

Stimpson Avenue Academy KS2 Spanish Curriculum Map (1) – Phase 1 2021-22













	Year 3 Year 4		Year 5	Year 6	
	Phonetics 1 (C)	Phonetics 1&2 (C)	Phonetics 1 to 3 (C)	Phonetics 1 to 4 (C)	
	CH J Ñ LL RR	CH J Ñ LL RR CA CE CI CO CU	CH J Ñ LL RR CA CE CI CO CU GA GE GI GO GU	CH J Ñ LL RR CA CE CI CO CU GA GE GI GO GU B V CC QU Z	
	I'm Learning Spanish (E)	Fruits (E)	Selection of Core Vocabulary lessons	Selection of Core Vocabulary lessons	
	 To locate Spain, Madrid and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish. 	 Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish. 			
	Seasons (E)	Vegetables (E)	Fruits (E)	Weather (I)	
Autumn 2	 Recognise all four seasons in Spanish. Learn an associated action for each season in Spanish. Understand better what happens in the world around us in each season in Spanish. 	 Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish. 	 Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish. 	 Recognise and recall the 9 weather expressions in Spanish from memory. Ask what the weather is today and give a reply in Spanish. Describe the weather in Spain, in Spanish using a weather map with symbols. 	
	Musical Instruments (E)	Ice-Creams (E)	Ice-Creams (E)	Family (I)	
Spring 1	 Name and recognise up to 10 instruments in Spanish. Attempt to spell some of these nouns with their correct definite article/determiner in Spanish. Learn how to say I play an instrument in Spanish. 	 Name, recognise and remember up to 10 ice-cream flavours in Spanish. Attempt to spell some of these flavours. Use the structure 'quisiera' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in Spanish. 	 Name, recognise and remember up to 10 ice-cream flavours in Spanish. Attempt to spell some of these flavours. Use the structure 'quisiera' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in Spanish. 	 Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age, and relationship. Count to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). 	
	Fruits (E)	Presenting Myself (I)	Presenting Myself (I)	Pets (I)	
Spring 2	 Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish. 	 Know how count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply. 	 Know how count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply. 	 Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences. 	
	Vegetables (E)	Classroom (I)	Family (I)	WWII (P)	
Summer 1	 Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish. 	 Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands. 	 Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age, and relationship. Count to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). 	 Group and order words to decode unknown language. Understand the key facts of history from WW2 when described in Spanish. Say and write in Spanish the key countries and languages involved in WW2. Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside. 	
	I Can (E)	Family (I)	Planets (P)	School (P)	
Summer 2	 Recognise, use and remember 10 common Spanish verbs/activities. Use these verbs in the infinitive to make a short sentence starting with puedo. 	 Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age, and relationship. Count to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). 	 Name and spell accurately some/all the planets in Spanish on a solar map. Say and write extended sentences for at least one planet. Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy. 	 Name the subjects we study in school in Spanish with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time and on what day we study certain school subjects. 	

(C) Core Vocabulary Unit (E) Early Language Unit (I) Intermediate Language Unit (P) Progressive Language Unit

