

Spanish Curriculum Overview: Bushey Heath Primary School **Year 3**

Intent

To inspire and challenge children to acquire a firm understanding of the Spanish language through, listening, speaking, reading, writing and grammar to equip them for the wider world.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units covered	I am learning Spanish	Animals	Instruments	Little Red Riding Hood	I know how...	The Tudors
Knowledge/Vocabulary	<ul style="list-style-type: none"> To locate Spain, Madrid and a few key cities on a map. Say our name, how we are feeling Learn up to 10 colours Count from 1-10 in Spanish. 	<ul style="list-style-type: none"> Name and recognise up to 10 animals in Spanish. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb ser (Soy = I am). 	<ul style="list-style-type: none"> Name and recognise up to 10 instruments in Spanish. Attempt to spell some of these nouns with their correct definite article/determiner in Spanish. Learn how to say I play an instrument in Spanish. 	<ul style="list-style-type: none"> Recognise, use and remember 10 common Spanish verbs/activities. Sit and listen to a familiar story being told in Spanish. Learn to use picture and word cards to recognise and help retain new language. Remember key parts of the body in Spanish. 	<ul style="list-style-type: none"> Recognise, use and remember 10 common Spanish verbs/activities. Use these verbs in the infinitive to make a short sentence starting with 'Sé... 	<ul style="list-style-type: none"> Listen attentively to key facts from Tudor history in Spanish. Build on previously learnt skills to decode longer spoken and written Spanish language. Learn and be able to recall some key Tudor facts from history in Spanish.
Skills	Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. Learning to associate word and phrases to images to help.	We will work on improving our memory skills so that we remember the animals in Spanish after the lesson. Remembering to always look out for cognates (such as lion) and using pictures to help. Learning how to build a short simple sentence in Spanish using the conjugated verb (soy), an indefinite article/determiner (un or una) and a noun (in this unit an animal).	To work on improving memory skills. Learning to recognise and learn cognates such as triangle, piano, violin first. Starting to build a short phrase in Spanish using the conjugated 1st person verb (toco), and article (el or la). Choosing and ordering these words accurately.	To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.	Learning to remember new vocabulary by using an image, sound or mime. Remembering more and knowing more by using a greater variety of high frequency verbs with 'Sé.' Being able to create longer sentences. Learning to expand, looking up other verbs not covered in the lesson using the English to Spanish section of a dictionary.	To further improve memory, recall and retention skills using English literacy knowledge (SPAG) and what words 'do' in sentences. Breaking down a sentence into verbs, articles, nouns and adjectives as it can help decode unknown language. Learning to use knowledge of a topic in one language to help decode in another. How languages have similarities as well as differences.
Concepts	<ul style="list-style-type: none"> A strong awareness of the culture of the countries where the language is spoken. 					

- A passion for languages and a commitment to the subject.
- Listening to a language and joining in to learn everyday words and phrases.
- Writing some words and phrases from memory as well as describing people and places with basic sentences.
- Learning a story in another language to help with vocabulary but also with cultural understanding.

Spanish Curriculum Overview: Bushey Heath Primary School **Year 4**

Intent

To inspire and challenge children to acquire a firm understanding of the Spanish language through, listening, speaking, reading, writing and grammar to equip them for the wider world.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units covered	I am learning Spanish	Presenting myself	My family	At the cafe	My home	The weather
Knowledge/ Vocabulary	<ul style="list-style-type: none"> • To locate Spain, Madrid and a few key cities on a map. • Say our name, how we are feeling • Learn up to 10 colours • Count from 1-10 in Spanish. 	<ul style="list-style-type: none"> • Know how count to 20 in Spanish. • Ask somebody how they are feeling and give an appropriate response back. • Ask somebody their age, name, where they live and reply. 	<ul style="list-style-type: none"> • Remember the nouns for family members in Spanish from memory. • Describe our own or a fictitious family in Spanish by name, age and relationship. • Count up to 100 in Spanish. • Understand possessive adjectives better in Spanish ('my' form only). 	<ul style="list-style-type: none"> • Order a selection of typical foods, drinks and snacks from a Spanish menu and order a Spanish breakfast. • Perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'. 	<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 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. 	<ul style="list-style-type: none"> • Recognise and recall the 9 weather expressions in Spanish from memory. • Ask what the weather is today and give a reply in Spanish. • Describe the weather in Spain, in Spanish using a weather map with symbols.
Skills	Starting to work on our memory skills so language is remembered after the lesson and trying to	To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it.	To learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our	To improve memory, recall and retention skills from Early learning as there will be more vocabulary to	To use correct article for new nouns. To attempt to create a longer spoken or written passage in	To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.

	remember some/all spellings from memory. Learning to associate word and phrases to images to help.	Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.	knowledge of how the Spanish language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.	learn and remember for the final role play. Being able to say from memory the language needed for ordering drinks, food and snacks.	Spanish recycling previously learnt language (incorporating personal details such as their name and age).	
Concepts	<ul style="list-style-type: none"> • A strong awareness of the culture of the countries where the language is spoken. • A passion for languages and a commitment to the subject. • Listening to a language and joining in to learn everyday words and phrases. • Writing some words and phrases from memory as well as describing people and places with basic sentences. • Express some ideas in writing. • Learning songs, poems, rhymes and stories in another language to help with vocabulary but also with cultural understanding. 					

