



2022/2023

Spanish Scheme of Work



Gramacri Ltd

Company Number 14109123

2022/2023

Spanish EYFS – KS1 – KS2

Spanish Level 1

<p>Unit 1</p>	<p>Greetings & Numbers</p>	<p>Pupils learn basic greetings, say how they feel and gain an understanding of the Spanish speaking countries. They also learn numbers up to 10 and begin to respond to and ask questions about name and age. Children also learn some Spanish songs and take part in role-playing activities and a number of games such as Contra el Ratón (against the rat) ¿Si o No? (yes or not?) to support long-term memory.</p>
<p>Unit 2</p>	<p>Family Members</p>	<p>Pupils continue to practise greetings and learn family member vocabulary, and how to describe family relationships. Children work with colourful flashcards of Disney characters, and creative activities such as family trees and portraits. Children will also learn about masculine and feminine nouns in Spanish, and will be introduced to some Spanish phonics in particular the silent h and the J (jota) sound.</p>
<p>Unit 3</p>	<p>Colours</p>	<p>Pupils continue to practise prior learning as starter activities and begin to learn the names of the colours. They will be working with many creative activities and will be playing many games. They also learn a song to help memorize key vocabulary and reinforce their pronunciation. In this unit pupils learn also days of the week, months of the year, and numbers up to 31 to say their birthday in Spanish.</p>
<p>Unit 4</p>	<p>Animals</p>	<p>Pupils learn the names of some animals in Spanish, and also the verb I have (tengo) to say if they have pets. They will play games such as Guess the animal, Beat the teacher and Hangman to practise these words and reinforce their learning. Children will use colours and animals vocab together to describe their pets. In this unit children listen and respond to a story called Los Cuatro Amigos. There are opportunities to join in with mimes and the telling of the story and the unit ends with a performance. Children will be also introduced to some Endangered species, animals' habitats, and will learn the importance of protecting and preserving them.</p>
<p>Unit 5</p>	<p>Food</p>	<p>Pupils learn vocabulary about food and how to make some Spanish dishes. They play games such as Word Bingo and Word Tennis to get familiar with their learning and help memory. The Children will also learn some opinions verbs Me gusta (I like); No me gusta (I do not like); Me encanta (I love) to express preferences.</p>

Spanish EYFS – KS1 – KS2

Unit 6	My Body	<p>Pupils learn the names of some parts of the body. They sing 'head, shoulders, knees and toes' in Spanish, and play games such as Who Wants to Be a Millionaire, Word Bingo and Beat the Teacher to practise the new vocabulary while having fun. Pupils will also combine the use of body parts with colours to answer the question what's colour is your hair/eyes?</p>
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Spanish Level 2

Unit 7	All About me	<p>In this unit, pupils learn new ways to greet others, say how they feel and introduce themselves. They begin to respond to and ask questions in Spanish about name and age and will develop speaking skills. They reinforce their understanding of the countries where Spanish is spoken as well as other countries across the world and nationalities. This unit encourages children to listen attentively to new sounds and start learning Spanish alphabet and phonics. They will also learn about cognates, false friends and masculine/feminine nouns in Spanish by working in pairs or in small groups, playing games and enjoying their learning.</p>
Unit 8	Body & self-description	<p>In this unit pupils recap parts of the body, and colours to describe their own and others' appearance (such as family members). Children learn the verb soy (I am) and the verb tengo (I have) to describe what they look like and make a short physical description. They play a number of games such as Guess Who Is, Bingo, Who Wants to be a Millionaire and One Pen One Dice. Pupils also sing Juanito Baila, Baila, Baila in Spanish to reinforce knowledge of key vocabulary and support long-term memory.</p>
Unit 9	Clothes & Colours	<p>In this unit, pupils learn how to name different items of clothing, and how to describe those using colours. The young people will be able to say the clothes that they wear on different occasions and give their opinion about them. Children work with creative activities and have to create their own outfits for an event. They will also listen and respond to two stories and develop language and vocabulary from them. There are opportunities to join in with mimes and the telling of the story and the unit ends with a performance.</p>

Spanish EYFS – KS1 – KS2

<p>Unit 10</p>	<p>My Routine</p>	<p>In this 'My Routine' unit, pupils will learn how to tell the time: o'clock, half past, quarter past and quarter to. They will learn how to read timetables and TV schedules and answer simple questions about these. Children will also be able to say what they do daily me levanto (I get up); me ducho (I have a shower), desayuno cereals/ zumo de naranja (I have cereals/ orange juice for breakfast and so on. The unit is drawn together with a final lesson which is a mathematics lesson, calculating the difference between two times.</p>
<p>Unit 11</p>	<p>Likes & Dislikes</p>	<p>In this unit, pupils will learn opinion verbs to express likes and dislikes about music, television, toys and food. They will also extend their vocabulary and create short statement by giving their opinions as well as their reasons in the target language. Children will also discuss they would like to do to help the planet (recycling, waste prevention, resource efficiency etc.) and create a better, greener world for future.</p>
<p>Unit 12</p>	<p>My School</p>	<p>This My School unit will teach students key vocabulary and phrases around the theme of school. Children will learn vocabulary for school places and classroom objects; they will take part in a PE lesson conducted mostly in Spanish and will combine learning to express preferences about subjects. To support non-specialists, there are sound files of all key vocabulary.</p>