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School Name

KS2 Spanish Curriculum Map (2) – Phase 1 2021-22















	Year 3	Year 4	Year 5	Year 6	
Speaking	 Learning to communicate with others using simple words and short phrases covered in the units taught. Being able to communicate our favourite season and why, what instrument we play, what fruits we like (and do not like), being able to order a specific quantity of vegetable using simple, transactional language like 'hello', 'please',' I would like',' how much' and 'thank you'. 	 Learning to communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporating a negative reply if and when required. 'I like apples but I do not like pears.' Being able to order an ice-cream. Presenting confidently on personal details. Age, name and where I live. Starting to move with increasing confidence from 1st person singular to 3rd person singular when talking about others. What he/she is called, how old they are and where they live. 	 Learning to communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporating a negative reply if and when required. 'I like apples but I do not like pears.' Being able to order an ice-cream. Presenting confidently on personal details. Age, name and where I live and provide extra information such as if I have a pet. Starting to move with confidence from 1st person singular to 3rd person singular when talking about others. What he/she is called, how old they are and where they live. 	 Learning to communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units. Presenting confidently on personal details such as age, name and where I live but starting to move with confidence from 1st person singular to 3rd person singular and talking about others. What he/she is called, how old they are and where they live. Being able to communicate on what pets I have and do not have. What subjects I study at school and if I like them or not. Making presentations more interesting by saying if we like a particular subject or not and why. Saying the date and talking about the weather. Learning to make more personalised responses and recalling more of the foreign language from memory more easily and quickly. 	
ිනි Listening	 Learning to listen to the foreign language and enjoying short stories, nursery rhymes & songs. Starting to recognise and understand the meaning of familiar words and short phrases connected to the four seasons, commonly played musical instruments, common fruits and vegetables. 	 Learning to listen more carefully to the longer passages and understanding more of what we hear by picking out key words and phrases covered in the units taught. For example, being able to understand which flavour ice- creams are ordered and whether they are in a cone or tub. How many scoops etc. 	 Learning to listen more attentively and for longer. Understanding more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Using our knowledge of Planets in English for example to unravel longer passages in the foreign language. 	 Learning to listen more attentively and for longer. Understanding more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Using our knowledge of Planets and WWII in English for example to unravel longer passages in the foreign language. 	
🧩 Reading	 Learning to read familiar words and short phrases more accurately and confidently by applying knowledge from 'Phonics Lesson 1'. Understanding the meaning in English of words and short phrases from the units covered. 	 Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. 	 Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. 	 Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. 	
	Writing familiar words & short phrases introduced in the unit from memory but also learning to use a model or vocabulary list when we are unsure. EG:'My favourite season is', 'I play the piano'. 'I like apples'.'I do not like pears'. 'Can I have a kilo of carrots please?'.	Writing longer sentences as more units, vocabulary and grammar is covered. Starting to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. What I have in my pencil case and what I do not have in my pencil case.	 Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Recalling core vocabulary more easily (numbers, colours, days of the week, months of the year etc) and using it when appropriate. 	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. EG: A presentation or description of a typical school day including subjects, time and opinions. Recalling core vocabulary more easily (numbers, colours, days of the week, months of the year etc) and using it when appropriate.	
Grammar	• Starting to understand the concept of noun gender and the use of articles. Nouns are always learnt with the article. Using the first-person singular conjugation of high frequency verbs. EG: 'I like' 'I play' 'I am called'.	 Understanding better the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introducing simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'My sister is called, and she is years old. 'My brother is called and he is years old'. Using the first-person singular conjugation of high frequency verbs. EG: 'I like', 'I would like,' 'I am called', 'I am' and 'I have' but also but also 'he/she is' and 'he/she has'. 	 Learning to use and recognise the terminology of articles (<u>EG</u>: definite, indefinite and partitive). Understanding better the rules of adjectival agreement and possessive adjectives. How the gender of the noun can impact other words in a sentence. Using the first-person singular conjugation of high frequency verbs. EG: 'I like' 'I would like' 'I am called', 'I am' and 'I have' but also 'he/she is' and 'he/she has'. 	• Improving our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like and WHY). Using opinions and justifications with more confidence. Using the first-person singular conjugation of high frequency verbs. EG: 'I like' 'I would like' 'I am called'.'I am called', 'I am', 'I have' and 'I study' but also 'he/she is' and 'he/she has'.	
CS	Phonetics 1 (C) & I'm Learning Spanish (E)	Phonetics 1&2 (C) & Fruits (E)	Phonetics 1-3 (C) & selection of Core Vocabulary Lessons	Phonetics 1-4 (C) & selection of core vocabulary lessons Autumn 1	
Topics	Seasons (E)	Vegetables (E)	Fruits (E)	Weather (I) Autumn 2	
F	Musical Instruments (E)	Ice-Creams (E)	Ice Creams (E)	Family (I) Spring 1	
0	Fruits (E)	Presenting Myself (I)	Presenting Myself (I)	Do you have a pet? (I) Spring 2	
0	Vegetables (E)	Classroom (I)	Family (I)	WWII (P) Summer 1	
	I Can (E)	Family (I)	Planets (P)	School (P) Summer 2	

Every child deserves to be the best they can be

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• Understand better the rules of adjectival agreement in Spanish

and apply these rules to my work improving grammatical









subjects and extend even further by giving a justification for that

• Start to tell the time by learning how to say time by the hour.

• Say at what time and on what day we study certain school

subjects.



