SKILLS AND PROGRESSION MAP

Spanish at Aylward



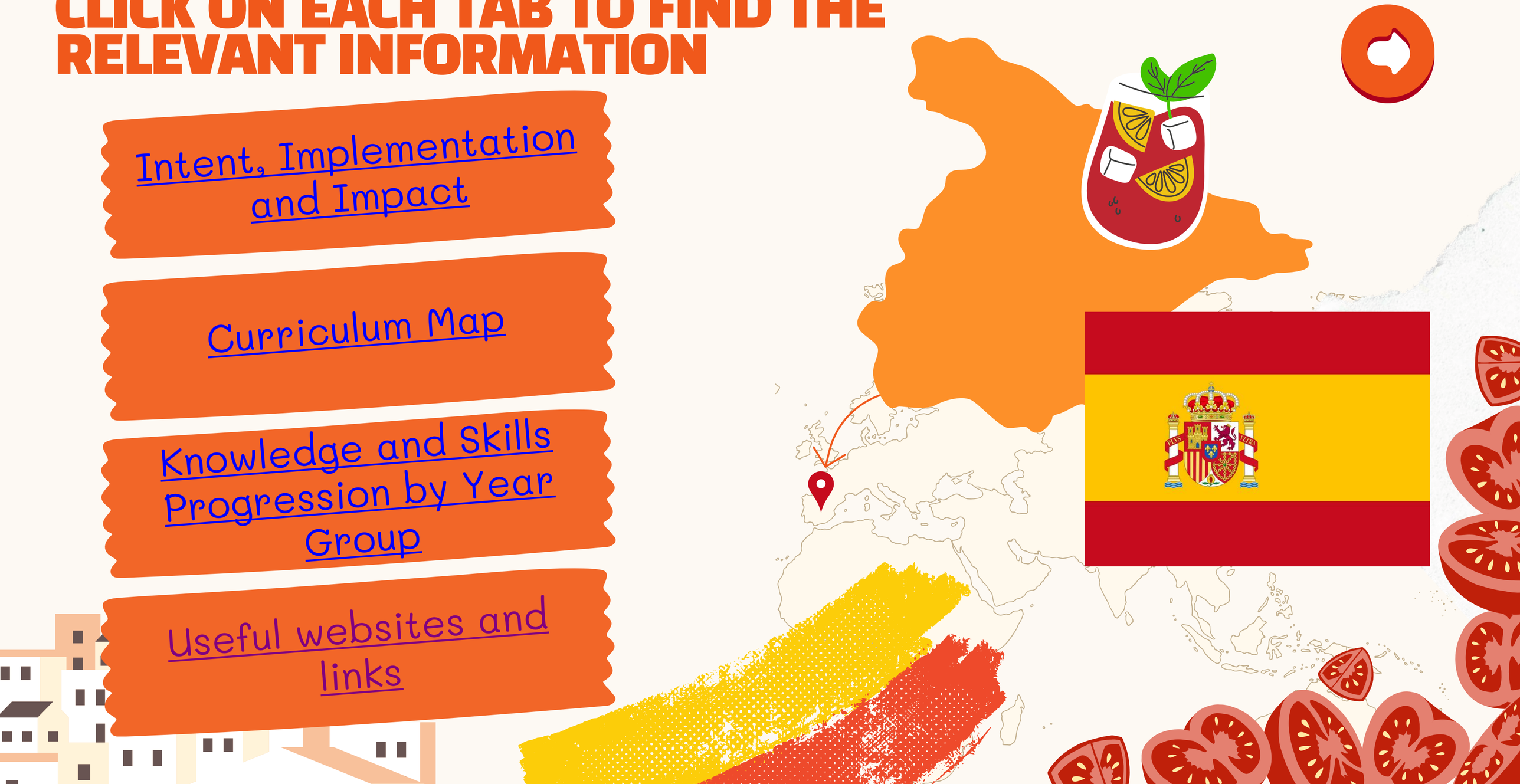
CLICK ON EACH TAB TO FIND THE RELEVANT INFORMATION

Intent, Implementation and Impact

Curriculum Map

Knowledge and Skills Progression by Year Group

Useful websites and links



Intent, Implementation and Impact

Intent

At Aylward Primary School, our Spanish curriculum aims to develop confident, enthusiastic language learners with an appreciation of the wider Spanish-speaking world. Through a carefully sequenced curriculum, pupils progressively develop their speaking, listening, reading and writing skills whilst building secure knowledge of vocabulary, phonics and grammar. Intercultural understanding is embedded throughout, enabling pupils to explore the traditions, festivals and daily life of Spanish-speaking countries and develop respect and curiosity for other cultures.

Implementation

Spanish is taught weekly across Key Stage 2 through engaging, interactive lessons that build upon prior learning. Vocabulary, phonics and grammar are revisited regularly through retrieval practice and applied through songs, stories, games, role play and practical activities. Pupils develop their language skills through meaningful communication, including the Year 4–6 Pen Pal Project, which provides authentic opportunities to explore Spanish culture and connect with children in Spain.

Impact

Pupils leave Key Stage 2 with the confidence to communicate using simple Spanish and a secure foundation in speaking, listening, reading and writing. They are able to apply key vocabulary and grammar in a range of contexts, demonstrate an understanding of Spanish-speaking cultures and approach further language learning with curiosity, confidence and enthusiasm. Progress is monitored through ongoing assessment, retrieval activities and termly assessments.



Curriculum map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Let's Learn Spanish!	My classroom & Christmas in Spain	Animals & Colours	Spanish Storytime "Oso Pardo"	Food, Fruit & Fun	Spanish Storytime "La Oruga Muy Hambrienta"
Year 4	Numbers, Months & Seasons	Birthday Party!	Joan Miró Masterpieces	Monster Makers	Alphabet Detectives	My Family & Storytime "El Nabo Gigante"
Year 5	Picasso Faces	What's the time?	Let's Eat!	Animal Olympics	The Animal Orchestra Project	Adjectives & Justifying Opinions
Year 6	Discovering Spain	Festivals/ Fiestas!	Around the World in Spanish	Postcards from My Travels	A Taste of Spain	Mi Restaurante

Knowledge and skills progression map by Year Group

Year 3

Year 4

Year 5

Year 6



Year 3

Autumn 1

Let's Learn Spanish!

Autumn 2

My classroom & Christmas in Spain

Spring 1

Animals & Colours

Spring 2

Spanish Storytime "Oso Pardo"

Summer 1

Food, Fruit & Fun

Summer 2

Spanish Storytime "La Oruga Muy Hambrienta"

Year 3
Autumn 1
"Let's learn Spanish!"

Intent

- To introduce pupils to the Spanish language through phonics, songs, games and repetition.
- To develop confidence listening to and speaking simple Spanish words and phrases.
- To build accurate pronunciation through the teaching of key Spanish sounds.
- To enable pupils to introduce themselves and ask simple questions about others.
- To establish classroom routines and language-learning strategies that will support future Spanish learning.
- To develop curiosity about Spanish language and culture.

