

Spanish at Neston Primary School

National Curriculum Purpose of Study:

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.

Aims:

The national curriculum for Spanish 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.

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

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

4 year rolling plan

Cycle A 2024- 2025	Autumn Term Greetings Continuous		Spring Term Greetings Continuous		Summer Term Greetings Continuous	
Unit title	Soy Yo/Greetings	Mi Cuerpo	Los 3 Reyes	En mi escuela	Dime Cuando	Vacaciones
Y3/4 A	<p>Vocab: hello, goodbye, good morning, afternoon and evening. See you soon, tomorrow later. Numbers 1-10 Verbs: llamar, tener 1 & 2nd person Adjectives: feelings e.g. bien/mal. Y4: Verbs: llamar tener: 3rd person Adjectives: greater variety.</p>	<p>Vocab: nouns –body parts, clothes Verbs: classroom commands. Grammar: llevo, llevas Y4: Greater amount of body parts & clothes Grammar: plural – aqui estan</p>	<p>Vocab: colours emotions Verbs: tener, es, estar Y4: Greater variety of colours and emotions. Verbs: 1,2 & 3rd person</p>	<p>Vocab: nouns – subjects, stationary, classroom objects, school locations. Verbs: actions in PE and classroom commands. Verbs: llamo, tengo, gustar, estar, hay, aqui esta Y4: Greater amount of the classroom verbs and actions Grammar: plural – llaman, tienen, gustan, estan, no me gusta</p>	<p>Vocab: nouns - read and write numbers to 20, days of the week, read months of the year. Verbs: es, fue, cuantos, tengo Y4: Read and write numbers to 30, days of the week and months of the year. Verbs: sera, tiene, cuantos/cuantas understand when to use both and why the question changes. Conjugate: I, you, he/she</p>	<p>Vocab: nouns: countries, transport, activities. Verbs: ir , gustar Y4: Verbs: sacar, tomar Conjugate: I, you, he/she Conjugations: and, but, because</p>
Y3/4 A	<p>Listening -Repeat words modelled by teacher -Show understanding with an action -Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly. -Listen attentively to spoken language and show understanding by joining in and responding. -Pick out known words in an ‘authentic’ conversation -Children can understand and respond to a range of familiar spoken words and short phrases.</p> <p>Speaking -Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers. -Recognise a familiar questions and respond with a simple rehearsed response. -Can repeat and say familiar words and short simple phrases, using understandable pronunciation. -Children can and perform short role- plays on one topic, with several exchanges and secure pronunciation. Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p> <p>Writing Copy simple vocabulary Children can write some single words from memory, with plausible spelling. Children can, with support, substitute one element in a simple phrase to vary the meaning. Children can write simple words and several short phrases from memory. Children use understandable spelling.</p> <p>Reading Begin to recognise written vocabulary/ single words to recognise written phrases. Begin to recognise simple written phrases Recognise simple written phrases and understand a range of familiar written phrases.</p> <p>Grammar Can use indefinite and definite articles in the singular with masculine and feminine nouns – begin to understand the difference between these. Can use the high-frequency verb forms (I like, it is, there is/are, where is). Can use indefinite and definite articles with singular and plural nouns. Can use prepositions of place and sequence.</p>					
Y4/5 A	Todo sobre mi	Tiempo Libre / El Tiempo	Los 3 Reyes Vamos	Vamos	Ir de compras	Numeros Horarios