KS2 Spanish Curriculum Map (1) – Phase 2 2022-23 Year 3 Year 5 Year 6 Year 4 Phonetics 1 (C) Phonetics 2 (C) Phonetics 4 (C) Phonetics 3 (C) CH J Ñ LL RR CA CE CI CO CU GA GE GI GO GU B V CC QU Z What is the Date (I) I'm Learning Spanish (E) Ice-Creams (E) Home (I) Autumn 1 • To locate Spain, Madrid and a few key cities on a map. • Name, recognise and remember up to 10 ice-cream flavours in • Say and write in Spanish whether we live in a house or an • Recognise and recall the 12 months of the year in Spanish. • Say our name, how we are feeling, learn up to 10 colours and • Ask what the date is and say the date in Spanish. count from • Attempt to spell some of these flavours. • Say what room we have and do not have at home using the key Ask somebody when their birthday is and say when their own • 1-10 in Spanish. • Use the structure 'quisiera...' plus an ice-cream flavour. structure en mi casa hay... and en mi casa no hay... birthday is in Spanish. • Use the connective/conjunction y to link two sentences together • Say whether we would like a cone or pot and possibly how many · Learn how to say 'please' and 'thank you' in Spanish. Seasons (E) Presenting Myself (I) Weather (I) Weather (I) • Recognise all four seasons in Spanish. • Know how count to 20 in Spanish. • Recognise and recall the 9 weather expressions in Spanish from • Recognise and recall the 12 months of the year in Spanish. Autumn • Learn an associated action for each season in Spanish. • Ask somebody how they are feeling and give an appropriate memory. • Ask what the date is and say the date in Spanish. • Understand better what happens in the world around us in each Ask what the weather is today and give a reply in Spanish. • Ask somebody when their birthday is and say when their own response back. season in Spanish. • Ask somebody their age, name, where they live and reply. • Describe the weather in Spain, in Spanish using a weather map birthday is in Spanish. with symbols. What is the Date? (I) Musical Instruments (E) Family (I) Pets (I) • Name and recognise up to 10 instruments in Spanish. • Remember the nouns for family members in Spanish from • Recognise and recall the 12 months of the year in Spanish. • Know the nouns and indefinite articles for 8 common pets. • Attempt to spell some of these nouns with their correct definite • Ask what the date is and say the date in Spanish. • Ask somebody if they have a pet and give an answer back. article/determiner in Spanish. • Describe our own or a fictitious family in Spanish by name, age, • Ask somebody when their birthday is and say when their own • Say in Spanish what pet we have/do not have and give our pet's • Learn how to say I play an instrument in Spanish. and relationship. birthday is in Spanish. • Count to 100 in Spanish. • Start to use the simple connectives y (and) and pero (but) to • Understand possessive adjectives better in Spanish ('my' form make more complex and interesting sentences. only). Fruits (E) Goldilocks (I) Pets (I) Home (I) • Name, recognise and remember up to 10 fruits in Spanish. • Listen attentively to a whole familiar fairy tale in Spanish. • Know the nouns and indefinite articles for 8 common pets. • Say and write in Spanish whether we live in a house or an • Attempt to spell some of these nouns with their correct • Remembering new language using picture, word and phrases • Ask somebody if they have a pet and give an answer back. Spring • Say what room we have and do not have at home using the key article/determiner. • Say in Spanish what pet we have/do not have and give our pet's • Ask somebody in Spanish if they like a particular fruit. • Improve gist reading and gist listening skills. structure en mi casa hay... and en mi casa no hay... • Say what fruits we like and dislike in Spanish. • Attempt to re-tell a familiar fairy tale in Spanish using a mini • Use the connective/conjunction y to link two sentences together • Start to use the simple connectives y (and) and pero (but) to book for support. make more complex and interesting sentences. **Vegetables (E)** Romans (I) WWII (P) Habitats (I) • Name, recognise and recall from memory up to 10 vegetables in • Understand the key facts of the history of Ancient Rome in • Say and write the key elements that animals and plants need to • Group and order words to decode unknown language. survive. Spanish. Spanish. Understand the key facts of history from WW2 when described Summer • Attempt to spell some of these nouns with their plural • Say and spell the days of the week in Spanish. • Name the 5 most common types of habitats. Say and write in Spanish the key countries and languages article/determiner. • Name some/all of the most famous Roman inventions in Spain. • Name an animal and a plant that live and grow in each type of • Learn and use the high frequency verb quisiera from the verb • Write a diary of life as a rich and/or poor child in Roman times involved in WW2. habitat. querer, to want in Spanish. including the use of the negative form in Spanish. • Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside. Ice-Creams (E) Classroom (I) Planets (P) School (P) • Recall from memory a selection of nouns and indefinite articles • Name, recognise and remember up to 10 ice-cream flavours in • Name and spell accurately some/all the planets in Spanish on a • Name the subjects we study in school in Spanish with the solar map. for common classroom objects. correct definite article/determiner. Spanish. Summer • Attempt to spell some of these flavours. • Say and write extended sentences for at least one planet. • Extend sentences by giving an opinion on the various school • Learn how to use the negative in Spanish.

