### Spanish at Antingham & Southrepps - We are Linguists

### **Our Curriculum Drivers:**

Aspirations	To have high aspirations for my future and know all of the available opportunities open to me
Independence	To have the independence to be able to reach my full potential and take responsibility
Mental and Physical Health	To value my own self-worth to be the best I can be
Resilience	To have the courage to bounce back from failure or challenges and grow as an individual

Bienvenidos a todos. Aqui hablamos español. Welcome everyone. Here we speak Spanish.

### Intent and implementation

At Antingham and Southrepps Primary School and Nursery, we believe learning another language provides a valuable educational, social and cultural experience for the children. It raises awareness of our multicultural world and introduces an international dimension to children's learning, giving them an insight into Spain and other countries around the world where Spanish is spoken. Children will learn how to communicate in Spanish and develop speaking, listening, reading and writing skills that will support the foundation for future language learning at high school. We use Language Angels as our main teaching and learning resource, but we also use elements of Duolingo, Rosetta Stone and BBC Languages across.

We teach Spanish to all children from Reception as we believe it is important children begin to learn a second language at an early age. We teach through songs, videos, games, interactive activites and lessons based on practical communicative approach. Our concepts in Spanish are:

- 1. Intercultural understanding and knowledge of the world
- 2. Cultural celebrations and capital
- Vocabulary
- 4. Developing positive attitudes to language learning throughout life
- 5. The confidence and skills to be able to apply what is known in real life situations

Our aim at Antingham and Southrepps Primary School is to ensure all children develop a good basic understanding and a love of Spanish. We support them in acquiring the foundations for further foreign language learning at Key Stage 3.

We endeavour to enable our pupils to express their ideas and thoughts in another language by working on the four basic language skills: speaking, listening, reading and writing. Children have a weekly Spanish lesson which lasts up to 40 minutes. At the beginning of each year we take the time to recap on what the children have already been taught before building on what they already know.

The aims of the National Curriculum for Languages are to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- · can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

### **KS2 National Curriculum Expectations**

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

### Pupils should be taught to:

- 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
- 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.

### Year 3 & 4 Year 5 & 6 • Read and understand the main points in short written texts. • Read and understand the main points and some of the detail in short written texts · Read short texts independently. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Use a translation dictionary or glossary to look up new words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Write a few short sentences using familiar expressions. • Show confidence in reading aloud, and in using reference materials. • Express personal experiences and responses. Write short texts on familiar topics. • Write short phrases from memory with spelling that is readily • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. understandable. • Understand the main points from spoken passages. • Refer to recent experiences or future plans, as well as to everyday activities. Ask others to repeat words or phrases if necessary. • Include imaginative and adventurous word choices. Ask and answer simple questions and talk about interests. · Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). · Take part in discussions and tasks. • Use dictionaries or glossaries to check words. · Demonstrate a growing vocabulary. • Understand the main points and opinions in spoken passages. Describe with some interesting details some aspects of countries or • Give a short prepared talk that includes opinions. communities where the language is spoken. • Take part in conversations to seek and give information. · Make comparisons between life in countries or communities where • Refer to recent experiences or future plans, everyday activities and interests. Vary language and produce extended responses. the language is spoken and this country. • Be understood with little or no difficulty. • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country

### A Journey Through Our Spanish Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CYCLE A	Greetings Hello &	Greetings	Seasons	Farm Animals	Classroom Objects	Fruit
Reception & Year 1	Goodbye	Good Morning and	Thank you	Numbers 11 & 12		
		Afternoon	Please	Colours Pink, Orange	Numbers 1-12 recap	Colours brown and
Early Language	Yes and No	Count 6-10		and Grey		purple
Teaching Type		Colours Blue, Red	Numbers 1-10		All colours recap	
	Count 1-5	and Yellow	Colours Green, Black		·	
			and White			
	Story 1 – The Very	Story 1 – We´re		Story 1 – Farmer	Story 1 – Mr	Story 1 – Little Red
	Hungry Caterpillar	Going on a Bear Hunt	Story 1 – The Blue	Duck	Grumpy's Outing	Riding Hood
	Story 2 – The Gruffalo	Story 2 – The Tiger	Balloon	Story 2 – The	Story 2 – Handa's	Story 2 -The Three
	Story 3 – Room on	Who Came To Tea	Story 2 – The Train	Enormous Crocodile	Surprise	Little Pigs
	the Broom	Story 3 – The Seed	Ride	Story 3 – Brown Bear	Story 3 – Mog	Story 3 -Goldilocks
		-	Story 3 – I Am Cold	Brown Bear What do		and the three bears
			(Wendy Adeniji)	you See?		
CYCLE A	Gree	etings	Seasons a	nd Weather	Spanish Stori	es and Songs
Year 2 & 3		he Week	Family		Months of the Year	
	ĺ			,		
Early Language and						
Intermediate						
Teaching Type						
3 77						
CYCLE A	Phonetics 1 & 2	Fruit and Vegetables	Weather	Family	Clothes and Shopping	At School

