

# St Denys Captivating Curriculum

## SPANISH



## **Intent**

<b>Curriculum Drivers</b> Our curriculum drivers shape, personalise and underpin our curriculum, bring about the aims and values of our school, and respond to the particular needs of our learners.	<b>Well Being</b> Our curriculum has physical, mental and emotional well-being at its heart. Children only learn if they are safe, well and happy.	<b>Creativity</b> Our curriculum harnesses the power of possibility and fosters creative thought, enabling children to solve problems and express themselves in different ways	<b>Communication</b> Our curriculum ensures that children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms.	<b>Choice</b> Our curriculum provides children with the knowledge, skills and understanding to make informed choices	<b>Challenge</b> Our curriculum provides challenge for all learners, teaches learners to seek challenge and develops the resilience they need to embrace it
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At St Denys, we believe that every child is a language learner. In a multi-cultural and linguistically diverse school such as St Denys Primary, many of our children already possess the skills for learning language as over 25 different world languages are spoken by pupils in our school. Modern Foreign Languages is an inclusive subject that supports speaking and listening skills, helping children grow their oracy skills in a nurturing and safe environment. We intend to provide children in Key Stage 2 with a high-quality education in Spanish (our chosen MFL), which develops their love of learning about other languages and cultures. As facilitators, we will equip our pupils, using the 'Language Angels' scheme of work and resources, to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our children. It has taken time to select the most appropriate resource. Consistent and high-quality teaching is delivered across the school. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning through facilitating the learning experiences. The ultimate aim is that pupils will feel willing and able to continue studying languages beyond key stage 2 as we promote curious learners who love to learn languages and other cultures.

These are the characteristics of learning that children will develop in Spanish :-

## *Characteristics of a Spanish speaker:-*

The confidence to speak with good intonation and pronunciation

Fluency and imagination in writing.

An independence in their studies and the ability to draw upon a wide range of resources.

Fluency in reading.

The ability to use language creatively and spontaneously.



A strong awareness of the culture of the countries where Spanish is spoken.

A passion for languages and a commitment to the subject.

**Spanish**

**This is what we intend for children to achieve in Spanish by the end of each year in Key Stage 2 :-**

Curriculum Intent	
<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>• Understand numbers 1-10 and be able to say, read and write them.</li> <li>• Be familiar with the days of the week and be able to say them and recognise them in written form.</li> <li>• Use simple greetings (e.g. saying hello and goodbye, saying how they are).</li> <li>• Ask and answer simple questions about name and age.</li> <li>• Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender). Use simple adjectives (e.g. colours).</li> <li>• Use some simple verbs in the first person "I" form (e.g. I am and I play).</li> <li>• Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.</li> </ul>
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>• Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).</li> <li>• Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)</li> <li>• Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink).</li> <li>• Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live).</li> <li>• Understand and use verbs in the first person "I" form (perhaps also have a look at a fully conjugated regular verb and show where the first person "I" form is).</li> <li>• Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article.</li> </ul>
<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>• Understand and use the alphabet to assist in correct spelling and pronunciation.</li> <li>• Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).</li> <li>• Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar.</li> <li>• Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions).</li> <li>• Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather).</li> </ul>

	<ul style="list-style-type: none"> <li>• Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions).</li> <li>• Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country).</li> <li>• Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they".)</li> </ul>
<p><b>YEAR 6</b></p>	<ul style="list-style-type: none"> <li>• Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices).</li> <li>• Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour.</li> <li>• Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc.)</li> <li>• Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).</li> <li>• Understand and use transactional language (e.g. in a café role play "I would like", "how much" etc.)</li> <li>• Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.</li> <li>• Use connectives to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.)</li> <li>• Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are).</li> <li>• Study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language. They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages.</li> <li>• Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they"). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun</li> </ul>

## Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish, be creative and make choices in order to be the best version of themselves. The St Denys Captivating Curriculum in Spanish has been designed to meet the needs of our learners in our context, meeting the requirements of the National Curriculum, informed by research and the principles and resources of the 'Language Angels' programme. It is supported by clear skills and knowledge progression with a clear vocabulary advancement. This ensures that skills and knowledge are built on year by year, sequenced appropriately and reinforced regularly to maximise learning for all children. It is important that the children develop the progressive skills of a modern foreign language speaker throughout their time at St Denys and do not just learn a series of facts/procedures related to the subject. Spanish is taught weekly in 40 minute lessons and opportunities are used throughout the week to reinforce learning.

