

2024/25

CONTENTS

3. Subject Leadership at SMFA
4. How does the role of Subject Leader fit into SMFA's Ofsted Statement of Action?

6. Aligning INTENT, IMPLEMENTATION AND IMPACT to the Education Inspection Framework to ensure we meet the criteria for a good quality of education

8. Science on a Page
9. Long Term Plan
10. Key Assessment Criteria
11. Vocabulary Progression
12. Overview of Science

14. Monitoring and Evaluation of Science
15. Evaluation of Monitoring
16. Overview of Progression and Coverage

18. How effective is your leadership and management in driving the Quality of Teaching, Learning and Assessment?
19. Professional Development
20. Termly Reflections

Subject Leaders at SMFA

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at SMFA are part of both the Middle Leadership and the SMFA Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)

All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members
- Establish a collective responsibility for demonstrating that everyone makes a difference
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum
- Enrich the curriculum
- Share knowledge, expertise, skill, passion and enthusiasm

How does the role of Subject Leader fit into SMFA's Ofsted Statement of Action?

AFI 1 – Curriculum

“Most of the curriculum has been reviewed and newly implemented to take into account what pupils know. This process is further ahead in its development in reading and mathematics. In these areas, leaders consider the starting points of pupils carefully, so they build knowledge and understanding step by step. Teachers receive effective training and support. As a result, teachers plan learning that helps pupils build on prior learning. This ensures that pupils deepen their learning and are consequently generally achieving well.”

Most of the curriculum has been reviewed and newly implemented. Aside from English and mathematics, leaders have identified gaps in pupils' learning and are further refining the curriculum to include what knowledge pupils need to learn to catch up. This includes pupils' knowledge of subject-specific vocabulary. Leaders should ensure that the curriculum they intend to offer is planned well, using the information they know about what pupils need to learn. Leaders

should ensure that teachers are trained to implement the curriculum so that their delivery adheres to leaders' specification, ensuring that pupils catch up and are ready for the next stages of their education.

Intent:

Kapow Primary's Spanish scheme of work aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in Spanish for practical purposes, using both written and spoken Spanish.

our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to other languages, facilitates further language study and opens future opportunities to study and work abroad.

Kapow Primary's Spanish scheme of work supports pupils to meet the National curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for languages).

The Kapow Primary Spanish curriculum aims to provide pupils with a firm foundation of language learning. For this reason, we have carefully planned and sequenced when to teach the three building blocks of a language system, known as our Kapow Primary knowledge strands:

- Phonics.
- Vocabulary.
- Grammar.

Pupils connect these building blocks of knowledge to create meaning in a variety of contexts, allowing them to develop their skills in the following strands:

- Language comprehension: listening and reading
- Language production: speaking and writing Ample opportunities are provided to ensure that children practise new learning across all four modalities.

Implementation:

Through Kapow Primary's Spanish scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written Spanish. Pupils first develop confidence and accuracy with oral skills then increasingly apply their knowledge to extended reading and writing as they progress through Key stage 2.

The Kapow Primary's Spanish scheme is a spiral curriculum, with key skills, grammar and vocabulary revisited with increasing complexity, allowing pupils to revise and build on their previous learning.

Cross-curricular links are included throughout our Spanish units, allowing children to make connections and apply their language skills to other areas of their learning. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of Spanish grammar, rather than committing to memory vast amounts of Spanish vocabulary.

Each unit is based on a specific theme with a motivating end outcome which gives the children a context and clear purpose for their learning. Guidance for adapting the learning is available for every lesson to ensure that lessons can be accessed and enjoyed by all. To help pupils retain their Spanish learning, we provide information on incorporating Spanish into the classroom environment every day in our 'During the week' sections.

Kapow Primary's Spanish scheme has been created with the understanding that many teachers do not feel confident delivering the full language curriculum and every effort has been made to ensure they feel supported to deliver lessons of a high standard that ensure pupil progression.

Strong subject knowledge is vital for staff to be able to deliver a highly effective language curriculum. Accordingly, each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Lessons include sections to explain key grammar and language points to the teacher before the lesson, together with key vocabulary and a pronunciation sound guide. Lesson presentations include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning. In addition, there is also a comprehensive series of phoneme videos to build teachers' and pupils' speaking confidence.

