

## Spanish Long Term plan -Units taught from 'Hola Español' Scheme of Work

	Autumn	Spring	Summer
<b>Year 3</b>	Let's Start -Countries that speak Spanish Greetings (short unit) Classroom Instructions (short unit) What is your name? Christmas Vocabulary and song – Feliz Navidad	Alphabet Colours	Where do you live? Numbers 0-15 La Oruga Muy Hambrienta – The Very Hungry Caterpillar
<b>Year 4</b>	Numbers 16- 31 How old are you? Days of the Week Christmas Cultures in Spain and song	Months of the Year Four Seasons What is the date? Happy Birthday!	Parts of the Head The Family Pets
<b>Year 5</b>	Numbers to 100 Wild Animals Adjectives for Animals Christmas Cultural Traditions -Las Posadas and song	Classroom objects In the classroom Fruits	Vegetables Parts of the Body Going to the Doctor
<b>Year 6</b>	Telling the Time Musical instruments Christmas Cultural Traditions in Spain /South America and song	Weather Jobs	Appearances Clothes Sports and Hobbies

MFL Language Progression Overview				
	Listening	Speaking	Reading	Writing
<b>By the end of Year 3 pupils can...</b>	<ul style="list-style-type: none"> <li>• Enjoy listening to songs, poems and stories.</li> <li>• Listen carefully and identify familiar words in songs, poems and simple stories.</li> <li>• Recognise, with confidence, numbers to 16 and basic colours</li> </ul>	<ul style="list-style-type: none"> <li>• Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a simple gapped text by adding three or four familiar words.</li> <li>• Write a simple sentence on a familiar topic using a writing frame and word bank.</li> </ul>

	<ul style="list-style-type: none"> <li>Follow simple classroom instructions. Identify specific phonemes, words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Pronounce <b>very</b> familiar language with good pronunciation and intonation e.g. numbers or colours.</li> <li>Ask and answer questions on a limited range of topics such as how someone is, where they live, what is their name, which they have practised regularly. Begin to pronounce phonemes related to the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board.</li> <li>Read aloud and understand a simple conversation with a partner that uses familiar language.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to write a few familiar words from memory and know that all attempts will be valued.</li> </ul>
<b>By the end of Year 4 pupils can...</b>	<ul style="list-style-type: none"> <li>Continue to enjoy listening to songs, rhymes and stories.</li> <li>Identify specific phonemes, words and phrases.</li> <li>Recognise numbers 0 – 31, days of the week and months of the year.</li> <li>Listen to simple questions using familiar vocabulary and answer simple questions in English and Spanish.</li> <li>Recognise and know own birthday date e.g. 22 April.</li> </ul>	<ul style="list-style-type: none"> <li>Join in speaking activities willingly and with increasing confidence.</li> <li>Recall and say simple vocabulary such as numbers, day and months and, with practice and support, begin to use this vocabulary to build sentences, e.g. I am 8 years old.</li> <li>Begin to use simple conjunctions e.g. I have one brother and two sisters</li> <li>Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like (e.g. pets).</li> <li>Recite a few lines from a story, poem or song with good pronunciation.</li> <li>Give a short presentation in a small group or with a partner e.g. a brief presentation about themselves, families, and pets.</li> <li>Pronounce a wider range of phonemes related to the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>Understand parts of a short text using familiar language and be able to extract information to give simple answers in Spanish and more complex answers in English.</li> <li>Follow a text displayed in the classroom at the same as listening to it.</li> <li>Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols such as accents and cedillas exist in Spanish and that these affect the pronunciation of words.</li> <li>Begin to use a bilingual dictionary to check the meaning of new words.</li> </ul>	<ul style="list-style-type: none"> <li>Write two or three simple sentences using words banks and writing frames for support.</li> <li>Write a simple sentence from memory and know how to apply strategies to help them with memorisation.</li> <li>Show willingness to have a go at writing new words using phonic knowledge.</li> </ul>
<b>By the end of Year 5 pupils can...</b>	<ul style="list-style-type: none"> <li>Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points.</li> <li>Identify specific sounds in familiar and unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>Pronounce and use the alphabet with increasing accuracy.</li> <li>Use simple conjunctions so that they can create more complex sentences e.g. describe parts of the body or animals.</li> <li>Have the vocabulary to give the opinions they want to express.</li> </ul>	<ul style="list-style-type: none"> <li>Work well with a partner to work out parts of a short text containing familiar and unfamiliar language.</li> <li>Enjoy the challenge of working out the meaning of unfamiliar language.</li> <li>Read familiar words, phrases and short sentences aloud confidently</li> </ul>	<ul style="list-style-type: none"> <li>Write three or four sentences using word/phrase bank.</li> <li>Write more interesting sentences by adding one or two simple conjunctions or adjectives.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify numbers confidently to 50 and beginning to become familiar with numbers to 100</li> <li>• Identify parts of the head and body.</li> <li>• Enjoy the challenge of meeting unfamiliar language</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation.</li> <li>• Give constructive feedback to classmates.</li> </ul>	<p>and with increasingly accurate pronunciation and good intonation.</p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge when meeting new words. Use a bilingual dictionary and word banks to check spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalise a text by changing one or two elements.</li> <li>• Attempt to write two or three sentences from memory using familiar language.</li> </ul>
<b>By the end of Year 6 pupils can...</b>	<ul style="list-style-type: none"> <li>• Understand that some sounds and letter combinations need to be said and written differently from in English</li> <li>• Listen to spoken Spanish for details and gist. Identify key points and some detail.</li> <li>• Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</li> <li>• Follow a wide range of classroom instructions.</li> <li>• Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in a simple conversation, ask and answer questions and express opinions.</li> <li>• Say numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy</li> <li>• Use spoken language confidently to initiate and sustain a simple conversation.</li> <li>• Present simple information on a familiar topic to the class.</li> <li>• Recite a short piece of narrative from memory with increasing confidence, accuracy and expression.</li> <li>• Use some questions and statements spontaneously to seek clarification and help.</li> <li>• Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.</li> <li>• Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents and cedillas exist in Spanish language, why they are used and what they do.</li> <li>• Understand key points and increasing detail in short written texts in familiar contexts and be able to give simple answers in Spanish and more complex answers in English.</li> <li>• Understand key points in short written texts in unfamiliar contexts</li> <li>• Find the meaning of new words by using a bilingual dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes.</li> <li>• Attempt to write three or sentences from memory using familiar language.</li> <li>• Use peer and self-assessment strategies to support language learning.</li> </ul>