Spanish



Haslingfield Endowed Primary School

Curriculum

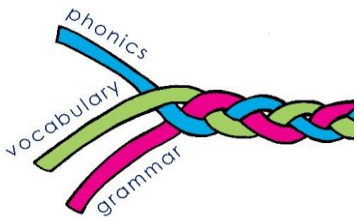
Our Spanish Curriculum

Intent

Curriculum intent

We teach our children Spanish to generate a fascination for words and how language works, a wider curiosity about the peoples and cultures of Spanish-speaking countries and the foundational knowledge to support confident communication in Spanish.

Essential Knowledge



We teach three core strands of essential knowledge:

1. Phonics – the key components of the sound-writing relationship
2. Vocabulary – a set of the most frequently used words
3. Grammar – the essential building blocks required to create simple sentences independently (including gender of nouns, singular and plural forms, adjectives (place and agreement), and the conjugation of key verbs)

Our Spanish curriculum is designed to enable our children to:

- Develop linguistic and communicative competence
- Extend their knowledge of how language works
- Explore similarities and differences between Spanish, any heritage languages our children have, and English

Implementation

Key Stage 2

In line with statutory expectations, we teach our Key Stage 2 children Spanish using the Kapow scheme of work. This ensures that all pupils at Key Stage 2:

- develop their interest in the language(s) and culture(s) of other countries.
- develop their practical communication skills by understanding and responding to both spoken and written language.
- understand basic grammar appropriate to the language studied.

This provides our children with a solid foundation for further language study at Key Stage 3.

Due to our mixed year groups Spanish is taught on a rolling programme; this ensures that there is no repetition of knowledge and allows mixed year group classes to learn cohesively together. There is a 2-year rolling programme for Key Stage 2.

Impact

Knowledge Acquisition

In line with the NC PoS, our children learn to:

- Listen and show understanding by joining in and responding
- Link the sound, spelling and meaning of words
- Read aloud with accurate pronunciation
- Read and show understanding of phrases and simple texts
- Speak in sentences
- Describe people, places, things in *speech* and *writing*
- Ask and answer questions
- Express opinions

Our children also learn key cultural and country-specific knowledge. For example, by the end of KS2, our children:

- can name and locate on a map countries where Spanish is spoken
- know the key geographical features of Spain and some other Spanish speaking countries, including continent, surrounding seas and oceans, main mountains and rivers, capital city
- know the name and some detail about at least one festival or tradition from Spain or Spanish-speaking countries.
- know at least one typical food from Spain.

Spanish Programme of Study

YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6

CYCLE A 2025-2026, 2027-2028			
	YEAR 3/4	YEAR 4/5	YEAR 5/6
Autumn 1	Year 3 Unit 1: Spanish greetings with puppets	Year 4 Unit 1: Dates in Spanish	Year 5 Unit 1: Describing friends and family in Spanish
Autumn 2	Year 3 Unit 2: Spanish numbers and ages	Year 4 Unit 2: Pets in Spanish	Year 5 Unit 2: Spanish portraits
Spring 1	Year 3 Unit 3: Shapes and colours in Spanish	Year 4 Unit 3: Weather in Spain	Year 5 Unit 3: Sports in Spanish
Spring 2	Year 3 Unit 4: Classroom objects in Spanish	Year 4 Unit 4: In a Spanish cafe	Year 5 Unit 4: Spanish food and drink
Summer 1	Year 3 Unit 5: Where do you live in Spain?	Year 4 Unit 5: Spanish celebrations	Year 5 Unit 5: A trip across Spain
Summer 2	Year 3 Unit 6: Journey around Latin America	Year 4 Unit 6: The Amazon Rainforest	Year 5 Unit 6: Saving South America

Spanish Programme of Study

YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6

CYCLE B 2026-2027			
	YEAR 3/4	YEAR 4/5	YEAR 5/6
Autumn 1	Year 4 Unit 1: Dates in Spanish	Year 5 Unit 1: Describing friends and family in Spanish	Year 6 Unit 1: Clothes in Spanish
Autumn 2	Year 4 Unit 2: Pets in Spanish	Year 5 Unit 2: Spanish portraits	Year 6 Unit 2: School life in Spanish
Spring 1	Year 4 Unit 3: Weather in Spain	Year 5 Unit 3: Sports in Spanish	Year 6 Unit 3: Household tasks in Spanish
Spring 2	Year 4 Unit 4: In a Spanish cafe	Year 5 Unit 4: Spanish food and drink	Year 6 Unit 4: Shopping in Spain
Summer 1	Year 4 Unit 5: Spanish celebrations	Year 5 Unit 5: A trip across Spain	Year 6 Unit 5: Free time in Spain
Summer 2	Year 4 Unit 6: The Amazon Rainforest	Year 5 Unit 6: Saving South America	Year 6 Unit 6: Maya city treasure hunt

