

THS Knowledge, Skills and Understanding Curriculum for Spanish

Speaking and listening skills are taught through a variety of teaching strategies including watching Spanish videos with subtitles.

Across the year:

Year Reception: seasons + days of the week

Year 1: Days of the week + months

Year 2 – Year 3: Weather

	Autumn	Spring	Summer
Year R Skills	<p><u>Speaking and Listening</u> Listen and show understanding of basic words through physical response Listen and identify rhyming words and particular sounds in songs and rhymes Develop the pronunciation of simple words by repetition Recognise and understand single familiar words while describing people, things and actions</p> <p><u>Reading and Writing</u> Learn some basic vocabulary orally, supporting it with gestures or images</p> <p><u>Grammar</u> Distinguish a feminine and masculine noun and understand the existence of exceptions</p>		
Year R first half term	<p>Autumn 1</p> <ul style="list-style-type: none"> • What's your name? <p>Vocab: ¿Cómo te llamas?/ Me llamo...</p> <ul style="list-style-type: none"> • How old are you? <p>Vocab: ¿Cuántos años tienes? Tengo...</p> <ul style="list-style-type: none"> • I am a boy/ I am a girl 	<p>Spring 1</p> <ul style="list-style-type: none"> • Colours <p>Vocab: Verde, amarillo, rojo, rosa, blanco, azul, negro, marrón, gris, naranja, morado.</p> <ul style="list-style-type: none"> • Animals 	<p>Summer 1</p> <ul style="list-style-type: none"> • Family members <p>Vocab: Mamá, papa, abuela, abuelo, hermana, hermano.</p>

	Vocab: Soy un chico/ Soy una chica	Vocab: Perro, gato, caballo, vaca, oso, pato, burro, elefante, león, mariposa.	
Year R second half term	Autumn 2 <ul style="list-style-type: none"> How are you?/ Good, thank you Vocab: ¿Cómo estás?/ Bien , gracias. ¿Y tú? <ul style="list-style-type: none"> Greetings Vocab: Hola, adiós, buenos días, buenas tardes, buenas noches	Spring 2 <ul style="list-style-type: none"> Numbers 0-10 Body parts Vocab: Cabeza, manos, brazos, piernas, pies.	Summer 2 <ul style="list-style-type: none"> Review everything
Year 1 skills	<u>Speaking and Listening</u> Listen and show understanding of everyday actions through physical response Join in with actions to accompany familiar songs, stories and rhyme and say some of the words Develop the pronunciation of familiar words Say single familiar words to present ideas and information <u>Reading and Writing</u> Write and say single familiar words to present ideas and information Read and show understanding of single familiar words Learn basic vocabulary orally, introducing the written form of the words individually in flashcards Write single familiar words from memory <u>Grammar</u> Demonstrate understanding of the position of the majority of adjectives		
Year 1 First half term	Autumn 1: Our World <ul style="list-style-type: none"> Where do you live? Vocab: ¿Dónde vives?/Vivo en... <ul style="list-style-type: none"> Where are you from? Vocab: ¿De dónde eres? / Soy de... <ul style="list-style-type: none"> Last year's questions 	Spring 1: The Magic Toymaker <ul style="list-style-type: none"> Numbers 0-20 Parts of the house Vocab: Casa, habitación, dormitorio, cocina, salón, cuarto de baño, jardín, garaje.	Summer 1: Super Humans <ul style="list-style-type: none"> Sports Vocab: La natación (nadar), el fútbol, el baloncesto, patinar, correr, el tenis. <ul style="list-style-type: none"> I like / I don't like Vocab: Me gusta/ No me gusta
Year 1 second half term	Autumn 2: People of the Past <ul style="list-style-type: none"> Feelings Vocab: Tengo frío, tengo calor, tengo miedo, tengo sueño, tengo hambre, tengo sed, estoy cansado, estoy contento.	Spring 2: All Dressed Up <ul style="list-style-type: none"> Gender Vocab: El and La (using animals and family) <ul style="list-style-type: none"> Animals (recap Reception) 	Summer 2: Live and Let Live <ul style="list-style-type: none"> Review everything

