



Wirksworth Junior School. Spanish — Skills ladder

National curriculum (coverage yr3/4 and yr 5/6)

By the end of key stage 2 pupils should be taught:

- 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 and masculine 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.

A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.

	Yr.3/4 Year A 2024/2025	Yr.3/4 Year B 2023/2024	Yr.5/6 Year A 2024/2025	Yr.5/6 Year B 2023/2024
Autumn Term	<p>How is there freedom in the arts?</p> <p><u>Revision and rehearsal of unit 1</u></p> <p>Unit 1: Asi soy yo (That is how I am)</p> <p><u>Procedural skills</u> Unit 1:</p> <ul style="list-style-type: none"> I can say my name in Spanish: Me llamo, Soy alto/alta, Soy ingles/inglesa. I can count to 12 in Spanish. I can say my age in Spanish. I say the months in Spanish. I can say what month my birthday is in Spanish <p><u>Declarative skills</u></p> <ul style="list-style-type: none"> I know that you can say negative verbs by using no. (no hablo, no vivo, no soy) I know Spanish is spoken in other countries, not just Span. 	<p>What is the purpose of the arts?</p> <p><u>Revision and rehearsal of unit 2</u></p> <p>Unit 2: Donde vives? Where do you live?</p> <p><u>Procedural skills</u> Unit 2:</p> <ul style="list-style-type: none"> I can say my nationality in Spanish. I can use negative verb forms to say where I don't live. <p><u>Declarative skills</u></p> <ul style="list-style-type: none"> I know that you can say negative verbs by using no. (no hablo, no vivo, no soy) I know (y, Tambien, pero, sin embargo) are Spanish conjunctions. I know what you can see and do in a variety of Holiday Destinations in Mexico 	<p>Does migration always lead to conflict?</p> <p>Unit 5: Describe un monstruo (Describe a monster)- 5 lessons</p> <p><u>Procedural skills</u> Unit 5:</p> <ul style="list-style-type: none"> I can say the names of head and face. I can describe the names of head and face with colour and size. I can join descriptions with conjunctions. I can use intensifiers to make my descriptions better. (muy, bastante) <p><u>Declarative skills</u></p> <ul style="list-style-type: none"> I know Spanish intensifies make descriptions better and are words such as muy and bastante. <p><i>Experiential: watching a film in Spanish, set in a Spanish speaking country (Encanto or Coco with English sub-titles).</i></p>	<p>Why have buildings and structures become a significant part of civilization?</p> <p>Unit 8: Mi pueblo (My people. My town.) 5 lessons</p> <p><u>Procedural skills</u> Unit 8:</p> <ul style="list-style-type: none"> I can say in Spanish what is in the town and what is not in the town. I can say where I am going in town and what transport you are taking. I can give opinions on a town in Spanish. I can use Spanish intensifies to describe the town in more detail. <p><u>Declarative skills</u></p> <ul style="list-style-type: none"> I know what you can see and do in a variety of Holiday Destinations in Spain. I know Spanish intensifies make descriptions better and are words such as muy and bastante. I know some differences and similarities between how British and Spanish

	<p><i>Experiential: singing a Spanish song as a class (Vivir Mi Vida)</i></p>			<p>people celebrate Christmas.</p> <ul style="list-style-type: none"> I know names of some indigenous societies eg Aztec and Mayan and I know some aspects of their cultures and their achievements. (<i>Link to Guerilla Curriculum</i>) I know that The Conquistadors impacted countries in Central and South America in terms of language, culture and treatment of the indigenous peoples.
Spring Term	<p>How have natural disasters led to change?</p> <p>Unit 2: Donde vives? Where do you live?</p> <p><u>Procedural skills</u></p> <p>Unit 2:</p> <ul style="list-style-type: none"> I can say my nationality in Spanish. I can use negative verb forms to say where I don't live. <p><u>Declarative skills</u></p> <ul style="list-style-type: none"> I know that you can say negative verbs by using no. (no hablo, no vivo, no soy) 	<p>How can small actions make a difference?</p> <p>Unit 1: Asi soy yo (That is how I am)</p> <p><u>Procedural skills</u></p> <p>Unit 1:</p> <ul style="list-style-type: none"> I can say my name in Spanish: Me llamo, Soy alto/alta, Soy ingles/inglesa. I can count to 12 in Spanish. I can say my age in Spanish. I say the months in Spanish. I can say what month my birthday is in Spanish 	<p>How might we live in the future?</p> <p>Unit 6: A comer! (To eat)- 5 lessons</p> <p><u>Procedural skills</u></p> <p>Unit 6:</p> <ul style="list-style-type: none"> I can say words in Spanish for some foods and say you want some of these. I can say I am hungry in Spanish. I can give my opinions on foods in Spanish. I can join opinions with Spanish conjunctions. (y, Tambien, pero, sin embargo) <p><u>Declarative skills</u></p>	<p>Do we always appreciate what we've got?</p> <p>Unit 7: Hago deporte (I practise sports.)- 5 lessons</p> <p><u>Procedural skills</u></p> <p>Unit 7:</p> <ul style="list-style-type: none"> I can say Spanish words for different sports. I can say which sports I play and don't play. I can give my opinions of different sports. I can join my sentences together with Spanish conjunctions. I can say which sports I wear for different sports. <p><u>Declarative skills</u></p>

