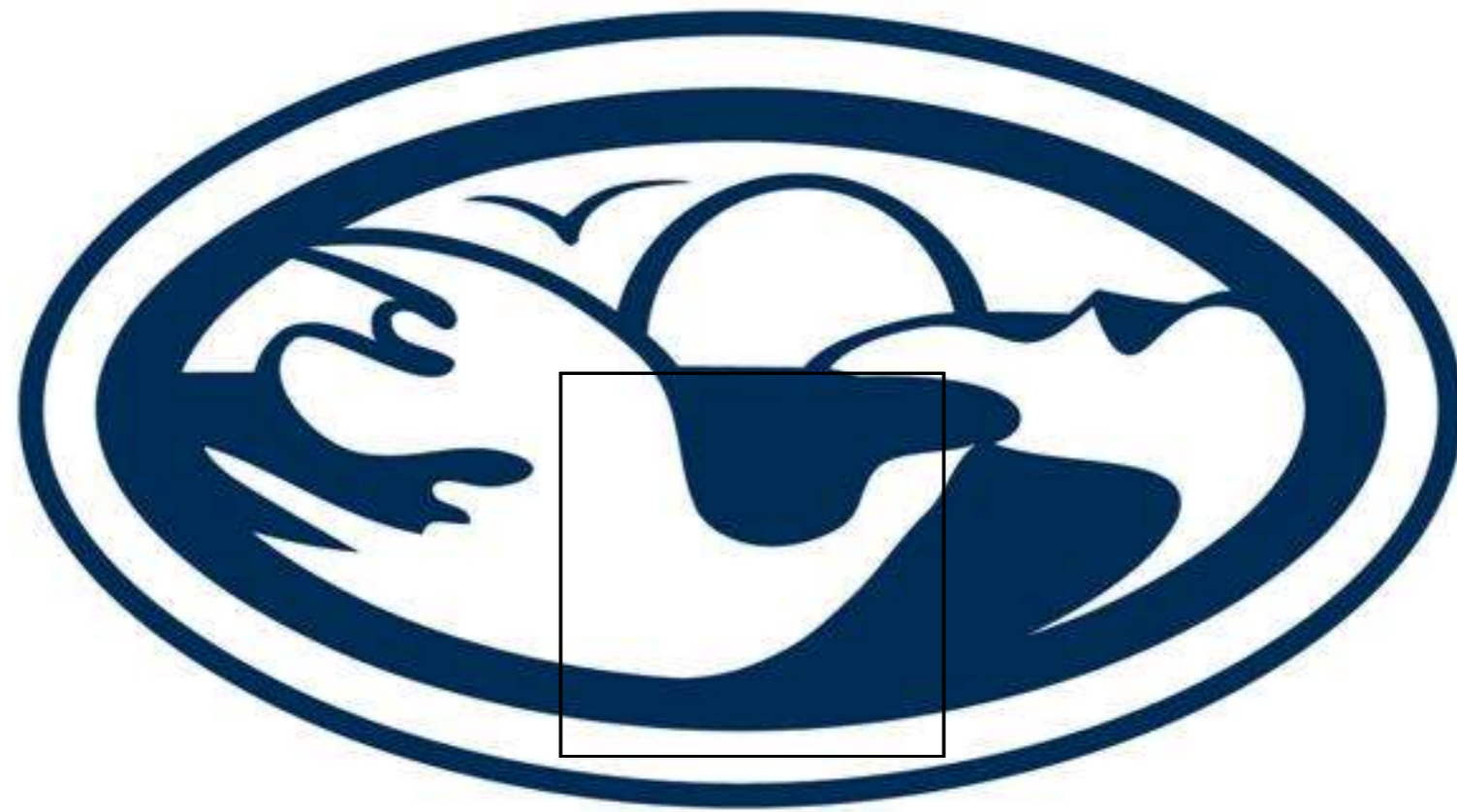


Curriculum Progression Map



WEST RISE

Spanish



Curriculum Progression Map - Spanish

West Rise Curriculum



At West Rise, we grow language enthusiasts who...

