



## Curriculum Overview - Spanish

*“The limits of my language mean the limits of my world.”*

Ludwig Wittgenstein

Our language provision is designed in a way that leaves pupils with a deep understanding of the Spanish language and the culture of Spain and Latin America. Underpinned by the three essential foundations of *phonics*, *grammar* and *vocabulary*, teaching focuses on giving our pupils the skills and confidence to communicate effectively in a wide variety of real-life situations, from talking about themselves and the world around them to expressing views on social and cultural issues.

Our carefully sequenced approach builds knowledge and understanding in a logical and age-appropriate order. We start with playful learning through stories, songs and language games, using a fun imaginary journey around Spain to ‘visit’ places like farms, markets and art galleries. Between years 3 and 11 we systematically build depth into the learning experience, with grammar becoming more complex and a broadening use of interesting and varied vocabulary. We plan the curriculum vertically and horizontally, always giving thought to the sequence of teaching most likely to build the most secure schema. Each unit is supported by carefully curated sentence builders and knowledge organisers, helping learners to express their ideas and respond confidently to others through speech or writing. The fact that we focus only on Spanish and our curriculum is written and taught by specialists adds extra depth to our teaching, and our pupils’ progress reflects this.

Right through the age groups, we use methods like role play and learning in pairs to provide an immersive and interactive classroom experience – one which simultaneously ignites curiosity and promotes engagement. Ultimately, we believe that a language classroom should always feel different: a doorway to another world. In light of this, we use music, images and authentic texts to foster curiosity and deepen our learners’ understanding of the wider world and its people.

Language and culture are inextricably linked: a concept we explain and demonstrate to our pupils. Across all phases, our Spanish curriculum supports students’ personal development by improving their understanding of the world around them. We learn about Hispanic customs and traditions, exploring the familiar routines of everyday life as well as unique festivals, like The Day of The Dead and La Tomatina. With older pupils, we discuss more contentious topics like bullfighting and substance misuse, as well as commenting on important global issues like the environment, poverty and how to keep healthy.

As part of our promise to foster human connection, we help our students appreciate the value of studying a foreign language, and we encourage them to prize the practical importance – and the pleasure – of effective communication. Students learn that understanding another language and its culture enriches their own, as well as providing them with a vital advantage in an increasingly global job market. We use language to help pupils find and develop their own voice, by encouraging participation and spontaneous speaking and also by supporting a classroom culture of trial and error. On a practical level, we nurture our links with the University of Leeds, and current alumni visit us to explain first-hand the pathways and benefits of language study post-16.

	Term 1	Term 2	Term 3
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Year 3	Content introduced	<b>Unit 1: Bienvenidos al mundo hispanohablante</b> <b>Welcome to the Spanish speaking world</b> Spanish speaking countries – cultural context; introducing myself; greetings; name and age (number 1-10); number rap	<b>Unit 2:</b> <b>Una visita a una escuela española</b> <b>A visit to a Spanish school</b> Classroom instructions; in my pencil case  <b>Unit 3:</b> <b>Vamos a la granja</b> <b>Let's go to the farm</b> Animals; colours Story: Oso Pardo- Brown Bear, Brown Bear Song: En la Granja de mi Tío - Old MacDonald	<b>Unit 4:</b> <b>Vamos al mercado</b> <b>Let's go to the market</b> Fruit & snacks Numbers 10-20 Days of the week Story: La Oruga Hambrienta - The Very Hungry Caterpillar  <b>Unit 5:</b> <b>¡A la cafetería!</b> <b>A trip to the café</b> Ordering food and drink
	Content revisited	N/A	Numbers (1-10)	Numbers (1-10); greetings
	Grammar introduced	Phonics; asking and answering questions; Spanish punctuation; 1 <sup>st</sup> & 2 <sup>nd</sup> person verbs in context	M & f nouns; plural nouns; the indefinite article; hay; possessive pronouns; understanding adjectival agreement; understanding the imperative	Conditional tense; understanding 3 <sup>rd</sup> person singular; simple conjunctions
	Grammar revisited	N/A	1 <sup>st</sup> & 2 <sup>nd</sup> person verbs in context; asking and answering questions; phonics	Phonics; asking and answering questions; Spanish punctuation; 1 <sup>st</sup> & 2 <sup>nd</sup> person verbs in context; m & f nouns; plural nouns; the indefinite article
Year 4	Content introduced	<b>Unit 1:</b> <b>¡Es la hora de fiesta!</b> <b>It's party time!</b> Numbers (1-31); dates; months; cultural events and celebrations; typical Spanish dishes  Songs: Happy Birthday & festive songs	<b>Unit 2:</b> <b>Vamos al museo de arte</b> <b>A trip to the art gallery</b> Shapes, colours, adjectives, prepositions, body parts; describing Miró's work	<b>Unit 3:</b> <b>Te presento a mi familia</b> <b>Introducing my family</b> Family members; adjectives; hair and eyes; pets; characteristics
	Content revisited	Numbers (1-10); greetings; introducing myself	Colours; numbers	Colours; numbers; animals; introducing myself

