



What are the Knowledge, Skills and Understanding we want our pupils to gain?

EB, September 2023

Our Intent for Languages at Pensford Primary School

We believe that learning a new language (Spanish) will provide an opening to other cultures and encourage our pupils to deepen their understanding of the wider world. We aim to foster an enjoyment of languages which will inspire children to learn further languages as they get older and even consider studying or working overseas. By the end of Key Stage 2, all children will be able to speak Spanish with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say. They will be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

Our Language teaching supports the Four Pillars of the Pensford Curriculum as follows:

Wellbeing - Spanish is a subject that children learn interactively and practically. They engage in learning with one another - very often in small groups or pairs - and this helps us to promote our value of 'Togetherness' when learning the subject. It's a subject where the emphasis is on learning a life skill that could open up a host of opportunities in the future.

Language - Spanish supports this pillar superbly well. In particular, children can deepen their knowledge of grammar and of vocabulary, as they find connections between the etymology of words in both Spanish and English.

Reasoning - In making those connections between words, children engage in deeper thought about the precise meaning of words. They also use inference and deduction skills to work out what sentences in Spanish might mean, even if they don't understand each word on its own, or if the word order is different from what it would be in English.

Technology - Our curriculum includes opportunities to use technology to support translation. This is likely to be a tool that children use as they grow up and visit other countries.

Year A	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
EYFS	<p>Topic – Me and my world Topic – Festivals and celebrations Focus: Greetings (Los saludos) SO</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Say ‘hello’ (formally and informally). • Say their name. • Ask how somebody is feeling and give a reply. • Say ‘goodbye’ and ‘see you soon’. 	<p>Topic – Walking with dinosaurs Topic – Outer space Focus: Colours and numbers (Los colores y los números) SO</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 colours in Spanish. • Count from 1-10 ten in Spanish. 	<p>Topic – Grow grow grow Topic – Exploring the world Focus: In the jungle (En la selva) SO</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Recognise, recall and remember up to 7 different jungle animals in Spanish. • Recognise, recall and remember a short phrase for each jungle animal in Spanish. • Learn to listen attentively to, understand and participate actively in a Spanish song about animals that may live in the jungle.
KS1	<p>Topic – Whose coming to tea? Topic – Fire! Focus: Nursery Rhymes (Canciones infantiles) SO</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Recognise, recall and remember up to 6 popular nursery rhymes in Spanish with accurate pronunciation. • Recognise, recall and remember how to say hello and goodbye in Spanish. • Learn to listen attentively to, understand and participate actively in short songs and nursery rhymes in Spanish. 	<p>Topic – How do we get to..? Topic – Where are all the wild things? In my town (En mi pueblo) MO</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Recognise, recall, and remember up to 7 places from the town in Spanish. • Attempt to spell some of these nouns with their correct indefinite article/determiner. • Attempt to build a sentence using the structure ‘hay’ (there is) plus the noun and the correct indefinite article/determiner. 	<p>Topic – Once upon a time... Superheroes (Los superheroes) MO</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Recognise, recall, and remember the 6 colours presented in Spanish. • Recognise and remember the high frequency verbs: ‘I am called’, ‘I have’, ‘I live’, ‘I am’ and ‘I know how to...’. • Present and describe themselves as a superhero.

Lower KS2	Topic – North, East, South, West Focus: Phonics (La fonética) X 1&2 Unit aims: <ul style="list-style-type: none"> • To learn/revise the phonemes: ‘CH’, ‘J’, ‘Ñ’, ‘LL’ and ‘RR’. • To learn/revise the phonemes: ‘CA’, ‘CE’, ‘CI’, ‘CO’ and ‘CU’. Focus: Animals (Los animales) E Unit aims: <ul style="list-style-type: none"> • Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. • Understand better that articles/determiners have more options in Spanish than they do in English. • Use and become more familiar with the high-frequency 1st person conjugated verb ‘soy’ (I am), from the infinitive verb ‘ser’ (to be). 	Topic – Rise of the Robots Focus: Instruments (Los instrumentos) E Unit aims: <ul style="list-style-type: none"> • Recognise, recall and spell up to 10 instruments in Spanish with the correct definite article/determine. • Understand articles/determiners better and that the definite article/determiner ‘the’ has a plural form in Spanish. • Learn to say and write ‘I play an instrument’ in Spanish using the high frequency 1st person regular verb ‘toco’ (I play) with up to 10 different instruments. 	Topic – Extreme survival Focus: Shapes (Las formas) E Unit aims: <ul style="list-style-type: none"> • Name and recognise up to 10 shapes in Spanish. • Attempt to spell some of these nouns. • Recognise that nouns are commonly associated with an article in Spanish and in this case ‘un’ or ‘una’. • Have an opportunity to learn and/or revise numbers 1-5. (Extend to 10). 	Topic – Dig For Victory Focus: Little Red Riding Hood (Caperucita Roja) E Unit aims: <ul style="list-style-type: none"> • Sit and listen attentively to a familiar fairy tale in Spanish. • Use picture and word cards to recognise and retain key vocabulary from the story. • Name and spell at least four parts of the body in Spanish as seen in the story. 	Topic – Escape from Pompeii Focus: Vegetables (Las verduras) E Unit aims: <ul style="list-style-type: none"> • Name and recognise up to 10 vegetables in Spanish. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. Focus: The Romans (Los romanos) I Unit aims: <ul style="list-style-type: none"> • Tell somebody in Spanish the key facts and key people involved in the history of the Roman Empire. • Say the days of the week in Spanish and learn how these are related to the Roman gods and goddesses. • Tell somebody in Spanish what the most famous Roman inventions were. • Learn what life was like for a rich and a poor child in Roman times. • Introduce the children to the concept of the negative form in Spanish. 	

