

# Spanish

## Long-term plan

### Standard

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Our KS2 long-term plan for **Spanish** is designed for schools that deliver the subject each week.

This document is regularly updated to reflect changes to our content. This version was created on 17.12.24

Please click [here](#) to see the latest version.

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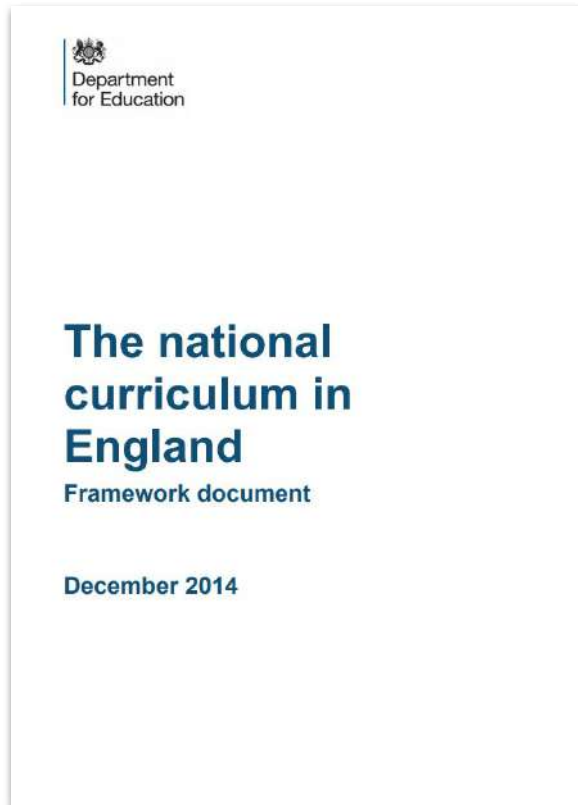
Kapow  
Primary™

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# How does Kapow Primary help our school to meet the statutory guidance for Languages?

Our scheme of work fulfils the statutory requirements for Languages outlined in the **National curriculum (2014)** and was created based on the principles outlined in the [Ofsted Research review series: languages](#)



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Research and analysis

## Research review series: languages

Published 7 June 2021

Applies to England

Contents

Introduction

National context

Ambition for all

Curriculum progression: what it means to get better at languages

Pillars of progression in the curriculum: phonics, vocabulary, grammar

## Introduction

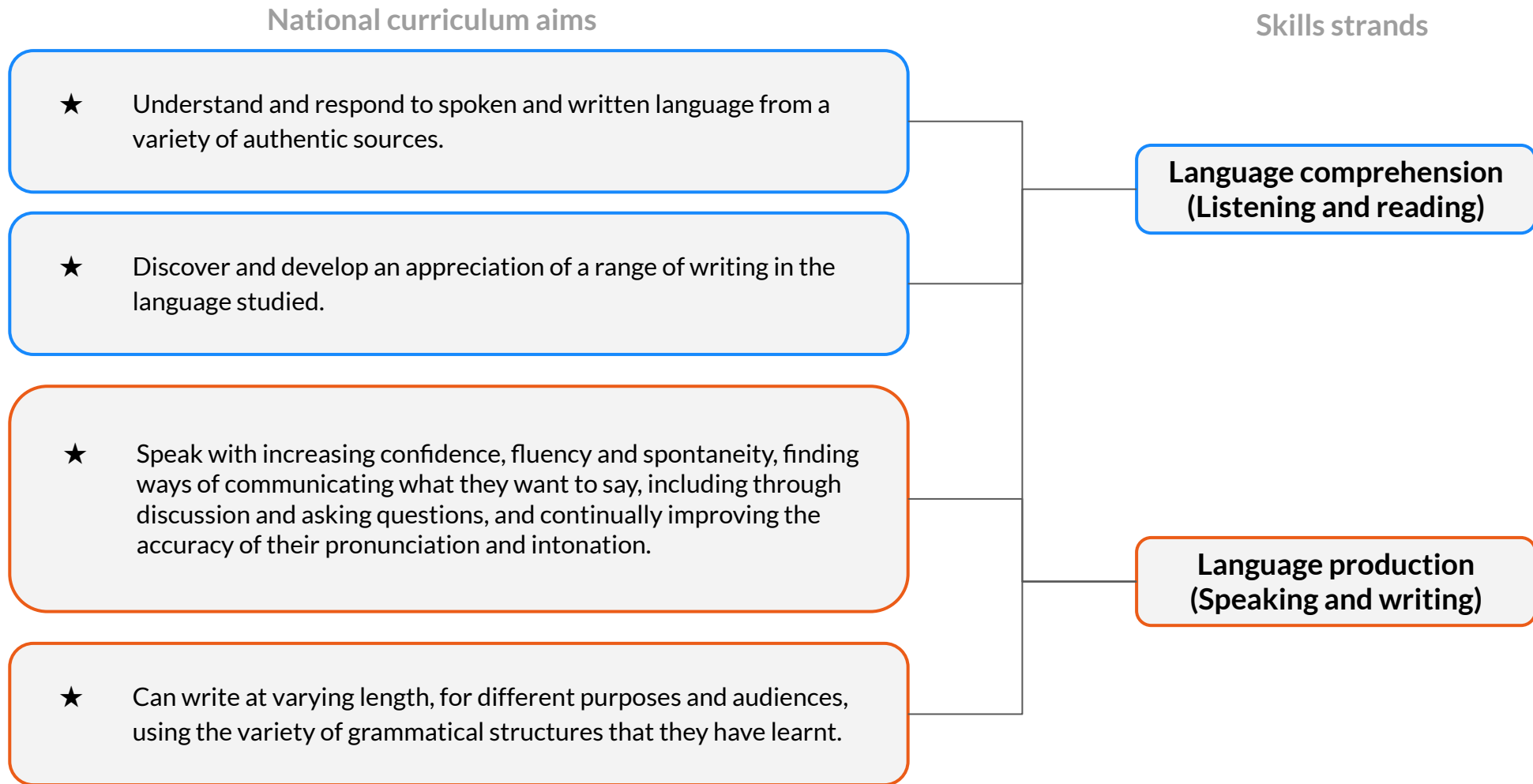
Languages are an integral part of the curriculum. Learning a language is 'a liberation from insularity and provides an opening to other cultures'.<sup>[footnote 1]</sup> It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy.