Skills and Knowledge Coverage KS2

Knowledge Strands	Year 3	Year 4	Year 5	Year 6
Phonics	• To know the key phonemes that are represented by the following letters: a, e, i/y, o • To know the key phonemes that are represented by the following letters: u, c/z, ñ • To know the key phonemes that are represented by the following letters: g/j, rr • To know the key phonemes that are represented by the following letters: r, d • To know the key phonemes that are represented by the following letters: ll/y, b/v • To know the key phonemes that are represented by the following letters: k/c/qu • To know that some letters carry accents. • To know that a tilde is the wavy line over the 'n' (as in años) that' changes the pronunciation of the n from a hard sound to a softer 'ny' sound (as in canyon).	• To identify sounds created by linking some of the key phonemes: ei, ie, iu • To identify sounds created by linking some of the key phonemes: ia, io, ue • To identify sounds created by linking some of the key phonemes: ai, ui, oi,	• To know that phonic knowledge can be applied to pronounce unfamiliar words correctly.	• To know some rules for where to put stress on a word.

Grammar	• To know that every Spanish noun is either masculine or feminine. • To know that the gender affects the form of the indefinite article un or una. • To know that feminine nouns often (but not always) end in a and masculine nouns often (but not always) end in o. • To know that the ending of a noun can change when the noun is in the plural form. • To know that most nouns in Spanish become plural by adding an 's' at the end, as in English. • To know that most adjectives are positioned after the noun in Spanish e.g. un gato negro - a black cat. • To know some common verbs in the present tense. • To know that placing no before the verb makes it negative. • To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g. ¿Cuántos años tienes? and as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning e.g. ¡Muy bien! • To know that the word order is sometimes different in Spanish compared to English. • To know that we can use conjunctions such as y (and) and pero (but) to join clauses. • To begin to recognise some prepositions in Spanish.	• To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns and, la for feminine singular nouns. • To know that when talking about a plural noun in Spanish we use the definite article los for masculine plural nouns and las for feminine plural nouns. • To know how to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator. • To know that the ending of an adjective often changes according to the gender of the noun it describes • To know that a few adjectives can be positioned in front of the noun in Spanish e.g. bueno - un buen día, malo - hace mal tiempo, primero - el primer plato, tercero - la tercera persona, grande - el gran momento. • To know that the infinitive of a verb in Spanish e.g. comer (to eat) means 'to do something'. • To know that me gusta + infinitive of a verb describes what you like to do. • To know that the infinitive of all verbs in Spanish end in either -ar, -er or -ir. • To know that está is another way of saying 'it is' and is used to describe position. • To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the y (and) conjunction to say the equivalent	• To know that plural nouns referring to nouns of mixed gender always take the masculine form. • To know that I can use más or menos que to make comparisons e.g. Hay menos glaciares que antes - there are fewer glaciers than before. • To know whether to use the pronouns el 'he' or ella 'she' (or the gender neutral pronoun elle) when describing someone. • To know that the ending of an adjective often changes according to the gender and number of the noun it describes. • To know that the ending of verbs change according to the subject. • To know how to form the first person, second person and third person of the verb tener, llamarse and gustar • To know that we use the verb jugar (to play) with some sports and hacer (to make) with other sports • To know how to recognise the first person, second person and third person of common verbs. • To know the rules for forming the imperative form of regular verbs. • To know that when expressing likes and dislikes about a noun, me gusta is followed by the definite article (el or la) then the noun e.g. Me gusta el pescado. • To know that when expressing likes and dislikes about plural nouns, me gustan is followed by the definite articles (los or las)	• To know that if a word is plural, we cannot use un or una and instead use unos and unas (some). • To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes. • To know a range of prepositions to describe the position of objects. • To know that the way verbs change to match the pronoun is called conjugation. • To know the rules for conjugating a range of regular verbs in the present tense. • To know that some verbs do not follow regular patterns, such as tener (to have), ser (to be) and ir (to go). • To know that I can express preferences about two nouns by placing más/menos que between the two items being compared e.g. Me gusta la historia más que el arte. • To know that porque (because) can be used to extend a sentence and give a justification. • To know that demasiado, muy and bastante are all adverbs that are placed before an adjective to express its intensity e.g. es demasiado aburrido • To know that demasiado, muy and bastante are all adverbs that are placed before an

	• To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en tren - by train, whereas a is usually used when you are not getting into a form of transport e.g. a pie - on foot.	of 'thirty and one' e.g. treinta y uno. • To know that numbers such as dieciséis in Spanish are contractions of of diez and seis (ten and six) like veintiuno is a contraction of veinte and uno. • To know that hay can be used to mean 'there is' or 'there are'. • To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning. • To know that para is a preposition that, when followed by an infinitive, means ' in order to'.	then the noun e.g. Me gustan los tomates • To know that voy a + infinitive is a way of constructing the future tense as in 'I am going to do something.' • To know that there is no possessive apostrophe in Spanish but that to say 'my mother's father' the Spanish would say el padre de mi madre (the father of my mother). • To know that you can make a statement into a question simply by changing your intonation and punctuation e.g. ¿Tiene ojos azules? ¿Es Ana? • To know that some American and English words are borrowed by the Spanish such as el tenis and el beísbol. • To know that when the preposition a is followed by el, the contraction al is used e.g. juego al tenis.	adjective to express its intensity e.g. es demasiado aburrido • To know that there are four forms of the question word cuánto that changes according to whether the noun is singular feminine, masculine feminine,plural feminine and masculine feminine. • To know that some prepositional phrases can function as time adverbials e.g. durante el recreo - during the break.