The whole school overview for Spanish **(2024-2025)** is as follows:

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn 1</b>	<p style="text-align: center;"><b>Phonetics 1</b> <b>I'm learning Spanish</b></p> <ul style="list-style-type: none"> <li>• Locate Spain, Madrid, and a few key cities on a map.</li> <li>• Understand the Hispanic world better.</li> <li>• Ask somebody how they are feeling and what their name is.</li> <li>• Say how we are feeling and our names.</li> <li>• Count to 10.</li> <li>• Read, write, say, and recall ten different colours.</li> </ul>	<p style="text-align: center;"><b>Phonetics 1 &amp; 2</b> <b>'Las estaciones' (Seasons)</b></p> <ul style="list-style-type: none"> <li>• Recognise, recall and remember the 4 seasons in Spanish.</li> <li>• Recognise, recall and remember a short phrase for each season in Spanish.</li> <li>• Say which season is their favourite in Spanish and attempt to say why using the conjunctions 'y' and 'porque'.</li> </ul>	<p style="text-align: center;"><b>Phonetics 2 – 3</b> <b>'La fecha' (The date)</b></p> <ul style="list-style-type: none"> <li>• Remember, recall and spell the 7 days of the week. •</li> <li>• Remember, recall and spell the 12 months of the year.</li> <li>• Remember, recall and spell numbers 1-31.</li> <li>• Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</li> <li>• • Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is.</li> </ul>	<p style="text-align: center;"><b>Phonetics 3 – 4</b> <b>'La fecha' (The date)</b></p> <ul style="list-style-type: none"> <li>• Remember, recall and spell the 7 days of the week. •</li> <li>• Remember, recall and spell the 12 months of the year.</li> <li>• Remember, recall and spell numbers 1-31.</li> <li>• Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</li> <li>• Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is.</li> </ul>

