

Key Skills	Literacy		Oracy		Intercultural Understanding
Year Group	Reading	Writing	Speaking	Listening	
Year 1*	Recognise and understand some familiar words.		Imitate pronunciation	Listen to familiar words and phrases.	Know that Spanish is spoken in other countries.
Year 2*	Read aloud key words and phrases.		Respond to familiar spoken words.	Listen to others and take turns to speak.	Know that Spanish is spoken in other countries.
Year 3	<p>Make links between phoneme, rhymes and spellings and read aloud familiar words in Spanish. Be able to read familiar words in Spanish.</p> <p>Recognise differences in letter pronunciation in Spanish and English.</p> <p>Identify specific sounds and words.</p> <p>GD – Children confidently read familiar words and speak them using correct pronunciation.</p>	<p>Write some familiar words accurately using a model /display.</p> <p>Write some familiar simple words from memory.</p> <p>GD - They will be able to spell several words accurately from own memory.</p>	<p>Communicate with others using simple words and phrases.</p> <p>Use the correct pronunciation in spoken work. (copy)</p> <p>Join in with rhymes/stories.</p> <p>GD – Will be able to ask and answer several simple questions in Spanish.</p>	<p>Recognise questions in Spanish. Identify specific words and show understanding.</p> <p>GD – Will be able to translate simple given opinions in Spanish.</p>	<p>Identify where the language is spoken. (Spain/France)</p> <p>Know some Facts about one country.</p> <p>GD – Will be able to show extended interest in a country and will be able to research their own facts.</p>
Year 3 - Autumn - I am Learning Spanish/French. Language basics	Learn the alphabet and some letter strings in Spanish/French Read the numbers (words) in Spanish/French. Read the names of the colours in Spanish/French.	Be able to write some key words and vocabulary (e.g.: greetings/numbers/colours).	<p>To be able to say and pronounce hello and goodbye.</p> <p>To be able to ask and answer the question 'How are you?'</p> <p>To be able to ask and answer the question 'What is your name' and reply.</p> <p>To know and follow Classroom commands in Spanish/French.</p> <p>To sing songs with key vocabulary.</p> <p>To be able to say and pronounce the days of the week in Spanish.</p> <p>To be able to say the colours correctly.</p>	To know where Spain/France is on a map. Know that other countries speak the learned language.	
Spring Animals - Brown bear, Brown bear Birthdays	Be able to read some key words in Spanish/ French. (animals/colours/months/ numbers).	Be able to write some key words and vocabulary. (animals/colours/months/ numbers).	<p>To be able to say and pronounce the names of some animals.</p> <p>To be able to answer the question 'When is your birthday?'</p> <p>To be able to describe some animals using colours.</p> <p>To be able to read a short story in the target language (Brown Bear Brown Bear by Eric Carl).</p>	To know that noun and adjective placement changes within the target language (e.g.: a bear red).	

<p><u>Summer</u> Fruit - The hungry caterpillar Vegetables</p>	<p>Be able to read some key words in Spanish/ French (fruits/vegetables) To be read and understand preferences in target language. (I like/do not like and Love/ Hate)</p>	<p>Be able to write some key words in Spanish/ French (fruits/vegetables). To be able to write preferences in the target language (I like/ I don't like/ I love/ I hate).</p>	<p>To listen to the story of The Hungry Caterpillar in the target language. To be able to say and pronounce the names of some of the fruits and vegetables. To be able to communicate their likes and dislikes for fruits and vegetables.</p>	<p>To know that popular books can be translated into different languages.</p> <p>Intercultural understanding week: Cycle A: look at another Spanish speaking country and talk about culture, geography and Artist. Cycle B: Look at another county talk about culture, song, words and geographic location.</p>	
<p>Year 4 <u>Autumn</u> Myself (conversation work) Family <u>Spring</u> My Home Retell a Story (Goldilocks and the Three Bears) <u>Summer</u> My body The weather</p>	<p>Read and understand familiar words and short written sentences. Apply phonic knowledge to decode words. Recognise and apply simple agreements. (E.g., gender, plural, singular) To predict the meaning of new words using previous Spanish knowledge. GD – Children confidently read simple Spanish sentences and speak to them using correct pronunciation.</p>	<p>Write some familiar words and phrases without help. Use phonic knowledge to support accurate pronunciation and spelling of simple words. Recognise and apply simple agreements. (E.g., gender, plural, singular) GD - They will be able to write a simple sentence accurately applying simple agreements independently.</p>	<p>To be able to ask simple questions in Spanish. Use phonic knowledge to support accurate pronunciation of simple words and phrases. GD – Will be able to ask and answer several simple questions in Spanish. They will be able to apply positive and negative.</p>	<p>Listen and identify words and short phrases. To be able to Listen to a question in Spanish and respond appropriately. GD – Will be able to listen to questions and answer them in Spanish. They will be able to apply positive and negative</p>	<p>Compare pastimes of children of Hispanic cultures with their own.</p> <p>Consider aspects of children's everyday lives in a Spanish country – school, family, circumstances, friendships.</p> <p>Consider cultural aspects of children's behaviour and attitudes.</p> <p>GD – To talk about how a Spanish speaking country is similar/different to their own country and culture. They begin to think of / research reasons why this might be.</p>

