

Spanish overview

Year 3	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Half term 1	Greetings and stating name Numbers 0-10 Classroom instructions	Introduction to the concept of gender	Imitate pronunciation Respond with single word or short phrase Know how to pronounce grapheme – <i>ie – ei – c = th</i> in front of letter <i>l</i> and <i>e</i>	Write short introductory sentence
Half term 2	Stating name and age Recognising formal forms of address Learning key verb <i>tener</i> Re-visit numbers in understanding and stating age	Introduction to key verb <i>tener</i> used with age: <i>Tengo siete años</i> <i>Tengo</i> – I have <i>Tienes</i> – You have	Recite a short rhyme with accurate pronunciation Present a short dialogue with greeting, asking and answering name and age.	Record short dialogue in writing following a model.
Half term 3	Colours Re-visit grapheme – <i>z - ll</i> Introduce grapheme – <i>j</i>	Introduction to key verb <i>ser</i> : <i>Elmer es</i> – Elmer is	Ask and answer a question	Record short sentences describing the animal, using the verb <i>ser</i> Use a range of adjectives to give the description, with correct punctuation.

<p>Half term 4</p>	<p>Re-visit colours and the plural of the verb <i>ser</i></p> <p>Names of fruit and other food items</p> <p>Explore healthy eating choices when describing foods that are good/bad for health</p> <p>Re-visit numbers 1-10 though a Spanish song; extend to 12</p> <p>Re-visit graphemes <i>z - ll</i> and <i>j</i></p>	<p>Re-visit the concept of gender linked to food items:</p> <p><i>el</i> – masculine <i>La</i> – feminine <i>Los/las</i> – plural</p> <p>Plural forms of nouns</p> <p>Use of the determiner in Spanish: <i>Me gusta el chocolate.</i> <i>El chocolate, es bueno para la salud.</i></p>	<p>– <i>Recap of pronunciation of letter c – once and doce</i></p> <p>Know and revisit the pronunciation of grapheme <i>ie</i></p>	<p>Record short phrases, stating which foods are good or bad for health, using the correct determiner and correct form of the verb <i>ser</i></p>
<p>Half term 5</p>	<p>Re-visit numbers 0-12</p> <p>Re-visit food items</p> <p>Re-visit grapheme <i>ie</i></p>	<p>Re-visit use of the determiner and gender</p>	<p>Use accurate pronunciation when reading a poem containing practised sounds and the grapheme <i>c – z and ie</i></p>	<p>Join in reading repeated phrases from a story book</p>
<p>Half term 6</p>	<p>Days of the week</p> <p>Months of the year</p>		<p>Know how an accent affects the pronunciation of words eg. <i>miércoles - sábado</i></p>	<p>Re-read and be able to place in the correct order jumbled up sentences from the story book</p> <p>Copy and learn key vocabulary</p>

Spanish overview

Year 4	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Half term 1	<p>Re-visit colours Re-visit numbers 0-10 Parts of the body</p> <p>Adjectives to link to the text ‘El monstruo’</p>	<p>Re-visit the concept of gender, recognising masculine and feminine adjectives eg <i>pequeño/pequeña el/un and la/una</i></p> <p>Introduction to adjectives, position and agreement</p> <p>Re-visit ll and z sound</p>	<p>Imitate pronunciation</p> <p>Respond with single word or short phrase whilst reading a core text</p> <p>Listen for specific words and phrases, recognising previously learned vocabulary in nursery rhyme and story</p>	<p>Write sentences to describe the monster, following a model:</p> <p><i>El monstruo tiene tres brazos y dos piernas.</i></p> <p><i>El monstruo tiene una boca enorme y una nariz pequeña.</i></p>
Half term 2	<p>Zoo animals</p> <p>Adjectives</p> <p>Revisit parts of the body (snowman)</p> <p>Introduce some items of clothing for cold weather</p> <p>Introduce its cold and it’s snowing (weather)</p>	<p>Re-visit gender and agreement of adjectives when describing zoo animals</p> <p>Introduction to third person pronoun: <i>el/ella</i></p> <p>Re-visit verb <i>es</i> <i>Introduce Hay</i></p> <p>Use quantifiers: <i>bastante muy</i></p>	<p>Know how to pronounce vowel sounds through the introduction of vocabulary and through songs <i>Las vocales</i></p> <p>Say simple sentences to describe an animal</p>	<p>Recognise masculine and feminine adjectives eg <i>simpático/simpática</i></p> <p>Read short sentences with accurate pronunciation when describing animals</p> <p>Write short sentences as if snowman – personal information Eg: <i>Hola me llamo muñeco de nieve. Mi abrigo es rojo.</i></p>

