



Languages Curriculum KS2

Key Stage 2

The KS2 language curriculum is structured, using three strands: Phonics, Vocabulary and Grammar. Across the Key Stage pupils will build knowledge across these strands enabling pupils to develop their skills of 'Language comprehension' (Listening and Reading) and 'Language production' (Speaking and Writing).

Pupils will also develop cultural awareness which is an important element of language learning. Throughout the Key Stage pupils will explore Spanish culture, including cuisine, etiquette and geography.

Year 3/4

Cycle one

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Spanish Greetings with Puppets Using puppets to practise a variety of Spanish greetings, children learn how to introduce themselves and say how they are feeling. They perform a finger	Spanish Numbers and Ages Through playing traditional Spanish counting games, children learn the numbers from one to twelve. They discover how to give their age in	Shapes and colours in Spanish Taking inspiration from mosaic art of Barcelona and Granada, children describe different shapes and colours and learn about the position of adjectives in relation to nouns in	Classroom objects in Spanish By playing call and response games, children learn to give and understand some basic classroom instructions. They learn the	Where do you live? Looking at a map, children identify different cities in Spain and learn to correctly pronounce their names in Spanish. They deduce the names for different	Journey around Latin America Following in the footsteps of Oscar the Bolivian bear, children look at a map of Latin America and identify different places, describing their location using the points of a compass.



Languages Curriculum KS2

	rhyme based on a Spanish puppet festival tradition	Spanish and ask others how old they are.	Spanish.	vocabulary for classroom items found in their school bag, and discover that every Spanish noun is either 'masculine' or 'feminine'.	types of home and learn to ask and respond to questions about where they live. Children use a bilingual dictionary to find new vocabulary to create their own sentences.	They find out the vocabulary for different forms of transport before designing and describing a route around the region, detailing how they will travel to each place
Knowledge Pupils will ...	learn that in Spanish there are formal and informal greetings learn to listen and respond to single words and short phrases. practise speaking with a partner.	learn to notice rhyming words when joining in with song begin to notice common spelling patterns learn to know some playground games played in Spanish-speaking countries.	learn that most adjectives are positioned after the noun in Spanish e.g. un gato negro learn to recognise and use adjectives of colour and size.	begin to show an understanding that every Spanish noun is either masculine or feminine begin to recognise some prepositions in Spanis build confidence by repeating short phrases with increasing accuracy.	experiment with simple writing, copying with accuracy become familiar with format, layout and the simple use of a bilingual dictionary learn the names and locations of some of the cities in Spain.	learn that en is usually used as a preposition when the mode of transport is something you get into e.g. en tre learn that Spanish is spoken in different countries around the world.
Skills Pupils will ...	Match text with pictures	Attempt new words using phonic and whole word	Use a range of adjectives, e.g. size, colour	Understand masculine/feminine/neuter as applicable	Use a bilingual dictionary	Pinpoint specific words in sentences



Languages Curriculum KS2

	Answer a range of familiar questions	knowledge Identify numbers out of sequence	Use simple descriptive language when speaking	Make several exchanges using a model to help	Write short sentences on familiar topics with some mistakes with the support of prompts	Attempt new words using phonic and whole word knowledge
Key vocabulary	<p>¡Hola! Buenos días. Buenas tardes. Buenas noches. Adiós. ¿Cómo te llamas? Me llamo ¿Qué tal? muy Bien mal fantástico ¿Y tú? Sí No</p> <p>Hello! Good morning. Good afternoon. Goodnight. Goodbye. What's your name? ' My name is... How are you? very good bad Fantastic And you?</p>	<p>cuántos años tengo / tienes más menos ¿Cuántos años tienes? Tengo...años. uno dos tres cuatro cinco seis siete ocho nueve diez once Doce</p> <p>how many years I have / you have more / add less / minus How old are you? I am ... years old. One two</p>	<p>¿Qué es esto? Es un ... ¿Qué color es? y amarillo Azul blanco naranja negro rojo Verde violeta</p> <p>What is this? It is a ... What colour is it? And yellow blue white orange black red green purple</p>	<p>no tengo una y pero en mi ¡Escuchad! ¡Mirad! ¡Hablad! ¡Leed! ¡Abrid! ¡Cerrad! ¡Sentaos! ¡Levantaos! ¿Qué tienes...?</p> <p>I don't have Indefinite article 'a' for feminine nouns and but in my Listen! Look! Speak! Read! Open! Close!</p>	<p>dónde vivo vives ¿Dónde vives? Vivo en ...</p> <p>Where I live You live Where do you live? I live in...</p>	<p>voy vas a está ¿Adónde vas? ¿Cómo vas? Voy en/a lunes martes miércoles jueves viernes sabado domingo</p> <p>I go you go to it is (position) Where are you going (to)? How are you going? I'm going by ... Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p>



