

Hadley Wood Primary School

Spanish Curriculum Overview



Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Curriculum Intent:

At Hadley Wood Primary School, we teach Spanish to all classes in Years 3 – 6. We believe that learning a foreign language provides a fantastic opportunity for pupils to discover other cultures; fostering their curiosity and understanding of the world.

Through our languages education, we provide opportunities for pupils to learn, understand and respond to Spanish speakers, both in speech and writing.

'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' DfE: September 2013

At Hadley Wood, our aim is to develop the confidence and competence of each child in the foreign language they are learning.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:

- Speaking
- Listening
- Reading
- Writing
- Grammar

How we plan for and teach Spanish:

Spanish is taught in a whole-class setting by the class teacher. Each class has a timetabled lesson of thirty minutes per week. The lessons are divided into units around a set theme where pupils learn to speak and write confidently in Spanish through a range of engaging resources. Each unit begins with the Success Criteria being shared by the teacher which is revisited at the end of the unit for children to self-assess their achievements.

Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs & raps

- Differentiated activities

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar). The last lesson in each unit focuses on the key language skills and is used to support the teacher assessment (and self-assessment from the child) of the Success Criteria for each unit of work.

At Hadley Wood, we use the Language Angels programme to support our Spanish teaching. We have adopted the scheme of work to meet the needs of our cohort.

What you will see in our Spanish lessons:

1. Every lesson is carefully planned to spark children's and **curiosity** about Spanish. Children are engaged in their learning and want to use the new vocabulary they have learnt in Spanish. Lessons are purposeful and result in children gaining a new understanding of the world around them.
2. In each lesson the **learning objective** is designed so that children have a powerful understanding of the skills and understanding they are developing in the lesson. **Success criteria** define the features of the learning intention in the context of the activity so that children can identify what they are aiming for and how well they are doing.
3. Learning is effectively sequenced by sharing prior learning '**Flashbacks or Blast offs**' at the start of each lesson/topic/new concept. We recognise that children are more likely to retain new learning if it connected to prior understanding. Building blocks help pupils of all levels to connect new learning with existing concepts and promote **independence**.
4. Teachers utilise a range of strategies drawn from the Walkthru principles developed by Tom Sherrington including: **Think, Pair, Share, Quizzing, Cold Calling, No Opt Out opportunities** to engage pupils and draw links between prior and new learning. Different levels of challenge and '**what if**' challenges help to ensure our children have high aspirations of themselves and strive to be the best they can be.
5. Teachers skillfully use the '**Deliberate Mistake**' approach to learning to build pupil **resilience** to failure alongside their ability to work independently to problem solve. This embeds the concept that making mistakes is integral to the learning process.

Spanish Long Term Knowledge Map

Rationale for Sequencing

Year 3	Substantive Knowledge Content	Recurring themes, ideas and language	Contribution on wider Spanish knowledge and what later content this prepares for	
Autumn 1	<p>Phonetics Lesson 1 (La Fonetica)</p> <p>Understand the first set of phonics sounds/phonemes in Spanish.</p>	<p>Pupils learn the first (out of a series of 4) Spanish 'Phonics & Pronunciation' lessons. These are individual lessons (not a complete unit); they are sequential and are designed to be appropriate for each year of Key Stage 2. This series of 'Phonics & Pronunciation' lessons are important as Spanish is a notoriously difficult language to pronounce for foreign language learners. As a language, it contains many sounds that we do not have in the English language.</p> <p>The sounds are: ch j ñ ll rr</p>	<p>Each year group is taught one appropriate 'Phonics & Pronunciation' lesson at the start of each academic year before embarking on their full Language Angels units. They will revisit this again at the beginning of Year 4, 5 and 6 in Phonetics Lesson 2, Phonetics Lesson 3 and Phonetics Lesson 4.</p>	
	<p>Yo Aprendo Español (I am Spanish)</p>			
	<p>Identify Spain on a map of the world.</p>			
	<p>Highlight famous Spanish cities</p>			
	<p>Talk about other countries where Spanish is spoken.</p>	<p>Pupils begin to acquire knowledge of the Spanish language and culture through learning where Spain is in comparison to the rest of the world, They can explore the position of famous Spanish cities (making geographical links). Pupils talk about how Spanish is a language used across the world and countries where this is the main language. They develop confidence with asking people their names using the phrase ¿cómo te llamas? and saying their</p>		<p>Aspects of this unit including counting, saying their name and how they are feeling, provide solid foundations for the acquisition of the Spanish language, which is revisited as revision in the unit 'Me Presento' in Year 4. Naming colours is revisited in the Year 5 unit 'La Ropa'.</p>
	<p>Say their name and how they are feeling in Spanish.</p>			
	<p>Name colours and numbers to 10.</p>			
	<p>Have a wider appreciation for the country/countries where Spanish is spoken.</p>			