Impact:

The impact of Kapow Primary's Spanish scheme can be monitored continuously through both formative and summative assessment. Pupils frequently evaluate their own and their peers' performance, respond to feedback and recognise their own progress. Every unit has a unit quiz and knowledge catcher which can be used at the start and/or end of the unit.

Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet will soon be available to record children's progress in each lesson to enable you to build a picture of their learning through each unit. After the implementation of Kapow Primary Spanish, pupils should leave school equipped with a range of language-learning skills to enable them to study Spanish, or any other language, with confidence at Key stage 3.

The expected impact of following the Kapow Primary Spanish scheme of work is that children will:

- Demonstrate understanding of spoken language by listening and responding appropriately.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Apply their understanding of phonics to make increasingly accurate attempts to read unfamiliar words, phrases and short texts.
- Be able to engage in purposeful dialogue in practical situations (e.g. ordering in a cafe, following directions) and express an opinion. Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an a range of language detective skills to tackle unfamiliar words in Spanish, English and other languages.
- Use a bilingual dictionary to support their language learning. Be able to construct short texts on familiar topics.
- Meet the end of Key stage 2 stage expectations outlined in the national curriculum for languages.
- Develop a greater awareness of the wider world and an appreciation for the role of language learning in promoting cross-cultural understanding. Include a paragraph that explains your assessment models (AfL), tracking and evidencing progress.

Long Term Plan



Spanish Overview - Whole School

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit	<i>Spanish Greetings with puppets</i>	<i>Spanish Numbers and ages</i>	<i>Shapes and colours in Spanish</i>	Classroom objects in Spanish	Where do you live in Spain?	Journey around Latin America
	Prior						
	Future	<i>Dates in Spanish</i>	<i>Pets in Spanish</i>	<i>Weather in Spanish</i>	<i>In a Spanish cafe</i>	<i>Spanish celebrations</i>	<i>The Amazon Rainforest</i>
Year 4	Unit	<i>Dates in Spanish</i>	Pets in Spanish	<i>Weather in Spanish</i>	<i>In a Spanish cafe</i>	Spanish celebrations	The Amazon rainforest
	Prior	<i>Spanish Greetings with Puppets</i>	<i>Spanish Numbers and ages</i>	<i>Shapes and colours in Spanish</i>	<i>Classroom objects in Spanish</i>	<i>Where do you live in Spain?</i>	<i>Journey around Latin America</i>
	Future	<i>Describing friends and family</i>	<i>Spanish Portraits</i>	<i>Sports in Spanish</i>	<i>Spanish food and drink</i>	<i>A trip across Spain</i>	<i>Saving South America</i>
Year 5	Unit	Describing family and friends	Spanish Portraits	<i>Sports in Spanish</i>	<i>Spanish food and drink</i>	A trip across Spain	Saving South America
	Prior	<i>Dates in Spanish</i>	<i>Pets in Spanish</i>	<i>Weather in Spanish</i>	<i>In a Spanish cafe</i>	<i>Spanish Celebrations</i>	<i>The Amazon Rainforest</i>
	Future	<i>Clothes in Spanish</i>	<i>School life in Spanish</i>	<i>Household tasks in Spanish</i>	<i>Shopping in Spain</i>	<i>Free Time in Spain</i>	<i>Maya city treasure hunt</i>
Year 6	Unit	<i>Clothes in Spanish</i>	<i>School life Spanish</i>	<i>Household tasks in Spanish</i>	<i>Shopping in Spain</i>	Free time in Spain	Maya city treasure hunt
	Prior	<i>Describing family and friends</i>	<i>Spanish Portraits</i>	<i>Sports in Spanish</i>	<i>Spanish food and drink</i>	<i>A trip across Spain</i>	<i>Saving South America</i>
	Future	KS3	KS3	KS3	KS3	KS3	KS3

