



St Joseph's Catholic Primary School
Our Family at St Joseph's Learns, Loves and Grows with God at the Centre.

Long Term Planning

Curriculum Area: MFL - Spanish

Key Stage 1 Links:

There are no Key Stage 1 objectives.

National Curriculum Links:

(Links in green in the table below)

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

Year Group	Autumn 1 6 lessons	Autumn 2 7 lessons	Spring 1 5 lessons	Spring 2 6 lessons	Summer 1 5 lessons	Summer2 6 lessons
Year 3						
Theme/topic	Introduction to Spanish and Basic Vocabulary	Spanish Phonics and Dictionaries	Pencil Case	Numbers	Animals and Descriptions	General Review and Summer Activities
Lessons Topics and Learning Objectives	<p>Listen attentively to spoken language and show understanding by joining in and responding -Ask and answer questions</p> <p>1. Class Rules -To learn class rules to use them throughout the year through repetition and games.</p> <p>2. Greetings -To learn how to introduce myself and maintain a short conversation in Spanish, using accurate pronunciation.</p> <p>3. Colours -to learn the names of the colours through games and activities.</p> <p>4. Dates -To review days and months of the year. -To learn how to write the date for every lesson</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>-Listen attentively to spoken language and explore the patterns and sounds of language through songs and rhymes</p> <p>1. Day of the dead - To learn about this popular Mexican tradition and celebration through colouring activities, songs and a short film. Relate it to popular films and to link it to Halloween. -find the cognates and link words with images.</p> <p>2. Vowels -To learn vowels in Spanish and the difference with the vowels in English through listening activities. Complete the activities.</p>	<p>Ask and answer questions</p> <p>1. Pencil Case -To learn new vocabulary about school objects. Build sentences -To use the verb- I have (Tengo) in present 1st person.</p> <p>2. Adjectival agreement of colours -To practise gender differentiation and gender agreement when describing objects. -To use the indefinite article a (Un/ Una) correctly. -To learn how to make plurals in Spanish</p> <p>3. Descriptions -Learn the negative form (No tengo) -To learn how to describe objects using colours and the right gender and plurals agreement -NOUN+ADJECTIVE</p> <p>4. Veo- Veo Song</p>	<p>1. Numbers 1-20 -To review numbers 1-20 through activities. -To do maths using numbers in Spanish. - To practice the numbers through playing bingo.</p> <p>2. Numbers 20-30 & colours - To review the name of the colours and numbers 1-20 To learn how to write numbers from 20 to 30. - To practice the numbers through playing bingo.</p> <p>3. Numbers 30-100 To learn numbers through activities and songs. To learn how to count in tens.</p> <p>4-5. Pachamama Film- To learn about Inca's culture and to expand vocabulary</p> <p>6. Self assesment,</p>	<p>to express describe things in writing</p> <p>1. Domestic Animals -To learn domestic animals. I have/ Tengo -To use the verb- I have (Tengo) in present 1st person to build sentences. Learn the negative form (No tengo) -To use the indefinite article a (Un/ Una) correctly. -Learn the definite articles (la, el, las, los)</p> <p>2. Animals Descriptions -To practise gender differentiation and gender agreement when describing animals. -to learn adjectives -NOUN+ADJECTIVE</p> <p>3. To write short sentences saying what animals I have and describe them. -</p> <p>4. Animals in the farm</p>	<p>present ideas and information orally to a range of audiences</p> <p>1. General Review -Review vocabulary and grammar by playing games, role play and video games.</p> <p>2. Summer -Learn new vocabulary related to the summer.</p> <p>3. Write a short text in a postcard introducing myself, where do I live and where do I come from and where I am I going on holidays. -Using Where? (dónde) and with the right punctuation marks. Include the summer vocabulary from previous lesson. -read my postcard to the lass.</p> <p>4. Book Reading -to read a book in Spanish from the library and do a 'ficha del libro'</p>