		name and how they are feeling in Spanish using the phrase ¿cómo estás? . Pupils learn the Spanish names for colours including: rojo, azul, blanco, naranja, gris, negro, violetta and practise counting fluently to ten.	
Autumn 2	Los Animales (Animals)	Pupils are introduced to ten animals (including un león , un conejo, un cerdo and una vaca) in Spanish and consolidate this knowledge by matching Spanish words to the appropriate picture. They are challenged to remember the words for at least five animals in Spanish unaided and attempt to spell at least three animals correctly in Spanish.	Naming different animals, using the correct gender supports pupils with the learning and understanding of the unit ' Do you have a Pet? ' in Year 5.
	Learn the nouns for 10 different animals		
	Use the correct gender for animals in Spanish.		
	Be introduced to the 1st person singular verb 'I am'		
	Recognise, recall, remember and spell up to ten animals with their indefinite article.		
Spring 1	Los Instrumentos (Musical Instruments)	Pupils will learn to develop their knowledge of musical instruments such as ' guitarra ', ' piano ', ' clarinete '. They will start to build a short phrase in Spanish using a conjugated verb in the 1st person: to play (tocar), along with the definite determiner/article (la, el or los). They will learn how to choose and order these words accurately and will learn that in Spanish the personal pronoun I (yo) is often dropped and just 'toco' is used.	This unit supports pupil to further understand how different nouns have different genders and the importance of using these accurately when speaking, reading and writing in Spanish.
	Name 10 common musical instruments		
	Use the correct gender for instruments		
	Say the instruments they play in Spanish		
	Be introduced to the 1st person singular verb 'I play'.		
	Recognise, recall, and spell up to 10 instruments with their definite articles/determiners.		
Spring 2	La fruta (Fruit)	Pupils will name and recognise different fruit including: una ciruela, un albaricoque, una	Exploring the phrase "me gustan..." or "no me gustan..." helps children speak with confidence

	<p>Name and recognise up to 10 different fruit in Spanish attempt to spell some of these nouns.</p> <p>Ask somebody in Spanish if they like a particular fruit.</p> <p>Say what fruit they like and dislike.</p>	<p>manzana, una pera and attempt to spell some of these nouns. They can ask somebody in Spanish if they like a particular fruit and say what fruit they like using the phrase "Me gusta..." for singular and Me gustan..." for plural. They can also say what they dislike using the phrase "No me gusta / n...".</p>	<p>in the Year 3 Unit 'Sé' where they discuss preferences for different activities.</p>
Summer 1	<p>Days of the Week x 2 (Los días de semana) Learn the 7 days of the week in Spanish Use the days of the week in context with a variety of activities in all 4 skills.</p> <p>Colours x 2 (Los Colores) Learn 10 common colours in Spanish Explore how colours can change spelling when used as adjectives in Spanish.</p> <p>Months x 2 (Los Meses) Learn the 12 months of the year Use the months in context with a variety of activities in all 4 skills.</p>	<p>In 'Days of the Week', the children will learn the 7 days of the week lunes, martes, miércoles, jueves, viernes, sábado and domingo. They will learn how to ask: 'What day is it today?' ¿Qué día es hoy? And how to answer: 'Today is..' Hoy es.... The children will be able to use these words in context.</p> <p>In the 'Colours' Unit, the children will learn 10 common colours such as 'azul, verde, marron' and more. They will be able to ask: ¿Cuál es tu color favorito? (What is your favourite colour?), and answer 'Mi color favorito es el...' (My favourite colour is...)</p> <p>In the 'Months' Unit, the children will learn the names for the 12 months of the year, such as: enero, febrero, marzo, abril etc. They will be able to recognise and recall and spell these months.</p>	<p>Aspects of these three shorts units during Summer 1, provide solid foundations for the children to revisit at a later date. These units prepare pupils for 'Seasons' in Year 4, 'What is the Date?' and 'What is the Weather?' Year 5. It also supports the unit 'The Weekend' which they will come across in Year 6.</p>
Summer 2	<p>Sé... (I Know How...)</p> <p>Learn 10 familiar activities that they know how or do not know how to do in Spanish.</p>	<p>Pupils begin to use a greater variety of high frequency verbs whilst learning how to build sentences in Spanish. They will use the 1st person conjugated verb sé (I know how) or no sé (I do not know how), using pictures to help. There is also an extra challenge of attempting</p>	<p>Using Spanish high frequency verbs accurately is the foundation of pupils using grammar in Spanish correctly and echoed throughout all the units. As pupils progress they use a wider range of increasingly complex verbs with two focus</p>