	Grammar introduced	The definite article; word order; possessive pronouns	Prepositions; adjectival agreement; using 3 <sup>rd</sup> person (es/tiene); negatives	1 <sup>st</sup> and 3 <sup>rd</sup> person descriptive verbs (ser, tener, llamarse); adjectival agreements in extended sentences
	Grammar revisited	Phonics; asking and answering questions; Spanish punctuation; 1 <sup>st</sup> & 2 <sup>nd</sup> person verbs in context; m & f nouns; the indefinite article; use of 'es' to describe; simple conjunctions	M & f nouns; plural nouns; the indefinite article; the definite article; hay; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; use of 'es' to describe; simple conjunctions	M & f nouns; plural nouns; the indefinite article; hay; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; 1 <sup>st</sup> & 2 <sup>nd</sup> person verbs in context; 3 <sup>rd</sup> person singular; simple conjunctions
<b>Year 5</b>	Content introduced	<b>Unit 1:</b> <b>¡Es la hora de comer!</b> <b>It's dinner time!</b> Time; foods; eating habits; understanding cultural differences around meal times; 5 times table and big numbers; Christmas dinner	<b>Unit 2:</b> <b>¿Cine o estadio?</b> <b>Cinema or stadium?</b> Sports; hobbies; Spanish & Latin American sport; dance routine instructions; sports kit and equipment	<b>Unit 3:</b> <b>Vamos a un concierto</b> <b>Let's go to a concert</b> Musical instruments; song: 'I am the music man'; musical genres; music of Spain & Latin America
	Content revisited	Food; numbers (for time); family	Colours	Adjectives
	Grammar introduced	Opinions; time phrases; broader knowledge of 1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup> in a new context (desayunar, comer)	Intensifiers; Use of a+el/la; using imperatives; 1 <sup>st</sup> person verbs linked to sports and hobbies; understanding reflexive verbs	Advanced sentence stems; justifications; use of 'es' & 'son' to describe
	Grammar revisited	M & f nouns; plural nouns; the indefinite article; the definite article; hay; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; conjunctions; use of negatives	Opinions; opinions + infinitives; use of negatives; m & f nouns; plural nouns; the indefinite article; the definite article; phonics; asking and answering questions; Spanish punctuation; conjunctions; time phrases	Conditional + infinitive (me gustaría tocar); use of 1 <sup>st</sup> person verbs (tocar); opinions; use of negatives; m & f nouns; plural nouns; the indefinite article; the definite article; phonics; asking and answering questions; Spanish punctuation; conjunctions; agreement between noun and gender; intensifiers

