



## Ashton Hayes Primary School – Spanish Curriculum Overview

### Vision for MFL (Spanish):

At Ashton Hayes we believe that learning a foreign language opens doors to new cultures, ideas and ways of thinking. Through our Spanish curriculum, we aim to foster curiosity, respect and a love of language learning. Spanish is spoken by over 500 million people worldwide, and by learning it, pupils gain access to a rich and diverse global culture.

We are committed to providing a language curriculum that is inclusive, engaging and builds confidence in all learners. We recognise that language learning plays an important role in broadening pupils' horizons, helping them to understand and appreciate the world beyond their immediate environment.

Our vision is for pupils to see themselves as global citizens, equipped with the skills and awareness needed to communicate across cultures. We aim to nurture resilience and independence in language learning, encouraging pupils to take risks, practise new skills and develop confidence in expressing themselves.

We want Spanish to be more than just a subject; we aim to inspire pupils to develop a lifelong interest in languages and an appreciation of their value in an increasingly connected world.

### We aim for all pupils to:

We aim for all pupils to develop confidence in communicating in Spanish across the four key skills of listening, speaking, reading and writing. Through regular exposure and practice, pupils build a secure foundation in vocabulary and grammar, enabling them to express their ideas with increasing accuracy and independence as they progress through the school.

We aim for pupils to understand how language works, developing their knowledge of grammar, sentence structure and linguistic patterns. By making connections between Spanish and English, pupils deepen their overall understanding of language, which supports their literacy skills more broadly.

We aim for all pupils to become curious and open-minded learners who show respect for different cultures and traditions. Through learning Spanish, pupils gain insight into the lives, celebrations and perspectives of people in Spanish-speaking countries, helping them to develop intercultural awareness and empathy.

We aim to foster pupils' problem-solving and critical thinking skills through language learning. As they encounter new vocabulary and structures, pupils are encouraged to identify patterns, make connections and apply their knowledge in new contexts, supporting their wider cognitive development.

Ultimately, we aim for all pupils to leave Ashton Hayes Primary School with a positive attitude towards language learning, feeling confident and motivated to continue their study of Spanish at secondary school and beyond.

### Implementation

Our Spanish curriculum is designed to be engaging, progressive and accessible to all learners, ensuring that knowledge and skills build over time. Lessons are carefully sequenced so that pupils revisit and build upon prior learning, allowing vocabulary and grammatical structures to become embedded in their long-term memory.

In Reception and Key Stage 1, pupils are introduced to Spanish through the use of Rockalingua, an interactive programme that uses songs, games, stories and videos to make language learning fun and memorable. At this stage,



the focus is on developing listening skills, pronunciation and confidence in speaking through repetition and enjoyment.

In Key Stage 2, pupils build on this foundation through a combination of Rockalingua resources and a bespoke curriculum developed within the school. This allows us to tailor learning to pupils' interests and needs, while ensuring clear progression across the key language skills: listening, speaking, reading and writing. Pupils are increasingly exposed to written language and are encouraged to construct their own sentences using taught vocabulary and grammatical structures.

Spanish is delivered by a specialist teacher who is a native speaker, providing pupils with an authentic model of pronunciation and language use. The teacher uses a range of strategies to support all learners, including clear modelling, visuals and actions to aid understanding, as well as regular opportunities for repetition and retrieval practice. This ensures that pupils retain key vocabulary and can apply it with increasing confidence.

Spanish is also embedded into daily classroom routines. Pupils are encouraged to use simple phrases such as greetings, responding to the register and asking for basic needs. This consistent exposure helps to reinforce learning and normalise the use of a second language beyond discrete lessons.

We enrich our curriculum by providing meaningful, real-life opportunities to use Spanish. Pupils take part in a pen-pal scheme with a school in Spain, exchanging letters and digital messages to develop their communication skills and cultural understanding. This gives learning a real purpose and audience.

We also celebrate key cultural events such as European Day of Languages and El Día de los Muertos, alongside other engaging activities including themed art, storytelling and cultural experiences. These opportunities help pupils to make deeper connections between language and culture.

## **Impact**

By the time pupils leave Ashton Hayes Primary School, they will have developed a secure foundation in Spanish. They will be able to communicate at an age-appropriate level across speaking, reading and writing, and will understand key grammatical concepts.

