

Spanish

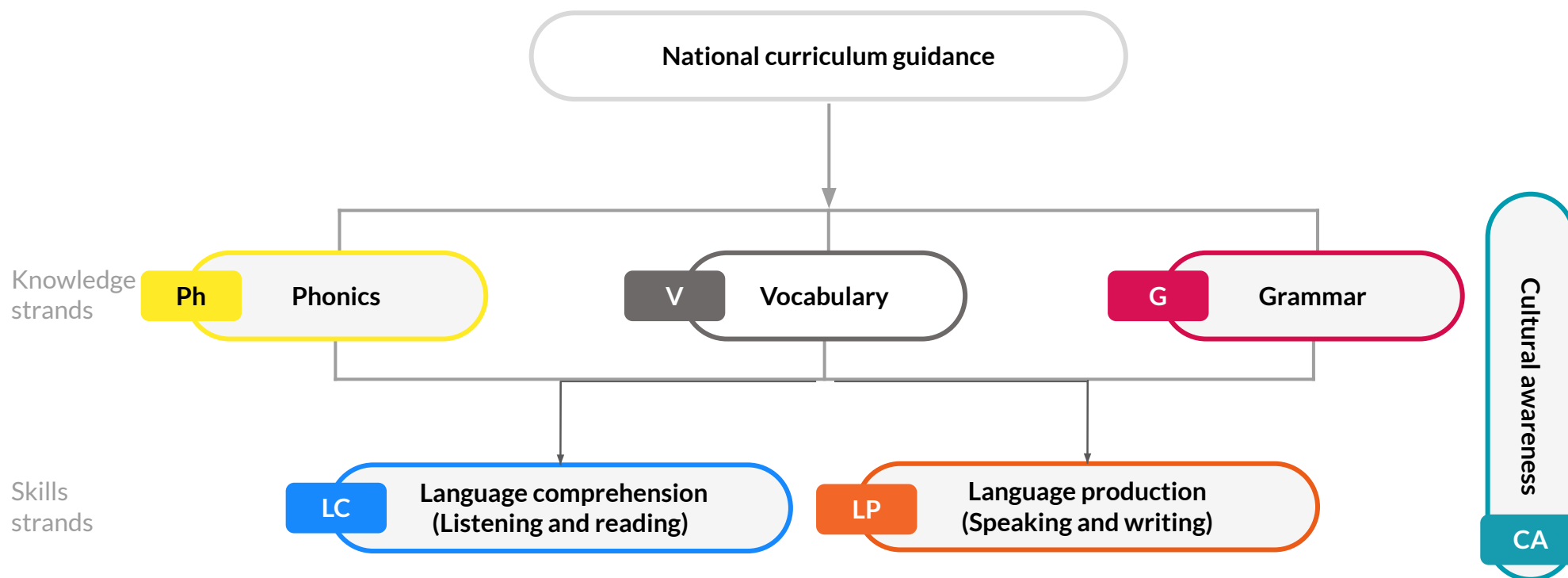


*Kapow
Primary™*

National curriculum
coverage

How is the Spanish scheme of work organised?

From the Ofsted research review: languages, we have identified three knowledge strands or 'pillars'. In each unit children will then draw upon this knowledge when comprehending and producing language to help them achieve the aims of the National curriculum.



National Curriculum by Kapow Primary's strands and units

| Key stage 2 - National Curriculum Languages subject content: | Kapow Primary's Spanish strands | Kapow Primary topics Lower key stage 2 - Year 3 | | | | | |
|---|------------------------------------|--|--|---|--|---|--|
| | | Spanish greetings with puppets | Spanish numbers and ages | Shapes and colours in Spanish | Classroom objects in Spanish | Where do you live in Spain? | Journey around Latin America |
| Listen attentively to spoken language and show understanding by joining in and responding | V LC | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. | Ph LC | ✓ | ✓ | ✓ | | ✓ | |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* | LC LP | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | G V LP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | Ph LP | ✓ | | | ✓ | | ✓ |
| Present ideas and information orally to a range of audience | G V LP | | | ✓ | | | ✓ |
| Read carefully and show understanding of words, phrases and simple writing | LC V | | ✓ | ✓ | ✓ | ✓ | ✓ |

