

Key Stage 2 Scheme of Learning for Spanish

Overview – 2024 - 2025

YEAR 3
Greetings and sounds: ask and answer simple personal questions; emphasis on vowel sounds
Dates and numbers: developing key phonics; days and months
Myself: key phonics; colours; classroom commands
Designing a monster: parts of the body; gender differences
Me gusta la princesa: me gusta + colours; story telling & acting
Mi familia and Spanish-speaking countries: family members & domestic pets; tengo, tienes; Spanish-speaking countries

YEAR 4
¿Qué tiempo hace? 3 constructions to describe weather
¿Qué te gusta hacer? Me gusta, no me gusta + infinitive with -ar verbs; cognates and near cognates; Christmas traditions in some Spanish – speaking countries
La comida sana: noun/adjectival agreement; what children eat in Colombia and Spain
Las Pescadoras Valencianas: es and está; prepositions of place; noun/adjective agreement; Sorolla (link to Art NC)
Me gustan los animales y las frutas: story El Loro Tico Tango (adapted); me gusta/me gustan with animals and fruit from Costa Rica
Cuando llueve llevo puesto un paraguas :temperature; compass directions; clothing worn in different types of weather

YEAR 5
La oruga glotona: recognising the past tense; extended sentences using connectives; snacks in Spain, Argentina and Ecuador; link to Science
La cucaracha: a traditional Mexican song; porque and ¿por qué? Link with Music NC KS2
Mi ciudad: ¿Dónde está? Directions; link to geographical vocabulary NC KS1
Raúl viaja en el tiempo; me gusta/no me gusta porque ...; reading aloud; links to Literacy
Las Estaciones: using cognates to access a text; a song from Peru and a poem from Puerto Rico; links with Music NC KS2 and English Reading Comprehension
Los Planetas; identify word classes; manipulate language to form complex sentences; link to Science NC Year 5

YEAR 6
Geographical features: understand longer texts; use es and está when describing geographical features; revisit locations of Spanish-speaking countries; link with Geography NC KS2 Place Knowledge
Raúl en Sutton House: una casa Tudor: understand a story using drawings, context, cognates and prior learning; understand the importance of the tilde in the

pronunciation of a word; recognise the 3 rd person singular of the pretérito; link with History NC Tudors as optional theme at KS2
El súper cocinero: read story and translate parts; reading aloud; immediate future; 2 nd person plural of present tense verbs; food and culture from around the Spanish-speaking world; link to Geography NC KS2; book and workbook provided
Raúl y las alas mágicas: review of all KS2 learning in all 4 skills; Transition suggestions; book and workbook provided; links to English Reading Comprehension and Literacy.

KS1

By the end of Year 1 pupils: (10 objectives)	By the end of Year 2 pupils: (10 objectives)
1.1 Can respond to simple, known songs with gestures eg head, shoulders, knees and toes	2.1 Can respond to a variety of known and new songs with gestures to show understanding
1.2 Can follow and repeat actions for the vowels A, e, i, o, u	2.2 Can sing along with the Alphabet song
1.3 Can respond with actions to stories read aloud (that they already know in English) eg Oso marron Ricitos de Oro Querido Zoo	2.3 Can pick out key words from familiar stories read aloud, such as Caperucito Rojo Tengo frío
1.4 Can “play” with Spanish vowel sounds through songs and games	2.4 Can “play” with Spanish sounds through songs and games, including ‘tricky’ consonants such as j, ll, ñ
1.5 Can identify 7 colours: red, blue, green, yellow, orange, white, black	2.5 Can correctly say the 7 colours from Year 1 plus 3 more colours: brown, pink, grey
1.6 Can exchange simple greetings – hola, Buenos días, buenas tardes, adiós	2.6 Can ask and respond to the question ¿Qué tal?
1.7 Can understand simple praise words – estupendo, fantástico	2.7 Can understand simple classroom commands, such as silencio, en fila, de pie, sentaos
1.8 Can understand the months and point to when their own birthday falls	2.8 Can say the month of their birthday
1.9 Can sing the Happy Birthday song in time with the rest of the class	2.9 Can understand a variety of descriptive adjectives, eg grande, pequeño
1.10 Can understand numbers 1 - 10	2.10 Can count from 1 - 10

EYFS

By the end of Reception, Pupils: (10 objectives)
R.1 Can respond to simple, known songs with gestures eg head, shoulders, knees and toes
R.2 Can follow and repeat actions for the vowels A, e, i, o, u
R.3 Can respond with actions to stories read aloud (that they already know in English) eg Oso marron Ricitos de Oro Querido Zoo
R.4 Can “play” with Spanish vowel sounds through songs and games
R.5 Can identify 7 colours: red, blue, green, yellow, orange, white, black
R.6 Can exchange simple greetings – hola, Buenos días, buenas tardes, adiós
R.7 Can understand simple praise words – estupendo, fantástico
R.8 Can understand the months and point to when their own birthday falls
R.9 Can sing the Happy Birthday song in time with the rest of the class
R.10 Can understand numbers 1 - 10