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It is **compulsory** for schools to teach Languages at Key stage 2 only, which is why our Spanish scheme of work is designed to be taught from Year 3 onwards, to help your pupils to meet the end of Key stage 2 Attainment targets.

# How does Kapow Primary's Spanish scheme of work align with the National curriculum?

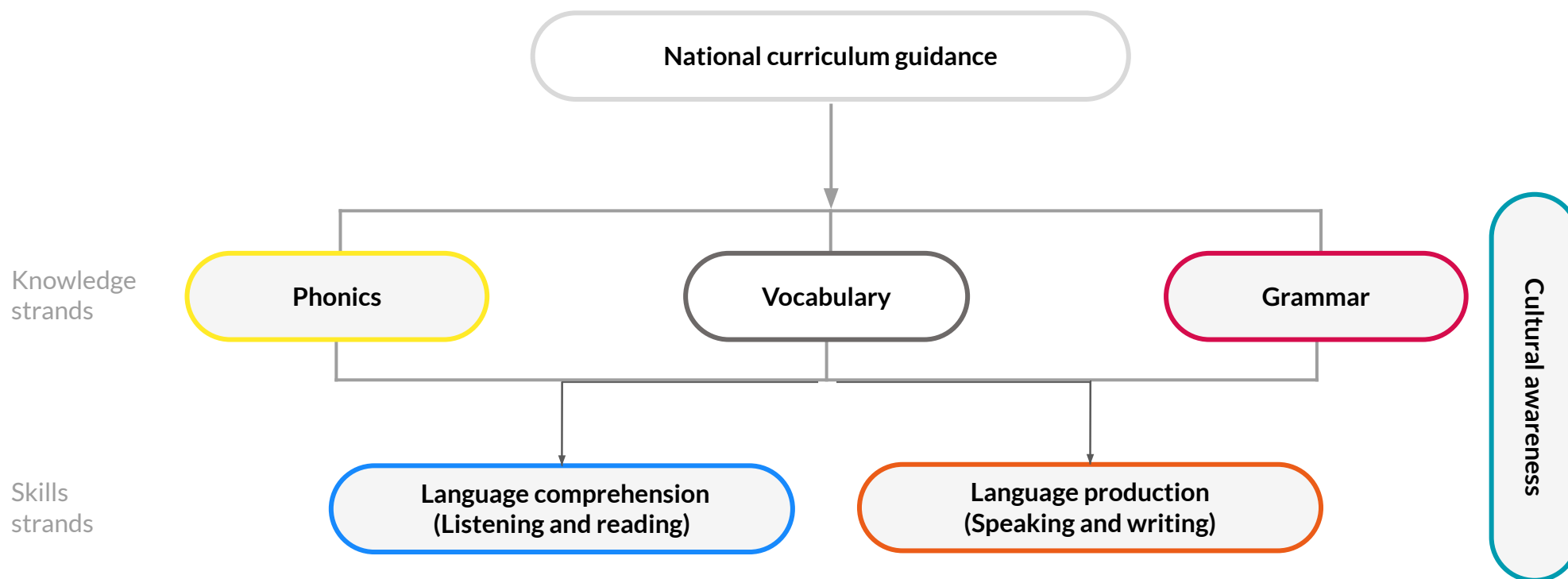
The Kapow **Language comprehension** and **Language production** skills strands align with the National curriculum aims for Languages. Our *National curriculum coverage document* shows which units support you in helping children to reach each of the National curriculum attainment targets.



