

**VISION FOR: Spanish (KS2)**

At Kobi Nazrul children listen attentively to spoken language and show understanding by joining in and responding, in choral practise as well as individual opportunities to foster confidence and development in correct pronunciation. Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Children will engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Children will develop these skills and begin to speak in sentences, using familiar vocabulary, phrases and basic language structures.

Children will be able to read carefully and show understanding of words, phrases and simple writing and broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Children will have opportunities to write phrases from memory, and adapt these to create new sentences, to express ideas clearly. They will be able to describe people, places, things and actions orally and in writing Languages. Children will understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.

**PRINCIPLES AND RATIONALE**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Our lessons enable pupils to express their ideas and thoughts in Spanish and to understand and respond to its speakers, both in speech and in writing. It provides opportunities for children to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

**WORKING WITH AND THROUGH OUR KEY CURRICULUM CONCEPTS**

Children can explore our key concepts in the following ways through their learning of Spanish

**Change**

The changes that occur when translating from one language to another including grammar, pronunciation, order of words and punctuation

**Power**

Recognising the power of being able to speak another language to communicate confidently and travel with confidence.

**Identity and Belonging**

Describing and expressing their own identity in Spanish. Exploring Spanish culture and recognise the ways people identify as Spanish through their lifestyles.

**Equality and Equity**

Respecting other nationalities and cultures equally by communicating effectively in the same language and learning about the culture of another country.

**Connections**

Identifying the connections that can be made by speaking the same language as someone from another country. Noticing the similarities that two different languages can have and using this awareness to deepen understanding.





**Legacy**

Understanding how modern languages are built on languages that came before.



## ACADEMIC TEACHING YEAR 1






Suggested KS2 Unit Planner (LIMITED / NO previous exposure to foreign language teaching and learning)

|             | Year 3  | Year 4   | Year 5   | Year 6   |
|-------------|---|--|--|--|
| Autumn Term |   |  |  |  |
| Half Term 1 | Phonetics 1 (X) & <br>I Am Learning Fr/Sp/It (E)    | Phonetics 1-2 (X) & <br>Fruits (E)                                         | Phonetics 1-3 (X) & <br>Seasons (E)     | Phonetics 1-3 (X) & <br>Presenting Myself (I)    |
| Half Term 2 | Animals (E)    | I Am Able ... (Fr)  <br>I Know How... (It/Sp) (E)   | Ice-Creams (E)      | My Family (I)    |
| Spring Term |   |  |  |  |
| Half Term 1 | Instruments (E)    | Vegetables (E)      | Presenting Myself (I)   | The Date (I)     |
| Half Term 2 | I Am Able ... (Fr)  <br>I Know How... (It/Sp) (E)  | Presenting Myself (I)   | My Family (I)     | Do You Have a Pet? (I)    |
| Summer Term |   |  |  |  |
| Half Term 1 | Fruits (E)                                         | In the Classroom (I)     | At the Tea Room (Fr)  <br>At the Café (Sp) <br>At the Restaurant (It) (I)  | My Home (I)               |
| Half Term 2 | Ice-Creams (E)                                     | At the Tea Room (Fr)  <br>At the Café (Sp) <br>At the Restaurant (It) (I)  | My Home (I)     | Clothes (I)               |

At the end of this academic year please move onto the unit planner below.

## ACADEMIC TEACHING YEAR 2























Suggested KS2 Unit Planner (SOME previous exposure to foreign language teaching and learning)

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




## ACADEMIC TEACHING YEAR 3

Suggested KS2 Unit Planner (GOOD previous exposure to foreign language teaching and learning)

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

This is now the ideal, ongoing, long-term flow of units for your school.

|   |   |                |
|---|---|----------------|
| Key   | E | Early Language |
|  | I | Intermediate   |
|   | P | Progressive    |
|   | X | Extra Teaching |

