

Talbot Primary School – Languages KS2 Curriculum Overview

The National Curriculum Languages program of study for Key Stage Two states '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 intention of the Spanish curriculum at Talbot Primary School is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence, and we strive to stimulate and encourage their curiosity about language. We actively plan links to develop their awareness of cultural differences in other countries.

Our languages curriculum is designed to progressively develop children's skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Topics covered include: numbers, colours, house and home, food and drink, the classroom, clothes, weather and hobbies. It is intended that when children leave Talbot Primary, they will have a natural curiosity and confidence to explore other countries, cultures and languages, accepting that, in a multilingual society, it is a valuable skill to be able to communicate effectively with others in another language. We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their Spanish learning in a variety of contexts and lay the foundations for future language learning.

Our curriculum is designed to develop not only our children's language skills, but also their love of learning a language. It progressively develops language skills across Key Stage Two. This allows the children to acquire new language then use and apply it in a range of different scenarios and topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As their confidence and skill grows, children record their work through pictures, captions and sentences. Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammatical concepts are built into lessons. Lessons help children to build on prior knowledge alongside the introduction of new skills. All children in KS2 will have language lessons with their class teacher. We currently use 'Primary Language Network' to support our teaching of Spanish which ensures correct pronunciation and accuracy for all.

This document outlines the long and medium-term plans which are taught in Years 3 to 6. Each year group teaches 3 blocks of content, which can be delivered at different points within the academic year. Children will revisit prior learning and strengthen their understanding over time.

Talbot Primary School Key Stage Two Languages Curriculum - Spanish: LONG-TERM OVERVIEW

	BLOCK 1	BLOCK 2	BLOCK 3
Year 3	<p>A new start (Greetings, feelings, numbers, colours)</p> <p>Lessons 1-6</p>	<p>Calendar and celebrations (Bonfire colours, days and months, the date, Christmas)</p> <p>Lessons 2-5</p> <p>Animals (Animal nouns, singular and plural, opinions, story)</p> <p>Lessons 1-2 (Optional Lessons 3-4)</p>	<p>Carnival (Carnival, numbers to 20, core language recap, age, commands, Easter)</p> <p>Lessons 2-4 (Optional Lesson 5)</p> <p>The Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)</p> <p>Lessons 1-2 (Optional Lessons any from 3 – 5)</p>
Year 4	<p>Welcome to school (Recap core language, rooms in a school, classroom objects)</p> <p>Lessons 1-6</p>	<p>My town, your town (Commands, shops, asking and giving directions)</p> <p>Lessons 1-6</p>	<p>Alien family (Epiphany, family members, personal info, face parts and numbers)</p> <p>Lessons 1-6</p>
Year 5	<p>Moving our bodies (Face and body parts nouns and commands, yoga with body parts, alien creation)</p> <p>Lessons 1-6</p>	<p>At the doctors and jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)</p> <p>Lessons 1-6</p>	<p>Summertime (Weather phrases, seasons, forecast, ice cream flavours, opinions, ordering politely, roleplay)</p> <p>Language Puzzle Lessons 1-6</p>
Year 6	<p>Me and my friends at school (Extended feelings, recap personal information, introduce a friend, subjects and opinions)</p> <p>Lessons 1-6</p>	<p>At the market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)</p> <p>Lessons 1-6</p>	<p>Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach)</p> <p>Language Puzzle Lessons 1-6</p>

YEAR 3		Content	Phonics	Grammar	Language Learning Skills	Skill Level
Block	Unit (Stage 1)	Beginning ...	Beginning ...	Beginning ...	Beginning ...	
1	Autumn 1 - A new start KPIs Can Say a greeting Respond to a question about name or feelings Attempt a question – name or feelings Remember some numbers between 0-10 Say at least 4 colours	Greetings /farewells Ask and answer question: name/ feelings. Explore numbers 0-10. Explore 6 colours.	Silent letters H Pronunciation of letters j/z/v Sound spelling uy/ci/ce/ll/ei/ie	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Read some familiar target language words. Copywrite familiar target language words	Sound Spelling Can identify specific sounds /phonemes. Listening Can understand a few familiar spoken words and phrases. Speaking Can say/repeat a few short words and phrases and would be understood by a native speaker.
2	Autumn 2 - Calendar and celebrations KPIs Can: Read and say some adjectives of colour Recognise and say a day of week Attempt to copywrite accurately a day of week Recognise and say most months Attempt to write accurately an important month of year	Colours Commands in class Days of week Months of year Culture: Christmas	Silent letters h Pronunciation j/v Sound spelling ao/me	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Take risks/positive attitude Listen attentively Make educated guesses Make links with other languages.	Reading Can recognise and read out a few familiar words and phrases. Writing Can write a few simple words or phrases or symbols as emergent writers of target language.
3	Spring 1 - Animals I like and don't like. (Lessons 2-4) KPIs. Remember and say animal nouns Write a simple sentence about a favourite animal Recognise a noun in a sentence	Animals (pets) nouns What is it? My favourite animal is ... Story: Animals I see when I walk to school.	Stress on letters à Pronunciation v/j/z Sound spelling rr/ll	Identify a noun Aware of plural nouns Nouns using indefinite article "a" (un/una).		Assessment: Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term
	Summer 1 - Fruits, vegetables, hungry giant story (Lessons 1-2) KPIs Can: Understand and say fruit/veg nouns Recall numbers 0-15 Count fruits Understand, enjoy, join in with story and board game Ask politely for an item Attempt to write a simple sentence using conjunction "and"	Fruits and vegetable nouns Numbers 0-11 Colours I want I would like ... Please Story: The hungry giant story, performance Board game: The hungry giant	Silent letters h Sound spelling za/ia	Polite requests Singular and plural nouns.	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.	In line with the Common European Framework of Reference (CEFR), A1 (CEFR)