At Kapow Primary, we also have the following **knowledge strands**: **Phonics**, **Vocabulary** and **Grammar**, which align with the three pillars of progression in the [Ofsted: Research review: languages](#). Please see [How is the Spanish scheme of work organised?](#) for a diagram showing how the strands work together.

# How is the Spanish scheme of work organised?

From the [Ofsted research review series: languages](#), we have identified three knowledge strands or 'pillars'. In each unit, children will then draw upon this knowledge in order to comprehend and produce language to help them achieve the aims of the National curriculum.



Throughout the scheme of work, children will also be developing their [Cultural awareness](#) of Spain and the Spanish-speaking world.

# Our knowledge strands - **Phonics**, Vocabulary and **Grammar**

The Kapow Primary Spanish scheme aims to provide pupils with a firm foundation of language learning. For this reason, we have planned when to teach the three building blocks of a language system: phonics, vocabulary and grammar and the ideal sequence to teach them to ensure gradual progression and an understanding of the interplay between these elements. The Ofsted research review series: languages refers to these elements as the '3 pillars of progression':

## Phonics

A comprehensive Spanish phonics programme has been embedded into the Kapow Primary Spanish scheme ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link.

Our 'Mouth mechanics' pupil videos, which native speakers present, support this learning by including an in-depth look at the shape of the mouth when creating each phoneme.

## Vocabulary

As the Ofsted research review recommended, the Kapow Primary Spanish scheme systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for students to revisit previously-learned vocabulary in different contexts.

This approach allows the children to commit these key words to their long-term memory. Many topic words are also introduced in order to provide a variety of meaningful contexts; however, less attention is given to memorizing these. Our lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.

## Grammar

Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the Kapow Primary Spanish scheme.

Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced. Lessons are organized to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.

# Language detective skills

At Kapow Primary, we believe that it is crucial to develop engaged and independent language learners who can apply their knowledge of phonics, vocabulary and grammar to comprehend and manipulate language autonomously.

We do this by encouraging children to:

- Recognise learnt vocabulary when listening or reading.
- Spot cognates (words which have the same origin or are similar) and near-cognates.
- Consider word order to anticipate the meaning of words.
- Use context and their own knowledge of the world to predict the meaning of unknown words.

Our scheme develops these skills progressively so that by Year 6, pupils can use these strategies to confidently grapple with unknown spoken and written language and search for meaning. Through these skills, pupils gain a strong foundation for further language learning as well as developing their understanding of the English language and its grammar conventions.



# Cultural awareness

The Kapow Primary Spanish scheme is carefully devised to enable children to develop their language skills in authentic and stimulating contexts which simultaneously seek to deepen their understanding of the world. Drawing from the diverse cultures of Spain and the Spanish-speaking world, children will have the opportunity to encounter purposeful language whilst exploring exciting aspects of tradition and heritage, such as:

- Discovering the geography of Spain and South America.
- Understanding key festivals and celebrations.
- Gaining awareness of Spanish art and architecture.
- Appreciating traditional games, songs and dance.
- Comparing mealtimes and enjoying typical foods.
- Considering the legacy of ancient civilisations e.g. the Maya.
- Examining the impact of global issues such as climate change.

These contexts not only offer the children a range of possibilities for cross-curricular learning, but also reinforce the key role that language learning can play in developing pupils' cultural capital.





