

Spanish Long Term Plan

Autumn 1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Greetings (E)	Shapes (E)	Fruits (E)	Phonetics 1 & I am Learning Spanish (E)	Phonetics 1 & 2 Fruits (E)	Phonetics 1,2 & 3 <i>Spanish cultural lessons</i>	Phonetics 1-4 <i>Classroom commands, Maths calculations</i>
Skills:	<p>Speaking: Is beginning to use some vocabulary including some simple rhymes with pronunciation. Is beginning to respond using Spanish greetings (E.g. Good morning, good afternoon)</p> <p>Listening: Is beginning to listen and recognise some vocabulary in target language without written form.</p>	<p>Speaking: Say all vocabulary including some simple rhymes with accurate pronunciation.</p> <p>Listening: Listen to and recognise most vocabulary in target language without written form.</p> <p>Reading: Is beginning to read most new vocabulary</p> <p>Writing: Is beginning to spell some of the new language as accurately as possible via tasks.</p>	<p>Speaking: Learn and name 10 fruits and say "I Like..." and I don't like..." plus a fruit.</p> <p>Listening: Match sound to picture / word / phrase.</p> <p>Reading: Match key nouns to picture / word / phrase in English. Reading simple sentences.</p> <p>Writing: Be able to write some of the fruit names using the correct grammar.</p> <p>Grammar: Indefinite article with fruits. How to articulate a simple opinion? "I like..." and "I don't like..." plus the fruit in plural form.</p>	<p>Speaking: Say colours and numbers 1-10. Role play on saying how you are and what your name is with your partner.</p> <p>Listening: Listen to model role-plays and infer meaning. Numbers listening exercise.</p> <p>Reading: Match colours to written form. Match written form of numbers to digits.</p> <p>Writing: Create name labels.</p>	<p>Speaking: Name 10 fruits and say "I Like..." and I don't like..." plus a fruit by end of unit.</p> <p>Listening: Recognise all vocabulary without written form. Match sound to picture / word/ phrase.</p> <p>Reading: Match key nouns to picture / word / phrase in English. Able to read short and simple passages.</p> <p>Writing: Spell all new language with some accuracy.</p> <p>Grammar: Indefinite article with fruits. How to articulate a simple opinion? "I like..." and "I don't like..." plus, the fruit in</p>	<p>Speaking: Say all vocabulary including some simple rhymes with accurate pronunciation.</p> <p>Listening: Listen to and recognise all vocabulary in target language without written form.</p> <p>Reading: Read all new vocabulary and simple rhymes without hearing first.</p> <p>Writing: Spell all new language as accurately as possible via tasks in each lesson.</p>	<p>Speaking: Say all vocabulary including some simple rhymes with accurate pronunciation.</p> <p>Listening: Listen to and recognise all vocabulary in target language without written form.</p> <p>Reading: Read all new vocabulary and simple rhymes without hearing first.</p> <p>Writing: Spell all new language as accurately as possible via tasks in each lesson.</p>

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					plural form.		
Key content:	Greetings <ul style="list-style-type: none"> • Good morning • Good afternoon • Goodnight • Hello • Goodbye 	Shapes <ul style="list-style-type: none"> • Triangle • Circle • Rectangle • Star • Oval • Square 	Fruits <ul style="list-style-type: none"> • Apple • Strawberry • Banana • Orange • Pear • Cherry 	General <ul style="list-style-type: none"> • Greetings • Numbers • Colours • How to say their name 	Fruits <ul style="list-style-type: none"> • Recap previous fruits (Eg. apple, strawberry etc) • Peach • Banana • Cherry • Kiwi • Apricot 	Culture <ul style="list-style-type: none"> • Tomato Throwing • The Falles • Day of the Dead 	General <ul style="list-style-type: none"> • Classroom commands (silence, write, repeat, listen, think, read) • Mathematical language (divide, multiply, add, subtract, equals)
Suggested outcomes:	<ul style="list-style-type: none"> • Orally reply to the register and to use greetings to their friends and around the school 	<ul style="list-style-type: none"> • Recognise and name some of the shapes in Spanish 	<ul style="list-style-type: none"> • Be able to name and use short phrases using the key vocabulary and become more familiar with writing Spanish vocabulary 	<ul style="list-style-type: none"> • Be able to know and say a variety of greetings. Be able to recite numbers 1-10 in the correct order and name the colours. 	<ul style="list-style-type: none"> • Be able to remember their prior knowledge on previously taught fruit names and recap these. 	<ul style="list-style-type: none"> • Be able to have a deeper understanding of Spanish culture, traditions and history. Children should be able to explain, share and present their knowledge to each other. 	<ul style="list-style-type: none"> • All children should know a variety of classroom instructions and how to write these.
Topic specific vocabulary:	<ul style="list-style-type: none"> • Saludos: Greetings • Buenos dias: Good morning • Buenas tardes: Good afternoon • Buenas noches: Goodnight • Hola: Hello • Adios: Goodbye 	<ul style="list-style-type: none"> • Las Formas: Shapes • Un triangulo: Triangle • Un cuadrado: Square • Un rectangulo: Rectangle • Un ovalo: Oval • Un circulo: Circle 	<ul style="list-style-type: none"> • Las Frutas: Fruit • Una mazana: Apple • Una fresa: Strawberry • Un platano: Banana • Una naranja: Orange • Una pera: Pear • Una cereza: Cherry 	<ul style="list-style-type: none"> • General: General • Saludos • Numeros • Colores • Tu nombre 	<ul style="list-style-type: none"> • Las Frutas: Fruit • Un melocotón: Peach • Un plátano: Banana • Una cereza: Cherry • Un kiwi: Kiwi • Un albaricoque: Apricot 	<ul style="list-style-type: none"> • Cultura: Culture • La Tomatina: Tomato Throwing • Las Fallas de Valencia: The Falles • Los días de los muertos: Day of the Dead 	<ul style="list-style-type: none"> • General: General • Los comandos en clase (silencio, escribid, repetid, escuchad, pensad, leed) • Lenguaje matemático (dividido entre, por, mas, menos, igual a)