Pupils will leave with increased confidence, improved problem-solving skills and a deeper understanding of how language works. They will also have gained valuable intercultural awareness, showing respect and appreciation for different cultures and communities.

Ultimately, our pupils will be well-prepared to continue their language learning journey at secondary school, equipped not only with knowledge and skills, but also with enthusiasm and a global perspective.



**NO OUTSIDERS**  
# EVERYONE IS WELCOME.  
'Aspire to be Amazing'

**EYFS (Kestrel class)**

Topic/Term	Autumn: Greetings, numbers and colours, Christmas in Spain	Spring: Parts of the body and pets	Summer: <i>La Oruga Muy Hambrienta</i> , Fruits and Days of the Week
<b>Vocabulary</b>	<p>Basic greetings: <i>hola</i>, <i>adios</i>, <i>buenos días</i></p> <p>Introducing myself: <i>me llamo...</i></p> <p>Numbers 0 -10</p> <p>Colours: <i>rojo</i>, <i>azul</i>, <i>Amarillo...</i></p> <p>Simple Christmas words: <i>Navidad</i>, <i>Papá Noel</i></p>	<p>Body parts: <i>cabeza</i>, <i>hombros</i>, <i>rodillas</i>, <i>pies...</i></p> <p>Pets: <i>perro</i>, <i>gato</i>, <i>pez...</i></p> <p>Simple descriptive words (e.g. colours revisited)</p>	<p>Fruits: <i>manzana</i>, <i>pera</i>, <i>fresa</i>, <i>naranja...</i></p> <p>Days of the week: <i>lunes</i>, <i>martes...</i></p> <p>Key story language from <i>La Oruga Muy Hambrienta</i></p> <p>Revisiting numbers in context (counting foods)</p>
<b>Grammar</b>	<p>Awareness of Spanish pronunciation and sound partners</p> <p>Use of simple phrases (not single words)</p> <p>Understanding that adjectives (colours) may follow nouns</p> <p>Beginning to respond to questions (e.g. <i>¿Cómo te llamas?</i>)</p>	<p>Use of simple noun + adjective phrases (e.g. <i>perro negro</i>)</p> <p>Introduction to gender in a basic way (<i>el/la</i>)</p> <p>Following simple instructions in Spanish</p> <p>Continued focus on pronunciation and repetition</p>	<p>Sequencing language (days of the week)</p> <p>Simple sentence patterns through storytelling</p> <p>Repetition of familiar structures in a new context</p> <p>Understanding meaning through context and visuals</p>
<b>Intercultural Understanding</b>	<p>Introduction to Spain as a country</p> <p>Spanish Christmas traditions</p> <p>Listening to and joining in with <i>villancicos</i> (Spanish Christmas songs)</p> <p>Recognising similarities and differences with UK Christmas celebrations</p>	<p>Singing and actions linked to Spanish songs (e.g. body songs)</p> <p>Understanding that pets and animal vocabulary may vary across cultures</p> <p>Exposure to everyday life vocabulary in Spanish-speaking contexts</p>	<p>Exposure to a well-known story in Spanish</p> <p>Recognising that stories can be shared across languages and cultures</p> <p>Developing enjoyment and curiosity about Spanish through storytelling</p> <p>Making links between language, rhythm and repetition in stories</p>
<b>Possible Adaptations</b>	<p>Use of visual aids, flashcards and real objects to support understanding</p>	<p>Use of actions and physical movement to reinforce vocabulary</p>	<p>Storytelling with visuals, props and puppets</p>



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	<p>Repetition through songs, actions and games</p> <p>Modelling and choral repetition for pronunciation support</p> <p>Allowing non-verbal responses (pointing, actions) where appropriate</p> <p>Pre-teaching key vocabulary for targeted pupils</p>	<p>Simplifying language to single-word responses where needed</p> <p>Visual prompts and matching activities</p> <p>Repetition and overlearning of key vocabulary</p>	<p>Chunking the story into smaller sections</p> <p>Supporting understanding through gestures and actions</p>
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## Year 1 (Sparrowhawk class)