Spanish Curriculum Overview: Bushey Heath Primary School Year 5						
Intent						
To inspire and challenge children to acquire a firm understanding of the Spanish language through, listening, speaking, reading, writing and grammar to equip them for the wider world.						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units covered	I am learning Spanish (L1 only) /Presenting myself	Do you have a pet?	What is the date?	My Family	At the cafe	My Home

Knowledge/ Vocabulary	<ul style="list-style-type: none"> To locate Spain, Madrid and a few key cities on a map. Know how count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply. 	<ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in Spanish what pet we do/don't have and give our pet's name. Start to use the simple connectives 'y' (and) and 'pero' (but) to make more complex and interesting sentences. 	<ul style="list-style-type: none"> Recognise and recall the 12 months of the year in Spanish. Ask what the date is and say the date in Spanish. Ask somebody when their birthday is and say when their own birthday is in Spanish. 	<ul style="list-style-type: none"> Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age and relationship. Count up to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). 	<ul style="list-style-type: none"> Order a selection of typical foods, drinks and snacks from a Spanish menu and order a Spanish breakfast. Perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'. 	<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 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.
Skills	To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.	To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives 'y' (and) and 'pero' (but) Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.	To learn how to formulate the date in Spanish and use this knowledge to say when our birthday is using days of the week, months of the year and numbers 1-31.	To learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.	To improve memory, recall and retention skills from Early learning as there will be more vocabulary to learn and remember for the final role play. Being able to say from memory the language needed for ordering drinks, food and snacks.	To use correct article for new nouns. To attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).

Concepts	<ul style="list-style-type: none"> • A strong awareness of the culture of the countries where the language is spoken. • A passion for languages and a commitment to the subject. • Listening to a language and joining in to learn everyday words and phrases. • Writing some words and phrases from memory as well as describing people and places with basic sentences. • express some ideas in writing. • Learning songs, poems, rhymes and stories in another language to help with vocabulary but also with cultural understanding. • Learning how to have conversations in another language to share ideas and opinions as well as being able to ask and answer questions. • Share their ideas and feelings using speech. • Start to become independent in their studies and the ability to draw upon a wide range of resources.
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Spanish Curriculum Overview: Bushey Heath Primary School Year 6						
Intent To inspire and challenge children to acquire a firm understanding of the Spanish language through, listening, speaking, reading, writing and grammar to equip them for the wider world.						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units covered	I am learning Spanish (L1 only) /Presenting myself	What is the date?	Do you have a pet?	My home	Traditions and Celebrations	The Olympics

Knowledge/ Vocabulary	<ul style="list-style-type: none"> • To locate Spain, Madrid and a few key cities on a map. • Know how count to 20 in Spanish. • Ask somebody how they are feeling and give an appropriate response back. • Ask somebody their age, name, where they live and reply. 	<ul style="list-style-type: none"> • Recognise and recall the 12 months of the year in Spanish. • Ask what the date is and say the date in Spanish. • Ask somebody when their birthday is and say when their own birthday is in Spanish. 	<ul style="list-style-type: none"> • Know the nouns and indefinite articles for 8 common pets. • Ask somebody if they have a pet and give an answer back. • Say in Spanish what pet we do/don't have and give our pet's name. • Start to use the simple connectives 'y' (and) and 'pero' (but) to make more complex and interesting sentences. 	<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 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. 	<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. • Develop an appreciation of traditions and celebrations different to their own culture. 	<ul style="list-style-type: none"> • Understand the key facts of the ancient and modern Olympics recounted in Spanish. • Learn 10 nouns and articles for common Olympic sports. • Explore the full present tense conjugation of the high frequency verb PRACTICAR. • Look at the adjectival changes involved when you describe a male Olympian or female Olympia.
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Skills	To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.	To learn how to formulate the date in Spanish and use this knowledge to say when our birthday is using days of the week, months of the year and numbers 1-31.	To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives 'y' (and) and 'pero' (but) Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.	To use correct article for new nouns. To attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).	To 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. To increase pupils' cultural knowledge and intercultural understanding, creating a genuine interest and deeper consideration of the language they are learning.	To improve decoding longer unfamiliar texts in Spanish using key language learning strategies that will help long term memory retention and language learning going forward. Understanding that adjectives come in different forms and when you describe a person in terms of a profession (in this case their sporting title) adjectival agreement rules will apply, and spelling may change in these words depending on if you are talking about a male or female Olympian.
Concepts	<ul style="list-style-type: none"> • A strong awareness of the culture of the countries where the language is spoken. • A passion for languages and a commitment to the subject. • Listening to a language and joining in to learn everyday words and phrases. • Writing some words and phrases from memory as well as describing people and places with basic sentences. • express some ideas in writing. • Learning songs, poems, rhymes and stories in another language to help with vocabulary but also with cultural understanding. • Learning how to have conversations in another language to share ideas and opinions as well as being able to ask and answer questions. • share their ideas and feelings using speech. • An independence in their studies and the ability to draw upon a wide range of resources. • Communicate orally. • Reading texts and stories in another language, carrying out basic comprehension tasks. • Compare their use of English grammar and spelling to another language. • The confidence to speak with good intonation and pronunciation. 					