<b>Year 6</b>	Content introduced	<b>Unit 1:</b> <b>En el aeropuerto</b> <b>At the airport</b> Flags; weather; countries; nationalities; map; compass; transport	<b>Unit 2:</b> <b>Otro mundo – el espacio y los extraterrestres</b> <b>Another world – space and aliens</b> Planets; space travel; alien descriptions Song: las planetas	<b>Unit 3:</b> <b>Vuelvo a casa</b> <b>Returning home</b> Directions around town; landmarks; description of hometown; places in town
	Content revisited	Colours; Spanish & Latin American countries & maps	Colours; body parts; adjectives - appearance	Compass points; countries
	Grammar introduced	Hace & hay for weather; range of time phrases; hay + muchos + plural nouns; application of phonics knowledge to unfamiliar words e.g., names of cities	Comparatives (más que, menos que)	Use of 'estar' for location
	Grammar revisited	Conditional + infinitive (me gustaría visitar); opinions; use of negatives; m & f nouns; plural nouns; the indefinite article; the definite article; phonics; asking and answering questions; Spanish punctuation; conjunctions; adjectival agreement	Articles; adjectival agreements and place; range of conjunctions; gender; phonics; asking and answering questions; Spanish punctuation; range of conjunctions; negatives; use of 'es' & 'son' to describe; opinions	Opinions; use of negatives; m & f nouns; plural nouns; the indefinite article; the definite article; phonics; asking and answering questions; Spanish punctuation; conjunctions; understanding and using the imperative; 1 <sup>st</sup> & 3 <sup>rd</sup> person verb endings; intensifiers; comparatives (más que, menos que)
<b>Year 7</b>	Content introduced	<b>Unit 1:</b> <b>Mi familia</b> <b>My family</b> My hero; my passion	<b>Unit 2:</b> <b>El colegio</b> <b>School</b> Subjects; school building; school uniform; rules; adjectives for teachers and subjects	<b>Unit 3:</b> <b>El tiempo libre</b> <b>Free-time</b> Range of sports with hacer & jugar; breadth of verbs for pastimes; past tense time phrases
	Content revisited	Family members; adjectives; hair and eyes; pets; characteristics; numbers-1-10; birthdays; colours	Time phrases; time; days of the week	Sports; hobbies

	Grammar introduced	Verb conjugation; range of advanced sentence stems	Comparatives; justifications; modal verbs	The immediate future tense 1 <sup>st</sup> & 3 <sup>rd</sup> person; understanding the preterite tense 1 <sup>st</sup> person; 3 <sup>rd</sup> person opinion +infinitive; reflexive present tense opinions; past tense opinions
	Grammar revisited	M & f nouns; plural nouns; the indefinite article; hay; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person verbs (ser, llamarse, tener, vivir); simple conjunctions; adjectival agreement	Opinions; use of negatives; m & f nouns; plural nouns; the indefinite article; the definite article; phonics; asking and answering questions; Spanish punctuation; conjunctions; adjectival agreement; intensifiers, verb conjugation; use of 'es' & 'son' to describe; range of advanced sentence stems	Opinions; opinions + infinitives; use of negatives; m & f nouns; plural nouns; the indefinite article; the definite article; phonics; asking and answering questions; Spanish punctuation; conjunctions; adjectival agreement; intensifiers; comparatives; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe
Year 8	Content introduced	<b>Unit 1: Mi ciudad My Town</b>  Creating a weather forecast; the advantages and disadvantages of my town	<b>Unit 2: La vida sana Healthy lifestyle</b>  How to lead a healthy life; healthy diet; daily routine; at the doctor's	<b>Unit 3: Las vacaciones Holidays</b>  Terms of exclamation (¡Qué horror! ¡Qué rico!); more complex past tense accounts; booking accommodation
	Content revisited	Flags; weather; countries; nationalities; map; compass; transport; landmarks; description of hometown; places in town	Time; foods; eating habits; understanding cultural differences around meal times; body parts	Breadth of verbs for pastimes; past tense time phrases; flags; weather; countries; nationalities; map; compass; transport
	Grammar introduced	Switching between past, present and immediate future tenses. Using tenses to compare weather; use of a+el/a la	Conjugating in the preterite tense; use of para + infinitive	Conjugating 'ir' in the preterite tense; Using 'ser' in the present and past accurately; opinions using the simple future tense