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Challenge	<ul style="list-style-type: none"> Create signs to go around the classrooms and school. 	<ul style="list-style-type: none"> Sort the shapes into the correct hoop with the Spanish name. Take part in an outdoor shape hunt and “I spy” what shapes they can see. 	<ul style="list-style-type: none"> Open a fruit shop and buy the correct amount of fruit they need. Create a fruit salad and name the ingredients that you use (recipe). Find out and discuss names of the same fruits from different Spanish cultures. 	<ul style="list-style-type: none"> Create a colour wheel and label with the Spanish colour names. Create a number line matching the written numeral to the digit. Role play going to the airport. Discussion on: what their name is, how old they are, what their favourite colour is. Create a child's profile where they can write what their name is, how old they are, what their favourite colour is. 	<ul style="list-style-type: none"> Create a fruit salad and name the ingredients that you use. 1 Child can direct the other. Open a fruit shop and buy the correct amount of fruit they need using longer phrases and sentences (greetings, conversation, numbers, fruit names). Using laptops research and find out vegetable names. 	<ul style="list-style-type: none"> Create masks inspired by the costumes from the Spanish festival “Day of the Dead”. Create a poster explaining everything that you know and have found out about your favourite festival. Create a piece of art using a variety of materials, exploring the festival of las fallas de Valencia (fire). 	<ul style="list-style-type: none"> Create signs to display around in the school with the commands they have learnt. With partners, give and follow classroom instructions they have learnt verbally. Recount times tables.
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Autumn 2	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Greetings (E)/ Core Vocabulary lesson: Christmas	Shapes (E)	Fruits (E)	Animals (E)	Vegetables (E)	Fruits (E)	Presenting Myself (I)
Skills:	<p>Speaking: Can say the majority of vocabulary including some simple rhymes with some accurate pronunciation.</p> <p>Listening: Listen to and recognise most vocabulary in target language without written form.</p>	<p>Speaking: Say all vocabulary including some simple rhymes with increasing accuracy and pronunciation.</p> <p>Listening: Listen to and recognise most vocabulary in target language without written form.</p> <p>Reading: is able to read some new vocabulary and simple rhymes without hearing first.</p> <p>Writing: Is able to spell several new words accurately.</p>	<p>Speaking: Name 10 fruits with some accuracy and can confidently say "I Like..." and I don't like..." plus a fruit.</p> <p>Listening: Match sound to picture / word / phrase.</p> <p>Reading: Match key nouns to picture / word / phrase in English. Short and simple reading tasks.</p>	<p>Speaking: Be able to say "I am..." an animal in foreign language.</p> <p>Listening: Match sound to animal picture / word / phrase.</p> <p>Reading: Match word to animal picture / word / phrase in English.</p> <p>Grammar: Definite article / quantitative article. First person singular of verb 'to play' (an instrument).</p>	<p>Speaking: Short role play using "I would like..." and the quantity of vegetable (1kg and 1/2kg only).</p> <p>Listening: Match sound to picture / word / phrase. Understanding slightly longer text.</p> <p>Reading: Match key nouns to picture / word / phrase in English. Short and simple reading tasks.</p> <p>Grammar: Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".</p>	<p>Speaking: Name 10 fruits and say "I Like..." and I don't like..." plus a fruit.</p> <p>Listening: Match sound to picture / word / phrase.</p> <p>Reading: Match key nouns to picture / word / phrase in English. Short and simple reading tasks.</p> <p>Grammar: Indefinite article with fruits. How to articulate a simple opinion? "I like..." and "I don't like..." plus, the fruit in plural form.</p>	<p>Speaking: Perform role play with name, age, where they live and nationality.</p> <p>Listening: Match sound to picture / word / phrase. Numbers 1-20</p> <p>Reading: Read role-plays and understand the content.</p> <p>Writing Number writing and creating ID Cards</p> <p>Grammar: Nationalities and adjectival agreement based on gender.</p>
Key content:	<p>Greetings</p> <ul style="list-style-type: none"> Good morning Good afternoon 	<p>Shapes</p> <ul style="list-style-type: none"> Triangle Circle 	<p>Fruits</p> <ul style="list-style-type: none"> Apple Strawberry 	<p>Animals</p> <ul style="list-style-type: none"> Lion Horse 	<p>Vegetables</p> <ul style="list-style-type: none"> Potatoes Onions 	<p>Fruits</p>	<p>General</p> <ul style="list-style-type: none"> Numbers to 20 Greetings

