

## Intent

Learning Spanish at KS2 is important in order to develop interest and enthusiasm for different cultures around the world. By learning a foreign language, children can develop their understanding about where the language is spoken, how cultures vary and how daily lives can differ.

At The Duston School, we use the Language Angels scheme of work and resources to support the teaching of Spanish. The curriculum is progressive with children moving through early language, to intermediate and finally to progressive. Following this curriculum ensures that we cover the national curriculum and that our MfL offer is broad, ambitious and covers a variety of topics.

The four key language learning skills; listening, speaking, reading and writing are taught and all necessary grammar is covered, enabling children to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

Our aim is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and that they will work towards becoming life-long language learners.

Our intended curriculum can be found in these documents (below):

- National Curriculum coverage
- Progression of Knowledge and Skills
- Curriculum Map and Key Knowledge Goals

## Implementation

Detailed unit plans are provided by Language Angels, which support teachers with their subject knowledge and the plans sequence learning progressively.

Weekly Spanish lessons take place across Key Stage 2 and take a structured approach with all lessons starting with a prior learning, where children are supported to retrieve prior knowledge and make connections.

Information is presented in small steps, clearly explained and modelled, and children are encouraged to talk, answer questions and explain their learning.

Throughout lessons, teachers assess children's responses and provide effective feedback. Assessment is judged by how children have accessed and completed the learning within that Spanish lesson or unit.

Progression of Knowledge and Skills					
	Listening	Speaking	Reading	Writing	Grammar
	<b>Lower Key Stage 2</b>				
<b>Year 3</b>	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught	Communicate with others using simple words and short phrases covered in the units.	Read familiar words and short phrases by applying knowledge from 'Phonics & Pronunciation Lesson 1'. Understand the meaning in English of short words read in the foreign language.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'
<b>Year 4</b>	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'
	<b>Upper Key Stage 2</b>				
<b>Year 5</b>	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives	Revision of gender and nouns and learn to use and recognise the terminology of articles). Understand the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour.
<b>Year 6</b>	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.	Write a piece of text using language from units covered and learn to adapt models provided to show understanding of grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjective. Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular.

# Curriculum Map and Key Knowledge Goals

## Coverage:

Food	
Animals	
Family and Me	
Phonics	

Curriculum Map and Key Knowledge Goals						
Lower Key Stage 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Phonics and I'm learning (EL)</b> Introduce the first and second set of phonics sounds/ phonemes in Spanish. Identify Spain on a map of the world. Highlight famous Spanish cities. Talk about other countries where Spanish is spoken. Say their name and how they are feeling in Spanish. Count to ten in Spanish.	<b>Animals (EL)</b> Introduction to ten animals in Spanish. Match all the new Spanish words to the appropriate picture. Remember the words for at least five animals in Spanish. unaided Attempt to spell at least three animals correctly in Spanish.	<b>Fruits (EL)</b> Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. Ask somebody in Spanish if they like a particular fruit. Say what fruits they like and dislike.	<b>Vegetables (EL)</b> Name and recognise up to 10 vegetables in Spanish. Attempt to spell some of these nouns Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo	<b>Seasons (EL)</b> Name/spell all 4 seasons in Spanish Say/write a short phrase on at least one season in Spanish. Say/write which is my favourite season in Spanish. Say/write which is my favourite season in Spanish and give a reason why using the conjunctions 'y' and 'porque'.	<b>I know how... (EL)</b> Recognise some common Spanish verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with puedo...
	<u>Key Vocabulary:</u> Chocolate, jirafa, caballo, perro, casa, cerdo, cinco, conejo, cuatro, gato, Geografía, girasol, goma, gusano, beber, vaca, diccionario, química, zanahorias	<u>Key Vocabulary:</u> Un caballo, un ratón, un cerdo, un león, un conejo, un pájaro, una oveja, una vaca, un mono, un pato	<u>Key Vocabulary:</u> Las manzanas, las fresas, los melocotones, los plátanos, las cerezas, las naranjas, las ciruelas, las peras, los kiwis, los albaricoques	<u>Key Vocabulary:</u> Los tomates, los calabacines, los guisantes, los champiñones, las patatas, las zanahorias, las judías verdes, las cebollas, las espinacas, las berenjenas	<u>Key Vocabulary:</u> El invierno, la primavera, el verano, el otoño, nieva, hace frío, las flores crecen, los pájaros cantan, hace sol, hace calor, los árboles pierden sus hojas,	<u>Key Vocabulary:</u> Bailar, cantar, saltar, cocinar, montar en bicicleta, tocar un instrumento, patinar, dibujar, nadar, hablar español