- ❖ *Understand what it is to be a global citizen.*
- ❖ *Recognise the importance of tolerance and understanding which is crucial knowledge in today's world.*
- ❖ *Aspire to learn about other cultures, but, more importantly, how to communicate effectively with others too.*

West Rise Aims and Purpose

| Intent | Aims | Character Traits |
|--|---|--|
| We introduce the children to Spanish following the 'iLanguages' scheme of work. Our intent for the teaching of Spanish is to teach children a rich, balanced and progressive curriculum, using Spanish to support vocabulary development and a deeper understanding of grammatical structures in English and foreign languages. The teaching of Spanish follows a clear progression in line with age-related expectations. | As children leave us in Year 6, they go off to various different secondary schools that teach a variety of different foreign languages. However, in our local catchment area, Spanish is currently the only foreign language to be taught across all secondary schools. We believe that by introducing our pupils to Spanish at junior school, we are giving them a good understanding of the key concepts of learning a modern foreign language to build upon, regardless of which language they go on to study. | <ul style="list-style-type: none"> • Building and increasing confidence and self-esteem through a love of learning and strengthen thinking skills. • Developing problem solving skills through perseverance and resilience by exposure to an unfamiliar language. • Fostering kindness, gratitude and respect for others when learning about how they live and speak. • Experiencing teamwork through working together to translate and recite passages. |

National Curriculum

National Curriculum Aims and Purpose

| Purpose of Study | Aims | Characters Traits |
|---|--|---|
| Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. | <p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources. • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. | Children will develop a love of learning for the Spanish language via popular stories, songs and other media. They will build resilience and perseverance when trying out the pronunciation of unknown words and gain respect for others from different countries, cultures and faiths. |

- discover and develop an appreciation of a range of writing in the language studied.

Subject Content

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

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 and 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 rhymes in the language.
- broaden their vocabulary and develop their ability to understand new words that are 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 are similar to English.

The starred (*) content above will not be applicable to ancient languages.

National Curriculum

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- discover and develop an appreciation of a range of writing in the language studied.

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 and 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 rhymes in the language.

- broaden their vocabulary and develop their ability to understand new words that are 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 are similar to English.

The starred (*) content above will not be applicable to ancient languages.

Progression - Knowledge and Skills

| Subject Content | | | | |
|-----------------|--|---|--|---|
| | Year 3 | Year 4 | Year 5 | Year 6 |
| Term 1 | Greetings and Spanish culture Classroom instructions Animals vocabulary Numbers and plurals Soft 'ci' , 'R' phoneme | Revision of animals and classroom instructions A Spanish poem How to use a Spanish bilingual dictionary Parts of the body Negative 'no' soft c, z phonemes | Revise opinions Sports vocabulary Sports clothing Verb <i>tener</i> Negative Masculine and feminine nouns Dictionary skills Preposition <i>para</i> (for) <i>i</i> phoneme | Revise <i>tener</i> and <i>ser</i> Questions Telling the time Daily routine |
| Term 2 | Connectives and simple sentences Gender Memorisation and storytelling Saying my name Christmas <i>Soy</i> (I have) I phoneme | Colours Adjectival agreements Food Opinions about food Goldilocks story Christmas: the snowman <i>son</i> (they are) a phoneme | Weather vocabulary Hobbies vocabulary Pets Traditional tale: The fox and the crow Christmas in Spain <i>j, qu</i> phonemes | Daily routine in other countries Houses Rooms in a house Christmas: toys from around the world |
| Term 3 | Spanish names Colours Opinions Word order of adjectival order A traditional story: the Enormous turnip Christmas song A, E, J, R phonemes | <i>Quisiera</i> with food Revise numbers 1-15 Months Numbers 16-31 Spanish maths: division and multiplication Word order Me gustan with plural nouns Quiero Christmas traditions Hard c, ll, qu, ch, phonemes | Verb <i>ser</i> Dictionary skills Revise dates, months Legends Numbers 32-60 School subjects The three wise men u phoneme | <i>Tener phrases</i> <i>Puedo</i> + infinitive Bedroom descriptions Places in a town |

