

	Autumn	Spring	Summer
Rec			<p>Listen and respond to simple Spanish songs/nursery rhymes.</p> <p>This unit will introduce children to simple Spanish vocabulary through songs and nursery rhymes. Children will listen to and respond to different songs/rhymes, adding actions to help us remember the words. Children will initially listen to and enjoy the songs before joining in. As they become more confident they will begin to join in with main parts of the songs/rhymes.</p>
Year 1	<p>Songs and Rhymes</p> <p>This unit will be a continuation of the work in Reception. Children will listen to and respond to Spanish songs and nursery rhymes. Children will initially listen and enjoy the songs. As pupils become more confident, they will begin to join in with parts of the song.</p>		
Year 2	<p>Numbers 1-5</p> <p>The children will begin by recapping the songs that they have learnt in Year 1. They will continue to practise saying numbers 1-5 taught in Year 1 and use these with increased confidence and independence.</p>	<p>Numbers to 10</p> <p>The children will continue to listen and respond to rhymes and simple stories and say simple words. They will build on their knowledge of Spanish numbers to learn up to 10.</p>	<p>Making Lists</p> <p>The range of stories and rhymes that the children can respond to will continue to develop. The children will be independently able to count to 10 in Spanish. Children will begin to make simple lists of items that they have practised saying across Key Stage 1 and EYFS.</p>

Year 3	<p>How old are you?</p> <p>Year 3 pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They recap the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.</p>	<p>Animals and Colours</p> <p>The theme is animals and colours. The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult.</p> <p>The key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but).</p> <p>Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence.</p> <p>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of this.</p>	<p>Familiar Stories</p> <p>This unit focuses on memory and performance in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in Spanish. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles.</p>
--------	--	--	--

Year 4	<p>Numbers to 31</p> <p>This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. It will build on the basic number work that children have been learning in Year 3. Learners will use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations.</p>	<p>Pictures and Shapes</p> <p>This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso).</p>	<p>My Family</p> <p>During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip', building on their work with 'The Very Hungry Caterpillar' from Year 3. They learn how to say 'Tengo un/una ..que se llama...' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are).</p>
Year 5	<p>What time is it?</p> <p>This unit starts with simple calculations based on the five times table, and leads into learning how to ask for and give the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.</p>	<p>Sports and Hobbies</p> <p>This unit focuses on sports and opinions. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.</p>	<p>Musical instruments</p> <p>In this term, learners use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion 'gustar' (to like) & 'encantar' (to love) and the fact that the adjectives used to describe things must match the number & gender of the thing they describe. They use the language they have learnt previously to create short raps or songs about food, sports or music. As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud</p>

			<p>when possible – thereby building confidence.</p> <p>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p>
Year 6	<p>Weather</p> <p>Pupils begin this unit by learning to describe the weather. They then move on combine weather and seasons and describe the climate in different places.They will study a French poem about Autumn and perform it in small groups.</p> <p>They will gain a basic understanding of the geography of France and learn some key geographical features in French. They will learn the countries that border France and the compass points. They will learn the French for some countries and their flags, describing them in French with colours.</p> <p>They will learn the 'ER' verb parler to speak and be able to say which languages they speak as well as saying</p>	<p>Where do you live?</p> <p>Pupils will learn how to say more about where they and others live, practising the key structure 'c'est' and 'ce n'est pas'.</p> <p>They will learn the vocabulary for places in a town, and how to build sentences saying what there is (il y a) and what there is not (Il n'y a pas de). They will develop their dictionary and memory skills, learning a French poem about Paris and creating their own version.</p> <p>Pupils will learn about some key French festivals and extend their use of '-ER' regular verbs in the present tense.</p>	<p>Visit to partner school</p> <p>This term will be approached more flexibly with an opportunity for children to apply their knowledge of Spanish with a trip to visit our partner school in Spain.</p>