# Oracy in Spanish

**'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.'**

**Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'**

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

## Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

## Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our Spanish curriculum, pupils have opportunities to develop their oracy skills by:

- Developing the physical skills required for speech by utilising their voice, body language, and facial expressions to better communicate in Spanish.
- Explicitly considering the role of syntax in communication in Spanish and reflecting on the differences with English to deepen understanding.
- Role-playing as Spanish speakers to practice conversational skills.
- Questioning and responding to each other in French to build communication skills.
- Interpreting the speech of native Spanish speakers, learning to gist and summarise meaning.
- Describing using Spanish vocabulary.
- Listening to native Spanish speakers and each other.
- Collaborating in groups and taking different roles in conversations.



# A spiral curriculum

Kapow Primary's Spanish scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the same broad themes of 'All about me,' 'Daily life' and 'Spain and other Spanish speaking countries' each year.
- ✓ **Increasing depth:** Each time vocabulary and grammatical structures are revisited, they are covered with greater depth.
- ✓ **Prior knowledge:** Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again



## Is there any flexibility in the Kapow Primary Spanish scheme?

Our Spanish scheme of work is organised into units.

Within each unit, lessons **must** be taught in order as they build upon one another.

Units **must** be taught in the suggested order as our scheme is progressive and, although the topic focus of each unit is different, phonic knowledge, key vocabulary, grammar concepts and skills are gradually developed throughout the course of a year.

# Assessment in Spanish

## Formative assessment

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. These assessments can then be recorded on our [Spanish: Assessment spreadsheet](#) which supports the teacher in identifying gaps in learning amongst the class or for individual pupils.

## Summative assessment

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with multiple choice and open-ended questions.

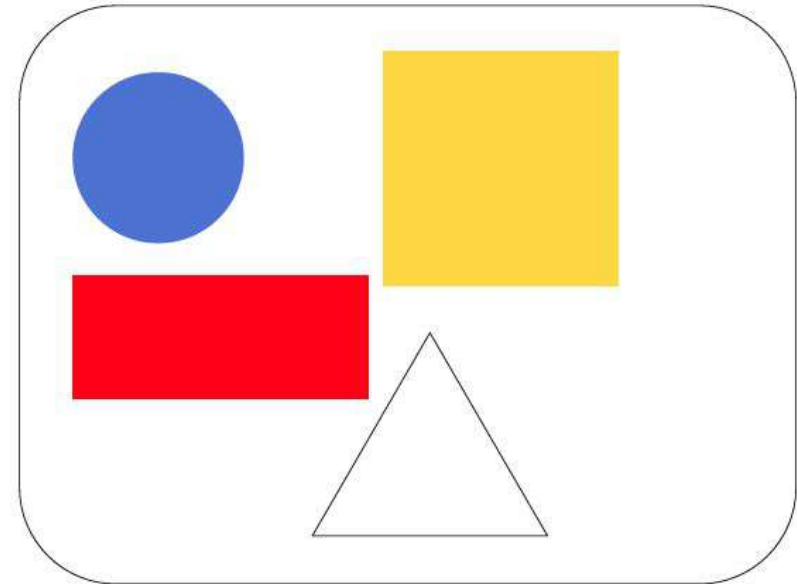
In addition, each unit uses a knowledge catcher. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered.

Assessment quizzes, and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

It is suggested that teachers keep all forms of assessment as children move through primary school so that the subject lead and teachers will have a record of children's learning.

### Knowledge catcher: Shapes and colours in Spanish

Look at the tile below and describe the shapes you can see.



Question	Write a list using shape and colour vocabulary. What else could you add to the design?
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<hr/>	
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## Other useful documentation:

There are a number of key documents that can support you in planning and delivery of the Kapow Primary **Spanish** scheme. Visit the [Subject planning page](#) for more.

✓ [National curriculum coverage](#)

- Shows which of the National curriculum Attainment targets are covered by each unit.

✓ [Progression of skills, knowledge and vocabulary](#)

- Shows how understanding and application of key knowledge and skills builds year on year across our strands.

✓ [Equipment list](#)

- Explains which resources are required to teach our scheme of work.

✓ [Intent, Implementation, Impact statement](#)

- Explains our curriculum design : what is taught and why (Intent), what it looks like in practice (Implementation) and what the outcomes will be (Impact).

