

| Spanish  | Year 1 | Year 2 | Year 3               | Year 4             | Year 5            | Year 6             |
|----------|--------|--------|----------------------|--------------------|-------------------|--------------------|
| Autumn 1 |        |        | I'm learning Spanish | Presenting myself  | What is the date? | At school          |
| Autumn 2 |        |        | Animals              | Family             | The weather       | The weekend        |
| Spring 1 |        |        | Musical Instruments  | Do you have a pet? | Clothes           | World War 2        |
| Spring 2 |        |        | I can...             | At the café        | The romans        | Healthy Lifestyles |
| Summer 1 |        |        | Fruits               | The classroom      | My house          | The planets        |
| Summer 2 |        |        | Vegetables           | Goldilocks         | Olympics          | Me in the world.   |

| Y3 SPANISH               | AUTUMN   | AUTUMN   | SPRING   | SPRING  | SUMMER  | SUMMER   |
|--------------------------|--|--|--|---|---|--|
| Listening and Responding | <p>Listen to target vocab and phrases being spoken and identify their meaning in English.</p> <p>Listen to questions about their name or how they are feeling and respond appropriately.</p> | <p>Listen to animal vocab being spoken and identify their meaning in English.</p>                | <p>Listen to instrument vocab being spoken and identify their meaning in English.</p>                                  | <p>Listen to popular verbs being spoken and identify their meaning in English.</p>                        | <p>Listen to fruit vocab being spoken and identify their meaning in English.</p> <p>Listen to questions about favourite fruit or which fruits they like/don't like and respond appropriately.</p> | <p>Listen to vegetable vocab being spoken and identify their meaning in English.</p>   |
| Speaking                 | <p>Say colours and numbers 1-10. Role play saying how they are and what their name is.</p>   | <p>Say up to 10 animals.</p> <p>Be able to say "I am..." plus an animal.</p>                     | <p>Say up to 10 instruments.</p> <p>Be able to say "I play..." plus an instrument.</p>                                 | <p>Say up to 10 different popular verbs.</p> <p>Say "I am able to.." / "I can..." plus verb/activity.</p> | <p>Name 5-10 fruits and say which fruits they like/don't like.</p> <p>Ask somebody what fruit they like.</p>  | <p>Name 5-10 vegetables.</p> <p>Take part in short role play using "I would like..." and the quantity of vegetable (1kg and 1/2kg only)</p> <p>Say "please".</p> |
| Reading and Responding   | <p>Match colours to written form. Match written form of numbers to digits.</p>   | <p>Match word to picture. Read the Spanish masculine and feminine words for "a".</p>             | <p>Match word to picture. Read the Spanish masculine and feminine words for "the".</p>                                 | <p>Match verb to picture.</p>   | <p>Match vocab to pictures. Read and interpret speech bubbles about which fruits characters like/don't like.</p>  | <p>Match vocab to pictures.</p>  |
| Writing                  | <p>Create name labels, complete speech bubbles to match the character's feelings.</p>  | <p>Label pictures of animals.</p> <p>Write the Spanish masculine and feminine words for "a".</p> | <p>Label instruments. Write "I play" plus an instrument. Write the Spanish masculine and feminine words for "the".</p> | <p>Label verbs on a picture. Complete speech bubbles to match pictures.</p>                               | <p>Label pictures of fruits. Complete speech bubble about which fruits they like/don't like.</p>  | <p>Label pictures of vegetables.</p>   |

| Y4 SPANISH               | AUTUMN   | AUTUMN   | SPRING  | SPRING   | SUMMER   | SUMMER  |
|--------------------------|--|--|---|--|--|---|
| Listening and Responding | <p>Listen to target vocab and phrases being spoken and identify their meaning in English.</p> <p>Listen to questions about their name, age, where they live and nationality.</p> | Listen to family vocab being spoken and identify their meaning in English.   | <p>Listen to pet vocab being spoken and identify their meaning in English.</p> <p>Listen to someone talking about their pet and identify in English.</p>                      | <p>Listen to café vocab being spoken and identify their meaning in English.</p> <p>Listen to someone placing an order and identify in English.</p> | Listen to classroom vocab being spoken and identify their meaning in English.<br><br>Recognise and respond to classroom commands.                  | Listen to vocab from story and identify meaning in English.   |
| Speaking                 | Perform role play with name, age, where they live and nationality. Count up to 20.   | Present orally on your / a family (names, ages) Say numbers 1-100. Use possessive adjectives (my, your, his, hers, theirs etc) | Present orally on pets (what they have, what they don't have, their pets' names). Ask someone if they have a pet?   | Perform a role play – ordering from a selection of food and drinks from a menu, asking for the bill, saying please and thank you.                  | <p>Say what you have and what you don't have in your pencil case (using the negative).</p> <p>Ask someone what they have in their pencil case.</p> | Attempt to re-tell the familiar fairy tale in Spanish orally with good pronunciation, using a story board/mini book |
| Reading and Responding   | Interpret simple set phrases about names, ages, where people live and nationalities.   | Read numbers 1-100. Interpret simple phrases about people's families.  | Interpret simple phrases about what pets people have, what they are called etc.   | Interpret simple phrases about food/drink orders.  | Read and interpret speech bubbles about what someone has in their pencil case.   | Read sections of the story (identifying known vocab and phrases). Order the sections to retell the story.           |
| Writing                  | Write short sentences about names, ages, where people live and nationalities.  | Write short sentences about families (names, ages)   | Write short sentences including some or all of the following: my name; my age; what pet I have; what pet I don't have; my pet's name; a connective "y" (and) or "pero" (but). | Complete speech bubbles with sentences about food/drink orders.  | Write sentences about what you have and what you do not have in your pencil case. Include numbers for quantities.                                  | Complete a story board with phrases and short sentences.  |