	Grammar revisited	Opinions; use of negatives; m & f nouns; plural nouns; the indefinite article; the definite article; phonics; asking and answering questions; Spanish punctuation; conjunctions; understanding and using the imperative; 1 <sup>st</sup> & 3 <sup>rd</sup> person verb endings (vivir); intensifiers; comparatives (más que, menos que) justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; the immediate future tense 1 <sup>st</sup> & 3 <sup>rd</sup> person; understanding the preterite tense 1 <sup>st</sup> person; 3 <sup>rd</sup> person opinion +infinitive; reflexive present tense opinions; past tense opinions	M & F nouns; plural nouns; the indefinite article; hay; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person verbs (comer, beber, tomar, fumar, entrenar, dormir, jugar; desayunar); simple conjunctions; adjectival agreement; the immediate future tense 1 <sup>st</sup> & 3 <sup>rd</sup> person; understanding the imperfect tense 1 <sup>st</sup> person; 1 <sup>st</sup> & 3 <sup>rd</sup> person opinion +infinitive; reflexive present tense opinions; reflexive verbs (dolarse) past tense opinions; modal verbs + infinitive; comparatives; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; conditional tense + infinitive	Conjugating in the preterite tense; switching between past present and future tenses; different tenses for weather; simple conjunctions; adjectival agreement; the simple future 1 <sup>st</sup> & 3 <sup>rd</sup> person; opinion +infinitive; reflexive present tense opinions; reflexive past tense opinions; reflexive verbs (dolarse); past tense opinions; modal verbs + infinitive; comparatives; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; m & f nouns; plural nouns; the indefinite article; hay; possessive pronouns; phonics; asking and answering questions; Spanish punctuation
Year 9	Content introduced	<b>Unit 1: Mis relaciones My relationships</b>  Relationships; my home life in the past; role models; a good friend	<b>Unit 2: Mis pasatiempos My free-time</b>  Technology; reading habits; TV and film	<b>Unit 3: Mi educación My education</b>  Achievements and successes; extra-curricular clubs
	Content revisited	Family members; adjectives; hair and eyes; pets; characteristics; numbers-1-10; birthdays; colours; past tense time phrases	Range of sports with hacer & jugar; breadth of verbs for pastimes; past tense time phrases; sports; hobbies	Subjects; school building; school uniform; rules; adjectives for teachers and subjects; time phrases; time; days of the week
	Grammar introduced	The imperfect tense (full verb conjugation); direct object pronouns; building an argument	The perfect tense (full conjugation); the simple future tense	Negatives (nada, ningún, tampoco); description using imperfect tense; giving general opinions (te ayuda a, te da(n))

	Grammar revisited	M & f nouns; plural nouns; the indefinite article; hay; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person verbs (ser, llamarse, tener, vivir); simple conjunctions; adjectival agreement; the simple future tense 1 <sup>st</sup> & 3 <sup>rd</sup> person; understanding the preterite tense; 1 <sup>st</sup> person; 1 <sup>st</sup> & 3 <sup>rd</sup> person opinion +infinitive; reflexive present tense opinions; past tense opinions; modal verbs; comparatives; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe	M & f nouns; plural nouns; the indefinite article; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; wide range of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person verb conjugation; simple conjunctions; adjectival agreement; the simple future tense 1 <sup>st</sup> & 3 <sup>rd</sup> person; the immediate future tense conjugation; understanding and conjugating the preterite tense 1 <sup>st</sup> and 3 <sup>rd</sup> person; 1 <sup>st</sup> & 3 <sup>rd</sup> person opinion +infinitive; reflexive present tense opinions; past tense opinions; modal verbs; comparatives; suelo+ infinitive; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; the imperfect tense (full verb conjugation); direct object pronouns; opinions using the simple future tense	M & f nouns; plural nouns; the indefinite article; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; wide range of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person verb conjugation; simple conjunctions; adjectival agreement; the simple future tense 1 <sup>st</sup> & 3 <sup>rd</sup> person; the immediate future tense conjugation; understanding and conjugating the preterite tense 1 <sup>st</sup> and 3 <sup>rd</sup> person; 1 <sup>st</sup> & 3 <sup>rd</sup> person opinion +infinitive; reflexive present tense opinions; past tense opinions; modal verbs; comparatives; suelo+ infinitive; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; the imperfect tense (full verb conjugation); direct object pronouns; the perfect tense (full conjugation); simple future tense opinions; the simple future tense
Year 10	Content introduced	<b>Unit 1: Mi pueblo My town</b>  How to improve my town; my ideal town	<b>Unit 2: Mis vacaciones My holidays</b>  <b>Unit 3: Fiestas y tradiciones Festivals and traditions</b> Issues on holiday; my dream holiday; festivals and celebration verbs; traditional Spanish meals	<b>Unit 4: Mi mundo My world</b> Global problems; the environment; charity; addiction; sports events
	Content revisited	Flags; weather; countries; nationalities; map; compass; transport; landmarks; description of hometown; places in town; creating a weather forecast; the advantages and disadvantages of my town	Breadth of verbs for pastimes; past tense time phrases; flags; weather; countries; nationalities; map; compass; transport; terms of exclamation (¡Qué horror! ¡Qué rico!); more complex past tense accounts; booking accommodation; food; clothes; understanding cultural differences around meal times	Sports; healthy living