National Curriculum by Kapow Primary's strands and units

| Key stage 2 - National Curriculum Languages subject content: | Kapow Primary's Spanish strands | Kapow Primary topics Lower key stage 2 - Year 3 | | | | | |
|--|---|--|--|---|--|---|--|
| | | Spanish greetings with puppets | Spanish numbers and ages | Shapes and colours in Spanish | Classroom objects in Spanish | Where do you live in Spain? | Journey around Latin America |
| Appreciate stories, songs, poems and rhymes in the language | <div>CA</div> <div>LC</div> | ✓ | ✓ | | | | |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | <div>V</div> <div>LC</div> | | | | ✓ | ✓ | ✓ |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | <div>G</div> <div>LP</div> | | | | ✓ | ✓ | |
| Describe people, places, things and actions orally and in writing. | <div>G</div> <div>V</div> <div>LP</div> | | | ✓ | | | ✓ |
| Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English | <div>G</div> <div>LP</div> | | | ✓ | ✓ | ✓ | ✓ |

National Curriculum by Kapow Primary's strands and units

| Key stage 2 - National Curriculum Languages subject content: | Kapow Primary's Spanish strands | Kapow Primary topics Lower key stage 2 - Year 4 | | | | | |
|---|------------------------------------|--|---------------------------------|----------------------------------|-----------------------------------|--------------------------------------|---------------------------------------|
| | | Dates in Spanish | Pets in Spanish | Weather in Spain | In a Spanish café | Spanish celebrations | The Amazon rainforest |
| Listen attentively to spoken language and show understanding by joining in and responding | V LC | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. | Ph LC | | | | | | ✓ |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* | LC LP | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | G V LP | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | Ph LP | ✓ | ✓ | ✓ | ✓ | | ✓ |
| Present ideas and information orally to a range of audience | G V LP | | ✓ | ✓ | ✓ | | ✓ |
| Read carefully and show understanding of words, phrases and simple writing | LC V | ✓ | ✓ | ✓ | ✓ | | |

National Curriculum by Kapow Primary's strands and units

| Key stage 2 - National Curriculum Languages subject content: | Kapow Primary's Spanish strands | Kapow Primary topics Lower key stage 2 - Year 4 | | | | | |
|--|------------------------------------|--|---------------------------------|----------------------------------|-----------------------------------|--------------------------------------|---------------------------------------|
| | | Dates in Spanish | Pets in Spanish | Weather in Spain | In a Spanish café | Spanish celebrations | The Amazon rainforest |
| Appreciate stories, songs, poems and rhymes in the language | CA LC | | ✓ | ✓ | | | ✓ |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | V LC | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | G LP | | ✓ | | ✓ | ✓ | ✓ |
| Describe people, places, things and actions orally and in writing. | G V LP | | ✓ | | | | ✓ |
| Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English | G LP | | ✓ | ✓ | ✓ | ✓ | ✓ |

National Curriculum by Kapow Primary's strands and units

| Key stage 2 - National Curriculum Languages subject content: | Kapow Primary's Spanish strands | Kapow Primary topics Upper key stage 2 - Year 5 | | | | | |
|---|------------------------------------|--|---------------------------------------|---------------------------------------|--|---|--|
| | | Describing family and friends in Spanish | Spanish portraits | Sports in Spanish | Spanish food and drink | A trip across Spain | Saving South America |
| Listen attentively to spoken language and show understanding by joining in and responding | V LC | ✓ | ✓ | | | ✓ | |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. | Ph LC | | | | | | |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* | LC LP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | G V LP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | Ph LP | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Present ideas and information orally to a range of audience | G V LP | | | ✓ | | | ✓ |
| Read carefully and show understanding of words, phrases and simple writing | LC V | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