				T		
Year 4, 5 & 6	I'm Learning Spanish	How are you?	What is the Date?	What is the Time?		
						Spanish Film
Intermediate and						
Progressive Teaching						
Туре						
CYCLE B	Autumn Words	Christmas in Spain	Food and Drink I like	Action Verbs	Summer Words	Body Parts
Reception & Year 1		-				Heads, Shoulders,
	Colours	l like	Spanish Nursery	I am going to	Ice Cream	Knees and Toes
Early Language		(Me gusta…)	Rhymes and simple	(Voy a)	(Language Angels unit)	
Teaching Type	Greetings What is	, 5	action songs			The Beach
3 7/	your name and my	Colours recap		Simple action songs	Story 1 - The Cat in	
	name is	,	Story 1 – The		The Cat	Story 1 - Funnybones
		Story 1 – Peace at	Lighthouse Keepers	Story 1 – Man on The	Story 2 - Green Eggs	Story 2 – The Way
	Story 1 – Giraffes	Last	Lunch	Moon	and Ham	Back Home
	Cant Dance	Story 2 – Stick Man	Story 2 – Oliver's	Story 2 – Where The	Story 3 – Horrid	Story 3 – Whatever
	Story 2 – The Colour	Story 3 - Paddington	Vegetables	Wild Things Are	Henry	Next!
	Monster	Civity of Tadamigran	Story 3 – Jack and	Story 3 – Guess How		1 toxt
	Story 3 -		the Beanstalk	Much I Love You		
CYCLE B	Phonics Lesson 1 & 2	Wild Animals and	I canpuedo	Fruits, Food and the	Presenting Myself	Family and Friends
Year 2 & 3	I'm Learning Spanish	Pets	i danpadad	Supermarket	Who I am and What I	r army and r nondo
	I m Zearming epartien	1 0.0		Capermanter	like	
Early Language and					iii.co	
Intermediate						
Teaching Type						
CYCLE B	Phonics Lesson 1 & 2	Musical Instruments	Travel	Ancient Britain	In Class	Do you have a pet?
Year 4, 5 & 6	Shapes	Wasioai mstraments	Havei	7 WOICH BHAIN	III Oldos	What do you do in
1001 4, 0 0 0	- Chapes		Shapes and Colours			your spare time and
Intermediate and			Chapes and Colours			at the weekend?
Progressive Teaching						at the weekend:
Type						Spanish Film
CYCLE C	Phonics Lesson 3 & 4	My Home and My	Planets	WWII	Regular Verbs and	Me in the World!
	FIIOIIICS LESSON 3 & 4		Fidilets	VVVVII	1	ivie ili tile vvolid!
Year 4, 5 & 6		Country			Healthy Living	Spanish Film
Intermediate and						Spanish Filih
Progressive Teaching						
Туре						

### EARLY LANGUAGE TEACHING TYPE

LANGUAGE ANGELS

Pupils start to speak in the foreign language and work on building up their memory skills. Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) from topics such as 'Animals', 'Musical Instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' etc. Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long-term.

### SPEAKIN

Pupils build on the above by starting to create short, spoken simple sentences integrating 1<sup>st</sup> person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples', 'I would like a kilo of carrots please', 'I would like an ice-cream'. We begin to move from single words to short, simple phrases.

### INTERMEDIATE TEACHING TYPE

Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Nouns will always be taught with the appropriate definite, indefinite and/or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy.



Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. We move away from learning and recalling just nouns and articles and move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations AND will also learn to accurately use conjunctions and adjectives by the end of a sequence of lessons in a unit. Pupils will use these more expanded speaking structures in units including: 'Pets', 'Family', 'My Home', 'Habitats', 'Romans', 'The Date', 'The Weather', 'Clothes' etc.