	<p>(don't use capitals in days and months)</p> <p>5. numbers -To learn or review numbers 1-12</p> <p>6. Self-assessment, -to review vocabulary through games and role play. Complete a table.</p>	<p>3. Sounds -To learn the most important sounds to improve pronunciation using a song, alphabet in Spanish, and spelling activities.</p> <p>-</p> <p>4. Dictionaries - To learn how to use a bilingual dictionary, identifying words in plural, singular, feminine or masculine. Find words from English into Spanish and Viceversa.</p> <p>5. Reading -To explore stories in bilingual books to discover vocabulary and learn more cognates. Visit the Spanish books corner at the library.</p> <p>-To broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>-Appreciate stories, songs, poems and rhymes in the language</p> <p>6. Self assesment and review numbers 1-31</p>	<p>-Ask and answer questions through learning a song, VEO- VEO (<i>I spy with little eye</i>), in Spanish and learn a choreography Question –What do you see? ¿Qué ves? present ¿Qué será? future</p> <p>5. Board game To ask and answer question through a Spanish board game. Self-assessment, -to review vocabulary through video- games and complete the table.</p>	<p>-to review vocabulary through games and complete the self-evaluation table.</p>	<p>-To expand animals vocabulary through learning a song 'in my farm there is'</p> <p>5. Self-assessment, -to review vocabulary through games and self evaluation table.</p>	<p>5-6. Film Activity -To watch a film in Spanish version and do some activities to discuss. (to ask children to choose)</p>
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		<p>-Self assessment what we have learnt and building up numbers till 31. Reviewing numbers and learning counting up to 31 through games and activities.</p> <p>7. Christmas Activities -To learn the Feliz Navidad song and do some Christmas activities.</p>				
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Key vocabulary and/or Phonic Focus per half term	<p>Key vocabulary:</p> <p>Hola-Mírame-Silencio- Escúchame-Siéntate</p> <p>Adios ¿Cómo te llamas? Me llamo...¿Qué tal? Bien-Mal-Regular- Fatal Colours- Dates-Numbers 1-12</p> <p>Lunes, martes, miercoles, jueves, viernes</p> <p>Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre y diciembre.</p> <p>Once, doce</p> <p>Inverted exclamation and question marks (¿?) (¡!)</p> <p>Phonic Focus ES and CH: escúchame LI- Sounds like the English letter 'y' H-is silent in Spanish Y- sounds like 'e' J- sounds like a harsh English h *Ñ- practise sound! Yo- sounds like jo 'mayo'</p>	<p>Key vocabulary:</p> <p>Altar, cementerio, flores, calavera, muerto, mexico, día de los muertos, comida, velas.</p> <p>Araña, elefante, oso, idea, universo, llave, Espana, coche, hola, hamburguesa, casa, guitarra, jardín,</p> <p>Phonic Focus a- ah: papa, agua e-eh: esperanza, bebé i-ee: sí, chica o-oh: loco, bonito u-oo: grupo, futuro LI- Sounds like the English letter 'y' H-is silent in Spanish Y- sounds like 'e' J- sounds like a harsh English h Ñ</p>	<p>Key vocabulary:</p> <p>Una regla Un estuche Un libro Un estuche Un sacapuntas Unos colores Una goma</p> <p>Veo-veo Qué ves Una cosita Qué cosita es Empieza por la A ¿Qué será? ¿Qué será? ¿Qué será?</p> <p>Puma, chaman, aguilas, incas, llama, pachamama, tierra, comida, trigo.</p> <p>Phonic Focus CH- "ch" is pronounced much like the "ch" in English although perhaps a bit softer than in English G- gue</p>	<p>Key vocabulary:</p> <p>Numeros del 1 al 100</p> <p>Rojo/Verde/Amarillo/ Azul/ Marron/Rosa/ Negro/ Naranja/ Blanco/Gris/ Morado</p> <p>Pachamama Film Llama Pluma Tierra</p> <p>Phonic Focus Qué- Ké H-is silent in Spanish V- pronounced like B in English. Ñ- España GUE and GUI - you don't pronounce the U (it's silent in these cases) and the G sounds hard like in "girl" (guerra, guitarra). J- sounds like a harsh English h Ge= Pronounced as the Spanish J!</p>	<p>,</p>	<p>Key vocabulary:</p> <p>Review Vocabulary Dónde, vivo, soy de, verano,, helado, flotador, toalla, playa, mar, sol. Nadar, sacar fotos. Me llamo, tengo...anos</p> <p>Phonic Focus ES and CH LI- Sounds like the English letter 'y' H-is silent in Spanish Y- sounds like 'e' J- sounds like a harsh English h *Ñ- practise sound! Yo- sounds like jo 'mayo'</p>
Skills	<p>LISTENING: Repeat words modelled by teacher, or by songs and videos show understanding with an action, children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> <p>SPEAKING: Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating after the teacher or songs. Recognise a familiar question and respond with a simple rehearsed response, include some new words in the answers. Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>					

	<p>READING Begin to recognise written vocabulary/ single words, especially cognates in books in Spanish and texts. Begin to recognise written phrases and translating the meaning in English, reading bilingual books and compare both languages</p> <p>WRITING Copy simple vocabulary. Children can write some single words from memory, with plausible spelling or with support. Children can, with or without support, write sentences given by their teacher</p> <p>GRAMMAR Can differentiate masculine and feminine words and use gender and plural agreement in adjectives. Recognise cognates. Can use indefinite and finite articles. Can use the high-frequency verb forms (I have, it is, there is/are). Use punctuation marks.</p> <p>OTHER: Can use a Spanish dictionary and find the gender of words</p>					
Cultural Capital	N/A	-Day of the Dead in Mexico and Frida Kahlo when learning the colours.	N/A	Pachamama Film	-Spanish popular song <i>Susanita tiene un ratón</i>	Film in Spanish
Provision for SEND or Higher Achieving pupils	<p>HAP Add additional questions or answers. Give alternative work if they are Spanish speakers and have a good level of Spanish, otherwise try to encourage them to add new vocabulary, write texts and read more complicated books from the languages sections in the library.</p> <p>SEND Extra Support with images and give them simpler tasks, depending on level.</p>					
Assessment	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs
Year 4						
Theme/topic	General Review and Family	Phonics and Dictionaries Spanish Speaking countries Review	Places and descriptions	Directions at the school-Where is...?	Fruits- Las frutas	Transports and traveling
Lessons Topics and Learning Objectives	<p>1-3. General Review -To review the content from year 3: _Greetings, Spanish speaking countries, numbers, colours and dates _Review Plurals: 's' and gender differentiation</p>	<p>1. Day of the Dead - To learn about this popular Mexican tradition and celebration learning new vocabulary, working with cognates. -To write vocabulary under the pictures.</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding to speak in sentences, using familiar vocabulary, phrases</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ask and answer questions; express</p>	<p>To present ideas and information orally to a range of audiences 1. Transportes -To learn the transports and verb to go/ ir -To identify cognates. ¿Cómo vas?</p>

