



Spanish - Long-term plans

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Year 3			
Autumn 1	I'm learning Spanish and Numbers	Autumn 2	Core Vocabulary and phonetics (Phonics, days, months)
	<p>I'm learning Spanish: This introduction to Spanish equips pupils with the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the countries where Spanish is spoken.</p> <p>Numbers: Pupils will then learn numbers one to hundred in Spanish. Starting with one to ten, then ten to twenty, twenty one to thirty-one and finally how to count up to one hundred.</p>		<p>Phonics: This is a sequence of four lessons where pupils learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.</p> <p>Days: An opportunity for pupils to learn the 7 days of the week in Spanish and then use them in context with a variety of activities.</p> <p>Months: An opportunity in this single lesson for pupils to learn the twelve months of the year in Spanish and then use them in context with a variety of activities in all four skills: reading, writing, speaking and listening.</p>
Spring 1	Ancient Britain	Spring 2	Presenting Myself
	<p>In this unit pupils will be taught three high frequency verbs in the 1st person singular form. The verbs are: 'to be', 'to have' and 'to live'. Through the medium of this period of history, pupils will pretend to be</p>		<p>By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with</p>

	<p>characters from the Stone, Bronze and Iron Age. By the end of the unit pupils will be able to say / write who they are, where they live and which hunting tool they use, incorporating the three high frequency verbs in their phrases.</p> <p>This unit offers cross curricular links with History as children will be learning about the Stone Age to the Iron Age</p>		<p>newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p>
<p>Summer 1</p>	<p style="text-align: center;">Animals</p> <p>Pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in Spanish. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.</p>	<p>Summer 2</p>	<p style="text-align: center;">Fruits and Vegetables</p> <p>Fruits: In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.</p> <p>Vegetables: Children will then learn 10 common vegetables in their plural form with their definite articles in Spanish. They will learn the basic transactional language required to take part in a role-play activity based on buying different quantities of vegetables from a market stall.</p>



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Year 4			
Autumn 1	Core Vocabulary and phonetics and The Classroom	Autumn 2	The Romans
	<p>Core Vocabulary and phonetics: Pupils will start with an opportunity to recap the key phonemes from year 3 to facilitate accurate and authentic pronunciation as part of their language learning experience.</p> <p>The Classroom: They will then be taught the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p>		<p>Through the medium of this familiar period of history, pupils will be taught the skills to understand slightly longer and more complicated text. Pupils will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. In History children will be learning about Romans in Britain, allowing for the information to be embedded.</p> <p>This unit also ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, determiners and adjectives in sentences. This unit links strongly to transferable literacy skills.</p>
Spring 1	Family	Spring 2	Traditions and Celebrations
	<p>By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in</p>		<p>By the end of this unit pupils will have the knowledge and skills necessary to ask and respond to key questions in the foreign language about 5 key traditions</p>

	<p>Spanish. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.</p>		<p>and celebrations in the Spanish-speaking world. This is a unit that focuses on key question words so that pupils can express an opinion about a tradition or celebration in the foreign language and can develop an appreciation of traditions and celebrations different to their own culture.</p>
<p>Summer 1</p>	<p style="text-align: center;">Goldilocks</p> <p>In this unit pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in the foreign language using picture, word and phrase cards. Pupils will be exposed to more language and will be encouraged to use a variety of activities to support their learning. This unit links strongly to transferable literacy skills.</p>	<p>Summer 2</p>	<p style="text-align: center;">Habitats</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary. This unit also links well with Science, in which children will be learning about different habitats.</p>

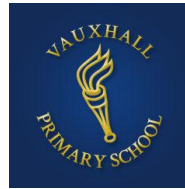


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Year 5			
Autumn 1	<p>Phonics and Pronunciation</p> <p>Children start year 5 with four sequential lessons in which they learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the four lessons is accompanied by a song that pupils will be encouraged to actively participate in.</p>	Autumn 2	<p>I know how...</p> <p>In this unit pupils will learn 10 familiar activities that they know how or do not know how in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.</p>
Spring 1	<p>Planets</p> <p>In this cross-curricular unit pupils will learn more about the planets and the solar system. They will learn a key set of adjectives and will apply knowledge of adjectival agreement to describe the Solar System elements in the foreign language and will also work on creating longer and more detailed sentences, with conjunctions and intensifiers to extend their descriptions. Pupils will build towards performing a role-play task in pairs for a pretend interview between an astrophysicist and an astronaut preparing for a space expedition.</p>	Spring 2	<p>Vikings</p> <p>Through the medium of this familiar period of history, pupils will be taught the skills to describe themselves. They will do this as a character from the Viking period, exploring the vocabulary, adjectives and grammar involved in character and physical descriptions, allowing pupils to describe themselves and also another person by the end of the unit. Children will be able to make connections with their history lessons as they learn about the life of Vikings and Anglo Saxons.</p>

<p>Summer 1</p>	<p style="text-align: center;">At School</p> <p>Pupils will learn the nouns and determiners/definite articles for ten school subjects in Spanish. They will also learn how to conjugate the verb 'to study', an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time / day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.</p>	<p>Summer 2</p>	<p style="text-align: center;">Me in the world</p> <p>In this unit pupils will learn about other countries around the globe that speak Spanish. They will also learn about the currencies, flags, cultural celebrations and traditions of those countries. This is a great unit, bringing together all the language covered in the various teaching types.</p>
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	Year 6	
Autumn 1	<p>My Home</p> <p>By the end of this unit pupils in year 6 will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.</p>	<p>Autumn 2</p> <p>The Weekend</p> <p>In this unit pupils will learn ten phrases for activities they may do at the weekend in Spanish. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.</p>
Spring 1	<p>World War 2</p> <p>Children will be able to combine their work in History where they learn about WW2 and The Blitz with the skills to understand longer and more complicated text. Pupils will learn to 'gist' read, listen and understand more of the foreign language by using cognates and language they are familiar with so as to decode unknown language. This unit ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, determiners and adjectives in</p>	<p>Spring 2</p> <p>Healthy lifestyles</p> <p>In this unit pupils will learn the nouns and determiners for ten 'healthy' and ten 'less healthy' foods, along with the 1st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. By the end of this unit pupils will be able to say what they eat and do not eat and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe . Pupils will be able to create more detailed and personalised</p>

	sentences. This unit links strongly to transferable literacy skills.		responses by the end of this unit.
Summer 1	<p style="text-align: center;">At the Cafe</p> <p>By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafeteria. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p>	Summer 2	<p style="text-align: center;">Ice creams</p> <p>Children will end year 6 by learning ten flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</p>