### PROGRESSIVE TEACHING TYPE

Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. We move away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated. We also focus on pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.

Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. Pupils learn to manipulate language and learn that language is transferable from topic to topic. This, in turn, enables them to express more personalised ideas and meaning. Pupils will also start to be able to move from speaking in the 1<sup>st</sup> person singular (speaking about themselves) to 3<sup>rd</sup> person singular (speaking about someone else) or 3<sup>rd</sup> person plural (speaking about groups of other people). This expansion of spoken tasks takes place in a number of our Progressive units including: 'At School', 'The Weekend', 'Me in the World', 'Healthy Lifestyles', 'The Planets', 'WWII'.



### **EARLY LANGUAGE TEACHING TYPE**

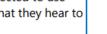
LISTENING

Pupils are taught to understand very short passages of spoken language that they hear. The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with. They will learn to match the language they hear to images and/or words that they have been taught in their lessons. (NB: This development of listening skills takes place in all of our Early Language units.)

Pupils are taught to listen to short, familiar stories and songs in the foreign language. Using simple, familiar stories like Little Red Riding Hood we encourage pupils to listen to stories they will be familiar with in English but in the foreign language. Pupils will be encouraged to complete story boards and mind-mapping exercises based on what they hear to evidence the development of their listening skills.

### INTERMEDIATE TEACHING TYPE

Pupils now learn to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the tasks set.



### PROGRESSIVE TEACHING TYPE

Pupils now learn to listen for much longer periods of time and more frequently during lessons. They are taught to understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in. Pupils are expected to use and understanding better what they hear and use their skills to "gist" listen to unknown target language to complete the tasks set.



Pupils are taught to appreciate familiar stories and songs in the foreign language using stories such as 'Goldilocks & The Three Bears'. They are expected to understand much more of what they hear and not only use previous knowledge of the story in English to decode meaning in the foreign language. There are numerous differentiated listening tasks provided in all units to develop and evidence progress in these listening skills.



Pupils are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics. Pupils complete these more complex listening tasks in Progressive units including: 'Me in the World', 'WWII', 'The Olympics', 'At School', 'The Weekend', 'The Planets' and 'Healthy Lifestyles' to evidence learning and progression in their listening skills.



### **INTERMEDIATE TEACHING TYPE**

Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them.

Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text in the foreign language for each Intermediate Teaching unit. By using familiar story telling units ('Goldilocks & The Three Bears') and Creative Curriculum units ('Habitats', 'The Romans', 'The Olympics'), pupils are exposed to a wider range of language and more challenging reading exercises. By completing the reading tasks provided in our Intermediate Teaching units pupils will develop and progress their foreign language reading ability and skills.

### PROGRESSIVE TEACHING TYPE

Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary. Units such as 'Me in the World', 'WWII', 'The Planets', 'The Olympics' and 'The Vikings' feature extended passages of foreign language text for pupils to read and decode.



Pupils will now be able to read ageappropriate passages of much longer authentic foreign language written text and understand words and meaning (even if only through gist understanding). Learning and progression in reading is evidenced by pupils being able to complete reading tasks in our Progressive Teaching units containing more complicated and, at times, unknown/unseen language from other themes and topics.







### Progression Map Through The Various Language Angels Teaching Types

### **EARLY LANGUAGE TEACHING TYPE**

## 🖕 LANGUAGE **ANGE**

WRITING



# Pupils are encouraged to challenge themselves in their foreign language learning. This includes, amongst other linguistic challenges, attempting translations. The ability to translate from the foreign language into English is an important writing skill. Our Early Language Teaching units teach pupils how to translate simple nouns and articles from the foreign language into English with high accuracy and also from English into the foreign language with good accuracy.

### INTERMEDIATE TEACHING TYPE

In Intermediate Teaching units pupils are encouraged to use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks.

Intermediate Teaching units encourage pupils to create written sentences using 1<sup>st</sup> & possibly 3<sup>rd</sup> person singular form and 1<sup>st</sup> & possibly 3<sup>rd</sup> person plural form incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc.

