

National Curriculum Coverage

All students will:

- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

YR3

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- describe people, places, things and actions orally*

YR 4

- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- describe people, places, things and actions orally and writing*


YR 5

- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- 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 the language
- describe people, places, things and actions orally* and in writing

YR 6

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- 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 the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Topic	<u>Alphabet</u> <u>Greetings</u>	<u>Calendar</u>	<u>Animals, commands</u>	<u>Colours, numbers</u>	<u>Food</u> A hungry giant story Hungry caterpillar story	<u>Where do you live?</u> <u>What is your age?</u>
	<ul style="list-style-type: none"> • Alphabet • Hello, good bye • Good morning, good afternoon, good night. • How are you? I am well, really well, bad, really bad, so so 	<ul style="list-style-type: none"> • Days, months • Numbers 0-10 • What is your name? My name is... • Birthday month 	<ul style="list-style-type: none"> • Names of domestic animals • Classroom commands 	<ul style="list-style-type: none"> • Numbers 0-20 • Colours • My favourite colour is... 	<ul style="list-style-type: none"> • Fruits and vegetables • I like, I don't like • Ask for something politely "I would like... please" • Please, Thank you 	<ul style="list-style-type: none"> • Identify Spain in a map • Identify the capital of Spain • Countries that border Spain • Ask and answer where someone lives • Ask and answer someone's age

Phonics	Focus: Recognise and respond to sound patterns/words “h” always silent “Z” as it is written differently in Spanish  “q” as it is written differently in Spanish  Use of accents on some vowels (‘)	Focus: Recognise and respond to sound patterns/words “z” as in “th” “c” as in “k” (ca, co, cu) “c” as in “th” (ce,ci) “ll” as in “y” “v” as in “b” “j” as a strong h (ju) “y” as in “j” “ch”	Focus: Recognise and respond to sound patterns/words “va” as in “ba”	Focus: Recognise and respond to sound patterns/words “r” strong first letter of a word “ll” as in “y”	Focus: Recognise and respond to sound patterns/words “qu” as in “k” “g” as in “go” makes a soft ‘g’ sound before -a, -o and -u.	Focus: Recognise and respond to sound patterns/words “ñ” as in ny
Grammar	Focus: Different sentence types Question and exclamation forms – use of 2 question/exclamation marks ¿? ¡! Verb “to be”: I am...	Focus: Different sentence types No capital letters for days and months Number 7: it is written differently in Spanish 7	Focus: Different sentence types Begin to explore nouns and gender agreement: introduce masculine/feminine nouns and masculine/feminine determiners “A” and “an” Identify and understand commands	Focus: Different sentence types	Focus: Different sentence types Begin to explore nouns and gender agreement: introduce masculine/feminine nouns and masculine/feminine determiner “the” in plural. Explore use of conjunctions (but)	Focus: Different sentence types Question forms – use of 2 question marks ¿? Verb “to have”: I have... years
Listening	Focus: To understand a few familiar spoken words and phrases. Listen and respond to rhymes/songs/stories	Focus: To understand a few familiar spoken words and phrases.	Focus: To understand a few familiar spoken words and phrases.	Focus: To understand a few familiar spoken words and phrases. Listen attentively and understand instructions/praise	Focus: To understand a few familiar spoken words and phrases.	Focus: To understand a few familiar spoken words and phrases.
Speaking	Focus: To be able to say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. Perform simple communicative tasks using single words/phrases/short sentences	Focus: To be able to say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. Perform simple communicative tasks using single words/phrases/short sentences	Focus: To be able to say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. Perform simple communicative tasks using single words/phrases/short sentences	Focus: To be able to say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. Ask and answer a question ask and answer a question (on more than one topic)	Focus: To be able to say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. Ask and answer a question ask and answer a question (on more than one topic)	Focus: To be able to say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. Ask and answer a question ask and answer a question (on more than one topic)
Reading	Focus: To recognise and read out a few familiar words and phrases. Recognise some familiar words in written form Recognise and respond to sound patterns and words identify specific sounds phoneme and words.	Focus: To recognise and read out a few familiar words and phrases. Recognise some familiar words in written form Recognise and respond to sound patterns and words identify specific sounds phoneme and words.	Focus: To recognise and read out a few familiar words and phrases. Recognise some familiar words in written form Recognise and respond to sound patterns and words identify specific sounds phoneme and words.	Focus: To recognise and read out a few familiar words and phrases. Recognise some familiar words in written form Recognise and respond to sound patterns and words identify specific sounds phoneme and words.	Focus: To recognise and read out a few familiar words and phrases. Recognise some familiar words in written form Recognise and respond to sound patterns and words identify specific sounds phoneme and words.	Focus: To recognise and read out a few familiar words and phrases. Recognise some familiar words in written form Recognise and respond to sound patterns and words identify specific sounds phoneme and words.

