



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR 1	<p><u>Spain</u> Develop children’s awareness of other countries and cultures. Explore some of the similarities and differences. Introduce hello and good morning.</p>		<p><u>¡Hola!</u> Practice the Spanish greetings using songs and games (hello, good morning, good afternoon, goodbye, how are you?)</p>		<p><u>Los Colores</u> Introduce the Spanish colours using songs and games</p>	
YR 2	<p><u>Los Números</u> Children should be introduced to number 1-10 through song and should be able to repeat and join in speaking the numbers.</p>		<p><u>Los Colores</u> Revisit the Spanish colours using songs and games. Children should be able to join in with the songs and recall the names of some colours</p>		<p><u>Responding</u> Children develop understanding of conversational conventions, such as taking turns and listening and responding. They can respond to simple greetings (Hola clase!) and may be able to ask “how are you?”</p>	
YR 3	<p><u>Fonética y Los Saludos</u> Children will develop understanding of pronunciation of the Spanish alphabet, the use of vowels, consonants and letter strings and how they differ from English. Children will listen to and repeat a variety of Spanish greetings</p>	<p><u>Yo Aprendo Español</u> Children will develop their intercultural awareness and communicate facts around Spain and Spanish speaking countries. They can ask and answer “how are you?” and “what is your name?” Children know the numbers 1-10 Children know basic colours</p>	<p><u>Los Animales</u> Children are introduced to ten nouns and articles for common animals. They will be able to spell the names of the animals correctly and use the appropriate article. They will begin using “Soy...” (I am....)</p>	<p><u>Los Comandos En Clase (Classroom Instructions)</u> Children will recognise and repeat a variety of classroom instructions (listen/write/put up your hand/close your books..) <u>Los Días y los meses (Days and Months—2 separate units)</u> Children will learn to accurately pronounce, read and spell all days of the week and months of the year and recite them confidently.</p>	<p><u>Caperucita Roja (Little Red Riding Hood)</u> Children will develop their listening skills and use cognates to expand vocabulary using the familiar story of Little Red Riding Hood. They will be able to order events on a story board using recognisable Spanish phrases and visual clues. They will be able to accurately name and pronounce parts of the body.</p>	<p><u>La Fruta</u> Children will be able to accurately read, pronounce and spell a variety of common fruits. They will be able to change nouns and articles from singular to plural form. They will be able to express positive and negative opinions I like.../I don’t like...</p>
YR 4	<p><u>Me Presento</u> Children will recap numbers 1-10 and asking “how are you?” They will be able to read, pronounce and spell numbers 1-20 accurately. Children will be able to ask and answer “How old are you?” and “Where do you live?” They should be able to give a short presentation introducing themselves to others.</p>	<p><u>La Familia</u> Children learn the nouns and articles for family members introducing the concept of possessives (mi y mis). They will be able to ask and answer “do you have a brother/sister?” and should also be able to substitute other family members. They will be able to tell you the names of their family members “He/she is called...” Children will learn the numbers 10 to 100 (in blocks of 10) to be able to talk about the ages of family members.</p>	<p><u>¿Qué Fecha es Hoy? (What is the date?)</u> Children will revise months of the year and days of the week, and be introduced to some key dates in the Spanish calendar to develop inter-cultural awareness. They will be able to ask the date and read and say the date in Spanish. Children will be able to ask “When is your birthday?” and talk about their own birthday.</p>	<p><u>Desayuno En El Cafe (Breakfast at the Café)</u> Children will be able to read and pronounce a variety of food and drinks in Spanish, using the appropriate article. They will discuss some of the typical snacks and drinks available in a Spanish café and write a ‘menu’ with correct spellings. They will be able to ask “What would you like for breakfast?” and respond “I would like... please.”</p>	<p><u>Mi Clase (My class/in the classroom)</u> Children will be taught to identify, pronounce, read and write the names of a variety of classroom objects and their articles. They will revise classroom commands and should be able to recognise and repeat basic commands confidently. They will be able to describe the items in their pencil case using I have... and I don’t have...</p>	<p><u>Ricitos De Oro y Los Tres Osos (Goldilocks and the Three Bears)</u> Children will develop their listening skills and use cognates to expand vocabulary using the familiar story of Goldilocks. They will be able to create their own storyboard using key phrases written with correct spelling. They will be able to recognise, read and pronounce adjectives (big, tall, hard, soft, hot, cold...) and copy these in context.</p>