Knowledge

- Recognise and pronounce Spanish vowel sounds accurately.
- Learn key Spanish phonics sounds and link sounds to written words.
- Understand and use common greetings and farewells.
- Ask and answer questions about names.
- Ask and answer questions about feelings and wellbeing.
- Count, recognise and write numbers 1–12.
- Ask and answer questions about age.
- Understand that Spanish pronunciation differs from English.
- Learn that Spanish-speaking people may have different naming traditions.

Skills

- **S1(a)** Ask and answer questions
- **S2** Speak in sentences
- **L1** Listen attentively and show understanding by joining in and responding
- **L2** Link the spelling, sound and meaning of words
- **R1** Read and show understanding of words and simple phrases
- **R3** Read aloud with accurate pronunciation
- **W1** Write words and phrases from memory
- **G4** Begin to use key verbs such as *llamarse*, *tener* and *estar*

Vocab

- Hola
- Buenos días
- Adiós
- Hasta luego
- ¿Cómo te llamas?
- Me llamo...
- ¿Cómo estás?
- Muy bien / bien / regular / mal
- ¿Cuántos años tienes?
- Tengo ... años
- uno–doce

Tips and tricks

Suggestions for implementation

- Greetings songs and actions.
- Repetition and choral speaking.
- Phonics gestures and sound drills.
- Ball throwing question-and-answer games.
- Number songs and counting activities.
- Partner speaking practice.
- Retrieval quizzes and flashcards.
- Listening and pronunciation games.

Enrichment opportunities

- Spanish greetings song.
- Phonics videos and songs.
- Learning about Spanish names.
- Whole-class speaking games.
- Celebration of successful pronunciation and speaking.

Questions to measure impact

- Can pupils greet someone in Spanish?
- Can pupils introduce themselves?
- Can pupils ask and answer "¿Cómo estás?"
- Can pupils ask and answer "¿Cuántos años tienes?"
- Can pupils count from 1–12?
- Can pupils recognise key Spanish phonics sounds?

Year 3 Autumn 2 "My Classroom & Christmas In Spain!"

Intent

- To extend pupils' vocabulary through familiar classroom objects and routines.
- To develop confidence responding to spoken Spanish instructions.
- To reinforce phonics and pronunciation through regular retrieval activities.
- To begin understanding how nouns and articles work in Spanish.
- To encourage pupils to communicate using simple questions and answers.
- To develop intercultural understanding through the study of Christmas traditions in Spain.

Knowledge

- Understand and respond to common classroom instructions.
- Recognise, say and write the names of classroom and pencil case items.
- Ask and answer questions using *¿Tienes...?*
- Use simple responses such as *Sí tengo* and *No tengo*.
- Understand that nouns can be masculine or feminine.
- Use the correct indefinite articles with familiar nouns.
- Develop confidence reading and recognising familiar vocabulary.
- Learn key facts about Christmas traditions in Spain.
- Compare Christmas celebrations in Spain and the UK.
- Write a simple Christmas card using Spanish greetings and phrases.

Skills

- **S1(a)** Ask and answer questions
- **S2** Speak in sentences
- **L1** Listen attentively and show understanding by joining in and responding
- **L2** Link the spelling, sound and meaning of words
- **R1** Read and show understanding of words and simple texts
- **R3** Read aloud with accurate pronunciation
- **R4** Understand new words introduced into familiar written material
- **W1** Write words and phrases from memory
- **G1** Gender of nouns – definite and indefinite articles
- **G2** Singular and plural forms of nouns

Vocab

- un lápiz
- una goma
- un bolígrafo
- una regla
- un estuche
- un sacapuntas
- unas tijeras
- ¿Tienes...?
- Sí tengo
- No tengo
- Escuchad
- Mirad
- Repetid
- ¡Silencio!
- Feliz Navidad
- Próspero Año Nuevo

Tips and tricks

Suggestions for implementation

- Classroom instruction games (Simon Says).
- Matching vocabulary and picture activities.
- Spot the Difference games.
- Go Fish and memory games.
- Retrieval of phonics and greetings.
- Partner speaking activities.
- Christmas card writing.
- Christmas traditions discussions.

Enrichment opportunities

- Exploring Christmas traditions in Spain.
- Spanish Christmas videos and songs.
- Three Kings Day activities.
- Christmas card project.
- Cultural comparisons between Spain and the UK.

Questions to measure impact

- Can pupils recognise and respond to classroom instructions?
- Can pupils name common classroom objects?
- Can pupils ask and answer "¿Tienes...?"
- Can pupils use the correct article with familiar nouns?
- Can pupils write a simple Christmas card?
- Can pupils identify a difference between Christmas in Spain and the UK?

Year 3
Spring 1
"Animals & Colours"

Intent

- To extend pupils' vocabulary through the topic of animals.
- To develop confidence listening to, reading and speaking familiar vocabulary.
- To introduce pupils to noun gender and simple grammar patterns.
- To develop understanding of singular and plural nouns.
- To encourage pupils to express simple preferences and opinions.
- To reinforce phonics knowledge through familiar vocabulary.

Knowledge

- Recognise, say and write the names of common animals.
- Identify masculine and feminine nouns.
- Understand and use the articles *un* and *una*.
- Form simple plural nouns by adding *-s*.
- Understand and use *unos* and *unas*.
- Use *el, la, los* and *las* with familiar nouns.
- Ask and answer questions about favourite animals.
- Recognise familiar vocabulary in spoken and written form.

Skills

- **S1(a)** Ask and answer questions
- **S2** Speak in sentences
- **L1** Listen attentively and show understanding by joining in and responding
- **L2** Link the spelling, sound and meaning of words
- **R1** Read and show understanding of words, phrases and simple texts
- **R3** Read aloud with accurate pronunciation
- **R4** Understand new words introduced into familiar written material
- **W1** Write words and phrases from memory
- **G1** Gender of nouns – definite and indefinite articles
- **G2** Singular and plural forms of nouns

Vocab

- un gato
- un perro
- un pez
- un oso
- un pájaro
- un pato
- un caballo
- una rana
- una oveja
- dos gatos
- dos perros
- dos peces
- unos
- unas
- el
- la
- los
- las
- ¿Cuál es tu animal preferido?
- Mi animal preferido es...

Tips and tricks

Suggestions for implementation

- Animal flashcards and matching games.
- Guess the animal activities.
- Snap and memory games.
- Listening and identification games.
- Favourite animal surveys.
- Retrieval practice of phonics.
- Article sorting activities.
- Singular and plural matching tasks.

Enrichment opportunities

- Animal-themed songs and games.
- Speaking surveys.
- Interactive vocabulary games.
- Classroom displays of animal vocabulary.

Questions to measure impact

- Can pupils name familiar animals in Spanish?
- Can pupils identify masculine and feminine nouns?
- Can pupils use the correct article with familiar nouns?
- Can pupils form simple plurals?
- Can pupils ask and answer questions about favourite animals?
- Can pupils recognise familiar animal vocabulary when reading?

Year 3
Spring 2
"Spanish Storytime - Oso Pardo"

Intent

- To develop reading and listening skills through a familiar story.
- To introduce adjective agreement through colours and animals.
- To build confidence reading simple sentences in Spanish.
- To develop speaking and writing through story retelling and adaptation.
- To reinforce previously learned animal vocabulary.
- To encourage enjoyment of language learning through stories, songs and performance.