<p>Half term 3</p>	<p>Family members – asking and answering questions</p> <p>Using third person to give information about family members</p> <p>Re-visit numbers when stating age</p>	<p>Re-visit gender and determiners Revisit plurals: <i>dos hermanas</i></p> <p>Introduce possessive pronoun: <i>mi</i></p> <p>Use first and third person of verb <i>estar</i> and re-visit third person pronouns: <i>eg se llama</i></p> <p>Introduction to negative sentences: <i>No tengo (revisit verb tener)</i></p>	<p>Revisit of grapheme: <i>ie in quien</i></p> <p>Ask and answer questions about family members</p> <p>Participate in a role play, introducing family members and stating names and ages</p>	<p>Take notes to prepare a role play</p>
<p>Half term 4</p>	<p>Text: ‘<i>El rábano gigante</i>’</p> <p>Pets</p> <p>Easter</p> <p>Dictionary work</p>	<p>Re-visit verb <i>tener</i></p> <p>Use first person of <i>tener</i> to form positive and negative sentences</p> <p>Re-visit high frequency word and introduce <i>también</i></p> <p>Introduce irregular z changes to c from <i>pez</i> to <i>peces</i></p>	<p>Confidently re-visit pronunciation of j – rr and z</p> <p>Recognise and order the lyrics of a song</p> <p>Follow a traditional tale, joining in with repeated phrases</p> <p>Ask and answer questions relating to family members and pets</p>	<p>Write sentences using familiar verbs to introduce members of a block of flats, stating name, age, family members, pets</p>

<p>Half term 5</p>	<p>Leisure activities</p> <p>Stating likes/dislikes in relation to hobbies</p> <p>Conjunctions – <i>y, pero</i></p> <p>Numbers to 13 - 30</p>	<p>Use an opinion in front of an infinitive verb</p> <p>Re-visit positive and negative verb form <i>Me gusta / No me gusta and me gusta mucho</i></p>	<p>State simple sentences (positive and negative) joining clauses with a conjunction to provide information about hobbies</p> <p>Listen to sound produced by er</p>	<p>Write sentences to describe hobbies as part of a classroom display</p>
<p>Half term 6</p>	<p>Re-visit leisure activities and opinions</p> <p>Means of transport</p> <p>Points of the compass</p> <p>Re-visit months of the year</p> <p>Packing a suitcase for the holidays</p>	<p>Basic adverbial at start of sentence related to months: <i>En noviembre</i></p> <p>Re-visit quantifiers: <i>mucho – un poco de</i></p> <p>Re-visit colours and position of adjectives: <i>un pantalón corto y rojo</i></p>	<p>Participate in a survey about leisure activities, answering in a complete sentence</p> <p>Pronounce graphemes <i>ie</i> in <i>diciembre</i>, <i>ce</i> in <i>hace</i> <i>Revisit z</i> in <i>marzo</i></p> <p>Present information about the climate in Spanish, re-using previously learned vocabulary: <i>En agosto en España hace mucho calor.</i></p>	<p>Deduce meaning of unfamiliar vocabulary</p> <p>Write sentences to describe the climate in Spain</p>

