

SPARK
EDUCATION TRUST



Whinstone Primary School

SPANISH CURRICULUM



SPANISH INTENT:

CURRICULUM INTENT:

It is our intent within the Trust to provide all of our children with a high-quality education in Modern Foreign Languages (MFL), which develops their love of learning surrounding other languages and cultures. MFL is taught at KS2, we believe that the earlier a child is exposed to a foreign language, the faster the language acquisition becomes. Lessons are taught in a sequential manner so vocabulary is first, which then builds to sentences and short conversations. Language is reinforced through displays and opportunities to use key language at other curriculum times.

At Whinstone, we have a long-standing belief that learning foreign languages is important for children and we value many other skills they acquire on their language journey. We aim for lessons to be engaging, practical and enjoyable! Studying languages provides the ideal opportunity to gain an insight into other cultures and their ways of life in order to value differences, whilst at the same time breaking down barriers and prejudices in the community; not to mention the practical implications of many of our students holidaying to Spanish speaking countries. Over the course of our Spanish curriculum, children become aware of the relationships between different languages and they acquire the necessary skills and confidence to communicate verbally and non-verbally in a foreign language. As a result of high-quality teaching, children become aware of relationships between languages and are more open to realise opportunities of working and travelling abroad. Whinstone's Spanish curriculum follows Primary Language Network which provides a fantastic foundation for learning further languages and begins to provide them with skills which could lead to future study and work abroad. Content is age appropriate and engages pupils by being varied. We use songs, games and videos to make learning fun and memorable. Topic related content helps children learn more knowledge about their other subjects in school to strengthen their learning. Children are encouraged to say, repeat, and use language to embed in their memory.



WHY LEARN SPANISH?

- Spanish is the 4th most widely spoken language in the world with over 500 million people speaking Spanish worldwide. 31 countries also have Spanish as their official language.
- Many children who leave Whinstone join a secondary school which teaches Spanish.
- Children are 'introduced' to various celebrities who are Spanish speakers. This allows them to see how the use of a second language can open several doors and provide opportunities for them, which they may not otherwise have. Additionally, they are shown how languages can be used in areas, which may have been previously overlooked, for example, how Gary Lineker was able to use his Spanish to help him when he was playing for Barcelona.
- By creating these links to the importance of learning a foreign language and popular culture, children are able to see the subject in more of a positive light as opposed to being an onerous task.

CURRICULUM IMPLEMENTATION:

To ensure lessons are stimulating and exciting at Whinstone we have developed a new Spanish scheme of work. This scheme has been created with the children at Whinstone in mind and how best to encourage them to actively participate with their language learning.

Children at Whinstone will become more aware of different cultures and learn about the Spanish culture. This will assist with breaking down any barriers and prejudice within the local community and children will end up being accepting adults.

Children will understand that languages can be similar by listening to the Spanish language and comparing it to the English language and the previously taught French language. They will understand that learning a language can develop friendships and relationships with people from other countries.

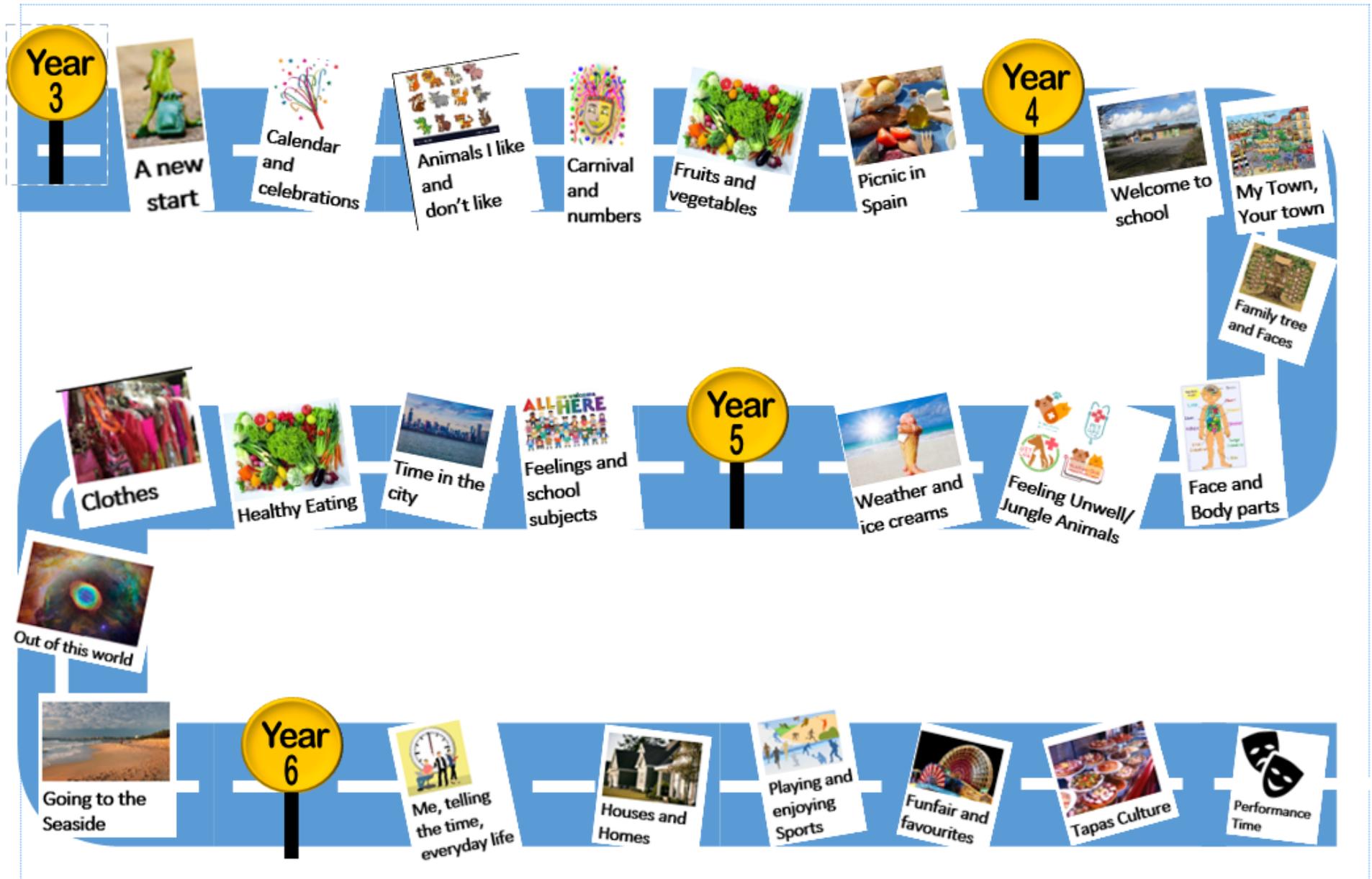
Children will understand that learning a language opens up many doors, such as working and travelling abroad and that they will gain experiences they wouldn't have had the opportunity to experience.

SPANISH IMPACT:

The Spanish curriculum at Whinstone Primary School has a significant impact on pupils' linguistic confidence, cultural understanding and readiness for future language learning. Through structured, progressive teaching, children develop secure vocabulary knowledge which enables them to build accurate sentences and engage in short conversations with increasing independence. Regular opportunities to revisit and apply language across the curriculum help embed key vocabulary into long-term memory, while songs, games and multimedia resources make learning enjoyable and memorable.

Pupils gain a strong appreciation of other cultures and become more aware of the similarities and differences between communities. This fosters open-mindedness, respect and curiosity about the wider world. As children progress through KS2, they develop clear pronunciation, confidence in speaking and listening, and an understanding of how languages are interconnected. By following the Primary Language Network scheme, pupils leave Whinstone with a solid foundation for studying further languages and the aspiration to communicate, work or travel abroad in the future.

SPANISH UNIT LONG TERM PLAN ROADMAP



Modern Foreign Language – Spanish Roadmap Tracker Year 3-6 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	 <p>A new start</p>	 <p>Calendar and celebrations</p>	 <p>Animals I like and don't like</p>	 <p>Carnival and numbers</p>	 <p>Fruits and vegetables</p>	 <p>Picnic in Spain</p>
Year 4	 <p>Welcome to school</p>	 <p>My Town, Your town</p>	 <p>Family tree and Faces</p>	 <p>Face and Body parts</p>	 <p>Feeling Unwell/ Jungle Animals</p>	 <p>Weather and ice creams</p>
Year 5	 <p>Feelings and school subjects</p>	 <p>Time in the city</p>	 <p>Healthy Eating</p>	 <p>Clothes</p>	 <p>Out of this world</p>	 <p>Going to the Seaside</p>
Year 6	 <p>Me, telling the time, everyday life</p>	 <p>Houses and Homes</p>	 <p>Playing and enjoying Sports</p>	 <p>Funfair and favourites</p>	 <p>Tapas Culture</p>	 <p>Performance Time</p>

Spanish Year Y3-Y6 Curriculum Overview: Long Term Plan

Overview of teaching and learning approach

Throughout the SOW there are opportunities to introduce and practise appropriate target language vocabulary, to identify and use nouns, adjectives, verbs, prepositions, and conjunctions in the target language, to explore and build a secure understanding of the target language phonics, and to find out more about the culture of the target language countries. There is access to native speaker pronunciation in every lesson.

Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages.

Language learning skills and links between languages and literacy are explored age and stage appropriately.

Within the body of the lessons there are planned for /suggested opportunities to sing, play games, perform, develop extended writing (Rainbow Writing), keep a record, and make links across the curriculum.

Autumn 1			
Year 3 (stage 1)	Year 4 (stage 2)	Year 5 (stage 3)	Year 6 (stage 4)
Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as “language detectives”.	Revisiting and extending language learning skills as “language detectives”.	Revisiting and enhancing language learning skills as “language detectives”.
Unit Title: Greetings, numbers, colours	Unit Title: Welcome to school, super learners.	Unit Title: Talking about “us”. School subjects.	Unit Title: Revisiting “me”. Telling the time and the daily life of a superhero.
Begin to explore Spanish: greetings, asking a name, and 10 numbers (1-10) and colours. Begin to explore sounds and spelling links in numbers and colours.	Recall familiar language from Year 3 (stage 1) – personal information questions and answers, days of week, numbers, colours, sound spelling links, and to practise the language of the school environment. Opportunity to explore a target language school building and make comparisons with own school. Children revisit and extend understanding of nouns and how to use these in simple target language sentences about classroom objects.	Revisit and build upon prior learning of personal information. Begin to explore how to form and use 3 rd person singular to introduce a friend Talking about feelings and generating extended sentences with reasons for feelings. Broadening of vocabulary, revisiting and practising expressing likes and dislikes with school subjects and extending sentences using conjunctions and opinions.	Recall, revisit and use familiar language in new contexts to talk about “It’s okay to be me”. Explore a poem and write a simple poem. Focus on the verbs to be (I am) and to have (I have) and extended feelings from stage 3. Revisit and practise numbers and apply to “o’clock” time sentences. Use “o’clock times in a spoken question and answer in 1 st and 2 nd person singular / and simple story cartoon about a “superhero school pupil’s daily routine

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Autumn 2			
Year 3 (stage 1)	Year 4 (stage 2)	Year 5 (stage 3)	Year 6 (stage 4)
Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as “language detectives”.	Revisiting and extending language learning skills as “language detectives”.	Revisiting and enhancing language learning skills as “language detectives”.
Unit Title: Colours, classroom commands, calendar, celebrations.	Unit Title: Bonfire Night poem, classroom commands, places in town and Christmas shopping	Unit Title: In the city, Shopping and Festive jumpers.	Unit Title: Homes and houses. Elf on the shelf.
Continue to practise greetings, feelings, and name. Make links with familiar and unfamiliar colour adjectives and bonfire night celebrations. Practise target language for days of the week and months of the year. Explore Christmastime in target language country.	Recall familiar language from Year 3 (stage 1) –colours, sound spelling links, and understand/explore a simple target language Bonfire Night poem. Opportunity to explore a target language shops in town and make comparisons with own town. Asking where a place is. Shopping for presents. Ch’reen revisit and extend understanding of nouns and how to use these in simple target language questions and answers.	Revisit and build upon prior learning of shops. Begin to understand and develop simple descriptions of places. Explore the capital city and make comparisons Use nouns and adjectives in simple descriptive sentences about places to visit and reasons why. Revisit and extend shopping dialogues with a festive charity stall. Practise use of adjectives and understanding unfamiliar language in festive jumper descriptions.	Recall, revisit and use familiar language in new contexts to describe orally and writing a house and furniture. Listen, understand, and enjoy a spooky house story Practise nouns and adjectives with items of furniture. Explore famous castles in target language country. Ask and answer the questions “Where is” with prepositions of place. Practise language of the unit with “elf on the shelf”.

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Spring 1			
Year 3 (stage 1)	Year 4 (stage 2)	Year 5 (stage 3)	Year 6 (stage 4)
Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as “language detectives”.	Revisiting and extending language learning skills as “language detectives”.	Revisiting and enhancing language learning skills as “language detectives”.
Unit Title: Animals	Unit Title: Epiphany, Alien family tree and faces	Unit Title: Healthy Eating Going to the market Fruit salad recipe	Unit Title: Investigating sports
Animals we see around us First focus on nouns in the target language. Simple investigations of singular nouns used with indefinite articles. Expressing likes using “My favourite animal is...” Speaking and writing silly sentences about animals and habitats to practise use of nouns. Begin to explore use of bilingual dictionaries as word reference tools and find new animal nouns to create fantastical animals.	Cultural focus on target language Epiphany celebrations. Cultural similarities and differences. Members of a family. First proper introduction to the PLN alien family and pets. Practise asking and giving a name. Use of face part nouns to describe a face. Design an alien or monster face. Numbers and colours to describe face parts. Begin to explore position of adjectives. Use of bilingual dictionaries: adjectives.	Revisit fruit and vegetable nouns and extend with unfamiliar language. Revisit and practise shopping dialogue and extend with quantities and plural nouns. Revisit and practise classroom commands and explore and use unfamiliar verbs and commands to create own fruit salads as spoken and written descriptions. Use of bilingual dictionaries to find new language for individual creative writing.	Recall and revisit how to say and write an extended sentence about a like/dislike or preference with a conjunction and a reason and a sport noun. Cultural exploration of target language specific sports. Explore and practise use of verb to play in present tense in target language. Reading comprehension about sports and preferences. Revisit, recall and extend nouns for clothes and use of adjectives to create a school sports kit. Bilingual dictionary use.

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Spring 2			
Year 3 (stage 1)	Year 4 (stage 2)	Year 5 (stage 3)	Year 6 (stage 4)
Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as “language detectives”.	Revisiting and extending language learning skills as “language detectives”.	Revisiting and enhancing language learning skills as “language detectives”.
Unit Title: Carnival, using numbers, Easter time	Unit Title: Face and body parts	Unit Title: Clothes, colours, fancy dress	Unit Title: At the funfair, my favourite things, a tradition
Explore carnival with animals and fancy dress. Opportunity to revisit, practise language learning skills with familiar language and consolidate early stages of sound spelling links and core personal information. Revisit and extend numbers (11-15) and look for language links. Practise colours. and extended with rainbow. Begin to use bilingual dictionaries to find colour associated nouns. Go on an Easter egg hunt with colours and numbers.	Revisit and extend spoken and written descriptions of the faces of the alien family members. Apply sound spelling knowledge to new nouns for body parts, Apply rules of position and begin to look at adjective agreement with adjectives of colour and size. Create an alien and its spoken and written description. Use of bilingual dictionaries: for extension activity to find body parts and adjectives.	Explore nouns for clothes and adjectives of colour, size to describe clothes. Use familiar and look for unfamiliar language. Use of bilingual dictionaries to find new language for individual creative writing. Design fancy dress for a carnival party. Practise the verb “to wear” in the present tense and create spoken and written descriptions,	Practise expressing likes and dislikes with funfair rides. Use language detective skills to understand funfair nouns and make links across languages and culture. Bilingual dictionary use. Revisit and compile prior learning across the four stages to generate a spoken and /or written personal descriptive piece about hobbies, sports , school, family, likes, dislikes. Have fun exploring a target language tradition.

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Summer 1			
Year 3 (stage 1)	Year 4 (stage 2)	Year 5 (stage 3)	Year 6 (stage 4)
Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as “language detectives”.	Revisiting and extending language learning skills as “language detectives”.	Revisiting and enhancing language learning skills as “language detectives”.
Unit Title: Fruits and vegetables	Unit Title: Feeling unwell. Jungle animals	Unit Title: Out of this World	Unit Title: Café culture and restaurants
Revisit and extend understanding of how to identify a noun in the target language. Explore fruits and vegetables. Look for cognates and semi cognates. Apply likes and dislikes and preferences from animals’ unit to new nouns of fruits and vegetables. Recognise and use numbers and colours in new descriptive contexts. Listen, read and join in with the Hungry Giant story. Practise polite requests. Participate in a hungry giant story performance,	Revisit and extend body parts in an unfamiliar context: the doctors surgery. Generate spoken performances at the doctors. Revisit use of nouns in a sentence with jungle animals. Look for cognates and semi cognates. Listen to, read and join in with jungle animal story Perform the story. Practise use of adjectives, position, and agreement in simple spoken and written sentences Create descriptive jungle animal shape sentences. Use of bilingual dictionaries: for extension activity to find body parts and adjectives.	Revisit and use personal information questions and answers, body parts and descriptive sentences and likes and dislikes in a new creative context – outer space and imaginary creatures. Practise and revisit days of the week, etymology of planets and descriptive sentences to describe planets using nouns, adjectives and the verb “to be”. Design and create a spoken / written description of a brand-new planet and retrieve and use prior learning un a new context. Use of bilingual dictionary	Revisit dialogues to buy items and apply to dialogues in a café or restaurant. Extend to unfamiliar and useful language when in a café or restaurant in the target language country. Explore the café culture of the target language country. Find out more about authentic dishes and foods. Make comparisons with own country or prior experience.

