

# Spanish

## Long-term plan

### Condensed

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Our KS2 long-term plan for **Spanish** is designed for schools that deliver the less frequently than weekly.

This document is regularly updated to reflect changes to our content. This version was created on 01.11.24

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**Kapow**  
Primary™

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# What is a condensed curriculum?

At Kapow Primary, we recognise the challenges of fitting all foundation subjects into a weekly timetable. To accommodate this, we've developed a condensed curriculum version of our Spanish Long-Term Plan. This alternative is designed for schools striving to meet the National curriculum requirements but unable to allocate a weekly lesson to Spanish

This streamlined plan, comprising 18 lessons, is particularly suited for settings where Spanish is taught in a half-termly cycle. It offers a practical solution to reduce the burden on teachers and pupils, while ensuring meaningful educational content.

The Condensed curriculum covers essential elements of the National curriculum, alongside key skills and knowledge. It ensures a balance of Language comprehension and language production activities as well as addressing important phonic, grammar and vocabulary knowledge.

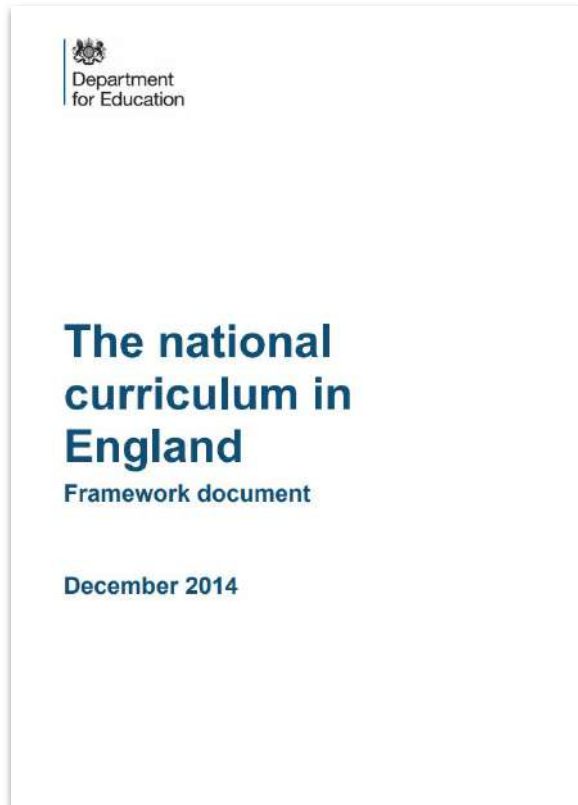
While the condensed curriculum provides coverage under time constraints, our full Spanish Long-Term Plan is the preferred option for a more extensive exploration of the subject. We recommend using the full plan when feasible, or alternatively, seeking additional opportunities throughout the school year or via cross-curricular activities to enhance and expand on the language introduced in the condensed scheme.

In this condensed version of the Spanish curriculum for Years 3-6, we focus on building foundational skills up to Year 5 level. This ensures students develop a strong base in the language, meeting all National curriculum requirements effectively, without extending into Year 6 content.