	<ul style="list-style-type: none"> How are you? (Answer using feelings) 	<ul style="list-style-type: none"> Family (recap Reception) Verb 'to have' in first person <p>Vocab: Yo tengo. I have two cats. I have a brother</p>	
Year 2 skills	<p><u>Speaking and Listening</u> Listen and show understanding of short phrases through physical response and expressing orally basic concepts as greetings Join in with the words of a rhyme, song or story sometimes from memory Develop the pronunciation using simple words and phrases Say simple familiar sentences to present ideas and information, describe people, places, things and actions using a model</p> <p><u>Reading and Writing</u> Write and say simple familiar sentences to present ideas and information, describe people, places, things and actions using a model Read and show understanding of basic familiar sentences Identify the learnt vocabulary in short texts. Use strategies for memorising new vocabulary Write simple familiar short sentences from memory with understandable accuracy to express ideas</p> <p><u>Grammar</u> Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural</p>		
Year 2 first half term	<p>Autumn 1: The Circus is Coming to Town</p> <ul style="list-style-type: none"> Introduction about themselves (name, age, nationality, where they live, who they live with, if they have or haven't got pets and favourite sport) <p><u>Vocab:</u> Me llamo..., Tengo ... años, soy de España (or another country), vivo en...(city), vivo con...(member of the family), Tengo (pet), mi deporte favorito es...</p>	<p>Spring 1: Buildings</p> <ul style="list-style-type: none"> Food <p><u>Vocab:</u> Pan, queso, naranjas, manzanas, pescado, pollo, huevos, tomates, patatas, zumos, arroz, helado, leche, bocadillo, carne, verduras, cereales, tostadas.</p> <ul style="list-style-type: none"> Verb 'to have breakfast' <p><u>Vocab:</u> Yo desayuno</p> <ul style="list-style-type: none"> Verb 'to have lunch' <p><u>Vocab:</u> Yo como</p> <ul style="list-style-type: none"> Verb 'to have dinner' <p><u>Vocab:</u> Yo ceno</p> <ul style="list-style-type: none"> I like/I don't like (singular/plural) <p><u>Vocab:</u> Me gusta (n)/ No me gusta (n)</p>	<p>Summer 1: The Earth: Our Home</p> <ul style="list-style-type: none"> Farm animals <p>Vocab: Caballo, burro, cerdo, gallina, vaca, oveja, pato, perro, gato, gallo.</p> <ul style="list-style-type: none"> Describe places <p>Vocab: delante de, detrás de, dentro de, fuera de, debajo de, encima de.</p> <ul style="list-style-type: none"> Ask and answer where objects are in a room <p>Vocab: ¿Dónde está...? ...está en.../ el establo, el granero, el estanque, el árbol.</p> <ul style="list-style-type: none"> Numbers 10-20
Year 2 second half term	<p>Autumn 2: Brainwave</p> <ul style="list-style-type: none"> Verb 'to have'+ school subjects <p><u>Vocab:</u> Yo tengo. Tú tienes, El/Ella tiene, Nosotros tenemos, Vosotros tenéis, Ellos tienen.</p> <ul style="list-style-type: none"> School subjects 	<p>Spring 2: You are What you Eat</p> <ul style="list-style-type: none"> Definite article + school supplies <p><u>Vocab:</u> el, la, los, las</p> <ul style="list-style-type: none"> School supplies 	<p>Summer 2: Hooray Let's Go on Holiday</p> <ul style="list-style-type: none"> Parts of the house <p>Vocab: Habitación/dormitorio (cama, silla), cuarto de baño (bañera, ducha, espejo), salón (televisor, mesa,</p>

