



Spanish at Banks Lane Junior School

At Banks Lane Junior School we intend for our pupils to leave us in year 6, ready for the next stage of their learning with a love of languages and an appreciation of other cultures. In addition to this, we aim for children to feel confident as they continue their language learning journey, having a good grounding in Spanish and having committed a broad vocabulary to memory.

Key Concepts are golden threads that run through our curriculum subjects and support us in revisiting and reviewing previously taught knowledge and content. They support in making connections in learning so that it becomes 'sticky' knowledge. In Spanish these concepts are:

KEY CONCEPTS

VOCABULARY

GRAMMAR

PHONICS

CULTURAL UNDERSTANDING

Substantive knowledge is the factual content for a subject which must be connected into a careful sequence. Substantive knowledge is understood better with repeated encounters in meaningful contexts.

Disciplinary knowledge is the action taken within a particular subject to gain the substantive knowledge through skills, critical thinking and enquiry.

Progression in Spanish skills and disciplinary knowledge.

The National Curriculum for KS2 in MFL states that 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
- 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
- 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.

Intercultural understanding is also key to our MFL Curriculum. This is woven into our learning in the following ways:

- in Spanish lessons within our topics (e.g. Spanish food, Geography of Spain)
- Spanish lessons exploring key festivals throughout the year such as Christmas in Spain, Easter, Day of the Dead in Mexico
- an annual whole-school Spanish Day

Where possible, our concepts are aligned with Banks Lane Infant School to ensure continuous development of knowledge. Our teachers understand the importance of referring back to prior learning in the previous key stages and linking key concepts wherever practical.

Reception - Year 2

Exposure to the Spanish language (Speaking and Listening) of the following topics, through songs, rhymes and games:

Greetings

Numbers up to 31

All colours

Animals (pets, farm, jungle, zoo)

Family

Body parts

Clothes

Days of the week

Months



Year 3

TOPICS: ¡Hola! / Mi familia / La pequeña oruga glotona (The Hungry Caterpillar)

Listening: I can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.

Speaking: I can ask and answer simple pre-learned questions from memory.

I can repeat and say familiar words and short simple phrases, using understandable pronunciation.

Reading: I can understand some familiar written words and short phrases.

I can use the visual cues and context to follow a short text.

Writing: I can write some single words from memory, using my Spanish phonics.

I can, with support, substitute one element in a simple phrase to vary the meaning.

Grammar: I can use indefinite articles in the singular with masculine and feminine nouns ('un' and 'una').

I can use high frequency verb forms (I have, I am, My/his/her name is).

KEY VOCABULARY

¡Hola!: Hola, Adiós, ¿Qué tal?, fantástico, muy bien, bien, regular, mal, fatal, Me llamo.. Tengo (ocho) años

Mi familia: madre, padre, hermano, hermana, tío, tía, abuelo, abuela Mi (madre) se llama En mi familia tengo

La pequeña oruga glotona: Days of the week manzana, pera, fresa, ciruela, naranja oruga, mariposa, sol, luna, hoja



Year 4

TOPICS: ¿Qué llevo hoy? / ¡A bordo! / Los animales

Listening: I can understand and respond to a range of familiar spoken words and short phrases.

Speaking: I can rehearse and perform short role plays on one topic, with several exchanges and secure pronunciation.

I can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.

Reading: I can read and understand a range of familiar written phrases.

Writing: I can write simple words and several short phrases from memory, using my Spanish phonics.

Grammar: I can use indefinite and definite articles with singular nouns.

KEY VOCABULARY

¿Qué llevo hoy?: Hace calor, Hace frío, Hace sol, Hay tormenta, Está nublado, Llueve una camiseta, unos vaqueros, unas gafas de sol, un abrigo, una bufanda llevo

¡A bordo!: ¿Cómo vas al colegio? Voy en coche, en autobús, en tren, en taxi, en barco, a pie Spanish-speaking countries

Los animales: una jirafa, un tigre, un elefante, un pingüino, un león, un hipopótamo, un oso, un mono, un cocodrilo

Es No es grande fuerte dócil feroz pequeño/a lento/a rápido/a tímido/a



Year 5

TOPICS: Yo soy músico / ¡Que aproveche! / Los deportes

Listening: I can understand the main points of a short, spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.

Speaking: I can ask and answer simple questions on the current topic.

I can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.

Reading: I can understand familiar words and very simple sentences.

I can use a dictionary and word list.

Writing: I can write words, phrases and short simple sentences from memory, using my Spanish phonics.

Grammar: I can use the verb 'gustar' (to like) with singular and plural nouns.

I can extend my sentences by using conjunctions.

KEY VOCABULARY

Yo soy músico: La música pop/clásica/jazz/reggae/Española Me gusta No me gusta (No) toco el clarinete, la trompeta, el piano, la guitarra, el saxofón, el violín, la batería

¡Que aproveche!: Me gusta mucho, Me encanta, Odio, Detesto, prefiero, pero, y el bocadillo, el plátano, la pizza, el agua, las patatas fritas, el zumo de naranja, la leche

Los deportes: Juego AL el baloncesto, el fútbol, el hockey, el rugby, el squash, el tenis Practico EL/ LA. el atletismo, el ciclismo, la equitación, la gimnasia, la natación



Year 6

TOPICS: La geografía / En la ciudad / Las vacaciones

Listening: I can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.

Speaking: I can ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.

I can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.

Reading: I can understand a short text made up of short sentences with familiar language on a familiar topic.

I can use a dictionary or word list.

Writing: I can write a short, simple text from memory, using simple sentences from one familiar topic, using my Spanish phonics.

Grammar: I can use high-frequency verb forms, nouns, articles and adjectives appropriately.

KEY VOCABULARY

La geografía: norte, este, sur, oeste, noreste, noroeste, sureste, suroeste ¿Dónde está (Madrid)? Está en el (sur) de (España).

En la ciudad: En mi pueblo/ ciudad hay.... pero no hay.... una bolero, un museo, un parque, un cine, un estadio, un centro commercial, una piscina, una catedral (No) es sucio, grande, turístico, histórico, feo

Las vacaciones: Voy con mi familia mis amigos mis padres Voy de vacaciones a.. al campo, la costa, las montañas, un hotel, un camping (Un café) por favor ¿Y para comer/ beber? ¿Cuánto es/ Cuánto cuesta? Son (4) Euros