All Saints Church of England Primary School

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others.'

Spanish Long Term Plan

National Curriculum KS2

- 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
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- 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
- 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
- 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

	Aprendo Español I Am Learning Spanish	La fecha The Date	Me present Presenting Myself
Year 3	**Overview:** By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.	**Overview:** Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.	**Overview:** By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality
	End of Unit Outcomes: • find Spain on a map and be able to recall at least 1 Spanish-speaking country. • use key greetings. • ask and answer the question 'How are you?' in Spanish. • ask and answer the question 'What is your name?' in Spanish. • count to 10 in Spanish. • read, write, say and recognise 10 colours in Spanish.	**End of Unit Outcomes:** Recognise and recall the 7 days of the week in Spanish. • Recognise and recall the 12 months of the year in Spanish. • Recognise and recall numbers 1-31 in Spanish. • Ask what the date is and say the date in Spanish. • Ask somebody when their birthday is and say when our own birthday is in Spanish.	**End of Unit Outcomes:** • Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked. • Ask somebody their name in Spanish and reply when asked. • Recall numbers 1-20 in Spanish. • Ask somebody how old they are in Spanish and reply when asked. • Ask somebody where they live in Spanish and reply when asked. • Express our nationalities in Spanish and understand basic gender agreement rules.

	Phonics: CH sound in ‘ocho’. • J sound in ‘rojo’ and ‘naranja’. • Ñ sound in ‘España’. • LL sound in ‘amarillo’. • RR sound in ‘marrón’. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in có-mo. • Ñ letter. It is pronounced as the ‘ny’ sound in the English word ‘onion’.	**Phonics:** GO sound in domingo & agosto. • CO sound in miércoles and cinco. • Accents. Accents can only be written over vowels in Spanish andindicate the vowel is stressed. As seen in sá-ba-do and miér-co-les .• Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion. It is another letter in Spanish not just another phoneme as in cumpleaños. • Silent Letters. ‘H’ is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is pronounced'oy'.	**Phonics:** • CA sound in catorce. • CE sound in once, doce, trece etc. • CI sound in cinco and cincuenta. • CO sound in escocés. • CU sound in cuatro. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed! As seen in dó-nde and có-mo. • Ñ tilde. This changes the ‘n’ to a ‘ny’ sound in español & española.
	Skills we will develop: Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. Learning to look for cognates first and associating words and phrases to images.	**Skills we will develop:** To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.	**Skills we will develop:** To work towards holding a simple conversation with a partner, asking a question as well as being able to answer one. Being able to present ourselves in Spanish. Saying what our name is, how old we are, where we live and our nationality.
	Mi familia **My Family**	**Tradiciones y Celebraciones** **Traditions & Celebrations**	**La ropa** **Clothes**
Year 4	**Overview:** By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish. Pupils will start to integrate previously learnt	**Overview:** By the end of this unit pupils will have the knowledge and skills necessary to ask and respond to key questions in the foreign language about 5 key traditions and celebrations in the Spanish-speaking world.	**Overview:** By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in Spanish. This is a unit that brings together much of the grammar covered

	language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.	This is a unit that focuses on key question words so that pupils can express an opinion about a tradition or celebration in the foreign language and can develop an appreciation of traditions and celebrations different to their own culture.	in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.
	End of Unit Outcomes: • Remember the nouns with their articles/determiners for different family members in Spanish from memory. • Describe our own or a fictitious family in Spanish by name, age and relationship. • Learn numbers up to 100 in Spanish. • Understand possessive adjectives better in Spanish (‘my’ form only).	**End of Unit Outcomes:** Use key Spanish question words related to famous traditions and celebrations in Spanish-speaking countries. Respond to questions related to famous traditions and celebrations in Spanish speaking countries ɔDevelop an appreciation of traditions and celebrations different to our own culture.	**End of Unit Outcomes:** • Recognise and recall from memory 21 items of clothing. • Explore the regular ‘ar’ whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. • Revisit the use of the possessive adjective ‘my’ in Spanish and describe clothes in terms of colour.
	Phonics: • CA sound in ‘única’. • CE sound in ‘quince’ • CI sound in ‘cien’ • CO sound in ‘único’ • CU sound in ‘cuarenta’ • Stress placement. Words that end in a consonant (apart from an ‘n’ or an ‘s’) should be stressed on the last syllable of the word. For words that end in a vowel ‘n’ or ‘s’, it is normally the second to last syllable, as seen in ‘her-ma-no’ or ‘her-ma-na’ • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! This can be seen in this unit in words such as ‘tí-o’ and ‘ú-ni-co’.	**Phonics:** • CA sound in calavera. CO sound in cofradía and costaleros. CE sound in procesión. • Accents. Accents can help to identify if a word is a question word or a different type of word. For example '¿Por qué?' means 'Why?' but 'porque' means 'because'. The use of the accent here changes the meaning	**Phonics:** • GA sound in gafas. • GO sound in gorra & abrigo. • GU sound in guantes Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like guan-tes, a-bri-go, blu-sa, san-da-lias and cha-que-ta. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lle-váis. • Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion. It is