Topic/Term	Autumn: Classroom instructions, months and seasons (Winter clothes)	Spring: The weather and My Family	Summer: Food and Farm animals
Vocabulary	<p>Recap of EYFS: greetings, numbers, colours</p> <p>Classroom instructions: <i>escucha, mira, repite, siéntate</i></p> <p>Months of the year: <i>enero – diciembre</i></p> <p>Seasons: <i>invierno, otoño, primavera, Verano</i></p> <p>Winter clothing: <i>abrigo, bufanda, guantes, botas</i></p>	<p>Weather phrases: <i>hace sol, hace frío, llueve, nieva</i></p> <p>Family members: <i>mamá, papá, hermano/a, abuelo/a</i></p> <p>Simple descriptive words (revisiting colours/adjectives)</p>	<p>Food items: <i>pan, fruta, leche, agua</i></p> <p>Likes/dislikes: <i>me gusta, no me gusta</i></p> <p>Farm animals: <i>vaca, cerdo, oveja, caballo, gallina</i></p>
Grammar	<p>Reinforcement of simple phrases (e.g. <i>me llamo...</i>)</p> <p>Introduction to understanding commands (imperative form)</p> <p>Noun + adjective agreement (e.g. <i>abrigo rojo</i>)</p> <p>Recognising patterns in months and pronunciation</p>	<p>Simple sentence structures: <i>Hace...</i></p> <p>Introduction to <i>hay</i> (there is/are) in simple contexts</p> <p>Possessive structures in basic form (e.g. <i>mi mamá</i>)</p> <p>Gender awareness (masculine/feminine nouns)</p>	<p>Expressing opinions: <i>me gusta / no me gusta</i></p> <p>Simple sentence building (noun + verb phrase)</p> <p>Introduction to plural forms in a basic way</p> <p>Continuing to apply adjective agreement where appropriate</p>



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	Responding to simple questions with short phrases	Answering simple questions (e.g. <i>¿Qué tiempo hace?</i> )	
<b>Intercultural understanding</b>	<p>Understanding the Spanish calendar (months and seasonal differences)</p> <p>Comparing weather and seasons in Spain and the UK</p> <p>Recognising how clothing links to climate in different countries</p>	<p>Comparing weather in Spain and the UK</p> <p>Understanding family structures in different cultures</p> <p>Recognising that language reflects daily life and routines</p>	<p>Introduction to Spanish food and mealtimes</p> <p>Comparing food choices in Spain and the UK</p> <p>Understanding the role of farms and animals in different cultures</p>
<b>Possible adaptations</b>	<p>Use of visual timetables and classroom instruction prompts</p> <p>Actions and gestures to support understanding of commands</p> <p>Repetition through songs and chants</p>	<p>Use of symbols/icons for weather types</p> <p>Visual family trees to aid understanding</p> <p>Repetition and sentence stems for support</p>	<p>Use of real objects or images for food vocabulary</p> <p>Sentence frames for expressing likes/dislikes</p> <p>Sorting and matching activities (animals/foods)</p> <p>Songs and games to reinforce vocabulary</p>

## Year 2/3 (Owl class)

Topic/Term	Autumn: Recap (classroom instructions, months), Seasons (Autumn), Spanish Christmas songs	Spring: Weather, extended family and Easter in Spain	Summer: Food and Zoo animals
<b>Vocabulary</b>	<p>Recap: greetings, numbers, colours, basic phrases</p> <p>Classroom instructions: <i>escucha, repite, escribe, levántate</i></p> <p>Numbers 0–31 (for dates)</p> <p>Months of the year (secure recall)</p> <p>Seasons: <i>otoño, invierno, primavera, Verano</i></p> <p>Autumn vocabulary: <i>hojas, viento, Lluvia</i></p>	<p>Weather: <i>hace sol, hace viento, llueve, está nublado</i></p> <p>Extended family: <i>hermano/a, abuelo/a, tío/a, primo/a</i></p> <p>Descriptive adjectives: <i>grande, pequeño, alto, bajo</i></p>	<p>Extended food vocabulary: <i>pan, queso, arroz, pollo, frutas, verduras</i></p> <p>Opinions: <i>me gusta, no me gusta, me encanta</i></p> <p>Zoo animals: <i>león, elefante, mono, jirafa, tigre...</i></p>