	<p>4. Family -To learn at least 6 members of the family and say how many siblings do I have. Review how to convert masculine words in feminine and singular in plurals. -To use the definite article 'un' 'una' correctly</p> <p>5. Tengo/ I have -Say how many siblings do I Have -To build sentences using the verb- I have (Tengo) in present 1st person. Learn the negative form (No tengo)</p> <p>6. Self assesment and review past vocabulary -Self assess what we have learnt and identify what we need to review. Complete self-evaluation table.</p>	<p>2. Phonics Review -To review, from Y3, the sounds of vowels and consonants in Spanish -To practise accurate pronunciation in Spanish -To learn the difference between the pronunciation in English and in Spanish when learning cognantes -To continue learning the Spanish alphabet through songs To practise words spelling</p> <hr/> <p>3. Dictionaries - To review how to use a bilingual dictionary, identifying words in plural, singular, feminine or masculine.</p> <hr/> <p>4. Spanish Speaking countries -To learn where the Spanish speaking countries are located and to learn cultural facts of 8 Spanish speaking countries</p> <hr/> <p>5. I live/ Vivo -To learn conjugate verb 'Vivir' (to live) in 1st, 2nd and 3rd person, using the preposition in/en.</p> <p>-Role play: To maintain a more elaborated conversation including: cómo te llamas, cuántos años tienes and where</p>	<p>1. Places -To name places in the city in Spanish while exploring Madrid's landmarks. -To use the following grammar: _Indefinite Articles in Spanish –un-una, _Possessive- mi Y (e)- and _En mi ciudad hay... (In my city there is) _Negative: En mi ciudad no hay..</p> <hr/> <p>2. Places Descriptions -To say what there is in my city and describe places using adjectives and gender agreement. -Learning new adjectives. -expand vocabulary with more places: piscina, iglesia, plaza.</p> <hr/> <p>3. Writing a postcard -Write a short text describing any city, reviewing what we have learnt. Using the dictionary as support. Using previous vocabulary (to introduce yourself)</p> <hr/> <p>4. Reading a short text about Mi ciudad - To read a Spanish text about My city and to answer the questions showing understanding.</p>	<p>and basic language structures;</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>1.School -To name 9 places in the school. -To translate sentences into English using vocabulary of previous topics</p> <p>2. Directions -To learn the directions through activities and a song from Rockalingua.</p> <p>3. Drawing a map of my school To draw a map of the places in my own school and label it in Spanish</p> <p>4. Giving Directions -To learn how to write directions using school places and the map of previous lesson. -To use the vocabulary learnt into more complicated sentences.</p> <p>-To use indefinite articles: the- el/la -To use adverb of place: Dónde ¿Dónde está la....? ¿Dónde está el....?</p> <p>5. Role play</p>	<p>opinions and respond to those of others;</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>1. Las frutas -To learn the name of fruits, using the indefinite articles. La/el Las/los -To learn how to express likes and dislikes. -To use plurals correctly in Verbo reflexivo: Pronombre reflexivo+ gustar Plural: me gustan Singular: me gusta</p> <p>2. Introduce Flavours -To give opinions and build up longer sentences using the connector porque/ because -me gusta porque es... -No me gusta porque</p> <p>3. En la frutería -To learn how to buy fruits in a market, practising a role play in a supermarket. Using the following sentences: Qué desea? (what would you like?)</p>	<p>and say where to go –to make sentences using the verb to go (IR: ¿Cómo vas?) I present 1st, 2nd, 3rd person. Voy en/ I go by</p> <p>2. To make longer sentences using places and transports and prepositions a la/ al/ a el/</p> <p>3. Writing a dialogue and Role play -To write longer sentences and hold a longer conversation in Spanish using previous knowledge. _family _places _transports _likes and dislikes -</p> <p>4. Final Self assesment, -to review vocabulary and grammar. And complete a table.</p> <p>5-6 Film Activity -To watch a film in Spanish version and do some activities to discuss. (To ask children to choose)</p>
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		<p>do I live and where do I come from</p> <p>6. Self assesment and review past vocabulary -Self assess what we have learnt and identify what we need to review.</p> <p>7. Christmas To do a christmas card to bring home.</p>	<p>To ask and answer question through a Spanish board game.</p> <p>5. Self assesment, -to review vocabulary through video- games and complete the self-assessment table.</p>	<p>-To ask for directions, to build a conversation with your partner.</p> <p>6. Easter Poem -To learn vocabulary from Easter and complete a poem with invented words and adjectives.</p> <p>Self assesment, -to review vocabulary and grammar. Review bigger numbers. And complete the self-assessment table.</p>	<p>Verb: Quiero – I want (the verb Querer will be applied in other contexts too)</p> <p>4. To engage in conversations; Prepare and practise a role play and present it to the class.</p> <p>5. Self assesment, -to review vocabulary and grammar. Review through a board game!. Complete the self-evaluation table.</p>	
Key vocabulary and/or Phonic Focus	<p>Key vocabulary -¿Cómo te llamas? -¿Qué tal? -Años -¿Cuántos? -Números ¿y tú? -¿Madre Padre Hermano Hermana Hermanos Tia/o Abuelo/a Tengo/ no tengo hermanos Soy hijo unico/a</p> <p>Phonic Focus Ll- Sounds like the English letter 'y' H-is silent in Spanish Y- sounds like 'e' J- sounds like a harsh English h Qué-ké</p>	<p>Key vocabulary Muerto, flores, velas, cementerio, comida, altares, papel picado, calavera, celebrar, decorar</p> <p>Yo vivo en (I live in) Tú vives en (I live in) Ella vive en (she lives in) El vive en (he lives in)</p> <p>Espana, Colombia, Argentina, Peru, Costa Rica, Chile, Venezuela, Ecuador, Cuba... Guinea Ecuatorial.</p> <p>Phonic Focus V- pronounced like B in English. Ñ- España</p>	<p>Key vocabulary Un aeropuerto Un museo Un ayuntamiento Un estadio Un parque Un hospital Un cine Un mercado Una playa Un colegio/ escuela Una piscina Una plaza Una iglesia</p> <p>Adjectives: Ruidoso/a Grande Pequeño/ a Bonito/a Feo/a Tranquilo /a Enorme Interesante Lleno/a Caro/a</p>	<p>Key vocabulary La clase El patio La clase de informatica Los baños El pasillo La oficina Las escaleras La biblioteca</p> <p>Izquierda Derecha Delante Detrás Sigue recto ¿Dónde está la....? ¿Dónde está el....? El...está en... La...está en...</p> <p>Phonic Focus IZ QUI CHA Qui- ki</p>	<p>Key vocabulary Piña, aguacate, naranja fresa, melón, sandía, pera, mora, mango, higo, naranja, cerezas, fresas, manzana Me gustan/ me gusta No me gustan/ no me gusta Porque es Dulce, amargo, acida,</p> <p>Kilos de... ¿Qué desea? Desea – wish/ would like to</p> <p>Phonic Focus Ñ J- sounds like a harsh English h H-is silent in Spanish K</p>	<p>Key vocabulary En: Coche, bus, moto, autocar, tren, bicicleta, avión, barco A: Pie</p> <p>Yo voy en...I go by en/ a –prepositions Yo voy, tu vas, el va, ella va...</p> <p>To España Inglaterra Escocia Gales Playa</p> <p>Con Mi madre Mi hermana etc</p>

