In Spanish lessons throughout Key Stage 2 (years 3 - 6), children will learn and practise Spanish vocabulary, identify and use Spanish nouns, adjectives, verbs, prepositions, and conjunctions. Progression in vocabulary acquisition, grammar, and phonics is planned for and built in across Key Stage 2. Children will explore and build a secure understanding of Spanish phonics and will listen to native Spanish speakers in every lesson so that they will be able to accurately pronounce Spanish words.

Within the body of the lessons, there will be opportunities to sing, play games, perform and analyse Spanish poems and stories. Children will find out more about the culture of Spain throughout their Spanish lessons.

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|  **Year****Group** |  | **Autumn** |  | **Spring** |  | **Summer** |
| **3** | **Knowledge** | **A New Start**Children will learn and say Spanish greetings and farewells. They will ask and answer questions about name and feelings. They will Explore numbers 0-10 and at least 6 colours. **Calendar & Celebrations** Children will learn more Spanish colours and recognise that these can be used as adjectives. They will learn days of the week and months of the year in Spanish. Children will explore Christmas time in Spain. | **Knowledge** | **Animals I like and don’t like**Children will learn some common animal nouns. They will ask “What is it?” in Spanish and be able to say what their favourite animal is. Children will explore a story about animals on the way to school. Children will be able to identify a noun in a Spanish sentence. **Carnival, Using Numbers & Dates**Children will revisit colours and numbers and learn Spanish numbers up to 15. Children will ask and answer “How old are you?”. They will read and write dates in Spanish. Children will participate in simple dialogue about name, feelings and age. Children will learn about Carnival and Easter time in Spain.  | **Knowledge** | **Fruit and Vegetables & The Hungry Giant** Children will learn some common Spanish fruits and vegetables nouns. Numbers and colours will be revisited *e.g. six red apples.* Children will use the phrases “I want”, “I would like” and “please” when asking for fruits and vegetables. They will read and perform a story about a hungry giant. **Going on a Picnic & Aliens in Spain**Children will remember and identify familiar colours in a sentence. Children will learn some common Spanish food and drinks nouns. They will explore a story about going on a picnic. Children will explore maps and places in Spain and ask and answer “Where do you live?”. Children will revisit common questions and answers. |
| **Skills** | **Children in Year 3 will begin to be language detectives and explore language learning skills in Spanish. The 4 core skills in language learning are listening, speaking, reading and writing.** **Listening*** Children can understand a few familiar spoken words and phrases in Spanish.

**Speaking*** Children can say/repeat a few words and short simple phrases in Spanish and would be understood by a sympathetic native speaker.

**Reading*** Children can recognise and read out a few familiar words and phrases in Spanish.

**Writing** * Children can write or copy a few simple words or symbols as an emergent writer of Spanish.

**Grammar*** Children will be introduced to Spanish nouns, verbs and adjectives.

**Sound Spelling*** Can identify specific Spanish sounds /phonemes.
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| **Year****Group** |  | **Autumn** |  | **Spring** |  | **Summer** |
| **4** | **Knowledge** | **Welcome to school super learners!**Children will recall familiar language from Year 3 *(personal information, questions and answers, days of the week, numbers, colours, and sound spelling links).* Children will revisit and extend their understanding of Spanish nouns and how to use these in simple Spanish sentences about classroom objects.**My local area, your local area**Children will recall familiar language from Year 3 (colours and sound spelling links). Children will explore and analyse a simple Spanish poem about Bonfire Night. Children will learn some Spanish classroom instructions and commands. Children will have the opportunity to explore Spanish shops and towns and make comparisons with their own town. Children will learn how to ask where a place is and revisit simple Spanish questions and answers from Year 3.  | **Knowledge** | **Epiphany & family trees and faces**There will be a cultural focus on Spanish Epiphany celebrations and children will compare cultural similarities and differences. Children will learn Spanish nouns for members of the family. Children will practise asking for and giving a name. Children will learn and use face part nouns to describe a face and will design an alien/monster face. Children will use their knowledge of numbers and colours to describe face parts. **Face & body parts**Children will revisit and extend spoken and written descriptions of faces. Children will apply sound spelling knowledge to new nouns for body parts. Children will apply rules of position and begin to look at adjective agreement with adjectives of colour and size. Children will create a spoken and written description of an alien.  | **Knowledge** | **Feeling unwell & jungle animals**Children will revisit and extend their knowledge of body parts in the new context of a doctor’s surgery. Children will generate spoken role-play performances at the doctor’s. Children will revisit the use of nouns in a sentence about jungle animals. Children will listen to, read, join in with and perform a story about jungle animals. Children will create descriptive sentences about jungle animals. **The weather & ice creams**Children will learn and practise how to ask about the weather and some responses to this question. Children will listen to a weather forecast including temperatures and Spanish cities. Children will create their own spoken weather forecast and perform this in front of their class. Children will learn and practise nouns for ice creams and recall their previous knowledge to colours and fruits to describe an ice cream. Children will recall and practise polite requests and preference phrases.  |
| **Skills** | **Children in Year 4 will revisit and develop language learning skills as “language detectives”.** **Listening*** Children can understand a range of familiar spoken phrases and are able to listen for specific words and phrases.
* Children will explore cognates and near/semi cognates.