	Build more interesting and complex sentences including the option of using conjunctions.	to extend sentences with the conjunctions y (and) & pero (but) in Spanish.	units in Year 6, ' Regular Verbs ' and ' Irregular Verbs '.
	Use verbs to convey meaning in English by matching them to their appropriate picture.		
Year 4	Substantive Knowledge Content	Recurring themes, ideas and language	Contribution to wider Spanish knowledge and what later content this prepares for
Autumn 1	Phonetics Lesson 2 (La Fonética) Understand the second set of phonics sounds/phonemes in Spanish.	Pupils learn the second (out of a series of 4) Spanish 'Phonics & Pronunciation' lessons. These are individual lessons (not a complete unit); they are sequential and are designed to be appropriate for each year of Key Stage 2. This series of 'Phonics & Pronunciation' lessons are important as Spanish is a notoriously difficult language to pronounce for foreign language learners. As a language, it contains many sounds that we do not have in the English language. The sounds are: ca ce ci co cu	Each year group is taught one appropriate 'Phonics & Pronunciation' lesson at the start of each academic year before embarking on their full Language Angels units. They will revisit this again at the beginning of Year 5 and 6 in Phonetics Lesson 3 and Phonetics Lesson 4 and have already covered Phonetics Lessons 1 in Year 3. Continuing to develop confidence with speaking in Spanish and naming others, provides pupils with the confidence for talking about their family in the Year 4 unit My Family and My Home . Fluency with the foundations laid within the unit supports the language acquired in Year 5 when learning ' What is the Date? '
	Me Presento (Presenting Myself) Count to 20 in Spanish and ask and answer the question 'how old are you?'		
	Ask and answer the question 'what is your name?'		
	To learn how to ask and answer the question ¿Dónde vives? (Where do you live?), as well as learn the basics of adjectival agreement in Spanish.		
		Pupils work towards holding a simple conversation with a partner, asking a question as well as being able to answer one. Pupils will be able to ask and answer about their names are, how old they are, age (using the question ¿cuántos años tienes?) in Spanish, where they live and about their nationality. Pupils revisit counting and accurately count to 20 in Spanish. They say with confidence where they live and tell others if they are Spanish or English or another nationality using the verb " soy " before stating the nationality. Pupils are	

