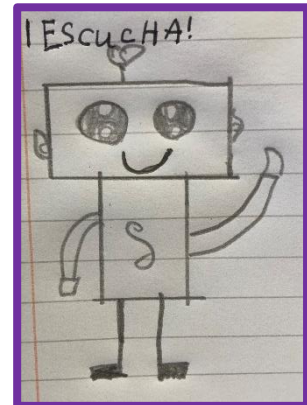


Our Languages- Spanish Curriculum



Our Aim

Our aim in Languages is to provide the children from year 3 onwards with the language skills that our multicultural world demands. We want all children to be able to speak and write in Spanish with confidence and fluency. We will achieve this by providing lots of speaking and listening opportunities during Spanish lessons and through opportunities to respond to spoken and written language from a variety of authentic sources. Children in the younger year groups experience different languages through songs and rhymes.

We want all Parksiders to discover a love and enjoyment of languages.

Languages is a statutory subject in KS2 (years 3 to 6). The children will follow the expectations of the National Curriculum. Our KS2 and Languages curriculum covers all the areas.

At Parkside, we go beyond the requirements of the National Curriculum and children are introduced to the language and culture of Spanish speaking countries in Early Years Foundation Stage (EYFS) (nursery and reception) and KS1(years 1 to 2). Songs, rhymes, stories and pictures are used to promote the language and engage the children.

The level of development children should be expected to have attained by the end of the EYFS is defined by early learning goals (ELGs).

Languages learning is covered within the Specific area of Understanding the World. Understanding the World is split into 3 areas: Past and Present, People, Culture and Communities and The Natural World.

Our EYFS Languages curriculum covers the area of People, Culture and Communities.

Our Languages Curriculum Construction

At Parkside Primary School, coherently planned sequences of lessons ensure progressive coverage of the skills required by the national curriculum. Our curriculum reflects our firm belief that all children should have access to the rich and purposeful experiences gained through learning an additional language. A high-quality Spanish curriculum provided by the Primary Languages Network sparks curiosity and encourages an eagerness in children to be bold in their use of language; we are ambitious in our expectations for all learners, including SEND and other vulnerable groups. We intend to help children grow into curious, confident and reflective language learners who tackle learning with eager resilience. We aim to provide our children with a foundation that will equip them for further language studies, leaving Parkside inspired to continue to develop their love of languages, transferring their persistent and effective strategies to whichever languages they tackle in the future.

In today's increasingly interconnected and interdependent world, a proficiency in another language is a skill that provides the opportunity to engage with the world in a more immediate and meaningful way. It deepens the children's understanding of, and respect for, different cultures in our local, national and global communities, and better prepares children to study or work within roles or settings which require expertise in another language. In response to research by the Education Endowment Foundation (July 2020), examining the impact of language learning on wider outcomes, we support the learning of a second language since there is positive evidence suggesting bilinguals have superior intercultural competence, might be more employable and possibly be more motivated learners.

Fundamental to our Spanish curriculum, is that it enables children to express their ideas and thoughts in another language and to understand and respond to its speakers both in speech and in writing. Repeated opportunities throughout our logically sequenced curriculum ensure that children learn to communicate for practical purposes, encouraging them to learn new ways of thinking, use their initiative and demonstrate independence – skills which are transferrable to other areas of the curriculum and provide a strong foundation for any language learning in the future.

Although Languages is only a compulsory subject for children in Key Stage Two, we believe that our curriculum should run throughout school in order for each child to develop a passionate, resilient and confident approach during their time at Parkside. By giving even the youngest child in our school access to a foreign language we increase opportunities to develop fluency over time and reward the children with the satisfaction and pleasure that the long-term mastery of skills can afford.

A linear curriculum has been chosen to allow an opportunity for children to gradually build on their skills. Our approach enables children to express their ideas and thoughts in Spanish, providing opportunities for children to interact and communicate with others for practical purposes both in speech and in writing. We aim to expose and immerse children to authentic Spanish and offer regular opportunities to listen to native speakers. The children also learn Spanish phonics in a carefully planned and progressive way.

At Parkside, the children in the Early Years experience the Spanish language and culture to foster curiosity through age appropriate activities.

In KS1, the children learn to relish language learning opportunities, approaching these with a willingness to be corrected and an eagerness to bravely tackle new speaking and listening – a focus of learning in Year One and Two. In lower Key Stage Two, the intent is that children acquire basic skills and understanding in Spanish with a strong emphasis placed on developing their speaking and listening ability as well as introducing Spanish in written form. This knowledge will be further developed in Upper Key Stage Two, alongside refining reading and writing skills, gradually progressing to more complex language concepts and greater learner autonomy.

Our Languages Curriculum Overview

In KS2, Spanish is taught weekly following the statutory requirements of the National Curriculum. In the EYFS and KS1, songs, rhymes, stories and pictures are used to promote the language and engage the children.