Languages Curriculum KS2

	Yes No	three four five six seven eight nine ten eleven twelve		Sit down! Stand up! What do you have?		
Cycle two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



Languages Curriculum KS2

Topic	<p>Dates in Spanish</p> <p>Mastering the numbers to 31 and the months of the year, children learn to say the date.</p> <p>Children learn about some of the country's biggest festivities and the dates they occur.</p> <p>They learn to ask and answer the question, 'When is your birthday?' and find out about some Mexican birthday traditions.</p>	<p>Pets in Spanish</p> <p>Listening to a song about pets, children learn the names of different animals.</p> <p>They develop their knowledge of adjectives and describe the characteristics of different animals when writing a fun story about a visit to a pet shop.</p> <p>Children round off the unit by performing their stories to a small audience.</p>	<p>In a Spanish cafe</p> <p>Reading and creating typical Spanish café menus, the children learn to order food and drink and role-play conversations between waiting staff and customers.</p> <p>When practising and performing these role plays, the children evaluate and improve their conversations, making them sound as natural as possible.</p>	<p>Spanish celebrations</p> <p>Listening to a range of musical genres, children express their musical preferences.</p> <p>They use a variety of verbs to describe activities they enjoy doing during different celebrations.</p> <p>They explore some key festivals in Spain and then compare and contrast how celebrations are carried out in both Spain and the UK.</p>	<p>Weather in Spain</p> <p>Learning phrases for different types of weather and identifying different locations using compass points, children prepare and present a weather forecast for each day of the week.</p>	<p>The Amazon Rainforest</p> <p>Journeying from the source of the Amazon River in the Peruvian Andes to its mouth in the Atlantic Ocean, children identify the geographical features they encounter along the way and immerse themselves deep into the sights, sounds and people of the Amazon rainforest.</p>
Knowledge Pupils will ...	learn that when building 2-digit numbers above 30 (excluding the	choose the appropriate adjectives from a wider range of	learn how to rehearse and perform a short role-play using the	learn about different Spanish festivals that happen throughout the year and	learn the vocabulary needed to discuss the weather	identify key issues that affect the Spanish-speaking worl



Languages Curriculum KS2

	<p>multiples of 10, we use the y (and) conjunction to say the equivalent of 'thirty and one' e.g. treinta y uno</p> <p>learn some similarities and differences between Mexican and British birthday celebrations and learn the vocabulary needed to talk about their birthday</p>	<p>adjectives to describe different animals</p> <p>also learn to form opinion phrases about the topic they are studying</p> <p>learn to write a small story using some spanish words and perform this to their peers.</p>	<p>vocabulary they are learning</p> <p>learn to recognise typical Spanish food and drink</p> <p>learn how to write their own menu using taught vocabulary as independently as possible</p>	<p>compare these with British festivals they know</p> <p>learn flamenco is a type of music and dance which originated in Spain and explores some flamenco movements</p> <p>learn that 'me gusta' and infinitive of a verb describes what you like to do</p>	<p>compare the weather between Spain and the UK</p> <p>learn to perform to their peers a weather forecast using phrases they have learnt throughout the topic</p>	<p>learn about the Amazon rainforest and what they might see and hear</p> <p>understand how to describe some of the things they would find in the rainforest and discuss this with their peers</p>
<p>Skills Pupils will ...</p>	<p>Convey information clearly</p> <p>Identify numbers out of sequence</p>	<p>Use simple descriptive language when speaking</p> <p>Write simple short sentences from memorised language</p>	<p>Take part in brief exchanges</p> <p>Sort words into categories</p>	<p>Attempt to add detail in short sentences</p>	<p>Say a few short sentences on a rehearsed topic</p> <p>Follow directional phrases</p>	<p>Attempt new words using phonic and whole word knowledge</p>
<p>Key vocabulary</p>	<p>cuándo mi tu cumpleaños el de ¿Qué mes es? Es...? Sí./No.</p>	<p>pequeño /a grande lento/a rápido/a travieso/a obediente mono/a</p>	<p>quiero quieres beber comer para por favor gracias</p>	<p>me gusta no me gusta hacer bailar escuchar música cantar comer tarta</p>	<p>tiempo hace hoy el norte el sur el este el oeste ¿Qué tiempo hace</p>	<p>hay mucho muy vamos Vamos a caminar. ¿Dónde está? Está en el norte etc.</p>



