

Year 3

Spanish

In Year 3, we give children an introduction to the key language they will learn in KS2 Spanish. We will be working predominantly at word level.

META THINKING



How we learn new phrases and structures and using rules and applying them to new language



"¡Hola!"

Basic personal information

- Greetings
- Names, alphabet and phonics
- Age and birthdays



"Hermanas"

Mi familia

- Brothers & Sisters
- Family members
- Pets



"Gata/
Gato"



"Caballo"

"El apartamento"



Mi casa

- Countries
- House



Francia



Suecia



Inglaterra



Estados
Unidos

Los Deportes > Sports

- Sports and pastimes



"El fútbol"



"La natación"

Lunes Martes Miércoles Jueves Viernes Sábado Domingo

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

- Days of the week
- Months of the year
- Numbers up to 31



"El baile"

ANALYSING



Multi-step problem solving

In the formation of verbs, use of correct gender, self correcting work

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Spanish

Year
4

In Year 4, we build on the work done in year 3. Children will revisit the language previously covered but build on this so they can work more at short sentence level.

Basic personal information

- Greetings
- Names, alphabet and phonics
- Age and birthdays



"Me llamo..."

"Tengo 9 años"



"Buenos días"

Mi familia

Students will advance their existing knowledge on the family, and be able to speak descriptively about their family members and pets.

"¿Cómo se llama tu mamá?"



"My mum's name is..."



"Mi cumpleaños es el 15 de marzo"

"Mi perro es marrón"



"My dog is brown"

Recognising that they can re-use language and work from previous learnings as well as use of cognates

"Vivo en una casa bonita" >
"I live in a nice house"



Mi Casa

Pupils will learn about Spanish speaking countries, and be able to add description when speaking about their home and the area they live in.



"Yo vivo en Wootton"



"mi habitación tiene un televisor" > "my bedroom has a TV"



"Son las cinco menos cuarto"

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REALISING



Automaticity

Recalling vocabulary, learning spellings of words and grammar rules

Mi tiempo libre

Pupils will speak confidently about what sports they do, and learn to tell the time.

Year 5

Spanish

In Year 5, we continue to build and develop the work done in the years 3 & 4. Children will add further language to the topics and then look at linking their sentences together, as well as giving some opinions relevant to the topic.

Soy yo > It's me

Describing personality traits, appearance, and being able to count to 100.



"Tengo el pelo castaño"
> "I have brown hair"

Fifty one

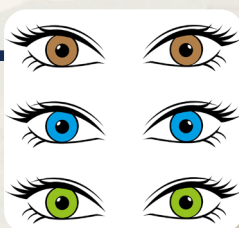
Fifty two

Fifty three

Cincuenta y uno

Cincuenta y dos

Cincuenta y tres



"Ojos marrones"

"Ojos azules"

"Ojos verdes"



"¿Qué alta eres?"



Mi hogar y donde vivo yo

To be able to describe your house with adjectives, understanding nationalities and being able to say which country you and other members of your family live in...



"Mi tío vive en Canadá" > "My uncle lives in Canada"

"Northampton es una gran ciudad" > "Northampton is a big town"



"Me gusta ir al cine"



"Yo toco el violonchelo"

META THINKING

Self regulation

The ability to monitor, evaluate and self-correct

Mis Pasatiempos > My hobbies

Pupils will learn to talk about what sport and hobbies they like, and provide an opinion on these activities.

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Spanish

Year
6

In year 6, children will be confident retrieving the vocabulary from their previous learning and begin to apply some grammar to adapt what they already know to create and narrate their ideas more. Children will be encouraged to be giving justified opinions and use some key past and future structures to describe events in different tenses.

Intellectual playfulness

As they create their own sentences and conversations.



"Soy
inteligente"
> "I am
intelligent"

All about me

Students will build on their existing knowledge and confidently write and perform a Spanish dialogue. They will also begin to use comparisons, and speak in the third person.

"Cuando era más joven
me gustaba" > "When I was
younger, I liked..."



My home and local area

To be able to recall from memory, give opinions and say where you would like to live...



"Me gustaría vivir
en los Estados Unidos"

"Por la mañana me
despierto, me visto y me lavo
los dientes" > "In the
morning, I wake up, get
dressed and brush my teeth."



Pastimes

Pupils will learn to talk about their daily routine, and talk in the first person. They will also study Eurovision, and give opinions on non-English songs.



Open-minded

The ability to take an objective view of different ideas and beliefs

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"El miércoles por la noche
juego al fútbol" > "On Wednesday
evening I play football"

Year
7

Spanish



**Feliz cumpleaños
número 12!**

Basic personal information

Students will begin Year 7 by learning classroom information and questions, and building on their existing knowledge of:

- Age and birthdays (including when you were born)
- Nationalities and languages spoken



**"Me gusta mi
profesor porque
es paciente"**

**"Nací a las 10 de la mañana del 5
de septiembre" > "I was born at 10am
on the 5th September"**



**"Soy sueca
/ Soy sueco"
> "I am
Swedish"**

**As part of our first topic in Year 7, students
will develop an awareness of:**

Spanish phonics, gender of noun, questions
words and speaking in past tense.