<p>Year 4 Autumn Myself (conversation work) Family</p>	<p>Read and understand key vocabulary (numbers to 10/greetings/family members/country). Read and understand questions about myself and my family.</p>	<p>Be able to write some key words in target language using simple gender and plural agreement in target language. (Family members)</p>	<p>To know how to say and pronounce the numbers in target language (to 10). (Recap number learning from year 3) To know how to say, 'what's your name?' and 'My names is...' in target language. (Year 3 – 1a - Revision) To Know how to ask and answer, 'how old are you?' in target language. To know how to ask and answer the question 'Where do you live?' in target language. To know how to hold a short conversation using the learnt language. To know how to say and pronounce the core family members in the target language. To Know how to introduce the family members in Spanish using 'my' (Mi or Mis). (grammar link singular/plural)(yr 5 and 6) To know how to ask and answer the question 'Do you have siblings?' in the target language. (plurals) To be able to introduce family members in target language. (Recap of Yr. 3 'Me llamo – my name is) To know how to say how old my family members are in Spanish. (Recap of Yr. 3 numbers)</p>	<p>Understand that there are cultural differences within familial life in the country of the target language. Talk about familial difference compared to England and taught country. Is this similar or different compared to their family?</p>
<p>Spring My Home Retell a Story (Goldilocks and the Three Bears)</p>	<p>To read and understand different kinds of buildings and the locality of the building. To order the events of a traditional story. To be able to read and retell a story with actions.</p>	<p>To be able to write the stem sentences independently, 'I live in...'. To be able to write house or apartment in target language using their phonic knowledge.</p>	<p>Chn ask and answer the question. 'Where do you live?' (Recap session) To be able to listen to and correctly pronounce the words 'house' and 'apartment' in the target language. To be able to listen to and pronounce the different places in the target language. To be able to ask and answer the question 'Where do you live?' in the target language. Tengo – Learning from Spanish Yr4, 1a/ab (Year 5 – 1a)</p>	<p>To talk about how people in other countries live (homes and localities, connected to 'My family' unit in previous term.)</p>

