





















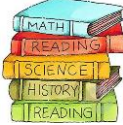





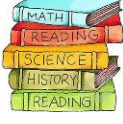







ARK Franklin Primary Academy








Spanish Curriculum






Spanish Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Introducing Myself 	Phonics with Animals 	The Hungry Caterpillar 		Food Preferences 	Spanish Summer Songs 
Year 2	Introducing Myself 	Phonics with Animals 	The Papaya That Spoke 		Food Preferences 	Spanish Summer Songs 
Year 3	Healthy Foods 	Sports 	Weather Types 	Pollution Issues 	Reading 1/3 Stories 	Spanish Summer Songs 
Year 4	Healthy Foods 	Sports 	Weather Types 	Pollution Issues 	Reading 1/3 Stories 	Spanish Summer Songs 
Year 5	School Subjects 	School Routines 	Reading 2/3 Stories 	Reading 2/3 Stories 	Spanish in the World 	Spanish in the World 
Year 6	School Subjects 	School Routines 	Reading Strategies 	Reading Strategies 	GCSE Speaking Preparation 	GCSE Speaking Preparation 







Year 1

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<p>Introducing Myself</p> 	<p>Phonics with Animals</p> 	<p>The Hungry Caterpillar</p> 		<p>Food Preferences</p> 	<p>Spanish Summer Songs</p> 
Theme	<p>Introducing myself.</p> <p>Salutations.</p> <p>Making simple statements about name and age.</p> <p>Asking simple questions about name and age.</p>	<p>Learning 16 animals with colours.</p>	<p>8-week project.</p> <p>Reading and reproducing the story while writing key language from the story of 'La Oruga Muy Hambrienta'</p>		<p>Expressing likes and dislikes about food.</p>	<p>Pupils finish the year by learning two summer songs related to the themes of the year.</p>
Core Grammar	<p>Yo me llamo – adjective.</p> <p>Vivo en – verb.</p> <p>Tengo -verb.</p>	<p>Nouns & Adjectives: masculine and feminine singular agreement.</p>	<p>Singular and plural nouns.</p> <p>Adjectives – masculine/feminine agreements and invariables.</p> <p>Negatives.</p> <p>Verb – to be.</p>		<p>Question – ¿Te gusta?</p> <p>Me gusta – verb form.</p> <p>No me gusta – verb form.</p>	<p>The grammar and vocabulary rich songs enhance and embed key phonetical sounds of Spanish.</p>







Year 2

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<p>Introducing Myself</p> 	<p>Phonics with Animals</p> 	<p>The Papaya That Spoke</p> 		<p>Food Preferences</p> 	<p>Spanish Summer Songs</p> 
Theme	<p>Salutations.</p> <p>Asking questions about others.</p> <p>Making simple statements about appearance.</p>	<p>Giving an opinion on the animal.</p>	<p>8-week project.</p> <p>Reading and reproducing the story while writing key language from the story of 'La Papaya Que Hablo'</p>		<p>Expressing likes and dislikes about food.</p> <p>Asking questions about food likes and dislikes.</p>	<p>Pupils finish the year by learning two summer songs related to the themes of the year.</p>
Core Grammar	<p>Yo and tú forms.</p> <p>Donde and Cual question forms.</p>	<p>Singular masculine and feminine nouns.</p> <p>Adjective agreement.</p>	<p>¿Qué? and ¿Quién? question forms.</p> <p>Singular and plural/masculine and feminine nouns.</p> <p>Negatives.</p> <p>Verb formation of 1st and 3rd person.</p>		<p>¿Te gusta? – question form.</p> <p>•Me Facina/Me encanta/ Me gusta – positive verbs.</p> <p>No me gusta/ Odio/Detest – negative verbs.</p>	<p>The grammar and vocabulary rich songs enhance and embed key phonetical sounds of Spanish.</p>

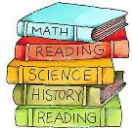





Year 3

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Healthy Foods 	Sports 	Weather Types 	Pollution Issues 	Reading 1/3 Stories 	Spanish Summer Songs 
Theme	<p>Making statements about healthy and unhealthy foods.</p>	<p>Describing likes and dislikes on sports</p>	<p>Learning 8 types of weather.</p> <p>Giving a weather forecast for a country.</p>	<p>Learning about reducing, reusing and recycling.</p>	<p>Reading a story that is 1/3 Spanish and 2/3's English.</p>	<p>Pupils finish the year by learning two summer songs related to the themes of the year.</p>
Core Grammar	<p>Gusta/encanta /facina/detesta /odio/no me gusta – formal verbs</p> <p>Masculine and feminine nouns.</p> <p>Reasoning with 'porque es' – connector.</p> <p>Cognates and adjectives.</p>	<p>Flipa/mola/chilfla – informal verbs</p> <p>Reasoning with 'porque es'.</p> <p>Adjectives that agree with the nouns.</p>	<p>Esta + 'o' ending verbs.</p> <p>Hace + adjectives.</p>	<p>Reduce, reusa, recicla – verbs.</p> <p>Cuidar, cambiar, mantener – verbs.</p> <p>Statement Language for posters.</p>	<p>Verbs, nouns, adjectives.</p> <p>Masculine and feminine forms of nouns and adjectives.</p> <p>Adjective position.</p> <p>Identifying Perfect Cognates and Near-Perfect cognates.</p>	<p>The grammar and vocabulary rich songs enhance and embed key phonetical sounds of Spanish.</p>


