

Stamford Green Primary School and Nursery



Spanish Compendium

“To learn a language is to have one more window from which to look at the world.”

Chinese proverb

What is the vision for Spanish at Stamford Green?

- To learn relevant language to enable children to communicate with their peers and other Spanish speakers.
- To speak with confidence and fluency and speak with understanding.
- The Modern Foreign Languages (MFL) curriculum will be progressive to give the children the foundations for their future language learning.
- Through our MFL lessons, the children will gain a love of learning a new language, to inspire and enable them when they continue in the next stage of their curriculum.
- To have an awareness and knowledge of cultures, traditions and celebrations from Spanish speaking countries.

Our curriculum is brought to life through our seven commitments:

HAPPINESS

We want the children to enjoy their Spanish lessons and develop a keen interest in learning a new language. Learning a new language can be daunting; we want to foster enjoyment and an ethos where the children are not scared to have a go when speaking aloud in another language. Spanish lessons will engage the children through the use of songs, games and role play conversations.

INSPIRING

We will inspire the children through their learning and understanding of a new language. Children enjoy to share their new knowledge of the Spanish language with friends and families and this inspires them to want to learn more and apply in real life situations. Throughout the MFL curriculum, we will integrate the teaching of traditions and cultures in Spain and other Spanish speaking countries and this will help to inspire the children that they have a well-rounded knowledge of Spanish culture.

LEARNING

Whilst learning languages is part of the National Curriculum in Key Stage 2, we have chosen to begin to teach the children Spanish from Year 1. Young children have an incredible ability to absorb and reproduce new sounds, meaning that they are able to learn pronunciation like a native speaker. Learning when young allows opportunities to associate a new language with fun activities without the self-consciousness or embarrassment that can often act as a block for older children. In every Spanish lesson, time will be spent to review and revise previous learning before moving on with new content. We know that in order to become a fluent speaker of another language, the children need regular and repeated practice. As a result, the children in Year 1 – Year 6 will have a ringfenced timetabled lesson for learning Spanish.

TOGETHERNESS

Our well planned Spanish curriculum ensures that the children appreciate the world around them and understand the feeling of being united with others. When learning a new language, children are all at similar starting points and so they understand the feeling of learning something new,

together with their peers. Our Spanish curriculum ensures that children gain an understanding of Spanish life and culture, through the teaching of stories and important events and traditions.

VALUES

When learning a new language, it is vital that we demonstrate many of our school's twenty two values. This will include: effort, perseverance, resilience and self-belief. Through learning about different cultures and celebrations, the children will demonstrate respect for each other. Learning the Spanish language and also about their cultures and beliefs contribute greatly to the children's personal development and encourages open-mindedness and a sense of global citizenship.

AMBITION

By learning one language from Year 1 until the end of Year 6, it is our ambition that the children leave Stamford Green with the ability to listen with understanding and speak to an accomplished standard with confidence and some fluency. In order to achieve this aim, the children are taught by a languages specialist teacher, following a structured, progressive curriculum that builds on the children's knowledge and understanding.

ACHIEVEMENT

It is our aim that when the children leave Stamford Green in Year 6, they are well prepared for the next stage of their learning at secondary school. We want the building blocks of our curriculum to be firm foundations for our children's future learning, whichever modern foreign language they go on to study. We ensure that children are given plenty of opportunity to retrieve and practise language already taught in order to ensure their foundations are really stable. We make links with existing knowledge to enable enhanced development and progression.

What are the aims of the national curriculum for languages?

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

- 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 the 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.

By the end of Year 6 at Stamford Green, our children will...

Behaviours	See themselves as linguists with solid foundations of knowledge and love of the spoken language to generate excitement at the opportunity to build on and develop their language learning at Key Stage 3.
Attitudes	Have been challenged to experience how another language works, identifying links and contrasts with English and their own English language learning. To understand it takes time, effort and practice to become 'fluent' and to have the self belief and aspiration to want to achieve this.
Skills	Communicate orally with increasing confidence, fluency and spontaneity using accurate pronunciation and intonation. Understand, manipulate and respond to spoken and written language.
Knowledge	Know the vocabulary and grammatical structures appropriate to practical communication within a range of familiar and routine matters. Apply phonological knowledge and imitation to develop accurate pronunciation.

