

Spanish Curriculum Overview 2020 - 2021

The following curriculum overview may be subject to change



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception				Self family and friends Name and feelings. Numbers 1 – 5 Colours (azul, blanco, rojo, verde, amarillo) and colour song.	School Life Name and feelings. Fruits. Likes and Dislikes Colours (+ negro, naranja) Numbers 1 - 7	
Year 1	Focus on Catch Up curriculum	Can I talk about myself? Self, Family & Friends To use Spanish greetings Ask and say what you are called, how you are feeling and where you live. Count to 20 Listen and repeat words for body parts with accurate pronunciation. Show a physical response to questions. Say which colours you like. Join in with familiar words and repetitive elements in a story. Recognise and use phonemes 'j' and 'll'. Silent 'h'.	What can I find in my garden? The World Around Us (growing plants) Recognise, respond to and use greetings in Spanish Count to 20 and recall numbers out of sequence. Listen and pronounce words, showing understanding linked to the lifecycle of a plant accurately. Name items linked to the lifecycle of a plant. Listen and repeat words for items found in the garden. Listen and show understanding of words for items found in the garden.	What can I see on the farm? Animals and Home Environment (On the farm) Use Spanish greetings. Ask and say how you feel, what you are called, where you live and how old you are. Count to 20. Listen and show understanding of numbers out of sequence 1 – 20. Listen and repeat names for farm animals correctly. Listen, say and show understanding of words for farm animals.	Where can I go in town? Leisure (places in town) Name some places in the town and people who help us Listen and repeat words for places in town and some occupations with accurate pronunciation. Show an understanding and physical response. Read and pronounce words for places in town and some occupations with understandable accuracy. Read and show understanding of words for places in town and some occupations.	What's in the sea? Summer (Under the Sea) Listen and repeat words for sea creatures with accurate pronunciation. Listen and show understanding or words for sea creatures and give a physical response. Name sea creatures and their colours. Listen and respond to simple sea creature rhymes, stories and songs. Begin to recognise words for sea creatures in the written form and pronounce them accurately
Year 2	Focus on Catch Up curriculum	Who do I live with? Self, family and friends Use Spanish greetings. Ask and say what you are called, how you are feeling, where you live and how old you are. Listen and show understanding of classroom instructions and give a physical response. Listen and repeat some words for members of the family. Name some members of the family. Use numbers to say how many brothers and sisters you have. Join in with a song about the family. Join in with familiar words and repeated elements in a story about a family. Count forwards 1 – 20 and backwards 20 - 1 Recognise and use the phonemes 'an' and 'ez'.	What's in space? The World Around Us (Space) Use positive and negative sentences Count to 20 and count backwards from 10 -1 Listen and pronounce words linked to Space accurately. Listen and show understanding of words linked to Space. Name items linked to Space. Listen and join in with actions and familiar words in a story about Space.	What did the Very Hungry Caterpillar eat? Animals and Home Environment (The Very Hungry Caterpillar) Use negative sentences Listen and repeat and show understanding of new fruits and food items correctly. Name fruits and food items. Count to 20 Listen and join in with familiar words and repetitive elements in a story. Read carefully and show understanding of words, phrases and simple writing. Make links between phonemes, rhymes and spellings and read aloud familiar words.	What's the weather like today? Leisure (weather) Ask and say which colours and fruit you like. Use negative sentences Listen and repeat phrases for different types of weather with accurate pronunciation. Listen, give a physical response and join in with familiar parts of a story in a story about the weather. Read and show understanding of familiar single words and simple phrases about the weather. Read and recognise familiar words using knowledge of phonemes and pronounce when modelled.	What mini beasts can I find? Summer (Mini Beasts) Use Spanish greetings. Listen and pronounce words for minibeasts correctly. Listen and show understanding of words for minibeasts and give a physical response. Name minibeasts (from memory). Listen and join with actions and words for mini beast songs and weather rhymes. Count forwards to 20 and identify numbers out of sequence. (KS1-3) Read and pronounce words for minibeasts accurately. Read and show understanding of words for minibeasts. Copy minibeast words correctly.

