




Spanish at St Matthias


Intent: At St Matthias, our curriculum reflects our firm belief that all children should have access to the rich and purposeful experiences gained through learning an additional language. Our aim is to provide a high-quality Spanish curriculum which sparks pupils' curiosity, develops their cultural awareness and deepens their understanding of the world. We intend to help children grow into confident and reflective language learners who are eager to express their thoughts and ideas in another language and can communicate for practical purposes, both in oral and written form. We seek to provide our pupils with a strong foundation so that they can further develop their learning of languages once they leave St Matthias, equipping them with the skills to study and work with, and in, other countries in the future.

Spanish Learning Journey of Skills

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Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listening</p> 	<p>Understand basic instructions and how to respond to them.</p> <p>Understand songs that contain key words e.g. colours, numbers, days 0-10, months</p>	<p>Understand basic instructions and how to respond to them.</p> <p>Understand songs that contain key words e.g. colours, numbers, days 0-20, months</p>	<p>Understand stories that they are familiar with and respond to questions related to it.</p> <p>Understand the date and identify it.</p> <p>Identify words once they had heard it orally.</p> <p>Understand</p>	<p>Understand simple questions asked about themselves e.g. How old are you? Where are you from?</p> <p>Understand the date.</p> <p>Recognise key sounds and words that rhyme.</p>	<p>Understand questions about themselves, a range of familiar spoken words and short phrases.</p> <p>Recognise key sounds and words that rhyme.</p>	<p>Understand the main points of a short passage made up of familiar words and phrases.</p> <p>Identify whether something is masculine or feminine.</p>	<p>Understand the main points of a short passage made up of familiar words and phrases.</p> <p>Identify whether something is masculine or feminine.</p>

			<p>simple questions asked about themselves e.g. How old are you? Where are you from?</p>	<p>Identify whether something is masculine or feminine.</p>	<p>Identify whether something is masculine or feminine.</p> <p>Understand what someone looks like based on a description.</p>		
<p>Speaking</p>  <p><i>*Improving the accuracy of their pronunciation and intonation*</i></p>	<p>Ask and respond to basic instructions.</p> <p>Take part in songs that contain key words.</p> <p>Say the numbers 0-10</p> <p>Ask and respond to the question: 'How are you?'</p>	<p>Ask and respond to basic instructions.</p> <p>Take part in songs that contain key words and phrase.</p> <p>Say the numbers 0-10</p> <p>Ask and respond to the questions: 'How are you?', 'What is your name?', 'What colour is that?', 'What fruit do</p>	<p>Ask and respond to basic instructions.</p> <p>Take part in songs that contain key words and phrase.</p> <p>Say the numbers 0-20</p> <p>Ask and respond to the questions: 'How are you?', 'What is your name?', 'What colour is that?', 'What fruit do they like?', 'How old are you?'</p>	<p>Ask and respond to questions: 'How old are you?', 'Where are you from?', 'What are your favourite hobbies?', 'What is your eye/hair colour?'</p> <p>State the date. (Day, number, month)</p> <p>Ask and respond to which modes of transport they/others should take.</p>	<p>Ask questions confidently related to the vocabulary that they are learning.</p> <p>Use masculine and feminine correctly.</p> <p>Confidently ask questions related to the lesson to solve a problem e.g. 'What does it mean?', 'How do you spell it?'</p>	<p>Ask and answer questions confidently related to the vocabulary that they are learning.</p> <p>Use masculine and feminine correctly.</p> <p>Create own phrases and sentence by adapting a model to provide information and ask questions.</p>	<p>Create short phrases based on several familiar topics, including expressing opinions and responding to those of others.</p> <p>Use masculine and feminine correctly.</p> <p>Uses a repertoire of language to do with classroom routines with</p>



		they like?’	<u>‘Where are you from?’</u> , <u>‘What are your favourite hobbies?’</u> , <u>‘What is your eye/hair colour?’</u>	Use masculine and feminine.	Retell a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	Create short phrases – ask and answer question based on a familiar topic, showing accuracy in pronunciation.	teacher and peers. Uses simple phrases and sentences independently to describe people, places, things and actions, showing accuracy in pronunciation and intonation. Retells short sections of familiar stories, songs, rhymes and poems when listening to the source material.
Reading 		Read basic instructions and match words to their meaning/ picture e.g. numbers, colours,	Read basic instructions and match words to their meaning/ picture e.g. numbers, colours,	Read basic sentences with vocabulary and structures that have been previously learnt	Read and understand a range of familiar written phrases e.g. transport,	Read short phrases accurately that contain (mostly) familiar language.	Apply phonics knowledge to read familiar/unfamiliar words and phrases with


			days, fruit.	translate them to understand context. Read key words (and gestures) using the appropriate pronunciation e.g. transport, hobbies, age, family Identify whether something is masculine or feminine.	hobbies, age, family, weather, Read text and answer basic instructions related to vocabulary previously learned e.g. members of family, weather. Identify whether something is masculine or feminine.	Identify new words introduced into short sentences made up of familiar material and use the surrounding words to identify their meaning. Use the alphabetical order confidently. Recognise key words and use a dictionary to identify their meaning.	accurate pronunciation and intonation. Understand a short text made up of sentences with language on a familiar topic. Identify new words within a text made up of familiar material and use the surrounding words to identify their meaning.
Writing 		Write simple words, such as colours and animals. Write a card to celebrate a festivity e.g.	Write simple words, such as colours animals, days, numbers 1-10/11-20. Complete simple sentences about a	Write simple sentences responding to question that that are about themselves: 'How old are you?', 'Where are you	Write simple sentences about their families, spelling some words and sounds correctly (increasingly) when listening to	Write a range of word, phrases and simple sentences from memory, using reasonable	Write a short piece of text from memory, using accurate sounds and spelling.