	Listen for sounds, rhyme and rhythm identify specific sounds/phonemes/words					
Speaking	<p>Focus: To be able to ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.</p> <p>Prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)</p>	<p>Focus: To be able to ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.</p> <p>Perform simple communicative tasks phrases and sentences memorise and present a short spoken text</p>	<p>Focus: To be able to ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.</p> <p>Prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)</p>	<p>Focus: To be able to ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.</p> <p>Perform simple communicative tasks phrases and sentences memorise and present a short spoken text</p>	<p>Focus: To be able to ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.</p> <p>Prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)</p>	<p>Focus: To be able to ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.</p> <p>Perform simple communicative tasks phrases and sentences memorise and present a short spoken text</p>
Reading	<p>Focus: To understand simple written phrases. Can match sounds too familiar written words.</p> <p>Read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p>	<p>Focus: To understand simple written phrases. Can match sounds too familiar written words.</p> <p>Read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p>	<p>Focus: To understand simple written phrases. Can match sounds too familiar written words.</p> <p>Read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p>	<p>Focus: To understand simple written phrases. Can match sounds too familiar written words.</p> <p>Read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p>	<p>Focus: To understand simple written phrases. Can match sounds too familiar written words.</p> <p>Read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p>	<p>Focus: To understand simple written phrases. Can match sounds too familiar written words.</p> <p>Read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p>
Writing	<p>Focus: To spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</p> <p>Prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)</p> <p>Write words and short sentences using a reference</p>	<p>Focus: To spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</p>	<p>Focus: To spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</p>	<p>Focus: To spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</p>	<p>Focus: To spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</p>	<p>Focus: To spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</p>
Year 5 Topic	<u>School subjects</u>	<u>Numbers Shopping</u>	<u>Going to the market</u>	<u>Clothes</u>	<u>Around the world</u>	<u>Sports and activities</u>
	<ul style="list-style-type: none"> How Schools look like in Spain compared to the UK School subjects Likes and dislikes: I like, I hate, I love I don't like Reasons for likes/dislikes: interesting, boring, easy, difficult, useful, fun 	<ul style="list-style-type: none"> Numbers 0-50 Christmas shopping vocabulary Euros/cents 	<ul style="list-style-type: none"> Numbers 0-50 Fruits and veg, euros/cents Asking for price of items My favourite fruit/vegetable is... 	<ul style="list-style-type: none"> Colours Adjectives: big, small, long, short, old, new, ugly, pretty Uniform clothes Fancy dress clothes 	<ul style="list-style-type: none"> Name of countries and nationalities British and Spanish passport differences Spanish ID Personal information at passport control: date of birth, name, surname, nationality, address, age, where do you live? 	<ul style="list-style-type: none"> Likes and dislikes: I like, I hate, I love I don't like Adjectives: interesting, fun, boring, exciting, tiring, healthy Name of sports and accessories used to play each sport Describe how to play a game