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	<ul style="list-style-type: none"> • Goodnight • Hello • Goodbye <p>Christmas Content</p> <ul style="list-style-type: none"> • Jesus • Rudolph • Presents • Candles • Christmas tree • Father Christmas 	<ul style="list-style-type: none"> • Rectangle • Star • Oval • Square 	<ul style="list-style-type: none"> • Banana • Orange • Pear • Cherry 	<ul style="list-style-type: none"> • Rabbit • Monkey • Bird • Cow • Pig • Mouse • Canary • Sheep 	<ul style="list-style-type: none"> • Aubergine • Carrots • Spinach • Tomatoes • Green beans • Mushrooms • Peas • Courgettes 	<ul style="list-style-type: none"> • Recap previous fruits (Eg. apple, strawberry etc) • Peach • Banana • Cherry • Kiwi • Apricot 	<ul style="list-style-type: none"> • Spelling • Feelings
Suggested outcomes:	<ul style="list-style-type: none"> • Orally reply to the register and to use greetings to their friends and around the school 	<ul style="list-style-type: none"> • Recognise and name some of the shapes in Spanish. 	<ul style="list-style-type: none"> • Name and use short phrases using the key vocabulary and are more familiar with writing key Spanish vocabulary 	<ul style="list-style-type: none"> • Name several animals in Spanish as well as matching the written text 	<ul style="list-style-type: none"> • Name several vegetables in Spanish as well as matching the written text 	<ul style="list-style-type: none"> • Name several fruit in Spanish as well as matching the written text 	<ul style="list-style-type: none"> • Recap the Presenting Myself words orally and written,
Key vocabulary:	<p><u>Saludos: Greetings</u></p> <ul style="list-style-type: none"> • Buenos días: Good morning • Buenas tardes: Good afternoon • Buenas noches: Goodnight • Hola: Hello • Adios: Goodbye <p><u>Navidad: Christmas</u></p> <ul style="list-style-type: none"> • Jesus: Jesus • El reno: Rudolph • Las Campanas: The bells • La Vela: Candles • El Regalo: Presents 	<p><u>Las Formas: Shapes</u></p> <ul style="list-style-type: none"> • Un triángulo: Triangle • Un cuadrado: Square • Un rectángulo: Rectangle • Un óvalo: Oval • Un círculo: Circle 	<p><u>Las Frutas: Fruit</u></p> <ul style="list-style-type: none"> • Una mazana: Apple • Una fresa: Strawberry • Un plátano: Banana • Una naranja: Orange • Una pera: Pear • Una cereza: Cherry 	<p><u>Los animales: The animals</u></p> <ul style="list-style-type: none"> • Un león-lion • Un caballo-horse • Un conejo-rabbit • Un mono-monkey • Un pájaro-bird • Una vaca-cow • Un cerdo-pig • Un ratón-mouse • Un canario-canary • Una oveja-sheep 	<p><u>Quisiera: I would like</u></p> <ul style="list-style-type: none"> • Las patatas: potatoes • Las cebollas: onions • Las berenjenas: aubergine • Las zanahorias: carrots • Las espinacas: Spinach • Los tomates: tomatoes • Las judías verdes: Green beans • Los champiñones: mushrooms • Los guisantes: Peas • Los calabacines: Courgettes 	<p><u>Las Frutas: Fruit</u></p> <ul style="list-style-type: none"> • Un melocotón: Peach • Un plátano: Banana • Una cereza: Cherry • Un kiwi: Kiwi • Un albaricoque: Apricot 	<p><u>General: General</u></p> <ul style="list-style-type: none"> • “Hello, welcome...my name is.... I am.... years old. I live in.... I am from...I like/don't like.... • I feel happy/sad/nervous...

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	<ul style="list-style-type: none"> El árbol de navidad: Christmas tree Papa Noel: Father Christmas 						
Challenge	<ul style="list-style-type: none"> Create signs to go around the classrooms and school. Sing and share the song “Feliz Navidad” within EYFS. 	<ul style="list-style-type: none"> Focus on prior knowledge of 2D shapes and use ICT links to learn 3D shapes https://www.youtube.com/watch?v=isJC5mKBdt8 	<ul style="list-style-type: none"> Open a fruit shop and buy the correct amount of fruit they need. Create a fruit Kebabs and then draw your kebab and label it. Find out and discuss names of the same fruits from different Spanish cultures. 	<ul style="list-style-type: none"> Visit Brooks’ farm and see how many animals they can see and name. Complete a tally chart to count how many animals you saw at the farm. 	<ul style="list-style-type: none"> Make a vegetable soup and write the recipe . 	<ul style="list-style-type: none"> Open a supermarket and buy the correct amount of fruit they need using longer phrases and sentences (greetings, conversation, numbers, fruit names). Create a drink smoothie and name the ingredients that you use. 1 Child can direct the other. Using laptops research and find out vegetable names across the Spanish-speaking world. 	<ul style="list-style-type: none"> Present themselves in class using PowerPoint eg. name, age, where they live, etc.

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Spring 1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Numbers 1-10 (E)	I Can (E)	Musical Instruments (E)	Musical Instruments (E)	Ancient Britain (E)	Presenting Myself (I)	Do You Have a Pet? (I)
Skills:	<p>Speaking: Begins to say some vocabulary relating to numbers with some accurate pronunciation.</p> <p>Listening: Listen to and is beginning to recognise numbers vocabulary in target language.</p> <p>Reading: Begins to become familiar with seeing Spanish text around the environment.</p>	<p>Speaking: "I am able to..." / "I can..." plus activity</p> <p>Listening: Match sound to picture / word / phrase.</p> <p>Reading: Match key verb to picture / word / phrase in English.</p> <p>Grammar: Modal verb (can, will, could, would) followed by infinitive. "I am able to..." / "I can..." plus, verb infinitive. First person singular only.</p>	<p>Speaking: Be able to say "I play..." plus an instrument.</p> <p>Listening: Match sound to instrument sound / picture / word / phrase.</p> <p>Reading: Match the Spanish word to instrument picture / word / phrase in English.</p> <p>Grammar: Definite article / quantitative article. First person singular of verb 'to play' (an instrument).</p>	<p>Speaking: Be able to say "I play..." plus an instrument.</p> <p>Listening: Match sound to instrument sound / picture / word / phrase.</p> <p>Reading: Match word to instrument picture / word / phrase in English.</p> <p>Grammar: Definite article / quantitative article. First person singular of verb 'to play' (an instrument).</p>	<p>Speaking: Say "I am, I have and I live..." dependant on whether they are from stone, bronze or iron age.</p> <p>Listening: Match sound to picture / word / phrase. Understanding slightly longer text.</p> <p>Reading: Match key nouns to picture / word / phrase in English.</p> <p>Writing Writing a short phrase.</p> <p>Grammar: First person singular of three high frequency verbs. "I am ...I have...I live".</p>	<p>Speaking: Perform role play with name, age, where they live and nationality.</p> <p>Listening: Match sound to picture / word / phrase. Listening and recalling numbers 1-20.</p> <p>Reading: Read role-plays and understand the content.</p> <p>Writing: Number writing, creating ID cards.</p> <p>Grammar: Nationalities and adjectival agreement based on gender.</p>	<p>Speaking: Oral class survey / interview on pets.</p> <p>Listening Match sound to picture / word / phrase throughout the whole unit.</p> <p>Reading: Match words to picture / sound / phrase. Create pet ID card.</p> <p>Writing: Create pet ID card.</p> <p>Grammar: Gender and changing an indefinite article to a definite article.</p>
Key content:	<p>Numbers</p> <ul style="list-style-type: none"> Number 1-10 	<p>I can</p> <ul style="list-style-type: none"> Sing 	<p>I Play</p> <ul style="list-style-type: none"> Cymbals 	<p>I Play</p> <ul style="list-style-type: none"> Cymbals 	<p>Ancient Britain</p> <ul style="list-style-type: none"> Stone age 	<p>General</p> <ul style="list-style-type: none"> Numbers to 20 	<p>Pets</p> <ul style="list-style-type: none"> Tortoise