Progression of Skills

Strand	National Curriculum	Year 3	Year 4	Year 5	Year 6
Language Comprehension (Listening & Reading)	Listen attentively to spoken language and show understanding by joining in and responding.	Listening and responding to single words and short phrases.	Listening and responding to full sentences.	Listening and selecting information from short audio passages to give an appropriate response.	Listening and following the gist of information from an extended audio passage using language detective skills.
Language Comprehension (Listening & Reading)	Appreciate stories, songs, poems and rhymes 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 responding to a range of authentic texts. Reading short authentic texts for enjoyment or information. Read carefully and show understanding of words, phrases and simple writing.	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 responding to a range of authentic texts.	Reading short authentic texts for enjoyment or information.
Language Comprehension (Listening & Reading)	Read carefully and show understanding of words, phrases and simple writing.	Recognising some familiar Spanish words in written form. Beginning to understand and notice cognates.	Recognising some familiar Spanish words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies.	Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type.	Identifying and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including sentence structure.
Language Comprehension (Listening & Reading)	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Becoming familiar with format, layout and simple use of a bilingual dictionary. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.	Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.
Strand	National Curriculum	Year 3	Year 4	Year 5	Year 6
Language Production (Speaking & Writing)	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. Practising speaking with a partner.	Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases.	Forming a question in order to ask for information. Presenting factual information in extended sentences. Beginning to use conversational phrases for purposeful dialogue.	Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language.
Language Production (Speaking & Writing)	Explore the patterns and sounds of languages through songs and rhymes and link the spelling, sound and meaning of words.	Listen to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Beginning to notice common spelling patterns.	Listen to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Beginning to notice common spelling patterns.	Beginning to predict spelling patterns.	Beginning to predict spelling patterns.

Progression of Knowledge

Strands	National Curriculum	Year 3	Year 4	Year 5	Year 6
Phonics	Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	To know the key phonemes that are represented by the following letters: a, e, i, o, u, c, z, r, rr, h, g, j, ñ, d, b, v, ll and y. To know that some letters carry accents. To know that a tilde is the wavy line over the 'n' (as in años) that changes the pronunciation of the n from a hard sound to a softer 'ny' sound (as in canyon).	To identify sounds created by linking some of the key phonemes. ai, ei, oi, ui, au, eu, ia, ie, io, iu, ua, ue, uo.	To know that phonic knowledge can be applied to pronounce unfamiliar words correctly.	To know some rules for where to put stress on a word.
Grammar	Terminology	noun cognate masculine feminine adjectives conjunction negative verb	compound words adjectival agreement indefinite article infinitive future tense definite article	subject pronouns first, second, third person singular imperative verbs preposition plural comparative adjectives	adverbs prepositional phrases.
Grammar	Feminine and masculine forms: Nouns (including articles, pronouns and plural formation)	To know that every Spanish noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or una. To know that feminine nouns often (but not always) end in a and masculine nouns often (but not always) end in o. To know that the ending of a noun can change when the noun is in the plural form. To know that most nouns in Spanish become plural by adding an 's' at the end, as in English.	To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns, and la for feminine singular nouns. To know that when talking about a plural noun in Spanish we use the definite article los for masculine plural nouns and las for feminine plural nouns. To know how to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator.	To know that plural nouns referring to nouns of mixed gender always take the masculine form. To know that I can use más or menos que to make comparisons e.g. Hay menos glaciares que antes - there are fewer glaciers than before. To know whether to use the pronouns el 'he' or ella 'she' (or the gender neutral pronoun elle) when describing someone	To know that if a word is plural, we cannot use un or una and instead use unos and unas (some).
Grammar	Feminine and masculine forms: Adjectives (position and agreement)	To know that most adjectives are positioned after the noun in Spanish e.g. un gato negro - a black cat.	To know that the ending of an adjective often changes according to the gender of the noun it describes. To know that a few adjectives can be positioned in front of the noun in Spanish e.g. bueno - un buen día, malo - hace mal tiempo, primero - el primer plato, tercero - la tercera persona, grande - el gran momento.	To know that the ending of an adjective often changes according to the gender and number of the noun it describes.	To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes. To know a range of prepositions to describe the position of objects.