accuracy.

Respond to simple classroom commands.

• Describe what we have and do not have in our pencil case.

scoops.

• Use the structure 'quisiera...' plus an ice-cream flavour.

• Learn how to say 'please' and 'thank you' in Spanish.

• Say whether we would like a cone or pot and possibly how many

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KS2 Spanish Curriculum Map (1) – Phase 3 2023-24 Year 3 Year 5 Year 6 Year 4 Phonetics 1 (C) Phonetics 2 (C) Phonetics 4 (C) Phonetics 3 (C) CH J Ñ LL RR CA CE CI CO CU B V CC QU Z GA GE GI GO GU Home (I) Clothes (I) I'm Learning Spanish (E) Presenting Myself (I) • To locate Spain, Madrid and a few key cities on a map. • Know how count to 20 in Spanish. • Say and write in Spanish whether we live in a house or an • Recognise and recall from memory 21 items of clothing. • Say our name, how we are feeling, learn up to 10 colours and • Ask somebody how they are feeling and give an appropriate • Explore the regular 'ar' whole verb present tense conjugation of Say what room we have and do not have at home using the key the verb LLEVAR to describe what you and possibly somebody count from response back. • 1-10 in Spanish. structure en mi casa hay... and en mi casa no hay... • Ask somebody their age, name, where they live and reply. else is wearing. Use the connective/conjunction y to link two sentences together • Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour. School (P) Seasons (E) Family (I) Weather (I) • Recognise all four seasons in Spanish. • Recognise and recall the 9 weather expressions in Spanish from • Remember the nouns for family members in Spanish from • Name the subjects we study in school in Spanish with the • Learn an associated action for each season in Spanish. memory. correct definite article/determiner. Autumn • Describe our own or a fictitious family in Spanish by name, age, • Ask what the weather is today and give a reply in Spanish. Extend sentences by giving an opinion on the various school • Understand better what happens in the world around us in each and relationship. subjects and extend even further by giving a justification for that season in Spanish. • Describe the weather in Spain, in Spanish using a weather map • Count to 100 in Spanish. with symbols. • Start to tell the time by learning how to say time by the hour. · Understand possessive adjectives better in Spanish ('my' form only). • Say at what time and on what day we study certain school subjects. Musical Instruments (E) Goldilocks (I) What is the Date? (I) WWII (P) • Recognise and recall the 12 months of the year in Spanish. Name and recognise up to 10 instruments in Spanish. • Listen attentively to a whole familiar fairy tale in Spanish. Group and order words to decode unknown language. • Attempt to spell some of these nouns with their correct definite • Remembering new language using picture, word and phrases • Ask what the date is and say the date in Spanish. • Understand the key facts of history from WW2 when described Spring article/determiner in Spanish. • Ask somebody when their birthday is and say when their own in Spanish. • Learn how to say I play an instrument in Spanish. • Say and write in Spanish the key countries and languages • Improve gist reading and gist listening skills. birthday is in Spanish. • Attempt to re-tell a familiar fairy tale in Spanish using a mini involved in WW2. book for support. • Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside. Fruits (E) Romans (I) Pets (I) Healthy Lifestyle (P) • Understand the key facts of the history of Ancient Rome in • Name, recognise and remember up to 10 fruits in Spanish. • Know the nouns and indefinite articles for 8 common pets. • Say and write what we eat and drink to stay healthy. Spring • Attempt to spell some of these nouns with their correct Spanish. • Ask somebody if they have a pet and give an answer back. • Say and write what we do not eat and drink to stay healthy. article/determiner. • Say and spell the days of the week in Spanish. • Say in Spanish what pet we have/do not have and give our pet's • Say and write the activities we do and do not do to stay in shape • Ask somebody in Spanish if they like a particular fruit. • Name some/all of the most famous Roman inventions in Spain. name. including a choice of physical activities. • Say what fruits we like and dislike in Spanish. • Write a diary of life as a rich and/or poor child in Roman times • Start to use the simple connectives y (and) and pero (but) to • Follow a simple, healthy recipe in Spanish. including the use of the negative form in Spanish. make more complex and interesting sentences. **Vegetables (E)** Classroom (I) At the Weekend (P) Olympics (I) • Name, recognise and recall from memory up to 10 vegetables in • Recall from memory a selection of nouns and indefinite articles • Understand the key facts of the ancient and modern Olympics • Tell the time in Spanish using quarter past, half past and quarter for common classroom objects. recounted in Spanish. Summer • Attempt to spell some of these nouns with their plural • Say and write in Spanish what we do at the weekend using two • Learn how to use the negative in Spanish. • Learn 10 nouns and articles for common Olympic sports. article/determiner. • Explore the full present tense conjugation of the high frequency • Describe what we have and do not have in our pencil case. or more sentences. • Learn and use the high frequency verb quisiera from the verb • Respond to simple classroom commands. verb PRACTICAR. Integrate conjunctions and opinions into written and spoken querer, to want in Spanish. Look at the adjectival changes involved when you describe a work to make more interesting and extended sentences. male Olympian or female Olympian. Ice-Creams (E) My Home (I) Planets (P) Me in the World (P) • Say and spell some of the different countries and the relative • Name, recognise and remember up to 10 ice-cream flavours in • Name and spell accurately some/all the planets in Spanish on a • Say and write in Spanish whether we live in a house or an capital cities in the Spanish-speaking world and find them on a Summer Spanish. solar map. • Say what room we have and do not have at home using the key • Attempt to spell some of these flavours. • Say and write extended sentences for at least one planet. • Use the structure 'quisiera...' plus an ice-cream flavour. structure en mi casa hay... and en mi casa no hay... • Understand better the rules of adjectival agreement in Spanish Say and write about some key celebrations in the Spanish and apply these rules to my work improving grammatical speaking world and some of the differences in terms of • Say whether we would like a cone or pot and possibly how many • Use the connective/conjunction y to link two sentences together geography and historical sites between Lima and Madrid scoops. accuracy. • Say and write something we do to help the planet. • Learn how to say 'please' and 'thank you' in Spanish. Every child deserves to be the best they can be