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	<p>Christmas vocabulary: <i>Navidad, villancicos, regalos, estrella</i></p>		
<b>Grammar</b>	<p>Secure use of simple phrases (e.g. <i>me llamo...</i>, <i>tengo...</i>)</p> <p>Understanding and responding to a wider range of instructions</p> <p>Noun + adjective agreement (more consistently applied)</p> <p>Introduction to simple conjunctions: <i>y</i> (and)</p> <p>Saying the date in a simple form (e.g. number + month)</p> <p>Beginning to build short sentences independently</p>	<p>Developing sentence structures: <i>Hace... y...</i></p> <p>Use of <i>mi</i> and <i>mis</i> (basic possessive awareness)</p> <p>Introduction to simple verb use: <i>tengo</i> (I have)</p> <p>Agreement of adjectives (gender and number, introduced simply)</p> <p>Asking and answering questions with more detail</p>	<p>Expressing opinions with more variety (<i>me gusta / me encanta</i>)</p> <p>Building longer sentences using <i>y</i></p> <p>Introduction to simple negatives (<i>no me gusta</i>)</p> <p>Plural forms (basic recognition and use)</p> <p>Applying known structures to new vocabulary</p>
<b>Intercultural understanding</b>	<p>Exploring Spanish Christmas traditions in more depth</p> <p>Learning and performing <i>villancicos</i></p> <p>Comparing Christmas celebrations in Spain and the UK</p> <p>Awareness of seasonal differences across countries</p>	<p>Learning about Easter celebrations in Spain (<i>Semana Santa</i>)</p> <p>Comparing religious and cultural traditions with the UK</p> <p>Understanding the importance of festivals in Spanish culture</p>	<p>Exploring Spanish food culture and typical dishes</p> <p>Comparing eating habits in Spain and the UK</p> <p>Understanding the role of zoos and animals in different countries</p>
<b>Possible Adaptations</b>	<p>Visual prompts for seasons, numbers and dates</p> <p>Chunking instructions into smaller steps</p> <p>Repetition through songs and structured speaking tasks</p>	<p>Matching activities for adjective agreement</p> <p>Repetition and modelling for key structures</p> <p>Use of sentence frames for extended responses</p>	<p>Word banks and visual menus for food topics</p> <p>Sentence scaffolds for opinions</p> <p>Sorting/grouping activities (foods/animals)</p> <p>Opportunities for verbal and non-verbal responses</p>



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	Partner work to support confidence		
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**Year 4/5 (Peregrine class)**

Topic/Term	Autumn: Spanish Phonics and describing myself	Spring: Describing family and pets	Summer: All about my school
<b>Vocabulary</b>	<p>Spanish phonics focus (key sounds: <i>j, ll, ñ, rr</i>)</p> <p>Numbers (secure recall and extension where needed)</p> <p>Age: <i>tengo... años</i></p> <p>Months (recap and secure use for birthdays)</p> <p>Personal descriptions: <i>alto, bajo, simpático, divertido, serio</i></p> <p>Basic personal information: <i>nombre, edad</i></p>	<p>Family members (extended and secure): <i>madre, padre, hermano/a, abuelo/a, primo/a</i></p> <p>Pets: <i>perro, gato, conejo, pez</i></p> <p>Descriptive adjectives: <i>grande, pequeño, joven, Viejo</i></p> <p>Personality traits revisited and extended</p>	<p>School subjects: <i>matemáticas, inglés, ciencias, arte</i></p> <p>Places in school: <i>clase, patio, comedor, biblioteca</i></p> <p>School objects: <i>libro, lápiz, mesa, silla</i></p>
<b>Grammar</b>	<p>Secure use of <i>tengo</i> (I have) for age</p> <p>Introduction to first person verb <i>soy</i> (I am)</p> <p>Building simple descriptive sentences (e.g. <i>Soy alto y simpático</i>)</p> <p>Use of conjunctions: <i>y</i> (and), <i>pero</i> (but)</p> <p>Adjective agreement (masculine/feminine) with increasing accuracy</p> <p>Improved pronunciation through phonics knowledge</p>	<p>Use of <i>tengo</i> (I have) to describe family and pets</p> <p>Introduction to <i>es</i> (he/she is) for describing others</p> <p>Possessive adjectives: <i>mi, mis</i> (more secure use)</p> <p>Building longer sentences using conjunctions (<i>y, pero</i>)</p>	<p>Expressing opinions: <i>me gusta / no me gusta</i> (more confidently)</p> <p>Introduction to <i>hay</i> (there is/are) in context</p> <p>Sentence building to describe school (e.g. <i>En mi colegio hay...</i>)</p> <p>Using conjunctions to extend sentences</p> <p>Applying known grammar to new topic vocabulary</p>
<b>Intercultural understanding</b>	<p>Understanding how pronunciation differs from English</p>	<p>Comparing family structures in Spain and the UK</p>	<p>Comparing school life in Spain and the UK</p>