	RR V- English B	GUE and GUI - you don't pronounce the U (it's silent in these cases) and the G sounds hard like in "girl" (guerra, guitarra). J- sounds like a harsh English h Ge= Pronounced as the Spanish J! V pronounced as a B	Aburrido/a Moderno/a Barato/a Antigua/a Phonic Focus Y-pronounced like the J in English. Ayuntamiento Que- ke Parque			Phonic Focus B and V- pronounced the same as B Pie Review pronunciation ie and ei Ñ RR: strong r Ga H Y
Skills	<p>LISTENING: Listen attentively to spoken language, including songs, and show understanding by joining in singing and responding (e.g. with an action) Pick out known words in an 'authentic' conversation Children can understand and respond to a range of familiar spoken words and short phrases.</p> <p>SPEAKING: Use common phrases, especially during role play Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers Children can perform short role plays on one topic, with several exchanges and secure pronunciation, including words from previous lessons Children can produce short, prepared phrases on a familiar topic, with secure pronunciation.</p> <p>READING Begin to recognise simple written phrases Recognise simple written phrases and understand a range of familiar written phrases. Translate from Spanish into English when reading bilingual books Identify new cognates in the books and texts.</p> <p>WRITING Can write simple words and some short phrases from memory Can use understandable spelling.</p> <p>GRAMMAR Can use indefinite and definite articles with singular and plural nouns. Can use prepositions of place and transports Differentiate gender and apply gender agreement</p>					
Cultural Capital	N/A	Day of the Dead in Mexico	Madrid landmarks	Easter Poem	N/A	Latin American film
Provision for SEND or Higher Achieving pupils	<p>HAP Add additional questions or answers. Give alternative work if they are Spanish speakers and have a good level of Spanish, otherwise try to encourage them to add new vocabulary, write texts and read more complicated books from the languages sections in the library.</p> <p>SEND Extra Support with images and give them simpler tasks, depending on level.</p>					