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KS2 Spanish Curriculum Map (1) – Phase 4 2024-25













Year 3 Year 5 Year 4 Year 6 Phonetics 1 (C) Phonetics 2 (C) Phonetics 4 (C) Phonetics 3 (C) CH J Ñ LL RR CA CE CI CO CU GA GE GI GO GU B V CC QU Z Pets (I) School (P) I'm Learning Spanish (E) Presenting Myself (I) • To locate Spain, Madrid and a few key cities on a map. • Know how count to 20 in Spanish. • Know the nouns and indefinite articles for 8 common pets. • Name the subjects we study in school in Spanish with the correct definite • Say our name, how we are feeling, learn up to 10 • Ask somebody how they are feeling and give an appropriate • Ask somebody if they have a pet and give an answer back. article/determiner. colours and count from • Extend sentences by giving an opinion on the various school subjects and response back. • Say in Spanish what pet we have/do not have and give our • 1-10 in Spanish. • Ask somebody their age, name, where they live and reply. extend even further by giving a justification for that subject. pet's name. • Start to use the simple connectives y (and) and pero (but) to • Start to tell the time by learning how to say time by the hour. make more complex and interesting sentences. • Say at what time and on what day we study certain school subjects. Seasons (E) Family (I) WWII (P) What is the Date? (I) • Recognise all four seasons in Spanish. • Remember the nouns for family members in Spanish from • Recognise and recall the 12 months of the year in Spanish. • Group and order words to decode unknown language. • Learn an associated action for each season in Spanish. • Ask what the date is and say the date in Spanish. • Understand the key facts of history from WW2 when described in Spanish. Autumn • Describe our own or a fictitious family in Spanish by name, age, • Understand better what happens in the world around us • Ask somebody when their birthday is and say when their • Say and write in Spanish the key countries and languages involved in WW2. in each season in Spanish. and relationship. own birthday is in Spanish. • Write a letter in Spanish home explaining what life is like as an evacuee living • Count to 100 in Spanish. in the countryside. · Understand possessive adjectives better in Spanish ('my' form only). Musical Instruments (E) Goldilocks (I) Weather (I) At the Weekend (P) • Name and recognise up to 10 instruments in Spanish. • Listen attentively to a whole familiar fairy tale in Spanish. • Recognise and recall the 9 weather expressions in Spanish • Tell the time in Spanish using quarter past, half past and quarter to. Spring • Attempt to spell some of these nouns with their correct • Remembering new language using picture, word and phrases from memory. • Say and write in Spanish what we do at the weekend using two or more definite article/determiner in Spanish. cards. Ask what the weather is today and give a reply in Spanish. sentences. • Learn how to say I play an instrument in Spanish. Improve gist reading and gist listening skills. • Describe the weather in Spain, in Spanish using a weather • Integrate conjunctions and opinions into written and spoken work to make Attempt to re-tell a familiar fairy tale in Spanish using a mini more interesting and extended sentences. map with symbols. book for support. Fruits (E) Romans (I) Olympics (I) Healthy Lifestyle (P) • Name, recognise and remember up to 10 fruits in • Understand the key facts of the history of Ancient Rome in • Understand the key facts of the ancient and modern • Say and write what we eat and drink to stay healthy. Olympics recounted in Spanish. • Say and write what we do not eat and drink to stay healthy. Spring Attempt to spell some of these nouns with their correct • Say and spell the days of the week in Spanish. Learn 10 nouns and articles for common Olympic sports. • Say and write the activities we do and do not do to stay in shape including a article/determiner. • Name some/all of the most famous Roman inventions in Spain. • Explore the full present tense conjugation of the high choice of physical activities. • Ask somebody in Spanish if they like a particular fruit. • Write a diary of life as a rich and/or poor child in Roman times frequency verb PRACTICAR. • Follow a simple, healthy recipe in Spanish. • Say what fruits we like and dislike in Spanish. including the use of the negative form in Spanish. Look at the adjectival changes involved when you describe a male Olympian or female Olympian. Vegetables (E) Regular Verbs (P) Classroom (I) Clothes (I) • Name, recognise and recall from memory up to 10 • Recall from memory a selection of nouns and indefinite articles Recognise and recall from memory 21 items of clothing. • Understand better what personal/subject pronouns are. vegetables in Spanish. for common classroom objects. Explore the regular 'ar' whole verb present tense • Understand better the concept of verb stems and endings. • Attempt to spell some of these nouns with their plural Learn how to use the negative in Spanish. conjugation of the verb **LLEVAR** to describe what you and • Conjugate easily and with clear understanding regular -er verbs like COMER. article/determiner. Describe what we have and do not have in our pencil case. possibly somebody else is wearing. • Conjugate easily and with clear understanding regular -ir verbs like VIVIR. • Learn and use the high frequency verb quisiera from the • Respond to simple classroom commands. • Revisit the use of the possessive adjective 'my' in Spanish • Conjugate easily and with clear understanding regular -ar verbs like HABLAR. and describe clothes in terms of colour. verb querer, to want in Spanish. Ice-Creams (E) My Home (I) Planets (P) Me in the World (P) • Name, recognise and remember up to 10 ice-cream • Name and spell accurately some/all the planets in Spanish • Say and spell some of the different countries and the relative capital cities in • Say and write in Spanish whether we live in a house or an the Spanish-speaking world and find them on a map. flavours in Spanish. on a solar map. • Attempt to spell some of these flavours. • Say what room we have and do not have at home using the key • Say and write extended sentences for at least one planet. • Say and write about some key celebrations in the Spanish speaking world and • Use the structure 'quisiera...' plus an ice-cream flavour. structure en mi casa hay... and en mi casa no hay... • Understand better the rules of adjectival agreement in some of the differences in terms of geography and historical sites between Lima and Madrid • Say whether we would like a cone or pot and possibly • Use the connective/conjunction y to link two sentences Spanish and apply these rules to my work improving • Say and write something we do to help the planet. how many scoops. together grammatical accuracy. • Learn how to say 'please' and 'thank you' in Spanish.

Every child deserves to be the best they can be