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Within the body of the lessons there are planned for /suggested opportunities to sing, play games, perform, develop extended writing (Rainbow Writing), keep a record, and make links across the curriculum.

Summer 2			
Year 3 (stage 1)	Year 4 (stage 2)	Year 5 (stage 3)	Year 6 (stage 4)
Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as “language detectives”.	Revisiting and extending language learning skills as “language detectives”.	Revisiting and enhancing language learning skills as “language detectives”.
Unit Title: Going on a picnic Aliens in the target language country	Unit Title: The weather Ice creams	Unit Title: Going to the seaside	Unit Title: Performance Time Read all about It- transition to KS3
Revisit and practise polite requests for items. Revisit numbers, fruits/ vegetables, practise and extend nouns for items of food and drink to take on picnic. Explore target language food and drink picnic items. Design a picnic basket and write a simple supported descriptive sentence about the items. Explore target language country with the aliens. Practise the personal information question and answer “where do you live?”. Listen to, read and join in with the target language story “Going on a picnic”.	Explore the question and simple sentences to describe the weather. Look for language links. Listen to and understand a simple weather forecast and temperatures- using familiar numbers and target language cities. Create a spoken weather forecast and perform. Practise the nouns for ice creams and look for prior knowledge/ recall fruits. Recall and practise polite requests and preference phrases. Design your own ice cream.	Practise beach bag nouns, Practise how to identify and use nouns and place with adjectives to describe items. Practise reading comprehension skills with text about the beach. Use of cognates to understand unfamiliar nouns, use of bilingual dictionaries to verify meaning. Explore extended sentences to describe time at the beach. Listen to , read and join in with “Let’s go to the beach” story . Use the language practised to build extended persuasive sentences to advertise in a spoken or written persuasive advert a trip to the beach	A celebration and reflection series of lessons. A simple sketch about a waiter. Over 3 lessons in teams, pupils listen to, practise, extend and prepare a performance, based on initial sketch Create a cocktail – explore reading comprehension, memory, and word reference tool skills. Produce a spoken or written recipe for a cocktail. A scavenger indoor or outdoor noun hunt. During each lesson there is a recall and retrieval activity of prior learning across the four stages to compile a record to share with KS3 of language learnt and skills acquired by each pupil.

Spanish Curriculum Medium Term Plan Year 3

Spanish Year 3 (Stage 1) MTP

Unit	Content Beginning ...	Phonics Beginning ...	Grammar Beginning ...	Language Learning Skills Beginning ...	Skill Level
<p>Autumn 1</p> <ul style="list-style-type: none"> A new start <p>KPIs. Can <i>Say a greeting</i> <i>Respond to a question about name or feelings</i> <i>Attempt a question – name or feelings</i> <i>Remember some nos between 0-11</i> <i>Say at least 4 colours</i></p>	<p>Greetings/farewells Ask and answer question: name/feelings. Explore numbers 0-11. Explore 6 colours</p>	<p>Silent letters H Pronunciation of letters j/z/v Sound spelling uy/ci/ce/ll/ei/ie</p>	<p>Intonation when asking a question.</p>	<p>Speak confidently Identify key sounds Ask question with intonation. Read some familiar target language words. Copywrite familiar target language words</p>	<p>Sound Spelling Can identify specific sounds /phonemes. Listening Can understand a few familiar spoken words and phrases. Speaking Can say/repeat a few short words and phrases and would be understood by a native speaker.</p>
<p>Autumn 2</p> <ul style="list-style-type: none"> Calendar and celebrations <p>KPIs. Can: <i>Read and say some adjectives of colour</i> <i>Recognise and say a day of week</i> <i>Attempt to copywrite accurately a day of week</i> <i>Recognise and say most months</i> <i>Attempt to write accurately an important month of year</i></p>	<p>Colours Commands in class Days of week Months of year Culture: Christmas</p>	<p>Silent letters h Pronunciation j/v Sound spelling ao/me</p>	<p>Intonation when asking a question.</p>	<p>Speak confidently Identify key sounds Ask question with intonation. Take risks/positive attitude Listen attentively Make educated guesses Make links with other languages.</p>	<p>Reading Can recognise and read out a few familiar words and phrases. Writing Can write a few simple words or phrases or symbols as emergent writers of target language. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>

Spanish Year 3 (Stage 1) MTP

Unit	Content Beginning ...	Phonics Beginning ...	Grammar Beginning ...	Language Learning Skills Beginning ...	Skill Level
<p>Spring 1</p> <ul style="list-style-type: none"> Animals I like and don't like. <p>KPIs. Can remember and say animal nouns Write a simple sentence about a favourite animal Recognise a noun in a sentence</p>	<p>Animals (pets) nouns What is it? My favourite animal is ... Story: Animals I see when I walk to school.</p>	<p>Stress on letters à Pronunciation v/j/z Sound spelling rr/ll</p>	<p>Identify a noun Aware of plural nouns Nouns using indefinite article "a" (un/una).</p>	<p>Speak confidently (words and phrases) Imitate pronunciation Ask a question accurately Listen attentively Actions to aid memory Make links with English and home languages. Practise with a friend Write simple sentences using a model.</p>	<p>Sound Spelling Can identify specific sounds /phonemes. Listening Can understand a few familiar spoken words and phrases. Speaking Can say/repeat a few short words and phrases and would be understood by a native speaker.</p>
<p>Spring 2</p> <ul style="list-style-type: none"> Carnival and using numbers <p>KPIs. Can Recall numbers 0-11 Recall personal info questions from Autumn 1 Say age Recall some months of year Recall some days of week Attempt to say and write the date</p>	<p>Revisit numbers 0-11. Revisit colours. Ask and answer "How old are you?" Read and write dates in Spanish. Participate in a simple dialogue (name, feelings, age). Culture: Carnival Culture :Easter</p>	<p>Pronunciation of letters letters j/g/v/z Sound spelling ce/cu</p>	<p>Intonation when asking a question. Forming a question in Spanish. Forming the date in Spanish.</p>	<p>Speak confidently (words and phrases) Actions to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages.</p>	<p>Reading Can recognise and read out a few familiar words and phrases. Writing Can write a few simple words or phrases or symbols as emergent writers of target language. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>

Spanish Year 3 (Stage 1) MTP

Unit	Content Beginning ...	Phonics Beginning ...	Grammar Beginning ...	Language Learning Skills Beginning ...	Skill Level
<p>Summer 1</p> <ul style="list-style-type: none"> Fruits, vegetables, hungry giant story <p>KPIs <i>Can:</i> Understand and say fruit/veg nouns Recall numbers 0-15 Count fruits Understand, enjoy, join in with story and board game Ask politely for an item Attempt to write a simple sentence using conjunction "and"</p>	<p>Fruits and vegetable nouns Numbers 0-11 Colours I want I would like ... Please Story: The hungry giant story, performance Board game: The hungry giant</p>	<p>Silent letters h Sound spelling za/ia</p>	<p>Polite requests Singular and plural nouns.</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.</p>	<p>Sound Spelling Can identify specific sounds /phonemes. Listening Can understand a few familiar spoken words and phrases. Speaking Can say/repeat a few short words and phrases and would be understood by a native speaker. Reading Can recognise and read out a few familiar words and phrases. Writing Can write a few simple words or phrases or symbols as emergent writers of target language.</p>
<p>Summer 2</p> <ul style="list-style-type: none"> Going on a picnic Aliens in Spain Language Puzzle <p>KPIs <i>Identify and understand familiar colours in a sentence</i> <i>Remember and say familiar colours</i> <i>Understand and join in with a story</i> <i>Ask the question "Where do you live/</i> <i>Respond to the question with "I live in .."</i></p>	<p>Food and drink for a picnic nouns. Story: going on a picnic Culture: Map and places - in Spain Where do you live? I live in Language Puzzle: using our language detective skills to explore another language.</p>	<p>Silent letters h Pronunciation of letters z/v Sound spelling gua/ll</p>	<p>Polite requests Singular and plural nouns. Asking a question accurately</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.</p>	<p>Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>

During Stage 1 (Year 3) children will begin to explore and develop all 12 NC ATs (see highlighted cells in grid below)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask 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 intonations, so that others understand.						
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 another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						