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	<ul style="list-style-type: none"> Number 1-20 (Challenge) 	<ul style="list-style-type: none"> Jump Talk Watch TV Cook Dance Listen Write Eat Drink 	<ul style="list-style-type: none"> Harp Violin Trumpet Guitar Triangle Clarinet Piano Drums Flute 	<ul style="list-style-type: none"> Harp Violin Trumpet Guitar Triangle Clarinet Piano Drums Flute 	<ul style="list-style-type: none"> Bronze age Iron age The Romans The Anglo Saxons The Vikings 	<ul style="list-style-type: none"> Greetings Spelling Feelings 	<ul style="list-style-type: none"> Parrot Cat Rabbit Dog Fish Mouse Hamster
Suggested outcomes:	<ul style="list-style-type: none"> For the majority of children to be able to sing along to a song and count to 10. 	<ul style="list-style-type: none"> Be able to use the phrase “I can” along with different verbs. 	<ul style="list-style-type: none"> Be able to use the phrase “I play” along with the different instruments. 	<ul style="list-style-type: none"> Be able to remember their prior knowledge on previously taught musical instruments and recap these. 	<ul style="list-style-type: none"> Be able to remember their prior knowledge on previously taught time periods and recap these. 	<ul style="list-style-type: none"> Be able to remember their prior knowledge on previously taught ‘Presenting Myself’ content and recap these. 	<ul style="list-style-type: none"> Be able to name the pet they have or would like to have
Key vocabulary:	<p>Numeros: Numbers</p> <p>1:Uno 2:Dos 3:Tres 4:Cuatro 5:Cinco 6:Seis 7:Siete 8:Ocho 9:Neuve 10:Diez</p>	<p>Puedo: I Can</p> <ul style="list-style-type: none"> Escuchar: listen Bailar: dance Cantar: sing Saltar: jump Comer: eat Ver la tele: watch the tv Beber: drink Escribir: write Hablar: talk Cocinar: cook 	<p>Toco: I Play</p> <ul style="list-style-type: none"> cymbals: los cimbalos harp: el arpa violin: el violin trumpet: la trompeta guitar: la guitarra triangle:el triángulo clarinet: el clarinete piano: el piano drums: la bateria flute: la flauta 	<p>Toco: I Play</p> <p>cymbals: los cimbalos harp: el arpa violin: el violin trumpet: la trompeta guitar: la guitarra triangle:el triángulo clarinet: el clarinete piano: el piano drums: la bateria flute: la flauta</p>	<p>La historia de la antigua Gran Bretaña: Ancient Britain</p> <ul style="list-style-type: none"> La edad de piedra: Stone age La edad de bronce: Bronze age La edad de hierro: Iron age El imperio Romano: The Romans Los Anglosajones: The Anglo Saxons La época Vikinga: The Vikings 	<p>General: General</p> <ul style="list-style-type: none"> “Hello, welcome...my name is....I am....years old. I live in....I am from...I like/don’t like.... I feel happy/sad/nervous 	<p>Las mascotas: Pets</p> <ul style="list-style-type: none"> Una tortuga: Tortoise Una cotorra: Parrot Un gato: Cat Un conejo: Rabbit Un perro: Dog Un pez: Fish Un ratón: Mouse Un hámster: Hamster
Challenge:	<ul style="list-style-type: none"> Create large numbers to display around EYFS and add 	<ul style="list-style-type: none"> Play charades with your class and see if they can name the 	<ul style="list-style-type: none"> Take a trip to the music room and use sticky notes to label the 	<ul style="list-style-type: none"> Learn the Spanish version of “I am the music man” and 	<ul style="list-style-type: none"> Create a fact file describing all the facts about a 	<ul style="list-style-type: none"> To present themselves to a small group of children through 	<ul style="list-style-type: none"> Create a piece of writing saying what animal you have, what

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	dual language so that the children can refer back to these in their Spanish and Maths lessons.	verb that they are acting out.	musical instruments.	name the instruments that you can play. https://www.youtube.com/watch?v=4Nb5q-iQq3M	particular time period. <ul style="list-style-type: none">Role play one of these time periods.	posters.	animal you would like and what animal you would not like to have. <ul style="list-style-type: none">(if children/teachers have any pets, they can bring it to school)
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Spring 2	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Colours (E)	I Can (E)	Musical Instruments (E)	Fruits (E)	Presenting Myself (I)	The Family (I)	My Home (I)
Skills:	Speaking: Begins to say some vocabulary relating to	Speaking: "I am able to..." / "I can..."	Speaking: Be able to say "I play..." plus an instrument.	Speaking: Name 10 fruits and say "I like..." and I don't like..." plus, a fruit.	Speaking: Perform role play with name, age, where they live and nationality.	Speaking: Present orally on your / a family.	Speaking: Say where you live and name the rooms in your

