



Spanish scheme of work

Christian values underpinning learning: To develop a life of faith in God and **respect** for the dignity of all human beings; to nurture **resilient** thinkers rather than mere reflectors of others' thoughts; to promote **compassion, co-operation** and **happiness** through loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

Czech Proverb: 'You live a new life for every language you speak. If you only know one language, you only live once.'

Intent

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum. In addition, teachers make sure the content is relevant and stimulating. We believe that all children are entitled to receive a high-quality of education regardless of their needs or disabilities. Teachers will ensure that all pupils needs are identified and reviewed regularly, and that appropriate support is put in place. We work in collaboration with the children's parents, external agencies and other professionals to ensure that there is a collaborative approach to supporting our pupils with SEND. Teachers will provide a learning environment that is tailored to the needs of all pupils including those with additional needs. It is our intention that our children will be equipped with the skills needed to become independent learners, both inside and outside of the classroom. All pupils should expect to receive an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful transition into secondary school and then adulthood.

Our Spanish curriculum has been developed because we believe:

- ***Languages open us up to other cultures***
- Languages help children to understand what it means to be a global citizen
- In the importance of tolerance and understanding
- It helps to deepen our understanding of the world

- Learning additional languages at a young age expands the brain’s ability to learn in other areas
- EAL children have an opportunity to be successful learners straight away
- It gives us the ability to communicate where otherwise we may have been unable
- It helps break down language into component parts – root words from other languages help us understand our own better
- A step-by-step approach to teaching with an emphasis on phonics of the language taught (both written and verbal) is the best way to learn a new language

Implementation

All pupils including those with SEND will be provided with high quality teaching and resources adapted to meet their individual needs. Where appropriate, pupils may be supported 1:1 or in a small group to enable them to access the curriculum.

Spanish is taught as a discrete lesson in years three to six. The Twinkl curriculum is used to ensure progression. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. New vocabulary is displayed in the classroom for children to refer to. Accurate pronunciation is encouraged, and audio files recorded by native Spanish speakers are available as a guide for teachers.

Subject overview:

Year A

Class	Autumn Term	Spring Term	Summer Term
Class 3 (Y3/4)	Meet and greet: basic greetings; question and answer greetings; What is your name?; Numbers to 10; How old are you?; correct pronunciation of different consonant sounds	My body: Classroom instructions; action words; body parts; clothing; colours; grammar – singular and plural words/phrases, feminine and masculine words, verb tenses	Time to eat: food (inc. asking for food); colours (inc. grades of colours – light, dark, etc); flavours; o’clock times; what do you like?; grammar – singular and plural determiners, position of adjectives
Class 4 (Y5/6)	Shopping: fruit and vegetables; clothes; shops; likes/dislikes; how	My routine: what time is it?; my day (daily routines); what’s on TV?; school	Free time: months of the year; seasons; the weather; sports;

	much...?; masculine/feminine singular/plural nouns; adjectives	subjects; days of the week; numbers (time related)	likes/dislikes; holiday destinations; family members
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Year B

Class	Autumn Term	Spring Term	Summer Term
Class 3 (Y3/4)	<i>The people around me:</i> Meet my family; pets; the Spanish alphabet; How do you spell/write...?; grammar – Here is/are, conjugating verbs	<i>All about school:</i> what’s in the classroom?; PE lessons; what’s in your pencil case?; what do you like to do?; areas in the school	<i>Tell me when:</i> numbers to 30; months of the year; birthdays; days of the week; calendars; Spanish festivals; grammar – dates (use cardinal numbers), the verb ‘to be’
Class 4 (Y5/6)	<i>The way we look:</i> body parts; clothes; hair and eyes; what are you doing?; how are you?; conjugating verbs	<i>Eating out:</i> drinks; food; breakfast; what would you like?; what time...?; likes/dislikes	<i>In the classroom:</i> classroom objects; shapes; where is...?; subjects; please can I....?; favourite subjects

Impact

As a result of the provision above, all pupils including those with SEND will develop confidence and resilience in the classroom and will demonstrate high levels of engagement. All pupils will make progress from their starting points. They will develop both as independent and interdependent learners.

Long Term:

Using the full range of resources, including display materials, will increase the profile of languages across the school. The learning environment will be consistent with key Spanish vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through the use of language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that Spanish is loved by teachers and pupils across the school, therefore encouraging them to embark on further language studies. Impact can also be measure through key questioning skills built into lessons, child-led assessment such as success criteria, and summative assessments aimed at targeting next steps in learning.

Assessment in Spanish:

- Pupil voice: children will complete a jigsaw target grid as they complete each unit. This will be based on their own assessment of their progress.
- In the moment formative assessment will be carried out in each lesson and feedback given verbally to children to support them with their knowledge, understanding, pronunciation, etc.
- Teachers will collate their own all/most/some grid at the end of each unit as a summative assessment.

Role of the co-ordinator:

- Highlight/celebrate successes
- Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support to colleagues