Experiences	Be exposed to a range of language learning materials selected to focus and practise on target language. Games, songs, stories, videos, role-play, conversations, grammatical exercises and use of dictionaries to contribute to their learning experience.
Technology	Learning is enhanced through the use of videos and songs selected specifically for the targeted language content. Recordings of aspects of learning may be played back to children to highlight and develop specific areas. Children learn the benefits and limitations of online dictionaries when developing their knowledge of the Spanish language.
Sustained	Children have an enjoyment and passion for learning a foreign language which they can build on in the future. By understanding that language is how people communicate, children have a deeper insight into other cultures and a better understanding of the world.

British Values and Spiritual, Moral, Social and Cultural Learning in Spanish

British Values: Children will explore their own individual liberty by considering themselves as global citizens. Mutual respect is taught and given when the children are expressing their opinions and beliefs. Children are taught and encouraged to show each other respect. Pupils are taught about historical and cultural differences between the UK and Spain. Other cultures are always discussed in a respectful manner, emphasising that although things may be different, each culture is equally valuable and to be respected.

Spiritual: Spiritual development is supported when learning Spanish by creating a deeper understanding of cultures, beliefs and traditions of other countries. Children learn about different festivals that take place in Spain. Children have the opportunities to reflect on these traditions and make links to their own.

Moral: Children develop a curiosity of how other people in other countries and societies live. It enables pupils to appreciate our own laws and country and reflect upon personal behaviour and the behaviour of others.

Cultural: Children are given opportunities to apply and develop their knowledge of language and language learning to explore their own identities and those of others. Children compare and contrast celebrations such as Christmas and Easter and study festivals and traditions. This helps them to understand the and appreciate the diversity of other countries. Through comparing and contrasting daily routines, food and education systems at home and in Spain, children gain a better understanding of their own roots, cultures and traditions.

Social: Learning Spanish leads to gains across the curriculum, particularly with oracy and English skills. It supports and celebrates the international dimension and gives the children enjoyment and a sense of achievement in their learning. Children are given opportunity to express themselves creatively and imaginatively in Spanish. Through role-play, paired work, singing, poems, storytelling and games, children reinforce and embed the language and become confident readers.

The Spanish Curriculum Map

	Autumn Term		Spring Term		Summer Term		
Year 1	Introducción al español <i>Introduction to learning Spanish</i> Navidad <i>Christmas</i>		Saludos <i>Greetings</i> Los Animales <i>Animals</i>		Las Profesiones <i>Jobs</i>	Las Vacaciones <i>Holidays</i>	
Year 2	Saludos <i>Greetings</i> El cuerpo <i>The body</i> Navidad <i>Christmas</i>		Las Estaciones y la Ropa <i>Seasons and Clothing</i>	¡Vamos a movernos! <i>Let's move!</i>	La comida y la bebida <i>Food and drink</i>		
Year 3	Saludos <i>Greetings</i> Where is Spanish spoken? <i>¿Dónde se habla español?</i> Los Números 10 - 20 <i>Numbers 10 – 20</i> Navidad <i>Christmas</i>		Los Meses del Año <i>Months of the year</i> Los Números 20 - 31 <i>Numbers 20 - 31</i> Los Cumpleaños <i>Birthdays</i>	Los Colores <i>Colours</i> Mi Apariencia <i>My appearance</i>	En el mercado <i>At the market</i>	Como usar un diccionario de español <i>Using a foreign language dictionary</i> Los Números 31 - 100 <i>Numbers to 100</i>	
Year 4	Los Días de la Semana <i>Days of the week</i> Los Viajes <i>Travel</i>	El Clima <i>Weather</i>	Las Mascotas <i>Pets</i>	Los Deportes <i>Sports</i> Pascua <i>Easter</i>	En la Clase <i>The Classroom</i>	Donde vivo y mi familia <i>Where I live and my family</i>	
Year 5	El Alfabeto <i>The Alphabet</i> La Geografía de España <i>The geography of Spain</i>	La Ciudad <i>The Town</i>		La hora <i>Telling the time</i> Asignaturas de la escuela <i>School subjects</i>	Mis opiniones sobre las asignaturas <i>School subjects - my opinions</i>	El horario escolar <i>School timetables</i>	