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	<p>colours with some accurate pronunciation.</p> <p>Listening: Listen to and is beginning to recognise colour vocabulary in target language.</p> <p>Reading: Begins to become familiar with seeing Spanish colour names around the environment.</p>	<p>Listening: Match sound to picture / word / phrase.</p> <p>Reading: Match key verb to picture / word / phrase in English.</p> <p>Grammar: Modal verb (can, will, could, would) followed by infinitive. "I am able to..." / "I can..." plus, verb infinitive. First person singular only.</p>	<p>Listening: Match sound to instrument sound / picture / word / phrase.</p> <p>Reading: Match the Spanish word to instrument picture / word / phrase.</p> <p>Grammar: Definite article / quantitative article. First person singular of verb 'to play' (an instrument).</p>	<p>Listening: Match sound to picture / word / phrase. Understanding a paragraph read to them.</p> <p>Reading: Match key nouns to picture / word / phrase in English. Short and simple reading tasks.</p> <p>Grammar: Indefinite article with fruits. How to articulate a simple opinion? "I like..." and "I don't like..." plus the fruit in plural form.</p>	<p>Listening: Match sound to picture / word / phrase. Numbers 1-20 listening.</p> <p>Reading: Read role-plays and understand the content.</p> <p>Writing: Numbers and ID card.</p> <p>Grammar: Nationalities and adjectival agreement based on gender.</p>	<p>Listening: Match sounds to picture / word / phrase.</p> <p>Reading: Extended reading tasks.</p> <p>Writing: Presentation based on a / your family.</p> <p>Grammar: Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'</p>	<p>house that you have and do not have.</p> <p>Reading: Emails and understanding the different conversational language used within.</p> <p>Grammar First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".</p>
Key content:	<p><u>Colours</u></p> <ul style="list-style-type: none"> red yellow grey purple blue green brown white 	<p><u>I can</u></p> <ul style="list-style-type: none"> Sing Jump Talk Watch TV Cook Dance Listen Write Eat Drink 	<p><u>I Play</u></p> <ul style="list-style-type: none"> cymbals harp violin trumpet guitar triangle clarinet piano drums flute 	<p><u>Fruits</u></p> <ul style="list-style-type: none"> Recap previous fruits (Eg. apple, strawberry etc) Peach Banana Cherry Kiwi Apricot 	<p><u>General</u></p> <ul style="list-style-type: none"> Numbers to 20 Greetings Spelling Feelings 	<p><u>The family</u></p> <ul style="list-style-type: none"> The mum The dad The grandma The grandad The daughter The son The auntie The uncle The parents The grandparents 	<p><u>In my home there is/there is not...</u></p> <ul style="list-style-type: none"> Recap previous learning on where they live (Eg. I live in the countryside, in an apartment etc) Rooms I have/do not have this room
Suggested outcomes:	<ul style="list-style-type: none"> For the majority of children to be able to name some colours. 	<ul style="list-style-type: none"> Be able to use the phrase "I can" along with different verbs. 	<ul style="list-style-type: none"> Be able to use the phrase "I play" along with the different 	<ul style="list-style-type: none"> Be able to remember their prior knowledge on previously 	<ul style="list-style-type: none"> To use their key vocabulary so that they can introduce 	<ul style="list-style-type: none"> Be able to remember their prior knowledge on family 	<ul style="list-style-type: none"> Be able to remember their prior knowledge on where they

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			instruments.	taught fruit names and recap these.	themselves	members and recap these.	live ('My Home' topic) and recap these.
Key vocabulary:	<u>Colores: Colours</u> <ul style="list-style-type: none"> Red : Rojo Yellow: Amarillo Grey: Gris Purple: Morado Blue: Azul Green: Verde Brown: Marron White: Blanco 	<u>Puedo: I can</u> <ul style="list-style-type: none"> Escuchar: listen Bailar: dance Cantar: sing Saltar: jump Comer: eat Ver la tele: watch the tv Beber: drink Escribir: write Hablar: talk Cocinar: cook 	<u>Toco: I Play</u> <ul style="list-style-type: none"> cymbals: los cimbalos harp: el arpa violin: el violin trumpet: la trompeta guitar: la guitarra triangle:el triángulo claranet: el clarinete piano: el piano drums: la bateria flute: la flauta 	<u>Las Frutas: Fruits</u> <ul style="list-style-type: none"> Un melocotón: Peach Un plátano: Banana Una cereza: Cherry Un kiwi: Kiwi Un albaricoque: Apricot 	<u>General: General</u> <ul style="list-style-type: none"> “Hello, welcome...my name is....I am....years old. I live in....I am from...I like/don't like.... I feel happy/sad/nervous.... 	<u>La familia: The family</u> <ul style="list-style-type: none"> La mamá: The mum El papá: The dad La abuela: The grandma El abuelo: The grandad La hija: The daughter El hijo: The son La tía: The auntie El tío: The uncle Los padres: The parents Los abuelos: The grandparents 	<u>En mi casa hay/no hay... In my home there is/there is not...</u> <ul style="list-style-type: none"> Una cocina: A kitchen Un comedor: A dining room Un cuarto de baño: A bathroom Un dormitorio: A bedroom Un lavadero: A utility room Un sótano: A basement Un despacho: An office / a study Un salón: A living room Un garaje: A garage Un jardín: A garden
Challenge:	<ul style="list-style-type: none"> Design colour wheels and flags (Spain, Lanzarote, Colombia, Costa Rica, Argentina) 	<ul style="list-style-type: none"> Play charades with your class and see if they can name the verb that they are acting out. 	<ul style="list-style-type: none"> Create a piece of music and name the instruments you have used? 	<ul style="list-style-type: none"> Find out and discuss names of the same fruits from different Spanish cultures. 	<ul style="list-style-type: none"> Present themselves to a small group of children through an 'All about me' profile sheet with 	<ul style="list-style-type: none"> Create your own family tree and label it using your keywords. 	<ul style="list-style-type: none"> Create a 3D design of your house and attach labels showing which room is which.