Spanish Curriculum Medium Term Plan Year 4

Spanish Year 4 Stage 2 MTP					
Unit	Content Revisit and develop...	Phonics Revisit and develop...	Grammar Revisit and develop...	Language Learning Skills Revisit and develop...	Skill Level
<p>Autumn 1</p> <ul style="list-style-type: none"> Welcome to school <p>KPIs <i>Can:</i> answer several questions about themselves ask several questions about a friend understand and respond to classroom instructions recall days of week recall months of year say and write some nouns for places in school say and write some nouns for classroom objects</p>	Recall personal information questions and answers Recall 0-11 and some classroom instructions Say and read numbers 10-20 Recall days and months Names of areas /rooms in school Classroom item nouns Culture: School in Spain	Silent letters h Pronunciation of letters j/v/ñ Sound spelling ce/ll/ci/au/die/vei/iz	Masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Ask question with correct intonation. Read some familiar and unfamiliar target language words. Write familiar target language words from memory.	<p>Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.</p> <p>Listening Can understand a few familiar spoken words and phrases.</p> <p>Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.</p> <p>Reading Can understand simple written phrases. Can match sounds to familiar written words.</p> <p>Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p> <p>Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>
<p>Autumn 2</p> <ul style="list-style-type: none"> My town, your town <p>KPIs <i>Can</i> Listen and respond accurately to sequence of commands Communicate simple instructions Recognise and read places in town nouns Ask and respond appropriately to where something is</p>	Revisit /extend colours Revisit/extend classroom commands Commands of movement and direction Places in town/shops nouns Ask and answer question "Where is ...?" Poem: Bonfire Night Culture: shops and a typical town in Spain Culture: Christmas	Silent letters h Pronunciation ñ Sound spelling ver/zul/tea/jo/llo/ao/ue	Classify masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences) Identify key sounds/silent letters Take risks/positive attitude Listen attentively Make educated guesses Recall previously learnt language.	

Spanish Year 4 Stage 2 MTP

Unit	Content Revisit and develop...	Phonics Revisit and develop...	Grammar Revisit and develop...	Language Learning Skills Revisit and develop...	Skill Level
<p>Spring 1</p> <ul style="list-style-type: none"> Family tree and faces. <p>KPIs <i>Remember and say nouns for members of family</i> <i>Recognise, understand and say parts of face nouns</i> <i>Write a simple sentence with a part of face and a colour.</i></p>	<p>Culture: Epiphany in Spain. Family member nouns Recall personal information Parts of the face nouns Simple sentences to describe a face Create an alien face.</p>	<p>Stress on letters á/é/ Silent letters h Pronunciation é/è/ç Sound spelling ue/ll/qué/iz/ ja/jos/za</p>	<p>Practise masculine and feminine nouns, singular and plural Explore plural nouns with adjectives in Spanish Practise/use first person singular of verbs to have and to be (ser). Practise asking a question.</p>	<p>Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Understand basic grammar Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.</p>	<p>Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words.</p>
<p>Spring 2</p> <ul style="list-style-type: none"> Face and body parts <p>KPIs <i>Recognise and use accurately body part nouns</i> <i>Understand simple descriptive sentence about body parts with colour adjectives and size adjectives</i> <i>Say and write simple sentence about for a physical description</i> <i>Follow a simple sequence of physical movement commands</i> <i>Communicate a simple sequence of physical movement commands</i></p>	<p>Revisit face part nouns Body parts nouns Movement commands Use of “ I have” with physical descriptions in Spanish. Generate simple sentence descriptions, adjective and nouns, to describe an alien.</p>	<p>Silent letters h Pronunciation z/v/j Sound spelling ll/os</p>	<p>Practise Spanish verbs as commands. Explore use of plural nouns Explore use of singular nouns, Practise using colours as adjectives with nouns in Spanish</p>	<p>Speak confidently (words and phrases) Imitate the pronunciation of sounds Use a bilingual dictionary to check spellings or look up new words Make educated guesses of context Actions/games to aid memory Recall and use prior learning Positive attitude Take risks and learn from mistakes Imitate pronunciation</p>	<p>Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>

Spanish Year 4 Stage 2 MTP

Unit	Content Revisit and develop...	Phonics Revisit and develop...	Grammar Revisit and develop...	Language Learning Skills Revisit and develop...	Skill Level
<p>Summer 1</p> <ul style="list-style-type: none"> Feeling unwell Jungle animals <p>KPIs <i>Recall body part nouns</i> <i>Explain what hurts and how feeling</i> <i>Take part in at the doctors' roleplay</i> <i>Identify jungle animal nouns</i> <i>Remember jungle animal nouns</i> <i>Identify and find meaning of unfamiliar adjectives</i> <i>Understand and join in with a story.</i> <i>Say/write a simple sentence – noun, adjective, conjunction about jungle animals.</i></p>	<p>Recall body parts nouns Explaining how something hurts Ask the question “What is wrong?” At the doctors ‘ roleplay Jungle animal nouns Adjectives of colour and size to describe animal nouns Story: Walking through the jungle Poem: Jungle animal explorers</p>	<p>Silent letters H Pronunciation i/v Sound spelling ir/re</p>	<p>Revisit intonation when asking a question Using adjectives to describe a noun in Spanish</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks and learn from mistakes Make links with English and home languages. Write simple sentences using a model.</p>	<p>Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words.</p>
<p>Summer 2</p> <ul style="list-style-type: none"> The weather Ice creams Language Puzzle <p>KPIs <i>Can:</i> <i>Read and understand 3 simple sentences about the weather</i> <i>Say and write 3 simple sentences about the weather</i> <i>Understand some ice cream flavours</i> <i>Describe a favourite ice cream</i> <i>Participate in a buy an ice cream roleplay</i></p>	<p>Weather statements Weather question. Ice cream flavours Buying an ice cream dialogues Ice creams- I love, like, dislike Culture: Map and places - in Spain and weather forecasts Language Puzzle: using our language detective skills to explore another language.</p>	<p>Silent letters h Pronunciation v/i Sound spelling ia/me/io/ll/hace/iem.</p>	<p>Can ask for an item politely Asking a question accurately</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.</p>	<p>Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>

During Stage 2 (Year 4) children will revisit and develop all 12 NC ATs (see highlighted cells in grid below)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask 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 intonations, so that others understand.						
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 another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						

Spanish Curriculum Medium Term Plan Year 5

Spanish Year 5 Stage 3 MTP					
Unit	Content Revisit and extend...	Phonics Revisit and extend...	Grammar Revisit and extend...	Language Learning Skills Revisit and extend...	Skill Level
<p>Autumn 1</p> <ul style="list-style-type: none"> Talking about Us <p>KPIs <i>Can:</i> Say an extended sentence about how feeling with a reason Say a 3rd person singular sentence with details about someone else recognise and say at least 5 school subjects say and write an extended opinion about a school subject using a like/dislike verb</p>	Recall personal information questions and answers Introduce myself Introduce another person Talk about feelings- use of verb “estar” with feelings Opinions and reasons School subjects Likes and dislikes Culture: School in Spain and school timetable	Stress on letters <i>i/á/ó/ú</i> Sound spelling <i>oy/que/ci</i>	Conjunctions Extended sentences Verbs of opinion – 1 st /2 nd person singular Begin to explore 3 rd person singular Use of verb to be - estar - with feelings	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Identify word roots across languages Develop reading aloud skills Develop comprehension skills and strategies Develop speaking and writing skills Continue to develop word reference tools skills. Ways to explore sentence structure Write simple extended sentences using a model.	<p>Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.</p> <p>Listening Can understand a few familiar spoken words and phrases.</p> <p>Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.</p> <p>Reading Can understand simple written phrases. Can match sounds to familiar written words.</p> <p>Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p> <p>Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>
<p>Autumn 2</p> <ul style="list-style-type: none"> Time in the city <p>KPIs. Can: Understand at least 5 places in the city/town nouns Say and write a simple sentence to describe what is in a town/city Can say and write the nouns for presents on a charity stall. Can ask and answer politely to purchase an item Can participate in a simple shopping dialogue Write a simple descriptive sentence about a festive jumper.</p>	Recall familiar places in town/shops nouns Places and nouns for places in a city Simple directions around town/city Buying an entrance ticket Buying an item and asking the price Numbers 0-100 and euros Shopping roleplay Festive jumper nouns Culture: visiting Madrid and getting to know a city in Spain Culture: A charity stall Culture: a festive jumper competition (for Xmas)	Pronunciation <i>z/v/ñ</i> Sound spelling <i>que/qui/ci/ia</i>	Write simple present tense descriptive sentences using nouns and adjectives.	Speak confidently (words, phrases, sentences) Listen attentively Make educated guesses Recall previously learnt language. Practise language with a friend Games to aid memory Use bilingual dictionaries to check spelling and meanings	<p>Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>