Year 6	Todo sobre los verbos <i>All about Verbs</i>	Mi personalidad My personality	La hora <i>Telling the time</i> Mi Rutina Diaria <i>Daily routines</i>	Los Modismos Idioms Reflexionar sobre mi aprendizaje en español <i>Evaluating my Spanish learning</i>
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Long Term Plan - Year 1

Milestones – By the end of Year 1, children will...

- Identify that different languages are spoken at home by children in the class and that Spanish is spoken in Spain
- Listen and respond with actions to songs, simple rhymes and theme related vocabulary
- Respond to some simple classroom instructions
- Identify vocabulary used to express praise
- Participate in games and activities as a class and in pairs
- Perform in Spanish to an audience
- Begin to use language learning strategies to aid memorisation and know that looking at the face of the person speaking can help understanding
- Know that Spanish sounds are often pronounced differently to English

In Year 1, children will be inspired by learning about Spanish culture:

- Christmas foods eaten in Spain
- Spain uses Euros to buy things and what these look like
- Traditional Spanish Christmas song

In Year 1, the children will be taught to:

Curriculum Overview	Progression of skills	
Introducción al español <i>Introduction to learning Spanish</i>	Vocabulary <ul style="list-style-type: none"> • Say 'hello' and who you are • Lunchbox food • School clothes • Happy birthday song • Numbers 1 – 10 • Parts of the face • Simple classroom instructions • Word to express praise 	Grammar Indefinite article - un / una + noun Definite article – los / las + noun
	Structures/Features Know people from different parts of the world speak different languages Identify who speaks a language other than English at home Know that Spanish is spoken in Spain Soy + name Instructions - ¡Levantaos! / ¡Sentaos!	Phonics/Graphemes a/i/o/u – focus on correct pronunciation of sounds r – identify it is hard to say Identify stress in words Mouth shapes - comparing to English
Saludos <i>Greetings</i>	Vocabulary <ul style="list-style-type: none"> • ¡Buenos días! • Asking how someone is - question and answer (as part of a song) • Tell someone your name 	Grammar Identify intonation used for question and answer
	Structures/Features Song lyrics - ¿Cómo estás? Muy bien Me llamo + name	Phonics/Graphemes uy/ll/e – focus on correct pronunciation of sounds
Los Animales	Vocabulary	Grammar

<i>Animals</i>	<ul style="list-style-type: none"> Farm animals 	Definite article – el / la + noun hacer – to make
	Structures/Features el/la ... hace + sound	Phonics/Graphemes Embed sounds identified as focus
Las Profesiones <i>Jobs</i>	Vocabulary <ul style="list-style-type: none"> Names of jobs 	Grammar Definite / indefinite articles + job name Soy (eg profesora) without article
	Structures/Features Soy + job name Instructions - ¡Escuchad bien!	Phonics/Graphemes ñ – focus on correct pronunciation
Las Vacaciones <i>Holidays</i>	Vocabulary <ul style="list-style-type: none"> Types of holiday Ask and give the price of an ice-cream in Euros – question and answer 	Grammar ¿Cuánto...? as question word - singular
	Structures/Features Memorise longer phrases ¿Cuánto cuesta + noun? Noun + cuesta + price (eg 3 Euros) Identify cost in answer	Phonics/Graphemes eu/cu – focus on correct pronunciation of sounds

Long Term Plan - Year 2

Milestones – By the end of Year 2, children will...