		reminded of the concept of gender and noun agreement.	
Autumn 2	Los Números (Numbers)	Pupils will learn numbers 1-100 in Spanish. Starting with 1-10, they will read, repeat out loud and spell the numbers. Pupils will use the numbers they have to count objects in Spanish. They will answer ¿Cuántos hay? (How many?) for various objects. Pupils will then move on to learning 11-20, 21-31 and finally 10-100, focusing on multiples of 10. They will learn numbers required for the date numero uno (number one), through to treinta y uno (thirty one).	The learning from this unit is further consolidated in Year 5 when the pupils learn 'What is the Date?' and 'What Time is it?'
	Learn numbers and be able to count from 1-31 in Spanish.		
	Learn the multiples of 10 up to 100 in Spanish, as well as recognise all the other numbers from 1-100 in Spanish.		
Spring 1	At the Café (En la Cafeteria)	Pupils are able to use new nouns un bocadillo de jamón (a ham sandwich) and un café con leche (a coffee with milk) to help them perform a short role-play in a Spanish cafeteria. In this unit, they will consolidate much of the grammar they have already covered so that they can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language, for example, ¿Qué deseas? (What would you like?) and quisiera... (I would like..)	This unit allows for a development in confidence of pupils as they grasp basic grammar concepts (gender, determiners, and plurality) when speaking Spanish. They are also consolidating a range of core vocabulary in Spanish with colours, numbers, basic greetings, reply to and ask simple questions.
	Introduce the ten masculine and 10 feminine nouns with the indefinite article / determiner for popular food and drink typically offered in a Spanish cafeteria.		
	Understand Spanish currency better to calculate a bill in a Spanish cafeteria.		
	Revise and consolidate all the foods/snacks and drinks.		
	Learn the transactional language required to order what you would like to eat and drink in the cafeteria.		
	Learn how to ask for the bill and how to say thank you and goodbye in Spanish.		
Spring 2	Mi Familia (My Family)		

	<p>Consolidate the nouns and definite articles/determiners for members of the family in Spanish and to learn how to use the possessive adjective 'my' in Spanish with increasing accuracy and understanding.</p> <p>Consolidate the previously learnt language and introduce the question ¿Cómo se llama? (What is he/she called?). To learn how to ask the question but also to formulate the answer by moving from 1st person singular (me llamo) to 3rd person singular (se llama).</p> <p>Introduce the language required to ask and answer the target question: ¿Tienes hermanos? (Do you have any siblings?)</p> <p>Learn how to say and recognise numbers 1-100 in Spanish in relation to ages of different family members.</p>	<p>Pupils learn the nouns in Spanish for members of their family. They are able to tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. They continue to practise counting in Spanish, reaching 100, to enable students to say the age of various family members. Pupils understand the concept of 'mi' and 'mis' in Spanish.</p>	<p>The learning within this unit provides the foundations for pupils using Spanish with confidence when talking about 'Numbers' and 'My Home' later in Year 4, as well as their personal beliefs and lives when learning about 'Me in the World' in Year 6.</p>
Summer 1	<p>Seasons (Las estaciones)</p> <p>Learn how to name (with accurate pronunciation) and remember the four seasons in Spanish.</p> <p>Learn all about what happens in each of the seasons in turn and learn how to say a short sentence about each of the seasons in Spanish.</p> <p>Highlight a key feature for each season in Spanish and by the end of the unit, have the skills and</p>	<p>Pupils will learn how to name all of the seasons el invierno (winter), la primavera (spring), el verano (summer) and el otoño (autumn). Pupils will have the skills and knowledge to say which is their favourite season and why. They will begin to recognise the use the conjunction 'y' (and) in spoken and written responses.</p>	<p>This unit consolidates learning from 'Months' in Year 3 and prepares the children for the units 'What is the Date?' and 'What is the Weather?' that they will cover in Year 5.</p>

	knowledge to say which their favourite season is.		
Summer 2	Mi Casa (My Home)	Pupils are able to say whether they live in a house or an apartment and say where it is using the language: una casa, un piso, en la ciudad, en la costa . They repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Pupils talk in Spanish what rooms they have or do not have in their home and ask somebody else in Spanish what rooms they have or do not have in their home using the phrasing " en mi casa hay... " and " en mi casa no hay... ". They create a longer spoken or written passage in Spanish making links to previously learnt language (incorporating personal details such as their name and age).	The language acquired within this unit supports pupils to develop their written knowledge in Spanish and commit to memory simple language patterns key to language fluency.
	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.		
	Tell / ask somebody in Spanish which 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).		
Year 5	Substantive Knowledge Content	Recurring themes, ideas and language	Contribution on wider Spanish knowledge and what later content this prepares for
Autumn 1	Phonetics Lesson 3 (La Fonetica) Understand the third set of phonics sounds/phonemes in Spanish.	Pupils learn the third (out of a series of 4) Spanish 'Phonics & Pronunciation' lessons. These are individual lessons (not a complete unit); they are sequential and are designed to be appropriate for each year of Key Stage 2. This series of 'Phonics & Pronunciation' lessons are important as Spanish is a notoriously difficult language to pronounce for foreign language learners. As a language, it contains many sounds that we do not have in the English language.	Each year group is taught one appropriate 'Phonics & Pronunciation' lesson at the start of each academic year before embarking on their full Language Angels units. They will revisit this again at the beginning of Year 6 in Phonetics Lesson 4 and have already covered Phonetics Lessons 1 and 2 in Years 3 and 4.