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| Term 4 | Numbers 1-10 Spanish maths: addition and subtraction <i>Tengo</i> (I have) Age Easter bunny/eggs | Dates and birthdays Revise numbers 1-31 Third person Personal descriptions (hair and eye colour) J, soft c phonemes Easter: <i>Las Fallas</i> festival | Primary school in Spain Subject preferences Telling the time Reasons Verb <i>ir</i> Transport vocabulary Easter: <i>Los tres magos</i> (three kings) Silent h phoneme Easter cards | Revise places in town Revise <i>ir</i> Directions Revise food Buying food April fool's day Christmas presents/toys around the world |
| Term 5 | Definite (<i>el, la, los, las</i>) and indefinite (<i>un, una, unos, unas</i>) articles <i>Quisiera</i> (I would like) Extending sentences with <i>pero</i> Hard C phoneme | Family vocabulary Possessive adjectives (<i>mi, mis</i>) Further dictionary skills Clothing vocabulary Revise adjectival agreements i phoneme | Items in a classroom Possessive adjectives (revision and new) Prepositions hard c phoneme | Numbers 61-100 Ordering food in a café Famous Spanish food and menus The preterite (past) tense |
| Term 6 | <i>Es</i> Extending sentences with <i>también</i> Numbers 1-15 Days of the week R, U, I, hard g phonemes Assessments <i>Barcelona</i> project | Memorise a short text (Talk4writing) Revise food, opinions, months, numbers and personal descriptions Assessments Spanish festival project // phoneme | Revise <i>ir</i> , key phonemes The simple future tense Alphabet Revision Assessments Project: Day of the dead | The preterite (past) tense Revision Assessments The Spanish alphabet |

| Subject Knowledge and Skills | | | | |
|-------------------------------------|--|---|--|---|
| | Year 3 | Year 4 | Year 5 | Year 6 |
| Listen and understand | Listen to and understand familiar spoken words and phrases. | Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences. | Listen to and understand the main points and some detail in extended sentences and short passages. | Listen to and understand the main points and key details from a range of passages including complex language and reference to past and future tenses. |
| Listen and recount | Follow along and repeat key words, phrases or short sentences from a song, rhyme, poem or story. | Join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts. | Listen to and recount familiar stories, songs, rhymes or poems, including the use of visual cues or prompts. | Listen to and recount from memory familiar stories, songs, rhymes and poems. |
| Identify sound-spelling link | Identify phonemes in the target language and use them to aid understanding. | Use strings of phonemes to help understand new words and short phrases. | Listen and apply knowledge of phonemes to help understand extended sentences. | Listen and apply knowledge of phonemes to help understand more complex extended sentences. |
| Transcribe | Listen to the phoneme or words including the phoneme and transcribe accurately. | Listen to high-frequency familiar words and phrases and transcribe accurately. | Listen to and write sentences on familiar topics reasonably accurately by applying phonic knowledge. | Listen to and extended write sentences with complex structures mostly accurately by applying phonic knowledge. |

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| Read and understand | Read and understand some familiar written words and short phrases, sometimes using visual cues. | Read and understand a range of familiar written phrases and simple sentences. | Read and understand a variety of short simple texts (for gist or detail) in different formats and different contexts. | Read and understand a variety of texts including extended and complex sentences on a range of familiar topics. |
| Read aloud | Read aloud individual words and short phrases with accurate pronunciation. | Read aloud a series of sentences with accurate pronunciation and intonation. | Read aloud a short text such as a poem with accurate pronunciation and intonation, using tone of voice and gesture to convey meaning. | Read aloud from a variety of different types of texts including some unfamiliar language confidently with good expression. Broaden vocabulary through reading more widely. |
| Use reference materials | Identify familiar words in a text. | Use a dictionary to find the meaning and gender of nouns from English to Spanish and Spanish to English. | Use a dictionary to find the meaning of high-frequency adjectives and verbs from English to Spanish and Spanish to English. | Use a dictionary to find the meaning of unfamiliar nouns, adjectives and verbs from English to Spanish and Spanish to English. |
| Apply phonic knowledge | Read aloud words and short phrases, applying some phonic knowledge. | Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation. | Read extended sentences accurately that contain mostly familiar language, applying phonic knowledge. | Read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonic knowledge. |
| Apply knowledge of alphabet | | Be able to recognise and use letters of alphabet to spell short basic words with support. | Be able to recognise and use letters of the alphabet excluding accented letters with support. | Be able to recognise and use letters of the alphabet including accented letters. |
| Speak | Repeat and say familiar words and short simple phrases, including likes and dislikes, using understandable pronunciation. | Produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation. | Produce extended sentences using sentence builders to communicate for practical purposes on familiar topics with good pronunciation and intonation. | Use extended and complex sentences with more detailed information independently, sometimes from memory, including presenting to an audience, on a range of familiar topics with good pronunciation and intonation and increasing confidence, fluency and spontaneity. |
| Listen & speak | Ask and answer simple pre-learned questions from memory and use several short phrases and questions. | Take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation. | Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including opinions and reasons. | Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including reference to the past and future. |
| Write with support | Copy words and short phrases accurately. | Write sentences accurately using support such as a sentence builder or word list to check spellings. | Write extended sentences and short texts accurately on a few topics using | Write extended texts accurately on a few topics using a sentence builder or writing frame for support and |

