

Spanish Curriculum Overview 2023 - 2024

The following curriculum overview may be subject to change



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Can I sing 'Heads, shoulders, knees and toes' in Spanish?</p> <p>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?</p> <p>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 forecast?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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>
Year 4	<p>What do I look like?</p> <p>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?</p> <p>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>Can I compare the weather in winter and summer?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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>
Year 5	<p>Doctor, can you help me?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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>
Year 6	<p>What job do I want in the future?</p> <p>Self, family & friends - (jobs)</p>	<p>How do I get there in my city?</p> <p>The world around us -(my town &</p>	<p>Focus on SATs small group preparation</p>	<p>Focus on SATs small group preparation</p>	<p>What will I wear?</p> <p>Leisure – (Clothing & shopping)</p>	<p>What should I order?</p> <p>Summer - (food and menus)</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>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.</p> <p>Give directions using a range of phrases and sentences. Listen and show understanding of someone else giving directions.</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>-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>
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