



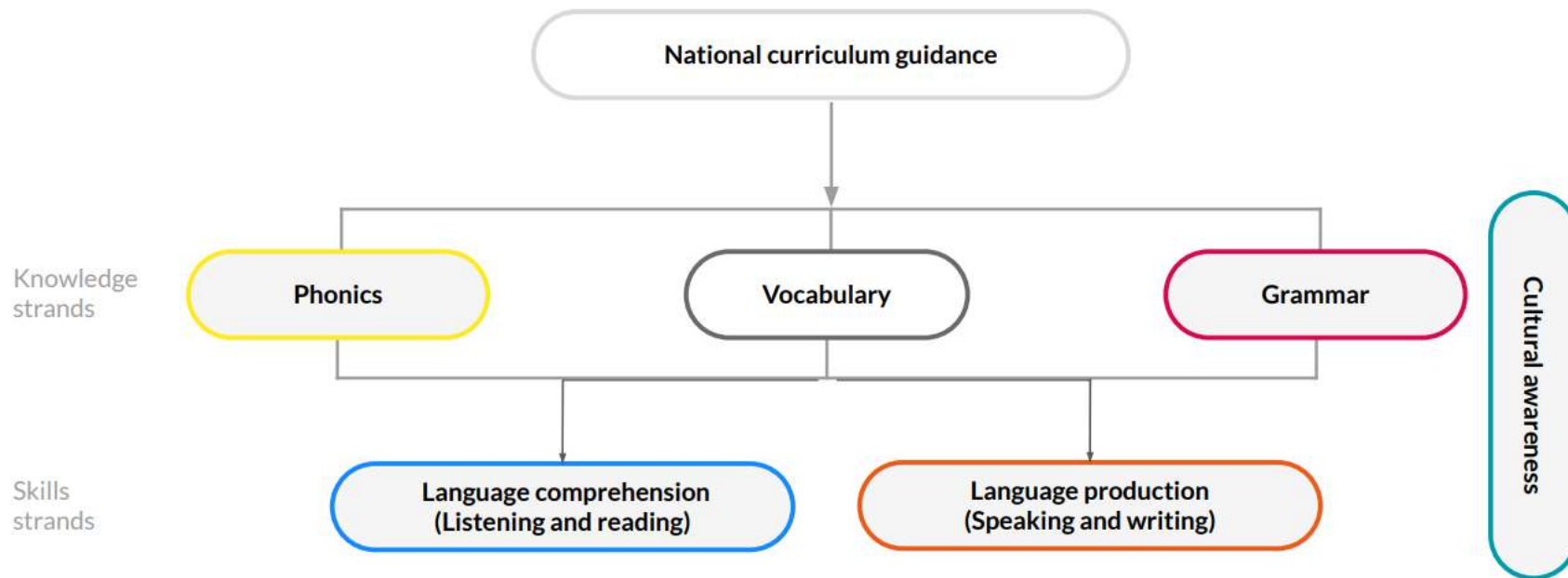
LANGUAGES

Long Term Planning



How is the Spanish scheme of work organised?

We have identified three knowledge strands. In each unit, children will then draw upon this knowledge in order to comprehend and produce language to help them achieve the aims of the National Curriculum.



Throughout the scheme of work, children will also be developing their Cultural Awareness of Spain and the Spanish-speaking world.

The Three Pillars of Progression:

Phonics

A comprehensive Spanish phonics programme has been embedded into the Kapow Primary Spanish scheme ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link.

Our 'Mouth mechanics' pupil videos, which native speakers present, support this learning by including an in-depth look at the shape of the mouth when creating each phoneme.

Vocabulary

As the Ofsted research review recommended, the Kapow Primary Spanish scheme systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for students to revisit previously-learned vocabulary in different contexts.

This approach allows the children to commit these key words to their long-term memory. Many topic words are also introduced in order to provide a variety of meaningful contexts; however, less attention is given to memorizing these. Our lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.

Grammar

Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the Kapow Primary Spanish scheme.

Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced. Lessons are organized to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.

Language detective skills

At St. Andrew's CEVA Primary, we believe that it is crucial to develop engaged and independent language learners who can apply their knowledge of phonics, vocabulary and grammar to comprehend and manipulate language autonomously.

We do this by encouraging children to:

- Recognise learnt vocabulary when listening or reading.
- Spot cognates (words which have the same origin or are similar).
- Consider word order to anticipate the meaning of words.
- Use context and their own knowledge of the world to predict the meaning of unknown words.

Our scheme develops these skills progressively so that by Year 6, pupils can use these strategies to confidently grapple with unknown spoken and written language and search for meaning. Through these skills, pupils gain a strong foundation for further language learning as well as developing their understanding of the English language and its grammar conventions.



Cultural Awareness

The St. Andrew's CEVA Primary Spanish scheme is carefully devised to enable children to develop their language skills in authentic and stimulating contexts which simultaneously seek to deepen their understanding of the world. Drawing from the diverse cultures of Spain and the Spanish-speaking world, children will have the opportunity to encounter purposeful language whilst exploring exciting aspects of tradition and heritage, such as:

- Discovering the geography of Spain and South America.
- Understanding key festivals and celebrations.
- Gaining awareness of Spanish art and architecture.
- Appreciating traditional games, songs and dance.
- Comparing mealtimes and enjoying typical foods.
- Considering the legacy of ancient civilisations e.g. the Maya.
- Examining the impact of global issues such as climate change.

These contexts not only offer the children a range of possibilities for cross-curricular learning, but also reinforce the key role that language learning can play in developing pupils' cultural capital. .



A Spiral Curriculum

St. Andrew's CEVA Primary's Spanish scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same broad themes of 'All about me,' 'Daily life' and 'Spain and other Spanish speaking countries' each year.
- Increasing depth: Each time vocabulary and grammatical structures are revisited, they are covered with greater depth.
- Prior knowledge: Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again



LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me		Daily life		Spain and other Spanish speaking countries	
Year 3	Spanish greetings with puppets	Spanish numbers and ages	Shapes and colours in Spanish	Classroom objects in Spanish	Where do you live in Spain?	Journey around Latin America
Year 4	Dates in Spanish	Pets in Spanish	In a Spanish café	Spanish celebrations	Weather in Spain	The Amazon Rainforest
Year 5	Describing family and friends in Spanish	Spanish portraits	Sports in Spanish	Spanish food and drink	A trip across Spain	Saving South America
Year 6	Clothes in Spanish	School life in Spanish	Body parts in Spanish	Shopping in Spain	Freetime activities in Spain	Maya city treasure hunt