Knowledge

- Recognise and use colour vocabulary.
- Understand adjective agreement with masculine and feminine nouns.
- Listen to and understand a simple Spanish story.
- Join in with repeated phrases from a story.
- Read simple sentences with increasing confidence.
- Describe animals using colours.
- Retell and adapt parts of a familiar story.
- Learn additional farm animal vocabulary through songs and games.
- Express favourite colours and favourite animals.

Skills

- **S1(a)** Ask and answer questions
- **S2** Speak in sentences
- **S3** Describe people, places, things and actions orally
- **L1** Listen attentively and show understanding by joining in and responding
- **L2** Link the spelling, sound and meaning of words
- **R1** Read and show understanding of words, phrases and simple texts
- **R2** Appreciate stories, songs, poems and rhymes in the language
- **R3** Read aloud with accurate pronunciation
- **R4** Understand new words introduced into familiar written material
- **W1** Write words and phrases from memory
- **W2** Adapt phrases to create new sentences
- **G3** Adjectives (place and agreement)

Vocab

- rojo / roja
- amarillo / amarilla
- blanco / blanca
- negro / negra
- azul
- verde
- rosa
- gris
- naranja
- marrón
- morado / morada
- dorado
- Oso pardo, ¿qué ves ahí?
- Veo...
- que me mira a mí
- vaca
- cabra
- gallina
- Mi color favorito es...
- Mi animal favorito es...

Tips and tricks

Suggestions for implementation

- Storytelling and repeated story reading.
- Choral reading activities.
- Puppet-making and puppet performances.
- Colouring and describing animals.
- Farm animal songs.
- Story sequencing activities.
- Sentence-building activities.
- Speaking and writing adaptations of the story.

Enrichment opportunities

- *Oso Pardo* story performance.
- Puppet theatre project.
- Farm animal songs.
- Creative writing based on the story.
- Art and craft linked to story characters.

Questions to measure impact

- Can pupils recognise and name colours in Spanish?
- Can pupils describe an animal using a colour adjective?
- Can pupils identify adjective agreement patterns?
- Can pupils understand key phrases from *Oso Pardo*?
- Can pupils read simple sentences accurately?
- Can pupils adapt a familiar sentence pattern independently?

Year 3 Summer 1 "Food, Fruit & Fun!"

Intent

- To develop the vocabulary needed to understand and enjoy a Spanish story.
- To extend pupils' knowledge of food and fruit vocabulary.
- To introduce the days of the week through meaningful contexts.
- To reinforce colours, numbers and adjective agreement.
- To build confidence speaking and reading familiar words and simple phrases.
- To prepare pupils for reading and performing *La Oruga Muy Hambrienta*.

Knowledge

- Recognise, say and write the days of the week.
- Recognise, say and write common fruit vocabulary.
- Learn additional food vocabulary.
- Count and describe quantities of food.
- Reinforce adjective agreement when describing fruits.
- Express favourite fruits and foods.
- Read and understand familiar vocabulary and simple phrases.
- Build the vocabulary required for the Summer 2 story unit.

Skills

- **S1(a)** Ask and answer questions.
- **S2** Speak in sentences.
- **S3** Describe people, places, things and actions orally.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R2** Appreciate stories, songs, poems and rhymes in the language.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt phrases to create new sentences.
- **G2** Singular and plural forms of nouns.
- **G3** Adjectives (place and agreement).

Vocab

- lunes
- martes
- miércoles
- jueves
- viernes
- sábado
- domingo
- una manzana
- una pera
- una ciruela
- una fresa
- una naranja
- un pastel de chocolate
- un helado
- un pepinillo
- una loncha de queso
- una rodaja de salchichón
- una piruleta
- una porción de tarta de frutas
- una salchicha
- una magdalena
- un trozo de sandía
- Mi fruta favorita es...
- Mi comida favorita es...

Tips and tricks

Suggestions for implementation

- Fruit and food matching games.
- Days of the week songs and actions.
- Bingo and memory games.
- Retrieval of colours and numbers.
- Partner speaking activities.
- Listening and sequencing tasks.

Enrichment opportunities

- Food-themed games and activities.
- Songs for the days of the week.
- Story vocabulary displays.
- Preparing props for the story unit.

Questions to measure impact

- Can pupils name the days of the week?
- Can pupils identify common fruits and foods?
- Can pupils count familiar items?
- Can pupils describe a fruit using the correct colour adjective?
- Can pupils express their favourite fruit or food?

Year 3

Summer 2

"Spanish Storytime - La Oruga Muy Hambrienta"

Intent

- To apply previously learned vocabulary through a familiar story.
- To develop listening, reading and speaking skills through storytelling and performance.
- To build confidence reading and understanding simple Spanish sentences.
- To encourage pupils to retell and adapt a story using familiar language.
- To develop creativity and collaboration through puppet performances.
- To foster enjoyment of language learning through stories and drama.

Knowledge

- Listen to and understand a simple Spanish story.
- Join in with repeated phrases and sentence patterns.
- Sequence events from the story.
- Read familiar sentences with increasing confidence.
- Retell the story using picture prompts.
- Perform the story using puppets and actions.
- Understand the main events and characters.
- Apply previously learned days, fruit and food vocabulary in context.

Skills

- **S1(a)** Ask and answer questions.
- **S2** Speak in sentences.
- **S3** Describe people, places, things and actions orally.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R2** Appreciate stories, songs, poems and rhymes in the language.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt phrases to create new sentences.
- **G3** Adjectives (place and agreement).

Vocab

- La oruga muy hambrienta
- una oruga
- un huevecito
- una hoja
- la luna
- el sol
- un capullo
- una hermosa mariposa
- tiene hambre
- tiene dolor de barriga
- se siente mucho mejor
- come
- busca
- reposa
- se construye
- se ha convertido en
- ¿Qué come?
- pero aún tiene hambre
- al día siguiente
- primero
- después
- al final
- veo
- hay

Tips and tricks

Suggestions for implementation

- Shared storytelling.
- Choral reading.
- Puppet making.
- Group performances.
- Story sequencing activities.
- Picture prompt retelling.
- Speaking and drama activities.

Enrichment opportunities

- Puppet theatre performance.
- Storytelling showcase.
- Creative arts and crafts.
- Collaborative group performances.

Questions to measure impact

- Can pupils understand the main events of the story?
- Can pupils recognise key vocabulary within the text?
- Can pupils sequence the story correctly?
- Can pupils read familiar phrases aloud?
- Can pupils retell parts of the story using prompts?
- Can pupils participate confidently in a group performance?

Year 4

Autumn 1

Numbers, Months & Seasons

Autumn 2

Birthday Party!

Spring 1

Joan Miró Masterpieces

Spring 2

Monster Makers

Summer 1

Alphabet Detectives

Summer 2

My Family & Storytime "El Nabo Gigante"

Year 4 Autumn 1 "Numbers, Months & Seasons"

Intent

- To build upon previously learned numbers, colours and days of the week.
- To develop confidence speaking about dates, months and seasons.
- To understand and answer simple questions about the date.
- To develop listening and speaking skills through songs, games and partner activities.
- To encourage children to recognise patterns and make links between language and everyday routines.