Upper KS2	<p>Topic – Mmm chocolate</p> <p>Focus: Phonics (La fonética) X 3&4</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • To learn/revise the phonemes: ‘GA’, ‘GE’, ‘GI’, ‘GO’ and ‘GU’ • To learn/revise the phonemes: ‘B’, ‘V’, ‘CC’, ‘QU’ and ‘Z’. <p>Focus: The date (La fecha) I</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Remember, recall and spell the 7 days of the week. • Remember, recall and spell the 12 months of the year. • Remember, recall and spell numbers 1-31. • Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. • Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is. 	<p>Topic – Why aorta keep fit</p> <p>Focus: At the café (En la cafetería) I</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. • To understand better how to change a singular noun to plural form. • Perform a short role-play ordering what they would like to eat and drink. 	<p>Topic – Marvellous Mayans</p> <p>Focus: Do you have a pet? (¿Tienes una mascota?) I</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. • Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. • Tell somebody in Spanish the name of their pet. • Attempt to create a longer phrase using the conjunctions y (“and”) or pero (“but”). 	<p>Topic – Were we a fish?</p> <p>Focus: Habitats (Hábitats) I</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Explain in Spanish the key elements animals and plants need to survive in their habitat. • Give examples in Spanish of the most common habitats for plants and animals and name an example of these habitats. • Explain in Spanish which animals live in these different habitats. • Give examples in Spanish of which plants live in these different habitats. 	<p>Topic – Dragon’s Den</p> <table border="1"> <tr> <td> <p>Focus: The Weather (¿Qué tiempo hace?) I</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in Spanish. • Ask and say what the weather is like today. • Create a Spanish weather map. • Describe the weather in different regions of Spain using a weather map with symbols. </td> <td> <p>Focus: Clothes (La ropa) I</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for a variety of clothes in Spanish. • Use the appropriate genders and articles for these clothes. • Use the verb LLEVAR in Spanish with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy. </td> </tr> </table>		<p>Focus: The Weather (¿Qué tiempo hace?) I</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in Spanish. • Ask and say what the weather is like today. • Create a Spanish weather map. • Describe the weather in different regions of Spain using a weather map with symbols. 	<p>Focus: Clothes (La ropa) I</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for a variety of clothes in Spanish. • Use the appropriate genders and articles for these clothes. • Use the verb LLEVAR in Spanish with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy.
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Year B	Terms 1 and 2	Terms 3 and 4	Term 5 and 6
EYFS	<p>Topic – Me and my world Topic – Festivals and celebrations Focus: Greetings (Los saludos) SO</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Say ‘hello’ (formally and informally). • Say their name. • Ask how somebody is feeling and give a reply. • Say ‘goodbye’ and ‘see you soon’. 	<p>Topic – Walking with dinosaurs Topic – Outer space Focus: Colours and numbers (Los colores y los números) SO</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 colours in Spanish. • Count from 1-10 ten in Spanish. 	<p>Topic – Grow grow grow Topic – Exploring the world Focus: In the jungle (En la selva) SO</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Recognise, recall and remember up to 7 different jungle animals in Spanish. • Recognise, recall and remember a short phrase for each jungle animal in Spanish. • Learn to listen attentively to, understand and participate actively in a Spanish song about animals that may live in the jungle.
KS1	<p>Topic – Our amazing world Topic – Toy story Focus: Minibeasts (Las minibestias) MO</p> <p>Unit Aims:</p> <ul style="list-style-type: none"> • Recognise, recall and remember up to 7 different mini beasts in Spanish with the correct article/determiner and accurate pronunciation. • Recognise, recall and remember how to say hello and goodbye in Spanish. • Learn to listen attentively to a story in Spanish. • Follow simple instructions in Spanish. 	<p>Topic – We are artists Topic – Buses, planes and trains Focus: Transport (Los transportes) SO</p> <p>Unit Aims:</p> <ul style="list-style-type: none"> • Recognise, recall and remember up to 7 modes of transport in Spanish. • Recognise, recall and remember a short phrase for each mode of transport in Spanish. • Learn to listen attentively to, understand and participate actively in a Spanish song about transport. 	<p>Topic – Sun, storms and seaside Focus: Seasons (Las estaciones) MO</p> <p>Unit Aims:</p> <ul style="list-style-type: none"> • Recognise, recall and remember the 4 seasons in Spanish. • Recognise, recall and remember a short phrase for each season in Spanish. • Say which season is their favourite in Spanish.