Grammar	Verbs (including conjugation and negation)	To know some common verbs in the present tense. To know that placing no before the verb makes it negative.	To know that the infinitive of a verb in Spanish e.g. comer (to eat) means 'to do something'. To know that me gusta + infinitive of a verb describes what you like to do. To know that the infinitive of all verbs in Spanish end in either -ar, -er or -ir. To know that está is another way of saying 'it is' and is used to describe position.	To know that the ending of verbs change according to the subject. To know how to form the first person, second person and third person of the verb vivir. To know how to form the first person, second person and third person of the verb tener, llamarse and gustar. To know that we use the verb jugar (to play) with some sports and hacer (to make) with other sports. To know how to recognise the first person, second person and third person of common verbs. To know the rules for forming the imperative form of regular verbs. To know that when expressing likes and dislikes about a noun, me gusta is followed by the definite article (el or la) then the noun e.g. Me gusta el pescado. To know that when expressing likes and dislikes about plural nouns, me gustan is followed by the definite articles (los or las) then the noun e.g. Me gustan los tomates. To know that voy a + infinitive is a way of constructing the future tense as in 'I am going to do something.'	To know that the way verbs change to match the pronoun is called conjugation. To know the rules for conjugating a range of regular verbs in the present tense. To know that some verbs do not follow regular patterns, such as tener (to have), ser (to be) and ir (to go). To know that I can express preferences about two nouns by placing más/menos que between the two items being compared e.g. Me gusta la historia más que el arte.
Grammar	Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	To know that, in Spanish, as well as question/exclamation marks being used at the end of the relevant sentence an inverted question/exclamation mark is used at the beginning e.g. ¿Cuántos años tienes?/ ¡Muy bien! To know that the word order is sometimes different in Spanish compared to English. To know that we can use conjunctions such as y (and) and pero (but) to join clauses. To begin to recognise some prepositions in Spanish. To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en tren whereas a is usually used when you are not getting into a form of transport e.g. a pie which means 'on foot'.	To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the y (and) conjunction to say the equivalent of 'thirty and one' e.g. treinta y uno. To know that numbers such as dieciseis in Spanish are basically a compound version of 'diez y seis' (ten and six) like veintiuno is a compound version of veinte y uno. To know that I can use hay to mean 'there is' or 'there are'. To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning. To know that para is a preposition that, when followed by an infinitive, means 'in order to	To know 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). To know that you can make a statement into a question simply by changing your intonation and punctuation e.g. ¿Tiene ojos azules? ¿Es Ana? To know that some American and English words are borrowed by the Spanish such as el tenis and el beisbol. To know that when the preposition a is followed by el, the contraction al is used e.g. juego al tenis.	To know that porque (because) can be used to extend a sentence and give a justification. To know that demasiado, muy and bastante are all adverbs that are placed before an adjective to express its intensity e.g. es demasiado aburrido. To know that there are four forms of the question word cuánto that changes according to whether the noun is singular feminine, masculine feminine, plural feminine and masculine feminine. To know that an adverb is formed in Spanish by taking the adjective in its feminine form and adding suffix -mente. To know that some prepositional phrases can function as time adverbials e.g. durante el recreo - during the break.

<p>Cultural Awareness</p>		<p>To know that in Spanish there are formal and informal greetings. To know about traditional festivals in Pamplona, Spain. To know some playground games played in Spanish-speaking countries. To know about the architecture of Barcelona and Granada. To know the names of some of the cities in Spain. To know that Spanish is spoken in different countries around the world. To know the names of some Spanish-speaking countries in Latin America.</p>	<p>To know some similarities and differences between Mexican and British birthday celebrations. To know some typical Spanish food and drink. To know about the Spanish tradition of menú del día. To know about some Spanish festivals happen throughout the year. To know that Sevillanas is a type of music and dance which originated in Spain. To know some of the geographical features of Spain. To know about the location and wildlife of the Amazon. To know about different natural features of Peru.</p>	<p>To know some traditional sports that are played in the Spanish-speaking world. To know about the Cubist movement and key Cubist artists in Spain. To know about some key cultural activities in Spain and Latin America. To know about the Ancient Maya civilisation and its traditions. To know about some key Spanish cities and how to describe their location within Spain. To know some important cultural landmarks in the Spanish-speaking world. To know key geographical features of the South American continent. To know about global environmental problems affecting South America.</p>	<p>To know about a traditional Spanish market. To know that the currency used in Spain is Euros and to recognise some of the notes and coins. To know about typical seasonal activities in Spain. To know about the cities of the Ancient Maya and their key landmarks.</p>
---------------------------	--	---	---	---	---