YEAR 4		Content	Phonics	Grammar	Language Learning Skills	Skill Level
Block	Unit (Stage 2)	Beginning ...	Beginning ...	Beginning ...	Beginning ...	
1	Autumn 1 - Welcome to school KPIs <i>Can:</i> <i>answer several questions about themselves</i> <i>ask several questions about a friend</i> <i>understand and respond to classroom instructions</i> <i>recall days of week</i> <i>recall months of year</i> <i>say and write some nouns for places in school</i> <i>say and write some nouns for classroom objects</i>	Recall personal information questions and answers Recall 0-10 and some classroom instructions Say and read numbers 10-20 Recall days and months Names of areas /rooms in school Classroom item nouns Culture: School in Spain	Silent letters h Pronunciation of letters j/v/ñ Sound spelling ce//ll/ci/au/die/vei /iz	Masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Ask question with correct intonation. Read some familiar and unfamiliar target language words Write familiar target language words from memory.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.
2	Autumn 2 - My town, your town KPIs <i>Can</i> <i>Listen and respond accurately to sequence of commands</i> <i>Communicate simple instructions</i> <i>Recognise and read places in town nouns</i> <i>Ask and respond appropriately to where something is</i>	Revisit /extend colours Revisit/extend classroom commands Commands of movement and direction Places in town/shops nouns Ask and answer question "Where is ...?" Poem: Bonfire Night Culture: shops and a typical town in Spain Culture: Christmas	Silent letters h Pronunciation ñ Sound spelling ver/zul/tea/jo/llo/a o/ue	Classify masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences) Identify key sounds/silent letters Take risks/positive attitude Listen attentively Make educated guesses Recall previously learnt language.	Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.
3	Spring 1 - Family tree and faces. KPIs <i>Remember and say nouns for members of family</i> <i>Recognise, understand and say parts of face nouns</i> <i>Write a simple sentence with a part of face and a colour.</i> Spring 1 - Family tree and faces.	Culture: Epiphany in Spain. Family member nouns Recall personal information Parts of the face nouns Simple sentences to describe a face Create an alien face.	Stress on letters á/é/ Silent letters h Pronunciation é/è/ç Sound spelling ue//ll/qué/iz/ja/jos/ za	Practise masculine and feminine nouns, singular and plural Explore plural nouns with adjectives in Spanish Practise/use first person singular of verbs to have and to be (ser). Practise asking a question.	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Understand basic grammar Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.	Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term In line with the Common European Framework of Reference (CEFR), A1 (CEFR)