Spanish EYFS – KS1 – KS2

Spanish Level 3

Unit 13	Family & Environment	<p>In this unit pupils recap vocabulary about family members and learn how to describe them in terms of appearance and personality. Children learn a range of adjectives and connectives and begin to extend their writing in the target language. The unit will inspire students to live sustainable lives with their families and communities, they will learn what they can do at home to respect our planet (reduce, reuse, recycle, save energy and water) and reduce their carbon footprint. In this unit children also listen and respond to a well-known Spanish song, Tengo, tengo, tengo ('I have, I have, I have') and play games to help them remember new language and reinforce vocabulary.</p>
Unit 14	Hobbies & Holidays	<p>In this unit, pupils learn to talk about free time activities, sports and holidays while revising opinion verbs. They learn what an infinitive is and some Spanish connectives to make their Spanish sentences longer and more interesting. Pupils will be encouraged to start writing and speaking consistently in full sentences and role-play different situations. This unit makes children aware of sustainable tourism and some ways to be environmentally friendly on holiday; it also encourages children to spend time outdoor in nature in order to practise the vocabulary learnt by doing physical activities, and build connection with nature.</p>
Unit 15	Animals & Biodiversity	<p>In this unit, pupils recap colours and animals in the target language. They will get the chance to combine the use of animals, colours and numbers, with particular emphasis on the adjectival agreement as well as masculine/feminine nouns. They play games to help them remember new language and sing different songs to reinforce vocabulary. Children will be also learning in more details about Biodiversity, animals habitats, and about the importance of protecting and preserving Biodiversity.</p>
Unit 16	Food & Sustainability	<p>In this unit, pupils recap some prior vocabulary about food and learn the new vocabulary for a range of food and drinks. They start expressing likes and dislikes as well as reasons by using a number of adjectives. Children understand how to use the plural form and modify adjectives when describing Spanish dishes. They are encouraged to express themselves clearly and convey ideas confidently. This unit reinforces opportunities to talk about eating sustainably and shopping wisely (minimize meat, eat more</p>

Spanish EYFS – KS1 – KS2

		plants, look local) by watching videos and learning some vocabulary in the target language.
Unit 17	Global Issues	In this unit, children learn vocabulary in the target language about global issues (climate change and pollution), and discuss how they can contribute to the nature recovery. Children play some games such as: Wordwall and Bingo, and do some creative activities such as: drawing the effects of the plastic pollution in the oceans, and label their work in the target language. This Unit reinforces opportunities for children to work in pairs or small groups in order to create an Eco-Poster in the target Language.
Unit 18	Celebrations & Revision	In this unit, pupils will learn about Spanish culture, Spanish delicacies, celebrations, and life in Spain. They continue to practise food and opinion verbs, whilst learning additional vocabulary and Spanish expressions. This unit reinforces cultural awareness and promotes tolerance and respect for all people. Children also revise everything that they have learnt so far this year to assess progress and support long-term memory.

Spanish Level 4

Unit 19	Transports & Weather	In this unit, pupils learn about different transports and will be able to say how they go to school. They talk about the weather, read and understand different weather phrases, and work with some weather reports as well as some maps of Spain which improves their Geography Knowledge. Children also learn about the importance of reducing CO2 emissions, zero emission vehicles and green transports in order to tackle climate change.
Unit 20	At the Shops	In this 'At the Shops' unit, the class will consolidate their knowledge around the topic of shopping. It includes key vocabulary such as names of shops, shopping items, clothes, adjectives and money. They will extend their skills by learning all the conjugations of the verb 'to buy', looking for new adjectives in a dictionary and calculating the total cost of a shopping list. By the end of this unit, children will practise everything they have learnt with a fun board game. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance (where necessary) at the end of each lesson plan.