Spanish overview

Year 5	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Half term 1	<p><i>Hay</i></p> <p>State what can be found on the high street and the location of shops and buildings: <i>A la izquierda</i> and <i>a la derecha – en el centro</i></p>	<p>Re-visit agreement of adjectives.</p> <p>Revisit conjunction <i>y</i> and <i>también</i></p> <p>Re-visit formation of negative sentences with <i>no</i> before the verb</p> <p>Revisit <i>está</i></p>	<p>Pronunciation of grapheme <i>c</i> in <i>banco</i> and <i>oficina</i> understanding there is a difference</p> <p>Give two sentences describing what can be found on the high street, using adjectives in the correct position</p> <p>Understand the use of stalling strategies / fillers in Spanish during conversations and use them during a short conversation (<i>pues/bueno</i> and <i>vamos a ver</i>)</p> <p>Use correct intonation when asking a question</p>	<p>Read and order a conversation asking for directions</p>
Half term 2	<p>Re-visit days of the week</p> <p>Time of day: <i>lunes por la mañana a las diez</i></p>	<p>Re-visit agreement of adjectives</p>		<p>Demonstrate understanding of a short story with familiar and unfamiliar vocab using</p>

	<p>Adjectives to describe the high street at different times</p> <p>Re-visit quantifiers: <i>muy</i> and <i>bastante</i></p> <p>Through short story and related writing task, re-visit vocabulary relating to: likes and dislikes, stalling strategies, directions, parts of the body, hobbies</p> <p>Christmas</p>	<p>Re-visit expressing an opinion in front of an infinitive verb: <i>Odio ir al parque.</i></p> <p>Re-visit use of determiner: <i>Me gusta mucho jugar al fútbol.</i></p> <p><i>a + el = al</i></p>		<p>context to deduce meaning</p> <p>Match extracts of a story to the correct image</p> <p>Write a short paragraph to describe a character from a story: name, age, family members, hobbies and opinions</p>
Half term 3	<p>Re-visit days of the week</p> <p>Re-visit leisure activities and extend with future tense: <i>voy a otra vez</i></p> <p>Re-visit likes and dislikes.</p> <p>Recap numbers 0-20</p> <p>Introduce numbers 30 – 50</p>	<p>Recap expressing an opinion in front of an infinitive verb: <i>Me gusta jugar al tennis</i></p> <p>Linking sentences with <i>pero, y</i> and <i>también</i></p> <p>Introduction of immediate future tense in first and second person: <i>¿Qué vas a hacer?</i> <i>Voy a + infinitive</i></p>	<p>Pronounce grapheme: <i>j</i> and <i>rr</i> (<i>abajo</i> and <i>arriba</i>)</p> <p>Say a sentence in the immediate future tense in response to a question using conjunctions to link to another sentence</p> <p>Say a comparative sentence substituting verbs <i>Eg. Jugar al fútbol es más activo que leer.</i></p>	<p>Write a 'keep fit' plan using immediate future tense and verbs in the infinitive: <i>Lunes – Voy a jugar al fútbol.</i></p> <p>Write comparative sentences as part of a display on health and fitness following a model</p>

	Introduce comparatives with adjectives: <i>más / menos.... que</i>			
Half term 4	<p>Revision and extension of food item vocabulary, appreciating cultural differences in eating habits</p> <p>Re-visit opinions vocabulary</p> <p>Re-visit stalling strategies</p> <p>Re-visit conjunctions: <i>y pero</i> and <i>también</i></p>	<p>Choose the correct word order when writing sentences about likes and dislikes</p> <p>Re-visit formation of negative sentences</p> <p>Modal verb: <i>Querer</i> when offering and accepting food <i>¿Quieres...?</i> <i>Quisiera ...</i></p>	<p>Recap on pronunciation of graphemes <i>ll rr j z</i></p> <p>Sustain a short conversation describing likes and dislikes in relation to food items with correct pronunciation and intonation, following a model</p> <p>Demonstrate understanding from a recording identifying likes/dislikes and food items</p> <p>Use appropriate form of <i>Querer</i> when offering and accepting food</p>	<p>Complete the gaps in a transcript of a recording as part of a dictation exercise</p> <p>Write dictated sentences containing familiar vocabulary accurately: <i>Quisiera una madalena y un zumo de naranja por favor.</i></p> <p>Produce a powerpoint presentation writing in sentences to provide information about self /likes / dislikes</p>
Half term 5	Introduction to Spanish literature: (An appropriate text)	Extend basic sentences with the use of adverbs using correct punctuation	Emphasise that <i>h as in hoy</i> (not pronounced)	Recognise familiar vocabulary within a poem