		The sounds are: ga ge gi go gu	
	¿Tienes una mascota? (Do you have a pet?)	Pupils say and write from memory, with the correct gender and accurate pronunciation and spelling, the eight nouns in Spanish for popular pets. They say and write what their pet is called in Spanish and ask somebody in Spanish what pet they have. Pupils say and write a short presentation including some or all of the following: my name; my age; what pet I have; what pet I don't have; my pet's name; a connective " y " (and) or " pero " (but).	This unit supports pupils to continue to develop their understanding of talking about animals. The presentation made at the end of unit consolidate prior Spanish knowledge taught over the previous two years.
	Say and write from memory, with the correct gender and accurate pronunciation and spelling, the eight nouns in Spanish for popular pets.		
	Say and write what my pet is called in Spanish.		
	Ask somebody in Spanish what pet they have.		
	Say and write a short presentation including some or all of the following: my name; my age; what pet I have; what pet I don't have; my pet's name; a connective "y" (and) or "pero" (but).		
Autumn 2	¿Qué Fecha Es Hoy? (What is the date?)	Pupils learn how to recognise, read, say and spell the twelve months of the year in Spanish as accurately as possible. They learn how to ask what the date is in Spanish by saying ¿Qué fecha es hoy? Pupils are able to say the date in Spanish (including a shorter version). They ask the question "When is your birthday?" by saying ¿Cuándo es tu cumpleaños? in Spanish and can respond. Pupils learn some key dates from the Spanish calendar (traditional Spanish celebrations for example).	Pupils benefit from the opportunity to continue to practise asking and answering increasingly detailed questions and responses. Having a secure knowledge of dates supports pupils within the Year 5 unit on weather as they are able to make links between different types of the weather and months of the year.
	Learn how to recognise, read, say and spell the twelve months of the year in Spanish as well as the numbers 1-31 as accurately as possible.		
	Ask what the date is in Spanish and say the date (including a shorter version).		
	Ask the question "When is your birthday?" and say when your birthday is in Spanish.		
	Learn some key dates from the Spanish calendar (traditional Spanish celebrations for example).		

Spring 1	<p>¿Qué Tiempo Hace? (What is the Weather?)</p> <p>Read, say and write the vocabulary accurately for weather in Spanish.</p> <p>Ask and answer the question "what the weather is like today?" in Spanish.</p> <p>Describe the weather in different regions of Spain using a weather map with symbols in spoken and written form.</p>	<p>Pupils read and recognise the vocabulary for weather in Spanish. They say and write the vocabulary accurately for weather in Spanish. Pupils ask the question "what the weather is like today?" or ¿Qué tiempo hace? and answer using words such as está lloviendo, hace frío, hay tormenta in Spanish. They describe the weather in different regions of Spain using a weather map with symbols in spoken and written form, making links with geographical knowledge</p>	<p>This unit allows the pupils to make links between weather and different Spanish regions which prepares the pupils to draw comparisons between Lima and Madrid in the Year 6 unit on Me in the World, as well as the types of clothes worn in different weathers, in the Clothes unit later in Year 5.</p>
Spring 2	<p>La Clase (The Classroom)</p> <p>Recognise and repeat from memory simple classroom objects and use the correct gender. Present this information both orally and in written form.</p> <p>Say what they have and do not have in their pencil case in Spanish.</p> <p>Recognise and respond to simple classroom commands and praise that they have listened.</p>	<p>Pupils are able to recognise and repeat from memory simple classroom objects and use the correct gender including: un lápiz, un libro, una goma and un sacapuntas. They say what they have and do not have in their pencil case using the phrase en mi estuche tengo.... Pupils recognise and respond to simple classroom commands and praise.</p>	<p>This unit of work prepares pupils to explore lessons and the classroom further in the Year 6 unit on School, where pupils convey opinions on their preferences towards lessons in Spanish and conduct a survey.</p>
Summer 1	<p>What Time is it? (short unit) (Que Hora Es?)</p> <p>Revise numbers 1-12.</p> <p>Learn how to tell the time (by the hour) in Spanish.</p> <p>Learn how to tell time around the clock (quarter past, quarter to and half past etc) in Spanish.</p>	<p>Pupils learn a series of sequential lessons that will teach them how to tell the time in Spanish. They will learn how to say what time it is ¿Qué hora es? and, by the final lesson, they will learn how to say what they are doing 'at' a particular time - es la / son las - whilst also exploring the twenty-four-hour clock.</p>	<p>The learning from this unit is further consolidated in the Year 6 unit of School. The pupils will link telling the time, to their class timetable. They will also revisit time in the Year 6 unit of The Weekend.</p>

