



## Spanish Curriculum Overview – from 2027-28

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
	A	B	A	B	A	B	A	B	A	B	A	B
Year 3/4	Spanish Greetings (yr.3)	Welcome to Spain (yr.3)	Spanish Numbers and Ages (yr.3)	Shapes and Colours (yr.3)	Pets and colours (yr.4)	At the Spanish Market	Classroom Objects (yr.3)	Weather in Spain (yr.4)	Dates and birthdays (yr.4)	Spanish Celebrations (yr.4)	Journey Around Latin America (yr.3)	The Amazon Rainforest (yr.4)
Year 5/6	Describing family and friends (yr.5)	Favourite Foods (yr.5)	Spanish Portraits (yr.5)	Sports (yr.5)	Shopping in Spain (yr.6)	Clothes (yr.6)	Household Tasks (yr.6)	School Life (yr.6)	A trip across Spain (yr.5)	Free Time (yr.6)	Saving South America (yr.5)	Maya City Treasure hunt (yr.6)

### National Curriculum Subject Content

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes, link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhyme in the language.
- Broaden their vocabulary and develop their ability to understand new words that are being introduced into familiar written material, including through using a dictionary.
- Write phrases from memory and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or a similar to English.

### Progression of skills:

		<b>Year 3/4</b>	<b>Year 5/6</b>
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		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Speaking and Pronunciation</b>	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Asking and/or answering simple questions  Forming simple statements with information including the negative and help  Practicing speaking with a partner	Recognising and answering simple questions which involve giving personal information  Beginning to form opinion phrases  Beginning to use conversational phrases for purposeful dialogue	Forming a question in order to ask for information  Presenting factual information in extended sentences including justification	Developing extended sentences to justify a fact or opinion  Planning, asking and answering extended questions  Engaging in conversation and transactional language
	Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Using short phrases to give information  Beginning to adapt phrases from a rhyme/song	Using a model to form a spoken sentence  Speaking in full sentences using known vocabulary	Rehearsing and recycling extended sentences orally  Planning and presenting a short descriptive text	Planning and presenting a short text  Modifying, expressing and comparing opinions
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Repeating short phrases accurately, including liaison of final consonant before vowel  Listening and repeating key phonemes with care	Comparing sounds and spelling patterns with English  Listening and repeating further key phonemes with care	Using intonation and gesture to differentiate between statements and questions  Making realistic attempts at pronunciation of new vocabulary  Listening and repeating key phonemes with care applying pronunciation rules	Discussing strategies for remembering and applying pronunciation rules  Speaking and reading aloud with increasing confidence and fluency  Comparing and applying pronunciation rules or patterns from known vocabulary
	Present ideas and information orally to a range of audiences.	Introducing self to partner with simple phrases	Rehearsing and performing a short presentation	Adapting a story and retelling to the class	Giving a presentation drawing upon learning from a number of previous topics
	Describe people, places, things and actions orally and in writing.	Recognising and using adjectives	Choosing appropriate adjectives from a wider range of adjectives	Using adjectives with correct placement and agreement	Recognising and using a wide range of descriptive phrases

	<b>Year 3/4</b>	<b>Year 5/6</b>
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		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listening</b>	Listen attentively to spoken language and show understanding by joining in and responding.	<p>Listening and responding to single words and short phrases</p> <p>Following verbal instructions in French</p> <p>Responding to objects or images with a phrase or other verbal response</p>	<p>Identifying items by colour and other adjectives</p> <p>Listening and selecting information</p> <p>Using language detective skills to decode vocabulary</p>	<p>Listening and getting the gist of information from an extended text using language detective skills such as cognates</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language</p>	<p>Using prepositions to indicate the location of objects relative to something</p> <p>Understanding directional language and phrases and prepositions to describe how to get to places e.g. the route to school</p> <p>Recognising present and near future tense sentences (using aller + infinitive)</p>
	Explore the patterns and sounds of language through songs and rhymes, link the spelling, sound and meaning of words.	<p>Listening and identifying key words in rhymes and songs and joining in</p> <p>Beginning to identify vowel sounds and combinations</p> <p>Listening and noticing rhyming words</p>	<p>Listening to songs, joining in with songs and noticing sound patterns</p> <p>Noticing and beginning to predict key word patterns and spelling patterns</p>	<p>Matching unknown written words to new spoken words</p> <p>Recognising blends of sounds and selecting words to recognise common spelling patterns</p>	<p>Recalling and performing and extended song or rhyme</p> <p>Listening to stories, songs or texts in French</p>