**Speaking*** Children can ask and answer simple questions and give basic information.
* They can pronounce familiar words and some new words accurately.
* Children can take part in brief pre-prepared tasks such as short presentations and role plays.

**Reading*** Children can understand simple written phrases.
* They can match sounds to familiar written words.
* Children will explore and use bilingual dictionaries.

**Writing*** Children can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.

**Grammar*** Children will revisit Spanish nouns, adjectives and verbs as well as being introduced to some Spanish adverbs.
* Children will begin to explore the position of adjectives in Spanish sentences.

**Sound Spelling*** Children can match sounds to familiar written words and can pronounce familiar words and some new words accurately.
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| **Year****Group** |  | **Autumn** |  | **Spring** |  | **Summer** |
| **5** | **Knowledge** | **My school & school subjects**Children will revisit and build upon prior learning of personal information and will learn how to introduce themselves. Children will generate extended sentences about how they are feeling and reasons why. Children will revisit and practise expressing likes and dislikes for school subjects.**Time in the city, shopping & festive jumpers**Children will begin to understand and develop simple descriptions of places. Children will explore Madrid and make comparisons with London. Children will use their prior knowledge of nouns and adjectives to write simple descriptive sentences about places to visit.Children will revisit and extend shopping dialogues and practise the use of adjectives and understanding unfamiliar language in festive jumper descriptions.  | **Knowledge** | **Healthy eating & going to the market**Children will revisit fruit and vegetables nouns and extend with unfamiliar language. Children will revisit and practise shopping dialogue and extend with quantities and plural nouns. Children will revisit and practise shopping dialogue and will learn and use instructions to make their own Spanish recipes. **Clothes & fancy dress**Children will explore Spanish nouns for clothes and adjectives of colour and size to describe clothes. Children will use this knowledge to describe a fancy-dress outfit for a carnival party. Children will create spoken and written descriptions of clothes. | **Knowledge** |  **Out of this world**Children will retrieve and use prior learning in the new context of outer space and imaginary creatures. Children will learn Spanish words used on ID cards and will ask and answer questions about someone’s identity. Children will be able to name the planets in Spanish and use adjectives to describe them. Children will design and create a spoken and written description of a new planet.**Going to the seaside**Children will learn and practise nouns for items in a beach bag. Children will explore extended sentences to describe being at the beach. Children will listen to and join in with a story about going to the beach. Children will use learned language to build persuasive sentences to advertise a trip to the beach. |
| **Skills** | **Children in Year 5 will revisit and extend language learning skills as “language detectives”. Throughout Year 5, there will be a focus on broadening vocabulary and understanding and using unfamiliar language in spoken and written Spanish sentences.** **Listening*** Children can understand the main points from a series of spoken sentences (including questions). This may require some repetition.
* Children will use cognates to help them to understand unfamiliar nouns.

**Speaking*** Children can ask and answer simple questions on several topics and can express opinions.
* Children can take part in brief pre-prepared tasks such as short presentations and role plays.

