Crackley Bank Primary School

Spanish Curriculum Overview

Year group	Autumn	Spring	Summer
Key Stage 1	Basic greetings – hello and goodbye Please and thank you		
	Unit 1	**Unit 2**	**Unit 3**
Year 3	All about Spain – where it is and Spanish speaking countries Saying hello and goodbye Asking and saying your name Asking and saying how you are Numbers 1 – 10 **Christmas song – Feliz Navidad** **Grammar:** **estoy** **adjective agreements** Phonics: a / e / i / o/ u/ ca / co / cu	**Recap numbers 1-10** Numbers 1-20 Asking and saying your age Asking and saying where you live Colours – pink, red, blue, yellow, orange, brown, green, white, black, grey, purple Days of the week **Grammar:** **to have** Phonics: Recap: a / e / i / o/ u/ ca / co / cu Introduce: l / ll	**Recap numbers 1-20** Body parts Describing hair and eyes using colours, long, short. I have _____ eyes. I have _____ hair. Describing what I am like – Tall, short, nice, shy, funny, talkative **Song – Heads, Shoulders, Knees and Toes** **Grammar:** **adjective placement** **adjective agreements** Phonics: Recap: a / e / i / o/ u/ ca / co / cu / l / ll Introduce: ga / go / gu
	Unit 4	**Unit 5**	**Unit 6**
Year 4	**Recap greetings from Year 3 (Autumn & Spring).** **Recap numbers 1-20** **Recap days of the week** Animals and pets **Story – Brown Bear** **Grammar:** **to have** **article agreements – el / la / un / una** **plurals – los / -s/ -es /-ces** Phonics: Recap: a / e / i / o/ u/ ca / co / cu / l / ll / ga / go / gu	**Recap body parts** **Recap describing characteristics, hair and eyes** Members of the family – father, mother, sister, brother, parents Giving someone's name – His name is _____. Her name is _____. Describing someone's appearance and characteristics – He / she has _____ hair and _____ eyes. He is _____. She is _____. Tall, short, nice, shy, funny, talkative **Grammar:** **article agreements - el / la and el / ella** **adjective agreements** **estoy** Phonics: Recap: a / e / i / o/ u/ ca / co / cu / l / ll / ga / go / gu Introduce: que / qui / ce / ci	**Recap days of the week** **Months of the year** Numbers 21 to 31 Asking and saying when your birthday is. Asking and saying when someone else's birthday is Dates **Song – Happy Birthday** **Grammar:** **to have** **article agreements - my / his / her / their** Phonics: Recap: a / e / i / o/ u/ ca / co / cu / l / ll / ga / go / gu / que / qui / ce / ci Introduce: j / ge / gi
	Unit 7	**Unit 8**	**Unit 9**

Year 5	**Recap greetings from Year 3 (Autumn & Spring).** **Recap numbers 1-31** **Recap days of the week / months of the year.** **Recap descriptions.** **Christmas song - Silent Night** **Grammar:** **ser - to be (soy / es)** **estar – to be (estoy / esta / estas)** Phonics: Recap: a / e / i / o/ u/ ca / co / cu / l / ll / ga / go / gu / que / qui /ce / ci / j / ge / gi	**Recap days of the week** Food (from the story) Giving opinions on food. I like _____ / I don't like _____. **Story - The Very Hungry Caterpillar** **Grammar:** **plurals** **gusta / gustan** **negatives** Phonics: Recap: a / e / i / o/ u/ ca / co / cu / l / ll / ga / go / gu / que / qui / ce / ci / j / ge / gi Introduce: gue / gui / n / ñ	**Recap food from The Hungry Caterpillar.** Shop - What would you like? I would like _____. How much is it? It's _____ euros. **Recap numbers 1-12** Asking and giving the time. Sports Verbs – to play / to go I play _____ at _____ o'clock. I go _____ at _____ o'clock. **Grammar:** **to play / to go** Phonics: Recap: a / e / i / o/ u/ ca / co / cu / l / ll / ga / go / gu / que / qui / ce / ci/ j / ge / gi / gue / gui / n / ñ Introduce: r / rr / h
	Unit 10	**Unit 11**	**Unit 12**
Year 6	**Recap numbers 1-31** **Recap giving the time** **Recap days of the week / months of the year / dates.** **Recap family and descriptions (including colours).** **Story - The Giant Turnip** **Grammar:** **estoy** **adjective agreements / placement** **to have** Phonics: Recap: a / e / i / o/ u/ ca / co / cu / l / ll / ga / go / gu / que / qui / ce / ci / j / ge / gi / gue / giu / n / ñ / r / rr / h	**Recap verbs – to play / to go** **Recap sports and activities.** Verb - to watch Extending sentences using conjunctions Giving opinions and expanding sentences using conjunctions: I like _____ because it is _____. I don't like _____ because it is _____. I like _____ but I don't like _____. Weather – What is the weather like? **Grammar:** **to play / to go / to watch** **gusta / gustan** **negatives** **conjunctions – and / but / because** **Poem – Weather poems by Gloria Fuertes** Phonics: Recap: a / e / i / o/ u/ ca / co / cu / l / ll / ga / go / gu / que / qui /ce / ci/ j / ge / gi / gue / gui / n / ñ / r / rr / h Introduce: b / v	**Recap numbers** **Recap opinions** School equipment & prepositions School subjects and opinions – favourites Classroom questions **Grammar:** **prepositions** **plurals** **verb and article agreements - preferida/o** **esta / estan** **de + el = del** Phonics: Recap: a / e / i / o/ u/ ca / co / cu / l / ll / ga / go / gu / que / qui / ce / ci / j / ge / gi / gue / gui / n / ñ / r / rr / h / v / b

At Crackley Bank, we aim to inspire an interest in other languages, fostering children's curiosity and deepening their understanding of the wider world. Spanish is taught as our chosen modern foreign language because it is the most widely spoken language globally after English. It is also the language our children are most likely to encounter when travelling abroad to Spanish-speaking countries. Furthermore, learning Spanish supports smooth progression into Key Stage 3, as it is the chosen language of our main feeder school within our Trust.

Our MFL curriculum is carefully designed to progressively develop children's language skills through regular lessons and consistent recap sessions. Children acquire, use, and apply an expanding bank of vocabulary, grammar, and phonics knowledge across the four key areas of language learning: speaking, listening, reading and writing. We incorporate songs, rhymes, and interactive activities to help embed vocabulary and improve recall. This approach makes language learning both enjoyable and relevant to children's lives, helping them to know more and remember more.

We began our whole-school Spanish learning journey in September 2024, with all children starting from Unit 1.

From September 2026, we continue to roll out our curriculum, and the progression will be as follows:

- Year 3 – Start Spanish with Unit 1
- Year 4 - Progress to Unit 4
- Year 5 and 6 – Progress to Unit 7

This structured and consistent progression ensures that by the end of Key Stage 2, all children have a solid foundation in Spanish, preparing them well for their continued language studies in secondary school.

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