	<p>Vocab: activity verbs e.g. leer, viajar etc. Jobs Alphabet Verbs: ir, hacer, es, ser, vivir – I, you, he/she/we, they. Gustar, encantar, odir Y5: Greater variety of activity verbs and jobs. Verbs: I you, he/she it, they form.</p>	<p>Vocab: seasons, months of the year, names of sports. Weather expressions. Verbs: jugar, hacer Y5: Greater variety of activities and weather expressions. Verbs: I you, he/she it, they form.</p>	<p>Vocab: Variety of colours and emotions. Verbs: I, you, he/she/it Y5: Greater variety of colours and emotions Verbs: tener, es, estar I you, he/she it, they form.</p>	<p>Vocab: transport names e.g. coche, autobus etc. Directions: left, right Body parts. Verbs: estar, ir, imperative verbs used in the classroom Y5: Greater variety of classroom verbs/instructions, body parts etc I, you, he/she/it, we, you plural and they form for 'ir'</p>	<p>Vocab: fruit & vegetables, clothes, shops, euros, centimos. Verbs: poder, contar, cuanto Verbs: gustar. Agreement with pronouns and adjectives Y5: Greater variety of the above. Greater confidence showing agreement between pronouns and adjectives.</p>	<p>Vocab: Telling the time to the hour, half and quarter hou. .Introduce a few reflexive verbs. Revise lessons and days of the weeks to produce a class timetable. Y5: Tell time to nearest 5 minutes. Greater variety and understand of reflexive verbs.</p>
	<p>Listening -Listen attentively to spoken language and show understanding by joining in and responding. -Pick out known words in an 'authentic' conversation -Children can understand and respond to a range of familiar spoken words and short phrases. -Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary -Children can understand the main points of a short- spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p>Speaking -Use common phrases and develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers -Children can and perform short role- plays on one topic, with several exchanges and secure pronunciation. Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation. -Children can ask and answer questions on the current topic. -Children can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p> <p>Writing Children can write simple words and several short phrases from memory. Children use understandable spelling. -Begin to use dictionaries to find the meaning of unknown words and to translate own ideas. -Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p> <p>Reading -Begin to recognise simple written phrases Recognise simple written phrases and understand a range of familiar written phrases. -Read and show understanding of more complex written phrases -Read and show understanding of a piece of writing based on the current topic - Read short passages and pull answer questions on what they have read.</p> <p>Grammar -Can use indefinite and definite articles with singular and plural nouns. Can use prepositions of place and sequence. -Can use all persons of several regular verbs in the present tense (with the support of a frame).</p>					
Unit title	Todo Sobre Mi	Vamos a Comprar	Los 3 Reyes	Espana	El Mundo	Our Wonderful World
A Y5/6	<p>Vocab: activity verbs e.g. leer, viajar etc. Jobs Alphabet Verbs: ir, hacer, es, ser, vivir – I, you, he/she/we, they. Gustar, encantar, odir Y6: I, you, he/she/it, we, you (pl) they verbs</p>	<p>Vocab: Types of shops and food you would buy in those shops. Clothes and adjectives to describe them. Verbs: comprar, ser, Y6: I, you, he/she/it, we, you (pl) they verbs</p>	<p>Vocab: colours, emotions and descriptive vocabulary Verbs: tener, es, estar I you, he/she it, they form. Y6: I, you, he/she/it, we, you (pl) they verbs</p>	<p>Vocab: european country names, Spanish regions, 8 compass points, Famous landmarks. Verbs: ser, estar, poder. Conjunctions: y, pero, porque Y6: I, you, he/she/it, we, you (pl) they verbs</p>	<p>Vocab: Variety of family members, animals Variety of adjectives describe animals and family. Types of accommodation, parts of the house. Verbs: vivir, hay, ser Y6: I, you, he/she/it, we, you (pl) they verbs</p>	<p>Vocab: TBC</p>