	<p>Prepositions:</p> <p>Re-visit days of the week, months of the year, numbers 0-31</p> <p>Date</p> <p>Weather expressions</p> <p>Seasons</p> <p>Adverbs: <i>normalmente, en general</i></p>		<p><i>Pronounce ll accurately in new words lloviendo and llueve and liken to llamo</i></p> <p>Recognise dates on an audio recording at near normal speed</p> <p>Deliver a short weather report using a model to substitute date, city, weather condition, temperature</p>	<p>Recognise verbs within an extract of Spanish text.</p> <p>Write sentences to describe the climate in England in different seasons</p>
Half term 6	<p>Re-visit points of the compass</p> <p>State where you live: <i>Vivo en....</i></p> <p>Compare objects and products which represent our culture with those of another country</p> <p>Understand stereotyping</p> <p>Quiz to recap learning throughout the year</p>	<p><i>en + city</i></p> <p><i>en + country</i></p>	<p>State where you live and where this is in the UK</p> <p>El norte</p> <p>El sur</p> <p>El oeste</p> <p>El este</p>	<p>Read an extended weather report using skimming and scanning techniques to answer comprehension questions</p> <p>Re-arrange sentences to form a coherent paragraph</p>

Spanish overview

Year 6	Content	Grammar	Expectation – speaking and listening	Expectation – reading and writing
Half term 1	<p>Re-visit classroom routines and commands</p> <p>Re-visit stating the date</p> <p>Re-visit weather conditions</p> <p>Classroom items RE-visit colours Re-visit and extend clothes vocabulary</p> <p>Adjectives to describe clothes – <i>Es bonito – Es fabuloso. Es feo.</i></p>	<p>Re-visit and extend explanation of negative sentences with high frequency verb <i>tener: Tengo and No tengo</i></p> <p><i>¿Tienes...?</i> <i>Masculine and feminine colours</i></p> <p>Re-visit indefinite determiner: <i>un and una</i> and the plural <i>unos</i></p> <p>Re-visit position and agreement of adjectives</p> <p>Re-visit use of the determiner: <i>Me gusta el rojo. No me gusta el negro.</i></p>	<p>Pronunciation of grapheme <i>ll and j</i></p> <p>Use correct intonation when asking a question</p> <p>Perform a classroom role play as part of a group, speaking in complete sentences where appropriate</p>	<p>Read and deduce meaning from a non-fiction text relating to kids club; use a bilingual dictionary as appropriate</p> <p>Write a short paragraph stating name, age, describing and giving opinion of school uniform, adapting a model</p>
Half term 2	<p>Re-visit family members</p> <p>Re-visit adjectives to describe family members:</p>	<p>Re-visit describing someone using third person verbs: <i>Se llama/tiene - Es</i></p>	<p>Listen to and follow a traditional, well-known tale, identifying key</p>	<p>Read a letter in Spanish and answer true/false statements in Spanish, relating to the content</p>