		<b>Year 3/4</b>	<b>Year 5/6</b>
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		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Reading and Writing</b>	Read carefully and show understanding of words, phrases and simple writing.	Recognising some familiar words in written form	Noticing and discussing cognates and beginning to identify language detective strategies	Recognising features of different text types  Using a range of language detective strategies to decode new vocabulary including context and text types	Making increasingly accurate attempts to read unfamiliar words and phrases  Reading and using language detective skills to assess meaning including sentence structure
	Appreciate stories, songs, poems and rhyme in the language.	Reading aloud some words from simple songs, stories and rhymes	Following a short text or rhyme, listening and reading at the same time	Reading and adapting a range of different format short texts	Reading and responding to an extract from a story, an e-mail message or a song  Reading short authentic texts for enjoyment or information
	Broaden their vocabulary and develop their ability to understand new words that are being introduced into familiar written material, including through using a dictionary.	Beginning to develop dictionary skills  Identifying cognates and near cognates	Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words  Using cognates and near cognates along with other detective skills to get the gist of information	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words  Using contextual cues to get the gist and make predictions about meanings	Using a bilingual dictionary to select alternative vocabulary for sentence building
	Write phrases from memory and adapt these to create new sentences, to express ideas clearly.	Recalling and writing simple words from memory	Selecting and writing short words and phrases	Using existing knowledge of vocabulary and phrases to create new sentences  Completing a gapped text with key words/phrases	Choosing words, phrases and sentences and writing as a text or captions
	Describe people, places, things and actions orally and in writing.	Recognising and using adjectives of size and colour	Using adapted phrases to describe an object or person	Using different adjectives, with correct positioning and agreement  Using language of metaphor and comparison	Using a wide range of descriptive phrases  Recognising and using verbs in different tenses

		<b>Year 3/4</b>	<b>Year 5/6</b>
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		Year 3	Year 4	Year 5	Year 6
<b>Grammar</b>	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or a similar to English.	<p>Beginning to recognise gender of nouns, definite and indefinite article</p> <p>Identifying plurals of nouns</p> <p>Recognising adjectives and placement relative to the noun</p> <p>Beginning to understand that verbs have patterns</p> <p>Noticing the negative form</p> <p>Beginning to use prepositions</p>	<p>Using indefinite article in the plural form</p> <p>Recognising and using possessive adjective 'my' and pronouns he/she/it</p> <p>Recognising and beginning to apply rules for placement and agreement of adjectives</p> <p>Recognising and using the negative form</p> <p>Using prepositions</p> <p>Making comparisons of word order in French and English</p>	<p>Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'</p> <p>Applying placement and agreement rules for adjectives</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Exploring verbs in infinitive form</p> <p>Learning and using some high frequency irregular verbs e.g. to have, to be, to go</p> <p>Using comparative language</p>	<p>Accurately applying placement and agreement rules for adjectives</p> <p>Recognising and beginning to form some verbs in near future tense using aller</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Learning and using some coming irregular verbs e.g. faire 'to make/do'</p> <p>Understanding how word order differs between French and English</p> <p>Identifying word classes within a sentence</p>

	Year 3/4		Year 5/6	
	Year 3	Year 4	Year 5	Year 6
<b>Intercultural Understanding</b>	<p>Recognising different languages are spoken in the community/word</p> <p>Showing awareness of the capital and identifying some key cultural landmarks</p> <p>Recognising cultural similarities and differences between customs and traditions of France and England</p>	<p>Comparing schools and celebrations between France and UK</p> <p>Comparing shops and high streets of France and UK</p> <p>Recognising and using Euro currency</p> <p>Identifying some French speaking countries</p>	<p>Identifying and locating other countries in the world where French is spoken</p> <p>Comparing geographical features and climates of different French speaking countries</p>	<p>Learning about France's sporting culture and events</p> <p>Asking questions and making insightful commentary on cultural differences, including some idea of stereotype</p>