Spanish Year 5 Stage 3 MTP

Unit	Content Revisit and extend...	Phonics Revisit and extend...	Grammar Revisit and extend...	Language Learning Skills Revisit and extend...	Skill Level
<p>Spring 1</p> <ul style="list-style-type: none"> Healthy eating and going to the market. <p>KPIs <i>Can:</i> Remember and say familiar fruit/veg nouns Identify cognates and semi cognates (fruit/veg nouns) Say some numbers between 0 and 100 Participate in an at the market roleplay Follow simple instructions for a recipe Give simple instructions for a recipe</p>	<p>Recall nouns for fruit and vegetables Extend knowledge of fruits and vegetables Culture: explore fruits and vegetables grown in Spain Likes, dislikes and preferences Recall numbers 0-100 Weights and quantities At the market roleplays Recipe instructions Culture: fruit salad</p>	<p>Stress on letters á Pronunciation letters z/v/ Sound Spellings cual/ce/ ía</p>	<p>Consolidate understanding of masculine and feminine nouns, singular and plural Commands Practise question words and forming a question in Spanish.</p>	<p>Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.</p>	<p>Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p>
<p>Spring 2</p> <ul style="list-style-type: none"> Clothes <p>KPIs <i>Can:</i> Identify and understand clothes nouns Can say nouns for clothes accurately Can read and understand descriptive sentences about clothes Can use nouns and adjectives accurately to create descriptive sentences Can use parts of the verb to wear to write simple clothes descriptions</p>	<p>Clothes nouns Verb: to wear in Spanish. Adjectives of size and colour A fancy dress outfit – nouns and adjectives Sports kit nouns</p>	<p>Silent letters h Pronunciation z/j Sound spelling ll/ce/za</p>	<p>Consolidate understanding of masc/fem nouns in Spanish Consolidate position and agreement of familiar adjectives with nouns in Spanish Question words Present tense conjugation of the verb “to wear” in Spanish (llevar)</p>	<p>Speak confidently (words and phrases) Identify key sounds and silent letters Use a bilingual dictionary to check spellings or look up new words Actions/games to aid memory Recall and use prior learning Take risks and learn from mistakes</p>	<p>Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>

Spanish Year 5 Stage 3 MTP					
Unit	Content Revisit and extend...	Phonics Revisit and extend...	Grammar Revisit and extend...	Language Learning Skills Revisit and extend...	Skill Level
<p>Summer 1</p> <ul style="list-style-type: none"> Out of this World <p>KPIs Can: <i>Understand information on a simple ID card</i> <i>Ask and answer details about identity</i> <i>Recognise planets in target language</i> <i>Use adjectives accurately to describe planets</i> <i>Read and understand simple facts about the planets.</i> <i>Recall and use prior learning to create a simple imaginary planet description.</i></p>	<p>Personal identity nouns Questions and answers about ID Planets in Spanish Adjectives to describe the planets Recall familiar language from range of topics to create an imaginary planet Links between languages: etymology of planets</p>	<p>Silent letters h Pronunciation z/j Sound spelling va/y/que</p>	<p>Consolidate understanding of masc/fem nouns in Spanish Consolidate position and agreement of familiar adjectives with nouns in Spanish Question words Use of verb “to be” in present tense descriptions Conjunctions to extend sentences</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages. Write simple sentences using a model.</p>	<p>Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words.</p>
<p>Summer 2</p> <ul style="list-style-type: none"> Going to the seaside Language Puzzle <p>KPIs Can: <i>Understand and say nouns for beach bag items</i> <i>Use sentence starters to create a sequence of sentences</i> <i>Use “you can” + infinitive of a verb to create a persuasive sentence</i> <i>Say/write extended sentences to describe a day at the seaside.</i></p>	<p>Beach bag item nouns Sentence starters You can + verbs as infinitives about activities at the seaside Conjunctions Opinions and reasons Culture: Map and places - in Spain to go on holiday Beach culture in Spain Language Puzzle: using our language detective skills to explore another language.</p>	<p>Silent letters h Pronunciation v/j/y Sound spelling jug/ace</p>	<p>Consolidate position/agreement of adjectives with nouns in Spanish Explore and understand sentence structure in Spanish: nouns, verbs, adjectives, personal pronouns. Conjunctions Explore use of modal verb + infinitive for persuasive sentences</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Identify key sounds and silent letters Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.</p>	<p>Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>

During Stage 3 (Year 5) children will revisit and extend all 12 NC ATs (see highlighted cells in grid below)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask 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 intonations, so that others understand.						
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 another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						

Spanish Curriculum Medium Term Plan Year 6

Spanish Year 6 Stage 4 MTP					
Unit	Content Revisit and enhance...	Phonics Revisit and enhance...	Grammar Revisit and enhance...	Language Learning Skills Revisit and enhance...	Skill Level
<p>Autumn 1</p> <ul style="list-style-type: none"> Revisiting me Telling the time Everyday Life <p>KPIs Can: Participate in brief conversations about themselves and others. Understand and say several o'clock time phrases Say and write a sequence of daily routine sentences Ask and answer some question about own daily routine</p>	<p>Recall personal information questions and answers Revisit and extend "talk" about myself and my feelings, emotions and physical descriptions Recall and revisit 0-60 Question to ask the time O'clock times in Spanish Simple daily routine sentences Story: Daily life of a super hero Culture: Daily life</p>	<p>Silent letters h Pronunciation of letters v/y/j/o/e Sound spelling vei/ce/qui/ci/ll/qu</p>	<p>Conjunctions Extended sentences Verbs of opinion – 1st/2nd person singular Time phrases – for o'clock time 1st /2nd person singular questions and answers about daily routine</p>	<p>Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Continue to develop word reference tools skills. Practise new language with a partner Ask and answer questions with accurate sentence form and intonation. Write simple extended sentences using a model.</p>	<p>Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words.</p>
<p>Autumn 2</p> <ul style="list-style-type: none"> Homes and houses <p>KPIs Can: Understand brief descriptions of items in a house Use a sequence of simple sentences with nouns and adjectives to describe a house Ask and answer where something is, using prepositions of place.</p>	<p>House and home nouns Adjectives to describe the house Prepositions of place Story: A spooky house Culture: Mondrian's house and furniture Culture: houses in Spain Culture: castles in Spain Culture: a festive elf on the shelf lesson (for Xmas) Boardgame: escape from the castle</p>	<p>Silent letters d/j/ñ Sound spelling ci/je/ill</p>	<p>Consolidate: adjectives of colour and size-agreement and position with nouns Consolidate – singular and plural nouns Prepositions of place</p>	<p>Speak confidently (words, phrases, Sentences) Listen attentively Make educated guesses Recall previously learnt language. Practise language with a friend Games to aid memory Use bilingual dictionaries to check spelling and meanings</p>	<p>Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term</p>

Spanish Year 6 Stage 4 MTP

Unit	Content Revisit and enhance...	Phonics Revisit and enhance...	Grammar Revisit and enhance...	Language Learning Skills Revisit and enhance...	Skill Level
<p>Spring 1</p> <ul style="list-style-type: none"> Investigating sports. <p>KPIs <i>Can:</i> Say and write nouns for sport Identify cognates and semi-cognates Express a like/dislike of a sport Identify and attempt to use parts of the present tense of jugar Give an opinion Say and write a description of a sport</p>	<p>Sports nouns Cognates and semi cognates Likes, dislikes and preferences Opinions about sports Culture: handball in Spain</p>	<p>Silent letters d/j/ñ Sound Spellings ci/ce/on/illo/rr/áis</p>	<p>Identify cognates and semi-cognates Use of jugar and hacer with sports Regular present tense conjugation of verb: jugar Sentences to express likes, dislikes preference with conjunctions and opinions</p>	<p>Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Make links between English/home languages and Spanish Practise with a friend Write simple sentences using a model.</p>	<p>Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p>
<p>Spring 2</p> <ul style="list-style-type: none"> Funfair and favourites <p>KPIs <i>Can:</i> Understand information about a theme park Describe funfair rides in simple sentences. Express opinions of rides in extended sentences using conjunctions and adjectival phrases. Say a simple statement about favourite things Write a simple statement about favourite things</p>	<p>Funfair ride nouns Likes, dislikes, preferences Opinions and adjectives for rides Cognates and semi-cognates Descriptions of a theme park Favourite things (with familiar language from previous topics) Culture: theme park in Spain Culture: feria de abril</p>	<p>Pronunciation of letters j Sound spelling ia/ñ/ll/</p>	<p>Identifying cognates/semi cognates Consolidate use of adjectives with nouns in Spanish Conjunctions to extend sentences</p>	<p>Speak confidently (words and phrases) Identify key sounds and silent letters Use a bilingual dictionary to check spellings or look up new words Actions/games to aid memory Recall and use prior learning Take risks and learn from mistakes Positive attitude to language</p>	<p>can write simple sentences with limited mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term</p>

