

Primary Framework
Spanish Learning Objectives

Intercultural Understanding

Year 3

Intercultural understanding

- IU 3.1 Learn about the different languages spoken by children in the school**
 - increase awareness of linguistic and cultural diversity.
- IU 3.2 Locate country/countries where the language is spoken**
 - identify some of the countries where the language is spoken.
- IU 3.3. Identify social conventions at home and in other cultures**
 - know some facts about one country, e.g. climate, main towns, famous landmarks, produce.
- IU 3.4 Make indirect or direct contact with the country/countries where the language is spoken**
 - have contact with a native speaker
 - view a video or media resource about the country
 - send an e-mail, letter or postcard to a partner school.

Year 5

Intercultural understanding

- IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country**
 - consider aspects of everyday life of children in their own and different countries
 - reflect on cultural issues using empathy and imagination to understand other people's experiences.
- IU 5.2 Recognise similarities and differences between places**
 - identify geographical features of contrasting locality
 - learn about buildings and places in different countries.
- IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country**
 - learn about symbols representing their own country
 - learn about symbols and products from another.

Year 4

Intercultural understanding

- IU 4.1 Learn about festivals and celebrations in different cultures**
 - learn how children of different cultures celebrate special days
 - identify similarities and differences
 - learn simple phrases to celebrate festivals.
- IU 4.2 Know about some aspects of everyday life and compare them to their own**
 - compare pastimes of children of different cultures and countries
 - exchange information with a partner school, e.g. sports, hobbies.
- IU 4.3 Compare traditional stories**
 - compare characteristics of simple stories between cultures
 - look at the writing system of the language.
- IU 4.4 To learn about ways of travelling to the country/countries**
 - revise the location of country/countries where the language is spoken
 - identify a route from own locality to specified destination.

Year 6

Intercultural understanding

- IU 6.1 Compare attitudes towards aspects of everyday life**
 - recognise similarities and differences in attitudes amongst children in different cultures
 - learn about role models for children in different cultures.
- IU 6.2 Recognise and understand some of the differences between people**
 - discuss similarities and differences between the cultures they have learned about
 - recognise and challenge stereotypes.
- IU 6.3 Present information about an aspect of culture**
 - perform songs, plays, dances
 - use ICT to present information.

Year 3

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 3 children should be taught to:	Year 3 children should, for example:	Year 3 children should have opportunities to, for example:	Year 3 children should have opportunities to, for example:
IU3.1 Learn about the different languages spoken by children in the school	Increase awareness of linguistic and cultural diversity.	Recognise that many languages are spoken in the UK.	Analyse and compare the language or languages with English.
IU3.2 Locate country/countries where the language is spoken	Identify some of the countries where the language is spoken, drawing on the knowledge of class members as appropriate. Know some facts about one country, e.g. climate, main towns, famous landmarks, produce.	Recognise that many languages are spoken across the world.	Discuss language learning, including the languages known by class members where appropriate.
IU3.3 Identify social conventions at home and in other cultures	Learn about polite forms of address. Know how to greet native speakers. Recognise some typical names.	Recognise that there are different language conventions to express politeness.	Practise with a friend. Try to use the language outside of the classroom.
IU3.4 Make indirect or direct contact with the country/countries where the language is spoken	Have contact with a native speaker, including peers where appropriate. View a video or media resource about the country. Send an e-mail, letter or postcard to a partner school.	Understand that familiar things have different names in different languages eg. Wasser, eau, water.	Look at the face of the person speaking and listen attentively. Ask someone to clarify or repeat.

Year 4

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 4 children should be taught to:	Year 4 children should, for example:	Year 4 children should have opportunities to, for example:	Year 4 children should have opportunities to, for example:
IU4.1 Learn about festivals and celebrations in different cultures	Learn how children of different cultures celebrate special days. Identify similarities and differences. Learn simple phrases to celebrate festivals, drawing on the experience of fellow pupils where possible.	Recognise similarities and differences between languages in the phrases used for celebration.	Read and memorise. Plan and prepare themselves for a language activity.
IU4.2 Know about some aspects of everyday life and compare them to their own	Compare pastimes of children of different cultures and countries. Exchange information with a partner school, e.g. sports, hobbies.	Understand that conventions are respected by native speakers and are important for learners.	Analyse what they need to know in order to carry out a task.
IU4.3 Compare traditional stories	Compare characteristics of simple stories between cultures. Look at the writing system of the language.	Identify a different writing system. Identify narrative forms in a different language and compare to those in English.	Use knowledge of English or another language to help learning and understanding. Make sensible predictions based on previous knowledge and language cues.
IU4.4 Learn about ways of travelling to the country/countries	Revise the location of country/countries where the language is spoken. Identify a route from own locality to specified destination, drawing on the direct experience of pupils where available.	Notice similarities and differences in place names.	Use prior knowledge to support understanding.

Year 5

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 5 children should be taught to:	Year 5 children should, for example:	Year 5 children should have opportunities to, for example:	Year 5 children should have opportunities to, for example:
IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country	Consider aspects of everyday life of children in their own and different countries. Reflect on cultural issues using empathy and imagination to understand other people's experiences.	Understand that words will not always have a direct equivalent in the language.	Analyse what they need to know in order to carry out a task. Learn why there are two parts to a bilingual dictionary. Use a dictionary to look up spellings.
IU5.2 Recognise similarities and differences between places	Identify geographical features of a contrasting locality. Learn about buildings and places in different countries.	Recognise that languages borrow words from other languages.	Analyse and compare English and the language being learned, and where appropriate with other languages.
IU5.3 Compare symbols, objects or products which represent their own culture with those of another country	Learn about symbols representing their own country, culture and community. Learn about symbols and products from another country and culture.	Notice different text types.	Pronounce/read aloud unknown words. Begin to use a dictionary to find the meanings of new words.

Year 6

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 6 children should be taught to:	Year 6 children should, for example:	Year 6 children should have opportunities to, for example:	Year 6 children should have opportunities to, for example:
L6.4 Write sentences on a range of topics using a model	Construct a short text, e.g. create a PowerPoint presentation to tell a story or give a description.	Apply knowledge of words and text conventions to build meaningful sentences and short texts.	Analyse what they need to know in order to carry out a task. Use a dictionary/ICT resource to look up spellings.
IU6.1 Compare attitudes towards aspects of everyday life	Recognise similarities and differences in attitudes amongst children in different cultures. Learn about role models for children in different cultures.	Devise questions for authentic use.	Analyse what they need to know in order to carry out a task. Use a dictionary to look up spellings.
IU6.2 Recognise and understand some of the differences between people	Discuss similarities and differences between the cultures they have learned about. Recognise and challenge stereotypes.	Recognise that languages have different ways of expressing social relationships.	Discuss with a friend and devise role-plays.
IU6.3 Present information about an aspect of culture	Perform songs, plays, dances. Use ICT to present information having a greater sense of audience.	Create spoken and written language using simple sentences.	Plan and prepare themselves for a language activity. Begin to use a dictionary to find the meanings of new words. Record themselves showing an awareness of audience.