**Reading*** Children can understand the main point(s) from a short, written passage in clear printed script.
* Children will continue to use bilingual dictionaries to find new language for independent creative writing.
* Children will practise reading comprehension skills with a text about the beach.
* Children will use bilingual dictionaries independently to verify meaning.

**Writing*** Children can write two or three short sentences as a personal response, using reference materials / with support.
* Children will attempt to use accurate nouns and adjectives and show awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.

**Grammar*** Children will learn how to form and use 3rd person singular (to introduce a friend).
* Children will extend sentences using conjunctions and opinions.
* Children will practise the verb “to wear” in the present tense to describe clothes that they are wearing.
* Children will be introduced to Spanish prepositions.

**Sound Spelling*** Children can match sounds to familiar written words and can pronounce familiar words and some new words accurately.
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| **Year****Group** |  | **Autumn** |  | **Spring** |  | **Summer** |
| **6** | **Knowledge** | **Revisiting ‘me’, telling the time & everyday life**Children will recall and practise their knowledge of Spanish phrases to talk about their feelings. Children will give a brief written and spoken description of themselves.Children will revisit and practise numbers and apply to “o clock” time sentences. Children will use “o clock” times in spoken questions and answers. Children will discuss and answer questions about their daily routines.**Homes and Houses** Children will continue to practise Spanish nouns and adjectives with items of furniture and rooms within a house. Children will describe orally and in writing a house and furniture. Children will write a sequence of sentences to make a story. Children will ask and answer questions beginning “where is …” with prepositions of place. | **Knowledge** | **Playing and enjoying sports**Children will recall and revisit how to say and write an extended sentence about a like/dislike or preference with a conjunction and a reason. Children will learn new Spanish sport nouns and talk about sports they like and dislike in Spanish. Children will say and write extended sentences about sports and describe a sport with simple sentences. **At the funfair & my favourite things**Children will practise expressing likes and dislikes in the context of the funfair and funfair rides. Children will use their language detective skills to understand funfair nouns and make links across languages and culture. Children will use adjectives to describe funfair rides. Children will revisit and compile prior learning across Key Stage 2 to generate a personal descriptive piece about their favourite things (hobbies, sports, school etc). Children will also learn about the Spanish tradition ‘La feria de abril’ during this topic.  | **Knowledge** | **Café culture & Tapas**Children will learn some facts about the tapas culture in Spain. Children will be able to say which tapas they like/dislike and ask someone else about their likes and dislikes Children will be able to ask for tapas and drinks politely. Children will identify and name some traditional Spanish breakfast foods and create a simple hotel breakfast menu. Children will take part in a café conversation. Children will make comparisons with the food traditions in Spain/England. **Performance time & transition to Key Stage 3**A celebration and reflection series of lessons. During each lesson, there is a recall and retrieval activity of prior learning throughout Key Stage 2 (years 3 – 6). |
| **Skills** | **Children in Year 6 will revisit and enhance language learning skills as “language detectives”. Throughout Year 6, there will be a focus on revisiting and extending previously learned language, especially when expressing opinions (likes, dislikes and preferences).** **Listening** * Children can understand the main points and some detail from a short, spoken passage.
* Children will use cognates to help them to understand unfamiliar nouns.

**Speaking*** Children take part in simple conversations and can express simple opinions (likes, dislikes, preferences)
* Children will generally have accurate pronunciation (to a sympathetic native speaker).

**Reading*** Children can understand the main points and simple opinions of a longer written passage (e.g. poem, recipe, story)
* Children will continue to use bilingual dictionaries to find new language for independent creative writing.
* Children will practise reading comprehension skills with a text about sports and preferences.
* Children will use bilingual dictionaries independently to verify meaning.

**Writing*** Children can write a short text attempting to use accurate nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials and some support if necessary.

**Grammar*** Children will explore and practise use of the verbs in the present tense (e.g. ‘jugar’ – to play).
* Children will continue to extend sentences using conjunctions and opinions.
* Children will use some prepositions of place in their Spanish sentences.

**Sound Spelling*** Children can match sounds to familiar written words and can pronounce familiar words and some new words accurately.
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