REALISING



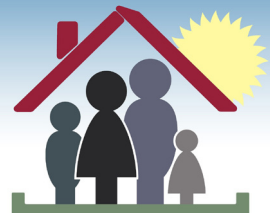
Speed and accuracy

Students will be able to recall
vocabulary, learn spellings of
words and grammar rules with
speed and accuracy.



Mi familia y mis amigos

Students will be able to give basic
details about family and friends,
including relationships with family,
present and past physical and
personality descriptions of family,
friends and pets.



**"Vivo con mi mamá,
mi papá y mi hermano" >
"I live with my mum, dad
and brother"**

**This topic aims to provide students with an
awareness of adjectival agreement, comparative
and superlatives.**

LINKING

Use of cognates, retrieval practice
from one lesson to the next,
linking between languages



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Spanish

De paseo por el pueblo

Students will learn how to give key details about their local area including the facilities and activities available in their town, and places to live.

The use of adjectives and opinions will give students the opportunity to build their confidence with these key elements of the language.



"Me gusta hacer la natación en el centro polideportivo." > "I like to swim at the sports centre"



"Me gusta visitar el centro de Northampton." > "I like visiting Northampton town centre"

By the end of this topic, students will be able to confidently express their opinion and use regular present tense. They will also develop an awareness of a range of conjunctions and the use of imperfect forms.

Year
8

El insti - School

To start Year 8, students will learn to describe their school life, including: subjects, teachers and school rules.

This topic provides students with the opportunity to develop their ability to express a range of justified opinions and their use of the imperfect tense to describe Primary school.

"Mi asignatura favorita es el inglés" > "My favourite subject is English"



"Mi insti se llama Caroline Chisholm"

"Me gusta visitar el gimnasio de la escuela" > "I like visiting the school gym"



ANALYSING



Critical thinking

Students are given the chance to peer and self assess their written work to develop their precisions and critical thinking.



"Me encantan las clases de teatro" > "I love my drama lessons"

Spanish

Tiempo Libre - Free time

- Hobbies
- Sports and pastimes
- Mobile phones & computer use
- Films, music and book types



"Tengo un ordenador bueno"



"Me encanta cocinar"



"Me gusta escuchar música porque es relajante"

META THINKING

Students will develop confidence and be able to use both regular present and imperfect tense, as well as key irregular verbs

When completing written homework students will also be developing the ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to another.



La vida sana - A healthy life

Students will develop an awareness of the vocabulary and structures needed to describe ailments and injuries. As we discuss possible reasons and remedies, students will learn to discuss their usual eating habits in the context of healthy living.



"Me duele el dedo porque me he roto el dedo"

"Estoy enfermo, necesito medicamento"



Collaborative

The ability to seek out opportunities to receive responses to your work and be willing and able to work in teams.



This topic allows students to develop confidence and a range of opinions and conjunctions, as well as being able to work in conditional, preterit and immediate future tense

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Spanish

Year
9



Las vacaciones

- Weather
- Holiday destinations
- Modes of transport
- Accommodation
- Holiday activities



"Lo que más me gusta hacer es el esquí"



"No me gusta viajar en avión"

In Year 9, we host a Spanish exchange trip where students can immerse themselves in Spanish culture and living, and be able to use their learning in real-life scenarios.



La vida hispánica - hispanic life

In this topic, students will study traditions and customs in the spanish speaking world, as well as festivals in the spanish speaking world.

As we cover these units students will deepen their knowledge and understanding of how to form regular and irregular present tense with common verbs.



"Tapas son ricas"



"Semana Santa es una fiesta religiosa"



"El toreo es violento"

Students will develop confidence in the use of present, imperfect and future tenses, as well as reflexive verbs.

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Intellectual playfulness

Students will recognise that they can re-use language and work from previous topics in a new task.

Spanish

Year
10



En busca de un mundo mejor - In search of a better world

This topic will allow students to develop their existing knowledge and use conditional tense including subjunctive phases, pre-tense and imperfect tenses.



"Hoy en día el matrimonio es una tradición antigua"



"No me llevo bien con mi hermano menor porque a menudo tenemos muchas disputas"



"Suelo pasar mucho tiempo con mis mejores amigas"

Identity and culture

- Me, my family and friends
- Relationships with family and friends
- Marriage and Partnerships



Technology in everyday life

Students will be aiming to describe their use of and opinions of different social media, including the advantages and disadvantages of these.

ANALYSING



Precision

The application of grammatical knowledge to own work - for example the formation of verbs and use of the correct gender.

"Medios de comunicación" >
"Social media"



"Uso mi Ordenador portátil mucho, especialment para conectarme con mi familia"

GCSE Spanish

Free time activities

This unit is an opportunity to recap and revise some key vocabulary and structures from KS3. They will widen their vocabulary of free time activities and will be learning to develop more basic language with higher level language, such as a wider range of opinions and use of different tenses.