	Learn how to express doing an activity at a particular time, as well as exploring the 24 hour clock in the challenge section.		
Summer 2	La Ropa (Clothes)	Pupils say and write the vocabulary (nouns with the correct gender and article) for a range of clothes in Spanish accurately and with good pronunciation. These include: una gorra, una camisa, las gafas and los guantes . They use the verb llevar (to wear) conjugated in Spanish, to help them describe what they wearing and what other people are wearing. Pupils discuss in Spanish the clothes worn in different situations and different weather types. Describe clothing worn in terms of colour using accurate adjectival agreement. Pupils use the correct possessive adjective for 'my' in Spanish in relation to the items of clothing learnt.	This unit allows the pupils to make links between different types of clothing required for different weather types, in the Weather unit earlier in Year 5 .
	Name and describe different clothes accurately and in Spanish and with good pronunciation.		
	Use the verb 'llevar' (to wear) conjugated in Spanish to help describe what I am wearing and possibly what other people are wearing.		
	Describe what I am wearing in terms of colour using accurate adjectival agreement and in different situations.		
	Use the correct possessive adjective for 'my' in Spanish in relation to the items of clothing learnt in this unit.		
Year 6	Substantive Knowledge Content	Recurring themes, ideas and language	Contribution on wider MfL knowledge and what later content this prepares for
Autumn 1 and 2	Phonetics Lesson 4 (La Fonetica) Understand the last set of phonics sounds/phonemes in Spanish.	Pupils learn the final (out of a series of 4) Spanish 'Phonics & Pronunciation' lessons. These are individual lessons (not a complete unit); they are sequential and are designed to be appropriate for each year of Key Stage 2. This series of 'Phonics & Pronunciation' lessons are important as Spanish is a notoriously	Each year group is taught one appropriate 'Phonics & Pronunciation' lesson at the start of each academic year before embarking on their full Language Angels units. They revisit these at the beginning of Year 3, 4 and 5 in Phonetics Lessons 1, 2 and 3 which have already been covered.

	<p>En El Colegio (School)</p> <p>Vocabulary for school subjects including el español / el inglés / las matemáticas etc. Learn the nouns and definite articles/determiners for 10 school subjects in the foreign language.</p> <p>Say which subjects they like and dislike (along with a justification) and at what time/day they study various subjects - 'si a mí me gusta...' / 'no a mí no me gusta...'</p> <p>Consolidate telling the time ¿Qué hora es? / es la una / son las dos (plus the time by the hour)</p> <p>Working with the verb 'ir' and listening activity consolidating school subjects, opinions and time.</p>	<p>difficult language to pronounce for foreign language learners. As a language, it contains many sounds that we do not have in the English language.</p> <p>The sounds are:</p> <p>b v cc qu z</p>	<p>This unit builds on the learning from the Year 5 units The Classroom and What time is it?</p>
<p>Merge this to Autumn 1</p>	<p>Learn how to conjugate the verb "to study", an introduction to time and an expansion of opinions.</p>	<p>Pupils learn the vocabulary for school subjects including el español, el inglés and las matemáticas. In Spanish they express an opinion on school subjects and partake in a class survey. Pupils use the phrases 'si a mí me gusta...' and 'no a mí no me gusta...'. Pupils learn how to tell the time both asking ¿Qué hora es? and responding to the nearest hour e.g. es la una or son las dos. Pupils learn how to use the verb 'ir'. They create own school timetable in Spanish.</p>	

