



Moorside Primary School, Lancaster EYFS & National Curriculum 2023 – 2024

	Autumn Term 1*	Autumn Term 2*	Spring Term 1*	Spring Term 2	Summer Term 1	Summer Term 2
Year 3 (1 ST YEAR OF NEW CURRICULUM)	<p>Aprendo español* (I am learning Spanish)</p> <ul style="list-style-type: none"> Pinpoint Spain and other Spanish speaking countries on a map of the world Ask and answer the question 'How are you?' Say 'Hello' and 'Goodbye' Ask and answer the question 'What is your name?' Learn the numbers 1-10 Say and recall ten colours 	<p>Los animales* (Animals)</p> <ul style="list-style-type: none"> Name and recognise up to 10 animals in Spanish. Attempt to spell some of these nouns with their correct indefinite article/determiner. Pretend that we are a particular animal using the 1st person singular form of the verb Ser (to be) - Soy (I am). Learn about accents over vowels and how they affect pronunciation of the word. Focus on phonics with the sounds CH, J, LL, Ñ and RR 	<p>Los instrumentos* (Musical instruments)</p> <ul style="list-style-type: none"> Recognise, recall and spell up to ten instruments with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form. Learn to say and write <i>I play an instrument</i> using the high frequency 1st person regular verb Toco (I play) with up to ten different instruments. Eg. Toco el clarinete (I play the clarinet) 	<p>Los instrumentos* (Musical instruments)</p> <ul style="list-style-type: none"> Recognise, recall and spell up to ten instruments with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form. Learn to say and write <i>I play an instrument</i> using the high frequency 1st person regular verb Toco (I play) with up to ten different instruments. Eg. Toco el clarinete (I play the clarinet) 	<p>Sé** (I know how to...)</p> <ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs. For example, cocinar (to cook) or bailar (to dance). Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to...) Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but). Find other common verbs in the dictionary Classify them by their endings as -ar, -er or -ir verbs. 	<p>Sé** (I know how to...)</p> <ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs. For example, cocinar (to cook) or bailar (to dance). Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to...) Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but). Find other common verbs in the dictionary Classify them by their endings as -ar, -er or -ir verbs.
Year 4 (2 ND YEAR OF NEW CURRICULUM)	<p>Los animales* (Animals)</p> <ul style="list-style-type: none"> Name and recognise up to 10 animals in Spanish. Attempt to spell some of these nouns with their correct indefinite article/determiner. Pretend that we are a particular animal using the 1st person singular form of the verb Ser (to be) - Soy (I am). Learn about accents over vowels and how they affect pronunciation of the word. Focus on phonics with the sounds CH, J, LL, Ñ and RR 	<p>Los instrumentos* (Musical instruments)</p> <ul style="list-style-type: none"> Recognise, recall and spell up to ten instruments with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form. Learn to say and write <i>I play an instrument</i> using the high frequency 1st person regular verb Toco (I play) with up to ten different instruments. Eg. Toco el clarinete (I play the clarinet) 	<p>Las formas** (Shapes)</p> <ul style="list-style-type: none"> Name and recognise up to 10 shapes in Spanish. Attempt to spell some of these nouns. Recognise that nouns are commonly associated with an article in Spanish and in this case 'un' or 'una'. Have an opportunity to learn and/or revise numbers 1-5. 	<p>Sé** (I know how to...)</p> <ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs. For example, cocinar (to cook) or bailar (to dance). Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to...) Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but). Find other common verbs in the dictionary Classify them by their endings as -ar, -er or -ir verbs. 	<p>Las estaciones** (The seasons)</p> <ul style="list-style-type: none"> Recognise, recall and remember the four seasons in Spanish. Recognise, recall and remember a short phrase for each season in Spanish. Say which season is their favourite in Spanish and attempt to say why using the conjunctions 'y' and 'porque'. 	<p>Los Helados*** (Ice creams)</p> <ul style="list-style-type: none"> Name, recognise and remember up to 10 ice-cream flavours in Spanish. Attempt to spell some of these flavours. Use the structure Quisiera... plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say <i>please (por favor)</i> and <i>thank you (gracias)</i>.
Year 5 (2 ND YEAR OF NEW CURRICULUM)	<p>Los instrumentos* (Musical instruments)</p> <ul style="list-style-type: none"> Recognise, recall and spell up to ten instruments with the correct definite article/determiner. Understand articles/determiners better and that the 	<p>Las formas** (Shapes)</p> <ul style="list-style-type: none"> Name and recognise up to 10 shapes in Spanish. Attempt to spell some of these nouns. Recognise that nouns are commonly associated with an 	<p>Sé** (I know how to...)</p> <ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs. For example, cocinar (to cook) or bailar (to dance). Use these verbs in the infinitive to form 	<p>La fruta*** (Fruits)</p> <ul style="list-style-type: none"> Name and recognise up to 10 fruits. Find other fruit names using a bilingual dictionary Attempt to spell some of these nouns. 	<p>Los Helados*** (Ice creams)</p> <ul style="list-style-type: none"> Name, recognise and remember up to 10 ice-cream flavours in Spanish. Attempt to spell some of these flavours. Use the structure 	<p>La historia de la Gran Bretaña*** (History of Great Britain)</p> <ul style="list-style-type: none"> Use the Spanish for "I am" (soy), "I have" (tengo) and "I live" (vivo).