Knowledge

- Count confidently from 13-31.
- Recall and sequence the months of the year.
- Recognise and name the four seasons.
- Ask and answer questions about the date.
- Read and understand simple sentences containing dates and months.

Skills

- **S1(a)** Ask and answer questions.
- **S2** Speak in sentences.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R2** Appreciate songs and rhymes in the language.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **G5** Use familiar sentence structures and connectives.

Vocab

- Months in Spanish
- Numbers 13–31 in Spanish
- Seasons in Spanish
- Asking and answering the date

Tips and tricks

Suggestions for implementation

- 5-stage vocabulary approach.
- Songs and chants.
- Flashcard bingo.
- "¿Qué falta?" memory game.
- Splat game.
- Go Fish card game.
- Partner matching activities.

Enrichment opportunities

- Learn a traditional Spanish months rhyme.
- Explore the San Fermín festival and its date.
- Compare seasons and weather in Spain and the UK.
- Daily class date routine throughout the year.
- Use simple sign language gestures to support recall.

Questions to measure impact

- Can pupils count confidently from 13-31?
- Can pupils name the months of the year?
- Can pupils recognise the four seasons?
- Can pupils ask and answer the date?
- Can pupils read a simple date independently?
- Can pupils identify which season a month belongs to?

Year 4
Autumn 2
"Birthday Party"

Intent

- To build upon knowledge of months, dates and numbers.
- To develop confidence asking and answering questions about birthdays.
- To learn and use birthday party vocabulary in meaningful contexts.
- To explore simple aspects of Spanish birthday celebrations and traditions.
- To encourage communication through games, role play and creative writing.

Knowledge

- Ask and answer when your birthday is.
- Listen to and identify birthdays in Spanish.
- Learn and recall common birthday party vocabulary.
- Express simple opinions about party food and gifts.
- Read and understand simple birthday-related texts.
- Write a simple birthday invitation using a familiar structure.
- Compare some birthday traditions in Spain and the UK.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R2** Appreciate songs and rhymes in the language.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **G5** Use familiar sentence structures and connectives.

Vocab

- Asking and giving your birthday.
- Birthday party vocabulary.
- Birthday food and drinks.
- Birthday invitations.

Tips and tricks

Suggestions for implementation

- 5-stage vocabulary approach.
- Flashcard games and bingo.
- Balloon and party hat questioning games.
- Partner interviews and class surveys.
- Listening activities.
- Storytime.
- Singing "Cumpleaños Feliz."
- Shopping list activity.
- Designing and writing a birthday invitation.
- Role play and speaking games.

Enrichment opportunities

- Learn and sing Spanish birthday songs.
- Listen to authentic Spanish children talking about their birthdays.
- Watch a video of a Spanish birthday celebration.
- Compare birthday traditions in Spain and the UK.
- Create a birthday invitation display.
- Explore favourite party foods and gifts.

Questions to measure impact

- Can pupils ask someone when their birthday is?
- Can pupils answer using a full sentence?
- Can pupils recognise and use common birthday party vocabulary?
- Can pupils understand simple spoken birthdays?
- Can pupils express an opinion about party food or gifts?
- Can pupils write a simple birthday invitation independently?

Year 4 Spring 1 "Joan Miró Masterpieces"

Intent

- To build upon previously learned colours and simple sentence structures.
- To learn the names of common shapes and use adjectives to describe them.
- To introduce adjective agreement in a practical and meaningful way.
- To explore the work of the Spanish artist Joan Miró.
- To develop confidence speaking and writing through creative art activities.

Knowledge

- Learn and recall common shape vocabulary.
- Revise and apply colour vocabulary.
- Understand that adjectives change to match the gender of nouns.
- Use simple descriptive phrases to talk about artwork.
- Read and understand simple descriptions of Miró paintings.
- Create and describe their own artwork using familiar sentence structures.
- Learn about the Spanish artist Joan Miró and his abstract style.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **G3** Adjective agreement.
- **G5** Connectives and familiar sentence structures.

Vocab

- Shapes in Spanish.
- Colours in Spanish.
- Simple describing words (big, small, thick, thin, straight, curved).
- Describing artwork using **Hay...**

Tips and tricks

Suggestions for implementation

- 5-stage vocabulary approach.
- Flashcard games and matching activities.
- "¿Qué falta?" memory game.
- Go Fish and partner games.
- True or false gestures.
- Sentence and picture matching.
- Roll a Miró dice game.
- Create and describe a Miró-inspired artwork.
- Mini whiteboard sentence building.

Enrichment opportunities

- Learn about the life and artwork of Joan Miró.
- Explore famous examples of abstract art.
- Create a class art gallery inspired by Miró.
- Compare abstract and realistic art styles.
- Display and present artwork using simple Spanish descriptions.

Questions to measure impact

- Can pupils name common shapes in Spanish?
- Can pupils describe shapes using colours correctly?
- Can pupils recognise that adjectives change to match nouns?
- Can pupils read and understand simple artwork descriptions?
- Can pupils write a simple sentence beginning with **Hay...**?
- Can pupils explain who Joan Miró was and describe his style of art?

Year 4
Spring 2
"Monster Makers"

Intent

- To build upon previously learned colours and adjective agreement.
- To learn the names of common body parts in Spanish.
- To understand and apply singular and plural nouns.
- To develop confidence describing characters using simple sentences.
- To encourage creativity through designing and describing an original monster.

Knowledge

- Learn and recall body part vocabulary.
- Understand the difference between singular and plural nouns.
- Apply adjective agreement when describing body parts.
- Read and understand simple monster descriptions.
- Follow and respond to classroom instructions and songs.
- Create and describe a monster using familiar sentence structures.
- Develop understanding of how Spanish grammar changes when describing more than one object.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R2** Appreciate songs and rhymes in the language.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **G2** Singular and plural forms of nouns.
- **G3** Adjective agreement.
- **G5** Connectives and familiar sentence structures.

Vocab

- Body parts in Spanish.
- Singular and plural body parts.
- Colours and adjective agreement.
- Describing a monster using **Tiene...** and **No tiene...**

Tips and tricks

Suggestions for implementation

- 5-stage vocabulary approach.
- Flashcard games and matching activities.
- "¿Qué falta?" memory game.
- Go Fish and partner games.
- Simón dice.
- Heads, Shoulders, Knees and Toes song.
- Sentence and picture matching.
- Label and design a monster.
- Mini whiteboard sentence building.

Enrichment opportunities

- Sing the Spanish version of *Heads, Shoulders, Knees and Toes*.
- Play Simón dice using body part vocabulary.
- Explore Spanish names for their monster characters.
- Create a class display of labelled monsters.
- Present and describe their monsters to the class.

Questions to measure impact

- Can pupils name common body parts in Spanish?
- Can pupils recognise and form simple plurals?
- Can pupils apply adjective agreement correctly?
- Can pupils understand a simple written monster description?
- Can pupils label their own monster accurately?
- Can pupils write simple sentences using **Tiene...** and **No tiene...**?

Year 4 Summer 1 "Alphabet Detectives"

Intent

- To introduce the Spanish alphabet and develop accurate pronunciation.
- To build confidence asking, giving and spelling names.
- To develop listening skills through spelling games and partner activities.
- To encourage children to recognise patterns between spoken and written Spanish.
- To apply alphabet knowledge in fun, real-life contexts such as names, countries and famous landmarks.