<b>Autumn 2</b>	<p><b>'Los Animales' - Animals</b></p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 animals in Spanish.</li> <li>• Attempt to spell some of these nouns with their correct indefinite article/determiner.</li> <li>• Pretend that we are a particular animal using the 1st person singular form of the verb ser (to be), soy (I am).</li> </ul>	<p><b>Las Verduras -Vegetables</b></p> <ul style="list-style-type: none"> <li>• Name, recognise and recall up to 10 vegetables in Spanish.</li> <li>• Attempt to spell the above nouns with their plural article/determiner.</li> <li>• Learn and use the high frequency verb 'quisiera' from the verb 'querer' to want.</li> </ul>	<p><b>'En el cafeteria' In the café</b></p> <ul style="list-style-type: none"> <li>• Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria.</li> <li>• To understand better how to change a singular noun to plural form.</li> <li>• Perform a short role-play ordering what they would like to eat and drink.</li> </ul>	<p><b>¿Tienes una mascota? - Do You Have a Pet?</b></p> <ul style="list-style-type: none"> <li>• Know the nouns and indefinite articles for 8 common pets.</li> <li>• Ask somebody if they have a pet and give an answer back.</li> <li>• Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.</li> </ul>
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<b>Spring 1</b>	<p><b>‘ Los Instrumentos’ Musical Instruments</b></p> <ul style="list-style-type: none"> <li>• Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner.</li> <li>• Start to understand articles/determiners better in Spanish.</li> <li>• Learn to say and write ‘I play an instrument’ in Spanish using the high frequency 1st person regular verb ‘toco’ (I play) with up to ten different instruments.</li> </ul>	<p><b>Me Presento -Presenting Myself</b></p> <ul style="list-style-type: none"> <li>• Count to 20 in Spanish.</li> <li>• Ask somebody how they are feeling, their age, name and where they live in Spanish.</li> <li>• Say how we are feeling, how old we are, what our name is and where we live in Spanish.</li> <li>• Apply rules of adjectival agreement when saying our nationality in Spanish.</li> </ul>	<p><b>¿Tienes una mascota? - Do You Have a Pet?</b></p> <ul style="list-style-type: none"> <li>• Know the nouns and indefinite articles for 8 common pets.</li> <li>• Ask somebody if they have a pet and give an answer back.</li> <li>• Say in Spanish what pet we have/do not have and give our pet’s name.</li> <li>• Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.</li> </ul>	<p><b>‘La ropa’ – Clothes</b></p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for a variety of clothes in Spanish.</li> <li>• Use the appropriate genders and articles for these clothes.</li> <li>• Use the verb LLEVAR in Spanish with increasing confidence.</li> <li>• Say what they wear in different weather/situations.</li> <li>• Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>• Use the possessives with increased accuracy.</li> </ul>
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<p style="text-align: center;"><b>Spring 2</b></p>	<p style="text-align: center;"><b>'Puedo'</b> <b>I can/I know how to .....</b></p> <ul style="list-style-type: none"> <li>• Recognise, recall and spell 10 action verbs in Spanish.</li> <li>• 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 ..).</li> <li>• Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) &amp; 'pero' (but)..</li> </ul>	<p style="text-align: center;"><b>La Familia - Family</b></p> <ul style="list-style-type: none"> <li>• Remember the nouns for family members in Spanish from memory.</li> <li>• Describe our own or a fictitious family in Spanish by name, age, and relationship.</li> <li>• Count to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only).</li> </ul>	<p style="text-align: center;"><b>¿Qué Tiempo Hace? - What is the Weather?</b></p> <ul style="list-style-type: none"> <li>• Recognise and recall the 9 weather expressions in Spanish from memory.</li> <li>• Ask what the weather is today and give a reply in Spanish.</li> <li>• Describe the weather in Spain, in Spanish using a weather map with symbols.</li> </ul>	<p style="text-align: center;"><b>El Colegio – At School</b></p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for school subjects.</li> <li>• Say what subjects they like and dislike at school.</li> <li>• Say why they like/ dislike certain school subjects.</li> <li>• Tell the time (on the hour) in Spanish.</li> <li>• Say what time they study certain subjects at school.</li> </ul>
<p style="text-align: center;"><b>Summer 1</b></p>	<p style="text-align: center;"><b>La Fruta - Fruits</b></p> <ul style="list-style-type: none"> <li>• Name, recognise and remember up to 10 fruits in Spanish.</li> <li>• Attempt to spell some of these nouns with their correct article/determiner.</li> <li>• Ask somebody in Spanish if they like a particular fruit.</li> <li>• Say what fruits we like and dislike in Spanish.</li> </ul>	<p style="text-align: center;"><b>La Clase - Classroom</b></p> <ul style="list-style-type: none"> <li>• Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects.</li> <li>• Learn how to replace an indefinite article/determiner with the appropriate possessive adjective.</li> <li>• Learn how to use the negative in Spanish.</li> <li>• Describe what we have and do not have in our pencil case/rucksack.</li> </ul>	<p style="text-align: center;"><b>Mi Casa - House</b></p> <ul style="list-style-type: none"> <li>• Say and write in Spanish whether we live in a house or an apartment.</li> <li>• Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... Use the connective or conjunction 'y' to link two sentences together</li> </ul>	<p style="text-align: center;"><b>'El fin de semana'</b> <b>The Weekend</b></p> <ul style="list-style-type: none"> <li>• Ask what the time is in Spanish. Tell the time accurately in Spanish.</li> <li>• Learn how to say what they do at the weekend in Spanish.</li> <li>• Learn to integrate conjunctions into their work.</li> <li>• Present an account of what they do and at what time at the weekend.</li> </ul>


<b>Summer 2</b>	<p><b>'Puedo' - I Can/I know how to</b></p> <ul style="list-style-type: none"> <li>• Recognise, recall and spell 10 action verbs in Spanish.</li> <li>• 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 ..).</li> <li>• Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) &amp; 'pero' (but).</li> </ul>	<p><b>'En el cafeteria' In the café</b></p> <ul style="list-style-type: none"> <li>• Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería.</li> <li>• To understand better how to change a singular noun to plural form.</li> <li>• Perform a short role-play ordering what they would like to eat and drink.</li> </ul>	<p><b>Hábitats</b></p> <ul style="list-style-type: none"> <li>• Explain in Spanish the key elements animals and plants need to survive in their habitat.</li> <li>• Give examples in Spanish of the most common habitats for plants and animals and name an example of these habitats.</li> <li>• Explain in Spanish which animals live in these different habitats.</li> <li>• Give examples in Spanish of which plants live in these different habitats.</li> </ul>	<p><b>'Los Vikingos' The Vikings</b></p> <ul style="list-style-type: none"> <li>• Name in Spanish, the key periods in ancient Britain, in chronological order.</li> <li>• Describe themselves physically by pretending to be a member of a fictitious Viking family.</li> <li>• Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.</li> <li>• Use two irregular high frequency verbs 'ser' (to be) and 'tener' (to have) more fluently.</li> <li>• Describe their typical daily routine as either/both a Viking man and/or Viking woman using the first person singular (I ...), with an opportunity to move to third person singular (he/she). Recognise and start to understand commonly used reflexive verbs and pronouns.</li> </ul>
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The whole school overview for Spanish **(2025-2026)** is as follows:

