop their appreciation of a range of writing in the language studied. 	el patio – the playground el comedor – the dinner hall la sala de profesores – the staffroom el aula de informática – the ICT room los baños – the toilets el despacho del director – the headteacher’s office (man)/el despacho de la directora – the headteacher’s office (woman) la clase – the classroom una mochila – a rucksack un lápiz – a pencil un boli - a pen un libro – a book un sacapuntas – a sharpener una goma – a rubber una mesa – a table una silla – a chair una regla – ruler unas tijeras – some scissors unas pinturas – some coloured pencils un pegamento – a gluestick	Look – ¡Mira! Listen – ¡Escucha! Repeat – ¡Repite! Stand up – ¡Levántate! Sit down – ¡Siéntate! Count with me - ¡Cuenta conmigo! Sing with me - ¡Canta conmigo! Find – ¡Encuentra! Show me – ¡Enseñame! Silence – ¡Silencio! Take out your pen – ¡Sacad un bolígrafo! Play – ¡Juega! Work - ¡Trabaja! I have... - Tengo I have not... No tengo	My Local Area (lessons 2 and 3 only) The Calendar and Celebrations (lesson 2)

Term:	Y5 Spring
Unit Title:	Asking Directions The aim of this unit is for pupils to: End of Unit Outcome:
Spanish Society and Culture	Spanish Life: Society and Culture Suggested Activities: <ul style="list-style-type: none"> • Comparing city and rural life in Spain; • Customs and traditions; • Regions in Spain.
Suggested Dictionary Activity	Compass Points.

NC Objectives	Key Vocabulary	Key Sentences	Primary Languages Network Resources
<ul style="list-style-type: none"> • <i>Understand respond to spoken and written language from a variety of authentic sources;</i> • <i>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;</i> • <i>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt;</i> • <i>Discover and develop their appreciation of a range of writing in the language studied.</i> 	Quisiera dos entradas para el estadio, por favor. Quisiera _____, por favor. ¿Cuánto es? ¿Dónde está...? - Where is... ? a la izquierda – to the left a la derecha – to the right recto – straight ahead la ciudad – the city el parque - the park el zoo - the zoo el museo - the museum el metro – the underground la galería de arte – the art gallery la estación – the station la piscina - swimming pool el estadio – the stadium el cine – the cinema	<ol style="list-style-type: none"> 1. Madrid es la capital de España. 2. El nombre “Madrid” procede del árabe “mayrit”, que significa “arroyo”. 3. En Madrid hay muchas tiendas y centros comerciales. 4. Hay museos y galerías de arte. 5. Hay parques muy grandes, como El Retiro. 6. Hay hoteles, cafeterías y restaurantes. 7. Hay metro y estaciones de tren. 	Time in the City (lessons 1 – 5)

Term:	Y5 Summer
Unit Title:	Sports The aim of this unit is for pupils to: End of Unit Outcome:
Spanish Society and Culture	N/A
Suggested Dictionary Activity	Sports.

NC Objectives	Key Vocabulary	Key Sentences	Primary Languages Network Resources
<ul style="list-style-type: none"> Understand respond to spoken and written language from a variety of authentic sources; Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; Discover and develop their appreciation of a range of writing in the language studied. 	el cricket – cricket el tenis – tennis el fútbol – football el baloncesto – basketball el baile – dance la gimnasia – gymnastics el rugby – rugby la natación – swimming el ciclismo – cycling el balonmano – handball rápido – fast aburrido – boring divertido – fun difícil – difficult tranquilo – calm/gentle cansado – tiring genial – great un reto – challenging basura – rubbish	Te gusta – Do you like...? Me gusta... porque es... - I like... because it is... No me gusta... porque es... - I don't like... because it is... Me encanta... porque es... - I love... because it is... Odio... porque es... - I loathe... because it is... Jugar – to play Juego – I play Juegas – you play Juega – he/she plays Jugamos – we play Jugáis – you play Juegan – they play	Playing and Enjoying Sport

Term:	Y6 Autumn
Unit Title:	Food and Drink The aim of this unit is for pupils to: End of Unit Outcome:
Spanish Society and Culture	N/A
Suggested Dictionary Activity	Common Foods.