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	using the Spanish colour names and label the colours you have used.			<ul style="list-style-type: none"> Create fruit kebabs and then draw your kebab and label it. Open a fruit shop and buy the correct amount of fruit they need. 	diagrams and drawings.		
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Summer 1	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Animals (E)	Ice creams (E)	Vegetables (E)	Little Red Riding Hood (E)	My Classroom (I)	My Home (I)	The Weather (I)
Skills:	<p>Speaking: Can say the majority of vocabulary including some simple rhymes with some accurate pronunciation.</p> <p>Listening: Listen to and recognise most vocabulary in target language without written form.</p>	<p>Speaking: "I am able to..." / "I can..."</p> <p>Listening: Match sound to picture / word / phrase.</p> <p>Reading: Match key verb to picture / word / phrase in English.</p> <p>Grammar: Modal verb (can, will, could, would) followed by infinitive. "I am able</p>	<p>Speaking: Be able to say "I would like" plus two vegetables using a conjunction "and"</p> <p>Listening: Match sound to vegetable/ picture / word / phrase.</p> <p>Reading: Match the Spanish word to vegetable picture / word / phrase in English.</p>	<p>Speaking: Say words / parts of the story or retell the story in the target language.</p> <p>Listening: Match sound to picture / word / phrase.</p> <p>Reading: Match key nouns to picture / word / phrase in English.</p> <p>Grammar:</p>	<p>Speaking: What I have... / don't have...' in my pencil case</p> <p>Listening: Matching sound to picture / word / phrase</p> <p>Reading: Match word to picture / sound / phrase.</p> <p>Writing: Comparisons of I have / I do not have</p> <p>Grammar:</p>	<p>Speaking: Say where you live and name the rooms in your house that you have and do not have.</p> <p>Listening: Extended sentences, understanding tricky grammar</p> <p>Reading: Comprehension passages.</p> <p>Writing: Composing an email.</p>	<p>Speaking: Ask and answer what the weather is like today in target language. Present as a weather forecaster</p> <p>Listening: Listening and understanding the weather report</p> <p>Reading: Reading the weather</p> <p>Writing:</p>

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		to..." / "I can..." plus, verb infinitive. First person singular only.	Grammar: Definite article / quantitative article.	Plural use of the definite article plus, high frequency structure "I would like..." plus first person singular verb "to have".	Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have...'	Grammar: First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".	Create a weather map and written weather report
Key content:	<u>The animals</u> <ul style="list-style-type: none"> Lion Horse Rabbit Monkey Bird Cow Pig Mouse Canary Sheep 	<u>I would like:</u> <ul style="list-style-type: none"> A vanilla ice cream A mint ice cream A pistachio ice cream A banana ice cream A strawberry ice cream A coffee ice cream A chocolate ice cream A lemon ice cream A blackberry ice cream A caramel ice cream 	<u>Vegetables:</u> <ul style="list-style-type: none"> Potatoes Onions Aubergine Carrots Spinach Tomatoes Green beans Mushrooms Peas Courgettes <u>Dialogue:</u> <ul style="list-style-type: none"> Can I help you? I would like And please 	<u>Little Red Riding Hood</u> <ul style="list-style-type: none"> The grandmother (formal)/ the granny (familiar) The wolf The woodcutter/hunter Little Red Riding Hood The forest Parents Teeth A house 	<u>Examples of classroom items</u> <ul style="list-style-type: none"> A pencil sharpener An exercise book A pencil A pen A pencil case A reading book <u>Examples of classroom commands</u> <ul style="list-style-type: none"> Listen Silence Open your books 	<u>Where do you live?</u> I live in... <ul style="list-style-type: none"> A house An apartment In town In the countryside In the mountains By the sea In a village 	<u>How's the weather?</u> <ul style="list-style-type: none"> It is raining It is snowing There is a storm It is sunny It is windy The weather is fine/not good It is cold It is hot In the north/east/south/west/centre of Spain...
Suggested outcomes:	<ul style="list-style-type: none"> For the majority of children to be able to name a variety of animals. 	<ul style="list-style-type: none"> Be able to use the phrase "I would like" with different nouns and a conjunction 	<ul style="list-style-type: none"> Be able to use the phrase "I would like" with different nouns and a 	<ul style="list-style-type: none"> Sit and listen attentively to a familiar fairy tale in Spanish. 	<ul style="list-style-type: none"> Be able to understand and follow classroom commands as well as knowing what kind of 	<ul style="list-style-type: none"> Be able to say where you live, what area you are situated on, and what rooms you have and do 	<ul style="list-style-type: none"> Be able to tell what the weather is like (using a range of phrases) in Spain or other

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		word.	conjunction word. Be able to hold a simple conversation that you might here within a supermarket.	<ul style="list-style-type: none"> Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least three parts of the body in Spanish as seen in the story. 	classroom items they carry in their pencil case	not have in Spanish	Spanish-speaking nations.
Key vocabulary:	<u>The animals: Los animales</u> <ul style="list-style-type: none"> Un leon-lion Un caballo-horse Un conejo-rabbit Un mono-monkey Un pajaro-bird Una vaca-cow Un cerdo-pig Un ratón-mouse Un canario-canary Una oveja-sheep 	<u>Quisiera: I would like</u> <ul style="list-style-type: none"> Un helado de vainilla: A vanilla ice cream Un helado de menta: A mint ice cream Un helado de pistacho: A pistachio ice cream Un helado de plátano: A banana ice cream Un helado de fresa: A strawberry ice cream Un helado de café: A coffee ice cream 	<u>Quisiera: I would like</u> <ul style="list-style-type: none"> Las patatas: potatoes Las cebollas: onions Las berenjenas: aubergine Las zanahorias: carrots Las espinacas: Spinach Los tomates: tomatoes Las judías verdes: Green beans Los champinones: mushrooms Los guisantes: Peas 	<u>Caperucita Roja: Little Red Riding Hood</u> <ul style="list-style-type: none"> La abuela/la abuelita: The grandmother (formal)/ the granny (familiar) El lobo: The wolf El cazador: The woodcutter/hunter Caperucita Roja: Little Red Riding Hood El bosque: The forest Los padres: Parents Los dientes: Teeth La casa: A house 	<u>Ejemplos de artículos del aula: Examples of items in a classroom</u> <ul style="list-style-type: none"> Un sacapuntas: A pencil sharpener Un cuaderno: An exercise book Un lápiz: A pencil Un bolígrafo: A pen Un estuche: A pencil case Un libro: A reading book <u>Ejemplos de comandos del aula: Examples of classroom commands</u> Escuchad: Listen	<u>¿ Dónde vives ? Where do you live?</u> <ul style="list-style-type: none"> Vivo en... = I live in... Una casa: A house Un piso: An apartment En la ciudad: In town En el campo: In the countryside En la montaña: In the mountains En la costa: By the sea En un pueblo: In a village 	<u>¿ Qué tiempo hace? How's the weather?</u> <ul style="list-style-type: none"> Está lloviendo: It is raining Está nevando: It is snowing Hay tormenta: There is a storm Hace sol: It is sunny Hace mucho viento: It's windy Hace buen tiempo: The weather is fine Hace mal tiempo: The weather is not good Hace frío: It is cold