	<p><u>Vocab</u>: Español, Inglés, Lengua, Matemáticas, Ciencias, Música, Educación Física, Dibujo/Arte, Religión, Geografía, Historia, Informática.</p>	<p><u>Vocab</u>: lápiz, goma, libro, cuaderno, lápices de colores, ordenador, regla, bolígrafo, pegamento, mochila, sacapuntas, tijeras, estantería, pupitre.</p> <ul style="list-style-type: none"> • Verb 'to borrow' <p><u>Vocab</u>: Me prestas...? / Me dejas...? / Tienes...?</p>	<p>sofá), cocina (horno, frigorífico), garaje (coche), jardín (columpio)</p> <ul style="list-style-type: none"> • Describe their house <p>Vocab: ¿Donde esta...?/.....esta en.... Mi casa es.../ Mi casa tiene....</p>
	<p>KS2 National Curriculum</p> <ul style="list-style-type: none"> ♣ 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* ♣ 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 		
<p>Year 3 Skills</p>	<p><u>Speaking and Listening</u> Listen and show understanding of simple and familiar questions answering with a rehearsed response. Follow a simple text of a familiar song or story and sing or read aloud Improve the pronunciation using simple structures to make a sentence Say simple familiar sentences to present ideas and information, describe people, places, things and actions using known vocabulary</p> <p><u>Reading and Writing</u> Write and say simple familiar sentences to present ideas and information, describe people, places, things and actions using known vocabulary Read and show understanding of simple familiar texts Use a bilingual dictionary to find the meaning of unfamiliar language in a simple text Write a very simple text using simple familiar short sentences from memory to express ideas with understandable accuracy</p> <p><u>Grammar</u> Use the first, second and third personal pronouns in singular with a regular verb</p>		
<p>Year 3</p>	<p>Autumn 1: Chocolate</p> <ul style="list-style-type: none"> • Describe parts of the body 	<p>Spring 1: Explorers and Adventurers</p> <ul style="list-style-type: none"> • Tell the time 	<p>Summer 1: Temples, Tombs and Treasures</p> <ul style="list-style-type: none"> • Identify and name parts of a city

first half term	<p>Vocab: cabeza, cara, pelo, ojos, nariz, boca, orejas, cuello, brazos, piernas, pies, manos. Corto, largo, pequeño, grande, alto, bajo, moreno, rubio, castaño.</p> <ul style="list-style-type: none"> • Demonstrative pronouns <p>Vocab: este, esta, ese, esa, aquel, aquella.</p> <ul style="list-style-type: none"> • Concordance adjectives and nouns 	<p>Vocab: Son/es las/la...en punto. Y media, menos cuarto, y cuarto.</p> <ul style="list-style-type: none"> • Verbs in infinitive (+ ing) <p>Vocab: Jugar, comer, dormir, desayunar, leer, visitar.</p> <ul style="list-style-type: none"> • Daily routines (using verbs in infinitive) 	<p>Vocab: parque, hospital, ayuntamiento, estación de autobuses, polideportivo, supermercado, biblioteca, colegio.</p> <ul style="list-style-type: none"> • The verb 'to go' (Ir)
Year 3 second half term	<p>Autumn 2 (Level 2 book): Chocolate</p> <ul style="list-style-type: none"> • Give opinions and tell preferences <p>Vocab: Me encanta(n), A mí, sí, A mí, no, A mí también, A mí, tampoco.</p> <ul style="list-style-type: none"> • Sports and leisure activities <p>Vocab: Correr, montar en bici, patinar, jugar al tenis, montar a caballo, montar en monopatín, jugar al fútbol, nadar, jugar al baloncesto, jugar al balonmano, bailar.</p> <ul style="list-style-type: none"> • Tell and ask for personal information 	<p>Spring 2: Explorers and Adventurers</p> <ul style="list-style-type: none"> • Birthday: to write an invitation <p>Vocab: Feliz cumpleaños, ¿Cuándo es tu cumpleaños?, Mi cumpleaños es en...Te invito a mi cumpleaños. ¿Qué regalo quieres? Quiero..., ¿Cuántos años cumples? Cumpló..., fiesta, globos, tarta, refrescos, bocadillos.</p> <ul style="list-style-type: none"> • Give an opinion about presents • Numbers from 1 – 100 	<p>Summer 2: Temples, Tombs and Treasures</p> <ul style="list-style-type: none"> • Health (Recap parts of the body) <p>Vocab: Me duele (n), resfriado, dolor de...(part of the body), fiebre, estoy enfermo/a, no me encuentro bien, ¿qué te duele? Me duele...</p>
Year 4 skills	<p><u>Speaking and Listening</u> Listen and show understanding by asking and answering familiar questions with a scaffold of responses: such as asking for clarification and help Follow a text of familiar rhymes and songs identifying the meaning of words Improve the pronunciation using patterns to make sentences and using words they previously known while talking Say sentences to present ideas and information, describe people, places, things and actions using a language scaffold</p> <p><u>Reading and Writing</u> Write and say sentences to present ideas and information, describe people, places, things and actions using a language scaffold Read and show understanding of a sentence using familiar language Use a bilingual dictionary to find the meaning of nouns in plural, adjectives in agreement and conjugated verbs Write sentences from memory to express ideas with understandable accuracy</p> <p><u>Grammar</u> Use the first, second and third personal pronouns in plural with a regular verb</p>		
Year 4 first half term	<p>Autumn 1: Fashion</p> <ul style="list-style-type: none"> • Clothes 	<p>Spring 1: Active Planet</p> <ul style="list-style-type: none"> • Leisure time <p>Vocab: Ir a la playa, ir a la piscina, echar una carrera, bañarse en el río, pescar, ir al cine, ir de compras, salir a comer.</p>	<p>Summer 1 (Level 3 book): Saving the Planet</p> <ul style="list-style-type: none"> • Ordinal numbers (up to 10^º) • The six W (where, when, why, what, how and who)