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| | | | a sentence builder or writing frame for support. | including unfamiliar words found in a dictionary. |
| Write independently | Write some familiar simple words from memory, with plausible spelling. | Write several short phrases or sentences from memory with understandable spelling. | Write extended sentences and short texts from memory on a familiar topic with reasonably accurate spelling. | Write extended sentences including complex structures to create a text from memory, on familiar topics for different purposes with mostly accurate spelling. |
| Adapt a written model | Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun). | Adapt different elements of a sentence to create new sentences using a sentence builder. | Use a short text as a model for an independent piece of writing on a familiar topic, using reference materials to proof read to improve accuracy. | Use a text with complex structure as a model for an independent piece of writing on familiar topics, using reference materials to proof read to improve accuracy. |
| Translate | Translate words from Spanish to English and English to Spanish. | Translate phrases or simple sentences from Spanish to English and English to Spanish including the use of a dictionary or supporting resource. | Translate sentences or short texts from Spanish to English and English to Spanish including the use of a dictionary or supporting resource. | Translate texts including subordinate clauses or complex language from Spanish to English and English to Spanish including the use of a dictionary or supporting resource. |
| Grammar: Articles | Use indefinite (<i>un, una, unos, unas</i>) articles in the masculine, feminine and plural nouns. Use definite (<i>el, la, los, las</i>) articles in the masculine, feminine and plural nouns. | | Use definite and indefinite articles with increasing accuracy. | Use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use. |
| Nouns | Form regular plural nouns. | Use a variety of plural nouns, including some irregular ones. | | |
| Adjectives | Identify adjective and noun position. Identify position of more than one adjective with a noun. Use masculine, feminine and plural adjectives correctly. | Use adjectives (agreement and position) with more confidence. Use possessive adjectives (<i>mi, mis</i>) | Use adjectival agreements in a wider range of topics. Understand word order and agreements: nouns, adjectives. | Agree adjectives for number and gender after because it is/they are. |
| Conjunctions | Use the conjunctions <i>y, también, pero</i> . | Use the conjunctions <i>porque</i> . | Use the conjunctions <i>ya que, como, además</i> | |
| Verbs | Use the high-frequency verb forms in the 1 st person using regular verb opinion phrases and irregular: | Use the high-frequency verb forms in the 1 st and 3 rd person (e.g. <i>tengo, tiene, soy, es</i>) confidently. | Use wider range of conjugated opinion verbs with infinitive verbs. | Use the full conjugation of the verbs <i>ser</i> and <i>tener</i> in several different contexts, still with some errors. |