# 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

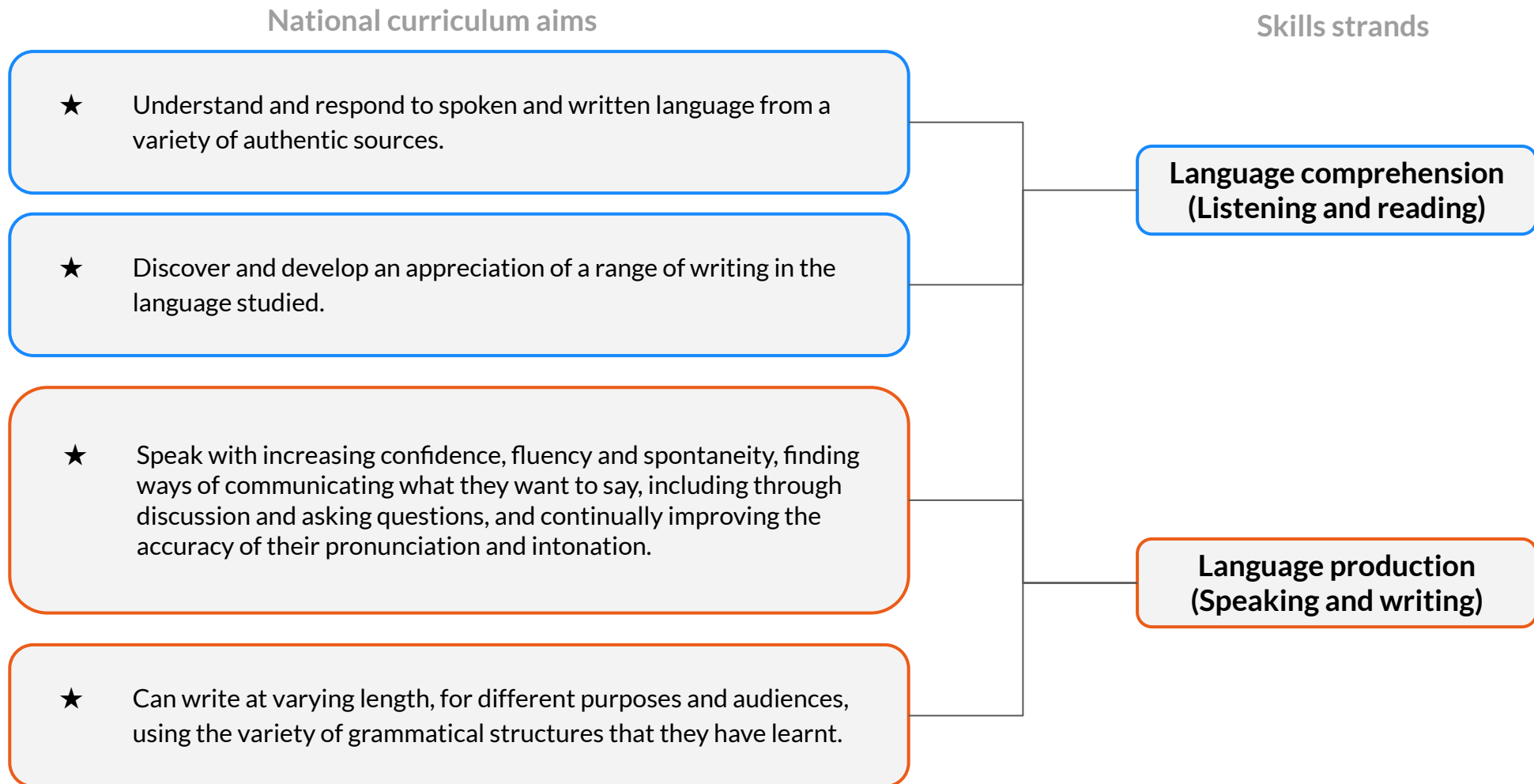
Languages are an integral part of the curriculum. Learning a language is 'a liberation from insularity and provides an opening to other cultures'.<sup>[footnote 1]</sup> It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and 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?

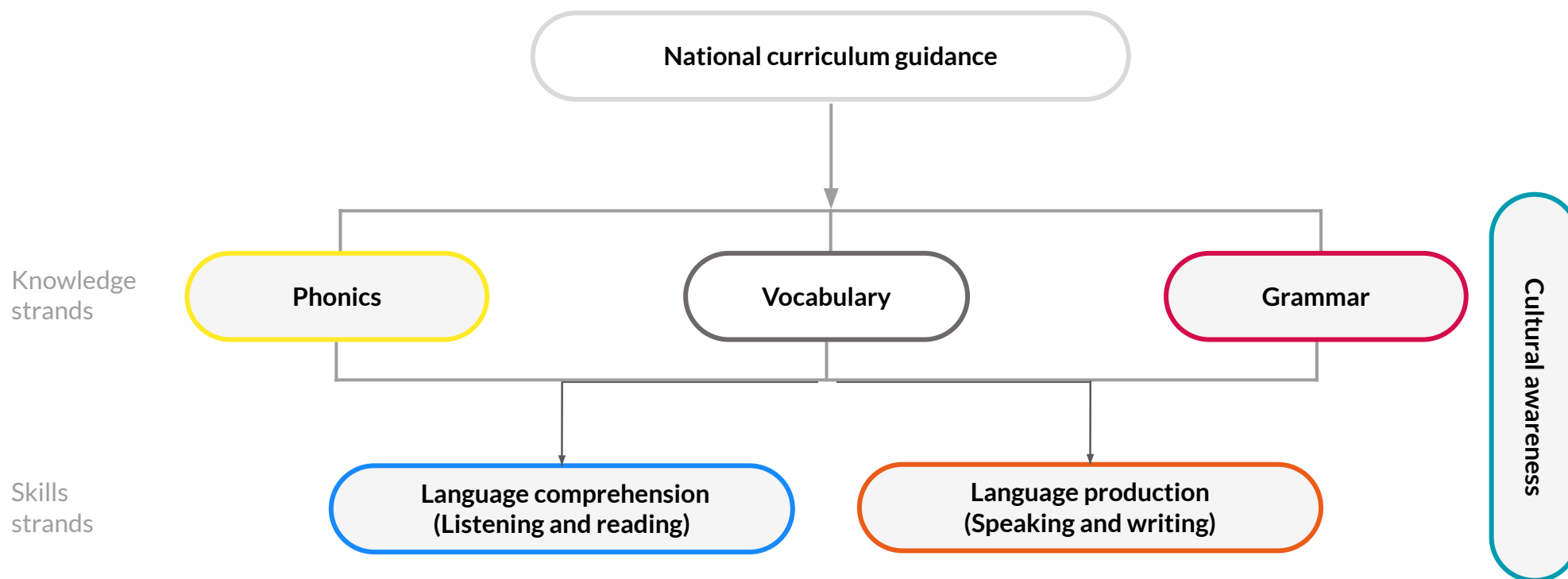
The Kapow **Language comprehension** and **Language production** skills strands align with the National curriculum aims for Languages. Our *National curriculum coverage document* shows which units support you in helping children to reach each of the National curriculum attainment targets.