Year 4

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Healthy Foods 	Sports 	Weather Types 	Pollution Issues 	Reading 1/3 Stories 	Spanish Summer Songs 
Theme	<p>Giving opinions on why we eat healthy foods and why some foods are unhealthy.</p>	<p>Expressing opinions about 8 types of sports.</p>	<p>Learning about types of weather.</p> <p>Describing positions on a map.</p> <p>Giving a weather forecast for a continent.</p>	<p>Learning about reducing, reusing and recycling.</p> <p>Describing environmental issues.</p>	<p>Reading a story that is 1/3 Spanish and 2/3's English.</p>	<p>Pupils finish the year by learning two summer songs related to the themes of the year.</p>
Core Grammar	<p>Sentence starters.</p> <p>Formal verbs.</p> <p>Masculine and feminine nouns.</p> <p>Reasoning with 'porque es' – connector.</p> <p>Adjective agreement.</p> <p>Non-Gender Adjectives that agree with all nouns.</p>	<p>Formal and informal verb use.</p> <p>Porque es + descriptive adjectives.</p> <p>¿Qué? - questions</p>	<p>Esta + 'o' ending verbs.</p> <p>Hace + adjectives.</p> <p>En el + norte, este, oeste y sur – positional language.</p>	<p>Reduce, reusa, recicla – verbs.</p> <p>Cuidar, cambiar, mantener – verbs.</p> <p>Adjectives to describe key issues.</p>	<p>Verbs, nouns, adjectives.</p> <p>Masculine and feminine forms of nouns and adjectives.</p> <p>Identifying Perfect Cognates and Near-Perfect cognates.</p> <p>Negative formation.</p> <p>Informal verbs.</p>	<p>The grammar and vocabulary rich songs enhance and embed key phonetical sounds of Spanish.</p>

Year 5

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	School Subjects 	School Routines 	Reading 2/3 Stories 	Reading 2/3 Stories 	Spanish in the World 	Spanish in the World 
Theme	Giving opinions on 13 school subjects.	Describing school routines and timings.	Reading a story that is 2/3's Spanish and 1/3 English.	Reading a story that is 2/3's Spanish and 1/3 English	Geography and Culture of the 22 Spanish speaking countries in the world.	The Spanish spoken in other Spanish speaking countries.
Core Grammar	Definite and indefinite article: el/la. Pluralisation of definite/indefinite article: los/las Adjective agreement and adjective pluralisation. Opinion phrases and sentence starters.	Ordinal Adverbs: Primero, Segundo, Después y Finalmente. Opinion phrases and sentence starters. Time Structures and Prepositions of Time: A las dos, al final del día, por la mañana.	Verbs, nouns, adjectives. Identifying Perfect Cognates and Near-Perfect cognates. Adjective agreement and pluralising adjectives	Verbs, nouns, adjectives. Identifying Perfect Cognates and Near-Perfect cognates. Adjective agreement and pluralising adjectives.	Countries, Capitals, and place name meanings. Exploring place names within the USA: Los Angeles, Colorado, Nevada. Geographical positional language: En el + norte, este, oeste y sur.	Comparing differences of verbs and adjectives within countries. Understanding and using Formalities within Latin America: Usted and Vos. Exploring informal language within Latin America.

Year 6

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<p>School Subjects</p> 	<p>School Routines</p> 	<p>Reading Strategies</p> 	<p>Reading Strategies</p> 	<p>GCSE Speaking Preparation</p> 	<p>GCSE Speaking Preparation</p> 
Theme	<p>Writing about school subjects using conversational language.</p>	<p>Writing about a day in my life at school.</p>	<p>Comprehension reading texts, translation skills and unlocking cognates.</p>	<p>Comprehension reading texts, translation skills and unlocking cognates.</p>	<p>Preparation for 25 GCSE Speaking Questions.</p>	<p>Preparation for 25 GCSE Speaking Questions.</p>
Core Grammar	<p>Imperatives: tú form of regular verbs.</p> <p>Opinion phrases and sentence starters.</p> <p>Informal v Formal Conversation al Language: Pienso que v Me fascina, Estoy de Acuerdo v Yo Tambien and Opino que v Me gusta.</p>	<p>Ordinal Adverbs.</p> <p>Time Structures and Prepositions of Time</p> <p>Colloquial Conversational Language: Estas de Broma, Que, Me flipa(n), Me mola (n) Me chifla (n)</p>	<p>2 Step Translation skills: Sp to Eng and Eng to Eng.</p> <p>Unlocking Perfect and Near Perfect Cognates.</p> <p>Cognate suffixes from English to Spanish: -ity = dad, -ive = ivo, -tion = -cion, -ce = -cia.</p>	<p>Understanding Tenses in Context to comprehend. Past, present and future verb endings.</p> <p>Unlocking Perfect and Near Perfect Cognates.</p> <p>Cognate suffixes from English to Spanish: -ity = dad, -ive = ivo, -tion = -cion, -ce = -cia.</p>	<p>Set 1 & Set 2 of 12 Spanish GCSE Speaking Exam Questions.</p> <p>Focus: pluralisation of verb forms, masc. and fem. articles, adjective agreement, formal v informal verbs, ordinal adverbs and opinion structures.</p>	<p>Set 3 & Set 4 of 12 Spanish GCSE Speaking Exam Questions.</p> <p>Focus: pluralisation of verb forms, masc. and fem. articles, adjective agreement, formal v informal verbs, ordinal adverbs and opinion structures.</p>