

EVPA Curriculum Layer 2 - Spanish

Each year in KS2, children cover the same units, revisiting vocabulary and building on this each year with expectations in reading, writing, speaking and listening. With children being confident with the core vocabulary, this means that more complex skills, sentence structure and grammar can be embedded alongside this vocabulary.

Cycle A						
Year Group	Autumn		Spring		Summer	
	All About Me Introduce yourself <ul style="list-style-type: none"> - Name - Age - Family - Pets - Hobbies - Birthday Classroom instructions and items in pencil case Useful adjectives <ul style="list-style-type: none"> - Colours - Numbers - Size - Shape 	Food <ul style="list-style-type: none"> - Different types of food - Menus - Shopping - recipes Animals <ul style="list-style-type: none"> - pets - wild animals - descriptions - riddles 	Telling the time <ul style="list-style-type: none"> - O'clock - Half past - Quarter past - Quarter to - 5 minute intervals School <ul style="list-style-type: none"> - Subjects - Teachers - Description of school - Favourite subject - Least favourite subject 	Places <ul style="list-style-type: none"> - buildings - forests - beach - rivers - my favourite place Setting descriptions- <ul style="list-style-type: none"> - one setting description each year. - Forest - Beach - Park - Town centre 	Clothes Parts of body Character descriptions	Share a familiar story in Spanish. <ul style="list-style-type: none"> - The Very Hungry Caterpillar - The Gruffalow - The Smartest Giant in Town - Write own version of familiar story
Year 3 Listening To understand practiced questions. To recognise key vocabulary learned when listening. Speaking To respond to practiced questions. To pronounce key vocabulary accurately. Writing To label, using key nouns or adjectives. Reading			Year 4 Listening To understand practiced questions. To recognise key vocabulary learned when listening. Speaking To respond to practiced questions. To pronounce key vocabulary accurately. Writing To label, using key nouns or adjectives. To use a short descriptive phrase, (e.g. the grey jumper)			

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<p>To recognise the written form of vocabulary learned.</p>	<p>Reading To recognise the written form of vocabulary learned. To begin to recognise key vocabulary in a sentence, working out meaning using familiar words and a dictionary.</p>
<p><u>Year 5</u> Listening To understand practiced questions. To recognise key vocabulary learned when listening. Speaking To respond to practiced questions. To pronounce key vocabulary accurately. To ask questions based around key vocabulary. To speak in full sentences. Writing To label, using key nouns or adjectives. To use a short descriptive phrase, (e.g. the grey jumper) To use a sentence stem to start a sentence, finishing off with key nouns and adjectives. Link phrases with common conjunctions 'and', 'but' and 'because'. Reading To recognise the written form of vocabulary learned. To begin to recognise key vocabulary in a paragraph, working out meaning using familiar words and a dictionary.</p>	<p><u>Year 6</u> Listening To understand practiced questions. To recognise key vocabulary learned when listening. Speaking To respond to practiced questions. To pronounce key vocabulary accurately. To ask questions based around key vocabulary. To speak in full sentences. Writing To use a short descriptive phrase, (e.g. the grey jumper) to plan writing To use a sentence stem to start a sentence, finishing off with key nouns and adjectives. Link phrases with common conjunctions 'and', 'but' and 'because'. To write full sentences, using feminine and masculine, singular and plural and adjective endings mostly correctly. To write more detailed paragraphs, descriptions and letters. Reading To recognise the written form of vocabulary learned. To begin to recognise key vocabulary in a paragraph, working out meaning using familiar words and a dictionary. To read a variety of different texts and genres.</p>