YEAR 5		Content	Phonics	Grammar	Language Learning Skills	Skill Level
Block	Unit (Stage 2)	Beginning ...	Beginning ...	Beginning ...	Beginning ...	
1	Spring 2 - Face and body parts KPIs <i>Recognise and use accurately body part nouns</i> <i>Understand simple descriptive sentence about body parts with colour adjectives and size adjectives</i> <i>Say and write simple sentence about for a physical description</i> <i>Follow a simple sequence of physical movement commands</i> <i>Communicate a simple sequence of physical movement commands</i>	Revisit face part nouns Body parts nouns Movement commands Use of "I have" with physical descriptions in Spanish. Generate simple sentence descriptions, adjective and nouns, to describe an alien.	Silent letters h Pronunciation z/v/j Sound spelling ll/os	Practise Spanish verbs as commands. Explore use of plural nouns Explore use of singular nouns, Practise using colours as adjectives with nouns in Spanish	Speak confidently (words and phrases) Imitate the pronunciation of sounds Use a bilingual dictionary to check spellings or look up new words Make educated guesses of context Actions/games to aid memory Recall and use prior learning Positive attitude Take risks and learn from mistakes Imitate pronunciation	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.
2	Summer 1 - Feeling unwell / Jungle animals KPIs <i>Recall body part nouns</i> <i>Explain what hurts and how feeling</i> <i>Take part in at the doctors' roleplay</i> <i>Identify jungle animal nouns</i> <i>Remember jungle animal nouns</i> <i>Identify and find meaning of unfamiliar adjectives</i> <i>Understand and join in with a story.</i> <i>Say/write a simple sentence – noun, adjective, conjunction about jungle animals.</i>	Recall body parts nouns Explaining how something hurts Ask the question "What is wrong?" At the doctors ' roleplay Jungle animal nouns Adjectives of colour and size to describe animal nouns Story: Walking through the jungle Poem: Jungle animal explorers	Silent letters H Pronunciation i/v Sound spelling ir/re	Revisit intonation when asking a question Using adjectives to describe a noun in Spanish	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks and learn from mistakes Make links with English and home languages. Write simple sentences using a model.	Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.
3	Summer 2 - The weather / Ice creams KPIs <i>Can:</i> <i>Read and understand 3 simple sentences about the weather</i> <i>Say and write 3 simple sentences about the weather</i> <i>Understand some ice cream flavours</i> <i>Describe a favourite ice cream</i> <i>Participate in a buy an ice cream roleplay</i>	Weather statements Weather question. Ice cream flavours Buying an ice cream dialogues Ice creams- I love, like, dislike Culture: Map and places - in Spain and weather forecasts Language Puzzle: using our language detective skills to explore another language.	Silent letters h Pronunciation v/i Sound spelling ia/me/io/ll/hace/i em.	Can ask for an item politely Asking a question accurately	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.	Assessment: Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term In line with the Common European Framework of Reference (CEFR), A1 (CEFR)

YEAR 6		Content	Phonics	Grammar	Language Learning Skills	Skill Level
Block	Unit (Stage 3)	Beginning ...	Beginning ...	Beginning ...	Beginning ...	
1	Autumn 1 - Me and my friends at school KPIs <i>Can:</i> <i>Say an extended sentence about how feeling with a reason</i> <i>Say a 3rd person singular sentence with details about someone else</i> <i>recognise and say at least 5 school subjects</i> <i>say and write an extended opinion about a school subject using a like/dislike verb</i>	Recall personal information questions and answers Introduce myself Introduce another person Talk about feelings- use of verb "estar" with feelings Opinions and reasons School subjects Likes and dislikes Culture: School in Spain and school timetable	Stress on letters í/á/ó/ú Sound spelling oy/que/ci	Conjunctions Extended sentences Verbs of opinion – 1 st /2 nd person singular Begin to explore 3 rd person singular Use of verb to be - estar -with feelings	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters Memory skills to aid comprehension Identify language patterns Identify word roots across languages Develop reading aloud skills Develop comprehension skills and strategies Develop speaking and writing skills Continue to develop word reference tools skills. Ways to explore sentence structure Write simple extended sentences using a model.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.
2	Spring 1 - Healthy eating and going to the market. KPIs <i>Can:</i> <i>Remember and say familiar fruit/veg nouns</i> <i>Identify cognates and semi cognates (fruit/veg nouns)</i> <i>Say some numbers between 0 and 100</i> <i>Participate in an at the market roleplay</i> <i>Follow simple instructions for a recipe</i> <i>Give simple instructions for a recipe</i>	Recall nouns for fruit and vegetables Extend knowledge of fruits and vegetables Culture: explore fruits and vegetables grown in Spain Likes, dislikes and preferences Recall numbers 0-100 Weights and quantities At the market roleplays Recipe instructions Culture: fruit salad	Stress on letters á Pronunciation letters z/v/ Sound Spellings cual/ce/ ía	Consolidate understanding of masculine and feminine nouns, singular and plural Commands Practise question words and forming a question in Spanish.	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Identify sounds and silent letters. Practise with a friend Write simple sentences using model	Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.
3	Summer 2 - Going to the seaside KPIs <i>Can:</i> <i>Understand and say nouns for beach bag items</i> <i>Use sentence starters to create a sequence of sentences</i> <i>Use "you can" + infinitive of a verb to create a persuasive sentence</i> <i>Say/write extended sentences to describe a day at the seaside.</i>	Beach bag item nouns Sentence starters You can + verbs as infinitives about activities at the seaside Conjunctions Opinions and reasons Culture: Map and places - in Spain to go on holiday Beach culture in Spain Language Puzzle: using our language detective skills to explore another language.	Silent letters h Pronunciation v/j/y Sound spelling jug/ace	Consolidate position agreement of adjectives with nouns in Spanish Explore understand sentence structure in Spanish: nouns, verbs, adjectives, personal pronouns. Conjunctions Explore use of modal verb and infinitive for persuasive sentences	Speak confidently (words and phrases) Actions/games to aid memory Identify key sounds and silent letters Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.	Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term In line with the Common European Framework of Reference (CEFR), A1 (CEFR)