	Year 3	Year 4	Year 5	Year 6
<b>Autumn Term</b>				
Half Term 1	Phonetics 1 (X) & 	Phonetics 2 (X) & 	Phonetics 3 (X) & 	Phonetics 4 (X) & 
Half Term 2	I Am Learning Fr/Sp/It (E) 	Presenting Myself (I) 	The Date (I) 	At School (P) 
Half Term 2	Animals (E) 	My Family (I) 	Do You Have a Pet? (I) 	Planets (P) 
<b>Spring Term</b>				
Half Term 1	Instruments (E) 	At the Tea Room (Fr)  At the Café (Sp)  At the Restaurant (It) (I) 	My Home (I) 	At the Weekend (P) 
Half Term 2	I Am Able ... (Fr)  I Know How To... (It/Sp) (E) 	In the Classroom (I) 	The Olympics (I) 	World War II (P) or  Habitats (P) or  Healthy Lifestyle (P) 
<b>Summer Term</b>				
Half Term 1	Ice-Creams (E) 	What is the Weather? (I) 	Clothes (I) 	Vikings (P) 
Half Term 2	Fruits (E) or  Vegetables (E) 	Goldilocks (I) or  Tudors (I) 	Romans (I)  or Habitats (I) 	Me in the World (P) 

Our planning overviews set out the learning journey for each term. Our weekly/unit planning identifies the specific learning intentions and relevant vocabulary. Our success criteria show the context of the lesson/series of lessons, the specific learning intentions (using 'I can' format) and the associated key vocabulary.

Example of subject success criteria:-

Spanish 		
Context: The Vegetables		
LO - As a linguist, I am learning to recognise and say the vegetables in Spanish.	<u>Me</u>	<u>My Teacher</u>
I can revisit my previous learning on vegetables.		
I can recognise five new vegetables in Spanish.		
I can say five new vegetables in Spanish.		

Our learning resources are carefully chosen and build and sustain engagement. The purpose of the learning is driven by subject specific intent. We use Proof of Progress tasks to support our assessment. We use our daily/weekly 'Dashboard' learning to keep skills and knowledge current and to support long term retention. We aim to enrich our curriculum with visitors who speak the language fluently and opportunities to learn more about some of the culture where the Spanish language is spoken such as the Spanish Fiesta project, we organised a few years ago.



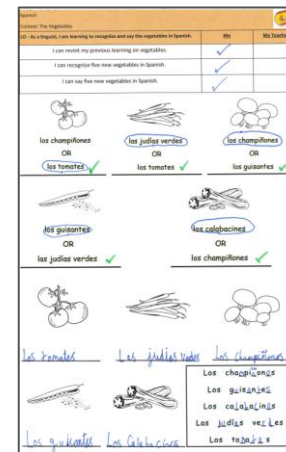
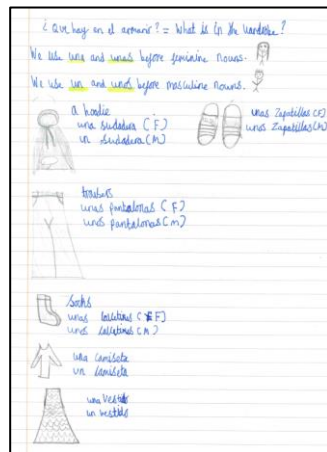
## **Impact**

The impact of the St Denys Spanish curriculum will be measured in a number of different ways. We want to ensure that language learning is loved and valued by all children, encouraging them to embark on further language studies. Impact can also be measured through ongoing

assessment during lessons, to measure children's progress. Assessments at the end of each term also ensure there is good progress with all pupils. Through pupil interviews, we can establish how engaged children are with their learning. It is an opportunity for children to talk about why language learning is so important in a modern world and what they enjoy most about learning Spanish.

It is hoped that by the time they leave St Denys:

- Pupils develop a love of language learning understand that there are different cultures around the world
- All pupils are able to succeed in Spanish lessons
- Pupils have a bank of Spanish knowledge and vocabulary
- Pupils can use their knowledge of phonics to decode new words and encode when writing
- Pupils are able to speak confidently and maintain a conversation in Spanish in front of an audience or their peers
- Pupils can recognise and understand some of the grammar rules of Spanish and can apply these in their written and spoken work
- Pupils can read passages confidently in Spanish and understand what they have read



Our main aim is for children to leave St Denys having used and developed the characteristics of a linguist and they will continue to use these in their future lives.