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| | <p>(e.g. <i>tengo, soy</i>) and opinion verbs confidently.</p> <p>Use <i>es</i>.</p> <p>Use <i>está</i></p> <p>Use <i>quisiera</i> to express a desire or request.</p> | <p>Use opinions + infinitive verbs.</p> <p>Use <i>quisiera</i> to express a desire or request.</p> | <p>Use 1st, 2nd and 3rd person singular and 1st person plural of several regular 'AR' verbs in the present tense in addition to the irregular high frequency verbs including <i>tener</i> (to have), <i>ser</i> (to be) and <i>ir</i> (to go).</p> <p>Use weather phrases with <i>hacer</i>.</p> <p>Use <i>quisiera</i> with an infinitive verb to express a desire or request.</p> <p>Use the near future tense in the 1st person singular <i>voy</i> and 1st person plural <i>vamos</i> with variety of infinitives</p> | <p>Use the preterite tense with with regular verbs in the 1st person.</p> <p>Using the 1st and 3rd person singular irregular <i>fui</i> and <i>fue</i> for <i>ser</i> and <i>ir</i> It was: <i>fue</i>,</p> <p>Using the 1st person singular irregular <i>hice</i></p> <p>Introduction to reflexive verbs in the 1st person relating to daily routine.</p> <p>Use near future with <i>ir</i> + infinitive using various subject pronouns</p> <p>Focus on verb + partitive</p> <p>Use the proper future in the 3rd person singular to add reasons.</p> <p>Modal verb; <i> puedo </i>, + infinitive (I can ...)</p> |
| Negatives | Use the negative ' <i>no</i> ' with opinion verbs in the 1 st person. | Use the negative ' <i>no</i> ' with a range of high frequency verbs in the 1 st and 3 rd person. | Use the negative <i>no</i> with variety of high frequency verbs and parts including ' <i>no hay</i> '. | Use of different negative structures (<i>no, ne... más, nunca</i>) with variety of high frequency verbs. |
| Prepositions | | | <p>Prepositions of place and location (countries), (<i>sobre, en, detrás de</i>).</p> <p>Verb with prepositions: (<i>jugar a</i>)</p> | Prepositions of direction relating to location in towns/rooms (<i>cerca de, lejos de, a la izquierda, a la derecha</i>) |
| Adverbs | | Adverbs of intensity (<i>muy, bastante</i>) | Adverbs of frequency: (<i>a veces, siempre, todos los días</i>) | Adverbs of time, sequence) (analogue times), (<i>después, luego, por la tarde</i>) |
| More complex language | | | | <p>Use comparative language (<i>más/ menos que</i> and <i>mejor/peor</i>).</p> <p>Use subordinating connectives <i>si</i> (if) and some may be able to use <i>que</i> (which).</p> <p>Form question words.</p> |

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| Cultural capital | Foster children's curiosity about Spain: an introduction to Spain and its capital city. Key vocabulary relating to traditional events, i.e. Christmas and Easter. Appreciate authentic songs and rhymes. | Foster children's curiosity about life in Spain: an introduction to daily life in Spain. Typical customs and traditions e.g. April Fool's Day. Appreciate authentic songs, poems and rhymes. | Introduction to the Spanish-speaking world. Learn about festivals, such as Mardi Gras and wider coverage of Spanish traditions, such as Epiphany. Appreciate a Mexican fable. | Deepen children's understanding of the wider Spanish-speaking world and beyond. Ordering food in authentic setting. Independent research into a Spanish-speaking country. A global focus including authentic resources such as Spanish menus. Children's lives around the world. |
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Progression - Vocabulary

| Vocabulary | | | | | | | |
|---|--|--------|--|--------|--|--------|--|
| The vocabulary learned in each lesson is built upon and used again and again to consolidate understanding throughout each of the lessons. | | | | | | | |
| Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| Greetings ¡Buenos días! ¡Hola! ¿Qué tal? ¿Cómo estás? ¿Y tú? ¡Adiós! ¡Hasta pronto! ¡Hasta luego! Estupendo Fantástico (No) muy bien Regular Me llamo soy no soy gracias por favor Classroom Instructions Silencio Escuchad Repetid Mirad Levantaos Sentaos | Hello! Hi! How are you? How are you? And you? Good-bye! See you soon! See you later! Super Great (Not) very well So so / OK I am called I am I am not please thank you Be quiet (plural) Listen (plural) Repeat (plural) Look at (plural) Stand up! (pl) Sit down (plural) | | | | | | |

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| Animals un gato un perro un cerdo un ratón una serpiente un conejo una tortuga un caballo un león un tigre una jirafa un elefante una vaca una liebre una rata un caracol la tienda de animales | a cat a dog a pig a mouse a snake a rabbit a tortoise a horse a lion a tiger a giraffe an elephant a cow a hare a rat a snail the pet shop | | | | | | |
| Shopping ¿Qué quisieras? quisiera es aquí hay dónde está? rechaza mira compra | What would you like? I/he/she would like he/it is here is where is he refuses he looks at he buys | | | | | | |
| Numbers cero uno dos tres cuatro cinco seis siete ocho nueve diez once doce trece catorce quince | zero one two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen | | | | | | |

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| <p>más menos hace</p> <p>Age Tengo ¿Cuántos años tienes? Tengo ____ año(s)</p> <p>Determiners and conjunctions un, una y pero el/la/los/las unos/unas también</p> <p>Family el papá la mamá un hijo una hija mi mamá su madre</p> <p>Places una isla una granja el mar la Sagrada Familia el Parc Güell el Nou Camp el Torre Agbar</p> <p>Football juega para su posición es defensor portero medio campista delantero un futbolista mejores futbolistas del mundo el balón de fútbol</p> | <p>plus minus equals</p> <p>I have How old are you? I am ____ year(s) old</p> <p>a and but the some also</p> <p>Dad Mum a son a daughter my mummy his mother</p> <p>an island a farm the sea Sagrada Familia Parc Guell Camp Nou Agbar Tower</p> <p>he plays for his position is attacker goalkeeper midfielder forward footballer best football players in the world football</p> | | | | | | |
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| <p>Colours ¿Es de qué color? Tocad algo azul rojo amarillo verde rosa marrón gris naranja blanco</p> <p>Opinions me gusta no me gusta detesto</p> <p>Food una manzana un plátano un nabo los caramelos</p> <p>Weather la nieve</p> <p>Games tres en raya te toca a ti me toca a mí</p> <p>Miscellaneous el deseo el genio un móvil una bicicleta de ciclocrós patines zapatillas un coche</p> <p>Days of the week los días de la semana lunes</p> | <p>What colour is it? Touch something blue red yellow green pink brown grey orange white</p> <p>I like I don't like I hate</p> <p>an apple a banana a turnip sweets</p> <p>snow</p> <p>noughts and crosses your turn my turn</p> <p>wish genie mobile phone a BMX bike</p> <p>roller skates trainers a car</p> <p>the days of the week Monday</p> | | | | | | |
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| martes miércoles jueves viernes sábado domingo Music juguemos el rap la canción icantamos! iinventamos! el ritmo Christmas el pequeño árbol Feliz Navidad los villancicos Papá Noel la vela Easter Pascua los huevos | Tuesday Wednesday Thursday Friday Saturday Sunday let's play rap song let's sing! Let's invent! rhythm/ beat the little tree Happy Christmas Christmas carols Father Christmas candle Easter eggs | | | | | | |
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Progression - Curriculum Links

| Subjects | Curriculum Links | | | |
|-------------------|--|--------|--------|--------|
| | Year 3 | Year 4 | Year 5 | Year 6 |
| Art and Design | | | | |
| Computing | | | | |
| Design Technology | | | | |
| English | | | | |
| | Drama - using drama regularly to bring learning to life. | | | |

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|---------------------|--|---------------|---------------|---------------|
| | <p>Reading - reading both Spanish stories and traditional English stories in Spanish.</p> <p>Grammar - learning Latin nouns, verbs and adjectives reinforces children's understanding of these in English.</p> | | | |
| Geography | Year 3 | Year 4 | Year 5 | Year 6 |
| | Learning about Spain and other Spanish-speaking countries. | | | |
| History | Year 3 | Year 4 | Year 5 | Year 6 |
| | Learning about the history and traditions of Spain and other Spanish-speaking countries. | | | |
| Mathematics | Year 3 | Year 4 | Year 5 | Year 6 |
| | Learning to count, add up and subtract in Spanish. | | | |
| Music | Year 3 | Year 4 | Year 5 | Year 6 |
| | Learning Spanish songs as a different way to access the new vocabulary. | | | |
| Physical Education | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | | |
| Religious Education | Year 3 | Year 4 | Year 5 | Year 6 |
| | Learning about religious beliefs and practices in Spain and other Spanish-speaking countries. | | | |
| Science | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | | |
| S.P.H.E.R.E. | Year 3 | Year 4 | Year 5 | Year 6 |
| | Recognising respect behaviour, the importance of self-respect and courtesy and being polite. | | | |