Our Intermediate Teaching units require pupils to translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language. We also teach pupils how to start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns. Being able to use a dictionary also helps to improve general knowledge of vocabulary and expands the general knowledge of the language we teach in our units. Examples: Looking up other animals/pets, other rooms of the house, other conjunctions / connectives etc.

### PROGRESSIVE TEACHING TYPE

In Progressive Teaching units pupils should b able to use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks.

Pupils should now be able to write from memory about themselves and others (using both 1<sup>st</sup> person and 3<sup>rd</sup> person format) incorporating a greater variety of verbs (both regular and irregular). Our Progressive 'Regular Verbs' and 'Irregular Verbs' units help pupils better understand pronouns and what a fully conjugated verb looks like in the foreign language.

Translating longer sentences and short passages from the foreign language into English with high accuracy and from English into the foreign language with good accuracy is required in our Progressive Teaching units. Pupils are expected to use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations. Some pupils may also start to use their transferable language skills and a dictionary to translate age-appropriate simple passages from other topics not covered in class. Pupils are encouraged to combine old and new language to demonstrate the development and progression of their grammatical awareness and writing skills. Pupils learn to describe people, places and feelings in written form (perhaps using model answers for support) in detail and with high accuracy though units such as: 'At School', 'The Weekend' and 'The Vikings'.





### **EARLY LANGUAGE TEACHING TYPE**

# Ç. LANGURGE **ANGELS**

GRAMMAR

To understand the concept of gender.

To start to understand the concept of **nouns and articles.** 

To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.

### **INTERMEDIATE TEACHING TYPE**

To understand better the use of the possessives, first person and possibly other forms too.

To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.

To learn ow to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like "and" and "but".

To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don't have. In my pencil there is. In my pencil case there is not.

To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.

### **PROGRESSIVE TEACHING TYPE**

To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY.

Pupils will be introduced to the concept of whole irregular verb conjugation.
Using units such as School to explore to verb to go but also exploring other verbs like to have and to be in the irregular verb unit.





### Language Learning Skills Progression By Year Group

		Year 1	Year 2	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listeni	ing	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speak	ing	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Readi	ing	Be able to identify written versions of the words I hear.	Being able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writi	ng	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. <u>EG</u> : 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <u>EG</u> : My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.  EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.  Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Gramn	mar	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English.  EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <u>EG</u> : 'I like' 'I play' 'I am called'	Better understand the concept of gender and which articles to use for meaning ( <u>EG</u> : 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <u>EG</u> : adjectival agreement when describing nationality), the negative form and possessive adjectives. <u>EG</u> : 'In my pencil case I have' or 'In my pencil case I do not have'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear', 'he/she wears' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

### **Home Learning**

There is lots of opportunity for the children to continue their learning of a language whilst at home. Use these useful links:

- BBC Spanish
- Rachel Hawkes Resources
- CrickWeb
- Primary Resources
- Lightbulb Languages

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### Spanish songs to support learning:

Numbers- https://www.youtube.com/watch?v=6FEyfy5N3Nc

Days of the week- https://www.youtube.com/watch?v=C4fREj60Crk

Months - https://www.youtube.com/watch?v=IKznbHvPFwc

Colours - https://www.youtube.com/watch?v=DsRKoZGaoEM

### **Useful websites:**

https://radiolingua.com/learnathome/?fbclid=lwAR3 XTWg9jFqS0td8MK2qfpJBQ2kRTPkP7q4ZKSTkwaisy3nnokpNrKgtbY

Spanish stories to enjoy:

https://www.thespanishexperiment.com/stories?fbclid=lwAR0dvE1xJ-bzmJXjQKpfhRAQu02fWIGHsc9Kk4JfzxiJD2qpjALBV6FR6BA

Play some Spanish word games:

https://www.lightbulblanguages.co.uk/resources-sp-pz.htm

**BBC** Learning

https://www.bbc.co.uk/bitesize/subjects/zxsvr82

Duolingo

https://www.duolingo.com

Learn languages for free. Web or app.

### **ASPIRATIONS FOR THE FUTURE**

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future with a second language:

Detective	Diplomatic Service Officer	Marketing Executive
Tour Manager	Broadcast Journalist	Interpreter
Translator	TEFL Teacher	International Aid Worker

	Our Feeder High Schools Year 7 Geography Curriculum Snapshot
Cromer	French and Spanish options
Academy	
North	French option
Walsham	
High School	
Aylsham	French option
High School	