			another letter in Spanish not just another phoneme as in baño.
	Skills we will develop: We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. We will recall that nouns have gender and that this impacts the choice of articles/determiners and possessives adjectives. We will improve our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.	**Skills we will develop:** To interact with authentic spoken and written Spanish that is relevant to the traditions and celebrations studied. Asking and responding to relevant question words which will help to develop personal opinions applicable to other units.	**Skills we will develop:** To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.
	¿Tienes una mascota? **Do you have a pet?**	**En la cafeteria** **At the Cafe**	**Mi casa** **My Home**
Year 5	**Overview:** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1 st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	**Overview:** By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafetería. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.	**Overview:** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.

	End of Unit Outcomes: Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish • Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. • Tell somebody in Spanish the name of their pet. • Attempt to create a longer phrase using the conjunctions y (“and”) or pero (“but”).	**End of Unit Outcomes:** • Recall from memory a wider range of nouns and indefinite articles/ determiners for common foods, snacks and drinks in a typical Spanish cafetería, improving our cultural knowledge of Spain. • Understand better how to make nouns plural in Spanish. • Improve our knowledge of Spanish currency. • Order in Spanish what we would like to eat and drink in a role-play.	**End of Unit Outcomes:** • Say and write in Spanish whether we live in a house or an apartment. • Say what room we have and do not have at home using the key structure en mi casa hay… and en mi casa no hay… • Use the conjunction y to link two sentences together.
	Phonics: • GA sound in gato & tortuga. • GO sound in tengo. Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like co-to-rra, tortu-ga and pe-rro. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón.	**Phonics:** • CA sound in calamares & catalana & caliente • CO sound in chocolate & con & cola cola • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué deseas?	**Phonics:** • GA sound in garaje. Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like ciu-dad, la-va-dero and ga-ra-je. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón. • Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word 'onion'. It is another letter not just another phoneme as in baño and montaña.
	Skills we will develop: To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero. Incorporating the personal details previously learnt with our new knowledge.	**Skills we will develop:** To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in	**Skills we will develop:** To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning

	Moving to phrase level and creating extended sentences.	Spanish and creating more personalised responses	to remember and use accurately previous language from memory alongside our new knowledge.
	En el colegio **At School**	**¿Qué tiempo hace?** **What's the Weather Like?**	**Yo en el mundo** **Me in the World**
Year 6	**Overview:** In this unit pupils will learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. They will also learn how to conjugate the verb “to study”, an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.	**Overview:** By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.	**Overview:** In this unit pupils will learn about other countries around the globe that speak the foreign language they are studying. They will also learn about the currencies, flags, cultural traditions and celebrations of those countries. This is a great unit, bringing together all the language covered in the various teaching types.
	End of Unit Outcomes: • Name the subjects we study in school in Spanish with the correct definite article/determiner. • Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. • Start to tell the time by learning how to say time by the hour. • Explore the irregular, high frequency verb 'ir' (to go) in full.	**End of Unit Outcomes:** • Ask what the weather is like and respond in Spanish. • Recognise and recall the conjunctions ‘y’ (and) & ‘pero’ (but). • Recognise and recall the 4 core compass points in Spanish. • Recognise and recall numbers 1-31 in Spanish to express the temperature. • Recognise and recall the 7 days of the week and the time of day in Spanish. • Present a weather forecast in Spanish.	**End of Unit Outcomes:** • Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. • Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid. • Say and write something we do to help the planet.

	Phonics: • B sound in aburrido & QU sound in porque • Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-te-re-san-te and di-ver-ti-do. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas. • Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español. • Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola	**Phonics:** • B sound in nublado, buen, and bienvenido • V sound in viento, llueve, nieva, jueves, viernes, and bienvenido. • Difference between B & V. There is no difference in the pronunciation of these 2 letters in Spanish. They are pronounced like the 'b' in the English word 'boy'. There is never an exception to this rule. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in está and qué.	**Phonics:** • B sound in hablo & besos • V sound in salvar, carnaval, Navidad, vas & voy • QU sound in qué • Z sound in utilizar • Silent letters. H' is always silent in Spanish as in the word verb hablo (unless it is a word of foreign origin). It is pronounced ablo. • Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español. • Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like pre-fe-ri-da, fies-ta & co-lo-ri-da • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dí-a & in-glés.
	Skills we will develop: To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting	**Skills we will develop:** To learn how to formulate the weather in Spanish and to express what the weather is like using compass points, days of the week, times of day and temperature.	**Skills we will develop:** To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider Spanish speaking world. Consolidating shared core values that we share with other countries, nationalities and religions. Using this content to widen vocabulary and linguistic knowledge in Spanish.