- Listen, respond to and use, single words and phrases
- Respond to a wider range of classroom instructions
- Experiment with the writing of simple words
- Use actions and games confidently to aid memorisation and begin to be able to practise new language with a friend outside the classroom
- Become confident in their accurate pronunciation of familiar language
- Enjoy listening to stories, rhymes and poems in Spanish

In Year 2, children will be inspired by learning about Spanish culture:

- Learn about Spanish celebrations: The Day of the Kings and Easter
- Learn how to make churros
- Dance of the 6's

In Year 2, the children will be taught to:

Curriculum Overview	Progression of skills	
Saludos <i>Greetings</i>	Vocabulary <ul style="list-style-type: none"> • What my name is – question and answer 	Grammar Me/te Llamo/llamas
	Structures/Features ¿Cómo te llamas? Compare question with answer	Phonics/Graphemes Focus on embedding pronunciation of familiar sounds
El cuerpo <i>The body</i>	Vocabulary <ul style="list-style-type: none"> • Body parts • Telling someone a part of you hurts • Simple classroom instructions 	Grammar Connective – con Reflexive verb dolerse Word order compared to English
	Structures/Features Me duele + body part Instructions - ¡Parad! / ¡Venid aquí! / ¡Vamos!	Phonics/Graphemes d – identify sound heard in instructions
Las Estaciones y la Ropa <i>Seasons and Clothing</i>	Vocabulary <ul style="list-style-type: none"> • 4 seasons • Clothes • Asking and talking about what we wear (in different seasons) 	Grammar Reflexive verb ponerse In the summer I put on ...
	Structures/Features ¿Qué me pongo? What shall I put on? Me pongo + clothing En el verano, me pongo + clothing	Phonics/Graphemes qu – focus on correct pronunciation of sound
¡Vamos a movernos! <i>Let's move!</i>	Vocabulary <ul style="list-style-type: none"> • Action words (verbs depicting physical actions) 	Grammar High frequency verbs in imperative form – camina, salta, baila, corre, duerme

		High frequency verbs in infinitive form – comer, hablar, jugar, nadar, cantar
	<p>Structures/Features Describe actions using correct verbs; orally and written</p> <p>Children's traditional clapping rhymes - tongue twisters; focus on sounds, syllables and actions</p>	<p>Phonics/Graphemes ue/j – focus on correct pronunciation of sounds</p> <p>identifying syllables</p>
<p>La comida y la bebida <i>Food and drink</i></p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Foods and drinks • Phrases for ordering in a café • Definition of fluency / fluently 	<p>Grammar Verb tener + hambre/sed (to have + noun) – compare to English (to be + adjective)</p> <p>Traiga + food</p>
	<p>Structures/Features Roleplay ordering in a café – telling someone you're hungry / thirsty and ordering what you'd like. Saying please and thank you. Switch roles to be waiter/tress Develop fluency</p> <p>¿Qué desea? Tengo hambre / sed Traiga + food + porfavor Gracias</p> <p>Record roleplays – evaluate own use of language, fluency and pronunciation</p>	<p>Phonics/Graphemes ga – focus on correct pronunciation of sound</p> <p>How can we improve pronunciation and fluency?</p>

Long Term Plan - Year 3

Milestones – By the end of Year 3, children will...

- Perform simple communicative tasks using single words, phrases and short sentences
- Respond to a wider range of classroom instructions
- Recognise familiar words in written form and be able to read these aloud
- Experiment with the writing of familiar words, identifying the sounds and phonemes
- Know that Spanish uses punctuation differently to English in some cases
- Know where in the world Spanish is spoken beside Spain and why this is
- Develop their use of language learning strategies using contexts of what is seen/read to determine some meaning and comparing Spanish with English
- Continue to focus on accurate pronunciation and recall of language learnt, identifying when and how it links with previous learning
- Be familiar with using a Spanish/English dictionary; what they are for and how they work

According to the National Curriculum Programme of Study, in Key Stage 2, pupils should be taught:

- Listen attentively to spoken language through songs and rhymes and link the spelling, sounds and meaning of words
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sounds 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 the vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through 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, for instance, to build sentences; and how these differ from or are similar to English

In Year 3, children will be inspired by learning about Spanish culture:

- Know where in the world Spanish is spoken and why
- Know the timeline of Christmas celebrations in Spain and how these compare with England
- Know about the artist Pablo Picasso
- Learn about special Spanish festivals that take place throughout the year

In Year 3, the children will be taught to:

Curriculum Overview	Progression of skills	
<p>Saludos <i>Greetings</i></p> <p>Los Números 10 - 20 <i>Numbers 10 – 20</i></p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Greetings at different times of the day Greetings questions and answers (name, age, how you are) Numbers 10 – 20 Simple classroom instructions 	<p>Grammar</p> <p>Compare buenas tardes /noches to buenos días</p> <p>Reflexive verb llamarse – me llamo / te llamas</p> <p>¿Cuántos...? as question word - plural</p> <p>Verb tener – tienes / tengo</p>
	<p>Structures/Features</p> <p>Compare structure of 16, 17,18,19 (use of 'y') to English</p> <p>Question words – cómo/qué/cuántos (with accent when used in question)</p> <p>Use of ¿ and ¡</p> <p>Literal translation of ¿Cuántos años tienes? (How many years do you have?)</p> <p>Tengo + number + años – I have ...years</p> <p>Instructions - ¡Mirad aquí! / Haced una fila a la puerta (en silencio)</p>	<p>Phonics/Graphemes</p> <p>Begin to see words in written form; and make links between graphemes and phonemes: ñ/ll/v/z/cu/qu -</p> <p>r /rr– rolled tongue compared to English</p> <p>y (and) – spelling and pronunciation)</p> <p>Use of accents to show stress</p> <p>Silent h</p>
<p>Los Meses del Año <i>Months of the year</i></p> <p>Los Números 20 - 31 <i>Numbers 20 - 31</i></p> <p>Los Cumpleaños <i>Birthdays</i></p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Months of the year Numbers 20 – 31 Ask and answer about birthdays <p>Structures/Features</p> <p>Use of y in numbers</p> <p>LLS - compare months to English</p> <p>Lower case letters for months</p> <p>Question word - ¿Cuándo ...?</p> <p>Mi cumpleaños es + date</p>	<p>Grammar</p> <p>el + number de + month</p> <p>Possessive adjectives – mi / tu</p> <p>Phonics/Graphemes</p> <p>j/ci/ce/co – link between sound and written form</p> <p>Continue to embed correct pronunciation of all sounds</p>
<p>Los Colores <i>Colours</i></p> <p>Mi Apariencia <i>My appearance</i></p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Colours Face parts <p>Structures/Features</p> <p>Describe things - facial appearance - Tengo el pelo negro</p>	<p>Grammar</p> <p>Colours as adjectives - position of adjective in sentence after noun</p> <p>Adjective / noun agreement – singular and plural</p> <p>Definite article – los / las (plural)</p> <p>Verb tener - (Yo)tengo / él/ella tiene + hair/eye colour</p> <p>Phonics/Graphemes</p> <p>s – focus on correct pronunciation</p>

	Tengo los ojos negros LLS - él/ella	
En el mercado At the market	Vocabulary <ul style="list-style-type: none"> • Fruit names • I like... / I don't like... / Do you like...? 	Grammar Verb gustar + noun (singular and plural) – asking questions, giving statements including the negative Connectives - y and pero
	Structures/Features Express likes and dislikes – Verb gustar – Me gusta/n Question form - ¿Te gusta/n...? Negative form – No me gusta/n Sí, me gusta/n / No, no me gusta/n Describing fruits by colour – una fresa roja	Phonics/Graphemes gu
Como usar un diccionario de español <i>Using a foreign language dictionary</i> Los Números 31 - 100 <i>Numbers to 100</i>	Vocabulary <ul style="list-style-type: none"> • Foreign language dictionary • Translation/translate • Numbers 31 - 100 	Grammar och+enta, nov+enta
	Structures/Features Identify function of a Spanish/English dictionary and how to use one - English to Spanish, Spanish to English What additional information does a FL dictionary give us?	Phonics/Graphemes Continue to embed correct pronunciation of all sounds

Long Term Plan - Year 4

Milestones – By the end of Year 4, children will...