			<p>To be able to listen to a traditional tale in the target language. To be able to retell a story in Spanish. (Literacy links- oral story)</p>		
<p><u>Summer</u> My body The weather</p>	<p>To read and understand key vocabulary (body parts/the weather).</p>	<p>To be able to write some of the key vocabulary (body parts/weather). To be able to write short phrases using verb agreement and the key vocab (e.g.: I have two legs, he has five legs/it is sunny). To be able to introduce themselves using prior knowledge of names, age and location.</p>	<p>To be able listen and respond when given an action (Simon says touch your head). To be able to sing songs and give appropriate actions centred around key learning (Head, shoulders, knees and toes). To be able to hold a simple conversation (name, age, location). (Previous Learning Yr. 3) To be able to say and pronounce the different weathers in the target language (e.g.: It is stormy).</p>		<p>To understand the varying climates of the target language's country (e.g.: the Northern part of Spain is much colder than the South/France has The Alps and mountainous environments). Cycle A: look at another Spanish speaking country and talk about culture, geography and Artist. Cycle B: Look at another county talk about culture, song, words and geographic location.</p>
<p>Year 5 <u>Autumn</u> Pets At the cafe <u>Spring</u> Sporting life Festivals <u>Summer</u> Clothes La fecha</p>	<p>Read and understand the main points in a short text. Recognise typical conventions of word order and compare with English. Understand and use negative statements. GD – Children confidently read simple Spanish passage and explain the main points of what is happening.</p>	<p>Communicate by asking a wider range of questions. Write simple opinions in Spanish. Joining simple sentences using Y and pero. Develop accuracy in pronunciation and intonation. Manipulate language by changing a simple element in modelled sentence. GD - They will be able to write their own opinions and ask others their opinion in Spanish using correct spelling and punctuation.</p>	<p>Communicate by asking a wider range of questions. Express simple opinions. Make a short presentation of their likes and dislikes. Apply knowledge of language rules and conventions when building short sentences. Manipulate language by changing a simple element in modelled sentence. GD – Will be able to ask and answer several questions in Spanish. They will be able to extend their sentences by applying both positive and negative aspects.</p>	<p>Pick out some of the main points from short spoken passages. Join in short conversations. Understand simple opinions. Recognise typical conventions of word order and compare with English. GD – Will be able to carry on a short conversation in Spanish by asking and answering questions and giving opinions.</p>	<p>Learn how children in Spanish Culture celebrate special days. To know the similarities and differences of a Celebration compared to English culture. (i.e., Christmas) Learn simple phrases to celebrate festivals. GD – To talk about two Spanish speaking celebrations and notice similarities and differences them and British traditions.</p>

<p>Year 5 Autumn Pets At the Café</p>	<p>Children to read and understand sentences based on what pets' people have. Children to read and understand orders of what people want to eat.</p>	<p>Children to write sentences of what pets people have. Children to write sentence of what food and drink they would like to order.</p>	<p>To be able to listen and pronounce pet names in Spanish. To be able to use 'I have' in the target language. (Links to Yr. 4, autumn 1a, and 3a) To know and to use the phrase 'they are called...'. (Pets focus) in target language. To be able to say and pronounce 'I do not have' in the target language. To be able to link two sentences a connective 'but' in Spanish. (Links to Literacy and grammar) To be able to hold a short conversation in target language. Children to understand the Cultural difference at mealtimes between children living in the UK and children living in Spain. (Cultural understanding – Links to Cultural week) To listen and pronounce food and drinks in target language. To know how to order food by using 'I would like' in target language. (Consolidation of everything learn this topic. Links to global citizenship)</p>	<p>To be able to talk about the cultural difference between food here and in target country. To be able to say the currency of the target language's country.</p>
<p>Spring Sporting life Festivals</p>	<p>To be able to read and understand the key vocabulary (types of sport and different festivals). Recognise typical conventions of word order and compare with English. Understand and use negative statements to say which sports you like and dislike). To use verb agreements correctly to explain likes and dislikes (I like tennis, my brother likes football).</p>	<p>To be able to write simple phrases detailing likes and dislikes. To understand how verbs are conjugated and beginning to show examples of this in their work.</p>	<p>To be able to say and pronounce the key vocabulary (sports/festivals). To be able to answer simple questions about likes and dislikes. (In relation to sports – Links with Food in Yr. 3 summer) To be able to listen and respond to questions.</p>	<p>To learn about different festivals within the target language's country (e.g.: La Tomatina in Spain/La Fete des Lumieres in France). To compare how Christmas is similar and different in our country and the target language countries.</p>
<p>Summer Clothes La fecha (the date)</p>	<p>To be able to read and understand the key vocabulary (types of clothing, cultural).</p>	<p>To be able to write some of the key vocabulary. To be able to describe certain items of clothing</p>	<p>To be able to respond and carry simple conversations in the target language. To be able to say the phrase 'I am wearing...' followed by items of clothing.</p>	<p>To think about how clothing may vary depending on the religious/cultural aspects of the country.</p>