Knowledge

- Learn the Spanish alphabet and its pronunciation.
- Ask and answer questions about names.
- Spell familiar words and names aloud.
- Listen carefully to identify letters and words.
- Read and understand simple alphabet-based activities.
- Recognise and spell Spanish names, countries and classroom objects.
- Develop confidence using the alphabet as a tool for communication.

Skills

- **S1(a)** Ask and answer questions.
- **S2** Speak in sentences.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **G5** Use familiar question and answer structures.

Vocab

- The Spanish alphabet.
- Asking and giving your name.
- Spelling words and names in Spanish.
- Classroom objects and Spanish names.

Tips and tricks

Suggestions for implementation

- 5-stage vocabulary approach.
- Flashcard games.
- "¿Qué falta?" memory game.
- Go Fish and partner matching games.
- Listen and guess activities.
- Spell and identify classroom objects.
- Guess Who? listening game.
- Partner name spelling challenges.
- Famous Spanish-speaking people and landmarks spelling activities.

Enrichment opportunities

- Learn about famous Spanish-speaking celebrities.
- Explore Spanish-speaking countries through spelling activities.
- Listen to and spell famous landmarks from around the world.
- Adopt and practise using a Spanish name.
- Play whole-class detective games using the alphabet.

Questions to measure impact

- Can pupils recognise and pronounce the Spanish alphabet?
- Can pupils ask and answer "¿Cómo te llamas?"
- Can pupils spell their own name in Spanish?
- Can pupils listen carefully and identify letters correctly?
- Can pupils spell and recognise familiar words and names?
- Can pupils use the alphabet to communicate simple information?

Year 4 Summer 2 "My Family & El Nabo Gigante"

Intent

- To build upon previously learned alphabet and name work to talk about family members.
- To develop confidence asking and answering questions about siblings and family.
- To introduce children to the traditional story **El Nabo Gigante (The Enormous Turnip)**.
- To develop speaking and listening skills through storytelling, role play and puppetry.
- To encourage creativity by reading, acting out and performing a simple Spanish story.

Knowledge

- Learn and recall family member vocabulary.
- Ask and answer questions about brothers and sisters.
- Ask and share family members' names.
- Read and understand simple family descriptions.
- Recognise and use simple sentence structures:
  - Tengo...
  - ¿Tienes...?
  - Se llama...
  - Se llaman...
- Read and understand the story *El Nabo Gigante*.
- Act out the story using masks, puppets and role play activities.
- Explore how families work together through traditional storytelling.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R2** Appreciate stories, songs, poems and rhymes in the language.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **G5** Connectives and familiar sentence structures.

Vocab

- Family members in Spanish.
- Asking and answering about siblings.
- Asking and sharing family members' names.
- Simple story vocabulary from *El Nabo Gigante*.

Tips and tricks

Suggestions for implementation

- Family tree activities.
- Partner speaking and class surveys.
- Alphabet retrieval through spelling family names.
- Shared reading of *El Nabo Gigante*.
- Story sequencing activities.
- Role play with masks and puppets.
- Small group performances.
- Draw and label your family.

Enrichment opportunities

- Read and perform *El Nabo Gigante* as a class.
- Make simple character masks or stick puppets.
- Retell the story in pairs or small groups.
- Create a class display of family portraits.
- Compare traditional stories from Spain and the UK.
- Present family members using simple Spanish sentences.

Questions to measure impact

- Can pupils name common family members in Spanish?
- Can pupils ask and answer whether someone has brothers or sisters?
- Can pupils ask and share family members' names?
- Can pupils understand a simple family description?
- Can pupils recognise key characters and events from *El Nabo Gigante*?
- Can pupils take part in a simple role play or puppet performance using familiar Spanish language?

Year 5

Autumn 1

Picasso Faces

Autumn 2

What's the time?

Spring 1

Let's Eat!

Spring 2

Sports &
The Animal Olympics

Summer 1

Music &
The Animal Orchestra

Summer 2

Adjectives &
Justifying Opinions

Year 5
Autumn 1
"Picasso Faces"

Intent

- To build upon previously learned colours and descriptive language.
- To learn how to describe people's hair, eyes and facial features in Spanish.
- To introduce adjective agreement and correct Spanish word order.
- To develop confidence reading, speaking and writing simple descriptions.
- To explore the work of the Spanish artist Pablo Picasso through creative portrait projects.

Knowledge

- Learn and recall vocabulary for hair, eyes and facial features.
- Use adjectives to describe appearance.
- Understand that adjectives come after nouns in Spanish.
- Apply adjective agreement for masculine, feminine and plural nouns.
- Read and understand simple physical descriptions.
- Ask and answer questions about appearance.
- Create and describe a Picasso-inspired portrait using full sentences.
- Learn about the Spanish artist Pablo Picasso and his abstract portrait style.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **S3** Describe people and things orally.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **W3** Describe people and things in writing.
- **G3** Adjectives (place and agreement).
- **G5** Connectives and familiar sentence structures.

Vocab

- Hair and eye colours.
- Hair types and lengths.
- Facial features.
- Describing people using adjectives.

Tips and tricks

Suggestions for implementation

- 5-stage vocabulary approach.
- Flashcard games and matching activities.
- "¿Qué falta?" memory game.
- Go Fish and partner games.
- Guess Who? role play.
- Listen and identify activities.
- Reading and picture matching tasks.
- Draw and describe yourself.
- Picasso portrait collage project.

Enrichment opportunities

- Learn about the life and artwork of Pablo Picasso.
- Explore examples of Cubism and abstract portraiture.
- Create a Picasso-inspired self-portrait collage.
- Present and describe portraits using Spanish.
- Create a class art gallery of portraits with written descriptions.

Questions to measure impact

- Can pupils describe someone's hair and eyes in Spanish?
- Can pupils use adjectives in the correct position?
- Can pupils recognise when adjectives change to match nouns?
- Can pupils understand a simple written description?
- Can pupils ask and answer questions about appearance?
- Can pupils write a short description of a Picasso portrait independently?

Year 5
Autumn 2
"What's the time?"

Intent

- To build upon previously learned numbers and question structures.
- To learn how to tell the time in Spanish using o'clock, half past and quarter past/to.
- To develop confidence asking and answering questions about the time.
- To recognise patterns in Spanish grammar through masculine/feminine nouns and articles.
- To apply mathematical understanding through practical language activities and games.

Knowledge

- Learn and recall time vocabulary.
- Tell the time to the hour, half hour and nearest quarter.
- Ask and answer the question:
  - ¿Qué hora es?
- Understand and use **de la mañana** and **de la tarde**.
- Consolidate counting in multiples of five.
- Understand the concepts of masculine, feminine, singular and plural nouns.
- Learn and apply the definite and indefinite articles:
  - el, la, los, las
  - un, una, unos, unas

Skills

- **S1(a)** Ask and answer questions.
- **S2** Speak in sentences.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **G1** Gender of nouns and definite/indefinite articles.
- **G2** Singular and plural forms of nouns.
- **G5** Familiar sentence structures and question forms.