	<p>Vocab: Abrigo, pantalón vaquero, gafas de sol, jersey, camisa, camiseta, bañador, gorro, bufanda, zapatillas de deporte, zapatos, guantes, ropa</p> <ul style="list-style-type: none"> The verb 'to wear' Possessive pronouns <p>Vocab: mi, tu, su, mis, tus, sus.</p>	<ul style="list-style-type: none"> Propose a plan to a friend <p>Vocab: ¿Quieres ir a...?/ ¿Por qué no vamos a...?</p> <ul style="list-style-type: none"> Express opinion about other people's plans. <p>Vocab: Es guay, es genial, es divertido, es aburrido.</p>	<p>Vocab: dónde, cuándo, por qué, qué, como, quién.</p> <ul style="list-style-type: none"> Regular verbs in first person <p>Vocab: leer, montar, tocar, jugar, dibujar.</p>
<p>Year 4 second half term</p>	<p>Autumn 2: Fashion</p> <ul style="list-style-type: none"> Describe a person (verb + adjective) <p>Vocab: largo/a, corto/a, grande, pequeño/a, bonito/a, feo/a. Morena/o, rubia/o, guapa/o, alto/a, bajo/a, delgado/a, travieso/a, divertido/a, gracioso/a, tímido/a.</p> <ul style="list-style-type: none"> Use the verb 'to wear' Use the verb 'to have' Use the verb 'to be' 	<p>Spring 2: Active Planet</p> <ul style="list-style-type: none"> Give and ask for directions <p>Vocab: ¿Dónde está...?/ Ve..., gira..., izquierda, derecha, cerca de..., al lado de..., enfrente de..., junto a...</p> <ul style="list-style-type: none"> Transport <p>Vocab: taxi, tren, metro, moto, autobús, avión, coche, bicicleta, a pie.</p>	<p>Summer 2: Saving the Planet</p> <ul style="list-style-type: none"> Reflexive verbs in 1st, 2nd and 3rd person (singular) <p>Vocab: levantarse, ducharse, vestirse, lavarse.</p> <ul style="list-style-type: none"> Tell the time <p>Vocab: ¿A qué hora...?/ En punto, y media, y cuarto, menos cuarto.</p> <ul style="list-style-type: none"> Adverbs <p>Vocab: a veces, normalmente, todos los días</p>
<p>Year 5 skills</p>	<p><u>Speaking and Listening</u> Listen and show understanding of questions, answering using full sentences. Be able to ask rudimentary questions Follow the text of simple stories or poems identifying the meaning of words Improve the pronunciation using word, expressions and sentences that they have used before and they are familiar with to communicate Say sentences manipulating familiar language, using a dictionary for new language to describe people, places, things and actions and present ideas</p> <p><u>Reading and Writing</u> Write and say sentences manipulating familiar language, using a dictionary for new language to describe people, places, things and actions and present ideas Read and show understanding of a series of sentences using familiar language Decode a complex text dealing with unfamiliar language, with the help of a dictionary Write sentences from memory manipulating familiar vocabulary to create new sentences with understandable accuracy</p> <p><u>Grammar</u> Conjugate irregular verbs paying attention to key features and patterns of the language</p>		
<p>Year 5 first half term</p>	<p>Autumn 1: Go with the Flow</p> <ul style="list-style-type: none"> Present Perfect tense <p>Vocab: Yo he desayunado/tu has comido/ él ha cenado.</p> <ul style="list-style-type: none"> Food (Recap from Year 2) 	<p>Spring 1: The Great, The Bold, The Brave</p> <ul style="list-style-type: none"> Express an opinion about what they like to do on their free time <p>Vocab: emocionante, divertido, aburrido, yo pienso que es...</p>	<p>Summer 1: The Earth as an Island</p> <ul style="list-style-type: none"> Environment <p>Vocab: medio ambiente, reciclar, apagar, ahorrar.</p> <ul style="list-style-type: none"> Recycling