	<p>To be able to read and understand simple phrases (e.g.: I live in...).</p> <p>To understand the grammatical structure when explaining where you live (Vivo - talking about the verb vivir – Links to future grammar knowledge in Yr. 6)</p> <p>To be able to read dates correctly. (Days, numbers and months)</p>	<p>using prior knowledge of colours.</p> <p>To be able to write correctly some months of the year and days of the week correctly.</p>	<p>To be able to use adjectives to describe items of clothing. (Links to colour, year 3, and size, Year 4.)</p> <p>To be able to say and pronounce key vocabulary of the unit.</p> <p>To be able to speak about different festivals and celebrations from around the world.</p>	<p>To talk about birthdays and how birthday traditions may differ from culture to culture.</p> <p>Cycle A: look at another Spanish speaking country and talk about culture, geography and Artist.</p> <p>Cycle B: Look at another country talk about culture, song, words and geographic location.</p>	
<p>Year 6</p> <p>Autumn</p> <p>Verbs and Grammar</p> <p>Classroom stationery</p> <p>School life</p> <p>Spring</p> <p>The weekend</p> <p>Healthy life styles</p> <p>Summer</p> <p>(Yr. 7 - Revision - See Leon overview - DP)</p> <p>Presenting myself- (revision)</p> <p>Spanish Basics - (revision)</p>	<p>Read aloud with confidence, using correct pronunciation.</p> <p>Read and understand the main points and some detail from short written passages.</p> <p>Apply knowledge of word order and sentence construction to support understanding of written text.</p> <p>GD – Children confidently read out loud a Spanish passage and give key information. They can answer questions about what they have read.</p>	<p>Write several sentences from memory.</p> <p>Develop a short text using a model.</p> <p>Apply knowledge of word order to build meaningful sentences.</p> <p>Use 1st, 2nd and 3rd person singular forms of familiar verbs.</p> <p>GD - They will be able to write a short passage mostly accurately.</p>	<p>Join in a short conversation.</p> <p>Give clear presentation in a clear audible voice.</p> <p>Recognise the importance and significance of intonation.</p> <p>Use knowledge of words and structure to make meaningful extended sentence.</p> <p>GD – Follow a simple conversation and work out meaning of a sentence using their own knowledge of the language.</p>	<p>Listen to and understand the main points and some detail from a short, spoken passage.</p> <p>Notice and manipulate agreements.</p> <p>GD – Will be able to understand the key information about what is being told to them in a spoken passage.</p>	<p>Revise countries where Spanish is spoken.</p> <p>Identify a route from own locality to a specified destination in one of the countries.</p> <p>Stage a school-based journey to the chosen country, using passports and enjoying a cultural experience whilst there.</p> <p>GD – Work out what the currency of their chosen country and what other things they might need. (Vaccinations, plugs, sorts of clothes) YEAR 5</p>
<p>Autumn</p> <p>Verbs and Grammar</p> <p>School life</p>	<p>To be able to read and understand verbs and how they change depending on the personal pronouns. (SPAG links)</p>	<p>To be able to write verbs in their infinitive and conjugated form. (SPAG)</p>	<p>To be able to pronounce some verbs in the infinitive and conjugated versions.</p>	<p>Listen to conjugated verbs and be able to say who is doing the action.</p> <p>To listen to extended opinions and be able to translate them.</p>	<p>To talk about school life in another country and how it compares to here.</p>

