

KS2 Spanish Curriculum 2026 (Year A)

key: **KS2 early language teaching**, **KS2 intermediate teaching**, **KS2 progressive teaching**, **supplementary resources**

	Autumn		Spring		Summer	
Year A LKS2	Phonics 1,2 Instruments	Seasons	Fruit and vegetables	Ice-cream	Presenting myself	Traditions and celebrations
Year A UKS2	Phonics 3,4 Do you have a pet?	Clothes	At the cafe	In the classroom	At school	Around Town
Year B	Phonics 1&2 I am Learning Spanish	The Date	Seasons/What is the Weather?	Animals/Do you Have a Pet?	At Home	The Classroom/At School

Year A

	Key Questions <i>Big Questions</i>	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
Autumn 1 LKS2 Instruments	How does music make me feel?	- Learn to listen attentively and join in with songs and rhymes. - Begin to understand and use familiar vocabulary and simple phrases. - Engage in basic conversations and present simple information. - Develop accurate pronunciation and start reading and writing short sentences.	Pupils will learn 10 common instruments and will be introduced to the 1st person singular high frequency verb 'I play' in Spanish. By the end of the unit pupils will be able to recognise, recall, and spell up to 10 instruments with their definite articles/determiners.	Use pictures only to introduce first 5 instruments with their articles/determiners. Listen and repeat as a class the names of all the instruments. Listen to audio and picture match. Speaking task – which instrument is being played/is missing. As above for next 5 instruments.	Los instrumentos, el arpo, el piano, el triángulo, el clarinete, el violín, la trompeta, la guitarra, la batería, la flauta dulce, los címbalos

			One of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and articles/determiners.	Spelling look at how the instruments are spelt in Spanish. Followed by a writing activity to fill in the missing letters. Spelling challenge – which is the correct spelling from a choice of 3.	
Autumn 2 My family	Why are families important?	Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Present ideas and information orally to a range of audiences* Describe people, places, things and actions orally* and in writing Read carefully and show understanding of words, phrases and simple writing	Use the nouns and articles/determiners for family members in Spanish. Move from using the article/determiner 'a/an' with a family member to using the possessive adjective 'my' in Spanish. Answer the question 'Tienes hermanos?' (Do you have any brothers or sisters?) in Spanish. Introduce family members in Spanish, using 'se llama' (he/she is called). Use my knowledge of larger numbers in Spanish to be able to describe the age of family members.	Introduce a fictitious family and present family members in terms of their relations, names and ages in Spanish. Use the possessive adjective 'my' in Spanish and apply this to own family members. Describe own siblings. Introduce somebody using '...se llama...' (is called) in Spanish.	La madre, el padre, la abuela, el abuelo, el hermano, la hermana mayor, la hermana menor, la tía, el tío, Andrés

		Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English			
Spring 1 Fruit and Vegetables	Who should we thank for our fruit and vegetables?	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences*	Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. Ask somebody in Spanish if they like a particular fruit. Say what fruits they like and dislike. Name and recognise up to 10 vegetables in Spanish. Attempt to spell some of these nouns (including the correct article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable	Listen and repeat the names of each fruit (and then vegetables). Play a memory game where one fruit is removed and pupils guess. Learn how to say which fruits they like/don't like – me gustan/no me gustan. Ask whether someone likes a particular fruit (or vegetable) te gustan... Play true/false game does the audio match the image? Role play a shop – ask for 1 kilo of different vegetables. Quisiera un kilo de ... Quisiera un medio kilo de	una manzana, una cereza, una ciruela, una fresa, un melocotón, una naranja, una pera, un kiwi, un plátano, un albaricoque, me gustan, no me gusta, te gustan los tomates, los guisantes, los calabacines, las zanahorias, las judías verdes, los champiñones, las patatas, las cebollas, las espinacas, las berenjenas, Quisiera un kilo de, Quisiera un medio kilo de