		<p>Pupils consolidate the language covered so far by learning how to say at what time and on what day you study a particular subject.</p>	
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Spring 1	Los Verbos Regulares (Regular Verbs)	This unit is all about meeting this specific but very important part of all foreign language learning. Pupils learn about pronouns, verb infinitives, verb stems & endings and the three different categories of Spanish regular verbs (- er regular verbs, - ir regular verbs and - ar regular verbs). Pupils that these types of verbs are called regular because the way the endings of the verb changes for each of the personal pronouns follows the same pattern. Pupils will focus on personal/subject pronouns and verb stems before learning how to conjugate regular verbs in Spanish.	<p>At Hadley Wood Primary School, the teaching of Spanish as our Modern Foreign Languages aspect of the curriculum prepares pupils to be able to access the KS3 national curriculum for languages. This aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • understand and 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 an appreciation of a range of writing in the language studied. <p>The impact of the delivery and learning in our curriculum can be measured by the linguistic competence shown by our pupils both orally and in a written format.</p>
	Learn/revise in English what a pronoun is and what these look like in Spanish.		
	Regular verbs including Comer, Vivir and Hablar		
	Focus on personal/subject pronouns and verb stems before learning how to conjugate regular verbs in Spanish. Learn pronouns including: Yo, Tú, Nosotros, Vosotros, Ellos etc.		
Spring 2	Los Verbos Irregulares (Irregular Verbs)	Pupils revisit the different pronouns and the five most commonly used and important Spanish irregular verbs (Ir, Tener, Ser, Estar and Hacer). Pupils learn that these types of verbs are called irregular because the way the endings of the verb changes for each of the personal pronouns follows a random, irregular pattern. Pupils learn that they have endings	
	Learn about the three different types of infinitive verb categories in Spanish. -ER, -IR and -AR. Learn about verb stems and endings.		
	Revise what a pronoun is in English and learn what these look like in Spanish.		
	Focus on personal/subject pronouns before learning how to conjugate four high frequency irregular verbs in the		

	<p>foreign language. Irregular Verb - Ir (to go).</p> <p>Focus on personal/subject pronouns before learning how to conjugate four high frequency irregular verbs in the foreign language. Irregular Verb - Tener (to have).</p> <p>Focus on personal/subject pronouns before learning how to conjugate four high frequency irregular verbs in the foreign language. Irregular Verbs - Ser & Estar (both mean 'to be').</p> <p>Focus on personal/subject pronouns before learning how to conjugate four high frequency irregular verbs in the foreign language. Irregular Verb - Hacer (to do).</p> <p>Consolidate Spanish pronouns including: Yo, Tú, Nosotros, Vosotros, Ellos.</p>	<p>that we simply have to learn as there is no pattern to follow. Pupils will also consolidate Spanish pronouns including: Yo, Tú, Nosotros, Vosotros, Ellos.</p>	
Summer 1	<p>El Fin de Semana (The Weekend)</p> <p>Have the knowledge and skills to talk about what pupils do at the weekend, enabling them to create more detailed and personalised responses.</p> <p>Learn 10 phrases for activities pupils may do at the weekend in Spanish.</p> <p>Learn three positive and three negative opinion phrases.</p> <p>Extend on telling the time and opinions / justifications.</p>	<p>In this unit pupils will learn 10 phrases for activities they may do at the weekend in Spanish such as Me levanto (I get up), Desayuno (I have my breakfast), Veo la tele (I watch television), Leo (I read), Escucho música (I listen to music).</p> <p>They will also be presented with further extension on telling the time ¿Qué hora es? and opinions/justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create</p>	<p>This unit builds on the learning from the Year 5 units The Classroom and What time is it? The children will use some verbs they have learnt and use them to share what they do at the weekend and also link the time to when they do this. The also build on the Year 5 unit The Date.</p>