Vocab

- Telling the time in Spanish.
- O'clock, half past and quarter past/to.
- Masculine and feminine nouns.
- Definite and indefinite articles.

Tips and tricks

Suggestions for implementation

- 5-stage vocabulary approach.
- Flashcard games and matching activities.
- "¿Qué falta?" memory game.
- Go Fish and partner games.
- Human clocks and practical demonstrations.
- Time board games.
- Times tables reading activities.
- Noun sorting games.
- Article matching tasks.
- Partner speaking and questioning activities.

Enrichment opportunities

- Learn Spanish time songs and raps.
- Explore similarities and differences between Spanish and English time telling.
- Use maths links to practise counting in fives.
- Watch short Spanish time videos.
- Play whole-class time challenges and quizzes.

Questions to measure impact

- Can pupils ask and answer the time in Spanish?
- Can pupils tell the time to the hour, half hour and nearest quarter?
- Can pupils recognise and use **de la mañana** and **de la tarde**?
- Can pupils identify whether a noun is masculine or feminine?
- Can pupils select the correct definite or indefinite article?
- Can pupils read and understand simple time and article-based sentences?

Year 5 Spring 1 "Let's Eat!"

Intent

- To build upon previously learned food vocabulary and articles.
- To learn how to talk about breakfast, lunch and favourite foods.
- To develop confidence asking and answering questions about meals.
- To express and justify opinions about food and drink.
- To encourage children to read, write and communicate about everyday life through the familiar context of food.

Knowledge

- Learn and recall breakfast and lunch food vocabulary.
- Ask and answer questions about what you eat.
- Use simple sentence structures:
  - ¿Qué desayunas?
  - Desayuno...
  - ¿Qué almuerzas?
  - Almuerzo...
- Express opinions about food and drink.
- Understand the difference between singular and plural opinions (me gusta / me gustan).
- Read and understand simple food descriptions.
- Write simple sentences about meals and favourite foods.
- Introduce frequency words such as **siempre**, **a veces**, **normalmente** and **nunca**.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **G1** Definite and indefinite articles.
- **G2** Singular and plural forms of nouns.
- **G4** Making simple verb choices.
- **G5** Connectives and familiar sentence structures.

Vocab

- Breakfast foods in Spanish.
- Lunch foods in Spanish.
- Food and drink opinions.
- Talking about meals.

Tips and tricks

Suggestions for implementation

- Food surveys and tally charts.
- Battleships games.
- TRAPDOOR reading activities.
- Partner interviews.
- Opinion polls around the classroom.
- Writing a simple food diary.

Enrichment opportunities

- Compare British and Spanish meal times.
- Explore traditional Spanish breakfasts and lunches.
- Create a class favourite foods chart.
- Play authentic Spanish food games.

Questions to measure impact

- Can pupils ask and answer what someone eats for breakfast or lunch?
- Can pupils express an opinion about food and drink?
- Can pupils recognise when to use **me gusta** and **me gustan**?
- Can pupils read and understand simple food sentences?
- Can pupils use frequency words in simple writing?
- Can pupils write a short description of what they eat and drink?

Year 5 Spring 2 "Sports & The Animal Olympics"

Intent

- To build upon previously learned opinion phrases and sentence structures.
- To learn and use sports vocabulary confidently in spoken and written Spanish.
- To ask and answer questions about favourite sports and how often they are played.
- To develop confidence describing activities using simple verbs and frequency words.
- To encourage creativity by designing and describing an original Animal Olympic Team.

Knowledge

- Learn and recall common sports vocabulary.
- Ask and answer questions about favourite sports.
- Use the structures:
  - ¿Cuál es tu deporte favorito?
  - Mi deporte favorito es...
  - ¿Sabes jugar...?
  - Sé jugar...
  - No sé jugar...
  - ¿Con qué frecuencia...?
- Express opinions about sports.
- Use frequency words such as **siempre**, **normalmente**, **a veces** and **nunca**.
- Read and understand simple sports descriptions and diaries.
- Design an Animal Olympic Team and write simple sentences to describe the athletes and their events.
- Create a simple sports diary using familiar sentence structures.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **S3** Describe people, things and actions orally.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **W3** Describe things and actions in writing.
- **G4** Conjugation of key verbs.
- **G5** Connectives, qualifiers and adverbs of time.

Vocab

- Sports in Spanish.
- Giving opinions about sports.
- Talking about how often you play sports.
- Asking and answering about favourite sports.

Tips and tricks

Suggestions for implementation

- Sports diary writing.
- Partner interviews.
- Opinion games using movement and gestures.
- **Animal Olympics Project** – children design an Olympic team using different animals for different events.
- Draw and label the team, then write simple sentences describing each athlete and their favourite sport.

Enrichment opportunities

- Learn about the Olympic Games and famous Spanish-speaking athletes.
- Hold a class "Animal Olympics" presentation afternoon.
- Create team flags and mascots.
- Display Olympic teams with written Spanish descriptions.
- Compare different sports that are popular around the world.

Questions to measure impact

- Can pupils ask and answer about favourite sports?
- Can pupils express opinions about sports?
- Can pupils say which sports they know how to play or do?
- Can pupils use simple frequency words correctly?
- Can pupils understand a simple sports diary?
- Can pupils design and describe an Animal Olympic Team using Spanish sentences?

Year 5 Summer 1 "Music & Animal Orchestras"

Intent

- To build upon previously learned opinion phrases and question structures.
- To learn the names of musical instruments and different genres of music.
- To develop confidence asking and answering questions about music and instruments.
- To encourage creativity through the design and presentation of an original Animal Orchestra.
- To develop speaking, reading and writing skills through a fun cross-curricular link with music and art.

Knowledge

- Learn and recall musical instrument vocabulary.
- Ask and answer questions about favourite instruments.
- Use the structures:
  - ¿Cuál es tu instrumento favorito?
  - Mi instrumento favorito es...
  - ¿Sabes tocar...?
  - Sé tocar...
  - No sé tocar...
- Express opinions about music and instruments.
- Learn the names of different genres of music.
- Read and understand simple musical descriptions.
- Design an Animal Orchestra, choosing animals and matching them to instruments.
- Write simple descriptive sentences about the orchestra using familiar language structures.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **S3** Describe people, things and actions orally.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R2** Appreciate stories, songs and rhymes in the language.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **W3** Describe people, things and actions in writing.
- **G4** Conjugation of key verbs.
- **G5** Connectives and familiar sentence structures.

Vocab

- Musical instruments in Spanish.
- Music genres in Spanish.
- Giving opinions about music.
- Talking about instruments you can play.

Tips and tricks

Suggestions for implementation

- Listening activities using different music genres.
- Class music surveys and tally charts.
- TRAPDOOR reading activity.
- Partner interviews about favourite music and instruments.
- **Animal Orchestra Project** – children design an orchestra made up of different animals playing instruments.
- Draw, label and write simple sentences describing each member of the orchestra.

Enrichment opportunities

- Listen to a variety of musical genres.
- Learn about traditional Spanish and Latin American instruments.
- Watch and discuss *La Orquesta de Animales*.
- Create a class Animal Orchestra display.
- Present and perform Animal Orchestra descriptions to the class.