		Christmas.	familiar story that they are familiar with.	<p>from?', 'What are your favourite hobbies?', 'What is your eye/hair colour?'</p> <p>Write instructions on how to get to places within the city changing masculine or feminine accordingly.</p> <p>Write simple sentences about their families, spelling some words and sounds correctly when listening to it orally.</p>	<p>it orally.</p> <p>Adapt sentences to vary the meaning. e.g. the colour, adjective or noun.</p> <p>Adapt articles for nouns depending on whether something is singular or plural/masculine or feminine.</p> <p>Create sentences using adjectives (agreement and position) with increased confidence.</p>	<p>sounds and spelling.</p> <p>Adapt a range of sentences to create new sentences (e.g. change the noun or adjective or verb or qualifier).</p> <p>Adapt articles for nouns depending on whether something is singular or plural/masculine or feminine.</p> <p>Can use the definite article with verbs of like / dislike.</p> <p>Shows some consistency in the application of</p>	<p>Adapt a range of sentences to create new sentences on a range of different topics (e.g. change the noun or adjective or verb or qualifier).</p> <p>Adapt articles for nouns depending on whether something is singular or plural/masculine or feminine.</p> <p>Use 1st, 2nd 3rd person of several regular verbs in the present tense (with the support of a frame).</p> <p>Use subordinating connectives (but,</p>
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						<p>grammatical rules, understanding how sentence forms differ or are similar to English.</p> <p>Use 1st, 2nd 3rd person of several regular verbs in the present tense (with the support of a frame).</p>	because and also) to connect ideas.
Phonics							


Spanish Learning Journey of Knowledge							
Topic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6


<p>Cultural and geographical references.</p> 	<p>Learn a Christmas song in Spanish.</p> <p>Sing 'Happy Birthday' in Spanish.</p> <p>Watch a video about Day of the Dead celebration in Mexico and listen to a song.</p>	<p>Sing a Christmas song in Spanish and write a Happy Christmas card.</p> <p>Watch a video about day of the dead celebration and colour a traditional skull.</p>	<p>Learn some Spanish speaking countries and differences with other cultures.</p> <p>Use Spanish colours to decorate Easter egg.</p> <p>Learn some basic words related to the Day of the Dead celebration and sing a song.</p> <p>Learn about Picasso and his art and put in practise the shapes and colours that have been previously learnt.</p>	<p>Learn some basic words related to the Day of the Dead and sing a song using those words.</p> <p>Colour a Day of the Dead altar with some instructions in Spanish.</p>	<p>To learn all the countries that speak Spanish and try to place them in a world map.</p> <p>Learn the continents where Spanish is spoken.</p> <p>Talk about traditional food in Spanish speaking countries.</p>	<p>Fill the gaps of a traditional Spanish song: La Bamba.</p>	<p>Do a project about Spanish speaking countries. They will choose a country and they will have to do the project in Spanish.</p> <p>Learn a traditional song from the Day of the Dead and sing along.</p> <p>Read some basic text about Hispanic traditions and celebrations.</p>
<p>Instructions and Greetings</p> 	<p>Learn to say basic greetings and respond to them</p> <p>Understand</p>	<p>Respond to basic questions and greetings.</p> <p>Understand basic instructions</p>	<p>Learn different ways to reply to how they feel.</p> <p>Understand basic instructions such</p>	<p>Understand basic instruction and ask question as part of the classroom routines e.g. having water and</p>	<p>Use questions to support understanding and carry out classroom routines e.g.</p>	<p>Use questions to support understanding and carry out classroom routines e.g.</p>	<p>Use questions to support understanding and carry out classroom routines e.g.</p>

	basic instructions such as: sit down, stand up and listen.	such as: sit down, stand up and listen. Ask peers how they are feeling.	as: sit down, stand up and listen. Respond to the register in Spanish confidently depending the time of day e.g. morning/afternoon.	going to the toilet.	'What does it mean?', 'How do you say ____?', 'Can you repeat?' Learn other ways to greet/say farewell.	'What does it mean?', 'How do you say ____?', 'Can you repeat?' (with increased confidence and independence) Learn other ways to greet/say farewell.	'What does it mean?', 'How do you say ____?', 'Can you repeat?' (with increased confidence and independence) Learn other ways to greet/say farewell.
Personal information and feelings. 	Learn how to say your name.	Identify your birthday among a list within a song.	To be able to say how are you feeling, say your age and your name. Ask people their name and age. Learn some members of the family.	Revise personal information that has already been learn e.g. name, age, feelings, some family members. Ask and respond to when someone's birthday is. Listen to a song and understand the personal information that they shared.	Revise personal information and how to ask someone about theirs. Project work: Write sentences about themselves (with increased independence).	Revise personal information and how to ask someone about this. Learn and use more vocabulary about feelings. Introduce a friend using the third person.. Talk about activities within	Describe a famous people using 3rd person.