	<p>To be able to read simple opinions on school lessons. (Links with Yr. 3 – fruit and veg and Yr. 5 sports)</p> <p>To be able to read phrases that tell us what time it is.</p>	<p>Children to use a Spanish dictionary to find meanings of infinitive verbs.</p> <p>To be able to write extended opinions in Spanish. ‘I like or don’t like because...’ that are grammatically correct. (Links with Yr. 3 – fruit and veg and Yr. 5 sports)</p> <p>To be able to write the time to the hour. (Maths links)</p>	<p>To be able to say and pronounce correctly simple opinions that are grammatically correct. (Links with Yr. 3 – fruit and veg and Yr. 5 sports)</p> <p>To be able to say the time to the hour, that is correctly pronounced.</p>	<p>To listen to the time in the taught language and translate.</p> <p>To be able to listen to questions and answer in the taught language. (What time is it? Do you like...?) (Links with Yr. 3 – fruit and veg and Yr. 5 sports)</p>	<p>Talk about how some languages conjugate verbs based on the personal pronoun. (Latin based French, Spanish, Italian etc)</p>
<p>Spring The weekend Healthy lifestyles</p>	<p>To be able read and understand questions. (What did you do at the weekend?)</p> <p>To be able to read and understand different weekend activities.</p> <p>To be able to read and understand different extended opinions. (Links with Yr 3 – fruit and veg, Yr. 4 – 3a, Yr. 5 sports and Yr. 6 - 1b)</p> <p>To be able to read and understand different healthy and unhealthy food items. (Links to Yr. 3 – autumn 2, Yr. 4 - 1a and 3a, Yr5 1a and 2b, Yr. 6 - 1b)</p> <p>To be able to read and understand sentences about</p>	<p>To be able to write the time to the hour, half hour, quarter to and quarter past spelling the numbers correctly. (Links to Yr. 3 – autumn 2, Yr. 4 - 1a and 3a, Yr5 1a and 2b, Yr. 6 - 1b)</p> <p>To be able to write a grammatically correct sentence about a weekend activity. (Explaining the time of the activity and their opinion of it.) (Links with Yr. 3 – fruit and veg, Yr. 4 – 3a, Yr. 5 sports and Yr. 6 - 1b)</p> <p>To be able to write a grammatically correct sentences on what foods they eat and activities they do to stay healthy. (Links to</p>	<p>To be able to say what the time is in taught language. (To hour, half hour, quarter to and quarter past.) (Links to Yr. 3 – autumn 2, Yr. 4 - 1a and 3a, Yr5 1a and 2b, Yr. 6 - 1b)</p> <p>To be able to say an extended opinion in the taught language on a weekend activity. (Links with Yr. 3 – fruit and veg, Yr. 4 – 3a, Yr. 5 sports and Yr. 6 - 1b)</p> <p>To be able to say what they do and do not do to stay healthy. (Food and activity focus)</p> <p>To be able to ask questions about being healthy. (Links to Yr. 3 – autumn 2, Yr. 4 - 1a and 3a, Yr5 1a and 2b, Yr. 6 - 1b) (links to PE and PHSE)</p>	<p>To listen to and be able to translate a given time. (Links to Yr. 3 – autumn 2, Yr. 4 - 1a and 3a, Yr5 1a and 2b, Yr. 6 - 1b)</p> <p>To be able to listen and understand questions. (What did you do at the weekend? What do you do to be healthy?)</p> <p>To listen to others healthy lifestyles, activities and opinions and be able to translate. (Links to Yr. 3 – autumn 2, Yr. 4 - 1a and 3a, Yr5 1a and 2b, Yr. 6 - 1b) (links to PE and PHSE)</p>	<p>Talk about popular pastimes of people the learned about county. Is this similar or different to them. (Spain/France)</p> <p>Talk about popular ways of staying healthy in the learned about country. (Spain/ Franc)</p>

	activities they do to keep healthy. (Links to Yr. 5 sport) (links to PE and PHSE)	Yr. 3- 3a, b, Yr. 5 – Sports, Yr. 6-1a)			
Summer (Yr. 7 – Revision_- See Leon overview - DP) Presenting myself- (revision) Spanish Basics - (revision)	To be able to read and understand: <ul style="list-style-type: none"> • Days of the week • Months of the year. • When someone else's birthday is. • Colours • Family members To be able to read and understand another person's personal details in learned language. To read and understand numbers 1-20 in Spanish. To be able to read and understand where a person lives and their nationality. (This is revision of their work from Yr. 3 to Yr. 6, based on what they will cover at the beginning of KS3)	To be able to write and spell most: <ul style="list-style-type: none"> • Days of the week • Months of the year. • Colours • Family members • Numbers to 20. To be able to write simple questions in remembering the correct grammar. To be able to write an answer to a question correctly using the correct grammar.	To be able to say and pronounce correctly: <ul style="list-style-type: none"> • Days of the week • Months of the year. • Colours • Family members • Numbers to 20. To be able to say their personal details in taught language and ask for the same information back. To be able to say my nationality and explain how the pronunciation changes according to whether I am a girl or boy.	To be listen and understand another person's personal details in learned language. To be able to listen to and understand where a person lives and their nationality.	Cycle A: look at another Spanish speaking country and talk about culture, geography and Artist. Cycle B: Look at another county talk about culture, song, words and geographic location. Spanish Day – Child talk about how they would get to the Spanish speaking county, what would they need, what currency and what would they find there. (Reasearch into culture, famous landmarks etc)

**Not compulsory in year 1 and 2*