Languages Curriculum KS2

<p>¿Cuál es la fecha? ¿Cuándo es tu cumpleaños? Mi cumpleaños es el 4 de diciembre. ¿Cuándo es el día de San ...? Cumplo... años.</p> <p>when my your birthday the of What month is it? Is it...? Yes./No. What is the date? When is your birthday? My birthday is the 4th of December. When is St ...'s day? I am turning ... years old.</p>	<p>feroz tranquilo/a energético/a amistoso/a tímido/a ¿Tienes una mascota? Tengo un/una ...</p> <p>small big slow fast naughty Obedient Cute fierce calm energetic friendly shy Do you have a pet? I have a ...</p>	<p>con ¿Qué quieres beber/comer? Quiero ... ¿Y para comer? Aquí tienes primer plato segundo plato ¡Qué aproveche!</p> <p>I want you want to take (to drink) to eat for /in order to please Thank you with What do you want to drink/eat? I want ... And to eat? Here you are. first course second course Enjoy your meal!</p>	<p>beber jugar salir dibujar correr hacer una fiesta Romper una piñata Tocar la guitarra ¿Qué te gusta hacer el día de tu cumpleaños? Me gusta bailar.</p> <p>I like I don't like to do to dance to listen to music to sing to eat cake to drink to play to go out To draw to have a party to make a piñata To play the guitar What do you like to do on your birthday? I like to dance.</p>	<p>hoy?</p> <p>weather make/do today it is in ... the North the South the East the West What's the weather like today?</p>	<p>there is/are alot very we are going We are going to walk. Where is it? It's in the north.</p>
---	---	--	--	--	---



Languages Curriculum KS2

Year 5/6						
Cycle one						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Describing family & friends Looking at a family tree, children find out the vocabulary for different family members and describe the relationship between each of them. They use verbs in the third person singular to write a detailed description of a family member or friend outlining key information about them.	Spanish Portraits Deducing the vocabulary for describing facial features, children apply their knowledge of noun-adjective agreement to plural nouns. They find out about some famous Spanish cubist artists and create portraits in the cubist style, before describing the faces in their portraits	Sports in Spanish Learning vocabulary to describe different sports, the children ask and answer questions about sports they practise. They read and then follow instructions to play the Maya ball game before creating their own original ball game. Using the imperative form of some regular verbs, the children write a set of instructions to accompany their new game.	Spanish food and drink Learning the vocabulary for different types of food, children express likes and dislikes with both singular and plural nouns. They sort the different food items onto the correct part of the food pyramid, Recognising the need for a balanced diet. Children create a recipe.	A trip across Spain Discovering the famous pilgrimage route across Spain to the city of Santiago de Compostela, The children learn to say where they are going and what they are going to do.	Saving South America Touring the South American continent, children explore its diverse wildlife and examine the environmental impact of deforestation and climate change in the region. Children create a poster which outlines the environmental changes that have happened using comparative sentences and make a pledge to help stop
Knowledge Pupils will ...	learn vocabulary for family members	know different Spanish cubist artists	learn to recognise traditional sports that	understand how to compare eating	learn about a famous pilgrimage.	learn to compare geographical features