"Me aburre ir de compras y creo que es una pérdida de tiempo"



"Ayer vi la televisión para relajarme"



"Suelo ir a muchos conciertos de música para divertirme"



Meta cognition

Students need to think about how they best learn new vocabulary and structures and apply these strategies as they assimilate the new language introduced.



Healthy living

Students will be able to describe what they eat, drink and do to lead a healthy lifestyle as well as looking at others' habits and decide if they are healthy or not.



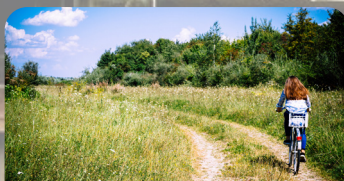
"Para el almuerzo comí una ensalada" >
"For lunch I ate a salad"

This topic is a key part of the GCSE course as it provides students with the opportunity to read, listen, speak and write about aspects of young people's everyday lives, which is relevant to their interests and age.

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"Me mola montar en bicicleta" >
"I enjoy going for a bike ride"



"Me gustaría probar paella dado que es un plato típico"

GCSE Spanish

Travel and tourism

Students are introduced to Spanish regions and their tourism attributes and will then compare these to their own region. Students will need to express justified opinions, as well describing events in a range of tenses.



"Me gusta ir de vacaciones a España porque tienen hermosas playas."

>

"I like going on holiday to Spain because they have beautiful beaches"

REALISING



Automaticity

Recalling vocabulary, grammatical structures and applying these. Memorising language for spoken work.

Customs and Festivals in Spanish Speaking Countries

Students will learn about traditions, customs and festivals in the communities where the language is spoken. They will also develop their ability to describe the main features of these exciting parts of culture and life in the relevant countries.



Las Fallas



La Tomatina



San Fermín

LINKING



By the end of Year 10, students will have:

Developed an awareness of:

- A range of language that can be used to increase complexity when writing and speaking from memory
- Key features of the speaking and writing exam

Develop confidence in:

- Using a wide range of opinions and conjunctions when speaking and writing from memory
 - Using different tenses
- Using relevant topic vocabulary
 - Recognising gist

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GCSE Spanish

Hometown and neighbourhood

Students will be aiming to describe their local area, including their house in detail. Moving on to broader discussions about areas to live, students will also compare and contrast country and city living.



"Actualmente vivo en Wootton pero cuando era más joven vivía en Londres"



"Voy al gimnasio mucho ya que quiero mantenerme en forma por eso hago la natación."

Global Issues

- The environment
- Homelessness
- Poverty



"En mi barrio lo que más me preocupa es la situación con los sin techo"



"Calentamiento global"



Connection finding

This unit is an opportunity to recap and revise some key vocabulary and structures from KS3 but learning to develop more basic language with higher level language.

Social issues

Students will be learning about charities and helping society. They will be aiming to describe how they might like to volunteer and the importance of helping those that are less fortunate in society, including the homeless.



"Hay muchos problems en el mundo y para ayudar soy un voluntario en un banco de comida"



"Voluntaria" / "Voluntario"



"Tienda de caridad"

GCSE Spanish

Mis estudios > My studies

Students learn about life at school, both their own experiences of school and those of students in the counties where the Spanish language is spoken.



"Me encanta participar en experimentos prácticos en Ciencias." > "I love taking part in practical experiments in Science"

"Actualmente estoy estudiando para mis exámenes GCSE" > "I am currently studying for my GCSE exams".



Strategy planning

The ability to approach new learning experiences by actively attempting to connect it to existing knowledge

Vida en la escuela > Life at school

- Rules
- School – type, size, facilities
- Good and bad of school



"Asisto Year 11 en Caroline Chisholm School" > "I am in Year 11 at Caroline Chisholm School".



Evolutionary and revolutionary thinking

The ability to create new ideas through building on existing ideas or diverting from them

"Hay muchas reglas tontas. Lo peor es que los estudiantes no pueden llevar Nike Air Force 1 en el insti" > "There are lots of stupid rules. The worst is that Students are not allowed to wear Nike Air Force 1 to school".



"Lo mejor de nuestro insti es que cuenta con excelentes instalaciones deportivas" > "The best thing about our school is that it has brilliant sporting facilities".

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GCSE Spanish

Educational plans

Students will be introduced to the idea of describing their future educational plans, both for post 16 and beyond, including the advantages and disadvantages of higher education and getting a job.



"Graduación"



"Después de Year 11, espero estudiar en Sixth Form"
> "After Year 11, I am hoping to study at Sixth Form".

Career Choices and Ambitions

- Jobs
- Qualities needed for different jobs
- Ideal Job



"Pintora" / "Pintor"



"El médico / la médica"



"Ingeniera" / "Ingeniero"



GCSE assessments

At the end of Year 11, students are assessed by 4 components to formulate their GCSE grade.

- Reading - Worth 25%
- Writing - Worth 25%
- Speaking - Worth 25%
- Listening - Worth 25%