- Listen out for and identify specific sounds, rhythms, words and phrases
- Respond to a wider range of classroom instructions
- Ask and answer questions on several topics
- Read and understand a range of familiar written phrases
- Read some familiar words and phrases aloud, pronouncing them correctly
- Write simple words and phrases using a model and some words from memory
- Know about some aspects of everyday life in Spanish speaking countries
- Know about Spanish festivals and celebrations
- Know that a Spanish noun is either 'masculine' or 'feminine' and that the word for 'the' or 'a' changes accordingly
- Know how to make a singular noun plural and how to turn a verb into the negative
- Continue to focus on accurate pronunciation and retrieval of previously learnt language, making links and seeing connections where appropriate

According to the National Curriculum Programme of Study, in Key Stage 2, pupils should be taught:

- Listen attentively to spoken language through songs and rhymes and link the spelling, sounds and meaning of words
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sounds 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 the vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through 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, for instance, to build sentences; and how these differ from or are similar to English

In Year 4, children will be inspired by learning about Spanish culture:

- Know facts about everyday life in some Spanish speaking countries and make comparisons to our own lives
- Know the key events linked to Easter in Spain and the importance of this time of year for Spanish people

In Year 4, the children will be taught to:

Curriculum Overview	Progression of skills	
Los Días de la Semana	Vocabulary <ul style="list-style-type: none"> • Days of the week 	Grammar 1 st , 2 nd person singular

<p>Days of the week</p> <p>Los Viajes Travel</p>	<ul style="list-style-type: none"> Forms of transport Talk about where you are going and how you get there 	<p>Verb ir - ¿Adónde vas? Voy a ...</p> <p>En/a – transport a + place</p> <p>el lunes – on Monday</p>
	<p>Structures/Features Making simple statements (about travel)</p> <p>Lower case letters for days</p>	<p>Phonics/Graphemes au/ch /ue</p>
<p>El Clima Weather</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Weather statements Question 	<p>Grammar Question - ¿Qué tiempo hace?</p> <p>Verb hacer - hace estar - está</p> <p>En Madrid – in Madrid</p>
	<p>Structures/Features Ask and make statements (about the weather)</p> <p>Literal translation of question and statements – it makes + noun / it is + ing</p>	<p>Phonics/Graphemes Continue to embed correct pronunciation of all sounds</p>
<p>Las Mascotas Pets</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Pets – asking and talking about pets we have / don't have 	<p>Grammar Verb tener – making statements including the negative and asking questions</p> <p>+s to make plural un/una not correct in plural</p>
	<p>Structures/Features Tengo / no tengo Question – ¿Tienes...? Sí tengo .../ No, no tengo...</p> <p>LLS – una mascota – link to English</p> <p>When something is in plural, un /una is not needed, only the number: (Tengo tres gatos, not 'Tengo un tres gatos)</p>	<p>Phonics/Graphemes 'h' isn't silent in hámster – English word</p>
<p>Los Deportes Sports</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Sports – asking and talking about sports we like / don't like doing 	<p>Grammar jugar al (+ sport name)</p> <p>nadar (without jugar)</p>
	<p>Structures/Features Me gusta jugar al + sport name (Me gusta jugar al fútbol) Me gusta + nadar</p> <p>Compare with Me gusta el fútbol Cricket / rugby – English words</p>	<p>Phonics/Graphemes Continue to embed correct pronunciation of all sounds</p>
<p>En la Clase</p>	<p>Vocabulary</p>	<p>Grammar</p>

<p><i>The Classroom</i></p>	<ul style="list-style-type: none"> • Classroom objects • Asking about and saying what we have/haven't got in our rucksack • Simple classroom instructions 	<p>Definite / indefinite article in singular and plural + noun</p> <p>Understand nouns may be masculine / feminine – LLS simple rule (masculine nouns often end in 'o', feminine nouns often end in 'a')</p> <p>Possessive adjective – mi/tu – know this needs changing to make sentence correct</p>
	<p>Structures/Features un/una / el/la unos/unas / los/las</p> <p>Tienes/tengo/no tengo + article + noun en mi/tu mochila</p> <p>Instructions - Coged un/una + classroom equipment</p>	<p>Phonics/Graphemes go/ge/ua</p>
<p>Donde vivo y mi familia <i>Where I live and my family</i></p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Asking and telling where you live • Members of the family • Describe who is in your family 	<p>Grammar Verb vivir – vives/vivo</p> <p>Vivo + en</p>
	<p>Structures/Features ¿Dónde vives? Vivo en + place</p> <p>En mi familia tengo + family members No tengo (hermanos)</p>	<p>Phonics/Graphemes ue</p> <p>Emphasise correct pronunciation of 'v' in question and answer</p>

Long Term Plan - Year 5

Milestones – By the end of Year 5, children will...