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YR 5	<p><u>Mi Clase (My class/in the classroom)</u> Children will be taught to identify, pronounce, read and write the names of a variety of classroom objects and their articles. They will revise classroom commands and should be able to recognise and repeat basic commands confidently. They will be able to describe the items in their pencil case using I have... and I don't have...</p>	<p><u>Desayuno En El Cafe (Breakfast at the Café)</u> Children will be able to read and pronounce a variety of food and drinks in Spanish, using the appropriate article. They will discuss some of the typical snacks and drinks available in a Spanish café and write a 'menu' with correct spellings. They will be able to ask "What would you like for breakfast?" and respond "I would like... please." <u>Incorporating elements of La Fruta (Early unit)</u> Children will be able to accurately read, pronounce and spell a variety of common fruits. They will be able to change nouns and articles from singular to plural form. They will be able to express positive and negative opinions I like.../I don't like...</p>	<p><u>¿Tienes una mascota? (Do you have a pet?)</u> Children learn to pronounce, read and spell the names of eight common pets. They will be able to ask and respond to the question "do you have a pet?" using 'I have...' They should be able to say longer sentences using the connectives y (and) and pero (but) and the negative form (I don't have.) They will be able to talk about the names of their pets.</p>	<p><u>La Ropa (clothes)</u> Children learn to pronounce, read and write a variety of clothing items in Spanish. They will be able to conjugate the verb 'to wear' and select the appropriate form. Children will develop their listening and understanding of spoken Spanish by identifying key vocabulary and information from a spoken text.</p>	<p><u>Los Verbos Regulares (Regular verbs)</u> Children should understand the role of conjugation in Spanish and begin to conjugate high frequency verbs. Children should recognise the three types of regular verbs (-er, -ir, -ar) and that conjugating regular verbs follows a pattern. They should be able to select the appropriate verb ending for basic personal pronouns.</p>	<p><u>Mi Casa (My home)</u> Children will be able to identify the type of building they live in and its location. They will be able to describe verbally the rooms in their home, including using the negative (I don't have) and connectives to develop their sentences and ask others about their homes. They should also be able to write and verbally perform a longer passage about themselves, giving details such as their name, age, nationality, where they live, who is in their family, if they have pets at home etc.</p>
YR 6	<p><u>¿Qué Tiempo Hace? (How is the weather?)</u> Children will learn a variety of phrases to describe the weather using the appropriate article (hace frío = it's cold, hay tormenta = there is a storm etc.) They will be able to describe the weather using days of the week and points of the compass (On Monday, in the North...) and write full sentences with correct spellings. Children should present their written work orally.</p>	<p><u>La Ropa (clothes)</u> Children learn to pronounce, read and write a variety of clothing items in Spanish. They will be able to conjugate the verb 'to wear' and select the appropriate form. Children will develop their listening and understanding of spoken Spanish by identifying key vocabulary and information from a spoken text.</p>	<p><u>Los Verbos Regulares (Regular verbs)</u> Children should understand the role of conjugation in Spanish and begin to conjugate high frequency verbs. Children should recognise the three types of regular verbs (-er, -ir, -ar) and that conjugating regular verbs follows a pattern. They should be able to select the appropriate verb ending for basic personal pronouns.</p>	<p><u>En el Colegio (at school)</u> Children can correctly read, write and pronounce the names of ten school subjects and express opinions using "I like..." and "I don't like..." They will be able to recognise the verb "ir" in all forms and conjugate it for use in a simple sentence. Children will be able to tell the time by the hour in Spanish, and incorporate this into spoken and written sentences (At 1 o'clock I go to Maths...) Children will begin to use a bilingual dictionary to check spellings and gender.</p>	<p><u>Los Verbos Irregulares (Irregular Verbs)</u> Children will be able to identify the five most commonly used and important Spanish irregular verbs (ir = go, tener = have, ser = be (permanent), estar = be (transient) and hacer =do). They will begin to correctly conjugate these verbs in simple spoken sentences and written texts. They will be able to correctly read, write and pronounce a variety of Spanish pronouns.</p>	<p><u>El Fin De Semana (the weekend)</u> Children will be able to tell the time in Spanish in quarter hour units. Children will practice reading, writing and speaking a variety of more complex sentences with different verbs and noun combinations to describe weekend activities. They will be able to include time connectives in their written and spoken Spanish to develop sentences and should be able to write at greater length about their weekend activities.</p>