Year 4	<b>Phonics (I) and Shapes (EL)</b> Introduce the first and second set of phonics sounds / phonemes in Spanish. Name and recognise up to 10 shapes in Spanish. Attempt to spell some of these nouns. Recognise that nouns are commonly associated with 'UN' or 'UNA'. Learn and/or revise numbers 1-5	<b>Family (I)</b> Say nouns in Spanish for members of their family. Practice family vocabulary. Count reaching 100, to enable students to say the age of family members.	<b>My Home (I)</b> Say whether they live in a house or a flat and where it is. Repeat, recognise and attempt to spell up to ten nouns for the rooms of the house. Tell and ask somebody else in Spanish what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage	<b>At the Café (I)</b> Repeat, and attempt to spell most of the items typically offered in a Spanish cafetería. Attempt changing a singular noun to a plural noun in Spanish. Ask for items I would like to eat and items I would like to drink in a cafetería.	<b>The Classroom (I)</b> Recognise and repeat from memory simple classroom objects and use the correct gender. Say what they have and do not have in their pencil case. Recognise and respond to simple classroom commands and praise.	<b>Presenting myself (I)</b> Count to 20. Say their name and age in Spanish. Say greetings and then ask how somebody is feeling and answering return. Tell you where they live in Spanish. Tell you if they are Spanish or English, introducing concept of gender and agreement.
	<u>Key Vocabulary:</u> Un triángulo, un cuadrado, un círculo, un rectángulo, una estrella, una línea, un rombo	<u>Key Vocabulary:</u> Mi familia, la madre, el padre, la hermana menor, la hermana mayor, el hermano, la tía, el tío, la abuela, el abuelo, los padres, las hermanas, los hermanos, los abuelos	<u>Key Vocabulary:</u> Una casa, un piso, en la ciudad, en la costa, una cocina, un salón. Un dormitorio, un jardín	<u>Key Vocabulary:</u> Un bocadillo de jamón, un bocadillo de queso, unos churros, una paella, unas gambas, unas patatas bravas, un café, un té, una limonada, una coca cola, un zumo de naranja	<u>Key Vocabulary:</u> Un libro, un cuaderno, un lápiz, un bolígrafo, un sacapuntas, un estuche, una regla, una goma, una mochila, unas tijeras	<u>Key Vocabulary:</u> Buenos días, hola, adiós, hasta luego, cómo estás, más o menos, estoy bien, estoy mal, cómo te llamas, me llamo, cuántos años tienes, tengo...años
Upper Key Stage 2						
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Phonics and The Date (I)</b> Introduce the first and second set of phonics sounds / phonemes in Spanish.. Attempt to spell some of these nouns. Recognise that nouns are commonly associated with 'UN' or 'UNA'. Learn and/or revise numbers 1-31. Ask when somebody has a birthday and say when they have their birthday. Say the date in Spanish.	<b>Clothes (I)</b> Repeat and recognise the vocabulary for a variety of clothes in Spanish. Use the appropriate genders and articles for these clothes. Use the verb LLEVAR in Spanish with confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy	<b>The Weather (I)</b> Repeat and recognise the vocabulary for weather in Spanish. Ask what the weather is like today. Say what the weather is like today. Create a Spanish weather map. Describe the weather in different regions of Spain using a weather map with symbols.	<b>Do you have a pet? (I)</b> Repeat, recognise and attempt to spell the eight nouns for pets in Spanish. Tell somebody in Spanish if they have or do not have a pet. Ask somebody in Spanish if they have a pet. Tell somebody in Spanish the name of their pet. Attempt to create a longer phrase using the connectives "and" or "but"	<b>Habitats (I)</b> Name one of the essential elements that plants and animals (from previous units) need to survive. Name in Spanish a couple of different types of habitats and give examples. Name in Spanish which animals and which plants live and grow in one type of habitat.	<b>Presenting myself (I)</b> Count to 20 in Spanish. Say their name and age in Spanish. Say greetings and then ask how somebody is feeling and answering return. Tell you where they live in Spanish. Tell you if they are Spanish or English, introducing concept of gender and agreement.

