

Spanish

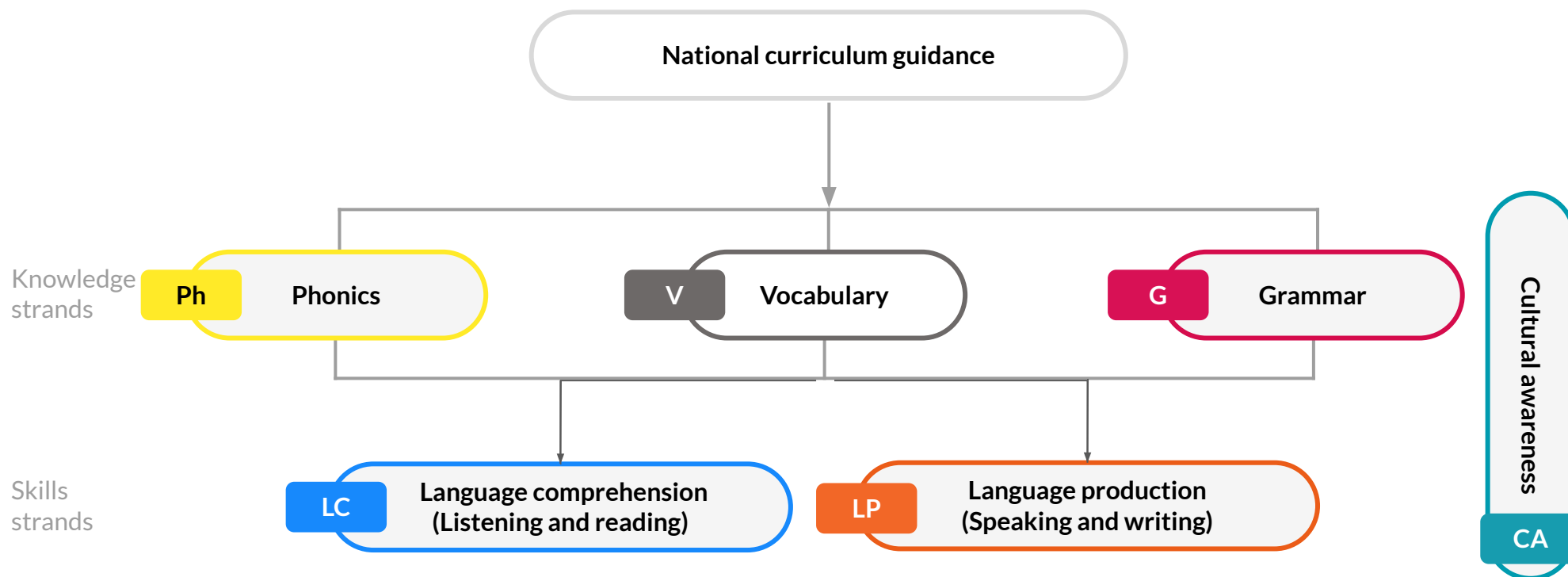


*Kapow
Primary™*

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 style="background-color: #209986; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block; margin-bottom: 5px;">CA</div> <div style="background-color: #007bff; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">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 style="background-color: #6c757d; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block; margin-bottom: 5px;">V</div> <div style="background-color: #007bff; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">LC</div> | | | | ✓ | ✓ | |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | <div style="background-color: #dc3545; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block; margin-bottom: 5px;">G</div> <div style="background-color: #fd7e14; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">LP</div> | | | | ✓ | ✓ | |
| Describe people, places, things and actions orally and in writing. | <div style="background-color: #dc3545; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block; margin-right: 5px; margin-bottom: 5px;">G</div> <div style="background-color: #6c757d; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block; margin-right: 5px; margin-bottom: 5px;">V</div> <div style="background-color: #fd7e14; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">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 style="background-color: #dc3545; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block; margin-bottom: 5px;">G</div> <div style="background-color: #fd7e14; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">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 | In a Spanish café | Spanish celebrations | Weather in Spain | 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 | | | | | |
|--|--|--|------------------------|--------------------------|-----------------------------|------------------|-----------------------|
| | | <u>Dates in Spanish</u> | <u>Pets in Spanish</u> | <u>In a Spanish café</u> | <u>Spanish celebrations</u> | Weather in Spain | The Amazon Rainforest |
| Appreciate stories, songs, poems and rhymes in the language | <div style="background-color: #20a397; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">CA</div> <div style="background-color: #007bff; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">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 style="background-color: #6c757d; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">V</div> <div style="background-color: #007bff; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">LC</div> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | <div style="background-color: #dc3545; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">G</div> <div style="background-color: #fd7e14; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">LP</div> | | ✓ | ✓ | ✓ | | ✓ |
| Describe people, places, things and actions orally and in writing. | <div style="background-color: #dc3545; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block; margin-right: 5px;">G</div> <div style="background-color: #6c757d; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block; margin-right: 5px;">V</div> <div style="background-color: #fd7e14; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">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 style="background-color: #dc3545; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">G</div> <div style="background-color: #fd7e14; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">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 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 | <div style="background-color: #209986; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">CA</div> <div style="background-color: #0070C0; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">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 style="background-color: #666666; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">V</div> <div style="background-color: #0070C0; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">LC</div> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | <div style="background-color: #C00040; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">G</div> <div style="background-color: #E69A00; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">LP</div> | ✓ | ✓ | ✓ | | | |
| Describe people, places, things and actions orally and in writing. | <div style="background-color: #C00040; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">G</div> <div style="background-color: #666666; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block; margin-left: 5px;">V</div> <div style="background-color: #E69A00; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block; margin-left: 50px;">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 style="background-color: #C00040; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">G</div> <div style="background-color: #E69A00; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">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 Upper key stage 2 - Year 6 | | | | | |
|---|---------------------------------|--|---|---|--|------------------------------|-------------------------|
| | | <u>Clothes in Spanish</u> | <u>School life in Spanish</u> | <u>Household tasks in Spanish</u> | <u>Shopping in Spain</u> | Freetime activities 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 | Freetime activities in Spain | Maya city treasure hunt |
| Appreciate stories, songs, poems and rhymes in the language | <div style="background-color: #209986; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block; margin-bottom: 5px;">CA</div> <div style="background-color: #007bff; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">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 style="background-color: #6c757d; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block; margin-bottom: 5px;">V</div> <div style="background-color: #007bff; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">LC</div> | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | <div style="background-color: #dc3545; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block; margin-bottom: 5px;">G</div> <div style="background-color: #fd7e14; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">LP</div> | ✓ | ✓ | | | ✓ | ✓ |
| Describe people, places, things and actions orally and in writing. | <div style="background-color: #dc3545; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block; margin-right: 5px;">G</div> <div style="background-color: #6c757d; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block; margin-right: 5px;">V</div> <div style="background-color: #fd7e14; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">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 style="background-color: #dc3545; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block; margin-bottom: 5px;">G</div> <div style="background-color: #fd7e14; color: white; padding: 2px 5px; border-radius: 3px; display: inline-block;">LP</div> | ✓ | ✓ | ✓ | ✓ | ✓ | |