	<p><i>simpático/a and inteligente – divertido/a – deportivo/a</i></p> <p>Re-visit quantifiers: <i>muy, bastante</i></p> <p>Traditional tale: El patio de mi casa.</p> <p>Occupations: <i>Es médico.</i></p>	<p>Re-visit masculine and feminine.</p> <p>Re-visit third person of high frequency verbs: <i>Tener – Tiene</i> <i>Llamarse – Se llama</i> <i>Ser - Es</i></p> <p>Re-visit agreement of adjectives</p> <p>Understand that the determiner is not used when describing occupations: <i>policía.</i></p>	<p>information from the audio recording</p> <p>Listen to the lyrics of the song to pick out known vocabulary</p> <p>Identify family members and occupations from an audio recording</p>	<p>Use knowledge of English to deduce meaning of unfamiliar vocabulary</p> <p>Use a bilingual dictionary to write statements about the members of an imaginary family and their occupations</p>
Half term 3	<p>Re-visit: <i>Hay – there is</i> <i>Aquí está – Here is</i></p> <p>House and home: rooms of the house</p> <p>Re-visit preposition: <i>en</i></p> <p>Re-visit stating where you live: <i>Vivo en Garforth.</i></p> <p>Spanish alphabet</p> <p>Adjectives to describe ideal home</p>	<p>Re-visit position and agreement of adjectives</p>	<p>Pronounce grapheme: <i>rr j</i></p> <p>Listen to song: <i>Mi casa ideal</i> and record known vocabulary</p> <p>Order statements as a recording is played</p> <p>Follow a recording at near normal speed matching nouns to adjectives</p>	<p>Write a description of an ideal home based on a model text</p> <p>Identify different text types from authentic Spanish written extracts: letter, recipe, weather report, joke etc.</p>

	<p>New words: piscina and ventana</p> <p>Prepositions: <i>arriba and abajo</i></p>			
Half term 4	<p>Re-visit vocabulary relating to house and home</p> <p>Re-visit prepositions: <i>en, arriba, abajo, a la derecha, a la izquierda</i></p> <p>Appreciation of Spanish literature: (Appropriate text)</p> <p>Re-visit Spanish alphabet</p>	<p>Re-visit gender and how the abbreviations indicate nouns and their gender in a bilingual dictionary</p>	<p>Prepare and record a short radio advert for a rented property, attempting good intonation and accurate pronunciation</p> <p>Sustain a conversation, re-visiting familiar themes: name, age, family, favourite colour, house using stalling strategies and correct intonation when asking questions</p>	<p>Identify key information from an advert for a house available to rent</p> <p>Use a bilingual dictionary judiciously to support understanding of a poem</p> <p>Identify features of a poem and the author's intent</p> <p>Write an additional verse to the poem, making use of a bilingual dictionary</p>
Half term 5	<p>Understand where Spanish is spoken in the world</p> <p>Extended project: Plan a holiday to a Spanish-speaking country.</p> <p>Re-visit days, months, dates</p>	<p>Re-visit immediate future tense – <i>ir + infinitive – vamos a ir en tren</i></p> <p><i>Verb:</i></p> <p><i>comer – to eat/to take</i></p> <p><i>salir - to leave</i></p> <p><i>estar – to be</i></p>		<p>Draft holiday plans in written form.</p> <p>Write a short letter/email to book holiday accommodation, adapting a model</p>

	<p>Accommodation: <i>un hotel, una casa, un piso, un camping</i></p> <p>Re-visit preposition: <i>en</i></p> <p>Means of transport: <i>en barco, en avión, en coche, en tren</i></p>			
Half term 6	<p>Extended project continued: Plan a holiday to a Spanish-speaking country</p> <p>Places of interest: <i>el museo, el castillo, la playa</i></p> <p>Re-visit conjunctions: <i>y, a, luego</i></p> <p>Present information about an aspect of culture of the country studied during the project</p> <p>Quiz to recap learning in Year 6 and revision activities to recall learning across the key stage</p>	<p>Re-visit immediate future tense – + infinitive - in third person: <i>Vamos a...</i></p> <p><i>ir – to go</i> <i>coger el tren – to catch the train</i> <i>visitar – to visit</i></p> <p>Re-visit gender and its importance when learning nouns: <i>el, la</i></p>	<p>Listening to song: <i>“El español en el mundo”</i></p>	<p>Adapt a programme of activities as part of a holiday plan.</p> <p>Children deliver their presentation.</p>