National Curriculum by Kapow Primary's strands and units

| Key stage 2 - National Curriculum Languages subject content: | Kapow Primary's Spanish strands | Kapow Primary topics Upper key stage 2 - Year 5 | | | | | |
|--|------------------------------------|--|---------------------------------------|---------------------------------------|--|---|--|
| | | Describing family and friends in Spanish | Spanish portraits | Sports in Spanish | Spanish food and drink | A trip across Spain | Saving South America |
| Appreciate stories, songs, poems and rhymes in the language | CA LC | | | | | | |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | V LC | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | G LP | ✓ | ✓ | ✓ | | | ✓ |
| Describe people, places, things and actions orally and in writing. | G V LP | ✓ | ✓ | | | ✓ | |
| Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English | G LP | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

National Curriculum by Kapow Primary's strands and units

| Key stage 2 - National Curriculum Languages subject content: | Kapow Primary's Spanish strands | Kapow Primary topics Upper key stage 2 - Year 6 | | | | | |
|---|------------------------------------|--|--|--|-----------------------------------|------------------------------------|---|
| | | Clothes in Spanish | School life in Spanish | Household tasks in Spanish | Shopping in Spain | Free time in Spain | Maya city treasure hunt |
| Listen attentively to spoken language and show understanding by joining in and responding | V LC | | ✓ | | ✓ | ✓ | ✓ |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. | Ph LC | | | | ✓ | | |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* | LC LP | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | G V LP | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | Ph LP | ✓ | ✓ | | ✓ | | |
| Present ideas and information orally to a range of audience | G V LP | ✓ | | ✓ | | ✓ | |
| Read carefully and show understanding of words, phrases and simple writing | LC V | ✓ | | | ✓ | | ✓ |

National Curriculum by Kapow Primary's strands and units

| Key stage 2 - National Curriculum Languages subject content: | Kapow Primary's Spanish strands | Kapow Primary topics Upper key stage 2 - Year 6 | | | | | |
|--|------------------------------------|--|--|--|-----------------------------------|------------------------------------|---|
| | | Clothes in Spanish | School life in Spanish | Household tasks in Spanish | Shopping in Spain | Free time in Spain | Maya city treasure hunt |
| Appreciate stories, songs, poems and rhymes in the language | CA LC | | | | | | ✓ |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | V LC | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | G LP | ✓ | ✓ | | | ✓ | ✓ |
| Describe people, places, things and actions orally and in writing. | G V LP | ✓ | ✓ | ✓ | ✓ | | |
| Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English | G LP | ✓ | ✓ | ✓ | ✓ | ✓ | |

Cross-curricular links - Year 3

| National curriculum subjects | Kapow Primary topics Key stage 2 - Year 3 | | | | | |
|------------------------------|---|--|---|--|--|--|
| | Spanish greetings with puppets | Spanish numbers and ages | Shapes and colours in Spanish | Classroom objects in Spanish | Where do you live in Spain? | Journey around Latin America |
| English | Reading - Performing a rhyme, showing understanding through intonation, tone, volume and action. | Writing - Composing and rehearsing sentences orally. | | Writing – vocabulary, grammar and punctuation: Differentiating between statement, question and command forms; using conjunctions and/ but. | Reading - Comprehension Using dictionaries to check the meaning of words that they have read. | Writing - composition - Composing travel diaries, reading and performing them aloud, using appropriate intonation, tone and volume. Evaluating for effectiveness. |
| Maths | | Number - Reading and writing numbers in numerals and in words; solving missing number problems. | Geometry - Recognising, naming and describing 2D shapes. | | | |
| Art and design | | | Art - Learning and describing the art of Gaudí; recognising some of the architectural heritage of Barcelona and Granada. | | | |
| DT | | | Design - Developing design criteria; generating annotated sketches. | | | Design - Choosing or making props for a puppet theatre (optional). |
| Geography | Locational knowledge: Locating Spain on a map of Europe. | | | | Locational knowledge: Locating Peru within South America; naming physical features and environments. | Geography: Locational knowledge - Naming and locating the countries that make up Latin America. |
| History | | | | | | History: Understanding why Spanish is spoken in countries other than Spain. |
| PE | | | PE - Outdoor and adventurous activity: Completing an orienteering-style challenge. | | | |
| Music | | Joining in with a traditional song and finger rhyme. | | | | |