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		<ul style="list-style-type: none"> Un helado de chocolate: A chocolate ice cream Un helado de limón: A lemon ice cream Un helado de mora: A blackberry ice cream Un helado de caramelo: A caramel ice cream 	<ul style="list-style-type: none"> Los calabacines: Courgettes <p>Y: And Por favour: Please Cuanto cuesta: How much is that</p>		<p>Silencio: Silence Abrid los libros: Open your books</p>		<ul style="list-style-type: none"> Hace calor: It is hot En el norte/este/sur/noroeste/centro de España... = In the north/east/south/west/centre of Spain...
Challenge:	<ul style="list-style-type: none"> Take a trip down to the farm and see if you can spot some of the animals we have learnt about and name them. 	<ul style="list-style-type: none"> Open up your own ice cream parlour! Allow children experiences to role play by buying an ice cream. 	<ul style="list-style-type: none"> Create vegetable soup cooking whilst naming the ingredients that you will use to create it! 	<ul style="list-style-type: none"> Act out the story of Little Red Riding Hood and label every character with their name. 	<ul style="list-style-type: none"> Create Labels for classroom items. 	<ul style="list-style-type: none"> Create a 3D design of their house and attach labels showing which room is which. 	<ul style="list-style-type: none"> Create their own weather report and video themselves and their friends describing the weather.

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Summer 2	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Animals (E)	Ice creams (E)	Vegetables (E)	Ancient Britain (E)	The Family(I)	Clothes (I)	Me in the world (P)
Skills:	<p>Speaking: Can say the majority of vocabulary including some simple rhymes with some accurate pronunciation.</p> <p>Listening: Listen to and recognise most vocabulary in target language without written form.</p>	<p>Speaking: "I am able to..." / "I can..."</p> <p>Listening: Match sound to picture / word / phrase.</p> <p>Reading: Match key verb to picture / word / phrase in English.</p> <p>Grammar: Modal verb (can, will, could, would) followed by infinitive. "I am able to..." / "I can..." plus, verb infinitive. First person singular only.</p>	<p>Speaking: Be able to say "I would like" plus two vegetables using a conjunction "and".</p> <p>Listening: Match sound to vegetable/ picture / word / phrase.</p> <p>Reading: Match the Spanish word to vegetable picture / word / phrase in English.</p> <p>Grammar: Definite article / quantitative article.</p>	<p>Speaking: Say "I am, I have and I live..." depending on whether they are from stone, bronze or iron age.</p> <p>Listening: Match sound to picture / word / phrase. Understanding slightly longer text</p> <p>Reading: Match key nouns to picture / word / phrase in English.</p> <p>Writing: Working towards writing a short phrase.</p> <p>Grammar: First person singular of three high frequency verbs. "I am ...I have...I live".</p>	<p>Speaking: Present orally on your / a family.</p> <p>Listening: Match sounds to picture / word / phrase.</p> <p>Reading Comprehension tasks.</p> <p>Writing Written presentation based on family.</p> <p>Grammar: Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'</p>	<p>Speaking: Say what you wear in different situations.</p> <p>Listening: Challenging clothes and days of the week listening.</p> <p>Writing: Clothes for different occasions.</p> <p>Grammar: Verb 'to wear' in full (present tense) with consolidation activities also.</p>	<p>Speaking: Activities encouraging the children to say what they are called, where they live, where they are from and what their favourite feast day is. What they do to protect the environment.</p> <p>Listening: Complex listening tasks with instructions.</p> <p>Reading and Writing Extended pieces of work.</p> <p>Grammar: Recycling, revision and consolidation of first person singular of high frequency verbs "I have...", "I am...", "I live...", "I am called..." Introduction to near future.</p>

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Key content:	The animals	I would like	Vegetables	Ancient Britain	The family	The clothes	The World
	<ul style="list-style-type: none"> Lion Horse Rabbit Monkey Bird Cow Pig Mouse Canary Sheep 	<ul style="list-style-type: none"> A vanilla ice cream A mint ice cream A pistachio ice cream A banana ice cream A strawberry ice cream A coffee ice cream A chocolate ice cream A lemon ice cream A blackberry ice cream A caramel ice cream 	<ul style="list-style-type: none"> Potatoes Onions Aubergine Carrots Spinach Tomatoes Green beans Mushrooms Peas Courgettes <p>Dialogue</p> <ul style="list-style-type: none"> Can I help you? I would like And Please 	<ul style="list-style-type: none"> Stone age Bronze age Iron age The Romans The Anglo Saxons The Vikings 	<ul style="list-style-type: none"> The family The mum The dad The grandma The grandad The daughter The son The auntie The uncle The parents The grandparents 	<ul style="list-style-type: none"> A shirt A pair of trousers A cap Swimwear A pair of gloves A jumper Boots A tee shirt Socks / tights A coat Sandals A dress Sunglasses A blouse A pair of shorts A tie A pair of shoes A scarf A pair of socks A skirt A jacket 	<ul style="list-style-type: none"> It is a very traditional and religious festival. It is a festival in honour of the dead. It is a very happy / cheerful festival. It is a very colourful festival. My favourite festival is Carnival. My favourite festival is the National Holidays. My favourite festival is Holy Week (Easter). My favourite festival is Eid. My favourite festival is the Day of the Dead. My favourite festival is Diwali. My favourite festival is Christmas.

