

CURRICULUM INTENT: PREP SCHOOL CURRICULUM – SPANISH

NLGS intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

CURRICULUM IMPLEMENTATION: SPANISH

	AUTUMN TERM		SPRING TERM		SUMMER TERM		TRIPS AND EVENTS
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	I learn Spanish (E)	Vegetables (E)	Fruits (E)	Ice-Creams	My Family	In the classroom	

<p>Year 3 and 4 Knowledge (CYCLE 2)</p>	<p>-Pinpoint Spain and other Spanish speaking countries on a map of the world.</p> <p>-Ask and answer the question 'How are you?' in Spanish.</p> <p>-Say 'Hello' and 'Goodbye' in Spanish.</p> <p>-Ask and answer the question 'What is your name?' in Spanish.</p> <p>-Count from 1-10 in Spanish.</p> <p>-Say 10 colours in Spanish.</p>	<p>-Name and recognise up to 10 vegetables in Spanish.</p> <p>-Attempt to spell some of these nouns (including the correct article).</p> <p>- 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 of a particular vegetable or selection of vegetables.</p>	<p>-Name and recognise up to 10 fruits in Spanish.</p> <p>- Attempt to spell some of these nouns.</p> <p>- Ask somebody in Spanish if they like a particular fruit.</p> <p>- Say what fruits they like and dislike.</p>	<p>-Name and recognise up to 10 different flavours for ice creams.</p> <p>-Ask for an ice-cream in Spanish using 'quisiera'.</p> <p>-Say what flavour they would like.</p> <p>-Say whether they would like their ice-cream in a cone or a small pot/tub.</p>	<p>- Tell somebody the members, names and various ages of either their own or a fictional family in Spanish.</p> <p>- Continue to count in Spanish, reaching 100, enabling students to say the age of various family members.</p> <p>- Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish.</p> <p>- Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).</p>	<p>-Remember and recall 12 classroom objects with their indefinite article.</p> <p>- Replace an indefinite article with a possessive adjective.</p> <p>- Say and write what they have and do not have in their pencil case.</p>	
<p>Year 3 and 4 Skills</p>	<p><u>Listening</u> Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.</p>	<p><u>Speaking</u> Communicate with others using simple words and short phrases covered in the units.</p>	<p><u>Reading</u> Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p>	<p><u>Writing</u> Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p>	<p><u>Grammar</u> 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...'</p>	<p><u>Speaking</u> 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.</p>	
<p>Year 5 Knowledge</p>	<p>Do you have a pet?</p>	<p>The Date</p>	<p>My Home</p>	<p>Clothes</p>	<p>The Olympics</p>	<p>Romans</p>	

		<ul style="list-style-type: none"> - Remember, recall and spell the 7 days of the week. - Remember, recall and spell the 12 months of the year. - Remember, recall and spell numbers 1-31. -Use their knowledge of the days of the week, months of the year and numbers 1-31 to say the date. ☑ Use their knowledge of the months of the year and numbers 1-31 to say when their birthday is. 	<ul style="list-style-type: none"> - Say whether they live in a house or an apartment and say where it is. - Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. -Tell somebody in Spanish what rooms they have or do not have in their home. - Ask somebody in Spanish what rooms they have or do not have in their home. 	<ul style="list-style-type: none"> -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 increasing confidence. -Say what they wear in different weather/situations. - Describe clothes in terms of their colour and apply adjectival agreement. 	<ul style="list-style-type: none"> - Tell somebody in Spanish the key facts of the ancient Olympics. - Tell somebody in Spanish the key facts of the modern Olympic games. - Look for cognates and highlight key words when learning how to decode longer texts in gist listening and reading in Spanish. -Say the nouns in Spanish for 10 key sports in the current Olympic games. 	<ul style="list-style-type: none"> -Tell somebody in Spanish the key facts and key people involved in the history of the Roman Empire. -Say the days of the week in Spanish and learn how these are related to the Roman gods and goddesses. - Tell somebody in Spanish what the most famous Roman inventions were. - Learn what life was like for a rich and a poor child in Roman times. 	<p><u>Spanish brunch:</u> School provides some Spanish typical dishes for students practising ordering food and drinks at the restaurant.</p>
Year 5 Skills	<p>Listening 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.</p>	<p>Speaking Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p>Reading 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'.</p>	<p>Writing 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. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>Grammar Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</p>	<p>Grammar Understand better 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 EG: 'My blue coat'.</p>	
	At School	Healthy Lifestyle	At the Weekend	Habitats	Vikings	Me in the World	

<p align="center">Year 6 Knowledge (ACADEMIC TEACHING YEAR 3)</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Name and recognise 10 foods and drinks considered good for your health. - Name and recognise 10 foods and drinks not considered good for your health. - Say what activities they do to keep in shape during the week. - Say in general what they do to maintain a healthy lifestyle. - Learn how to make a healthy recipe in Spanish. 	<ul style="list-style-type: none"> - 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 conjunctions into their work. - Present an account of what they do and at what time at the weekend. 	<ul style="list-style-type: none"> - Tell somebody in Spanish some key facts about things that animals and plants need to survive in their various habitats. - Tell somebody in Spanish examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found. - Tell somebody in Spanish what types of plants and animals live in different habitats and what their particular adaptations are to best suit their environment. 	<ul style="list-style-type: none"> - Name in Spanish, the key periods in ancient Britain, in chronological order. - Describe themselves physically by pretending to be a member of a fictitious Viking family. - Describe their typical daily routine as either/both a Viking man and/or Viking woman using the first person singular (I ...), with an opportunity to move to third person singular (he/she). 	<ul style="list-style-type: none"> - 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. - That we can all help to protect our planet 	<p><u>Spanish brunch:</u> School provides some Spanish typical dishes for students practising ordering food and drinks at the restaurant.</p>
<p align="center">Year 6 Skills</p>	<p><u>Listening</u> 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.</p>	<p><u>Speaking</u> 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.</p>	<p><u>Reading</u> 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.</p>	<p><u>Writing</u> Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and</p>	<p><u>Grammar</u> Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).</p>	<p><u>Grammar</u> Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>	

				possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.			
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IMPACT: SPANISH

Spanish teaching supports learners to make progress and empower them to feel resilient and enthusiastic about learning the language. We want children to leave primary school with an interest and curiosity for learning a foreign language and with the skills to communicate effectively. Regular Spanish practise helps children become confident Spanish speakers and prepares them for a smooth transition to learn foreign languages at secondary school. As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.