<p>Year 3</p>	<p>Can I sing 'Heads, shoulders, knees and toes' in Spanish? Self, family & friends - (body parts)</p> <p>-To recognise the body parts involved in singing 'Heads, shoulders, knees and toes'. To recognise these written words and be able to match them with the correct body parts. To combine known language from prior topics to form descriptive phrases.</p>	<p>What's in my pencil case? School life - (classroom objects)</p> <p>-To be able to name the stationary found in a pencil case. To name objects that can be found in a school classroom. To be able to use the phrase 'hay' = there is, confidently and identify gendered nouns.</p>	<p>What's the weather like today? Weather & the world around us - (days & months)</p> <p>-To recognise the days of the week and the months of the year. To be able to describe some weather appropriate for the seasons.</p>	<p>Querida zoo – what's my ideal pet? Animals, home and environments - (describing animals)</p> <p>-To recognise familiar stories told in Spanish. To know some animal vocabulary. To use repetition of phrases to understand verbs and some given adjectives.</p>	<p>Which sports do I like? Leisure - (sports)</p> <p>-To describe preferences, explaining sports you like to do. To be able to give some opinions and learn some descriptive phrases and simple conjunctions.</p>	<p>What does a monkey like to eat? Summer – (exotic fruits & wild animals)</p> <p>To produce exotic fruit nouns and wild animal nouns. To write using a language scaffold. To join in with a story/act out a story and show understanding of words.</p>
<p>Year 4</p>	<p>What do I look like? Self, family & friends -(describing features)</p> <p>-To know how to describe your own features and that of a family member. To be able to match adjectives with the correct gender noun. To build up more descriptive vocabulary. To write in the first and third person.</p>	<p>What's my favourite subject? School life - (school subjects)</p> <p>-To know how to describe your lessons in school. To describe your preferences and what you are good at. To explain what time lessons are at by studying a timetable.</p>	<p>What's the weather like in Spring? The world around us – (weather)</p> <p>--To say what the weather is like in different months/seasons. Repeat, recognise and reproduce weather conditions. Use written and oral weather phrases accurately.</p>	<p>Where do the animals live? Animals and home environments - (animals habitats)</p> <p>-To be able to describe different habitats and some animals that live there. To know how to build simple sentences in the third person. To recognise and use the correct gender of nouns.</p>	<p>What do I do in my spare time? Leisure - (sports & hobbies)</p> <p>-To produce sports. To ask and say which sports you play or do and produce days of the week. To produce sentences using different verbs and hobbies.</p>	<p>What's on the menu? Summer – (drinks & snacks)</p> <p>-To repeat, recognise and produce hot and cold drinks and snacks. Ask for an item of food or drink. Listen and recognise how much an item costs. Ask and say how much an item costs in euros. Create a menu of drinks and snacks including prices.</p>
<p>Year 5</p>	<p>Doctor, can you help me? Body parts, illnesses, family – (describing ailments)</p> <p>-To recall parts of the body. To ask and answer questions about health and wellbeing, self and family. To read and recognise the written word and copy sentences containing familiar words about family members/ the body.</p>	<p>What should I wear? Clothing, time</p> <p>- To produce items of clothing. To ask and answer questions about what you are wearing. To show understanding of sentences regarding clothing and time. To recall and show understanding of colours including word order and agreement of adjectives. To describe school uniform including colours.</p>	<p>How am I going to get there? The world around us – (Transport)</p> <p>-To produce modes of transport. To ask and answer questions regarding reasons why we do/ don't use certain modes of transport. To read and recognise the written word and copy sentences containing familiar words regarding transport. To produce, show understanding, read and recognise adjectives linked to modes of transport. To write words and/or sentences about why we use certain modes of transport.</p>	<p>Which rooms are there in my house? Animals and home environments - (rooms of the house)</p> <p>-To produce rooms in the house. To ask and answer questions about rooms in the house. To read and recognise the written word and copy sentences containing familiar words regarding rooms in the house /home. To produce prepositions. To produce, show understanding, read and recognise prepositions linked to rooms in the house. To write words and/or sentences about rooms in the house and prepositions.</p>	<p>What hobbies do I like? Leisure -(hobbies/preferences)</p> <p>-Produce hobbies, new technologies and different types of television programmes. Ask and answer questions about hobbies. Show understanding and recognise different hobbies, new technologies and different types of television programmes. Read and recognise the written word and copy words or short sentences containing familiar words. Recognise connectives and verbs in the first person.</p>	<p>Where should I travel to? Summer - (countries & nationalities)</p> <p>-Produce countries, nationalities and colours of flags. Ask and answer questions about countries and nationalities. Show understanding of the agreement of adjectives with nationalities. Read and recognise the written word regarding countries and nationalities. Recall colours.</p>
<p>Year 6</p>	<p>Focus on Catch Up curriculum</p>	<p>What job do I want in the future? Self, family & friends - (jobs)</p> <p>-Produce names of family and professions orally and in writing including definite and possessive pronoun. Use first person of verb 'to have' to talk about feelings and illness. Listen and elicit meaning from a short paragraph about jobs. Write sentences/a paragraph about family and the jobs they do.</p>	<p>How do I get there in my city? The world around us -(my town & directions)</p> <p>-Use third person to give some information about others. Produce verbally names of places in a town/ directions/ prepositions. Talk in sentences about where you or someone else lives. Give directions using a range of phrases and sentences. Listen and show understanding of someone else giving directions.</p>	<p>Focus on SATs small group preparation</p>	<p>.What will I wear? Leisure – (Clothing & shopping)</p> <p>-To learn some new names for clothing items and use them in conversation and converse with others, giving likes and dislikes. To describe items of clothes, using adjectives. To learn some new names for shops and use them in conversation.</p>	<p>What should I order? Summer - (food and menus)</p> <p>-Speak in a paragraph about oneself and a third person. To recognise and produce the names of food and drink. To recognise and use the verbs 'To eat and to drink' in the first two pronouns and with the negative. To use adverbs in sentences about eating habits. To take part in a café role play expressing opinions.</p>