Vocabulary

Year 3	Autumn 1 Spanish greetings with puppets		Spring 1 Shapes and colours in Spanish		Summer 1 Where do you live in Spain?	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	¡Hola! Buenos días. Buenas tardes. Buenas noches. Adiós.	Hello! Good morning. Good afternoon. Goodnight. Goodbye.	¿Qué es esto? Es un ... ¿Qué color es? y	What is this? It is a ... What colour is it? and	dónde vivo vives	Where I live You live
	¿Cómo te llamas? Me llamo	What's your name? My name is...	amarillo azul blanco naranja negro rojo verde violeta	yellow blue white orange black red green purple	¿Dónde vives? Vivo en	Where do you live? I live in
	¿Qué tal? muy bien mal fantástico ¿Y tú?	How are you? very good bad fantastic And you?			España	Spain
	Sí No	Yes No				Names of places to live
	Autumn 2 Spanish numbers and ages		Spring 2 Classroom objects in Spanish		Summer 2 Journey around Latin America	
	cuántos años tengo / tienes más menos	how many years I have / you have more / add less / minus	no tengo una	I do not have Indefinite article 'a' for feminine nouns	voy vas a	I go/I am going you go/you are going to
	¿Cuántos años tienes? Tengo...años.	How old are you? I am ... years old.	pero en mi mochila	but in my rucksack	¿Adónde vas?	Where are you going?
	uno dos tres cuatro cinco seis siete ocho nueve diez once doce	one two three four five six seven eight nine ten eleven twelve	¡Escuchad! ¡Mirad! ¡Hablad! ¡Leed! ¡Escribid! ¡Repetid! ¡Sentaos! ¡Levantaos!	Listen! Look! Speak! Read! Write! Repeat! Sit down! Stand up!	¿Cómo vas? Voy en/a	How are you going? I'm going by ...
			¿Qué tienes...?	What do you have? Classroom objects	lunes martes miércoles jueves viernes sábado domingo	Monday Tuesday Wednesday Thursday Friday Saturday Sunday Names of some Spanish-speaking regions and countries

Year 4	Autumn 1 Dates in Spanish		Spring 1 Weather in Spain		Summer 1 Spanish celebrations	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>cuándo mi tu cumpleaños el/la de</p> <p>¿Qué mes es? Es...? Sí./No. ¿Cuál es la fecha? ¿Cuándo es tu cumpleaños? Mi cumpleaños es el 4 de diciembre. ¿Cuándo es el día de San ...? Cumpló... años.</p>	<p>when my your birthday the of</p> <p>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>Numbers 13-31 Months of the year</p>	<p>el tiempo hoy está</p> <p>el norte el sur el este el oeste</p> <p>¿Qué tiempo hace hoy?</p>	<p>the weather today it is</p> <p>the north the south the east the west</p> <p>What's the weather like today?</p> <p>Names of different types of weather.</p>	<p>me gusta no me gusta me gusta mucho bailar cantar comer correr dibujar escuchar música hacer jugar lanzar recibir tocar la guitarra ver salir ¿Te gusta ...?</p>	<p>I like I don't like I like a lot to dance to sing to eat to run to draw to listen to music to do to play to throw to receive to play the guitar to see/watch to go out Do you like ...?</p>
	Autumn 2 Pets in Spanish		Spring 2 In a Spanish café		Summer 2 The Amazon rainforest	
<p>pequeño /a grande lento/a rápido/a travieso/a obediente mono/a 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 ... Names of animals.</p>	<p>quiero quieres beber comer para por favor gracias con</p> <p>¿Qué quieres beber/comer? Quiero ... ¿Y para comer? Aquí tienes. primer plato segundo plato ¡Qué aproveche!</p>	<p>I want you want to drink to eat for /in order to please thank you with</p> <p>What do you want to drink/eat? I want ... And to eat? Here you are. first course second course Enjoy your meal!</p> <p>Names of café food and drink</p>	<p>hay un poco soy</p> <p>la selva tropical</p>	<p>there is/are a little bit I am</p> <p>the rainforest</p> <p>Names of rainforest animals.</p> <p>Animal body parts.</p>	