				<p>Introduce their name, age, nationality, favourite colour and birthday.</p> <p>Write sentences describing their families.</p>		<p>their daily routine.</p>	
<p>Food</p> 	<p>Learn some fruits and sing/dance to a song to celebrate fruits that they enjoy.</p>	<p>Revise the fruits that we learned previously and describe their colour.</p>	<p>Revise the fruits and learn some more.</p> <p>Describe the colour of fruit and which they like/dislike.</p> <p>Learn some food that is healthy and unhealthy.</p> <p>Learn how to say 'I am hungry' and 'I am thirsty.'</p>	<p>Describe fruit using the appropriate grammar for singular/plural and masculine/feminine.</p> <p>Ask which fruit people like/dislike and use a new connector (<i>pero</i> - but).to contrast and extend.</p>	<p>Learn different meals of the day and new vocabulary related to food.</p> <p>Produce a menu in Spanish and learn some traditional food from Spanish speaking countries.</p> <p>Create a role play where you need to order some food from a restaurant.</p>	<p>Listen to the story about 'The Hungry Caterpillar' and answer some comprehension questions about it.</p> <p>Retell the story and record this.</p> <p>Use connectors such as <i>pero</i> or <i>porque</i> in sentences to add extra detail.</p>	<p>Identify likes and dislikes and connectors related to food in a more complex text and use this to create their own pieces.</p>

<p>Places in the city and modes of transport</p> 	<p>Sing a song about modes of transport.</p>	<p>Sing a song about ways of transport and add some characteristics such as slow or fast.</p>	<p>Revise modes of transport and add some places in the city and basic directions such as right and left.</p>	<p>Describe which transport we use to come to school and other places.</p> <p>Use the places in the city with using masculine/feminine correctly.</p>		<p>Listen to a song that describes a city and answer some comprehension questions.</p> <p>Learn more places in the city and be able to describe Hackney using adjectives.</p> <p>Use connectors to compare and contrast and provide additional information.</p>	<p>Revise some basic directions and be able to give basic directions to find places in the city.</p> <p>Ask and give commands related to places and directions.</p>
<p>Animals</p> 	<p>Learn a song with animals in Spanish.</p> <p>Listen to the animal and make its sound.</p>	<p>Learn a song with animals in Spanish.</p> <p>Listen to the animal and make its sound.</p>	<p>Read and understand the story 'Dear Zoo' in Spanish - Querido Zoo</p> <p>Sing "en la granja de pepito" and revise animals in</p>	<p>Focus on the animals from the farm and learn masculine, feminine gender and also plurals. Write down the places where those animals live</p>	<p>Revise animals from the farm and learn the products that they produce in Spanish.</p>	<p>Revise animals and learn new ones.</p> <p>Listen a song about them and habitats and produce a text describing</p>	<p>Write about animals in the project about Spanish speaking countries.</p>

			<p>the farm and their sounds.</p> <p>Listen to the story Brown Bear - Oso marrón and learn the colour together with an animal.</p>	using HAY.		animals and habitats.	
<p>Hobbies</p> 	<p>Follow some basic instructions such as <i>jump</i> and <i>run</i>.</p>		<p>Learn hobbies in Spanish and be able to focus on their correct pronunciation.</p> <p>Ask and respond to hobbies that they like/dislike.</p>		<p>Write down some activities that they do during the week in Spanish and ask their partner about their activities.</p>	<p>Can produce and perform a rap and role play in pairs ('I Am A Music Man').</p> <p>Can use their musical skills to relate this to language learning.</p> <p>Talk about different music genres in simple Spanish and why they like it.</p>	<p>Project work: Others hobbies that they like/dislike (third person)</p>

<p>Parts of the body and personal features.</p> 	<p>Listen and sing some of the parts of the body.</p>		<p>Learn the basic parts of the face and be able to identify them.</p> <p>Learn other parts of the body by listening to a song and be able to touch the part they mention.</p>	<p>Identify different parts of the body and describe them.</p> <p>Create basic descriptions e.g. colours and size.</p> <p>Describe colour of hair and eyes with matching adjective</p>	<p>Revise the parts of the face.</p> <p>Learn new parts of the body.</p> <p>Describe a monster using third person (<i>Tiene o no tiene</i>).</p> <p>Ask questions to the partner to know how to draw a monster.</p> <p>Matching adjective with nouns according to gender and number.</p>	<p>Describe an animal, using body part, colours and size.</p>	<p>Use adjectives to describe characteristics of some people.</p> <p>Compare people using the adjectives.</p>