	<p>Vocab: ¿Qué has comido hoy? (Use present perfect to answer)</p> <ul style="list-style-type: none"> • Table manners <p>Vocab: ¿Me puedes pasar...? Si, claro, por supuesto.</p> <ul style="list-style-type: none"> • Healthy eating 	<p>Atletismo, ir al teatro, ir al campo, ir al museo, jugar a las cartas.</p>	<p>Vocab: vidrio, papel, envases, plástico, contenedor, salvar el planeta.</p> <ul style="list-style-type: none"> • 'Modal' verbs <p>Vocab: Must, Should, Have to Hay que, tienes que, debes.</p>
Year 5 second half term	<p>Autumn 2: Mission to Mars</p> <ul style="list-style-type: none"> • Numbers 0-1000 • Describe different buildings, shapes, materials, types.... <p>Vocab: madera, metal, mármol, moderno, antiguo, ladrillo, redondo, cuadrado.</p>	<p>Spring 2: The Great, The Bold, The Brave</p> <ul style="list-style-type: none"> • Animals (recap Year 2) • Animal appearance <p>Vocab: trompa, pico, melena, alas, colmillo, cola, aletas, débil, fuerte, rápido.</p> <ul style="list-style-type: none"> • Present Continuous tense <p>Vocab: ¿Qué está(n) haciendo? Andando, saltando, bebiendo, corriendo, nadando, volando, comiendo.</p>	<p>Summer 2: The Earth as an Island</p> <ul style="list-style-type: none"> • 'Regular' verbs in Past tense <p>Vocab: Hablé, comí, escribí</p> <ul style="list-style-type: none"> • 'Irregular' verbs (past tense) <p>Vocab: 'To do', 'To go', 'To have' and 'To be'</p>
Year 6 skills	<p><u>Speaking and Listening</u> Manipulate familiar language to present own ideas and information in a wide range of sentences Understand the gist of unfamiliar text using some familiar language from poems, songs or stories Improve the pronunciation using wide range of words (including verbs, adverbs, adjectives), sentences and different language structures while speaking Describe people, places, things and actions and present ideas orally with an understandable use of grammar</p> <p><u>Reading and Writing</u> Describe people, places, things and actions and present ideas orally and in writing with an understandable use of grammar Read and show understanding of a text using familiar language Decode a simple unfamiliar text using grammatical knowledge, context or bi-lingual dictionary Write a short text using sentences from memory to express ideas with understandable accuracy</p> <p><u>Grammar</u> Build sentences with an agreement between person, number and gender using an accurate conjugation of high-frequency verbs</p>		
Year 6 first half term	<p>Autumn 1: Time Tunnel</p> <ul style="list-style-type: none"> • Our world <p>Vocab: playa, valle, selva, bosque, desierto, montaña.</p> <ul style="list-style-type: none"> • Climates <p>Vocab: seco, caluroso, húmedo, nevado, profundo, tranquilo, lluvioso, frío.</p>	<p>Spring 1: The Holiday Show</p> <ul style="list-style-type: none"> • Professions • Present tense (all persons-recap) • 'Irregular' verbs <p>Vocab: 'to be' and 'to have'</p> <ul style="list-style-type: none"> • People's personalities <p>Vocab: tímido, gracioso, hablador, callado, extrovertido, introvertido, serio.</p>	<p>Summer 1: Climate Control</p> <ul style="list-style-type: none"> • Media and communication • Past tense <p>Vocab: 'Regular verbs'</p>

Year 6 second half term	Autumn 2: Time Tunnel <ul style="list-style-type: none"> • Present tense Vocab: 'Regular' verbs in all persons, 'irregular' verb 'to go' in all persons	Spring 2: The Holiday Show <ul style="list-style-type: none"> • Adverbs • Shopping • Conversation with a shopkeeper 	Summer 2: Climate Control <ul style="list-style-type: none"> • Express feelings about something that has already happened
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