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.

## 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 - condensed version.](#)
  - Shows which of the National curriculum Attainment targets are covered by each unit.
- ✓ [Progression of skills, knowledge and vocabulary - condensed version](#)
  - 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	Spring	Summer
Year 3	<p><a href="#"><u>Spanish greetings with puppets</u></a> (Y3 Lessons 1, 2 and 4*)</p> <p><a href="#"><u>Spanish numbers and ages</u></a> (Y3 Lessons 2-4*)</p>	<p><a href="#"><u>Shapes and colours in Spanish</u></a> (Y3)</p>	<p><a href="#"><u>Classroom objects in Spanish</u></a> (Y3)</p>
Year 4	<p><a href="#"><u>Journey around Latin America</u></a> (Y3)</p>	<p><a href="#"><u>Dates in Spanish</u></a> (Y4)</p>	<p><a href="#"><u>Pets in Spanish</u></a> (Y4)</p>
Year 5	<p><a href="#"><u>In a Spanish café</u></a> (Y4)</p>	<p><a href="#"><u>Spanish celebrations</u></a> (Y4)</p>	<p><a href="#"><u>Describing family and friends in Spanish</u></a> (Y5)</p>
Year 6	<p><a href="#"><u>Spanish portraits</u></a> (Y5)</p>	<p><a href="#"><u>Spanish food and drink</u></a> (Y5)</p>	<p><a href="#"><u>A trip across Spain</u></a> (Y5)</p>

\*Please be aware that Recap and recall activities may need adapting in these lessons, as they are designed to be used when teaching full units.



	Year 3		Year 4
<b>Autumn</b>	<p><u><a href="#">Spanish greetings with puppets/ Spanish numbers and ages</a></u></p> <p>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.</p> <p>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</p>	<b>Autumn 2</b>	<p><u><a href="#">Journey around Latin America</a></u></p> <p>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.</p>
<b>Spring</b>	<p><u><a href="#">Shapes and colours in Spanish</a></u></p> <p>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.</p>	<b>Spring 2</b>	<p><u><a href="#">Dates in Spanish</a></u></p> <p>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.</p>
<b>Summer</b>	<p><u><a href="#">Classroom objects in Spanish</a></u></p> <p>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.</p>	<b>Summer 2</b>	<p><u><a href="#">Pets in Spanish</a></u></p> <p>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.</p>

	Year 5		Year 6
<b>Autumn</b>	<p><u><a href="#">In a Spanish café</a></u></p> <p>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.</p>	<b>Autumn 2</b>	<p><u><a href="#">Spanish portraits</a></u></p> <p>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.</p>
<b>Spring</b>	<p><u><a href="#">Spanish celebrations</a></u></p> <p>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.</p>	<b>Spring 2</b>	<p><u><a href="#">Spanish food and drink</a></u></p> <p>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.</p>
<b>Summer</b>	<p><u><a href="#">Describing family and friends in Spanish</a></u></p> <p>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.</p>	<b>Summer 2</b>	<p><u><a href="#">A trip across Spain</a></u></p> <p>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.</p>



Date	Update
11.06.24	First published.
11.07.24	Added a page about oracy in Spanish on p.9.
23.08.24	Added links to accompanying progression documents and coverage documents (p.12).
01.11.24	Updated links.