- Listen attentively and understand more complex phrases and sentences
- Respond to a wider range of classroom instructions
- Understand and express simple opinions giving a reason
- Prepare and practise a simple conversation reusing familiar vocabulary and structures
- Write words, phrases and short sentences using a reference
- Manipulate Spanish by changing an element in a sentence
- Listen to and follow along with stories
- Read and pronounce unknown words
- Have further developed skills of using a foreign language dictionary
- Recognise differences in word order between English and Spanish
- Apply knowledge of rules when building sentences

According to the National Curriculum Programme of Study, in Key Stage 2, pupils should be taught:

- Listen attentively to spoken language through songs and rhymes and link the spelling, sounds and meaning of words
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sounds 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 the vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through 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, for instance, to build sentences; and how these differ from or are similar to English

In Year 5, children will be inspired by learning about Spanish culture:

- Know about the geography of Spain
- Know about the Camino de Santiago de Compostela
- Know the story of Don Quixote by Miguel Cervantes

In Year 5, the children will be taught to:

Curriculum Overview	Progression of skills	
El Alfabeto <i>The Alphabet</i>	Vocabulary <ul style="list-style-type: none"> • The Spanish Alphabet 	Grammar The Spanish alphabet has an extra letter - ñ
	Structures/Features Identify sounds we don't have in English – g/h/j/ñ/rr	Phonics/Graphemes Pronunciation of letter names

	Instructions - Trabajad en parejas	
La Ciudad <i>The Town</i>	Vocabulary <ul style="list-style-type: none"> Places and features in a town Prepositions to describe place In ... there's ... 	Grammar Prepositions with 'de' (al lado de...) – compare with 'entre' de + la (fem) = de la de + el (masc) = del
	Structures/Features En Madrid hay un/una + noun + preposition + noun – In Madrid there's a ...	Phonics/Graphemes Pronunciation of 'hay' qui (izquierda)
La hora <i>Telling the time</i> Asignaturas de la escuela <i>School subjects</i>	Vocabulary <ul style="list-style-type: none"> Ask and tell the time (o'clock and half past) School subjects 	Grammar Es la una / Son las 2,3 etc (singular / plural)
	Structures/Features Es la 1 / Son las ... Es la 1 / Son las ... + y media ¿Qué hora es?	Phonics/Graphemes Continue to embed correct pronunciation of all sounds
Mis opiniones sobre las asignaturas <i>School subjects - my opinions</i>	Vocabulary <ul style="list-style-type: none"> Talk about lessons you like and dislike, love and hate Give reasons for opinion Adjectives to describe lessons 	Grammar Verbs encantarse / odiar (to express opinions) – me encanta / odio ... porque es + adjective Compare 'porque' (because) to '¿por qué...?' (why?)
	Structures/Features Me gusta / No me gusta / Me encanta / Odio + subject porque es + adjective 'Odio'- doesn't need 'me' - LLS	Phonics/Graphemes x
El horario escolar <i>School timetables</i>	Vocabulary Asking and talking about the school timetable	Grammar 'a' – 'at' (use of in time question and statements)
	Structures/Features ¿A qué hora tienes + subject? Tengo + subject + a + time (o'clock and half past times)	Phonics/Graphemes Continue to embed correct pronunciation of all sounds

Long Term Plan - Year 6

Milestones – By the end of Year 6, children will...