Language Comprehension (Listening and Reading)	• Listening and responding to single words and short phrases. • Reading aloud some words from simple songs, stories and rhymes • Recognising some familiar Spanish words in written form. • Beginning to understand and notice cognates and near cognates. • Becoming familiar with format, layout and simple use of a bilingual dictionary. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary.	• Listening and responding to full sentences. • Beginning to notice common spelling patterns. • Following a short text or rhyme, listening and reading at the same time. • Recognising some familiar Spanish words when written in a short phrase • Identifying and discussing cognates and beginning to explore various language detective strategies. • Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using contextual clues and cues to gist and make predictions about meanings.	• Listening and selecting information from short audio passages to give an appropriate response. • Reading and responding to a range of authentic texts. • Identifying key information in simple writing. • Using a range of language detective strategies to decode new vocabulary including context and text type. • Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	• Listening and gisting information from an extended audio passage using language detective skills. • Beginning to predict spelling patterns. • Reading short authentic texts for enjoyment or information. • Identifying and extracting key information in a range of authentic texts. • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.
Language Production (Speaking and Writing)	• Asking and/or answering simple questions. • Forming simple statements with information including the negative. • Practising speaking with a partner. • Listening to songs and rhymes in Spanish, repeating sounds and phrases to develop pronunciation and intonation. • Using short phrases to give information. • Recognising and repeating phrases from familiar rhymes and songs. • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. • Recognising how intonation and gesture are used to differentiate	• Recognising and answering simple questions which involve giving personal information. • Beginning to form opinion phrases. • Using a variety of conversational phrases. • Listening to songs and rhymes in Spanish, repeating sounds and phrases to develop pronunciation and intonation • Using a model to form a spoken sentence. • Beginning to adapt phrases from a rhyme/song. • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. • Recognising how intonation and gesture are used to differentiate	• Forming a question in order to ask for information. • Presenting factual information in extended sentences. • Beginning to use conversational phrases for purposeful dialogue. • Beginning to predict spelling patterns • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply pronunciation rules	• Planning, asking and answering extended questions. • Developing extended sentences to justify a fact or opinion. • Engaging in conversation and transactional language. • Planning and giving a short oral presentation. • Modifying, expressing and comparing opinions. • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply pronunciation rules.

	between statements and questions. • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. • Introducing self to a partner with simple phrases. • Rehearsing and performing a short role-play. • Recalling and writing simple words from memory. • Experimenting with simple writing, copying with accuracy. • Recognising and using adjectives of colour and size.	between statements and questions. • Building confidence by repeating short phrases with increasing accuracy. • Introducing self to a partner with simple phrases. • Rehearsing and performing a short role-play. • Selecting and writing short words and phrases. • Making short phrases or sentences using a scaffold (e.g. word cards, knowledge organisers) • Using different adjectives, with correct positioning and agreement. • Choosing appropriate adjectives from a wider range of adjectives.	• Speaking and reading aloud with increasing confidence and fluency. • Creating and presenting a monologue, dialogue or role-play. • Giving a presentation drawing upon learning from a number of previous topics • Adapting model sentences to express different ideas • Writing a short text using a model or scaffold. • Using adapted phrases to describe an object or person. • Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.	• Speaking and reading aloud with increasing confidence and fluency. • Creating and presenting a monologue, dialogue or role-play. • Giving a presentation drawing upon learning from a number of previous topics. • Using existing knowledge of vocabulary and phrases to create new sentences. • Constructing a short text on a familiar topic. • Recognising and using a wide range of descriptive phrases.
Cultural Awareness	• To know that in Spanish there are formal and informal greetings. • To know about traditional festivals in Pamplona, Spain. • To know some playground games played in Spanish-speaking countries. • To know about the architecture of Barcelona and Granada. • To know the names of some of the cities in Spain. • To know that Spanish is spoken in different countries around the world. • To know the names of some Spanish-speaking countries in Latin America.	• To know some similarities and differences between birthday celebrations in the UK and Mexico. • To know some typical Spanish food and drink. • To know about the Spanish tradition of menú del día. • To know about some Spanish festivals that happen throughout the year. • To know that Sevillanas is a type of music and dance which originated in Spain. • To know some of the geographical features of Spain. • To know about the location and wildlife of the Amazon. • To know about different natural features of Peru.	• To know some traditional sports that are played in the Spanish-speaking world. • To know about the Cubist movement and key Cubist artists in Spain. • To know about the Ancient Maya civilisation and its traditions. • To know about some key Spanish cities and how to describe their location within Spain. • To know some important cultural landmarks in the Spanish-speaking world. • To know key geographical features of the South American continent. • To know about global environmental problems affecting South America.	• To know about a traditional Spanish market. • To know that the currency used in Spain is Euros and to recognise some of the notes and coins. • To know about typical seasonal activities in Spain. • To know about the cities of the Ancient Maya and their key landmarks.