NC Objectives	Key Vocabulary	Key Sentences	Primary Languages Network Resources
<ul style="list-style-type: none"> Understand respond to spoken and written language from a variety of authentic sources; Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; Discover and develop their appreciation of a range of writing in the language studied. 	frutas – fruits verduras - vegetables una manzana – an apple una cebolla – an onion un mango – a mango un pimiento – a pepper unas uvas – a bunch of grapes una sandía – a watermelon un plátano – a banana una lechunga – a lettuce una zanahoria – a carrot una patata – a potato (los or las used for plurals) una manzana roja – a red apple dos manzanas – two apples Por favor – please Gracias – thank you quisiera – I would like...	¿Te gusta (n)...? Do you like...? Me gusta (n)... I like... No me gusta (n)... I don't like... ¿Cuál es tu fruta/verdure favorita? – What is your favourite fruit/vegetable? Mi fruta/verdure favorita es... My favourite fruit/vegetable is... ¿Tienes...? Do you have...? Sí tengo – I have No tengo – I haven't ¿Cuánto cuesta? (price of 1 item); ¿cuánto cuestan? (price of 2 or more items) Dos euros – 2 euros	Going to the Market (Lessons 1 – 5) Healthy Eating Fruit and Vegetables

Term:	Y6 Spring
Unit Title:	Conversations with Friends The aim of this unit is for pupils to: End of Unit Outcome:
Spanish Society and Culture	Mexico's Day of the Dead: • Mask-making.
Suggested Dictionary Activity	Objects and Activities we like to do.

NC Objectives	Key Vocabulary	Key Sentences	Primary Languages Network Resources
<ul style="list-style-type: none"> Understand respond to spoken and written language from a variety of authentic sources; Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; Discover and develop their appreciation of a range of writing in the language studied. 	<p>Quisiera- I would like... Por favor – please</p> <p>Mi desayuno favorito es... - my favourite breakfast is...</p> <p>¿Te gusta...? - do you like..?</p> <p>Me gusta ... porque es... - I like ... because it is...</p> <p>No me gusta ... porque es... - I don't like ... because it is...</p> <p>Me encanta ... porque es... - I love ... because it is...</p> <p>Odio... porque es... - I loathe ... because it is...</p>	<p>Me gustaría – I would like</p> <p>Un helado- an ice cream</p> <p>Un helado de chocolate- a chocolate ice cream</p> <p>Por favor- please</p> <p>Mi animal favorito es ... My favourite animal is</p> <p>Mi libro favorito - my favourite book</p> <p>Mi deporte favorito - my favourite sport</p> <p>Mi película favorita - my favourite film</p> <p>Mi verdura favorita– my favourite vegetable</p> <p>Mi color favorito– my favourite colour</p> <p>Mi equipo favorito– my favourite team</p>	<p>My School, My Subject</p> <p>Family Tree and Faces (lessons 2 and 3)</p> <p>Getting Started (lesson 3)</p> <p>Welcome to School (lesson 1)</p> <p>Going on a Picnic (Lessons 4 and 5 only)</p> <p>Animals I like/don't like</p> <p>Carnival (lessons 2, 3 and 4)</p>

Term:	Y6 Summer
Unit Title:	Going on Holiday The aim of this unit is for pupils to: End of Unit Outcome:
Spanish Society and Culture	N/A
Suggested Dictionary Activity	Things to do on the beach/in the sea.

NC Objectives	Key Vocabulary	Key Sentences	Primary Languages Network Resources
<ul style="list-style-type: none"> Understand respond to spoken and written language from a variety of authentic sources; Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; Discover and develop their appreciation of a range of writing in the language studied. 	<p>Hace sol – It's sunny Hace viento – Its' windy Hay niebla – It's foggy Hace calor – It's hot Hace frío – It's cold Está nevando – It's snowy Está lloviendo – It's raining</p> <p>un helado de chocolate – a chocolate ice-cream un helado de limón – a lemon ice-cream un helado de fresa – a strawberry ice-cream un helado de frambuesa – a raspberry ice-cream un helado de menta – a mint ice-cream</p>	<p>Que tiempo hace? – What's the weather like? Me gustaria un helado por favor – I would like an ice-cream please. Qué querías – What would you like? Quiero – I would like... Claro! – of course Gracias – thank you Por favor – please My desayuno favorito es... - my favourite breakfast is...</p>	<p>Tapas Culture/Café Culture At the Seaside The Weather/Ice Creams Lessons 4 and 5</p>