Assessment	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs
Year 5						
Theme/topic	General Review and Weather	Clothes	Hobbies	Professions	Food	Summer holidays
Lessons Topics and Learning Objectives	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Appreciate stories, songs, poems and rhymes in the language</p> <p>Present ideas and information orally to a range of audiences</p> <p>1. Review -To review basic vocabulary, greetings, colours, numbers, Spanish speaking countries through oral and written activities, extending the vocabulary. _Family Review, write and read a text about family.</p> <p>2. EDOL (European Day of Languages) -To learn about other languages spoken in Europe through activities. Learning salutations and sharing our mother tongue.</p>	<p>1. Day of the dead in Mexico -To review what the Day of the dead is about and to complete a song., filling the gaps. Listening activity.</p> <p>2. Clothes -To be able to name at least 5 items of clothing, using the correct article Un-unos= masc una-unas= fem Review feminine and masculine</p> <p>3. Llevo/ I wear -To describe what you/ someone is wearing Yo llevo/ tú llevas/ él lleva/ Ella lleva</p> <p>4. Clothes Descriptions -To describe clothes, using adjectives and gender agreement Article+Noun</p> <p>5. Clothes and Weather -to build longer sentences using previous vocabulary and to</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>1. Three Wise Men Celebration -To review what the 3wise Men celebration is about -To use clothes vocabulary and other words to write sentences for a Letter to the three wise men.</p> <p>2. Hobbies -To learn the names of hobbies and express likes and dislikes (review) To use verb+noun And verb: jugar- to play</p> <p>3. Writing a text -Translate a text into English and write one in Spanish with support - To use the following conjunctions: But – pero</p>	<p>1. Professions -To learn up to 10 jobs Likes and Dislikes -To speak in sentences saying what job I would like to do in the future. To review gender differentiation Masculino- o Femenino- a</p> <p>2. To build sentences. To use frequency verbs- Quiero + ser: (I want to be) on 1st person. Me gustaria + ser/ quisiera + ser : (I would like to be) on 1st person.</p> <p>3.. Verbs + professions and place of work -To learn how to conjugate the verb to be to work in Spanish (1st/2nd & 3rd person singular) -To translate sentences from English into Spanish. - To learn the place of work of 10 professions</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Present ideas and information orally to a range of audiences</p> <p>1. Food -To be able to name at least 10 kinds of food and drinks in Spanish. Focusing on cognates. Learn the verbs: Drink (beber) and eat (comer), 1st person, present. -To write sentences saying what you 'normalmente' drink or eat. Bebo Como Review: me gusta/ no me gusta Me gustan/no me gustan</p> <p>2. Frequency Adverbs -To learn frequency adverbs and say how often I eat or drink something through a listening activity.</p>	<p>Present ideas and information orally to a range of audience</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>1.-2. Review and Holidays -To talk about holidays through reviewing places, transports, weather, family, and countries and learning nationalities. Making long sentences using the verb to go and prepositions: voy a..., a..., con..., en...</p> <p>3. Writing a postcard using past simple. -To explore the past tense, conjugations. -To build a short text talking about my holidays, using past</p>

	<p>3. Weather -To learn how to describe different weather conditions in Spanish. Using correctly verbs: Hacer: to make Estar: to be</p> <p>-To use our body language to express weather while listening to a song.</p> <p>4. Forecast -To write a weather forecast in different Spanish cities. Including temperature. -To present a weather forecast to a partner and to class.</p> <p>5. To read and understand a poem by Gloria Fuertes and write a poem on my own using the weather expressions.</p> <p>6. Self-assessment and review past vocabulary -Self assess what we have learnt and identify what we need to review and complete the self-evaluation table.</p>	<p>introduce adverb of time 'Cuando'/ When</p> <p>6. Self-assessment and review past vocabulary -Self assess what we have learnt and identify what we need to review and complete the self-assessment-evaluation table.</p> <p>7. Christmas in Spain -To learn about the traditions in Spain through a PP and discussion and design a Christmas card to bring home.</p>	<p>And – y Also – también</p> <p>4. Opinions -To learn how to express the reasons of my likes and dislikes. Connector: porque- because Verb: es-is Use new adjectives</p> <p>5. Learning and composing a short song Revise hobbies and practise listening in Spanish -To learn a song by Many Chao and compose a paragraph. Me gusta...Me gustas tú- I like ... I like you</p> <p>Self-assessment and review past vocabulary -Self assess what we have learnt and identify what we need to review and complete the self-evaluation table.</p>	<p>4. Book Activity -To choose a Spanish book from the library, read and comment in class. To fill a 'ficha de libro' about the reading.</p> <p>5. Easter -to learn about Easter in Spain and do an activity</p> <p>6. Self-assessment and review past vocabulary -Self assess what we have learnt and identify what we need to review and complete the self-evaluation table.</p>	<p>Write some sentences</p> <p>3-4 Restaurant Role play -To review food and drink, likes and dislikes and create a menu. -To create a conversation in a cafe with my partner and perform it. Using the menu. _Camarero y cliente</p> <p>5. Self-assessment and review past vocabulary -Self assess what we have learnt and identify what we need to review and complete the self-evaluation table.</p>	<p>tense 1st person, and dictionaries. Include hobbies.</p> <p>4. Final Self-assessment and review past vocabulary -Self assess what we have learnt and identify what we need to review and complete the self-evaluation table.</p> <p>5-6. Film Activity -To watch a film in Spanish version and do some activities to discuss. (to ask children to choose)</p>
Key vocabulary and/or Phonic Focus	<p>Key vocabulary Norte, Sur, Este, Oeste Temperatura, Grados Hace: Calor, frío, mal tiempo, buen tiempo, sol Está:</p>	<p>Key vocabulary Muerto, flores, velas, cementerio, comida, altares, papel picado, calavera, celebrar, decorar Un Jersey</p>	<p>Key vocabulary Jugar Videojuegos Guitarra Deporte Salir con mis amigos Cocinar Escuchar música</p>	<p>Key vocabulary QUIERO SER Peluquero/a Mecánico/a Secretario/a Profesor/a Abogado/a</p>	<p>Key vocabulary Pollo Agua Ensalada Arroz Verduras Limonada Pasta Café Pan Coca-cola Pescado Zumo de frutas</p>	<p>Key vocabulary Review Places Transports Countries and nationalities Hobbies Family and weather</p>