		read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	or selection of vegetables.		
Spring 2 At the Cafe	Why is it important to spend time with friends?	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions	Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. To understand better how to change a singular noun to plural form.	Think about typical Spanish food and drinks. Enter the café and learn 5 masculine noun foods and drinks. Role play how to make an order in Spanish. Ask and respond to whether they are hungry or thirsty -	Un bocadillo de jamón, un bocadillo de queso, un pastel de limón, unos churros, unos calamares, una tortilla de patatas, una ensalada mixta, una paella, una tarta de chocolate, una crema catalana, unas gambas, unas croquetas, unas patatas bravas, Quisiera, por favor, Qué deseas?, Tienes hambre?, Tienes sed?, Tengo hambre, Tengo sed

		and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to	Perform a short role-play ordering what they would like to eat and drink.	Qué deseas? = What would you like? Tienes hambre? = Are you hungry? Tienes sed? = Are you thirsty? Tengo hambre = I am hungry Tengo sed= I am thirsty Learn Spanish money – how to pay for items.	
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		apply these, for instance, to build sentences; and how these differ from or are similar to English.			
Summer 1 At the Weekend	What activities help your mental health?	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing ☐ appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Ask what the time is in Spanish. Tell the time accurately in Spanish. Learn how to say what they do at the weekend in Spanish. Learn to integrate conjunctions into their work. Present an account of what they do and at what time at the weekend	Introduce vocabulary for telling the time. Match the time on the clock with the correct time. Introduction to vocabulary for different activities. Hold conversations about what they did at the weekend. Play 'weekend Bingo'. Fill in a weekend crossword in small groups.	Me levanto, desayuno, voy al cine, Leo, juego al fútbol, juego a videojuegos, voy a la piscina, veo la tele, escucho música, voy a dormir

		write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.			
Summer 2 Me in the World	What responsibilities do I have to take care of the world around me?	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	about the many countries in the world that speak Spanish. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet.	Introduction to 4 characters – how old they are, where they live etc. Listen to information and then answer quiz questions about each character. Learn more about each character and answer questions. Explore different Spanish speaking countries. Correct spelling/grammar mistakes in an email from one of the characters about Eid. Characters look at what they can do to be better global citizens.	Me llamo... porque, Vivo en... Es una fiesta muy tradicional y religiosa Hablo... Es una fiesta en honor a los muertos. Hablo español, Es una fiesta muy alegre. Hablo inglés, Es una fiesta muy colorida. Mi fiesta preferida es El Carnaval. Hasta luego! Mi fiesta preferida es La Semana Santa. Mi fiesta preferida es el Día De Los Muertos. ¿Qué vas a hacer para ayudar a salvar el planeta? Mi fiesta preferida es las Fiestas Patrias. . Voy a utilizar menos papel. Mi fiesta preferida es el Eid. My favourite festival is Eid. Voy a utilizar menos cartón.

		present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.			Mi fiesta preferida es el Diwali. Voy a utilizar menos plástico.. Mi fiesta preferida es la Navidad.
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Year B

	Key Questions <i>Big Questions</i>	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
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Autumn 1 Phonics KS2 I am Learning Spanish	How is Spanish culture different to British culture?	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	find Spain on a map and be able to recall at least 1 Spanish-speaking country. use key greetings. ask and answer the question ‘How are you?’ in Spanish. ask and answer the question ‘What is your name?’ in Spanish. count to 10 in Spanish. read, write, say, and recognise 10 colours in Spanish.	Start introduction of Spain and other Spanish-speaking countries along with key features of the countries and the culture. Learn how to say basic greetings and to say/ask how somebody is feeling in Spanish using this new knowledge in the form of a role-play. Learn how to ask and respond to ‘what is your name?’ Listen, recall and write numbers in Spanish. Identify which article of clothing matches the colour description.	Hola, Buenos días, Adiós! /Hasta luego, como te llamas, me llamo, Cómo estás, estoy bien, estoy mal, estoy regular, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, azul, negro, marron, Amarillo, rojo, gris, verde, morado, naranja
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		write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.			
Autumn 2: The date	Which dates are important to you? Why?	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Recognise and recall the 7 days of the week in Spanish. Recognise and recall the 12 months of the year in Spanish. Recognise and recall numbers 1-31 in Spanish. Ask and answer the question 'Qué fecha es hoy?' (What is the date today?) in Spanish. Ask and answer the question 'Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish	Match the Spanish days of the week to the English days, in their written form. Order the days of the week in Spanish. Learn the months of the year. Show the months of the year with letters missing and fill in the gaps with the correct letters. Recall numbers 1-20 and learn numbers 21-31. Match numbers to spellings.	Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, lunes, jueves, martes miércoles, Viernes, domingo, sábado