	<p>definite article/determiner 'the' has a plural form.</p> <ul style="list-style-type: none"> Learn to say and write <i>I play an instrument</i> using the high frequency 1st person regular verb Toco (<i>I play</i>) with up to ten different instruments. <p>Eg. Toco el clarinete (<i>I play the clarinet</i>)</p> 	<p>article in Spanish and in this case 'un' or 'una'.</p> <ul style="list-style-type: none"> Have an opportunity to learn and/or revise numbers 1-5. 	<p>positive and negative sentence structures with 'sé' (<i>I know how to...</i>) / 'no sé' (<i>I do not know how to ..</i>)</p> <ul style="list-style-type: none"> Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (<i>and</i>) & 'pero' (<i>but</i>). Find other common verbs in the dictionary Classify them by their endings as -ar, -er or -ir verbs. 	<ul style="list-style-type: none"> Ask someone if they like a particular fruit. Eg. ¿Te gustan las manzanas? (<i>Do you like apples?</i>) Express opinion by saying what fruits they like and dislike using the conjunctions y (<i>and</i>) and pero (<i>but</i>). <p>Eg. Me gustan los melocotones y las ciruelas pero no me gustan las cerezas (<i>I like peaches and plums but I don't like cherries</i>).</p>	<p>Quisiera... plus an ice-cream flavour.</p> <ul style="list-style-type: none"> Say whether we would like a cone or pot and possibly how many scoops. Learn how to say <i>please</i> (por favor) and <i>thank you</i> (gracias). 	<ul style="list-style-type: none"> Name in Spanish, the 6 key periods of ancient Britain, introduced in chronological order. Be able to say in Spanish 3 of the types of people who lived in Ancient Britain. Tell somebody in Spanish the 3 key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the 3 types of dwellings people lived in during the stone age, bronze age and iron age.
Year 6 (2 ND YEAR OF NEW CURRICULUM)	<p>Las estaciones** (<i>The seasons</i>)</p> <ul style="list-style-type: none"> Recognise, recall and remember the four seasons in Spanish. Recognise, recall and remember a short phrase for each season in Spanish. Say which season is their favourite in Spanish and attempt to say why using the conjunctions 'y' and 'porque'. 	<p>La fruta*** (<i>Fruits</i>)</p> <ul style="list-style-type: none"> Name and recognise up to 10 fruits. Find other fruit names using a bilingual dictionary Attempt to spell some of these nouns. Ask someone if they like a particular fruit. Eg. ¿Te gustan las manzanas? (<i>Do you like apples?</i>) Express opinion by saying what fruits they like and dislike using the conjunctions y (<i>and</i>) and pero (<i>but</i>). <p>Eg. Me gustan los melocotones y las ciruelas pero no me gustan las cerezas (<i>I like peaches and plums but I don't like cherries</i>).</p>	<p>La historia de la Gran Bretaña*** (<i>History of Great Britain</i>)</p> <ul style="list-style-type: none"> Use the Spanish for "I am" (soy), "I have" (tengo) and "I live" (vivo). Name in Spanish, the 6 key periods of ancient Britain, introduced in chronological order. Be able to say in Spanish 3 of the types of people who lived in Ancient Britain. Tell somebody in Spanish the 3 key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the 3 types of dwellings people lived in during the stone age, bronze age and iron age. 	<p>Las verduras*** (<i>Vegetables</i>)</p> <ul style="list-style-type: none"> Name and recognise up to 10 vegetables in Spanish. Attempt to spell some of these nouns (including the correct article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables using "Quisiera..." ("<i>I would like...</i>") 	<p>Me presento* (<i>Introducing myself</i>)</p> <ul style="list-style-type: none"> Learn the numbers to 20. Learn how to say your name and age and ask someone theirs. Revise how to say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Learn how to tell someone where you live and ask them where they live. Learn how to tell someone your nationality, ask them theirs and learn various nationalities and understand basic gender agreement rules. 	<p>Mi familia** (<i>My family</i>)</p> <ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family. Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mi' and 'mis'. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (<i>to be called</i>) and tener (<i>to have</i>).