	<p>Lloviendo, nevando, nublado Y (and)</p> <p>Montaña, calamar, mar, sol, arriba, abajo, en medio, palmera, tormenta, valle, niebla, rio, espantapájaros.</p> <p>Phonic Focus LI- Sounds like the English letter 'y' H-is silent in Spanish Y- sounds like 'e' J- sounds like a harsh English h Qué-ké LI- Sounds like the English letter 'y' RR V- English B</p>	<p>Unos Pantalones Una Camiseta Un Vestido Unos calcetines Unas zapatillas Unas deportivas</p> <p>Cuando, me pongo</p> <p>Phonic Focus V-'b' J- sounds like a harsh English h Z-Z-/zed/ (zed) LI- 'y'</p>	<p>Jugar al fútbol/ baloncesto Hablar por teléfono</p> <p>Tambien Y Pero Porque Fácil Aburrido Divertido Dinámico Relajante</p> <p>Phonic Focus J- sounds like a harsh English h GUE and GUI - you don't pronounce the U (it's silent in these cases) and the G sounds hard like in "girl" (guerra, guitarra). Ci- zi/thi H- silent</p>	<p>Actor/ Actriz Camarero/a Bombero/a Veterinario/a Agente de policia</p> <p>Dentista Piloto/a Recepcionista Electricista Secretario Medico Astronauta Jardinero/a Chofer Musico/a Soldado Carpintero/a Mago/a</p> <p>Juzgado/Hospital/ Clinica/ Escuela/ Restaurante/ Parque de bomberos/ Peluqueria/ Comisaria/ Oficina/Taller</p> <p>Phonic Focus J- sounds like a harsh English V-B QUE- ke QUIE- kie</p>	<p>Patatas Fritas Fruta Té</p> <p>Frequency adverbs: todos los días, a menudo, una vez por mes, nunca</p> <p>Platos: dishes EUROS Entrada: starter Postre: dessert Bebidas: drinks Comida: food Qué le gustaría comer? Y de beber? Me gustaría...(I would like) La cuenta: the bill Camarero/ Cliente</p> <p>Phonic Focus LI- Sounds like the English letter 'y' É- accent in the last letter! RR- strong R V-B FAVOR ia- ea GUSTARÍA EU- EUROS</p>	<p>Verbs past on 1st person Fui, hice, visité, estuve...</p> <p>Phonic Focus LI- Sounds like the English letter 'y' É- accent in the last letter! RR- strong R V-B</p>
Skills	<p>LISTENING: Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary and sentences. Children can understand the main points of a short-spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p>SPEAKING: Children can ask and answer questions on the current topic. Can produce some short phrases independently within a familiar topic, with good pronunciation. Can perform longer role-play adding vocabulary and sentences from previous lessons. Can work on a presentation with their partner and create their own script.</p> <p>READING Read and show understanding of more complex written phrases</p>					

	<p>Read and show understanding of a piece of writing based on the current topic Read short passages and pull answer questions on what they have read. Being able to translate from Spanish into English</p> <p>WRITING Use dictionaries to find the meaning of unknown words and to translate own ideas. Children can write words, phrases and short simple sentences from his/her repertoire with understandable spelling and with support. Writing a song and poem, using a fixed structure and their own vocabulary.</p> <p>GRAMMAR Use pronouns and verbs, start using the 1st, 2nd and 3rd person in a known frequency verb, verb TO BE. Use prepositions, articles, gender differentiation and agreement with confidence. Use connectors</p>					
Cultural Capital	-EDOL (European Day of Languages -Spanish Geography -Poems by Spanish poet Gloria Fuertes	D-day of the dead in Mexico	Christmas in Spanish (The three wise men) Manu Chao	Easter in Spain	N/A	N/A
Provision for SEND or Higher Achieving pupils	<p>HAP Add additional questions or answers. Give alternative work if they are Spanish speakers and have a good level of Spanish, otherwise try to encourage them to add new vocabulary, write texts and read more complicated books from the languages sections in the library.</p> <p>SEND Extra Support with images and give them simpler tasks, depending on level.</p>					
Assessment	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs
Year 6						
Theme/topic	General Review and Vocabulary expansion	Body Parts and Descriptions	Languages Connection (Usually taught on Summer term 1. Change- MFL teacher teaching French and Spanish on maternity leave on summer term)	About Myself	Pronouns and Verbs	Traveling
Lessons Topics and	Engage in conversations; ask and answer questions;	1. Day of the dead in Mexico	Explore the patterns and sounds of language through	1. Feelings + Ser or Estar	Speak in sentences, using familiar vocabulary, phrases	Write phrases from memory, and adapt these to create new