	<u>Key Vocabulary:</u> lunes, martes, miércoles, jueves, viernes, sábado, domingo, enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre	<u>Key Vocabulary:</u> Un traje de baño, una chaqueta, una camisa, unos pantalones, un abrigo, una falda, unos calcetines, un vestido, unos pantalones cortos, un suéter, una camiseta, unos zapatos	<u>Key Vocabulary:</u> Está lloviendo, hay tormenta, hace buen tiempo, está nevando, hace sol, hace mal tiempo, hace frío, hace calor, hace mucho viento	<u>Key Vocabulary:</u> Un perro, un gato, un conejo, un ratón, un hamster, un pez, una toruga, una cotorra	<u>Key Vocabulary:</u> El campo, el Artico, la selva tropical, el desierto, el oceano, agua, aire, comida, sol, refugio	<u>Key Vocabulary:</u> Buenos días, hola, adiós, hasta luego, cómo estás, más o menos, estoy bien, estoy mal, cómo te llamas, me llamo, cuántos años tienes, tengo...años
Year 6	<b>Phonics (P) and My Family (I)</b> Introduce the third and fourth set of phonics sounds / phonemes in Spanish. Say nouns in Spanish for members of their family. Practice family vocabulary. Count reaching 100, to enable students to say the age of family members.	<b>At School (P)</b> Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in Spanish. Say what time they study certain subjects at school.	<b>The Weekend (P)</b> Ask what the time is in Spanish. Tell the time accurately in Spanish. Learn how to say what they do at the weekend in Spanish. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend	<b>Me in the World (P)</b> About the many countries in the world that speak Spanish. About different festivals (religious and non-religious) around the world. That we are different and yet all the same.	<b>Habitats (P)</b> Know the essential elements that plants and animals need to survive. Say in Spanish a couple of different types of habitats and find examples on a world map. Say in Spanish what animals and plants live and grow in two different types of habitats.	<b>Healthy Lifestyles (P)</b> Name and recognise at least 5 foods and drinks that are considered good for a healthy diet. Name at least another 5 foods and drinks that are considered bad for a healthy diet if eaten in excess. Say different forms of exercise. Say a general account of what I do to lead a healthy lifestyle.
	<u>Key Vocabulary:</u> Mi familia, la madre, el padre, la hermana menor, la hermana mayor, el hermano, la tía, el tío, la abuela, el abuelo, los padres, las hermanas, los hermanos, los abuelos	<u>Key Vocabulary:</u> La música, las ciencias, la historia, las matemáticas, el inglés, el arte, el español, la educación física, la geografía, la informática	<u>Key Vocabulary:</u> Me levanto, desayuno, juego a los videojuegos, leo, escucho música, juego al fútbol, voy al cine, voy a la piscina, veo la tele, voy a dormir	<u>Key Vocabulary:</u> Me llamo..., vivo en una ciudad..., hago..., para ayudar...,	<u>Key Vocabulary:</u> El campo, el Artico, la selva tropical, el desierto, el oceano, agua, aire, comida, sol, refugio	<u>Key Vocabulary:</u> Pollo, leche desnatada, pescado, pan integral, agua, vegetales, fruta, carne roja, chocolate, patatas fritas, galletas, caramelos, hago natación, paseo a mi perro, monto en bicicleta

## Impact

As we have clearly specified what we want our children to know, do and remember when reviewing impact. We assess against the Knowledge Goals in the curriculum, enabling us to check whether children can remember the learning taught. Children talk enthusiastically about what they have learned in their Spanish lessons using appropriate vocabulary in context.

Children demonstrate the school values of Care, Challenge and Succeed throughout their Spanish learning. They show care by respecting how they speak and respond to each other when learning about each other's families and learning about countries and cultures around the world. Children are challenged to succeed through listening, speaking, reading and writing throughout the Spanish curriculum.



### Care:

Learning a foreign language liberates children and enables them to see the world from a different perspective. Children demonstrate care in MfL lessons by showing respect when they speak and how they respond to each other, when children are attempting to pronounce new words. Care is shown when learning about each other's families and learning about countries and cultures within school and around the world and showing tolerance. Units are included on family and home and are repeated to build fluency and value to children's own families and cultures.



### Challenge:

The MfL curriculum is progressive which ensures challenge for all children. Some key units are repeated so that children become fluent in the Spanish that they are more likely to use in real life situations. Children are taught to enjoy learning a foreign language and oracy skills are inbuilt to promote challenge. Year 5 and 6 are taught by a secondary language specialist who builds in further challenge to planned units in spoken and written Spanish that lays the foundation for further language learning in KS3.



### Succeed:

Children have opportunities to succeed in all MfL learning. Scaffolds are put into place to support less confident learners and encouragement ensures that all children can participate and achieve. All children's MfL spoken and written work is appreciated and shared in a supportive way within the class and their 'Best Work' is displayed with pride within the classroom.