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							<ul style="list-style-type: none"> What are you going to do to help save the planet? I am going to use less paper. I am going to use less cardboard. I am going to use less plastic. I am going to use less water
Suggested outcomes:	<ul style="list-style-type: none"> For the majority of children to be able to name a variety of animals. 	<ul style="list-style-type: none"> Be able to use the phrase “I would like” with different nouns and a conjunction word. 	<ul style="list-style-type: none"> Be able to use the phrase “I would like” with different nouns and a conjunction word. Be able to hold a simple conversation that you might hear within a supermarket. 	<ul style="list-style-type: none"> To be able to name the different time periods in ancient Britain in Spanish 	<ul style="list-style-type: none"> Be able to name family members and say how many of them you have 	<ul style="list-style-type: none"> Be able to repeat and recognise the vocabulary for a variety of clothes in Spanish using appropriate genders and articles for these clothes. Use the verb LLEVAR (to wear) in Spanish with increasing confidence. 	<ul style="list-style-type: none"> Learn about the many countries in the world that speak Spanish as well as different festivals (religious and non-religious) around the world. Understand that we can all help to protect our planet.
Key vocabulary:	<u>Los animales:</u> <u>The animals</u> <ul style="list-style-type: none"> Un leon-lion Un caballo-horse Un conejo-rabbit 	<u>Quisiera:</u> <u>I would like</u> <ul style="list-style-type: none"> Un helado de vainilla: A vanilla ice cream 	<u>Quisiera:</u> <u>I would like</u> <ul style="list-style-type: none"> Las patatas: potatoes 	<u>La historia de la antigua Gran Bretaña: Ancient Britain</u>	<u>La familia:</u> <u>The family</u> <ul style="list-style-type: none"> La mamá: The mum El papá: The dad 	<u>La ropa:</u> <u>The clothes</u> <ul style="list-style-type: none"> Una camisa: A shirt 	<u>El mundo:</u> <u>The World</u> <ul style="list-style-type: none"> Es una fiesta muy tradicional y religiosa. It is a

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	<ul style="list-style-type: none"> • Un mono-monkey • Un pajarito-bird • Una vaca-cow • Un cerdo-pig • Un ratón-mouse • Un canario-canary • Una oveja-sheep 	<ul style="list-style-type: none"> • Un helado de menta: A mint ice cream • Un helado de pistacho: A pistachio ice cream • Un helado de plátano: A banana ice cream • Un helado de fresa: A strawberry ice cream • Un helado de café: A coffee ice cream • Un helado de chocolate: A chocolate ice cream • Un helado de limón: A lemon ice cream • Un helado de mora: A blackberry ice cream • Un helado de caramelo: A caramel ice cream 	<ul style="list-style-type: none"> • Las cebollas: onions • Las berenjenas: aubergine • Las zanahorias: carrots • Las espinacas: Spinach • Los tomates: tomatoes • Las judías verdes: Green beans • Los champiñones: mushrooms • Los guisantes: Peas • Los calabacines: Courgettes <p>Y: And Por favor: Please Cuanto cuesta: How much is that</p>	<ul style="list-style-type: none"> • La edad de piedra: Stone age • La edad de bronce: Bronze age • La edad de hierro: Iron age • El imperio Romano: The Romans • Los Anglosajones: The Anglo Saxons • La época Vikinga: The Vikings 	<ul style="list-style-type: none"> • La abuela: The grandma • El abuelo: The granddad • La hija: The daughter • El hijo: The son • La tía: The auntie • El tío: The uncle • Los padres: The parents • Los abuelos: The grandparents 	<ul style="list-style-type: none"> • Unos pantalones: A pair of trousers • Una gorra: A cap • Un traje de baño: Swimwear • Unos guantes: A pair of gloves • Un suéter: A jumper • Unas botas: Boots • Una camiseta: A tee shirt • Unas medias: Socks / tights • Un abrigo: A coat • Unas sandalias: Sandals • Un vestido: A dress • Unas gafas: Sunglasses • Una blusa: A blouse • Unos pantalones cortos: A pair of shorts • Una corbata: A tie • Unos zapatos: A pair of shoes • Una bufanda: A scarf 	<p>very traditional and religious festival.</p> <ul style="list-style-type: none"> • Es una fiesta en honor a los muertos: It is a festival in honour of the dead. • Es una fiesta muy alegre: It is a very happy / cheerful festival. • Es una fiesta muy colorida: It is a very colourful festival. • Mi fiesta preferida es El Carnaval: My favourite festival is Carnival. • Mi fiesta preferida es Las Fiestas Patrias: My favourite festival is the National Holidays. • Mi fiesta preferida es La Semana Santa: My favourite festival is Holy Week (Easter).
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						<ul style="list-style-type: none"> Unos calcetines: A pair of socks Una falda: A skirt Una chaqueta: A jacket 	<ul style="list-style-type: none"> Mi fiesta preferida es El Eid: My favourite festival is Eid. Mi fiesta preferida es El Día De Los Muertos: My favourite festival is the Day of the Dead. Mi fiesta preferida es El Diwali: My favourite festival is Diwali. Mi fiesta preferida es La Navidad: My favourite festival is Christmas. <p>¿Qué vas a hacer para ayudar a salvar el planeta? What are you going to do to help save the planet?</p> <p>Voy a utilizar menos papel: I am going to use less paper.</p> <p>Voy a utilizar menos cartón: I am going to use less cardboard.</p> <p>Voy a utilizar menos plástico: I am going to use less plastic.</p>
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							Voy a utilizar menos agua: I am going to use less water
Challenge:	<ul style="list-style-type: none"> Discussion on favourite zoo animal and draw a picture and label. 	<ul style="list-style-type: none"> Open up your own ice cream parlour. Allow children experiences to role play by buying an ice cream. 	<ul style="list-style-type: none"> Create vegetable soup cooking whilst naming the ingredients that you will use to create it. 	<ul style="list-style-type: none"> Role play their favourite time period and use key vocabulary. Perform this to the class. 	<ul style="list-style-type: none"> Create own family tree and label. 	<ul style="list-style-type: none"> Role play in class about what clothes to wear in different weather or situations (school, events, winter time, for example) Non-uniform day: describe clothes in terms of their colour 	<ul style="list-style-type: none"> Create a poster about different Spanish speaking countries, exploring different facts learnt. Create an eco-poster all about how to save the environment.