<p>Learning Objectives</p>	<p>express opinions and respond to those of others; seek clarification and help</p> <p>present ideas and information orally to a range of audiences</p> <p>1. General Review -To review basic vocabulary orally and through writing activities: Greetings, colours, numbers, Spanish speaking countries and family -To write and read a text about family using: -Se llama (is called)</p> <p>2. Review clothes and weather -To write long sentences reviewing clothes and weather, using adverb when- cuando</p> <p>3. EDOL (European Day of Languages) -To learn about other languages spoken in Europe through activities. Quiz about other European Languages.</p> <p>4. Review Food -To review and expand food and drinks vocabulary and verbs from Y5, to eat, to drink, likes and dislikes. Using articles la/ el/los/las</p> <p>5. To review how to order in a restaurant. Work in a</p>	<p>-To review what the Day of the dead is about and to complete a song, matching sentences and pictures. Listening activity.</p> <p>2. Face parts -To learn the parts of the face with Picasso's portraits. -To describe eyes, hair, using colours and gender agreement. Using plural agreement.</p> <p>3. To play Guess Who in Spanish. -To review and play the game, using the last lesson vocabulary and grammar. -Write few descriptions on the books.</p> <p>4. Body parts -To learn the song 'head-shoulders-knees and toes' in Spanish and complete activities to memorise more parts of the body.</p> <p>5. To describe parts of the face using adjectives and gender agreement.</p> <p>6. To describe myself physically in first person, writing a short text and reading it to a partner. Adding sentences learnt in the past.</p>	<p>songs and rhymes and link the spelling, sound and meaning of words</p> <p>1. Three Wise Men Celebration -To review what the 3wise Men celebration is about. -To learn new vocabulary and to practise building sentences with the verb I want/ Quiero. using descriptions and gender and plural agreement.</p> <p>2-3 French Tastings Lessons -To learn the basics in French: _French Speaking countries. _Greetings, to perform a role play with a partner _to learn Colours and Numbers 1-10 _months and days -Compare cognates in the three languages and learn how to use your Spanish knowledge when learning a different roman language.</p> <p>4-5. Recap -Numbers 1-100 To recap how to write the numbers from 0-31 and learn them from 31-100.</p>	<p>-To learn how to describe different feelings, emotions and personality. -To practise the difference between the verbs Ser and Estar.</p> <p><i>The main difference between ser and estar is that ser refers to more permanent traits of someone or something, while estar refers to transient conditions.</i></p> <p>2. States + I have -To practise the difference between the verbs Ser and Estar and Tengo as equals of the verb To be.</p> <p>3. Review and write a text -To write a text including body descriptions, personality and hobbies.</p> <p>4. To read a bilingual book from the library and do a 'Ficha de Libro'</p> <p>5. Review vocabulary with videogames in Spanish.</p> <p>6. Self-assessment and review past vocabulary -Self assess what we have learnt and identify what we need to review.</p>	<p>and basic language structures</p> <p>1. Pronouns -To learn pronouns: yo, tu, el, ella, ustedes, nosotras, vosotros, ellos (including feminine forms)</p> <p>2. Verbs To learn how to conjugate verbs in Spanish in present tense. Conjugate verbs ending in ER-AR-IR playing a dice game</p> <p>3. Conjugations -To make sentences conjugating the verbs and pronouns, using food and previous verbs such as comer/ beber/ escuchar.. -Build cubes and play with my partner to conjugate. -To practice translation from English into Spanish and vice versa.</p> <p>4. Self-assessment and review past vocabulary -Self assess what we have learnt and identify what we need to review. Complete a self-evaluation table.</p> <p>5. Film To watch a film in Spanish and do activities.</p>	<p>sentences, to express ideas clearly □ describe people, places, things and actions orally and in writing</p> <p>1. Review past years -To be able to talk about future holidays using previous vocabulary such as places, transports, hobbies, clothes.</p> <p>2. To review countries and its nationalities, -To learn how to say where you are come from and where do you live. Expand Vocabulary.</p> <p>3. Holidays using the future conjugation. -To be able to say what I am going to do while on holidays using future tense and reflexive verb. -To use adverbs of place and time- <i>dónde</i> and <i>cuando</i> Conditional- if- si hace calor...</p> <p>4. Last Self-assessment before secondary, discussion about what to expect next year and transition. Complete a self-evaluation table.</p>
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	<p>role play with my partner, introducing there is a problem! Hay un problema!</p> <p>6. Self-assessment and review past vocabulary -Self assess what we have learnt and identify what we need to review. Complete a self-evaluation table.</p>	<p>7. Self-assessment and review past vocabulary -Self assess what we have learnt and identify what we need to review. Complete a self-evaluation table.</p> <p>Christmas Card to bring home.</p>	<p>-Role Play Introductions - To recognise and use different key phrases related to the topic of introducing yourself.</p> <p>6. Self-assessment and review past vocabulary -Self assess what we have learnt and identify what we need to review. Complete a self-evaluation table.</p>	Complete a self-evaluation table.		<p>5-6. Film Activity -To watch a film in Spanish version and do some activities to discuss. (to ask children to choose)</p>
<p>Key vocabulary and/or Phonic Focus</p>	<p>Key vocabulary New food: Huevos, tarta, helados, sopa Hay un problema! Está : frío, caliente, salado, dulce...</p> <p>Phonic Focus LI- Sounds like the English letter 'y' H- silent V- English B</p>	<p>Key vocabulary Verb: tengo Un/ una – 'a' Los –the Las –the Adjectives: Fem/ singular- a Fem/ plural- as Masc/ singular-e/o Masc/ plural- es/os Cara Rodillas Cabeza Pies Nariz, Hombros Ojos Pelo, Orejas Boca Dientes Cabeza , ojos, orejas, boca, nariz Rodillas, piernas, pies, Espalda, barriga Brazos, hombros, manos Cuello Colores Flaco/flaca Bajo/baja</p>	<p>Key vocabulary salut bienvenue bonjour bonsoir bonne journée bonne soirée bonne nuit Comment allez-vous ? Comment vas-tu ? -bien pas mal ça va ? informal -oui, ça va. informal -ça va pas. informal au revoir à bientôt s'il vous plaît s'il te plaît informal merci de rien excusez-moi excuse-moi informal</p> <p>Colours,</p>	<p>Key vocabulary Inteligente Divertido/a Positivo/a Negativo/a Sensible Bueno/a Malo/a Timido/a</p> <p>Phonic Focus LI- Sounds like the English letter 'y' RR- strong R V- English B</p>	<p>Key vocabulary yo, tu, el, ella, ustedes, nosotras, vosotros, ellos Usted- ustedes Mirar- to watch Comer- to eat Beber- to drink Jugar- to play Dormir- to sleep Escuchar- to listen</p> <p>Phonic Focus J- sounds like a harsh English h Z- /zɛd/ (zed) LL-Sounds like the English letter 'y' RR H- silent</p>	<p>Key vocabulary verbs ending with 'se', indicate action- bañarse, relajars Tomar fotos/ tomar el sol Bañarse Dar un paseo Montar en bici Bailar Verano/ invierno</p> <p>Verb in Futuro simple ending with é, ás, á, emos, éis, án.</p> <p>Phonic Focus Ñ V-b Y H- silent</p>

