



Term	Year 3	Year 4	Year 5	Year 6
Aut 1	<p><b>Welcome to Spanish</b> Where is Spain? Facts about Spain. Greetings &amp; Feelings.</p>	<p><b>More About Me</b> Recall of greetings, personal information.</p>	<p><b>My Town, Barnsley</b> Revisiting where you live. Revisiting gender</p>	<p><b>Back to School – My subjects</b></p>

In this year, students are working on speaking and writing **a few words and short phrases**; as well as understanding through listening and reading words and short phrases.

There is a concentration on lexicogrammar, which is the introduction of grammar through communicative functions. Children love the idea of being able to communicate and speak Spanish, and naturally will be inquisitive about how to talk about themselves. Questions words will be examined as will the use of intonation when asking a question. Students will be introduced to the common irregular verbs of Tener (to have) and estar (to be) so that they can communicate age and feelings.

In this year, Spanish is built up from words to expressing and **understanding short phrases/ a sentence**.

The phrase level is being built up by the use of adjectives, and expanding knowledge and use of verbs, gender and determiners. Students will be introduced to conjunctions: y (and) Tambien (also) and pero (but).

Students will build on their independent learning skills by using cognates and a bilingual dictionary to decode meaning.

Students will build on their knowledge of Tener to include the third person. They will begin to use the verb ser (to be) to describe personality, in first and third person.

Students will be expanding on their knowledge of nouns, determiners and simple opinions **to extend sentence**. These sentences will include, nouns, determiners, adjectives, opinions with reasons, and verbs. Students will be introduced to conjugation by conjugating the -ar verb llevar in its full paradigm. Students will also expand their number knowledge.

Students are working at a **short paragraph level**, in both the productive and receptive skills.

In this year, students should be able to understand and communicate the main points with extra details from a short paragraph.

In order to achieve this, students will continue to use the high frequency connectives of pero, y, tambien and porque. They should be able to express their opinion and explain why they think this way.

They will consolidate their knowledge of –ar verbs and will add the key irregular verb of hacer (to do/ make).

They will be able to extend their ideas by adding adverbs of frequency and time.

They will start to use complex sentences by using cuando (when) to say what they do when the weather is a certain way.

	<p>Name. Numbers 1 to 10 Colours First conversations.</p>	<p>Recall of numbers 1-20 and dates. Numbers up to 31. Birthday Cognates Expanding opinion phrases. Finding words in a dictionary</p>	<p>Saying what places there are and not in your town. To use adjectives to describe your town.</p>	<p>Use of a bilingual dictionary and how cognates help you to access a foreign language.</p> <p>Identify school subjects To say what you study to recap -ar verbs using the verb estudiar ( to study). To give a wider range of opinions and to extend to give a reason, using porque to explain why. Use of adjectives as opinions. Time to say what you study and when To understand a Spanish school timetable.</p>
Aut 2	<p><b><u>Calendar and Celebrations</u></b> Days &amp; Months Dates Numbers 1-20  Christmas in Spain.</p>	<p><b><u>More School</u></b>  Pencil case nouns Classroom objects Determiners – A and The Further dictionary work.</p>	<p><b><u>Mi Casa- My House</u></b> To say what kind of house you live in. To use parts of the verb estar To use adjectives to describe the house. Rooms in the house. Furniture Prepositions Elf on The Shelf</p>	<p><b><u>Healthy Living- Sport</u></b>  Identifying sports Giving opinions and reasons on sports. Using the verb Jugar in a full paradigm to say and understand who plays what sport. Using hacer to understand and say who does what sport. Adverbs of time, to say when you do your sport.</p>
Spr 1	<p><b><u>About Me</u></b> The Day of the Kings More feelings – adjectives. Age Where I live  Let's talk some more-conversations.</p>	<p><b><u>At the Zoo</u></b> Zoo animal nouns Opinions Parts of the face- nouns Parts of the body – nouns Tener -The verb to have Numbers as determiners.</p>	<p><b><u>Madrid</u></b>  Getting to know Madrid, the capital city. Asking where things are. Using directions and a map to get around the city. Describing the city. To say where you go ( ir)</p>	<p><b><u>Healthy Living – Food and Drink</u></b> Recall of some fruit and vegetable. Learn about mealtimes in Spain. Identify further foods that can be eaten. To give a wide range of opinions and reasons on food. To recall quantities and adverbs of time.</p>

				Using different verbs to say what you eat at breakfast, lunch and dinner. Using a negative to say what you don't eat.
Spr 2	<u><b>At School</b></u>  Carnival Time Talking with your teacher Decoding cognates Why learn another language? Easter Time in Spain	<u><b>Monsters</b></u>  Describing a monster Extension of colours Colours as adjectives Saying what the monster likes.	<u><b>Clothes, colours and Fashion show</b></u>  Clothes Description using colours and other adjectives. Likes and dislikes and reasons. Llevar – to wear regular ar verb Use of No llevo/ no lleva	<u><b>Hobbies</b></u>  Identifying Hobbies Identifying verbs Using – ar verbs to say what you do Adverbs of frequency. Complex structures, using cuando to say what you do in different weather situations.

<p><b>Sum 1</b></p>	<p><b><u>Animals I like and dislike</u></b></p> <p>Pets Likes and dislikes and plurals Animals in the wild Favourite animal Farmyard animals and sounds</p>	<p><b><u>My Family</u></b></p> <p>Family nouns Age Hair and eyes description Personality adjectives The verb Ser.</p>	<p><b><u>Big Numbers</u></b></p> <p>Numbers up to 100 Ages of family members Quantities- shopping at the market/ Tapas restaurant Money</p>	<p><b><u>Spanish Street-</u></b> rounding up all the role play sentences met to pretend we are on holiday in Spain and can interact with local people in every day situations. Revision of numbers up to 100. Buying ice creams Market Café restaurant Tapas bar Doctors</p>
<p><b>Sum 2</b></p>	<p><b><u>A Hungry Giant</u></b></p> <p>Fruit and vegetables Breakfast foods Ask and answer likes/dislikes Understanding a story Being polite.</p>	<p><b><u>Spanish around the world</u></b></p> <p>Spanish speaking countries The weather and a weather forecast. Buying an ice-cream Conversation with a Spanish person.</p>	<p><b><u>Let's speak</u></b></p> <p>A Round up of the phonics and personal questions/ answers learnt over time. Feelings, name, age, birthday, favourite colour and animal. Talking about where you live, what your house is like, what your family is like. Talking about what you wear at home.</p>	<p><b><u>Let's Speak, Big Round Up Revision</u></b></p> <p>Revising all the personal questions learnt, and how to answer them. To record a conversation in Spanish. Name, feelings, age, birthday, favourite animals, colours. Talking about family, where you live, what you eat and drink, school, how you stay fit and what hobbies you do.</p>