Year 5	Autumn 1 Describing family and friends in Spanish		Spring 1 Sports in Spanish		Summer 1 A trip across Spain	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>quién se llama tiene vive en le gusta él ella elle</p> <p>pintar dormir lavar los platos limpiar cocinar leer libros escribir ¿Quién es? Este/a es mi... Es el padre de mi madre. ¿Tienes hermanos? Soy hijo/a único/a.</p>	<p>who he/she is called he/she has he/she lives in he/she likes 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 to write Who is it? This is my... It's my mother's father</p> <p>Do you have any brothers or sisters? I'm an only child.</p> <p>Names of different family members.</p>	<p>deporte juego al/a la juegas al/a la juega al/a la hago hace haces anotar animar atrapar botar cabecear golpear meter patear rodar</p> <p>¿Juegas al/a la...? ¿Haces ...?</p>	<p>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 get (in) to kick to roll</p> <p>do you play...? do you do...? Names of different sports.</p>	<p>el noreste el sureste el noroeste el suroeste cerca de descansar pasear por subir ir nadar visitar también</p> <p>voy a + infinitive</p>	<p>the northeast the southeast the northwest the southwest near to relax to stroll along or around to go up to go to swim to visit also</p> <p>I am going to + infinitive</p>
	Autumn 2 Spanish portraits		Spring 2 Spanish food and drink		Summer 2 Saving South America	
	<p>los ojos el pelo calvo castaño rubio corto largo liso ondulado rizado Lleva gafas.</p> <p>Names of different facial features.</p>	<p>eyes hair bald brown/chestnut blond short long straight wavy curly She/he wears glasses.</p>	<p>Me gusta(n). No me gusta(n). Me gusta(n) mucho. ¿Te gusta(n) ...? Le gusta(n) ¿A quien le gusta(n)? A John. ¿Qué me recomiendas?</p> <p>Te recomiendo... ¿Qué te gusta(n) más ... o...? ¿Qué tipo de ... ?</p>	<p>I like it/them. I don't like it/them. I like it/them a lot. Do you like it/them? He/she/it likes it/them. Who likes it/them? John does. What do you recommend? I recommend ... What do you like more: ... or ...?? What type of ...?</p> <p>Names of different types of food and drink.</p>	<p>antes hoy en día que apagar caminar limpiar plantar reciclar reutilizar tirar usar</p> <p>Hay más/menos + [noun] que antes.</p>	<p>before nowadays than to switch off to walk to clean to plant to recycle to reuse to throw away to use</p> <p>There is/are more + [noun] than before.</p>

Year 6	Autumn 1 Clothes in Spanish		Spring 1 Household tasks in Spanish		Summer 1 Free time in Spain	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	unos/unas porque	some because	bastante demasiado	quite too	¿Qué haces en...?	What do you do in...?
	deportivo cómodo suelto bonito elegante impermeable formal tradicional ¿Qué lleva?	sports comfortable loose/baggy pretty elegant/stylish/smart waterproof formal traditional What is he/she wearing? Items of clothing.	peligroso desagradable	dangerous unpleasant Jobs around the house	invierno primavera verano otoño yo nosotros vosotros ellos/ellas normalmente siempre	winter spring summer autumn I we you (plural) they normally always
	Autumn 2 School life in Spanish		Spring 2 Shopping in Spain		Summer 2 Maya city treasure hunt	
	encantar ser son	to love to be they are	¿Dónde está la panadería? Está aquí . Está al lado de la carnicería.	Where is the bakery? It's here. It's next to the butcher.	la primera la segunda la tercera a la izquierda a la derecha gira toma sigue todo recto ¿Qué hay allí? allí está ... un área un sitio desde	the first the second the third to the left to the right turn take continue straight on What is there? there is ... an area a place from
	¿Por qué?	Why?	aquí al lado de entre	here next to between		
	divertido aburrido lógico interesante útil inútil fácil difícil	fun boring logical interesting useful useless easy difficult Names of school subjects	¿Cuánto/a/os/as quieres? ¿Algo más? Un kilo de... ¿Cuánto es?	How much/many do you want? Anything else? A kilo of ... How much is it?		
				Multiples of 10 Numbers 31-100		