All units have 6 lessons unless otherwise stated.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me		Daily life		Spain and other Spanish speaking countries	
Year 3	<a href="#"><u>Spanish greetings with puppets</u></a>	<a href="#"><u>Spanish numbers and ages</u></a>	<a href="#"><u>Shapes and colours in Spanish</u></a>	<a href="#"><u>Classroom objects in Spanish</u></a>	<a href="#"><u>Where do you live in Spain?</u></a>	<a href="#"><u>Journey around Latin America</u></a>
Year 4	<a href="#"><u>Dates in Spanish</u></a>	<a href="#"><u>Pets in Spanish</u></a>	<a href="#"><u>Weather in Spain</u></a>	<a href="#"><u>In a Spanish café</u></a>	<a href="#"><u>Spanish celebrations</u></a>	<a href="#"><u>The Amazon rainforest</u></a>
Year 5	<a href="#"><u>Describing family and friends in Spanish</u></a>	<a href="#"><u>Spanish portraits</u></a>	<a href="#"><u>Sports in Spanish</u></a>	<a href="#"><u>Spanish food and drink</u></a>	<a href="#"><u>A trip across Spain</u></a>	<a href="#"><u>Saving South America</u></a>
Year 6	<a href="#"><u>Clothes in Spanish</u></a>	<a href="#"><u>School life in Spanish</u></a>	<a href="#"><u>Household tasks in Spanish</u></a>	<a href="#"><u>Shopping in Spain</u></a>	<a href="#"><u>Free time in Spain</u></a>	<a href="#"><u>Maya city treasure hunt</u></a>

Year 3			
<b>Autumn 1</b>	<u>Spanish greetings with puppets</u>	<b>Autumn 2</b>	<u>Spanish numbers and ages</u>
	Using puppets to practise a variety of Spanish greetings, children learn how to introduce themselves and say how they are feeling. They perform a finger rhyme based on a Spanish puppet festival tradition.		Through playing traditional Spanish counting games, children learn the numbers from one to twelve. They discover how to give their age in Spanish and ask others how old they are.
<b>Spring 1</b>	<u>Shapes and colours in Spanish</u>	<b>Spring 2</b>	<u>Classroom objects in Spanish</u>
	Taking inspiration from mosaic art of Barcelona and Granada, children describe different shapes and colours and learn about the position of adjectives in relation to nouns in Spanish.		By playing speaking and listening games, children learn some basic classroom instructions. They learn the vocabulary for classroom items found in their school bag, and discover that every Spanish noun is either 'masculine' or 'feminine'. Children learn how to describe what they have and do not have in their school bag, using plurals and conjunctions.
<b>Summer 1</b>	<u>Where do you live in Spain?</u>	<b>Summer 2</b>	<u>Journey around Latin America</u>
	Identifying different cities in Spain on a map, children learn to correctly pronounce their names in Spanish. They deduce the names for different types of home and learn to ask and respond to questions about where they live. Using a bilingual dictionary, children find new vocabulary and create their own sentences.		Following in the footsteps of 'Oscar el Oso' - Oscar the bear, children look at a map of Latin America and locate Spanish-speaking countries. They find out the vocabulary for different forms of transport before creating a travel diary for Oscar the bear, detailing which country he will visit on each day of the week and describing how he will get there.

Year 4			
<b>Autumn 1</b>	<u>Dates in Spanish</u>	<b>Autumn 2</b>	<u>Pets in Spanish</u>
	Mastering the numbers to 31 and the months of the year, children learn to say the date. Children learn about some of the countries biggest festivities and the dates they occur. They learn to ask and answer the question, 'When is your birthday?' and find out about some Mexican birthday traditions.		Listening to a song about pets, children learn the names of different animals. They develop their knowledge of adjectives and describe the characteristics of different animals when writing a fun story about a visit to a pet shop. Children round off the unit by performing their stories to a small audience.
<b>Spring 1</b>	<u>Weather in Spain</u>	<b>Spring 2</b>	<u>In a Spanish café</u>
	Identifying different locations in Spain using compass points and learning phrases for different types of weather, children prepare and present a weather forecast.		Reading and creating typical Spanish café menus, the children learn to order food and drink and role-play conversations between waiting staff and customers. When practising and performing these role plays, the children evaluate and improve their conversations, making them sound as natural as possible.
<b>Summer 1</b>	<u>Spanish celebrations</u>	<b>Summer 2</b>	<u>The Amazon rainforest</u>
	Finding out about some key festivals and celebrations in Spain, children develop their knowledge of festival-related vocabulary. They learn how to express likes and dislikes when describing activities related to different celebrations.		Identifying the geographical features found in Peru, children immerse themselves deep into the sights and sounds of the Amazon rainforest, describing the different animals they encounter in each layer.

