



Sequencing and Progression

Subject: Spanish

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| Curriculum Intent | At Long Mead Community Primary School, we aspire to be outstanding with a curriculum that enables every child to achieve their best academically and socially. Every child is given the best opportunities to be the best version of themselves. |
| Spanish Intent | Our aim is, to actively develop a genuine interest and positive curiosity about Spanish, finding it enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their learning. The ultimate aim being that pupils feel willing and able to continue to study this language beyond KS2 and ensure that the transition to KS3 is as good and smooth as possible. |
| Scheme/planning used and reason for use: | At Long Mead, we use Language Angels scheme because it provides a relevant, broad, vibrant and ambitious Spanish curriculum that will inspire and excite our pupils using a wide variety of topics and themes. This scheme provides the four key language skills that children need to learn a foreign language; listening, speaking, reading and writing. These are taught with all the necessary grammar concepts in an age appropriate way across the primary phase. Spanish is taught on a two-year rota basis so all topics are covered. Furthermore, Language Angels scheme allows for the Programme of Study Attainment targets stipulated by the government to be met for all pupils. |
| Adaptions made to scheme, including within classrooms and reasons for this: | The school has a unit planner in place which serves as an overall 'teaching map' outlining the topics to be taught in each year group. Teachers plan their lessons using the Language Angels scheme of work and they can supplement this with their own ideas and experience and those of their colleagues. Lessons have clear, achievable objectives and incorporate different learning styles. SEND children have access to the curriculum through variation of task, grouping or support from an adult. |
| Day to day practice: (Frequency, what will be seen within lessons, pillars of excellence) | Spanish is being taught weekly for 45 minutes. Each unit is divided in 6 fully planned lessons with clear objectives and aims. Tasks come in three different levels of stretch and adaptation. Units are progressive within themselves as subsequent lessons within the unit build on the language and knowledge taught in previous lessons. |
| How we will be developing long term memory within this subject: (Knowledge acquisition and vocabulary) | All books will contain the Pupil Knowledge Organiser, the Unit Glossary or Picture Vocabulary Sheet and the Pupil Language builder. These documents support children in developing their vocabulary, understanding grammar concepts, and achieving learning objectives. They provide a means for self-assessment in relation to these learning goals and are designed with a strong visual element to enhance comprehension. |

Curriculum map

Spanish Cycle B

| Cycle B | Year 1/2 | Year 3 | Year 4 | Year 5/6 |
|---------------|--|---|--|---|
| Autumn term 1 | Numbers and Colours Números y colores | Phonics 1 & 2 (X) & My family (I) Mi familia | Phonetics 1-3 (X) & Fruits (E) La Fruta | Phonics 3 & 4 (X) & Healthy lifestyle Vida saludable |
| Autumn term 2 | Under the sea Bajo el mar | Seasons (E) Las Estaciones | Presenting Myself (I) Me Presento | My home (I) Mi casa |
| Spring term 1 | Nursery Rhymes Canciones infantiles | Goldilocks Ricitos de oro | The Weekend (P) El Fin de Semana | What is the weather? Que tiempo hace? |
| Spring term 2 | Superheroes Superhéroes | Tudors Los Tudor | Clothes (I) La Ropa | At school (P) En el colegio |
| Summer term 1 | Instruments Instrumentos de música | Ice creams Los helados | The Date Las fechas y el calendario | Me in the World (P) Yo en el mundo |

Spanish Cycle A

| Cycle 1A | Year 1/2 | Year 3 | Year 4 | Year 5/6 |
|---------------|-----------------------------------|---|---|---|
| Autumn term 1 | Greetings (SO) Los Saludos | Phonics 1 & 2 (X) & I Am Learning Sp (E) Aprendo Español | Phonics 1 & 2 (X) & Seasons (E) Las Estaciones | Phonics 3 & 4 (X) & Planets Planetas |
| Autumn term 2 | In the Jungle (SO) En la Selva | Animals (E) Los Animales | Vegetables (E) Las verduras | Little Red Riding Hood Caperucita Roja |
| Spring term 1 | In my town | Fruits (E) La Fruta | At the Cafe En la cafetería | Habitats Habitajes |

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|---------------|--|--------------------------------|--|--------------------------------------|
| | En my pueblo/ciudad | | | |
| Spring term 2 | Teddy Bear Picnic El picnic de Teddy Bear | I know How...(Sp) (E) Sé | Do You Have a Pet? (I) ¿Tienes una mascota? | Olympics (I) Los Juegos Olímpicos |
| Summer term | My dream house La casa de mis sueños | Minibeasts Las mini bestias | In the Classroom (I) En la clase | Vikings (P) Los Vikingos |