Planning (examples)

Learning objective	Success criteria
<ul style="list-style-type: none"> To recognise and recall numbers one to six in Spanish. 	<ul style="list-style-type: none"> I can identify different number words. I can apply my knowledge of Spanish phonics to help pronounce new words. I can say number words in sequence.
Before the lesson	
<p>Watch</p> <p>Teacher video: Detective skills Teacher video: Cultural experience Pupil video: Spanish phonics: u</p> <p>Have ready</p> <ul style="list-style-type: none"> Presentation: <i>Counting to six</i>. Dice (optional – one each). Link: Chocolate clapping rhyme on VideoLink - this is an external website and we do not have control over its content - please check before showing it to the children. <p>Print in advance</p> <ul style="list-style-type: none"> Resource: Numbers one to six (support - see Adaptive teaching). Resource: Key vocabulary (optional - once class set for display, add the relevant vocabulary to display after each lesson). 	

Recap and recall
<p>Before starting this unit, you might want to check the children can recall that:</p> <ul style="list-style-type: none"> In Spanish, hello is ¡Hola! and goodbye is adiós. (See Spanish, Year 3, Spanish greetings with puppets.) The words ¡Hola! and adiós contain the key phonemes 'o' and 'a' (see <i>Pupil phonics videos</i> if practice is required).
Attention grabber
<p>Play the link: Chocolate clapping rhyme on VideoLink.</p> <p>Ask the children to listen for the clapped word (chocolate) and any key phonemes they can hear ('o' and 'a'). Watch the video again and ask the children to try the clapping rhyme with a partner.</p>
Main event
<p>Display 'Work it out' (slide 1) from the <i>Presentation: Counting to six</i>, showing tres + tres = seis - three + three = six.</p> <p>Presentation: Counting to six</p> <p>Click on the audio button to hear the words being spoken aloud. Discuss what the words might mean and ask the children</p>

Knowledge Organisers (examples)

Different greetings are used depending on the time of day

Buenos días. Me llamo María. ¿Y tú?

Good morning. My name is Maria. And you?

Buenos días. Me llamo Alejandro.

Good morning. My name is Alejandro.



Buenas tardes. ¿Qué tal?

Good afternoon. How are you?

Muy bien. ¿Y tú?

Very good. And you?

Bien.

Good.



Buenas noches.

Good night.



Pronunciation

Hola!

The letter **h** is always silent in Spanish.

¿Qué tal?

The letter **a** makes the sound like 'a' in cat.

adiós, no

The letter **o** makes the sound like 'o' in stop.

bien, sí

The letter **i** in Spanish, makes the sound 'ee', like a big, chEEsy grin.



¿Tienes plátanos? -
Have you got any bananas?

¿Cuántos quieres? -
How many do you want?

Dos kilos por favor. -
Two kilos please.

¿Algo más? - Anything else?

No, eso es todo. ¿Cuánto es? -
No, that's all. How much is it?

Dos euros cincuenta -
Two euros fifty.

Aquí tienes. - Here you are.

How much? How many?

There are four forms of the question word **cuánto**, that changes according to the gender and number of the noun.

masculine singular	feminine singular	masculine plural	feminine plural
¿Cuánto?	¿Cuánta?	¿Cuántos?	¿Cuántas?

Stress and accents

Rule 1:
Words ending in a vowel, n or s:
stress last but one syllable.
una **naranja**

Rule 2:
Words ending in a consonant (not n or s):
stress last syllable.
un **pastel**

Rule 3:
Words that don't follow the rules:
accent shows where to stress.
un **plátano**