Lower KS2	Topic – Going Global Focus: Phonics (La fonética) X 1&2 Unit aims: <ul style="list-style-type: none"> To learn/revise the phonemes: ‘CH’, ‘J’, ‘Ñ’, ‘LL’ and ‘RR’. To learn/revise the phonemes: ‘CA’, ‘CE’, ‘CI’, ‘CO’ and ‘CU’. Focus: I’m learning Spanish (Aprendo español) E Unit Aims: <ul style="list-style-type: none"> Pinpoint Spain and other Spanish speaking countries on a map of the world. Ask and answer the question ‘How are you?’ in Spanish. Say ‘Hello’ and ‘Goodbye’ in Spanish. Ask and answer the question ‘What is your name?’ in Spanish. Count from 1-10 in Spanish. Say 10 colours in Spanish. 	Topic – Raiders and Traders I know how (Sé...) E Unit aims: <ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs in Spanish. Use these verbs in the infinitive to form positive and negative sentence structures with ‘sé’ (I know how to...) / ‘no sé’ (I do not know how to ..). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘y’ (and) & ‘pero’ (but). 	Topic – Walk like an Egyptian Fruit (La fruta) E Unit aims: <ul style="list-style-type: none"> Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. Ask somebody in Spanish if they like a particular fruit. Say what fruits they like and dislike. 	Topic – Who is roaming in the rainforest? Ice creams (Los helados) E Unit aims: <ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in Spanish using ‘quisiera’. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub. 	Topic – Down in the valley Numbers 1&2/Mental maths (Los números/El cálculo) X Unit aims: <ul style="list-style-type: none"> To consolidate numbers 1-10 in Spanish. To introduce numbers 11-20 in Spanish. Introduce the pupils to five typical maths symbols and some sample calculations in Spanish. What time is it? 1&2 (¿Qué hora es?) X Unit aims: <ul style="list-style-type: none"> To revise numbers 1-12 and learn how to tell the time (by the hour) in Spanish. To learn how to tell the time around the clock (quarter past, quarter to and half past etc) in Spanish. 	Ancient Britain (La historia de la antigua Gran Bretaña) E Unit aims: <ul style="list-style-type: none"> Use the Spanish for “I am” (soy), “I have” (tengo) and “I live” (vivo). Name in Spanish, the 6 key periods of ancient Britain, introduced in chronological order. Be able to say in Spanish 3 of the types of people who lived in Ancient Britain. Tell somebody in Spanish the 3 key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the 3 types of dwellings people lived in during the stone age, bronze age and iron age.

<p>Upper KS2</p>	<p>Topic – What’s out there?</p> <p>Focus: Phonics (La fonética) X 3&4</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • To learn/revise the phonemes: ‘GA’, ‘GE’, ‘GI’, ‘GO’ and ‘GU’ • To learn/revise the phonemes: ‘B’, ‘V’, ‘CC’, ‘QU’ and ‘Z’. <p>Presenting myself (Me presento) I</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. • Understand possessive adjectives better in Spanish (‘my’ form only). 	<p>Topic – Who let the gods out?</p> <p>My Family (Mi familia) I</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. • Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives ‘mi’ and ‘mis’ in Spanish. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). 	<p>Topic – Is it me or is it hot in here?</p> <p>My home (Mi casa) I</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. • Tell somebody in Spanish what rooms they have or do not have in their home. • Ask somebody in Spanish what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age). 	<p>Topic – Victorious Victorians</p> <p>The Classroom (La clase) I</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Remember and recall 12 classroom objects with their indefinite article. • Replace an indefinite article with a possessive adjective. • Say and write what they have and do not have in their pencil case. 	<p>Topic – How steady is your hand?</p> <table border="1"> <tr> <td data-bbox="1525 229 1834 1465"> <p>At school (En el colegio) P</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Say why they like/dislike certain school subjects. • Tell the time (on the hour) in Spanish. • Say what time they study certain subjects at school. </td> <td data-bbox="1834 229 2150 1465"> <p>The Weekend (El fin de semana) P</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Ask what the time is in Spanish. • Tell the time accurately in Spanish. • Learn how to say what they do at the weekend in Spanish. • Learn to integrate conjunctions into their work. • Present an account of what they do and at what time at the weekend. </td> </tr> </table>		<p>At school (En el colegio) P</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Say why they like/dislike certain school subjects. • Tell the time (on the hour) in Spanish. • Say what time they study certain subjects at school. 	<p>The Weekend (El fin de semana) P</p> <p>Unit aims:</p> <ul style="list-style-type: none"> • Ask what the time is in Spanish. • Tell the time accurately in Spanish. • Learn how to say what they do at the weekend in Spanish. • Learn to integrate conjunctions into their work. • Present an account of what they do and at what time at the weekend.
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