Spanish Year 6 Stage 4 MTP

Unit	Content Revisit and enhance...	Phonics Revisit and enhance...	Grammar Revisit and enhance...	Language Learning Skills Revisit and enhance...	Skill Level
<p>Summer 1</p> <ul style="list-style-type: none"> Café culture <p>KPIs Can: <i>Understand a target language menu.</i> <i>Ask for 3 drinks politely</i> <i>Ask for 3 snacks politely</i> <i>Ask politely for a typical target language breakfast items</i> <i>Participate in short café roleplays</i></p>	<p>Snacks and drinks Asking for snacks and drinks Euros and recall of numbers 0-100 Roleplay: at the café/ in the hotel Breakfast foods Asking for and understanding a simple menu an imaginary planet Culture: Tapas/Café culture in Spain Traditional Spanish breakfast foods</p>	<p>Pronunciation of letters v/x Sound spelling ch</p>	<p>Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages.</p>	<p>Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words.</p>
<p>Summer 2</p> <ul style="list-style-type: none"> Performance Transition to KS3 (Read all about it!) Language Puzzle <p>KPIs Can: <i>Understand a simple short sketch</i> <i>Develop and adapt a simple short sketch and add new language</i> <i>Remember a short sketch</i> <i>Participate in a sketch</i> <i>Use a word reference tool and comprehension strategies to access unfamiliar language</i> <i>Compile over time and write a sequence of short texts to describe themselves and the things they like.</i></p>	<p>Revisit and extend roleplay language to create a café sketch and performance Nature nouns (nature trail/scavenger hunt) Recall language from prior learning to generate individual read all about it documents-personal info/sports/foods/hobbies/likes and dislikes Language Puzzle: using our language detective skills to explore another language.</p>		<p>Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike Building sentences and short texts with present tense verbs/nouns. adjectives and conjunctions</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Identify key sounds and silent letters Recall and use prior learning Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.</p>	<p>Can understand simple written phrases. Can match sounds to familiar written words. Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term</p>

During Stage 4 (Year 6) children will revisit and extend all 12 NC ATs (see highlighted cells in grid below)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask 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 intonations, so that others understand.						
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 another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						

PROGRESSION AND THE PILLARS OF PROGRESSION

The building blocks of a language system are sounds, words and rules – phonics, vocabulary and grammar.

- **Phonics:** At Whinstone, children begin learning Spanish in Year 3. During the first term, there is a heavy focus on phonics and the differences between pronunciation in both Spanish and English. This begins with specific letters (the vowels and c, j, v and z) and develops to include letters and sounds we do not have in English (ll, ñ). We have lessons, which are solely phonics focussed with the concepts then being reinforced and sounds reviewed throughout every lesson that follows all the way up to Year 6. This ensures the children have a sound knowledge of the differences between English and Spanish letters and sounds, which is reflected when used correctly within their speaking.
- **Vocabulary:** Throughout their Spanish lessons, children are taught a wide range of appropriate and relevant Spanish vocabulary. This is done both implicitly and explicitly. At the beginning of each year, the children receive a vocabulary booklet with the majority of the vocabulary they are going to be learning in it to keep in their workbooks. Within this booklet, there are blank pages so that children can add any additional vocabulary they come across whether together as a class or separately whilst working independently with a dictionary. The vocabulary has been selected carefully around the topics, which will be taught and due to being often interchangeable between topics, is the most useful vocabulary for them to have. Children are also made aware of cognates and false friends very early on in their Spanish learning journey which is another concept reinforced during every lesson that follows.
- **Grammar:** Due to the nature of the Spanish language, grammar concepts are taught to children really early on to establish differences between Spanish and English. Concepts such as word order and nouns, gender and plurals are covered in Year 3 with ample opportunity for these to be recovered over the course of the 4 years with more difficult concepts, such as verb conjugation and tense changes being taught in Year 6.

Spanish progression of skills				
	Listening	Speaking	Reading	Writing
Year 3	Can understand a few familiar (1) spoken words and phrases	Can say/repeat a few words and short simple phrases (2) and would be understood by a sympathetic native speaker	Can recognise and read a few familiar words (3) and phrases	Can write or copy a few simple words (4) or symbols as an emergent writer of Spanish.
Year 4	Can understand a range of familiar spoken phrases (5) and is able to listen for specific words and phrases	Can ask and answer simple questions and give basic information (6). Can pronounce familiar words and some new words accurately	Can understand simple written phrases (7) Can match sounds to familiar written words	Can spell some familiar written words and phrases accurately (8) and write simple sentences with limited mistakes so that the message is understood.
Year 5	Can understand the main points from a series of spoken sentences (9) (including questions) May require some repetition	Can ask and answer simple questions on several topics and can express opinions (10) Can take part in brief pre-prepared tasks such as short presentations and role play.	Can understand the main point(s) from a short written passage in clear printed script (11) Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words	Can write two or three sentences as a personal response (12) using reference material and/or support. Attempt to use nouns and adjectives accurately, and show awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Year 6	Can understand the main points and some detail from a short spoken passage (13) with comprising of familiar language	Can take part in a simple conversation and can express simple opinions (14). Generally accurate pronunciation (to a sympathetic native speaker).	Can Understand the main points and simple opinions of a longer written passage (eg a letter, recipe, poem, story or account (15) Can use bilingual dictionary to access unfamiliar language.	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs (16) in the present tense on a familiar topic using reference material and support if necessary.

Spanish Phonics progression

This map shows a selection of one or two key sounds per half term, and vocabulary from the units containing those sounds,

Half Term	Year 3	Year 4	Year 5	Year 6
Autumn 1	A new start 'll' llamo amarillo	Welcome to school 'je' tijeras	Talking about us/school subjects 'cio' 'ión' gracioso educación graciosa religión	Revisiting me/Telling the time/Everyday life 'die' diez dieciocho
Autumn 2	Calendar and celebrations 'bre' 'es' diciembre viernes octubre martes	My town, your town 'cuen' 'ci' cuenta cine	Time in the city 'oo' zoo	Homes and houses 'ci' cocina habitación
Spring 1	Animals I like and don't like 'o' 'j' gato conejo perro pájaro caballo oveja	Family tree and faces 'á' papá mamá	Healthy eating, going to market 'qui' Quiero	Playing and enjoying sport 'ción' natación
Spring 2	Carnival and using numbers 'ce' 'ñ' catorce años quince	Face and body parts 'z' cabeza brazo	Clothes 'zap' zapatos	Funfair and favourites 'ña' 'vo' montaña ti vivo favorito
Summer 1	Fruits and vegetables, Hungry Giant 'ja' naranja	Feeling unwell/Jungle animals 'gre' tigre	Out of this world 'io' Mercurio Espacio	Tapas culture 'é' café té qué
Summer 2	Going on a picnic/ Aliens in Spain/ Language Puzzle 'z' 'v' zumo vivo manzana vives	The weather/ Ice creams/ Language Puzzle 'ue' 'ce' frambuesa hace	Going to the seaside/ Language Puzzle 'ar' jugar nadar tomar	Performance Time/ Language Puzzle silent 'h' hola helado

CURRICULUM IMPACT:

- Children will become more confident with speaking Spanish.
- Children will enjoy learning Spanish
- Children will be learning about to other cultures and be more open-minded.
- Children will be motivated to work abroad or travel abroad.
- Evidence of the learning and progression of knowledge in folders.
- To gain experience and skills, drawing on the expertise.
- Children to enthusiastically be a part of and discuss their learning journey, using enriched vocabulary and discussion of skill.
- High attainment and progress for all children, supported through relevant intervention.
- Quality evidence of work across school on display and on social media: share with parents and stakeholders.

Assessment Criteria Year 3 (Stage I)

Year 3	WTS	EXP	GD
Autumn	<ul style="list-style-type: none"> • Say hello in Spanish • Say what my name is in Spanish • Count to 5 in Spanish • Name numbers to 5 in Spanish • Say the days of the week in Spanish 	<ul style="list-style-type: none"> • Say hello and goodbye in Spanish • Say what my name is • Say how I am feeling • Ask someone else their name and how they are • Count to 10 and understand numbers I hear and read • Recognise and say days of the week and months of the year • Say what day it is • Recognise some colours • Write hello • Write some days of the week say what month it is 	<ul style="list-style-type: none"> • Say hello and goodbye • Say what my name is • say how I am feeling • Ask someone else their name and how they are • Count to 10 and understand numbers I hear and read • Say what day it is • Ask and say what month it is • Recognise some colours • Recognise and say days of the week and months of the year • Respond to a classroom command • Write hello and goodbye • Write some days of the week and months of the year
Spring	<ul style="list-style-type: none"> • Recognise 5 different animals • Say what my favourite animal is in Spanish • Say hello and goodbye in Spanish • Answer a question about myself 	<ul style="list-style-type: none"> • Recognise different animals • Say I like and dislike an something • Say what my favourite animal is • Ask someone whatthere favourite animal is • Answer two questions about myself • Use famiiar greetings accurately • Use familiar farewells accurately • Say how old I am • Write 4 animal words 	<ul style="list-style-type: none"> • Recognise and name different animals • Say I like / dislike something • Write 4 animal words and add a colour description • Ask someone what animal they like • Say what my favourite animal is • Answer more questions about myself • Say how old I am • Use familiar greetings and farewells accurately • Write a full sentence about myself
Summer	<ul style="list-style-type: none"> • Say the names of 2 familiar fruits • Identify 2 different types of fruit • Ask politely for 2 different fruits • Read and write 3 words including 1 number and colours from memory 	<ul style="list-style-type: none"> • Say the names of 4 familiar fruits • Identify 4 different types of fruit • Ask politely for 3 different fruits • Identify a noun in a sentence • Listen to a story in Spanish and join in • Read and write 5 words including 2 numbers and colours from memory • Ask and answer the question "Where do you live?" • Write a sentence saying where I live 	<ul style="list-style-type: none"> • Say the names of 6 familiar fruits • Identify 6 different types of fruit • Ask politely for 5 different fruits • Identify nouns in a sentence • Listen to a story in Spanish and join in • Read and write 7 words including 4 numbers and colours from memory • Ask and answer the question "Where do you live?" • Write a full sentence saying where I live

