

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b>Year 3 Curriculum Overview</b>		
<p>Learn sounds in Spanish - vowels first –then the complete alphabet. Explore the sound/written link through reading rhyming stories, singing songs and practising tongue twisters. Learn the numbers 1-10 and relate these to asking and giving their age. Learn how to greet people and ask/answer what their name is. Learn classroom-related nouns and instructions. Introduce the use of gender. Use the verb forms ‘tengo – I have’, ‘es – it is’ and the negative forms of these. Learn how to say Happy Christmas and some basic Christmas related vocabulary. Sing a simple Spanish Christmas song.</p>	<p>Build on greetings –asking/answering how they are feeling. Build a core vocabulary of common animals and colours. In this context, correctly use the articles (definite &amp; indefinite singular &amp; plural) and adjectives (learning correct positioning &amp; basic agreement).</p> <p>Use the key verbs are ‘es’ (he/she/it is), ‘son’ (they are), hay (there is/are). Revisit the negative (previously used with ‘tengo’). Start to use ‘también’ (also), ‘y’ (and) and ‘pero’ (but) to simply link ideas.</p>	<p>Revise numbers from 1-10. Introduce multiples of 10 up to 100 and relate these to 10 times tables. Learn names of the days of the week. Learn vocabulary for common fruits and vegetables. Apply learning from all three terms to understand, explore and retell a familiar story (The Very Hungry Caterpillar) in Spanish.</p>
<b>Year 3 “I can...” Statements</b>		
<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• I can accurately repeat the sounds in the Spanish alphabet</li> <li>• I can pronounce Spanish words clearly so they can be understood by others</li> <li>• I can ask others short questions (eg what their name is, or how old they are) and I can respond to these questions using a short sentence, or phrase</li> <li>• I can sing a short Christmas song</li> <li>• I can use el/la/un/una when I am saying a noun</li> <li>• I can listen carefully to simple songs and rhymes in Spanish and then join in</li> <li>• I can recognize and use the numbers from 1 -10</li> <li>• I can ask and answer a simple question about my age</li> <li>• I can respond to simple classroom instructions</li> </ul>	<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• I can pronounce Spanish words clearly so they can be understood by others</li> <li>• I can use a sentence, or short phrase, to respond to a question about how I am feeling</li> <li>• I can ask others how they are feeling, using a full sentence</li> <li>• I can simply describe a noun using the correct article and an agreeing adjective (in speaking)</li> <li>• I can understand simple spoken descriptions that use the vocabulary I have learnt</li> </ul> <p><b>Reading &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• I can read and understand simple descriptions that use the vocabulary I have learnt</li> <li>• I can simply describe a noun using the correct article and an agreeing adjective (in writing)</li> </ul>	<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• I can describe objects and characters from a book I have read using short phrases</li> <li>• I can speak in a full sentence, using words and grammatical structures from a book I have read as a scaffold</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• I can read and understand a short passage using familiar language</li> <li>• I can explain the main points in a short passage</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• I can write simple phrases from memory - based on what I have read</li> <li>• <i>I can use my knowledge of grammar to speak correctly</i></li> <li>• <i>I can use vocabulary introduced as part of the new topic</i></li> <li>• <i>I can use accurate pronunciation and intonation so others can understand what I am saying</i></li> </ul>
<b>Year 4 Curriculum Overview</b>		
<p>Revise known numbers and learn numbers from 11- 19. Apply known numbers to 2, 5, and 10 times tables. Revise days of the week and introduce months. Extend to dates. Revise asking/giving ages and extend to asking/saying when birthdays are. Wish each other a ‘Happy Birthday’ and sing the traditional Spanish ‘Happy Birthday’ song. Use new language to understand and create party invitations. Learn vocabulary for snack-foods and role play being in a café asking and responding to ¿Qué quieres? (What do you want? ) Broaden Christmas vocabulary and learn a short Christmas carol.</p>	<p>Learn vocabulary for the parts of the body. Build upon known adjectives to simply describe physical appearance (ensuring correct positioning &amp; basic agreement of adjectives). Learn some prepositions of place, Contextualise learning through songs (eg Head Shoulders, Knees and Toes), games (eg Simon Says and ‘Guess Who?’) Use this language to describe the work of famous Spanish artists (e.g. Picasso). Extend use of the verb ‘tener’ to the 3<sup>rd</sup> person when describing: ‘tiene’ he/she has/’tienen’ they have and confidently use ‘es’ (he/she/it is), ‘son’ (they are).</p>	<p>Introduce language for family members. Learn how to say 'Tengo un/una ..que se llama...' I have a ...called... Apply this also in the context of pets –revising and extending previously learnt animal vocabulary. Add adjectives for describing personality to those known for describing appearance. Contextualise learning in understanding, exploring and retelling the story, 'The giant turnip'. Revise and extend vocabulary for fruit and vegetables –substituting these for ‘turnip’ within their retelling of the story.</p>
<b>Year 4 “I can...” Statements</b>		