| Y5 SPANISH               | AUTUMN   | AUTUMN  | SPRING   | SPRING   | SUMMER   | SUMMER   |
|--------------------------|--|---|--|--|--|--|
| Listening and Responding | Listen to date vocab and phrases being spoken and identify their meaning in English.                 | Listen to weather vocab and phrases being spoken and identify their meaning in English.               | Listen to clothes vocab and phrases being spoken and identify their meaning in English   | Listening to excerpt of Roman child experience and identify meaning in English.  | Listen to a description of a home in Spanish and describe in English.  | Listen to sport vocab and phrases being spoken and identify their meaning in English.<br><br>Develop listening for gist to longer extracts of speech.  |
| Speaking                 | Say the months of the year in order.<br>Ask when someone has a birthday and say when my birthday is. | Say the vocabulary for weather.<br><br>Role play conversations about the weather / weather forecasts. | Say and write the vocabulary (nouns with the correct gender and article) for a range of clothes in Spanish accurately and with good pronunciation.<br>Describe what I am wearing and possibly be able to describe what other people are wearing. | Oral presentation of life as a Roman child.<br><br>Say and spell the days of the week in Spanish and learn how these are related to the Roman gods and goddesses | Say where you live and name the rooms in your house that you have and do not have.<br>Ask somebody to describe their home using the phrase “¿Cómo es tu casa?” | Say the nouns in Spanish for key sports in the current Olympic Games, with their correct gender/article.<br>Learn to use the verb practicar to help me say what sports I/other people play and what sports I/other people do not play. |
| Reading and Responding   | Interpret phrases about when people have their birthdays.  | Interpret paragraphs about weather on different days.   | Interpret short paragraphs about what people are wearing on different days and in different weather.   | Read and discuss facts about they key people involved in the Roman empire.   | Match vocabulary, read descriptions and draw to represent.   | Look out for cognates and highlight key words when decoding longer text to help me to learn how to gist read in Spanish.   |
| Writing                  | Write the date in Spanish.<br>Write short sentences about when someone’s birthday is.                | Create a weather map and a written weather report.  | Write an email to a Spanish child, answering her questions about you (age, where you live, what you like to wear)  | Write a short diary extract about life as a Roman child.   | Write an email to a friend/pen-pal describing their house and asking about theirs.   | Write sentences about what sports I or other people play/do not play. Use the verb practicar correctly.  |

| Y6 SPANISH               | AUTUMN   | AUTUMN   | SPRING   | SPRING   | SUMMER   | SUMMER  |
|--------------------------|--|--|--|--|--|---|
| Listening and Responding | Listen to school subject vocab and phrases being spoken and identify their meaning in English.   | Listen to vocab and phrases about weekend activities and timings being spoken and identify their meaning in English.   | Listen to vocab and phrases about WWII being spoken and identify their meaning in English.   | Listen to vocab and phrases about food and drinks that are considered good/not as good for your health being spoken and identify their meaning in English. | Listen to vocab and phrases about planets being spoken and identify their meaning in English.  | Listen to vocab and phrases being spoken and identify their meaning in English.   |
| Speaking                 | <p>Say with good pronunciation the vocabulary for school subjects, with the correct word for "the" (definite article)</p> <p>Say what subjects I like and dislike at school (learning to use positive and negative opinions).</p> <p>Start to tell and ask what the time is.</p> | <p>Tell and ask what the time is.</p> <p>Prepare and present a spoken account of what I do at the weekend, what time I do it and what I think of it.</p> <p>Attempt to use the connectives in my presentation.</p> | <p>Say with good pronunciation the countries and languages involved in WW2 .</p> <p>Say what the differences were in city and country life during the war.</p> <p>Present orally on life as an evacuee</p> | <p>Say what activities I do during the week to keep a healthy lifestyle.</p>   | <p>Recite the planets in Spanish on a solar system map.</p> <p>Say an extended sentence with an interesting fact for at least one of the planets in Spanish</p> <p>Adjectival agreement.</p> | <p>Say at least four Hispanophone countries (Spanish speaking countries).</p> <p>Say a few facts about a celebration in a Hispanophone country.</p> <p>Tell you what I am going to do to help protect our planet.</p> |
| Reading and Responding   | Interpret short paragraphs about what subjects people study and their opinions.  | Interpret short paragraphs about what activities people do at the weekend, what time they do them, and what they think of them.  | Group and order unknown vocabulary to help me decode texts in Spanish. Improve my reading skills when faced with longer text in Spanish  | Learn to read instructions in Spanish and look a healthy recipe in Spanish   | Interpret descriptive sentences about planets. Understand and apply the rules of adjectival agreement.   | Interpret descriptive sentences about Hispanophone countries.   |
| Writing                  | Write an email about what you like and do not like at school.  | Prepare and present a written account of what I do at the weekend, what time I do it and what I think of it.   | Write a letter home in Spanish as an evacuee living in the countryside.  | Write an email to a friend about how to keep a healthy lifestyle.  | Write an extended sentence with an interesting fact for at least one of the planets in Spanish.  | Spell at least four Hispanophone countries.   |