• **Assessment Criteria Year 4 (Stage 2)**

Year 4	WTS	EXP	GD
Autumn	<ul style="list-style-type: none"> • Say a sentence to talk about myself • Write a sentence about myself with support • Listen and identify 2 classroom objects. • Listen and understand 'Where is?' with a shop in town • Listen and respond to 3 directions • Ask the question "Where is ...?" • Read 4 signs for shops • Write the names of a shop with support 	<ul style="list-style-type: none"> • Say 3 sentences to talk about myself • Write 3 sentences about myself with limited mistakes/support • Listen and identify 4 classroom objects. • Find a familiar classroom object noun in a bilingual dictionary • Listen and understand 'Where is?' with 3 shops in town • Listen and respond to 3 directions • Ask the question "Where is ...?" • Give directions to 3 places • Read and understand 4 signs for shops write the names of 2 shops from memory 	<ul style="list-style-type: none"> • Say 5 sentences to talk about myself • Write 5 sentences about myself with limited mistakes • Listen and identify 6 classroom objects • Find a new classroom object noun in a bilingual dictionary • Listen and understand 'Where is?' with 5 shops in town • Listen and respond to 3 directions • Ask the question "Where is ...?" • Give directions to 5 places • Read and understand 6 signs for shops write the names of shops 4 from memory
Spring	<ul style="list-style-type: none"> • Listen, identify and draw 2 parts of the face • Listen and identify sounds and letter combinations in words • Use adjectives to give a spoken description of my face • Read a description of a face and draw the face • Label and accurately spell 2 parts of a face • Name 2 parts of the body • Read and identify 2 parts of the body • Recognise the words for family members 	<ul style="list-style-type: none"> • Listen, identify and draw 4 parts of the face • Listen and identify sounds and letter combinations in words • Use adjectives to give a spoken description of my face • Read a description of a face and draw the face • Label and accurately spell 4 parts of a face • Listen to a description of a monster or alien and draw a picture of it • Name 4 parts of the body • Read and identify 2 parts of the body • Use an adjective in a sentence to describe a monster • Recognise the words for family members 	<ul style="list-style-type: none"> • Listen, identify and draw 6 parts of the face • Listen and identify sounds and letter combinations in words • Use adjectives to give a spoken description of my face • Read a description of a face and draw the face • Label and accurately spell 4 parts of a face • Listen to a description of a monster or alien and draw a picture of it • Name 6 parts of the body • Read and identify 2 parts of the body • Use a noun and an adjective in a sentence to describe a monster / alien • Recognise the words for family members
Summer	<ul style="list-style-type: none"> • Say what is the matter and how I am feeling • Listen and identify 2 jungle animals and their colour • Write and say a sentence using an adjective to describe a jungle animal • Recognise 2 jungle animals from a written description • Listen and understand 2 weather phrases • Answer what the weather is like • Ask politely for an ice cream • Write an icecream flavour 	<ul style="list-style-type: none"> • Say what is the matter and how I am feeling • Understand simple everyday illnesses • Listen and identify 3 jungle animals and their colour • Write and say a full sentence using a noun and adjective to describe a jungle animal • Recognise 2 jungle animals from a written description • Listen and understand 3 weather phrases • Ask and answer what the weather is like • Ask politely for an ice cream • Read and understand 3 familiar ice cream flavours • Write 3 ice cream flavours accurately 	<ul style="list-style-type: none"> • Say what is the matter and how I am feeling • Understand simple everyday illnesses • Listen and identify 4 jungle animals and their colour • Write and say a full sentence using a noun, verb and adjective to describe a jungle animal • Recognise 2 jungle animals from a written description • Listen and understand 4 weather phrases • Ask and answer what the weather is like • Ask politely for an ice cream • Read and understand 5 familiar ice cream flavours • Write 5 ice cream flavours accurately

Assessment Criteria Year 5 (Stage 3)

Year 5	WTS	EXP	GD
Autumn	<ul style="list-style-type: none"> Listen to and understand days of the week Say 3 statements about a school subject, Read and understand 1 written statement about subjects Write 1 mainly accurate short sentence using conjunctions with support Listen to a description of a town and identify 1 place Read a simple description of a city and use a bilingual dictionary to find unfamiliar place. Write a short sentence to describe my local town / city 	<ul style="list-style-type: none"> Listen to and understand days and school subjects Understand different opinions of school subjects Say 3 statements about school subjects, including conjunction and an opinion Read and understand 3 written statements about subjects and opinions Write 3 mainly accurate short sentences using subjects, opinions and conjunctions with support Listen to a description of a town and identify 3 places Read a simple description of a city and use a bilingual dictionary to find unfamiliar places Understand and perform a dialogue - shopping for Christmas gifts Write 3 short sentences to describe my local town / city 	<ul style="list-style-type: none"> Listen to and understand days and school subjects Listen to and understand different opinions of school subjects Say 5 statements about school subjects, including conjunction and an opinion Read and understand 5 written statements about subjects and opinions Write 5 mainly accurate short sentences using subjects, opinions and conjunctions Listen to a description of a town and identify 5 places Read a simple description of a city and use a bilingual dictionary to find unfamiliar places Can understand and perform a dialogue - shopping for Christmas gifts Write 5 short sentences to describe my local town / city
Spring	<ul style="list-style-type: none"> Listen to a market dialogue and identify fruit and vegetables Participate in a shopping dialogue to buy fruit and vegetables Write a simple description using familiar fruits and vegetables Use a bilingual dictionary to find 1 unfamiliar ingredients Ask and answer the question "What are you wearing?" Listen to and understand nouns and adjectives in a description of a fashion outfit Read and understand a simple description of what other people are wearing 	<ul style="list-style-type: none"> Listen to a market dialogue and identify items and prices of fruit and vegetables Participate in a shopping dialogue to buy fruit and vegetables Write a simple recipe or description using familiar fruits and vegetables Read the instructions for a simple recipe. Use a bilingual dictionary to find 2 unfamiliar ingredients Use a bilingual dictionary to add 2 surprise ingredients to my written recipe or food description Ask and answer the question "What are you wearing?" Listen to and understand adjectives in a description of a fashion outfit Use the verb to wear to write a short, descriptive text about a fashion outfit with support Read and understand a simple description of what other people are wearing and use a dictionary to look up 2 unfamiliar items 	<ul style="list-style-type: none"> Listen to a market dialogue and identify items and prices of fruit and vegetables Participate in a shopping dialogue to buy fruit and vegetables Write a simple recipe or description using familiar fruits and vegetables Read the instructions for a simple recipe Use a bilingual dictionary to find 3 unfamiliar ingredients Use a bilingual dictionary to add 3 surprise ingredients to my written recipe or food description Ask and answer the question "What are you wearing?" . Listen to and understand nouns and adjectives in a description of a fashion outfit Use the verb to wear to write a short, descriptive text about a fashion outfit Read and understand a simple description of what other people are wearing and use a dictionary to look up 4 unfamiliar items
Summer	<ul style="list-style-type: none"> Give important information about myself. Understand important information about someone else. Read a short text describing a place Understand information about the places to visit Write a short presentation about a location, Understand a spoken description of a seaside holiday give a short, spoken presentation of 2 sentences describing a seaside holiday (weather beach activities) Write 3 sentences to describe items in a beach bag 	<ul style="list-style-type: none"> Give important information about myself. Understand important information about someone else. Read a short text describing a place and understand information about the weather , places to visit , food you can eat there. Write a short presentation about a location, including the weather, places, foods and why I like it there Understand a spoken description of a seaside holiday g Give a short, spoken presentation of 3 sentences describing a seaside holiday (weather beach activities) Write 3 sentences to describe items in a beach bag and use a dictionary to include a new adjective with support Read and identify facts from a seaside holiday description 	<ul style="list-style-type: none"> Give important information about myself. Understand important information about someone else. Read a short text describing a place and understand information about the weather , places to visit , food you can eat there. Write a short presentation about a location, including the weather, places, foods and why I like it there Understand a spoken description of a seaside holiday g Give a short, spoken presentation of 5 sentences describing a seaside holiday (weather beach activities) Write 5 sentences to describe items in a beach bag and use a dictionary to include a new adjective Read and identify facts from a seaside holiday description