<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>I can use appropriate greetings (including Hello/Good morning/Good afternoon/ Happy Birthday/Happy Christmas)</li> <li>I can start to use a full sentence to answer questions such as how old I am or when my birthday is</li> <li>I can have a short conversation, (context: role-playing being in a café) saying 2 to 3 things</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>I can read and understand a simple menu -using food language I have learnt</li> </ul> <p><b>Listening &amp; Writing</b></p> <ul style="list-style-type: none"> <li>I can write words and phrases from memory (context: to record food ordered by customers in a café, or to compile a simple menu)</li> <li>I can write 2-3 short sentences (context: to create a simple invitation or greetings card)</li> <li><i>I can use my knowledge of grammar to speak correctly</i></li> <li><i>I can use vocabulary introduced as part of the new topic</i></li> <li><i>I can use accurate pronunciation and intonation so others can understand what I am saying</i></li> </ul>	<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>I can participate in songs and play games based on vocabulary naming parts of the body</li> <li>I can ask questions about a person’s appearance and understand the response (example context: ‘Guess Who?’)</li> <li>I can link several short sentences together to form a description of a person’s appearance (in speaking)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I can write one or more short sentences to describe a person’s appearance (example context: wanted poster)</li> <li>I can write phrases relating to a person’s appearance from memory</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>I can read and understand a short passage relating to a person’s appearance</li> <li><i>I can use my knowledge of grammar to speak correctly</i></li> <li><i>I can use vocabulary introduced as part of the new topic</i></li> <li><i>I can use accurate pronunciation and intonation so others can understand what I am saying</i></li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>I can use full sentences to name and describe members of my family and pets</li> <li>I can use full sentences to talk about characters and/or events in a story read with the class</li> </ul> <p><b>Listening &amp; Reading</b></p> <ul style="list-style-type: none"> <li>I can read and understand a short passage using familiar language (context: text based on a story shared with the class)</li> <li>I can explain the main points in a short passage (context: a text based on a story shared with the class)</li> <li>I can read a passage independently and</li> <li>use a bilingual dictionary or glossary to look up new words (context: a text based on a story shared with the class)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I can write phrases from memory (context: phrases relating to members of my family/pets/a story shared with the class)</li> <li>I can write 2-3 short sentences (context: relating to members of my family/pets/a story shared with the class)</li> <li><i>I can use my knowledge of grammar to speak correctly</i></li> <li><i>I can use vocabulary introduced as part of the new topic</i></li> <li><i>I can use accurate pronunciation and intonation so others can understand what I am saying</i></li> </ul>
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**Year 5 Curriculum Overview**

<p>Revise known numbers and extend learning to include numbers from 21- 99. Apply learning to 2, 3, 4, 5, 10 times tables. Ask for and give the time. Extend food and drink vocabulary. Learn how to say when mealtimes are and what they usually have. Express opinions on different food and drink –exploring the use of verb forms ‘me gusta/n’, ‘me encanta/n’ and the negative of these. Interpret and design menus or simple food / drink diaries. Continue to expand Christmas vocabulary and learn a new Christmas carol.</p>	<p>Revise vocabulary for parts of the body. Learn how to say My...hurts/ I have a sore... Link this to asking/answering how they are -engaging in a simple conversation of up to 4 exchanges. Learn vocabulary relating to school subjects and adjectives to describe their feelings about them. Give opinions on subjects, building confidence using ‘gustar’ (to like) &amp; ‘encantar’ (to love) and the negative of these. Give reasons for likes/dislikes, using 'porque' (because). Read, interpret and create school timetables.</p>	<p>Learn vocabulary relating tp talking about their interests –including sports they play and musical instruments. Extend their use of the verbs ‘gustar’ (to like) &amp; ‘encantar’ (to love) and the negative of these to talk about what others like/dislike. Revisit and add to adjectives already known for describing physical appearance and personality to talk about themselves and others. Contextualise this by describing characters from a story they have shared, explored and retold.</p>
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**Year 5 “I can...” Statements**