<p>Listening</p> <ul style="list-style-type: none"> -Begin to show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary -Children can understand the main points of a short- spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. -Listen to and show understanding of more complex sentences in authentic conversations, picking out specific vocabulary. -Children can understand a short passage made up of familiar words and basic phrases. <p>Speaking</p> <ul style="list-style-type: none"> -Children can ask and answer questions on the current topic. -Children can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. -Engage in short scripted conversations speaking in longer sentences learning to use particular sentence structures more flexibly to create their own sentences. -Children can ask and answer simple questions on a few familiar topics <p>Writing</p> <ul style="list-style-type: none"> -Begin to use dictionaries to find the meaning of unknown words and to translate own ideas. -Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. -Adapt taught phrases to create new sentences. -Children can write a short simple text from memory, using simple sentences from one familiar topic with reasonable spelling. <p>Reading</p> <ul style="list-style-type: none"> -Read and show understanding of more complex written phrases -Read and show understanding of a piece of writing based on the current topic - Read short passages and pull answer questions on what they have read. -Practice reading longer texts aloud, containing taught phrases and vocabulary. - Children can understand a short text made up of short sentences with familiar language on a familiar topic. –Children can use a dictionary or a word list. <p>Grammar</p> <ul style="list-style-type: none"> -Can use all persons of several regular verbs in the present tense (with the support of a frame). -Children can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.
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Cycle B 2025- 2026	Autumn Term		Spring Term		Summer Term	
Unit title	Soy Yo/Greetings	Mi Familia	Time to Eat	Semana Santa	En Mi Escuela	Dime Cuando
B Y3/4	<p>Vocab: hello, goodbye, good morning, afternoon and evening. See you soon, tomorrow later. Numbers 1-10</p> <p>Verbs: llamar, tener 1 & 2nd person</p> <p>Adjectives: feelings e.g. bien/mal.</p> <p>Y4:</p> <p>Verbs: llamar tener: 3rd person Adjectives: greater variety.</p>	<p>Vocab: family members, pets, alphabet</p> <p>Verbs: tener 1st & 2nd person</p> <p>Y4: Greater amount of family and pet names.</p> <p>Verbs: tener, llamar I, you, she/he/it, they. Greater alphabet knowledge.</p>	<p>Vocab: colours, fruit, common food.</p> <p>Adjectives to describe food.</p> <p>Verbs: es, gusta</p> <p>Y4: Greater variety of colours, food and adjectives</p> <p>Verbs: 1,2 & 3rd person.</p> <p>Grammar: el/la los/las un/una unos/unas</p>	<p>Vocab: colours</p> <p>Emotions, numbers to 20</p> <p>Verbs: tener, es, estar</p> <p>Y4: Greater variety of colours and emotions.</p> <p>Verbs: 1,2 & 3rd person.</p> <p>Numbers to 20.</p>	<p>Vocab: nouns – subjects, stationary, classroom objects, school locations. Verbs: actions in PE and classroom commands.</p> <p>Verbs: llamo, tengo, gustar, estar, hay, aqui esta</p> <p>Y4: Greater amount of the classroom verbs and actions</p> <p>Grammar: plural – llaman, tienen, gustan, estan, no me gusta</p>	<p>Vocab: nouns - read and write numbers to 20, days of the week, read months of the year.</p> <p>Verbs: es, fue, cuantos, tengo</p> <p>Y4: Read and write numbers to 30, days of the week and months of the year.</p> <p>Verbs: sera, tiene, cuantos/cuantas understand when to use</p>

						both and why the question changes. Conjugate: I, you, he/she
	<p>Listening</p> <ul style="list-style-type: none"> -Repeat words modelled by teacher -Show understanding with an action -Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly. -Listen attentively to spoken language and show understanding by joining in and responding. -Pick out known words in an 'authentic' conversation -Children can understand and respond to a range of familiar spoken words and short phrases. <p>Speaking</p> <ul style="list-style-type: none"> -Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers. -Recognise a familiar question and respond with a simple rehearsed response. -Can repeat and say familiar words and short simple phrases, using understandable pronunciation. -Children can and perform short role- plays on one topic, with several exchanges and secure pronunciation. Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation. <p>Writing</p> <p>Copy simple vocabulary Children can write some single words from memory, with plausible spelling. Children can, with support, substitute one element in a simple phrase to vary the meaning. Children can write simple words and several short phrases from memory. Children use understandable spelling.</p> <p>Reading</p> <p>Begin to recognise written vocabulary/ single words to recognise written phrases. Begin to recognise simple written phrases Recognise simple written phrases and understand a range of familiar written phrases.</p> <p>Grammar</p> <p>Can use indefinite and definite articles in the singular with masculine and feminine nouns – begin to understand the difference between these. Can use the high-frequency verb forms (I like, it is, there is/are, where is). Can use indefinite and definite articles with singular and plural nouns. Can use prepositions of place and sequence.</p>					
Y4/5 B	Soy yo/Greetings	Tiempo libre / weather seasons	Shopping	Semana Santa	My Town	The Wider World
	<p>Vocab: Adjectives to describe feelings and personality. Verbs: llamar tener: gustar, encantar Verbs: Y5: Greater variety of adjectives to describe personality and feelings Verbs: tener, es, estar I you, he/she it, they form.</p>	<p>Vocab: seasons, months of the year, names of sports. Weather expression. Y5: Verbs: tener, es, estar I you, he/she it, they form.</p>	<p>Vocab: fruit & vegetables, clothes, shops, euros, centimos. Verbs: poder, contar, cuanto vale, gustar. Agreement with pronouns and adjectives Y5: Greater variety of the above. Greater confidence showing agreement between pronouns and adjectives.</p>	<p>Vocab: Variety of colour and emotion words Verbs: tener, estar, es 1,2 & 3rd person. Numbers to 20. Y5: Numbers to 30. Greater variety of adjectives Verbs: tener, es, estar I you, he/she it, they form.</p>	<p>Vocab: Places in the town shops and amenities. Verbs: hay – there is/are no hay. mis/tus Say your address in Spanish. Y5: Numbers to 100. Use simple conjunction to extend sentences.</p>	<p>Vocab: country names in Spanish, compass points, continents, animals. Verbs: ver, estar, vivir: I, you, he/she/it Y5: I, you, he/she/it, we, you plural and they form for 'ir'</p>
	<p>Listening</p> <ul style="list-style-type: none"> -Listen attentively to spoken language and show understanding by joining in and responding. -Pick out known words in an 'authentic' conversation -Children can understand and respond to a range of familiar spoken words and short phrases. -Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary -Children can understand the main points of a short- spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. <p>Speaking</p> <ul style="list-style-type: none"> -Use common phrases and develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers 					

