

Chetwynde School- Primary School Spanish Overview

Curriculum Intent	Pupils develop confidence and enjoyment in Spanish through a carefully sequenced KS2 journey. Listening and speaking are foregrounded initially, with reading, writing, grammar, dictionary skills and intercultural understanding becoming increasingly independent through Years 5 and 6.
Curriculum Delivery	The curriculum is written as six lessons per unit. For a 30-minute weekly model, oral rehearsal, retrieval and the core communicative outcome should be prioritised.; denser lessons should be split where needed rather than rushing. Assessment will be gathered through short listening, speaking, reading and written evidence rather than a formal test after every unit.

Year 3 • Meet and Greet

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Establish classroom Spanish and enable pupils to greet others, introduce themselves and exchange basic personal information.		1. Greetings and classroom routines 2. Ask and say names 3. Numbers 0–10 4. Ask and say age 5. Ask how someone is and respond 6. Combine learning in a short conversation	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
hola, buenos días, adiós; ¿Cómo te llamas? Me llamo...; numbers; ¿Cuántos años tienes? Tengo...; ¿Qué tal?	Question-and-answer patterns; tengo for age; first-person chunks; awareness of inverted punctuation.	Listen and repeat accurately; notice Spanish vowel sounds; respond to familiar questions; use gesture and cognates; rehearse from memory.	Paired meet-and-greet dialogue. Retrieve greetings/numbers each lesson; teacher observation of pronunciation and response.

Year 3 • My Body

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Name body parts and colours and begin to describe a person using simple noun and adjective phrases.		1. Body parts 2. Colours 3. Combine colours with nouns 4. Face and features 5. Simple descriptions 6. Create and describe a character	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
la cabeza, los ojos, la nariz, la boca, el pelo; core colours; tengo...	Noun gender/articles; plural awareness; adjective position/agreement introduced through colour phrases; tengo.	Sing/rhyme and Total Physical Response; match sound to print; copy accurately; notice gender markers and plural -s.	Label and describe a monster/person. Assess recognition and production of body vocabulary and colour phrases.

Year 3 • Time to Eat

MODULE INTENT	SUGGESTED SIX-LESSON PROGRESSION
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Talk about familiar foods and drinks and express simple likes and dislikes.		1. Food vocabulary 2. Drinks 3. Likes and dislikes 4. Ask about preferences 5. Simple café/picnic language 6. Food survey or menu	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
foods/drinks; me gusta/no me gusta; ¿Te gusta...?; sí/no; por favor/gracias.	me gusta + singular noun/infinitive chunks; no for negation; question forms; indefinite articles as appropriate.	Listen for key words; use cognates; classify vocabulary; conduct a simple survey; copy and adapt model sentences.	Class food survey or simple menu. Retrieval through flashcards/sorting; short listening/reading and one or two written sentences.

Year 3 • The People Around Me

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Introduce family members and pets and give short descriptions.		1. Family members 2. Pets 3. Say who you have 4. Names and ages 5. Simple descriptions 6. Family/pet presentation	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
madre/padre/hermano/hermana; pets; tengo/no tengo; se llama...; tiene... años.	tener in first/third person chunks; possessive mi; adjective agreement revisited; y/pero.	Build sentences from substitution tables; ask/answer personal questions; read a short family description for detail.	Mini family/pet presentation. Assess ability to combine familiar chunks rather than isolated vocabulary.

Year 3 • All About School

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Use Spanish for school subjects, places and classroom/pencil-case language.		1. School places 2. Pencil-case objects 3. School subjects 4. Say what there is 5. Preferences 6. Describe school/classroom	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
colegio/clase; pencil-case items; subjects; hay/no hay; me gusta...	hay; articles; me gusta; plural recognition; simple prepositional chunks where encountered.	Dictionary introduction; identify cognates; classroom listening commands; label and read simple captions.	School/pencil-case description or scavenger task. Retrieve earlier colours/numbers within descriptions.