	<ul style="list-style-type: none"> I know (y, Tambien, pero, sin embargo) are Spanish conjunctions. I know what you can see and do in a variety of Holiday Destinations in Mexico <p><u>Greater Depth</u> I can demonstrate fluency and confidence in the four skills taught during Spanish lessons – speaking (oracy), listening, reading and writing (including my understanding of Spanish grammar), appropriate to my year group.</p>	<p><u>Declarative skills</u></p> <ul style="list-style-type: none"> I know that you can say negative verbs by using no. (no hablo, no vivo, no soy) I know Spanish is spoken in other countries, not just Span. <p><i>Experiential: singing a Spanish song as a class (Vivir Mi Vida)</i></p> <p><u>Greater Depth</u> I can demonstrate fluency and confidence in the four skills taught during Spanish lessons – speaking (oracy), listening, reading and writing (including my understanding of Spanish grammar), appropriate to my year group.</p>	<ul style="list-style-type: none"> I know that you can say negative verbs by using no. (no hablo, no vivo, no soy) I know (y, Tambien, pero, sin embargo) are Spanish conjunctions. I know what you can see and do in a variety of Holiday Destinations in Mexico. <p><i>Experiential: tasting some Spanish and Latin American foods</i></p> <p><u>Greater Depth</u> I can demonstrate fluency and confidence in the four skills taught during Spanish lessons – speaking (oracy), listening, reading and writing (including my understanding of Spanish grammar), appropriate to my year group.</p>	<ul style="list-style-type: none"> I know (y, Tambien, pero, sin embargo) are Spanish conjunctions. I know that adjectives have to agree with the plural or singular form in Spanish. <p><u>Greater Depth</u> I can demonstrate fluency and confidence in the four skills taught during Spanish lessons – speaking (oracy), listening, reading and writing (including my understanding of Spanish grammar), appropriate to my year group.</p>
Summer Term	<p>Should we always do as we are told?</p> <p>Unit 3: Es, que es? (It is, what it is? Pets)</p> <p><u>Procedural skills</u></p> <p>Unit 3:</p> <ul style="list-style-type: none"> I can say the names of 6 pets 	<p>Does slavery still exist?</p> <p>Unit 4: Me Visto. (I dress up)- 5 lessons</p> <p><u>Procedural skills</u></p> <p>Unit 4:</p> <ul style="list-style-type: none"> I can recognise or declare vocab for different types of clothes. 	<p>What do the arts tell us about our diverse society?</p> <p><u>Revision and rehearsal of unit 1-4 using assessment from end of year 4 on what to cover- use Oak academy and LCP resources</u></p>	<p>Is it better to stand out or fit in?</p> <p><u>Revision and rehearsal of unit 1-4 using assessment from end of year 4 on what to cover- use Oak academy and LCP resources</u></p>

- I can use the negative verb forms to say I don't have a pet.
- I can describe pets using colours

Declarative skills

- I know that you can say negative verbs by using no. (no hablo, no vivo, no soy)
- I know Spanish is spoken in other countries, not just Span.

- I can describe clothes with colours and size
- I can say which clothes I do and do not have and join these with conjunctions.

Declarative skills

- I know how **Easter** is celebrated in Spain.
- **I know (y, Tambien, pero, sin embargo) are Spanish conjunctions.**

Experiential: learning moves to the Macarena and dances by Shakira