	<p>-Children can and perform short role- plays on one topic, with several exchanges and secure pronunciation. Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p> <p>-Children can ask and answer questions on the current topic.</p> <p>-Children can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p> <p>Writing</p> <p>Children can write simple words and several short phrases from memory. Children use understandable spelling.</p> <p>-Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.</p> <p>-Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p> <p>Reading</p> <p>-Begin to recognise simple written phrases Recognise simple written phrases and understand a range of familiar written phrases.</p> <p>-Read and show understanding of more complex written phrases</p> <p>-Read and show understanding of a piece of writing based on the current topic - Read short passages and pull answer questions on what they have read.</p> <p>Grammar</p> <p>-Can use indefinite and definite articles with singular and plural nouns. Can use prepositions of place and sequence.</p> <p>-Can use all persons of several regular verbs in the present tense (with the support of a frame).</p>				
Y5/6 B	Todo sobre mi	Comer fuera			
	<p>Vocab: activity verbs e.g. leer, viajar etc. Jobs</p> <p>Alphabet</p> <p>Verbs: ir, hacer, es, ser, vivir – I, you, he/she/we, they.</p> <p>Gustar, encantar, odir</p> <p>Y6: all persons of verbs</p>	<p>Vocab: drinks, lunch, breakfast dinner and deserts.</p> <p>Verbs: querer, desir, gustar, encantar, odir</p> <p>I, you, he/she/we, they.</p> <p>Y6: I, you , he/she/it, we, you (pl) they verbs</p>			
	<p>Listening</p> <p>-Begin to show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary</p> <p>-Children can understand the main points of a short- spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p>-Listen to and show understanding of more complex sentences in authentic conversatiomn, picking out specific vocabually.</p> <p>-Children can understand a short passage made up of familiar words and basic phrases.</p> <p>Speaking</p> <p>-Children can ask and answer questions on the current topic.</p> <p>-Children can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p> <p>-Engage in short scripted conversations speaking in longer sentences learning to use particular sentence structures more flexibly to create their own sentences.</p> <p>-Children can ask and answer simple questions on a few familiar topics</p> <p>Writing</p> <p>-Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.</p> <p>-Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p> <p>-Adapt taught phrases to create new sentences.</p> <p>-Children can write a short simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p> <p>Reading</p> <p>-Read and show understanding of more complex written phrases</p> <p>-Read and show understanding of a piece of writing based on the current topic - Read short passages and pull answer questions on what they have read.</p> <p>-Practice reading longer texts aloud, containing taught phrases and vocabulaly.</p> <p>- Children can understand a short text made up of short sentences with familiar language on a familiar topic. –Children can use a dictionary or a word list.</p> <p>Grammar</p>				

-Can use all persons of several regular verbs in the present tense (with the support of a frame).
 -Children can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.

Cycle A

Soy Yo/Greetings	Mi Cuerpo	Los 3 Reyes	En Mi Escuela	Dime Cuando	Vacaciones
Todo Sobre Mi	Tiempo Libre / El Tiempo	Los 3 Reyes Vamos	Vamos	Ir de compras	Numeros Horarios
Todo Sobre Mi	Vamos a Comprar	Los 3 Reyes	Espana	Mi Mundo	Nuestro Mundo Hermoso

Cycle B

Soy Yo/Greetings	Mi Familia	A Comer	Semana Santa	En Mi Escuela	Dime Cuando
Soy Yo/Greetings	Tiempo Libre / weather seasons	En Las Tiendas	Semana Santa	Mi Pueblo	The Wider World
Todo Sobre Mi					