Year 3 • Tell Me When

MODULE INTENT	SUGGESTED SIX-LESSON PROGRESSION
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Understand and give days, months, dates and birthdays.		1. Days 2. Months 3. Numbers to 31 4. Ask/give the date 5. Birthdays 6. Calendar consolidation	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
days/months; numbers 11–31; ¿Qué fecha es?; mi cumpleaños es...	Date structures; es/el...; recycling tener for age; sequencing familiar questions.	Recognise number patterns; spell from sound; read a calendar; listen for dates; practise memory strategies.	Birthday/calendar speaking task and end-of-year retrieval across Y3.

Year 4 • My Town

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Describe where pupils live, key town features, addresses and numbers to 100.		1. Where do you live? 2. Places in town 3. Count in tens 4. Numbers to 100 5. Give an address 6. Dictionary skills	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
vivo en...; town places; numbers to 100; mi dirección es...	vivir first-person chunk; hay; articles; number formation; simple location phrases.	Use a bilingual dictionary; decode unfamiliar words; listen for numbers; compare Spanish-speaking towns.	Create a town/address profile. Short number listening and town description. Culture/enrichment: Explore features of Spanish-speaking cities.

Year 4 • Let's Go!

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Talk about transport, movement and directions and use the high-frequency verb ir.		1. Transport 2. How do you go to school? 3. Directions 4. Movement/action language 5. How do I get to...? 6. Journey conversation	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
transport; voy en...; voy a...; izquierda/derecha/todo recto; ¿Cómo voy a...?	ir in useful forms; a + place; en + transport; imperative/direction chunks.	Follow and give directions; map listening; pronunciation through choral practice; adapt a model conversation.	Paired map/directions task. Retrieve town vocabulary from previous unit.

Year 4 • Shopping

MODULE INTENT	SUGGESTED SIX-LESSON PROGRESSION
Use numbers, prices and polite phrases in a simple shopping exchange.	1. Shops/items 2. Numbers and prices

		3. Ask for an item 4. Quantities 5. Polite transaction 6. Role-play shop	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
quiero/quisiera...; ¿Cuánto cuesta?; euros; por favor/gracias; shopping items.	Question forms; noun gender/articles; numbers; transactional chunks; plural awareness.	Role play; listen for prices; scan a simple price list; practise turn-taking and spontaneous substitutions.	Mini-shop role play with unfamiliar combinations of familiar language.

Year 4 • The Wider World

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Talk about countries, continents, Spanish-speaking places and associated animals/geography.		1. UK countries 2. Where Spanish is spoken 3. The equator 4. Continents 5. Animals and habitats 6. World presentation	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
countries/continents; está en...; se habla español...; animals; north/south/equator language.	Third-person chunks; gender with country names where relevant; hay; adjective agreement revisited.	Use maps and cognates; read for gist; pronounce place names; make cross-curricular geography links.	Map/cultural presentation. Assess understanding through matching, reading and short spoken sentences. Culture/enrichment: Spanish-speaking world and geographical diversity.

Year 4 • My Routine

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Tell the time and interpret daily, school and TV schedules.		1. O'clock and half past 2. Daily activities 3. TV schedule 4. Quarter past/to 5. School day 6. Time maths/consolidation	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
time phrases; daily/school activities; ¿Qué hora es? Son las...; a las...	Time structures; present-tense chunks; sequencing; singular es la una vs son las...	Read timetables; listen for times; calculate time differences; speak from a visual prompt.	Create/describe a simple daily timetable; short listening on times.

Year 4 • Free Time

MODULE INTENT	SUGGESTED SIX-LESSON PROGRESSION
Talk about hobbies, sports and leisure preferences with increasing detail.	1. Hobbies 2. Sports 3. Likes/dislikes

		4. Frequency 5. Weather + activities 6. Free-time presentation	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
hobbies/sports; me gusta/me encanta/no me gusta; juego/hago; frequency words.	me gusta + infinitive/noun; jugar/hacer chunks; porque; simple intensifiers.	Ask follow-up questions; extend answers; use connectives; retrieve weather/time where useful.	Free-time survey and short presentation using opinion + reason.