Questions to measure impact

- Can pupils ask and answer about favourite instruments?
- Can pupils say which instruments they know how to play?
- Can pupils express opinions about different types of music?
- Can pupils understand simple written descriptions about music?
- Can pupils identify a range of musical instruments in Spanish?
- Can pupils design and describe an Animal Orchestra using Spanish sentences?

Year 5 Summer 2 "Adjectives & Justifying Opinions"

Intent

- To build upon previously learned opinion phrases and sentence structures.
- To learn a range of adjectives to justify opinions.
- To understand that adjectives can be used to describe music, sports, food and everyday experiences.
- To develop confidence extending sentences using connectives.
- To prepare children for the more independent writing and restaurant project in Year 6.

Knowledge

- Learn and recall a range of descriptive adjectives.
- Express and justify opinions using:
  - porque es...
  - porque no es...
- Extend sentences using:
  - y
  - pero
  - también
- Read and understand simple opinion texts.
- Write increasingly detailed opinion sentences.
- Apply adjectives to familiar topics including music, sports and food.
- Compare different opinions and understand that people can have different preferences.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **S3** Describe things and actions orally.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **W3** Describe things and actions in writing.
- **G3** Adjective agreement.
- **G5** Connectives and qualifiers.

Vocab

- Giving and justifying opinions.
- Describing words (adjectives).
- Connectives to extend sentences.
- Adjectives to describe food.

Tips and tricks

Suggestions for implementation

- Opinion corners.
- TRAPDOOR reading activity.
- Sentence building races.
- Partner interviews.
- Read and sort opinion cards.

Enrichment opportunities

- Compare opinions across the class using surveys.
- Explore how food, music and sports are enjoyed in Spain.
- Create a classroom display of favourite things.
- Play "Would you rather?" style opinion games.
- Share and present extended opinion sentences.

Questions to measure impact

- Can pupils express an opinion confidently?
- Can pupils justify their opinion using **porque es...**?
- Can pupils use a range of descriptive adjectives?
- Can pupils extend sentences using connectives?
- Can pupils apply adjectives to different topics, including food?
- Can pupils write a short paragraph giving and justifying their opinions?

Year 6

Autumn 1

Discovering Spain

Autumn 2

Festivals/
Fiestas!

Spring 1

Around the World
in Spanish

Spring 2

Postcards from
My Travels

Summer 1

A Taste of Spain

Summer 2

Mi Restaurante

Year 6 Autumn 1 "Discovering Spain"

Intent

- To celebrate the culmination of the children's Spanish learning journey through an exciting introduction to Spain.
- To develop confidence using previously learned language in meaningful cultural contexts.
- To learn about Spain's geography, landmarks, traditions and daily life.
- To encourage curiosity and appreciation for Spanish culture.
- To prepare children for the festival unit by developing core cultural vocabulary.

Knowledge

- Learn key facts about Spain.
- Locate Spain and Madrid on a map.
- Learn vocabulary linked to Spanish culture and daily life.
- Read and understand simple fact files.
- Ask and answer questions about Spain.
- Express opinions about Spain using familiar sentence structures.
- Create a fact file or poster about Spain using simple Spanish sentences.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **S3** Describe places and things orally.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **W3** Describe places and things in writing.
- **G5** Connectives and familiar sentence structures.

Vocab

- Key facts about Spain.
- Geography and landmarks.
- Giving and justifying opinions.
- Describing Spain.

Tips and tricks

Suggestions for implementation

- 5-stage vocabulary approach.
- Flashcard games.
- Flashcard bingo.
- Ball questioning.
- Read and match activities.
- TRAPDOOR reading.
- Spain fact file reading.
- Mini writing tasks.
- Design a Spain poster or fact file.
- Independent paragraph writing.

Enrichment opportunities

- Explore maps of Spain.
- Learn about Madrid and famous Spanish landmarks.
- Watch short clips of life in Spain.
- Compare Spain and the UK.
- Create a class display called "Discovering Spain."

Questions to measure impact

- Can pupils recall key facts about Spain?
- Can pupils identify Spain and Madrid on a map?
- Can pupils use simple vocabulary to describe Spain?
- Can pupils express and justify an opinion?
- Can pupils understand a simple fact file?
- Can pupils write a short paragraph about Spain?

Year 6
Autumn 2
"Festivals/Fiestas!"

Intent

- To develop children's understanding of Spanish traditions and celebrations.
- To apply previously learned language to authentic cultural contexts.
- To explore some of Spain's most famous festivals through creative and practical activities.
- To develop confidence speaking, reading and writing about festivals.
- To encourage appreciation of similarities and differences between celebrations in Spain and the UK.

Knowledge

- Learn about famous Spanish festivals and celebrations.
- Learn vocabulary linked to festivals and traditions.
- Read and understand simple festival fact files.
- Ask and answer questions about celebrations.
- Express opinions about festivals using familiar sentence structures.
- Compare Spanish festivals with celebrations in the UK.
- Create a festival poster or fact file using simple Spanish sentences.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **S3** Describe places, events and things orally.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **W3** Describe places, events and things in writing.
- **G5** Connectives and familiar sentence structures.

Vocab

- Spanish festivals and celebrations.
- Festival traditions and activities.
- Giving and justifying opinions.
- Describing festivals.

Tips and tricks

Suggestions for implementation

- Read and match activities.
- TRAPDOOR reading.
- Festival fact file reading.
- Mini writing tasks.
- Design a festival poster or fact file.
- Independent paragraph writing.

Enrichment opportunities

- Explore videos and images of Spanish festivals.
- Learn about **Las Fallas, La Tomatina, San Fermín, Carnaval de Cádiz and Feria de Abril.**
- Compare Spanish and British celebrations.
- Create festival-themed artwork and displays.
- Hold a class "**Festival Fiesta**" celebration.

Questions to measure impact

- Can pupils name and recognise some famous Spanish festivals?
- Can pupils recall key facts about a Spanish celebration?
- Can pupils use simple vocabulary to describe a festival?
- Can pupils express and justify an opinion about a celebration?
- Can pupils understand a simple festival fact file?
- Can pupils write a short paragraph about a Spanish festival?

Year 6 Spring 1 "Around the World in Spanish"

Intent

- To broaden children's understanding of the Spanish-speaking world beyond Spain.
- To apply previously learned language to authentic cultural contexts.
- To explore the geography, landmarks, wildlife and traditions of Spanish-speaking countries.
- To develop confidence speaking, reading and writing about places around the world.
- To encourage curiosity and appreciation of the diversity of the Hispanic world.

Knowledge

- Learn about a range of Spanish-speaking countries.
- Learn vocabulary linked to landmarks, animals, food and culture.
- Read and understand simple country fact files.
- Ask and answer questions about different countries.
- Express opinions about places using familiar sentence structures.
- Compare Spanish-speaking countries with each other and with the UK.
- Create an illustrated postcard using simple Spanish sentences.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **S3** Describe places, things and actions orally.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **W3** Describe places and things in writing.
- **G5** Connectives and familiar sentence structures.

Vocab

- Spanish-speaking countries.
- Landmarks, animals and culture.
- Giving and justifying opinions.
- Describing places.

