

## Class 1: Spanish

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Introduction to colours</b>		<b>Introduction to numbers</b>		<b>Introduction to classroom commands</b>	
Introduce colours in Spanish:  Use songs, games, stories, repetition and flashcards to embed these words		Introduce some numbers in Spanish  Use songs, games, stories, repetition and flashcards to embed these words		Introduce some classroom commands in Spanish  Use songs, games, stories, repetition and flashcards to embed these words	

## Class 2: Spanish – Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Classroom commands</b>	<b>Christmas / Vegetables</b>	<b>Numbers</b>	<b>Alphabet</b>	<b>Months of the year</b>	<b>Little Red Riding Hood</b>
To revise classroom commands from EYFS: Introduce some classroom commands in Spanish.	To learn about Feliz Navidad.  1. Name and recognise up to 10 vegetables in Spanish. 2. Attempt to spell some of these nouns (including the correct article) 3. Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. 4. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	1. Learn how to count from 1-5 in Spanish 2. Learn how to count to ten in Spanish. 3. Consolidate all previously learnt language and learn how to count to ten in Spanish. 4. Learn to count to 100	To use various strategies to learn the Spanish alphabet. Spell a range of words using the Spanish alphabet including the names of the children in the class and the names of the staff in school	To learn the months of the year	1. Sit and listen attentively to a familiar fairy tale in Spanish. 2. Use picture and word cards to recognise and retain key vocabulary from the story. 3. Name and spell at least three parts of the body in Spanish as seen in the story.

## Class 2: Spanish – Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Days of the week</b>	<b>Christmas / Fruit</b>	<b>Numbers</b>	<b>Alphabet</b>	<b>Greetings</b>	
Learn the days of the week.	To learn about Feliz Navidad. 1. Name and recognise up to 10 fruits in Spanish. 2. Attempt to spell some of these nouns. 3. Ask somebody in Spanish if they like a particular fruit. 4. Say what fruits they like and dislike.	1. Learn how to count from 1-5 in Spanish 2. Learn how to count to ten in Spanish. 3. Consolidate all previously learnt language and learn how to count to ten in Spanish. 4. Learn to count to 100	To use various strategies to learn the Spanish alphabet. Spell a range of words using the Spanish alphabet including the names of the children in the class and the names of the staff in school	1. Say 'hello' (formally and informally). 2. Say their name. 3. Ask how somebody is feeling and give a reply. 4. Say 'goodbye' and 'see you soon'.	

## Class 3: Spanish – Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>The Romans</b>	<b>Healthy Lifestyles</b>	<b>Presenting myself</b>	<b>Shapes</b>	<b>Musical Instruments</b>	<b>Goldilocks</b>
1. Tell somebody in Spanish the key facts and key people involved in the history of the Roman Empire. 2. Say the days of the week in Spanish and learn how these are related to the Roman gods and goddesses. 3. Tell somebody in Spanish what the most famous Roman inventions were. 4. Learn what life was like for a rich and a poor child in Roman times.	1. Tell somebody in Spanish the key facts and key people involved in the history of the Roman Empire. 2. Say the days of the week in Spanish and learn how these are related to the Roman gods and goddesses. 3. Tell somebody in Spanish what the most famous Roman inventions were. 4. Learn what life was like for a rich and a poor child in Roman times.	1. Count to 20 in Spanish. 2. Say their name and age in Spanish. 3. Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling. 4. Tell you where they live in Spanish. 5. Tell you if they are Spanish or English, introducing concept of gender and agreement.	1. Name and recognise up to 10 shapes in Spanish. 2. Attempt to spell some of these nouns 3. Recognise that nouns are commonly associated with an article in Spanish and in this case 'UN' or 'UNA'. 4. Have an opportunity to learn and/or revise numbers 1-5.	1. Name ten instruments in Spanish. 2. Match all the new Spanish words to the appropriate picture. 3. Remember the words for at least five instruments and their correct gender in Spanish, unaided. 4. To say that they play an instrument, of their choice correctly in Spanish.	1. Not only sit and listen attentively to the story but to recognise, understand and remember more of the new language. 2. Increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish. 3. Increase their thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases.

5. Introduce the children to the concept of the negative form in Spanish.	5. Introduce the children to the concept of the negative form in Spanish.				4. Attempt to spell in Spanish.
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### Class 3: Spanish – Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>I'm learning Spanish / Animals</b>	<b>I can...</b>	<b>What is the date?</b>	<b>Family</b>	<b>At the cafe</b>	<b>The classroom</b>
<p>1. Identify Spain on a map of the world.</p> <p>2. Highlight famous Spanish cities.</p> <p>3. Talk about other countries where Spanish is spoken.</p> <p>4. Say their name and how they are feeling in Spanish.</p> <p>5. Count to at least ten in Spanish.</p> <p>1. Be introduced to ten animals in Spanish</p> <p>2. Match all the new Spanish words to the appropriate picture</p> <p>3. Remember the words for at least five animals in Spanish unaided</p> <p>4. Attempt to spell at least three animals correctly in Spanish</p>	<p>1. Recognise some common Spanish verbs/activities.</p> <p>2. Use these verbs to convey meaning in English by matching them to their appropriate picture.</p> <p>3. Use these verbs in the infinitive with puedo...</p> <p>Bailar = to dance Cantar = to sing Cocinar = to cook Saltar = to jump Hablar = to talk Escuchar = to listen Comer = to eat Beber = to drink Ver la tele = to watch TV Escribir = to write</p>	<p>1. Repeat and recognise the months of the year in Spanish.</p> <p>2. Ask when somebody has a birthday and say when they have their birthday.</p> <p>3. Say the date in Spanish.</p> <p>4. Create a Spanish calendar.</p> <p>5. Recognise key dates in the Spanish calendar.</p>	<p>1. Say the nouns in Spanish for members of their family.</p> <p>2. Tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary.</p> <p>3. Continue to count, reaching 100, to enable students to say the age of various family members.</p> <p>4. Understand the concept of mi and mis in Spanish.</p>	<p>1. Order from a selection of foods from a Spanish menu.</p> <p>2. Order from a selection of drinks from a Spanish menu.</p> <p>3. Order a Spanish breakfast.</p> <p>4. Order typical Spanish snacks.</p> <p>5. Ask for the bill.</p> <p>6. Remember how to say hello, goodbye, please and thank you.</p>	<p>1. Recognise and repeat from memory simple classroom objects and use the correct gender.</p> <p>2. Say what they have and do not have in their pencil case.</p> <p>3. Recognise and respond to simple classroom commands and praise.</p>