<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>I can hold a simple conversation with at least 2 exchanges (context: food and mealtimes)</li> <li>I can express my opinions (context: food and drink)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>I can understand a short story or factual text and note the main points (context: food and mealtimes)</li> <li>I can use the context to work out unfamiliar words</li> </ul> <p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>I can hold a simple conversation with at least 2 exchanges (context: responding to being asked how I am feeling and explaining I have a pain; talking about the school curriculum)</li> <li>I can express my opinions (context: curriculum subjects) and give explanations for them</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>I can understand texts and note the main points (eg school timetables, pupils comments about lessons)</li> </ul>	<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>I can hold a simple conversation with at least 2 -3 exchanges (context: my own and others’ interests)</li> <li>I can express my opinions (context: my interests)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>I can understand a short story or factual text and note the main points (context: people’s hobbies, a text related to a story shared)</li> <li>I can use the context to work out unfamiliar words</li> </ul> <p><b>Writing</b></p>
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<ul style="list-style-type: none"> <li>I can write a pair of related sentences (context: food/drink/mealtimes)</li> <li><i>I can use my knowledge of grammar to speak correctly</i></li> <li><i>I can use vocabulary introduced as part of the new topic</i></li> <li><i>I can use accurate pronunciation and intonation so others can understand what I am saying</i></li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I can use the context to work out unfamiliar words</li> <li>I can write words and phrases from memory (context: school timetable )</li> <li>I can write a minimum of two related sentences (context: the school day and my opinions on lessons)</li> <li><i>I can use my knowledge of grammar to speak correctly</i></li> <li><i>I can use vocabulary introduced as part of the new topic</i></li> <li><i>I can use accurate pronunciation and intonation so others can understand what I am saying</i></li> </ul>	<ul style="list-style-type: none"> <li>I can write two to three related sentences (context: hobbies, or a story shared)</li> <li><i>I can use my knowledge of grammar to speak correctly</i></li> <li><i>I can use vocabulary introduced as part of the new topic</i></li> <li><i>I can use accurate pronunciation and intonation so others can understand what I am saying</i></li> </ul>
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**Year 6 Curriculum Overview**

<p>Revise all numbers up to 100. Apply learning to counting in multiples of 2, 3, 4, 5, 6, 7, 8, 9, 10.</p> <p>Ask and answer questions about where they live. Learn key vocabulary to name places in the town and extend their knowledge of adjectives to describe features of towns/villages and to compare two contrasting locations. Use simple maps and pictures to give and follow directions within a town. Extend Christmas vocabulary, learn and perform a Christmas carol.</p>	<p>Learn vocabulary to talk about the weather. Describe geographical features of countries (eg rivers, mountains, beaches) and use compass directions to locate these features within countries. Explain which countries you would like/not like to visit and give reasons –revising structures and vocabulary from Year 5.</p> <p>Apply the language they know to describe holiday pictures and to read, understand and write holiday postcards.</p>	<p>Draw together all of their learning to engage in conversations with at least four exchanges all about themselves, their families, their likes and dislikes and where they live. Write a grammatically accurate introductory letter to a Spanish pen friend (which is at least five sentences in length).</p>
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**Year 6 “I can...” Statements**

<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>I can hold a simple conversation with at least 3 exchanges (context: asking for/giving directions; my home town; contrasting where I live with another location)</li> <li>I can give and follow clear directions</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>I can understand a short story or factual text and note the main points (context: home-towns, directions)</li> <li>I can use the context to work out unfamiliar words</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I can write a related sequence of 3-4 sentences (context: my home town)</li> <li><i>I can use my knowledge of grammar to speak correctly</i></li> <li><i>I can use vocabulary introduced as part of the new topic</i></li> <li><i>I can use accurate pronunciation and intonation so others can understand what I am saying</i></li> </ul>	<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>I can hold a simple conversation with 3- 4 exchanges (context: discussing where I would like to visit and why, describing features of locations)</li> <li>I can answer questions on information given orally as (context: an audio recording or video clip about unfamiliar locations)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>I can retrieve information from a short factual text and note the main points (context: write-ups on other countries/towns)</li> <li>I can use the context to work out unfamiliar words</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I can write a paragraph of 4-5 sentences (context: discussing where I would like to visit and why, describing features of locations)</li> <li><i>I can use my knowledge of grammar to speak correctly</i></li> <li><i>I can use vocabulary introduced as part of the new topic</i></li> <li><i>I can use accurate pronunciation and intonation so others can understand what I am saying</i></li> </ul>	<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>I can hold a simple conversation with at least 4 exchanges (context: telling a new Spanish friend all about myself: my name, age, birthday, where I live, my pets, brothers and sisters, my likes and dislikes relating to school subjects, interests and food)</li> <li>I can answer questions on information given orally (context: an audio recording or video clip about people’s interests/likes/dislikes/families)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>I can understand a short story or factual text and note the main points (context: letters from Spanish pen friends)</li> <li>I can use the context to work out unfamiliar words</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I can write a paragraph of at least 4-5 sentences (context: a letter telling a new Spanish friend all about myself: my name, age, birthday, where I live, my pets, brothers and sisters, my likes and dislikes relating to school subjects, interests and food)</li> <li><i>I can use my knowledge of grammar to speak correctly</i></li> <li><i>I can use vocabulary introduced as part of the new topic</i></li> <li><i>I can use accurate pronunciation and intonation so others can understand what I am saying</i></li> </ul>
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