Spanish EYFS – KS1 – KS2

Unit 21	The Wider World	<p>This 'The Wider World' unit will teach pupils key vocabulary related to countries, continents and animals. The class will learn specific vocabulary of countries of the United Kingdom, Spanish-speaking countries, continents and animals associated with them and a country's position related to the equator. They will learn key phrases connected to the themes. To support non-specialists, there are sound files of all key vocabulary.</p>
Unit 22	Exploring a Spanish Town	<p>In this 'Exploring a Spanish Town' unit, children will consolidate their previous knowledge of verbs and adjective agreement and will learn to describe their town. Then, they will apply these new skills to compare towns and extend their sentences using opinions to add more details. By the end of this unit, children will prepare a paragraph to describe a town, using all the phrases and vocabulary they have learnt during the lessons.</p>
Unit 23	My City & My Planet	<p>In this unit, pupils learn to name different places in town and to use the verb hay (there is/are) no hay (there is/are no) to say what there is/ there is no in the town where they live. They will also learn to respond to and ask for directions by using key vocabulary and maps. This unit reinforces opportunities for children to discuss different kinds of pollution in cities and ways to reduce air pollution to help our planet to restore.</p>
Unit 24	My World	<p>In this 'My World' unit, children will apply previous skills and knowledge of topic areas such as family, animals and homes to extend their conversation abilities. They will expand their vocabulary and consolidate their understanding of descriptive language, including subject descriptions. They will learn how Spanish adjectives must 'agree' with the noun they describe, in relation to both number and gender. They will find out more about possessive adjectives and explain a family network in detail.</p>

Spanish EYFS – KS1 – KS2

Green >> Greetings

Yellow >> Numbers

Light Blue >> Family Members

Purple >> Colours

Grey >> Animals

Red >> Food

Peach >> Opinion Verbs

Environment >>

Spanish EYFS – KS1 – KS2

Intent

Learners will

- Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work;
- Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding;
- Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language;
- Be able to manipulate language to speak or write sentences creatively using prior knowledge of grammar and key features; with and without a dictionary;
- Have a sound grasp of the key sounds of the Spanish language and their corresponding graphemes and be able to apply this knowledge when speaking, listening and reading aloud;
- Recognise some of the language patterns of Spanish and how these differ or are similar to English;
- Appreciate and be able to copy the sound of the language at text level through songs, stories and rhymes;
- Have a deeper understanding of cultural differences and similarities;
- Demonstrate substantial progress in learning Spanish and work towards or meet the targets of the KS2 Programme of Study for Languages;
- Acquire Environmental Knowledge to contribute in the fight against the Climate Change.

See the 'Planning Overview' for each unit for specific vocabulary.

Year 3 – Skills and Knowledge

Skills

- Listen, read and show understanding of single words;
- Recognise familiar questions and respond; (names, feelings, age)
- Write and say a sentence with single familiar words and a connective with support and confident to attempt it without;
- Recognise some letter strings and pronounce them in familiar words;
- Use strategies for memorising vocabulary;
- Find the meaning of word in a bi-lingual dictionary;
- Join in with the actions of familiar songs, stories and rhymes;
- Take steps to help our planet at home and at school;

Knowledge

- Awareness that different word classes exist in Spanish and know some vocabulary for nouns, adjectives, verbs, pronouns, adverbs and conjunction;
- 1st and 2nd person pronouns with a regular -ar verb ending (LLevar) and 2 irregular high frequency verbs (Tener/Ser);
- Basic opinion verbs to express preferences;
- Concept of gender of nouns (masculine/feminine);

Spanish EYFS – KS1 – KS2

- 1 form of 'you' in Spanish (Informal);
- Awareness that letters in Spanish can make a different sound to English and silent H;
- Awareness that Spanish is spoken in other 21 countries besides Spain;
- Some of the traditions of Christmas and New Year in Spain;
- Awareness of some of the challenges faced by the environment and some steps we can take in our daily lives to help;

Year 4 – Skills and Knowledge

Skills

- Listen, read and show understanding of short phrases in texts as well as songs and stories;
- Ask and answer several simple and familiar questions; (names, feelings, age, nationality, etc..)
- Write and say simple phrases to describe people, animals and things with a language scaffold as well as be confident to do the same without support;
- Read aloud short familiar sentences using knowledge of phonics;
- Use a bi-lingual dictionary to find the meaning or translation of a word;
- Join in with the words of familiar songs, stories and rhymes sometimes from memory;
- Make more sustainable choices when shopping, travelling and eating;

Knowledge

- Concept of gender of nouns (masculine/feminine and exceptions);
- Formation of a questions with rising intonation;
- Pattern of questions with question words;
- Awareness of infinitive verbs;
- Rules for making nouns plural;
- 1st and 2nd person singular for a range of regular -ar -er -ir verbs and 3 irregular high frequency verbs (ir / jugar / hacer);
- Negative sentences;
- Position of colour adjectives in a sentence;
- Festivals and Celebrations in Spain (Las Fallas, La Tomatina, El Día de los Muertos);
- Deeper Understanding of the challenges faced by the environment;
- Concept of Sustainability and Sustainable Tourism;