		<p>Alto/alta Guapo/guapa Feo/ fea</p> <p>Phonic Focus J- sounds like a harsh English h Z- /zɛd/ (zed) LL-Sounds like the English letter 'y' RR H- silent</p>	<p>Noir, blanc, rouge, rose, vert, bleau, violet, marron Dates, Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche. Janvier, fevrier, mars, avril, mai, june, juillet, aout, septembre, novembre, decembre.</p> <p>Phonic Focus</p> <p>a is pronounced like 'ah' in English e when placed in the middle of a syllable, it is pronounced like ai in e is silent at the end of a word tasse é is pronounced like 'ay' été è is pronounced like ai in 'fair' père ê is also pronounced like ai i, y are pronounced like ee in 'meet' o is pronounced like o in 'not' ô is pronounced like 'oh' oi is pronounced like 'wah' ou is pronounced like 'oo' ç sounds like s ça (that) ch sounds like 'sh' g before e or i sounds like s in 'measure' g elsewhere sounds like g h is silent j sounds like s in</p>			
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Skills	<p>LISTENING: Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary Children can understand a short passage made up of familiar words and basic phrases and understand the general meaning of a song or text.</p> <p>SPEAKING: Engage in short, scripted conversations. Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentences. Children can ask and answer simple questions on a few very familiar topics and can improvise answers using new vocabulary.</p> <p>READING: Practice reading longer texts aloud, containing taught phrases and vocabulary and cognates. Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list. Can read bilingual books share content with the class.</p> <p>WRITING: Adapt taught phrases to create new sentences. Children can write simple sentences or short text, using simple sentences from one familiar topic with reasonable spelling. Can translate from English into Spanish and vice versa. Can write a text on their own vocabulary and using a dictionary.</p> <p>GRAMMAR: Can use high-frequency verb forms, prepositions, connectors, pronouns, nouns, articles and adjectives to form simple sentences. Can relate cognates from three different languages. Can conjugate verbs using help. Write in future and past.</p>					
Cultural Capital	EDOL (European Day of Languages)	Picasso's portraits	Christmas in Spain, Three Wise Men French Culture	N/A	Spanish film	
Provision for SEND or Higher Achieving pupils	<p>HAP Add additional questions or answers. Give alternative work if they are Spanish speakers and have a good level of Spanish, otherwise try to encourage them to add new vocabulary, write texts and read more complicated books from the languages sections in the library.</p> <p>SEND Extra Support with images and give them simpler tasks, depending on level.</p>					
Assessment	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs	Self-assessment, -to review vocabulary through games and songs