

Spanish Curriculum – St Cuthbert Mayne Junior School – 2023/2024

Our Curriculum Vision – PRAY

<p>Protecting our planet – learn and contribute to protecting God’s creation – in our community and wider work. Caring about the world we live in;</p>	<p>Resilience – be able to face challenges and use them to help us progress. Overcome difficulties that challenge us;</p>	<p>Aspiration – we are created by God to do amazing things – each one of us. Ambitious / belief in ourselves and in what we can achieve.</p>	<p>Yes, to equality – we are all equal and important in God’s eyes. Everyone is equal and deserves to be valued and respected.</p>
<p>Language learning through the Language Angels platform will incorporate themes of environmental awareness, sustainability and responsibility towards our planet.</p> <p>Opportunities for children to discuss the importance of looking after the environment at school and at home through topics ‘In The Classroom’ and ‘My Home’</p> <p>Lessons will integrate vocabulary and discussions about environmental issues, encouraging students to become responsible global citizens who care for the Earth.</p>	<p>The use of Language Angels supports the development of resilience in our students by offering a varied and engaging learning experience.</p> <p>Through diverse and interactive language lessons, students will overcome language barriers and build confidence in their abilities to communicate effectively.</p> <p>The platform encourages students to set goals, strive for linguistic proficiency and aspire to become proficient in a foreign language.</p>	<p>Exposure to a new language inspires and excites children on their initial journey in learning a language.</p> <p>Spanish speaking teachers inspire our children in their Spanish speaking journey.</p> <p>Language Angels provides a structured and progressive approach to language learning; fostering an ambitious mind-set among our students.</p> <p>Topic ‘I know how’ and ‘instruments’ giving opportunities and aspiration for children to learn new things as well as share the things that they have learnt already.</p>	<p>We are committed to promoting cultural understanding alongside language learning. Through the teaching of Spanish, we expose our students to the rich traditions, literature and arts of Spanish-speaking countries.</p> <p>Our Spanish day recognises Spanish traditions, different cultural foods and festivals celebrated in Spanish speaking countries as well as our native Spanish speaking teachers sharing their experiences of living in Spanish speaking countries. We believe that this cultural enrichment enhances students' motivation, broadens their horizons and nurtures an appreciation for diversity.</p> <p>Language Angels promotes inclusivity by offering a culturally relevant content, opportunities for children to share their unique and diverse experiences through topics such as ‘Presenting Myself’, ‘My Family’ and ‘My Home’.</p> <p>Emphasis is placed on respecting different languages, cultures and backgrounds, fostering an environment of equality and appreciation for diversity.</p>

Our Subject Philosophy

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language - that goes to his heart." - Nelson Mandela

At St Cuthbert Mayne, our intent is to provide an outstanding Spanish curriculum that instils a love for language learning, fosters cultural understanding and equips our students with the necessary linguistic skills to communicate effectively in Spanish through topics which interest and inspire them and incorporate the school's values.

We believe that learning a foreign language is a vital aspect of a well-rounded education, empowering our students to be globally aware, culturally sensitive and competent global citizens. Our intent is to ensure that the teaching and learning of Spanish supports our students' educational, social and personal development.

The requirements of the National Curriculum

Teaching of any modern foreign language should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3. Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences

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- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing Languages – key stage 2 3
- 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

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Spanish Long-Term Plan

As we transition from French to Spanish curriculum, this long-term plan reflects our current syllabus for this academic year and will provide the foundation to move to the long-term Spanish curriculum, as shown beneath this table, once the introduction of Spanish have been implemented across all year groups (2024-2025).

Spanish Curriculum Map 2023-24						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Phonetics Spanish phonetical awareness I am learning Spanish Common phrases, Spain on the map, counting 1-10	Animals Names of animals, determiners, 'I am'	Instruments Names of instruments, determiners, 'I play'	I know how... Action verbs, conjunctions (and, but)	Fruits Names of fruits, 'I like', 'I don't like', 'what fruit do you like?'	Ice-Creams Names of ice-creams, asking for an ice-cream, 'what flavour do you like?'
Year 4	Phonetics Spanish phonetical awareness I am learning Spanish Common phrases, Spain on the map, counting 1-10	Animals Names of animals, determiners, 'I am'	Instruments Names of instruments, determiners, 'I play'	I know how... Action verbs, conjunctions (and, but)	Fruits Names of fruits, 'I like', 'I don't like', 'what fruit do you like?'	Ice-Creams Names of ice-creams, asking for an ice-cream, 'what flavour do you like?'