Year 5 – Skills and Knowledge

Skills

- Listen, read and show understanding of more complex familiar phrases and sentences in texts;
- Ask and answer more complex familiar questions; (nationality; languages spoken; place where they live and so on)
- Write and say a more complex sentence to describe people, places and things with a language scaffold as well as be confident to do the same without support;

Spanish EYFS – KS1 – KS2

- Read aloud more complex familiar sentences using knowledge of phonics;
- Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs;
- Follow the text of a familiar rhyme, song or story and identify the meaning of the words;
- Make sustainable choices when shopping, travelling and eating with an impact felt in families and communities;

Knowledge

- Rules of agreement of adjectives in the singular and plural forms;
- Position of majority of adjectives in a sentence;
- Development of understanding of formation of questions and punctuation (¿? ¡!)
- Present Tense for a range of regular -ar/ -er/ -ir verbs and some irregular high frequency verbs;
- Use of the definite/indefinite articles;
- Singular and plural opinion verbs (Me gusta/Me gustan etc..);
- Concept of Carbon Footprint and how to reduce CO2 emissions;
- Deeper understanding of the challenges faced by the environment;

Year 6 – Skills and Knowledge

Skills

- Listen, read and show understanding of more complex sentences using familiar and unfamiliar words;
- Engage in short conversations using familiar questions and express opinions;
- Express clearly preferences and reasons by using a range of connectives;
- Write and say a more complex sentence to describe people, places and things manipulating language with a bi-lingual dictionary as well as be confident to do the same without support;
- Pronounce unfamiliar words in a sentence with a high degree of accuracy using phonic knowledge;
- Decode an unfamiliar text using grammatical knowledge, context, cognates or a bi-lingual dictionary;
- Read aloud the text of familiar songs, rhymes and stories;
- Take concrete steps to help the environment at home as well as at school, and make sustainable choices when shopping, travelling, eating and in everyday life.

Knowledge

- 2 Forms of 'you' (formal/informal) with regular and irregular high frequency verbs;
- Formation of a relative clause;
- Connectives;
- Consolidation of grammatical knowledge from Years 3 to 5; adjectival agreement, infinitives, presente tense, singular/plural, masculine/feminine, etc..

Spanish EYFS – KS1 – KS2

Implementation

- The lesson plans are designed to be between 45- 60 minutes in length for all Years groups. There are follow-up activities to each lesson to increase the exposure time in a week;
- The lessons are designed to be progressive and build on prior learning, moving from word to sentence level (and to short paragraphs) over the years;
- The lesson plans include ideas for support for the less able and to extend the more able;
- The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills;
- Interactive whiteboard resources with audio support are provided; a set of storybooks and phonics book are available in the online library and additional resources are added to each unit and lesson;
- The choice of vocabulary ensures exposure to all the key phonic sounds and ability to build sentences using grammatical knowledge;
- In Year 6 the content allows for revisiting and consolidating prior knowledge
- The content of the SoW develops skills and knowledge needed to succeed in secondary school for GCSE in Spanish;
- Who teaches the scheme to ensure high quality lessons is a linguistic up-skilling and methodology training is available to support its delivery as well as detailed lesson plans linked to ready-made resource templates and audio recordings of songs, stories and rhymes read by a native speaker;
- Formative assessment in each lesson informs the planning, adaptation and teaching of subsequent lesson plans;
- Based on the evidence of the above records of achievement and progress, teachers can inform class-teachers of this, using report statements which relate to the expected targets of each year group under the headings 'emerging, expected and exceeding' - red, orange and green (on request).

Impact

Using the full range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key Spanish vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through the use of language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that Spanish is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, assessment targets, teachers assessment grids and summative assessments aimed at targeting next steps in learning.

Spanish EYFS – KS1 – KS2

- The lesson plans indicate which activity is an opportunity to assess progress and is linked to the KS2 targets and in particular to those of the appropriate year group as detailed above;
- A teacher assessment grid is provided to record attainment of each target for each skill in each year group and to track progress (on request);
- The completed activities in the accompanying workbooks gather evidence of the listening, reading and writing targets;
- Evidence of speaking activities can be gathered by making audio recordings of the suggested activities in the lesson plans (on request);
- Children can self-assess their progress at the end of each unit of work using a traffic light system and comment on their grasp of the new knowledge (on request);
- The use of the 'transition document' is encouraged to relay information to feeder secondary schools about prior language learning;
- To enhance the impact on enjoyment and intercultural understanding, the school should consider organising language events and competitions; making penfriend links; provide access to out-of-school online materials; take-home bags of resources etc.;
- All of the above provides evidence that the 'statements of intent' are met.