	<p>passage in clear printed script. Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.</p> <p>Read and understand the main points and some detail from a short written passage (mainly familiar words)</p>	<p>passage in clear printed script. Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.</p> <p>Read and understand the main points and some detail from a short written passage (mainly familiar words)</p>	<p>passage in clear printed script. Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.</p> <p>Read and understand the main points and some detail from a short written passage (mainly familiar words)</p>	<p>passage in clear printed script. Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.</p> <p>Read and understand the main points and some detail from a short written passage (mainly familiar words)</p>	<p>passage in clear printed script. Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.</p> <p>Read and understand the main points and some detail from a short written passage (mainly familiar words)</p>	<p>passage in clear printed script. Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.</p> <p>Read and understand the main points and some detail from a short written passage (mainly familiar words)</p>
Writing	<p>Focus: To write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.</p> <p>Write words, phrases and sentence (using a reference) experiment with the writing of words and phrases from memory</p>	<p>Focus: To write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.</p> <p>Write words, phrases and sentence (using a reference) experiment with the writing of words and phrases from memory</p>	<p>Focus: To write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.</p> <p>Write words, phrases and sentence (using a reference) experiment with the writing of words and phrases from memory</p>	<p>Focus: To write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.</p> <p>Write words, phrases and sentence (using a reference) experiment with the writing of words and phrases from memory</p>	<p>Focus: To write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.</p> <p>Write words, phrases and sentence (using a reference) experiment with the writing of words and phrases from memory</p>	<p>Focus: To write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.</p> <p>Construct a short text e.g a short passage to give a description attempt to memorise and present a written text as a spoken text</p>
Year 6 Topic	<u>Daily routines</u>	<u>Describing home</u>	<u>School</u>	<u>Hobbies and opinions</u>	<u>Going to the cafe</u>	<u>Presentation on Spain</u>
	<ul style="list-style-type: none"> Numbers 0-50 Ask what time it is Tell the time (o'clock, half past) Daily routine phrases 	<ul style="list-style-type: none"> Rooms of a house Describe a house and a room: big, small, old, new, ugly, pretty, broken Colours Ask where in the house something is 	<ul style="list-style-type: none"> School items Areas of school Identify and ask where people and objects are in school 	<ul style="list-style-type: none"> Vocabulary of hobbies My favourite hobby is... Adjectives: interesting, fun, boring, scary, tiring 	<ul style="list-style-type: none"> Numbers 50-100 Order a meal in a café Vocabulary of food and drinks Asking for an item politely 	<ul style="list-style-type: none"> Create a poster or lapbook about Spain
Phonics	<p>Focus: Accurately pronounce a range of phonemes with increasing accuracy.</p> <p>Oy, voy /jue, mi/vi</p>	<p>Focus: Accurately pronounce a range of phonemes with increasing accuracy.</p> <p>J as a strong h Ñ H silent "c" as in "k" (ca, co, cu) "c" as in "th" (ce,ci)</p>	<p>Focus: Accurately pronounce a range of phonemes with increasing accuracy.</p>	<p>Focus: Accurately pronounce a range of phonemes with increasing accuracy.</p> <p>me</p>	<p>Focus: Accurately pronounce a range of phonemes with increasing accuracy.</p> <p>Ci, ch</p>	<p>Focus: Accurately pronounce a range of phonemes with increasing accuracy.</p>

	topic using reference materials, support if necessary	topic using reference materials, support if necessary	topic using reference materials, support if necessary	topic using reference materials, support if necessary	topic using reference materials, support if necessary	topic using reference materials, support if necessary
	Use time and sequencing structures in written sentences	Use time and sequencing structures in written sentences	Use time and sequencing structures in written sentences	Use time and sequencing structures in written sentences	Use time and sequencing structures in written sentences	Use time and sequencing structures in written sentences
						Create a ppt/ presentation or short passage to give a description

<u>Explanation of playing a game: el pañuelo</u>
Focus: Accurately pronounce a range of phonemes with increasing accuracy.
Focus: Accurate use of verbs, nouns and adjectives Explore and practise a regular present tense verb: "to play" extend and explore use of conjunctions
Focus: To understand the main points and some detail from a short spoken passage comprising of familiar language. Listen and respond to rhymes/songs/stories read and understand the main points and some detail from a short written passage (mainly familiar words)
Focus: To take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker). Retell using familiar language a sequence of events from a spoken passage containing complex structures

Focus: To understand the main points and simple opinion of a longer written passage (e.g. letter, recipe, poem, story, an account).
Can use a bilingual dictionary to access unfamiliar language.

Read and understand a range of familiar and unfamiliar phrases
apply phonic and whole word knowledge of the new language in order to locate words in a reference source

Focus: To write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic using reference materials, support if necessary

Use time and sequencing structures in written sentences