

Spanish Curriculum Overview 2025-2026



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<u>Spanish greetings with puppets</u> To greet someone and make an introduction in Spanish. To listen and recognise key phonemes 'o' and 'a'. To recognise different greetings in Spanish. To be able to find out how someone is feeling in Spanish. To listen and join in with a Spanish finger puppet rhyme. To apply understanding of greetings conventions in Spanish to perform a rhyme from memory.	<u>Shapes and Colours in Spanish</u> To recognise and name some colours in Spanish. To begin to describe shapes using colour adjectives. To create and practise descriptive phrases orally. To read and recognise descriptive phrases in Spanish. To write a design brief using shape and colour vocabulary. To create a short presentation using descriptive phrases.	<u>Spanish Numbers and Ages</u> To recognise and recall numbers one to six in Spanish. To recognise and practise numbers one to ten in Spanish. To read and recognise numbers up to 12 in Spanish. To recognise and build a phrase to give your age in Spanish. To ask and answer questions giving personal information. To identify key phonemes in number words.	<u>Classroom objects in Spanish</u> To recognise and respond to spoken classroom instructions. To name school bag objects and identify if they are masculine or feminine nouns. To identify how a noun phrase changes in the plural form when describing classroom items. To construct a phrase using the negative form, no tengo – I do not have. To read and interpret sentences featuring the conjunctions y and pero. To compose a piece of writing describing what is in a school bag.	<u>Where do you live in Spain?</u> To name places in Spain using key phonemes. To practise answering questions about who I am and where I live. To use a bilingual dictionary to identify nouns and their gender. To listen for key information about where people live. To read and interpret information from a short descriptive text. To compose a short written paragraph to introduce yourself.	<u>Journey around Latin America</u> To identify and pronounce Spanish speaking countries in Latin America. To speak in short phrases to describe travel plans. To recognise and use the prepositions en and a when describing travel. To say the days of the week as part of a sentence in Spanish. To compose a travel diary in Spanish. To perform a travel diary in Spanish.
4	<u>Dates in Spanish</u> To identify and say the numbers 13 to 31. To ask and answer questions about the months of the year. To identify and say dates. To ask and answer questions about significant dates. To identify and give the dates of specific events. To listen to and understand spoken language.	<u>Pets in Spanish</u> To apply new vocabulary to talk about pets. To recognise that an adjective must agree with the noun it describes. To describe an animal's characteristics. To read and understand a short story. To write a story about pets. To rehearse and perform a short role play.	<u>In a Spanish café</u> To apply comprehension strategies and discover the meaning of new words. To make polite requests about what I want to eat and drink. To identify conversational language. To engage in conversations that involve making requests. To write a role play script for a conversation. To perform, evaluate and improve a role play.	<u>Spanish Celebrations</u> To identify the meaning of vocabulary related to important Spanish festivals. To use a bilingual dictionary to look up the meaning of new verbs. To apply new and familiar vocabulary to express what I like and dislike to do. To identify people's likes and dislikes during a festival. To create phrases describing actions in detail. To describe likes and dislikes at specific celebrations.	<u>Weather in Spain</u> To name and identify types of weather in Spanish. To ask and answer questions about the weather. To read and interpret a text about the weather. To follow a spoken and written passage about the weather. To compose a weather forecast script. To perform a weather forecast in Spanish.	<u>The Amazon rainforest</u> To identify and describe the geography of Peru. To use spelling patterns and rhythms to learn and perform rainforest animal names. To write descriptive sentences about rainforest animals. To describe the physical features of some rainforest animals using singular and plural nouns. To describe the features of rainforest creatures and their habitat. To present a podcast to introduce different Amazon animals.
5	<u>Describing Family and Friends in Spanish</u> To ask and answer questions about family members. To describe the relationship between family members. To identify the third person singular form of some common verbs.	<u>Spanish Portraits</u> To use language detective skills to interpret meaning. To describe a person's eyes and hair. To translate portrait descriptions. To describe plural nouns. To describe portraits orally.	<u>Sports in Spanish</u> To apply knowledge of verbs when asking and answering questions about sport. To recognise and use imperative verbs to give game instructions. To translate written instructions for the Maya ball game.	<u>Spanish Food and Drink</u> To express likes and dislikes about food. To ask and answer questions about food preferences. To listen to spoken language and identify food preferences.	<u>A trip across Spain</u> To describe the location of some Spanish cities. To use a range of strategies to widen vocabulary for describing places. To construct sentences describing future plans. To discuss future travel plans.	<u>Saving South America</u> To interpret locational language in a description of South America. To construct comparative sentences about South America's environment.

	<p>To describe what someone likes to do.</p> <p>To write a short descriptive text about a person.</p> <p>To identify key information in descriptive sentences.</p>	<p>To compose a written description of a portrait.</p>	<p>To use instructional and motivational language when playing the Maya ball game.</p> <p>To identify and classify keywords from instructions for games.</p> <p>To create written instructions for an original ball game.</p>	<p>To deduce a person's pizza choice by finding out their food preferences.</p> <p>To conduct an interview about food preferences.</p> <p>To develop questioning skills to find out about food preferences.</p>	<p>To create a role play conversation about future travel plans.</p>	<p>To discuss ways to help protect South America's environment.</p> <p>To write a set of instructions for creating a healthy world.</p> <p>To script an advert campaigning for action on South America's environmental problems.</p> <p>To present adverts campaigning for action on South America's environmental problems.</p>
6	<p><u>Describing Family and Friends in Spanish</u></p> <p>To ask and answer questions about family members.</p> <p>To describe the relationship between family members.</p> <p>To identify the third person singular form of some common verbs.</p> <p>To describe what someone likes to do.</p> <p>To write a short descriptive text about a person.</p> <p>To identify key information in descriptive sentences.</p>	<p><u>Spanish Portraits</u></p> <p>To use language detective skills to interpret meaning.</p> <p>To describe a person's eyes and hair.</p> <p>To translate portrait descriptions.</p> <p>To describe plural nouns.</p> <p>To describe portraits orally.</p> <p>To compose a written description of a portrait.</p>	<p><u>Shopping in Spain</u></p> <p>To explore pronunciation rules using vocabulary for food and market stalls.</p> <p>To describe the location of a market stall using prepositions.</p> <p>To express different amounts of money using numbers up to 100.</p> <p>To express how much/how many using food vocabulary.</p> <p>To adapt and use language structures for a shopping game.</p> <p>To create and use dialogue for a shopping transaction.</p>	<p><u>Household tasks in Spanish</u></p> <p>To interpret and translate opinions about household tasks.</p> <p>To find and categorise vocabulary from descriptions of different robots.</p> <p>To describe a robot's purpose using verbs and adverbs.</p> <p>To write a descriptive text about an invented robot.</p> <p>To describe the functions of a robot using a persuasive advert.</p> <p>To evaluate and justify a choice of robot.</p>	<p><u>A trip across Spain</u></p> <p>To describe the location of some Spanish cities.</p> <p>To use a range of strategies to widen vocabulary for describing places.</p> <p>To construct sentences describing future plans.</p> <p>To discuss future travel plans.</p> <p>To create a role play conversation about future travel plans.</p>	<p><u>Saving South America</u></p> <p>To interpret locational language in a description of South America.</p> <p>To construct comparative sentences about South America's environment.</p> <p>To discuss ways to help protect South America's environment.</p> <p>To write a set of instructions for creating a healthy world.</p> <p>To script an advert campaigning for action on South America's environmental problems.</p> <p>To present adverts campaigning for action on South America's environmental problems.</p>