		more detailed and personalised responses by the end of the unit.	
Summer 2	Yo En EL Mundo (Me In The World)	Pupils are introduced to four different characters living in Spain. Each character tells the others about their favourite festival / celebration. They discuss their Eid and Christmas celebrations in more detail. Pupils discuss the similarities and differences between the cities in which they live: Lima and Madrid, the vocabulary includes: hay, habitantes, clima, tenemos playas y montañas . All four characters discuss what they will do to try to help save the planet using the question: ¿Qué vas a hacer tú para ayudar a salvar el planeta? and response Voy a utilizar menos...	This unit allows the pupils to make links between weather and different Spanish regions which prepares the pupils to draw comparisons between Lima and Madrid and build on their Year 5 unit What is the Weather . It also builds on their early Spanish learning of the unit I am Spanish in Year 3 .
	Learn about other countries around the globe that speak Spanish.		
	Similarities and differences between Lima and Madrid		
	Learn about the currencies, flags, cultural traditions and celebrations of Spanish speaking countries.		
	Learn about festivals and Celebrations such as Eid and Christmas.		
Discuss sustainability and being a responsible global citizen by doing more to protect our planet.			

Coverage of Skills Years 3-6

The Spanish curriculum at Hadley Wood Primary School enables pupils to develop their fluency, confidence and language acquisition through a carefully sequenced curriculum that builds on prior knowledge with a focus on communication. The map below shows the coverage of skills within each unit. The attainment targets covered are detailed in the table below for clarity to show links with the national curriculum.

Our programme of study is adapted from the scheme Language Angels, with units of work chosen to fit our curriculum themes and pupil needs. Year 3 study entry level Spanish, Year 4 and 5 study at an intermediate level (with some Year 5 units taken from the progressive level) and Year 6 study at progressive level. This ensures that both knowledge and skills are sequenced in a manner that provides appropriate progression and challenge.

Listening	Speaking	Reading	Writing	Grammar

	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 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 to build sentences; and how these differ from or are similar to English.
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
Year 3 (Entry level)												
Yo Aprendo Español			/	/	/	/	/		/	/		
Los Animales	/		/	/	/	/	/		/	/	/	/
Los Instrumentos	/	/	/	/	/	/	/	/	/	/		
La Fruta	/		/	/	/	/	/	/	/	/		/
Antigua Gran Bretaña	/			/	/	/	/		/	/	/	/
Puedo...	/		/	/	/	/	/		/	/	/	
Year 4 (Intermediate level)												
Me Presento	/		/	/	/	/	/		/	/		/
La Familia	/	/	/	/	/	/	/	/	/	/	/	/
Ricitos De Oro y Los Tres Osos	/	/		/	/	/	/	/	/			

Hábitats	/	/		/	/	/	/		/	/	/	
Mi Clase	/		/	/	/	/	/		/	/	/	/
Mi Casa	/		/	/	/	/	/		/	/	/	/
Year 5 (Intermediate and Progressive level)												
¿Tienes una mascota?	/		/	/	/	/	/		/	/	/	/
¿Qué Fecha Es Hoy?	/		/	/	/	/	/		/	/		
¿Qué Tiempo Hace?	/		/	/	/	/	/		/	/	/	
Hábitats	/		/	/	/	/	/		/	/	/	/
Las Olimpiadas	/	/		/	/	/	/	/	/	/	/	/
La Ropa	/		/	/	/	/	/		/	/	/	/
Year 6 (Progressive level)												
En El Colegio	/	/	/	/	/	/		/	/	/	/	/
La Segunda Guerra Mundial	/		/	/	/	/	/	/	/	/	/	/
Los Verbos Regulares	/				/				/	/		
Los Verbos Irregulares	/				/				/	/		
La Comida Sana	/		/	/	/	/			/	/	/	/
Yo En EL Mundo	/		/	/	/	/	/		/	/	/	/

PROGRESSIVE LANGUAGE UNITS



Me In The World	Vikings	Habitats	The Planets	Healthy Lifestyles	World War II	The Weekend	At School	Pos Attainment Target	
								1	Listen attentively to spoken language and show understanding by joining in and responding.
								2	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
								3	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
								4	Speak in sentences, using familiar vocabulary, phrases and basic language structures.
								5	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
								6	Present ideas and information orally to a range of audiences.
								7	Read carefully and show understanding of words, phrases and simple writing.
								8	Appreciate stories, songs, poems and rhymes in the language.
								9	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
								10	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
								11	Describe people, places, things and actions orally and in writing.
								12	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 to build sentences; and how these differ from or are similar to English.