YEAR GROUP	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Nursery	The Spanish Flag		Spanish Music		Spanish Food	
Reception	Greetings Song	There were 10 in the Bed Song	Happy Birthday Song	Rainbow Song	Family Song	Pirate Song
1	Hola Song	Numbers 1 to 10 Song Fish and Bird	Jungle Animals Song	Old Macdonald Had a Farm	Sunshine Song	Itsy Bitsy Spider
2	If You are Happy and you Know it	Head, Shoulders, Knees and Toes	Months of the Year Song	Butterfly Song	Dinosaur Counting Song	Flower Song
3	Getting Started	The Calendar	Animals	Dates and Numbers	Fruits and Vegetables	Going on a Picnic
4	My Classroom	My Local Area	Families	Parts of the Human Body	Jungle Animals	Summertime
5	My School	The City	Shopping at the Market	Fashion	Out of this World	Going to the Beach
6	My Life	House and Home	Sports	At the Funfair	Restaurants and Cafes	Performance and Transition

Languages: Core Progression of Skills KS2

YEAR GROUP	Listening	Speaking	Reading	Writing
3	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language.
4	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.	Can understand simple written phrases. Can match sounds to familiar written words	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.
5	Can understand the main points from a series of spoken sentences (including questions.) May require some repetition	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can understand the main point(s) from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
6	Can understand the main points and some detail from a short, spoken passage with comprising of familiar language	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).	Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account. Can use a bilingual dictionary to access unfamiliar language.	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary

Languages: Progression of Phonics KS2

YEAR GROUP	AUTUMN TERM		SPRING TERM		SUMMER TERM	
3	Getting Started 'll' llamo amarillo	The Calendar 'bre' 'es' diciembre viernes octubre martes	Animals 'o' 'j' gato conejo perro pájaro caballo oveja	Dates and Numbers 'ce' 'ñ' catorce años quince	Fruits and vegetables Hungry Giant 'ja' naranja	Going on a picnic Puzzle 'z' 'v' zumo vivo manzana vive
4	My Classroom 'je' tijera	My Local Area 'cuen' 'ci' cuenta cine	Families 'á' papá mamá	Parts of the Body 'z' cabeza braz	Jungle Animals 'gre' tigre	Summertime 'ue' 'ce' frambuesa hace
5	My School 'cio' 'ión' gracioso educación graciosa religión	The city 'oo' zoo	Shopping at the Market 'qui' Quiero	Fashion 'zap' zapatos	Out of this world 'io' Mercurio Espacio	Going to the Beach 'ar' jugar nadar tomar
6	My Life 'die' diez dieciocho	House and Homes 'ci' cocina habitación	Sports 'ción' natación	At the Funfair 'ña' 'vo' montaña tiovivo favorito	Restaurants and Cafés 'é' café té qué	Performance and Transition 'h' hola helado

Spiritual, Moral, Social and Cultural Development in Languages-Spanish

Spiritual development

Studying the Spanish language and culture provides the children with opportunities to examine their own faiths, beliefs and values and to compare them to those of other children both at school and in other parts of the world. The two major world religions of Christianity and Islam are closely linked throughout Spanish history and children examine the similarities and differences through looking at art, music, dance and the etymology of the Spanish language. This helps them to see themselves as part of a global community and empowers them to reach out with greater tolerance and understanding of each other.

Moral development

Through studying Spanish children learn about different traditions and practices. They are encouraged to question their own values and beliefs as well as those of others in different parts of the world. For example, through studying the issue of bullfighting and the festival of The Day of the Dead children are encouraged to look at issues objectively and from a different perspective to their own. They learn how history and traditions have shaped the way people think and how to form opinions without judging or dismissing something as wrong because it is different.

Social development

Learning Spanish supports general literacy and oracy and leads to gains across the curriculum. It supports and celebrates the international dimension and gives children enjoyment and a sense of achievement in their learning. Children are given opportunities to express themselves creatively and imaginatively in Spanish and to explore strategies to improve their learning. Through role-play, pair work, singing, reciting poems, storytelling and games, children reinforce and embed the language and become confident speakers.

Cultural development

Children are given opportunities to apply and develop their knowledge of language and language learning to explore their own cultural identities and those of others. Through learning about the geography of the Hispanic world children gain better knowledge and understanding of their position in Europe and the world. They learn about the connections between our cultures and about the historical links between our countries in terms of language and culture. This in turn helps them to appreciate the diversity of language and culture in their own school. Through comparing and contrasting daily routines, food and education systems at home and in Spain, children gain a better understanding of their own roots, cultures and traditions. Studying Spanish grammar directly benefits the children's understanding of English grammar. Children come across cognates such as potato, tomato, avocado, etc as this makes them question how the English language acquired these words.

Essential Characteristics Endpoint of a Learner in Languages-Spanish

The intent of the Languages curriculum at Parkside Primary School is to provide every pupil with:

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.