Tips and tricks

Suggestions for implementation

- Country Gallery Walk.
- Read and match activities.
- TRAPDOOR reading.
- Mini writing tasks.
- Draw and label postcard scenes.
- Independent postcard writing.

Enrichment opportunities

- Explore maps and flags of Spanish-speaking countries.
- Display high-quality photographs around the classroom.
- Learn about famous landmarks and wildlife.
- Compare different countries and cultures.
- Create a classroom travel display called "**Around the Spanish-Speaking World.**"

Questions to measure impact

- Can pupils name some Spanish-speaking countries?
- Can pupils recall key facts about a country they have studied?
- Can pupils use simple vocabulary to describe a place?
- Can pupils express and justify an opinion about a country?
- Can pupils understand a simple country fact file?
- Can pupils write a short postcard about a Spanish-speaking country?

Year 6 Spring 2 "Postcards from My Travels"

Intent

- To consolidate and apply learning from the Spanish-speaking countries unit.
- To develop confidence using familiar language independently.
- To compare different countries, cultures and traditions across the Hispanic world.
- To encourage creativity through travel writing and postcard design.
- To develop extended writing skills by producing a personal travel scrapbook.

Knowledge

- Recall key facts about the Spanish-speaking countries studied.
- Compare landmarks, wildlife, food and traditions.
- Read and understand simple descriptions of different countries.
- Ask and answer questions about favourite places.
- Express and justify opinions using familiar sentence structures.
- Write and adapt simple postcard templates independently.
- Create a travel scrapbook combining language and cultural knowledge.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **S3** Describe places, things and actions orally.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **W3** Describe places and things in writing.
- **G5** Connectives and familiar sentence structures.

Vocab

- Spanish-speaking countries.
- Landmarks, animals and culture.
- Giving and justifying opinions.
- Writing a postcard.

Tips and tricks

Suggestions for implementation

- Country Gallery Walk.
- Read and match activities.
- TRAPDOOR reading.
- Postcard sequencing activities.
- Travel scrapbook project.
- Independent extended writing.

Enrichment opportunities

- Display all country photographs around the classroom.
- Create a class travel exhibition.
- Compare favourite countries through surveys and discussion.
- Share completed postcards and travel scrapbooks.
- Create a classroom display called "**My Journey Around the Spanish-Speaking World.**"

Questions to measure impact

- Can pupils name and identify a range of Spanish-speaking countries?
- Can pupils recall key facts about the countries they have studied?
- Can pupils use simple language to describe a country?
- Can pupils express and justify their favourite country?
- Can pupils understand a simple postcard or country description?
- Can pupils write an independent postcard or travel diary entry using familiar language?

Year 6
Summer 1
"A Taste of Spain"

Intent

- To develop children's understanding of Spanish cuisine and its importance in Spanish culture.
- To apply previously learned language to authentic real-life situations.
- To learn how to order food and drinks confidently in Spanish.
- To encourage curiosity and appreciation of traditional Spanish dishes and ingredients.
- To develop speaking, reading and writing skills through creative restaurant-based activities.

Knowledge

- Learn and recall traditional Spanish food and drink vocabulary.
- Learn adjectives to describe food and justify opinions.
- Read and understand simple descriptions of Spanish dishes.
- Ask for and order food and drinks using familiar sentence structures.
- Explore traditional Spanish ingredients and how popular dishes are made.
- Compare Spanish and British food culture.
- Design and label a Spanish-inspired pincho using simple Spanish vocabulary.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **S3** Describe things and actions orally.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **W3** Describe things and actions in writing.
- **G3** Adjective agreement.
- **G5** Connectives and familiar sentence structures.

Vocab

- Spanish food and drinks.
- Food adjectives.
- Ordering food in a restaurant.
- Giving and justifying opinions.

Tips and tricks

Suggestions for implementation

- Food gallery walk.
- Read and match activities.
- TRAPDOOR reading.
- Structured restaurant role plays.
- Paper plate café game.
- Design and label your own Spanish pincho.

Enrichment opportunities

- Explore traditional Spanish cuisine and regional dishes.
- Learn about tapas, pinchos and Spanish food culture.
- Compare meal times in Spain and the UK.
- Watch short videos of Spanish cafés and restaurants.
- Create a class display called "**A Taste of Spain.**"

Questions to measure impact

- Can pupils recognise and name traditional Spanish foods?
- Can pupils describe food using simple adjectives?
- Can pupils express and justify opinions about food?
- Can pupils order food and drinks using simple Spanish?
- Can pupils understand a simple restaurant dialogue or food description?
- Can pupils design and describe their own Spanish-inspired dish?

Year 6
Summer 2
"Mi Restaurante"

Intent

- To consolidate and apply all of the food, drink and restaurant language learned throughout the unit.
- To develop confidence communicating in real-life situations through speaking, reading and writing.
- To encourage creativity by designing and presenting an original Spanish restaurant.
- To deepen children's understanding of Spanish food culture and traditions.
- To produce an independent piece of extended writing using familiar vocabulary and sentence structures.

Knowledge

- Recall and apply Spanish food and drink vocabulary.
- Use adjectives to describe and justify opinions about food.
- Read and understand simple menus and restaurant dialogues.
- Ask for and order food and drinks confidently.
- Understand the structure and layout of a traditional Spanish menu.
- Create and label an original restaurant menu.
- Write an extended piece about their own Spanish restaurant using familiar language.

Skills

- **S1(a)** Ask and answer questions.
- **S1(b)** Express opinions and respond to those of others.
- **S2** Speak in sentences.
- **S3** Describe things and actions orally.
- **L1** Listen attentively and show understanding by joining in and responding.
- **L2** Link the spelling, sound and meaning of words.
- **R1** Read and show understanding of words, phrases and simple texts.
- **R3** Read aloud with accurate pronunciation.
- **R4** Understand new words introduced into familiar written material.
- **W1** Write words and phrases from memory.
- **W2** Adapt familiar phrases to create new sentences.
- **W3** Describe places, things and actions in writing.
- **G3** Adjective agreement.
- **G5** Connectives and familiar sentence structures.

Vocab

- Spanish food and drinks.
- Restaurant language.
- Food adjectives.
- Giving and justifying opinions.

Tips and tricks

Suggestions for implementation

- Read and match activities.
- TRAPDOOR reading.
- Restaurant role plays.
- Menu design activities.
- Creative restaurant project.
- Independent extended writing.

Enrichment opportunities

- Create and present a Spanish restaurant menu.
- Take part in café and restaurant role plays.
- Design restaurant logos and branding.
- Display completed menus in a classroom "Spanish Food Festival."
- Invite another class to visit the children's restaurants and read their menus.

Questions to measure impact

- Can pupils recognise and use a range of Spanish food and drink vocabulary?
- Can pupils order food and drinks confidently in Spanish?
- Can pupils describe and justify their opinions about food?
- Can pupils understand a simple menu or restaurant dialogue?
- Can pupils create and label their own Spanish restaurant menu?
- Can pupils write an independent paragraph introducing and recommending dishes from their restaurant?

Useful websites and links

Learning Spanish with Johanna – YouTube

BASHO & FRIENDS – YouTube

Rockalingua - YouTube

Primary Spanish Resources

KS2 Spanish - BBC Bitesize

rachelhawkes.com - KS2 Languages