## Class 4: Spanish – Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>WW2</b>	<b>Habitats</b>	<b>My Home</b>	<b>At School</b>	<b>The Olympics</b>	<b>The Weather</b>
<ol style="list-style-type: none"> <li>1. Group/order unknown vocabulary to help decode texts in Spanish</li> <li>2. Improve their listening and reading skills</li> <li>3. Name the countries and languages involved in WW2</li> <li>4. Say what the differences were in city and country life during the war</li> <li>5. Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell somebody in Spanish the key elements animals and plants need to survive in their habitat.</li> <li>2. Tell somebody in Spanish examples of the most common habitats for plants and animals and give a named example of these habitats.</li> <li>3. Tell somebody in Spanish which animals live in these different habitats.</li> <li>4. Tell somebody in Spanish which plants live in these different habitats.</li> </ol>	<ol style="list-style-type: none"> <li>1. Say whether they live in a house or an apartment and say where it is.</li> <li>2. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.</li> <li>3. Tell somebody in Spanish what rooms they have or do not have in their home.</li> <li>4. Ask somebody else in Spanish what rooms they have or do not have in their home.</li> <li>5. Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).</li> </ol>	<ol style="list-style-type: none"> <li>1. Repeat and recognise the vocabulary for school subjects.</li> <li>2. Say what subjects they like and dislike at school. Tell the time in Spanish.</li> <li>3. Create a Spanish timetable for school.</li> <li>4. Use the verb IR in Spanish to say what time they go to school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell somebody in Spanish the key facts of the ancient Olympics.</li> <li>2. Tell somebody in Spanish the key facts of the modern Olympic games.</li> <li>3. Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in Spanish.</li> <li>4. Say the nouns in Spanish for key sports in the current Olympic games.</li> <li>5. Conjugate the irregular verb PRACTICAR enabling the students to say what sports they play and what sports they do not play.</li> <li>6. Understand the concept of gender, using el and la when you say you play a sport in Spanish.</li> </ol>	<ol style="list-style-type: none"> <li>1. Repeat and recognise the vocabulary for weather in Spanish.</li> <li>2. Ask what the weather is like today.</li> <li>3. Say what the weather is like today.</li> <li>4. Create a Spanish weather map.</li> <li>5. Describe the weather in different regions of Spain using a weather map with symbols.</li> </ol>

## Class 4: Spanish – Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Planets</b>	<b>Do you have a pet?</b>	<b>The Weekend</b>	<b>Regular Verbs</b>	<b>Irregular Verbs</b>	<b>Me in the World</b>
<ol style="list-style-type: none"> <li>1. Name and recognise the planets in Spanish on a solar system map.</li> <li>2. Spell at least five of the planets in Spanish.</li> <li>3. Say an interesting fact about at least four of the planets in Spanish.</li> <li>4. Explain the rules of adjectival agreement clearly in Spanish.</li> </ol>	<ol style="list-style-type: none"> <li>1. Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish.</li> <li>2. Tell somebody in Spanish if they have or do not have a pet.</li> <li>3. Ask somebody else in Spanish if they have a pet.</li> <li>4. Tell somebody in Spanish the name of their pet.</li> <li>5. Attempt to create a longer phrase using the connectives Y (“and”) or PERO (“but”).</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask what the time is in Spanish.</li> <li>2. Tell the time accurately in Spanish.</li> <li>3. Learn how to say what they do at the weekend in Spanish.</li> <li>4. Learn to integrate connectives into their work.</li> <li>5. Present an account of what they do and at what time at the weekend.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise and understand what a pronoun is in both English and Spanish and be able to say what the key personal pronouns are in Spanish.</li> <li>2. Understand what a verb is in both English and Spanish and how to then create a stem and work out the endings for regular –ER, -IR and -AR verbs.</li> <li>3. Conjugate in Spanish a regular –ER verb.</li> <li>4. Conjugate in Spanish a regular –IR verb.</li> <li>5. Conjugate in Spanish a regular –AR verb.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise and understand what a verb and pronoun are in both English and Spanish and be able to say what the key personal pronouns are in Spanish.</li> <li>2. Conjugate in Spanish the irregular verb IR (to go).</li> <li>3. Conjugate in Spanish the irregular verb TENER (to have).</li> <li>4. Conjugate in Spanish the irregular verb SER and ESTAR (both mean to be).</li> <li>5. Conjugate in Spanish the irregular verb HACER (to do).</li> </ol>	<ol style="list-style-type: none"> <li>1. About the many countries in the world that speak Spanish.</li> <li>2. About different festivals (religious and non-religious) around the world.</li> <li>3. That we are different and yet all the same.</li> <li>4. That we can all help to protect our planet.</li> </ol>