KEY:

Black = Early Language units *//*****

Green = Intermediate units *//*****

NB. In addition to the units of work set out above, we will also be doing one-off lessons/mini-projects to coincide with seasonal or cultural events in order to compare and contrast with the U.K. Pupils will also have an opportunity to perform a song/dance/play/presentation to parents and the wider school community. See below examples: -

Halloween/Navidad/Pascua

(*Halloween/Christmas/Easter*)

- Learn some seasonal vocabulary
- Learn about the similarities and differences between how Halloween/Christmas/Easter is celebrated in Spain/Latin America to the U.K.
- Learn a Spanish/Latin American Christmas song/carol
- Bilingual dictionary practice
- Improve phonics knowledge through reading and pronunciation practice.

La música española/latina

(Spanish/Latin American music)

- Learn a song and dance in Spanish.
- Listen to the lyrics and attempt to fill in the missing words.
- Understand the meaning of the lyrics.
- Practise good pronunciation.
- Familiarise ourselves with the style and genre of Latin American music.
- To find out a bit more about some famous Spanish or Latin American artists.

Do I know more? Do I remember more?

The school's Spanish curriculum is based on the online scheme, 'Language Angels' which provides a clear introduction to Spanish.

Rationale for the order in which knowledge is taught *from year group to year group*: This is now the second year of Spanish at Moorside so the pupils are still in transition from French. Therefore, Early Language units are still being taught to all year groups to ensure adequate coverage of basic key knowledge and skills. Y6 in the summer term, however, progress to Intermediate units because it is deemed that the older children will be able to progress through Early Language units more quickly.

By next year (2024 – 2025), Y3 and Y4 will be on Early Language units and both Y5 and Y6 on Intermediate units.

By the fourth year of introducing the Spanish curriculum, Y3 will be on the Early Language units, Y4 and Y5 on the Intermediate units and Y6 on the Progressive units.

Rationale for the order in which knowledge is taught *within each year group*: Units have been carefully selected from the scheme used to ensure no gaps in knowledge. Further to the selected units, all year groups will have the opportunity to go 'off-piste' with seasonal activities, games and songs to complement and enrich the curriculum. Opportunities to present or perform to parents or other year groups will also be provided.