Year 5 • All About Me

MODULE INTENT	SUGGESTED SIX-LESSON PROGRESSION		
Build more sustained personal language, including opinions, feelings, spelling and future ambitions.	1. Revisit personal information 2. Abilities/ambitions 3. Alphabet and spelling 4. Feelings 5. Future plans 6. Personal presentation		
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
personal details; sé/puedo; jobs; ¿Cómo se escribe?; feelings; voy a...	Near-future chunks; question formation; first-person verbs; connectives and reasons.	Spell aloud; manipulate a model; speak for longer; use repair strategies and dictionary support.	Short personal presentation combining old and new language.

Year 5 • The Way We Look

MODULE INTENT	SUGGESTED SIX-LESSON PROGRESSION		
Describe appearance, clothing and people in greater detail.	1. Body/face retrieval 2. Hair and eyes 3. Clothes 4. Colours and patterns 5. Describe another person 6. Mystery person task		
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
appearance; clothing; lleva...; tiene...; es...; colours/adjectives.	ser/tener/llevar chunks; adjective agreement and position; third person; plural.	Read descriptions for detail; infer meaning; improve adjective accuracy; describe from images.	Written/spoken character description with peer identification.

Year 5 • Eating Out

MODULE INTENT	SUGGESTED SIX-LESSON PROGRESSION		
Use food language in a more sustained restaurant context.	1. Meals/drinks 2. Menu vocabulary 3. Preferences 4. Ordering 5. Prices and quantities 6. Restaurant role play		

Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
quiero/quisiera...; para mí...; ¿Qué desea?; la cuenta; food/drink and prices.	Polite transactional language; articles; adjective agreement where relevant; question/answer structures.	Scan menus; listen for orders; role-play without full scripts; pronunciation and intonation.	Restaurant role play and menu-reading task.

Year 5 • My World

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Describe home, locality, relationships and things that matter to pupils.		1. Home types 2. Rooms 3. Local area 4. Family/relationships 5. Opinions 6. My world presentation	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
vivo en...; rooms/places; hay; family; me gusta... porque...	hay/estar chunks; possessives; adjective agreement; opinion + reason; connectives.	Combine prior units; select language independently; dictionary use; read a longer familiar text.	Paragraph/presentation entitled Mi mundo, drawing on several previous topics.

Year 5 • In the Classroom

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Communicate more independently about classroom objects, subjects, instructions and needs.		1. Classroom locations 2. Objects and prepositions 3. Subjects 4. Maths/shapes 5. Questions in class 6. Classroom conversation	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
classroom objects; encima/debajo/al lado; subjects; shapes; ¿Puedo...?; necesito...	Prepositions; question forms; pronouns/chunks; articles and gender; present tense retrieval.	Follow instructions; ask for clarification; apply Spanish cross-curricularly; use target language routines.	Classroom communication challenge plus short reading/listening.

Year 5 • Our Past

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Use large numbers, dates and supported past-time language to talk about historical lives and events.		1. Large numbers 2. Ages 3. Spanish history 4. Years/dates 5. Born in/on... 6. Famous lives	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment

numbers to thousands; nació/nací; murió; dates/years; tenía... años where encountered.	tener across persons; introduction to past-time forms/chunks; third person; dates.	Read biographies; identify time markers; use timelines; distinguish present/past meaning.	Mini biography/timeline of a famous Spanish-speaking person or historical figure. Culture/enrichment: Key events/people from Spanish history.
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Year 6 • Exploring a Spanish Town

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Describe and compare towns, explain where people live and give developed opinions.		1. Who lives where? 2. Reasons for going places 3. Where is...? 4. Compare towns 5. Opinions about town 6. Extended town description	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
vivir; town places; location/prepositions; voy al/a la... para...; más/menos... que; opinions.	Forms of vivir; a + el = al; comparisons; adjective agreement; porque/para + infinitive.	Manipulate sentences; compare texts; map speaking; use dictionary strategically.	Extended town description/comparison. Assess accuracy plus ability to extend opinions.