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Year 5	Phonetics Spanish phonetical awareness I am learning Spanish Common phrases, Spain on the map, counting 1-10	Animals Names of animals, determiners, 'I am'	Instruments Names of instruments, determiners, 'I play'	I know how... Action verbs, conjunctions (and, but)	Fruits Names of fruits, 'I like', 'I don't like', 'what fruit do you like?'	Ice-Creams Names of ice-creams, asking for an ice-cream, 'what flavour do you like?'
Year 6	Phonetics Spanish phonetical awareness I am learning Spanish Common phrases, Spain on the map, counting 1-10	Animals Names of animals, determiners, 'I am'	Instruments Names of instruments, determiners, 'I play'	I know how... Action verbs, conjunctions (and, but)	Fruits Names of fruits, 'I like', 'I don't like', 'what fruit do you like?'	Ice-Creams Names of ice-creams, asking for an ice-cream, 'what flavour do you like?'

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Spanish Curriculum Map 2024- 2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Phonetics Spanish phonetical awareness I am learning Spanish Common phrases, Spain on the map, counting 1-10	Animals Names of animals, determiners, 'I am'	Instruments Names of instruments, determiners, 'I play'	I know how... Action verbs, conjunctions (and, but)	Fruits Names of fruits, 'I like', 'I don't like', 'what fruit do you like?'	Ice-Creams Names of ice-creams, asking for an ice-cream, 'what flavour do you like?'
Year 4	Phonetics 1&2 Spanish phonetical awareness Fruits Names of fruits, 'I like', 'I don't like', 'what fruit do you like?'	I know how... Action verbs, conjunctions (and, but)	Vegetables Names of vegetables, weight, dialogue for buying on a market	Presenting myself Count to 20, Name and age, hello and goodbye, where they live, nationality and gender	In the classroom Recall 12 classroom objects with their indefinite articles, adjectives, say and write what is in their pencil case	At the café Foods, snacks, and drinks served in a Spanish cafeteria, change a singular noun to plural form

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Year 5	<p>Phonetics 1-3 Spanish phonetical awareness</p> <p>Seasons Seasons, conjunctions (and, because)</p>	<p>Ice-cream Names of ice-creams, asking for an ice-cream, 'What flavour do you like?'</p>	<p>Presenting myself Count to 20, name and age, hello and goodbye, where they live, nationality and gender</p>	<p>My family Members, names and various ages, counting to 100, possessive adjectives, 3rd person singular</p>	<p>The date Days of the week, months of the year, spell numbers 1-31, say the date, their birthday</p>	<p>Do you have a pet? Pet, name of pet, conjunctions (and, but)</p>
Year 6	<p>Phonetics 1-3 Spanish phonetical awareness</p> <p>Presenting myself Count to 20, name and age, hello and goodbye, where they live, nationality and gender</p>	<p>My family Members, names and various ages, counting to 100, possessive adjectives, 3rd person singular</p>	<p>The date Days of the week, months of the year, spell numbers 1-31, say the date, their birthday</p>	<p>Do you have a pet? Pet, name of pet, conjunctions (and, but)</p>	<p>My Home Where/ what they live in, rooms of the house, longer spoken or written passage (incorporating personal details such as their name and age).</p>	<p>My clothes Clothes, weather & situations, describe clothes in terms of the colour, possessives with increased accuracy.</p>

Curriculum Progression at St Cuthbert's Mayne Junior School

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Listen to and enjoy short stories, nursery rhymes & songs.</p> <p>Recognise familiar words and short phrases covered in the units taught.</p>	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>	<p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p>	<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>
Speaking	<p>Communicate with others using simple words and short phrases covered in the units.</p>	<p>Communicate with others with improved confidence and accuracy.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Communicate on a wider range of topics and themes.</p> <p>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate</p>
Reading	<p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand the meaning in English of short words I read in the foreign language.</p>	<p>Read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation Lessons 1 & 2'.</p> <p>Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</p> <p>Decode unknown language using bilingual dictionaries.</p>

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Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.