Languages Curriculum KS2

	<p>practise writing a short description using word and phrase cards to model or scaffold their ideas</p> <p>understand that there is no possessive apostrophe in Spanish but that to say 'my mother's father' the Spanish would say el padre de mi madre (the father of my mother)</p>	<p>and compare these to other artists they know</p> <p>learn the vocabulary for different facial features and use these when speaking/writing about their own art to their peers or staff</p>	<p>are played in the Spanish-speaking world</p> <p>understand that we use the verb jugar (to play) with some sports and hacer (to make) with other sports</p> <p>learn to play a traditional Spanish game with their peers</p>	<p>habits between Spain and the UK</p> <p>learn the vocabulary for some foods and how to tell someone if they like or dislike something</p> <p>understand how to create a recipe and make it</p>	<p>Pupils will begin to use conversational phrases for purposeful dialogue</p> <p>learn how to say where they are going and what they are doing</p>	<p>and climates between South America and the UK</p> <p>learn to recognise the effects of climate change in some Spanish speaking countries.</p>
<p>Skills</p> <p>Pupils will ...</p>	<p>Describe people, places, things and actions</p> <p>Adapt and uses learnt phrases</p>	<p>Ask and answer questions using previously learnt vocabulary</p>	<p>Describe people, places, things and actions</p>	<p>Understand a range of expressions and adjectives relating to likes and dislikes</p>	<p>Initiate short conversations in pairs</p>	<p>Agree and disagree with statements</p> <p>Identify the type of authentic text heard, e.g. conversation, weather forecast</p>
<p>Key vocabulary</p>	<p>mi quién se llama tiene vive en le gusta soy</p>	<p>los ojos el pelo calvo castaño rubio corto largo</p>	<p>deporte juego al/a la juegas al/a la juega al/a la hago haces hace anotar</p>	<p>Me gustan los/las mezcla echa bate Deja</p> <p>I like + plural</p>	<p>caminar dormir ver descansar ir</p> <p>Voy a + infinitive</p>	<p>más Creo que... En mi opinion ... El/la (noun) es más (adjective) que (noun). e.g. La rana es más pequeña que el</p>



Languages Curriculum KS2

	<p> éll ella elle pintar dormir lavar los platos limpiar cocinar leer libros ver la tele escribir ¿Quién es? Este/a es mi... Es el padre de mi madre. ¿Tienes hermanos? Soy hijo/a único/a. my (singular) who he/she is called he/she has he/she lives in he/she likes I am he she they (a gender neutral pronoun used by some Spanish speakers) to paint to sleep to wash the dishes to clean to cook to read books </p>	<p> liso ondulado rizado lleva gafas. Eyes hair bald brown/chestnut blond short long straight wavy curly She/he wears glasses. </p>	<p> animar atrapar botar cabecear golpear lanzar meter patear rodar ¿Juegas al/a la...? ¿Haces ...? sport I play you play he/she plays I do you do he/she does to score to encourage to catch to bounce to head to hit to throw to get (in) to kick to roll do you play...? do you do...? </p>	<p> the (definite article for m. and f. plural) mix put in stir leave </p>	<p> to walk to sleep to see to rest to go I am going to + infinitive </p>	<p> jaguar. Hay mas (noun) que (noun). e.g. Hay menos jaguars que monos. more (adjective) I think that... In my opinion... The (noun) is more (adjective) than (noun). e.g The frog is smaller than the jaguar. There is/are more (noun) than (noun). e.g. There are less jaguars than monkeys. </p>
--	--	---	--	---	---	---



Languages Curriculum KS2

	to watch the tv to write Who is it? This is my... It's my mother's father Do you have any brothers or sisters? I'm an only child					
Cycle two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