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	Exploring Spanish names and naming traditions	Understanding the role of pets in different cultures	Understanding differences in school routines and subjects
	Comparing how people describe themselves in different cultures	Developing awareness of similarities and differences in daily life	Exploring aspects of a typical Spanish school day
<b>Possible adaptations</b>	Phonics mats and sound prompts	Use of Kahoot and quizzes for retrieval practice	Visual timetables and labelled classroom images
	Sentence builders and substitution tables	Sentence scaffolds and writing frames	Sentence builders for describing school
	Modelling and repetition of key structures	Visual family trees and labelled diagrams	Structured speaking and writing frames
	Scaffolded speaking frames	Word banks for independent tasks	Retrieval practice through games and quizzes
	Partner practice to build confidence		

## Year 5/6 (Buzzard class)

Topic/Term	Autumn: Phonics, Personal information and Self-description	Spring: Family and Pets (Extended descriptions)	Summer: Holidays
<b>Vocabulary</b>	<p>Consolidation of Spanish phonics (including more complex sound patterns)</p> <p>Numbers (secure use, including for age and dates)</p> <p>Personal information: <i>nombre, edad, cumpleaños</i></p> <p>Physical and personality descriptions: <i>alto, bajo, simpático, trabajador, divertido</i></p> <p>Opinions about self: <i>me gusta, no me gusta</i></p>	<p>Extended family: <i>padres, hermanos, abuelos, primos</i></p> <p>Pets and animals (range of familiar vocabulary)</p> <p>Descriptive language (appearance and personality)</p> <p>Opinions about family and pets</p>	<p>Countries and places: <i>España, Francia, playa, ciudad</i></p> <p>Travel vocabulary: <i>hotel, aeropuerto, maleta</i></p> <p>Holiday activities: <i>nadar, comer, visitor</i></p> <p>Useful phrases: <i>¿Dónde está...?, quiero..., tengo..., necesito...</i></p>
<b>Grammar</b>	Secure use of <i>soy</i> and <i>tengo</i>	Use of <i>tengo</i> and <i>tiene</i> (introduction to third person)	Using <i>voy a</i> + verb (introduction to near future)



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	<p>Introduction to extended sentences using <i>y, pero, porque</i></p> <p>Increased accuracy in adjective agreement (gender and number)</p> <p>Forming and answering questions (e.g. <i>¿Cómo eres? ¿Cuántos años tienes?</i>)</p> <p>Developing fluency in speaking and writing short paragraphs</p>	<p>Use of <i>es</i> and <i>son</i> for describing others</p> <p>Possessive adjectives: <i>mi, mis</i> used accurately</p> <p>Building extended sentences using <i>y, pero, porque</i></p> <p>Introduction to simple plural agreement (nouns and adjectives)</p>	<p>Expressing intentions (e.g. <i>voy a nadar</i>)</p> <p>Using opinions with justification (<i>me gusta... porque...</i>)</p> <p>Building longer, more detailed sentences</p> <p>Applying previously learned structures independently</p>
<b>Intercultural understanding</b>	<p>Comparing identity and self-description across cultures</p> <p>Understanding naming traditions and cultural identity in Spanish-speaking countries</p> <p>Recognising the importance of clear pronunciation in communication</p>	<p>Exploring family life in Spanish-speaking countries</p> <p>Comparing household structures and daily routines</p> <p>Developing awareness of cultural similarities and differences</p>	<p>Exploring Spanish-speaking countries and travel contexts</p> <p>Understanding key cultural expectations (food, greetings, customs)</p> <p>Developing confidence in using Spanish in real-life situations</p> <p>Recognising the value of language when travelling</p>
<b>Possible adaptations</b>	<p>Sentence builders and paragraph scaffolds</p> <p>Word banks with increasing independence</p> <p>Phonics support mats</p>	<p>Structured writing frames for extended sentences</p> <p>Guided speaking activities before independent tasks</p> <p>Vocabulary mats to support recall and spelling</p>	<p>Sentence scaffolds for future tense structures</p> <p>Role play (e.g. café, airport, hotel scenarios)</p> <p>Visual prompts and phrase mats</p> <p>Chunking new grammar into manageable steps</p>