Grammar introduced	'If' clauses with simple future tense; tan & tanto; conditional tense (conjugation and irregulars); (desde) hace + time phrases	(Desde) hace + time phrases; passive tense as a reflexive; reflexives in the preterite tense; superlatives (-ísimo); para, sin, antes de, después de + infinitive	The subjunctive; the pluperfect;
Grammar revisited	M & f nouns; plural nouns; the indefinite article; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; wide range of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person verb conjugation; simple conjunctions; adjectival agreement; the simple future tense 1 <sup>st</sup> & 3 <sup>rd</sup> person; the immediate future tense conjugation; understanding and conjugating the preterite tense 1 <sup>st</sup> and 3 <sup>rd</sup> person; 1 <sup>st</sup> & 3 <sup>rd</sup> person opinion +infinitive; reflexive present tense opinions; past tense opinions; modal verbs; comparatives; suelo+ infinitive; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; the imperfect tense (full verb conjugation); direct object pronouns; the perfect tense (full conjugation); simple future tense opinions; the simple future tense; negatives (nada, ningún, tampoco); description with imperfect tense; giving general opinions (te ayuda a, te da(n))	M & f nouns; plural nouns; the indefinite article; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; wide range of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person verb conjugation; simple conjunctions; adjectival agreement; the simple future tense 1 <sup>st</sup> & 3 <sup>rd</sup> person; the immediate future tense conjugation; understanding and conjugating the preterite tense 1 <sup>st</sup> and 3 <sup>rd</sup> person; 1 <sup>st</sup> & 3 <sup>rd</sup> person opinion +infinitive; reflexive present tense opinions; past tense opinions; modal verbs; comparatives; suelo+ infinitive; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; the imperfect tense (full verb conjugation); direct object pronouns; the perfect tense (full conjugation); simple future tense opinions; the simple future tense; negatives (nada, ningún, tampoco); description with imperfect tense; giving general opinions (te ayuda a, te da(n)); conditional tense (conjugation and irregulars); tan & tanto; (desde) hace + time phrases	M & f nouns; plural nouns; the indefinite article; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; wide range of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person verb conjugation; simple conjunctions; adjectival agreement; the simple future tense 1 <sup>st</sup> & 3 <sup>rd</sup> person; the immediate future tense conjugation; understanding and conjugating the preterite tense 1 <sup>st</sup> and 3 <sup>rd</sup> person; 1 <sup>st</sup> & 3 <sup>rd</sup> person opinion +infinitive; reflexive present tense opinions; past tense opinions; modal verbs; comparatives; suelo+ infinitive; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; the imperfect tense (full verb conjugation); direct object pronouns; the perfect tense (full conjugation); simple future tense opinions; the simple future tense; the imperative; tan & tanto; conditional tense (conjugation and irregulars); negatives (nada, ningún, tampoco); description with imperfect tense; giving general opinions (te ayuda a, te da(n)); (desde) hace + time phrases; para, sin, antes de, después de + infinitive



Year 11	Content introduced	<b>Unit 1:</b> <b>Mis ambiciones</b> <b>My ambitions</b>  Part-time work; careers; work experience; job interviews; language learning; future plans	Exam preparation	
	Content revisited	Achievements and successes; characteristics; school subjects; time	All topic areas	
	Grammar introduced	Soler + infinitive present and imperfect; saber and conocer (understanding the different uses); verbs of intention + infinitive	N/A	
	Grammar revisited	M & f nouns; plural nouns; the indefinite article; possessive pronouns; phonics; asking and answering questions; Spanish punctuation; wide range of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> person verb conjugation; simple conjunctions; adjectival agreement; the simple future tense 1 <sup>st</sup> & 3 <sup>rd</sup> person; the immediate future tense conjugation; understanding and conjugating the preterite tense 1 <sup>st</sup> and 3 <sup>rd</sup> person; 1 <sup>st</sup> & 3 <sup>rd</sup> person opinion + infinitive; reflexive present tense opinions; past tense opinions; modal verbs; comparatives; suelo+ infinitive; justifications; range of advanced sentence stems; verb conjugation; use of 'es' & 'son' to describe; the imperfect tense (full verb conjugation); direct object pronouns; the perfect tense (full conjugation); simple future tense opinions; the simple future tense; the imperative; tan & tanto; conditional tense (conjugation and irregulars); negatives (nada, ningun, tampoco); description with imperfect tense; giving general opinions (te ayuda a, te da(n)); (desde) hace + time phrases; para, sin, antes de, después de + infinitive; indirect object pronouns; cuando + present subjunctive	All grammatical content revisited	