Assessment Criteria Year 6 (Stage 4)

Year 6	WTS	EXP	GD
Autumn	<ul style="list-style-type: none"> • Ask and understand simple time phrases and say what time something happens • Ask and answer questions about simple daily routines • Write a description of daily routine with support • Understand written information about someone else's daily routine • Ask questions about houses: 'Is there?' • Write a description of an imaginary house with support • Use and understand numbers 0-30 • Understand and use Christmas language 	<ul style="list-style-type: none"> • Ask and understand simple time phrases and say what time something happens... • Ask and answer questions about simple daily routines • Write a description of daily routine and use opinions • Understand written and spoken information about someone else's daily routine with support • Ask and answer questions about houses: 'Is there?' and 'Here is' • Understand a short description of somebody else's house • Write a description of an imaginary house • Use and understand numbers 0-60 • Understand and use Christmas language 	<ul style="list-style-type: none"> • Ask and understand simple time phrases and say what time something happens... • Ask and answer questions about simple daily routines • Write a description of daily routine and use opinions • Understand written and spoken information about someone else's daily routine • Ask and answer questions about houses: 'Is there?' and 'Here is' • Understand a short description of somebody else's house • Write a description of an imaginary house • Use and understand numbers 0-100 • Understand and use Christmas language
Spring	<ul style="list-style-type: none"> • Say which sports I play and say what sports I like • Understand spoken opinions about sports • Read how to play a sport explain simply how to play a sport • Understand someone else describing their favourite things • Use the verb 'to play' to write about sports everyone can play with support • Name a traditional Spanish sports • Use a bilingual dictionary to help me understand a text about someone else's favourite things and why they like them • Say what rides I like at a funfair • Write a simple sentence describing my favourite things 	<ul style="list-style-type: none"> • Say which sports I play and give my opinions on sports • Understand spoken opinions about sports • Read how to play a sport and explain the answer to a friend with support • Explain simply how to play a sport • Understand someone else describing their favourite things • Use the verb 'to play' to write about sports everyone can play • Name some traditional Spanish sports • Use a bilingual dictionary to help me understand a text about someone else's favourite things and why they like them • Describe a funfair and give my opinions of the rides • Write sentences describing my favourite things, giving opinions and using conjunctions with some support 	<ul style="list-style-type: none"> • Say which sports I play and give my opinions on sports • Understand spoken opinions about sports • Read how to play a sport and explain the answer to a friend • Explain simply how to play a sport • Understand someone else describing their favourite things • Use the verb 'to play' to write about sports everyone can play • Name traditional Spanish sports • Use a bilingual dictionary to help me understand a text about someone else's favourite things and why they like them • Describe a funfair and give my opinions of the rides • write extended sentences describing my favourite things, giving opinions and using conjunctions
Summer	<ul style="list-style-type: none"> • Take part in a café dialogue, order a food and a drink understand prices • Listen to a café dialogue and understand what is ordered • Use a bilingual dictionary to understand some foods or drinks on a real Spanish menu • Write a short dialogue 'At the café' including a food and a drink, • List some foods and drinks that somebody my age might enjoy in Spain with support • Remember and join in with a Spanish songs I have learnt in the past 	<ul style="list-style-type: none"> • Take part in a café dialogue, order 3 foods and 2 drinks understand prices • Listen to a café dialogue and understand what is ordered and how much each item costs • Use a bilingual dictionary to understand most foods and drinks on a real Spanish menu • Write a short dialogue 'At the café' including 3 foods, 2 drinks, prices and table language with support • List some foods and drinks that somebody my age might enjoy in Spain • Remember and join in with some of the Spanish songs I have learnt in the past • Use the language I have learnt to give a performance 	<ul style="list-style-type: none"> • Take part in a café dialogue, order 5 foods and 3 drinks and understand prices • Listen to a café dialogue and understand what is ordered and how much each item costs • Use a bilingual dictionary to understand most foods and drinks on a real Spanish menu • Write a short dialogue 'At the café' including 5 foods, 3 drinks, prices and table language • List foods and drinks that somebody my age might enjoy in Spain • Remember and join in with the Spanish songs I have learnt in the past • Use the language I have learnt to give a performance

Addressing misconceptions in Spanish:

Implementation	24/25	25/26	26/27
Year 3 (stage 1)	Stage 1	Stage 1	Stage 1
Year 4 (stage 2)	Stage 2	Stage 2	Stage 2
Year 5 (stage 3)	Stage 1	Stage 3	Stage 3
Year 6 (stage 4)	Stage 1	Stage 2	Stage 4
Year Group:	Autumn:	Spring:	Summer:
Year 3	A new start Calendar and celebrations	Animals I like and don't like Carnival and numbers	Fruits and vegetables Picnic in Spain
Year 4	Welcome to school My Town, Your town	Family tree and Faces Face and Body parts	Feeling Unwell/ Jungle Animals Weather and ice creams
Year 5	Feelings and school subjects Time in the city	Healthy Eating Clothes	Out of this world Going to the Seaside
Year 6	Me, telling the time, everyday life Houses and Homes	Playing and enjoying Sports Funfair and favourites	Tapas Culture Performance Time

In light of the confidence expressed by staff and the inclusion of both staff and pupil voices, it has been determined that children will be afforded the opportunity to commence their learning journey from the beginning, rather than immediately progressing to their appropriate stage. This inclusive decision is intended to ensure that all learners are provided with the necessary foundation to reach their full potential.

The accompanying table delineates the year groups and corresponding stages, illustrating our strategic approach to facilitate this transition. The aim of this initiative is to enable all year groups to cultivate the requisite skills and knowledge by the commencement of the academic year 2027/2028. This alignment will not only standardise the teaching stages across the institution but will also promote cohesion and consistency in curriculum delivery.

It is imperative that we support our students (and staff) in solidifying their understanding of fundamental concepts, thereby fostering a more robust educational framework. Such measures will ultimately enhance the overall learning experience and outcomes for all pupils, ensuring that they are adequately prepared to advance to their respective stages with confidence and competence. We are committed to creating an environment where every child can thrive academically and emotionally.

Areas for development:

- Children asked for more opportunities to record what they know through “worksheets”. Especially in Year 5 and 6, children commented that they would like the opportunity to write in Spanish – Can teachers think about offering these opportunities?
- Children mentioned that they would like to see more Spanish around school – labels, displays, perhaps a word of the day in Spanish – I will look into this.
- Children would like to speak Spanish outside of lessons – can we incorporate into the register (Some classes already do this – well done!) Happy Birthday etc?
- Have access to dual language books, so they can read texts in both languages. KG has a personal selection of dual language texts, that you may borrow.
- Explore more of the Spanish culture – study cities, have Spanish days.

The table below shows the progression of phonics which is an area that causes much misconception for children – hence the table of implementation.

Half Term/ Stage	Stage 1	Stage 2	Stage 3	Stage 4
Autumn 1	A new start 'll' llamo amarillo	Welcome to school 'je' fijas	Talking about us/school subjects 'cio' 'lán' gracioso educación graciosa religión	Revisiting me/Telling the time/Everyday life 'die' diez dieciocho
Autumn 2	Calendar and celebrations 'bre' 'es' diciembre viernes octubre martes	My town, your town 'cuen' 'ci' cuenta cine	Time in the city 'oo' zoo	Homes and houses 'ci' cocina habitación
Spring 1	Animals I like and don't like 'o' 'j' gato conejo perro pájaro caballo oveja	Family tree and faces 'á' papá mamá	Healthy eating, going to market 'qui' Quiero	Playing and enjoying sport 'ción' natación
Spring 2	Carnival and using numbers 'ce' 'ñ' calorice años quince	Face and body parts 'z' cabeza brazo	Clothes 'zap' zapatos	Funfair and favourites 'ña' 'vo' montaña favorito
Summer 1	Fruits and vegetables, Hungry Giant 'ja' naranja	Feeling unwell/Jungle animals 'gre' figre	Out of this world 'io' Mercurio Espacio	Tapas culture 'é' café té qué
Summer 2	Going on a picnic/ Aliens in Spain/ Language Puzzle 'z' 'v' zumo viva manzana vives	The weather/ Ice creams/ Language Puzzle 'ue' 'ce' frambuesa hace	Going to the seaside/ Language Puzzle 'ar' jugar nadar tomar	Performance Time/ Language Puzzle silent 'h' hola helado