		present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.			
Spring 1 Seasons, what is the weather?	What is the weather like in Spain compared to England?	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Recognise, recall and remember the 4 seasons in Spanish. Recognise, recall and remember a short phrase for each season in Spanish.	Listen to and learn the seasons song. Write sentences about each of the seasons. Play seasons snap.	las estaciones, nieva, el invierno, las flores crecen, la primavera spring Los pájaros cantan, el Verano, hace sol, el otoño, hace calor, en invierno, los árboles pierden sus hojas, en primavera, Cuál es tu estación favorita? En Verano, mi estación favorita,

		engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant):	Say which season is their favourite in Spanish and attempt to say why using the conjunctions 'y' and 'porque'.	Learn weather song. Use a dictionary to discover whether the weather nouns are masculine or feminine. Language match – Spanish to English weather.	En otoño, y, hace frío, porque
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		feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.			
Spring 2 Animals/Do you have a pet?	How can animals help mental health issues?	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language	Recognise, recall, and spell up to 10 animals in Spanish with their correct Indefinite article/determiner. Understand better that articles/determiners have more options in Spanish than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb ‘soy’ (I am), from the infinitive verb ‘ser’ (to be). Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. Tell somebody in Spanish if they have or do not have a pet. Ask somebody else in Spanish if they have a pet. Tell somebody in Spanish the name of their pet.	Match the words to the pictures for different animals. Pattern challenge – find the names of eight pets in the pattern. Draw the pets spoken of in each speech bubble. Pets wordsearch. Fill in the missing information for each of the characters. Carry out a pet survey in Spanish.	un perro, un gato, un conejo, un ratón, un hamster, un pez, una Tortuga, una cotorra

		broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	Attempt to create a longer phrase using the conjunctions y ('and') or pero ('but').		
Summer1 My Home	What does home mean to you?	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures	Say whether they live in a house or an apartment and say where it is. Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they have or do not have in their home. Ask somebody in Spanish what rooms they have or	Learn my home song. Listen to where each person lives and put a tick in the chart. 2 player matching game one has images the other has vocabulary. Decipher the rooms from the puzzle. Label six rooms in a house using the vocabulary learnt. Reading information about a house and answering true or false.	una casa, un piso, un salón, un despacho, un sótano, un cuarto de baño, un lavadero, un dormitorio, una cocina, un comedor, un jardín, en la ciudad, en la montaña, en la costa, en el campo, en un pueblo

		develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	do not have in their home. Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).		
Summer 2	What are my favourite things about school?	listen attentively to spoken language and show understanding by joining in and responding	Remember and recall 12 classroom objects with their indefinite article.	Learn classroom vocabulary. Play snap.	un libro, un cuaderno, un lápiz, un bolígrafo, un sacapuntas, un estuche, una regla, una

In the Classroom		explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Replace an indefinite article with a possessive adjective. Say and write what they have and do not have in their pencil case.	Read about what is in a student's rucksack and translate into English. Read and circle the items in the rucksack. Find the words/phrases in a text.	calculadora, una barra de pegamento, una goma, una mochila, unas tijeras
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		describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.			
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