- Be able to recall and use language learnt, speaking with accurate pronunciation and some fluency
- Understand longer and more complex phrases and sentences
- Respond to a range of familiar classroom instructions
- Understand the main points and simple opinions in a spoken passage
- Read and understand the main points and some detail from a short, written passage
- Identify clues to meaning (tone / intonation of voice, key words)
- Notice and match agreements
- Compare and reflect on techniques for memorising language
- Present ideas and information orally to a range of audiences
- Understand language learning skills and techniques can be transferred to the learning of other languages

According to the National Curriculum Programme of Study, in Key Stage 2, pupils should be taught:

- Listen attentively to spoken language through songs and rhymes and link the spelling, sounds and meaning of words
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sounds 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 the vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through 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, for instance, to build sentences; and how these differ from or are similar to English

In Year 6, children will be inspired by learning about Spanish culture:

- Learning languages is fun – exploring Spanish idioms

In Year 6, the children will be taught to:

Curriculum Overview	Progression of skills	
Todo sobre los verbos <i>All about Verbs</i>	Vocabulary <ul style="list-style-type: none"> • Definition of 'infinitive' • Bank of Spanish infinitives • Use infinitives to talk about what you like / don't like doing • Use infinitives to say what you're going to do (in the future) 	Grammar <p>How to recognise an infinitive in English</p> <p>Spanish infinitives have one of three verb endings – er, ar, ir</p>

	<ul style="list-style-type: none"> • Definition of 'conjugating' verbs • Definition of 'regular' and 'irregular' verbs • Definition of 'tense' 	<p>I like /don't like + infinitive</p> <p>I'm going to + infinitive (to express intended action in the future)</p> <p>What it means to 'conjugate' a verb – acknowledge we do this in English all the time</p> <p>Compare conjugating verbs in English with Spanish – use of simplified verb tables</p> <p>Use of pronouns with verbs – compare usage with English</p> <p>Regular and irregular verbs – identify in English and Spanish</p>
	<p>Structures/Features</p> <p>Identify er/ir/ar endings on infinitives</p> <p>Function of dictionary to distinguish between nouns ending in eg, 'ar' (la mar – the sea) and infinitives ending in 'ar'</p> <p>Me gusta/no me gusta + infinitive</p> <p>Voy a + infinitive</p> <p>Use simplified verb tables to select correct form of verb depending on who is performing action (know they also show tenses)</p>	<p>Phonics/Graphemes</p> <p>Continue to embed correct pronunciation of all sounds</p>
<p>Mi personalidad My personality</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Adjectives to describe someone's personality • Describe what ourselves and others are like / not like 	<p>Grammar</p> <p>Verb ser 1st and 3rd person; focus on noun and adjective agreement</p> <p>Ser in negative 1st and 3rd person</p> <p>Complex sentence with 'y' and 'pero'</p> <p>Position of adjective after noun in a sentence</p>
	<p>Structures/Features</p> <p>Soy + adjective/ Él/ella es + adjective</p> <p>No soy + adj / Él/ella no es + adj</p> <p>Soy / Él/ella es + adj y adj, pero no soy /no es + adj</p>	<p>Phonics/Graphemes</p> <p>Continue to embed correct pronunciation of all sounds</p>

	Soy un/a chico/a + adj Él/ella es un/a chico/a + adj	
La hora <i>Telling the time</i>	Vocabulary <ul style="list-style-type: none"> Tell the time; quarter to and past and minutes to and past the hour Bank of verbs Describe daily routines – say what you do at different times of the day 	Grammar Compare telling the precise time in English to in Spanish Reflexive verbs – what they are / which we know from previous learning
Mi Rutina Diaria <i>Daily routines</i>		
Los Modismos Idioms	Vocabulary <ul style="list-style-type: none"> Definition of cognate / near cognate / false friend Bank of cognates / near cognates Definition of 'idiom' 	Grammar Know there are English / Spanish cognates, near cognates and false friends Recognise idioms can't be directly translated
Reflexionar sobre mi aprendizaje en español <i>Evaluating my Spanish learning</i>	Structures/Features Advantages and pitfalls of online translators – investigate cognates / near cognates. Compare with translating idioms Retrieval of past learning Making links / connections between areas of learning – what do we know? Assessment of learning Furthering /reinforcing learning through identifying mistakes / clarifying misunderstandings Moving on to high school – taking own learning forward; transferring knowledge and skills to a language other than Spanish	Phonics/Graphemes Continue to embed correct pronunciation of all sounds