Year 6 • At the Shops

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Sustain shopping exchanges involving quantities, prices and a wider range of products.		1. Shop types 2. Products 3. Quantities 4. Prices 5. Ask/answer politely 6. Extended shopping role play	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
shopping products; quantities; ¿Cuánto/a/os/as...?; cuesta/cuestan; quisiera...	Agreement with quantities; singular/plural price language; transactional questions; numbers.	Listen for detail; calculate prices; improvise within a role play; read signs/labels.	Extended shop role play with price/quantity challenge.

Year 6 • Discovering Spain

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Develop cultural and geographical knowledge of Spain while applying familiar language.		1. Regions/cities 2. Landmarks 3. Geography 4. Culture and traditions 5. Research language 6. Presentation	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment

Spanish places/regions; está en...; es famoso/a por...; se puede...; cultural vocabulary.	Third-person descriptive structures; adjective agreement; connective/reason language; recycling time frames where appropriate.	Research safely; identify key information in authentic-ish texts; pronounce names; present from notes.	Short researched presentation/poster on an aspect of Spain. Culture/enrichment: Geography, landmarks and cultural diversity of Spain.
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Year 6 • At What Time?

MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION	
Use precise times and frequency in travel/hotel contexts.		1. Five-minute intervals 2. At the hotel 3. How often? 4. At the airport 5. Arrivals/departures 6. Holiday schedule	
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment
precise times; hotel/airport language; siempre/a veces/nunca; arrival/departure vocabulary.	Time structures; frequency expressions; question forms; present/future chunks as appropriate.	Read timetables; listen for precise information; role-play travel situations; infer from context.	Travel itinerary/hotel-airport role play plus timetable listening.

Year 6 • Our Wonderful World

MODULE INTENT			SUGGESTED SIX-LESSON PROGRESSION	
Discuss nature/environment and express simple views about protecting the planet.			1. Nature/environment 2. Problems 3. What we do 4. What we should do 5. Opinions/reasons 6. Eco message	
Core vocabulary / functions			Grammar & language patterns	Skills / phonics / strategies Outcome, retrieval & assessment
environment vocabulary; hay; debemos/no debemos; puedo/podemos; porque.			Modal-style chunks; negatives; opinion + reason; plural/adjective agreement retrieval.	Read for gist/detail; use persuasive intonation; combine known structures Eco poster/presentation with spoken explanation.

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Year 6 • To the Next Adventure						
MODULE INTENT		SUGGESTED SIX-LESSON PROGRESSION				
Consolidate KS2 language through travel/future plans and prepare pupils for secondary language learning.		1. Travel retrieval 2. Destinations 3. Plans 4. Packing/activities 5. Extended conversation 6. KS2 showcase/transition				
Core vocabulary / functions	Grammar & language patterns	Skills / phonics / strategies	Outcome, retrieval & assessment			
voy a...; quiero...; travel/activity vocabulary; opinions; key personal questions.	Near future; question forms; connectives; time-frame awareness; high-frequency verb retrieval.	Independent dictionary use; sustain a conversation; decode unfamiliar language; reflect on strategies.	End-of-KS2 presentation/conversation drawing together personal, travel and future language.			
KS2 progression at a glance						
Year 3 establishes sound–spelling links, confidence and high-frequency chunks. Year 4 broadens transactional language and begins more deliberate manipulation of verbs and sentence patterns. Year 5 expects longer answers, greater grammatical awareness and supported past/future meaning. Year 6 develops independence, comparison, precise transactional language and transition-ready strategies.						