Languages Curriculum KS2

Topic	Clothes in Spanish Consolidating their knowledge of colours and learning vocabulary for items of clothes, and adjectives to describe styles, children describe different outfits that people are wearing. With an emphasis on the accuracy of the adjectival agreement, the children use dictionaries to check the gender of nouns and the correct form of the adjective.	School life Learning the names of school subjects in Spanish, children express likes and dislikes about them. They use a variety of adjectives to give their opinions about school subjects and, after answering a school survey, the class constructs their own ideal school day timetable. Finally, the children write a letter to their teacher to describe their perfect day.	Household tasks in Spanish Designing their own robot to complete jobs around the house, children describe its features and advertise the robot by using sentence builders and adapting statements to make them more persuasive. They practise giving their opinions about household tasks and justifying their opinions.	Shopping in Spain Visiting a Spanish market, children describe the name and location of the different market stalls. They play a fun board game to practise their transactional language and apply their knowledge of larger numbers and handling money.	What I do in my free time Describing what they like to do in their free time, children use adjectives to give reasons for their preferred activities. They deduce the names of different places in a town and describe where they are going and why they want to go there. Children compare free time activities and state which option they prefer.	Maya city treasure hunt Exploring an ancient Maya city, children identify different buildings and their location using a range of prepositions. Children build their own model of an ancient Maya city and write a detailed description of it applying all the new language learnt. They read a map and decipher clues to seek out the ancient Maya treasure.
Knowledge Pupils will ...	recap their knowledge of colours and begin to put these words into descriptive sentences to describe different clothing. learn about different styles and traditional	begin to develop extended sentences to justify a fact or opinion. learn the similarities and differences between Spanish and UK schools and begin to discuss this using learnt	learn to design their own robot to do household tasks and use previously learnt vocabulary to write sentences describing their robot. learn to give opinions when speaking to their peers discussing	learn about & compare shops and markets of Spain and UK. learn that the currency used in Spain is Euros and to recognise some of the notes and coins.	learn to know that porque (because) can be used to extend a sentence and give a justification learn the vocabulary to discuss free time activities and be able to state which	learn to recognise and use a wide range of descriptive phrases. learn some important cultural landmarks in the Spanish-speaking world. learn prepositional vocabulary and begin



Languages Curriculum KS2

	clothing worn in Spanish culture and compare this with traditional clothing in the UK.	vocabulary. learn to write a letter using the Spanish vocabulary they know trying to use the correct grammar.	household tasks.	learn to use their speaking skills to role play transactions with one another.	activity they prefer in conversation with others.	to use this when speaking and writing.
Skills Pupils will ...	Extend a description, e.g. a blue jumper for cold weather Take part in simply structured conversation	Agree and disagrees with statements Write the word order in simple sentences correctly	Include cohesive devices in simple sentences correctly, e.g. conjunctions Describe people, places, things and actions	Construct larger numbers correctly when speaking Understand the main points from speech which contains some unfamiliar language	Initiate short conversations in pairs Understand a range of expressions and adjectives relating to likes and dislikes	Find new vocabulary using dictionaries or glossaries Understand cultures other than their own
Key vocabulary	unos/unas porque deportivo cómodo suelto bonito elegante impermeable formal tradicional ¿Qué lleva? some because sports comfortable loose/baggy	encantar ser son ¿Por qué? divertido aburrido lógico interesante útil inútil fácil Difícil to love to be they are Why?	bastante demasiado peligroso desagradable Para quite too dangerous unpleasant in order to / for	¿Cuánto/a/os/as? kilo algo euros aquí al lado de enfrente de atrás de entre ¿Cuánto/a/os/as quieres? Un kilo de... ¿ Cuánto es? Es... euros. ¿Dónde está la panadería?	tiempo libre ir ¿Qué te gusta hacer en tu tiempo libre? Me gusta ir al/a la...porque me gusta + infinitive ... Me gusta + infinitive más que + infinitive Free-time to go What do you like to do in your freetime? I like to go to the ... because I like to... I like to ... more than	llego a la izquierda a la derecha cerca de lejos de encima de debajo de sigue todo recto para toma la primera la segunda un paso atrás al frente Aquí hay... ¿ Cómo llego...?



Languages Curriculum KS2

	pretty elegant/stylish/smart waterproof formal traditional What is he/she wearing?	fun boring logical interesting useful useless easy difficult		Está aquí . Está enfrente de la carnicería. How much/ many? kilo something euros here next to the ... opposite behind between How much/many do you want? A kilo of ... How much is it? It's...euros. Where is the bakery? It's here. It's in front of the butcher's	to...	I get to (I arrive) to the left to the right near to far from above below go (continue) straight on Stop take the first the second One step backwards forwards Here, there is/are... How do I get to ...?
--	---	---	--	---	-------	---