Cross-curricular links - Year 4

| National curriculum subjects | Kapow Primary topics Key stage 2 - Year 4 | | | | | |
|------------------------------|--|--|---|-----------------------------------|--------------------------------------|---|
| | Dates in Spanish | Pets in Spanish | Weather in Spain | In a Spanish café | Spanish celebrations | The Amazon Rainforest |
| English | | Reading - comprehension: drawing inferences and making predictions from a text. Writing - composition: preparing play scripts to read aloud and to perform. | Writing - composition - Composing weather report scripts, reading and performing them aloud, using appropriate intonation, tone and volume. Evaluating for effectiveness. | | | Reading - planning a podcast script to perform, using a range of voices, intonation, tone and action. |
| Science | | | | | | Living things and their habitats - recognising animals that do/don't live in Peru; understanding that the rainforest supports different animals in its different layers. |
| Geography | | | Locational knowledge - naming and locating key cities of Spain on a map. Geographical skills and fieldwork - using maps, atlases, globes and digital/computer mapping to prepare a weather report about Spain. | | | Locational knowledge - locating Peru within South America. Human and physical geography - naming key physical features, animals and their environments |
| Music | | | | | | Performance - using voice and body percussion to perform in ensemble contexts Composition - composing a piece to name and represent the animals living in one layer of the rainforest. |

Cross-curricular links - Year 5

| National curriculum subjects | Kapow Primary topics Key stage 2 - Year 5 | | | | | |
|------------------------------|--|--|---|--|--|--|
| | Describing family and friends in Spanish | Spanish portraits | Sports in Spanish | Spanish food and drink | A trip across Spain | Saving South America |
| English | Writing - composition: editing their writing to check for errors. | | Reading - comprehension Retrieving and recording information from instructions for different ball games. | | | |
| Maths | | | | | | Statistics - reading and interpreting graphs about environmental changes in South America to build comparative phrases in Spanish.. |
| Art and design | | Great artists - discovering cubism through portraits by Spanish artists Pablo Picasso and Maria Blanchard. | | | | |
| Geography | | | | | Locational knowledge naming, locating and comparing key cities of Spain, using a map. | Locational knowledge naming and locating countries of South America, their environmental regions and characteristics. Human and physical geography describing and understanding key aspects of physical geography of South America. |
| PE | | | Competitive games - playing the Maya ball game; devising alternative rules and instructions in Spanish. | | | |
| RSE & PSHE | Families - Respecting differences between theirs and other children's families. | | | | | |

Cross-curricular links - Year 6

| National curriculum subjects | Clothes in Spanish | School life in Spanish | Household tasks in Spanish | Shopping in Spain | Free time in Spain | Maya city treasure hunt |
|------------------------------|---|--|---|---|---|---|
| English | Spoken language Giving a well-structured, descriptive presentation/ performance of an outfit design using appropriate register. | Writing - composition Planning and writing a letter using standard informal form and style, using a model. | Writing - using suffixes; creating adverbs in Spanish. Spoken language - using appropriate tone and persuasive language to advertise a household robot. | | Vocabulary, grammar and punctuation - exploring and using different present tense verb forms including correct choice of pronoun. | Spoken language - justifying opinions about the ancient Maya civilisation. |
| Maths | | | | Measurement - understanding that Euro notes and coins are used in Spain. | | |
| DT | Design - planning, designing and creating a paper outfit from a written brief. | | Design - designing and describing features of a robot that is fit for purpose. | Cooking and nutrition - appreciating that many fruits and vegetables found in UK shops are grown in Spain and the Spanish-speaking world (optional: During the week activity). | | |
| Geography | | | | Human and physical geography - knowing that many fruits and vegetables found in UK shops are imported from the Spanish-speaking world (optional: During the week activity). | Place knowledge - recognising and comparing some key cities and regions of Spain, developing knowledge of their seasonal climates and the landmarks and activities associated with them. | Geographical skills and fieldwork - using directions to navigate around a Mayan city map. |
| History | | | | | | Ancient civilisations - discovering the ancient Maya civilization, culture and architecture. Historical enquiry - drawing conclusions about the Maya based on photographic evidence. |