Year 5			
<b>Autumn 1</b>	<u>Describing family and friends in Spanish</u>	<b>Autumn 2</b>	<u>Spanish portraits</u>
	Looking at a family tree, children find out the vocabulary for different family members and describe the relationship between each of them. They use verbs in the third person singular to write a detailed description of a family member or friend outlining key information about them.		Deducing the vocabulary for describing facial features, children apply their knowledge of noun-adjective agreement to plural nouns. They find out about some famous Spanish cubist artists and create portraits in the cubist style, before describing the faces in their portraits.
<b>Spring 1</b>	<u>Sports in Spanish</u>	<b>Spring 2</b>	<u>Spanish food and drink</u>
	Learning vocabulary to describe different sports, the children ask and answer questions about sports they practise. They read and then follow instructions to play the Maya ball game before creating their own original ball game. Using the imperative form of some regular verbs, the children write a set of instructions to accompany their new game.		Learning to express likes and dislikes about singular and plural nouns, children engage in conversations about food and play fun games guessing meal choices based on their food preferences. To develop their questioning skills further, they use a range of question types to conduct in-depth interviews on the subject of food.
<b>Summer 1</b>	<u>A trip across Spain</u>	<b>Summer 2</b>	<u>Saving South America</u>
	Finding about some significant Spanish cities and their well-known tourist attractions, the children enhance their knowledge of Spain's geography and culture. Learning to form the future tense, they engage in role-play conversations about travel plans to these important cities.		Focusing on South America children explore its diverse geography and examine the impact of climate change, deforestation and pollution in the region. They create a campaign advert that uses comparative sentences to outline environmental changes over time and propose solutions to the region's environmental issues.



Year 6			
<b>Autumn 1</b>	<u><a href="#">Clothes in Spanish</a></u>	<b>Autumn 2</b>	<u><a href="#">School life in Spanish</a></u>
	Consolidating their knowledge of colours and learning vocabulary for items of clothes, and adjectives to describe styles, children describe different outfits that people are wearing. With an emphasis on the accuracy of the adjectival agreement, the children use dictionaries to check the gender of nouns and the correct form of the adjective.		Learning the names of school subjects in Spanish, children express likes and dislikes about them. They use a variety of adjectives to give their opinions about school subjects and, after answering a school survey, the class construct their own ideal school day timetable. Finally, the children write a letter to their teacher to describe their perfect day.
<b>Spring 1</b>	<u><a href="#">Household tasks in Spanish</a></u>	<b>Spring 2</b>	<u><a href="#">Shopping in Spain</a></u>
	Designing their own robot to complete jobs around the house, children describe its features and advertise the robot by using sentence builders and adapting statements to make them more persuasive. They practise giving their opinions about household tasks and justifying their opinions.		Visiting a Spanish market, children describe the name and location of the different market stalls. They play a fun board game to practise their transactional language and apply their knowledge of larger numbers and handling money.
<b>Summer 1</b>	<u><a href="#">Free time in Spain</a></u>	<b>Summer 2</b>	<u><a href="#">Maya City treasure hunt</a></u>
	Exploring verb conjugation in the present tense, children create a shared travel blog to describe activities that take place in different parts of Spain during each season. They compare travel plans and explain their preferences.		Finding about ancient Maya cities and their amazing landmarks, children draw conclusions about the ancient Maya people. Using descriptive and directional language, children create and follow clues for a treasure hunt that navigates key landmarks within an Ancient Maya city.

Date	Update
26.09.23	Changes to some unit titles to make the content of the unit clearer (p.11-15).
30.11.23	Updated to reflect newly published units (p.11-15).
19.02.24	Updated to reflect newly published units (p.11-15).
05.05.24	Updated summaries to reflect Summer 1 units (p.11-15).
11.06.24	Updated summaries to reflect the fact that the full scheme is now published (p.12-15). Change in the order of Year 4 units (p. 11/p.13).
11.07.24	Added a page about oracy in Spanish on p.9.
01.11.24	Updated links.
17.12.24	Added page about assessment in Spanish (p. 11).