

Overview 2025-2026

	Autumn	Spring	Summer
EYFS	Name How are you? Greetings Animals (game lunch/home) Christmas (full class)	Numbers 0-5 Colours Numbers 6-10 Class objects (game lunch/home) Recap Autumn	Age I live in Summer Feelings I (game home time) Recaps: Autumn + Spring
Y1	Phonics: vowels + /B, K/ Name and greetings I numbers 0-20 I Christmas	Phonics: Recap + /Z, G, J/ Colours I Classroom instructions I Date and Birthday I	Phonics: Recap + /Y-LL, Ñ, R, RR, H/ Family I Farm I Hungry Caterpillar I
Y2	Phonics: words with B, C, D-F Greetings and feelings II numbers 0-20 II Christmas	Phonics: words with G-J, H-CH, Y-LL Colours II Classroom instructions II Date and Birthday II	Phonics: words with Ñ, R, T Family II Farm II Hungry Caterpillar II
Y3	Phonics: words with B, C, D-F Name and greetings III numbers 0-20 III Christmas	Phonics: words with G-J, H-CH, Y-LL Colours III Classroom instructions III Date and Birthday III	Phonics: words with Ñ, R, T Family III Farm III Hungry Caterpillar III
Y4	Phonics: words C, QU, H Pets Home Christmas	Phonics: words with G, GU, LL Going to school Lunch at school My classroom	Phonics: words with J-GE, GI, Ñ School subjects (opinions) Sports and hobbies Weather
Y5-6	Phonics: words C, QU, H Y3-4 Review Numbers 50-100 Christmas	Phonics: words with G, GU, LL Tell the time Daily routine Countries and Cities	Phonics: words with J-GE, GI, Ñ Nationality and languages Physical description Personality

The Spanish curriculum for the 2025-2026 academic year is organised so that key topics are revisited and deepened over time, from EYFS to Year 6. This spiral structure allows pupils to gain confidence by meeting familiar language again in new contexts and with increasing complexity.

Phonics

Starting with basic sounds and vowels in Year 1 and progressing to more complex phonetic structures and reading skills in subsequent years.

- **Year 1:** Introduction to basic sounds and vowels. Students learn to recognize and pronounce individual sounds and simple vowel combinations. Activities include listening exercises, songs, and rhymes to reinforce sound recognition.
- **Year 2:** Students begin reading two-syllable words that start with the sounds learned in Year 1.
- **Year 3-6:** Continued practice with two-syllable words, gradually introducing longer words to enhance reading skills. Each lesson starts with phonics practice, including games and activities to reinforce learning.

Students read aloud, participate in choral reading, and engage in interactive exercises to improve their pronunciation and fluency. This approach ensures that students develop strong pronunciation, listening, and reading skills, which are essential for effective communication.

Vocabulary and topics

Across school, pupils work with a core set of everyday topics that return each year with greater depth. This ensures that children can first understand and use language in simple chunks and later manipulate it more independently.

- EYFS focuses on very high-frequency words linked to the child's world: name, feelings, greetings, numbers to 10, colours, animals, classroom objects and simple summer/Christmas language. These are always taught through songs, games and routines so that pupils build a positive first contact with the language.
- Year 1-2 revisit the same core themes (greetings, feelings, numbers 0-20, colours, classroom language, dates, birthdays, family, farm animals and the Hungry Caterpillar story) but in a more structured way. Pupils begin to answer simple questions, combine words into short sentences and recognise key written vocabulary.
- Year 3 consolidates this early language (greetings, colours, numbers, instructions, dates, family, farm and Hungry Caterpillar) while expecting greater accuracy and independence. Children start to read and write short phrases, recycle question structures and participate more confidently in pair work.
- Year 4 extends the range of topics into pets, home, going to school, school lunch, the classroom, school subjects, sports, hobbies and weather. This allows pupils to use language to talk about their daily life and interests and prepares them for more complex structures in upper KS2.

- Years 5–6 consolidate all previous content and deepen it through themes such as time, daily routine, countries and cities, nationality and languages, and detailed physical and personality descriptions. Pupils are encouraged to reuse familiar vocabulary in longer sentences and short texts, supporting transition to KS3.

Progression of core structures

Key questions and sentence patterns are modelled from the earliest stages and revisited each year with additional detail. This helps pupils move from repeating fixed phrases to adapting them for their own purposes.

- In EYFS and Year 1, children hear and practise simple questions and answers about name, feelings, age, numbers and basic classroom routines (for example register time and lining up). Language is mainly oral and supported with visuals, actions and songs.
- In Year 2 and Year 3, the same questions and patterns are reused but pupils begin to read them, write short answers and change single details (e.g. different numbers, colours or family members). They also start to follow and give simple classroom instructions in Spanish.
- In Year 4, pupils use sentence frames to talk about where they live, pets, school, subjects they like and sports they do. They combine simple connectors and opinion phrases so that their speech and writing become more joined up.
- In Years 5–6, these familiar patterns are extended with more precise time phrases, connectives and descriptive language, enabling pupils to talk about their routine, describe people and say where they and others are from. This supports the KS2 requirement to write short paragraphs and take part in short conversations.

Revisiting and building confidence

A key feature of this curriculum is planned repetition across and within year groups. Topics such as greetings, numbers, colours, family and classroom language appear in several years, each time with higher expectations for understanding, pronunciation, spelling and independence.

- Within the year, each lesson starts with recap topics that bring together language from previous units so pupils can see how much they remember and can still use. These activities aim to strengthen long-term memory.
- Across the years, familiar stories and contexts (for example the Hungry Caterpillar, farm animals or school) are revisited so that pupils can reuse known vocabulary while learning new structures. This approach is particularly important given the limited curriculum time, as it maximises recall and keeps key language active.