

LANGUAGES (SPANISH)

Year Group / Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	<p>Pupils start with the phonics, learning the vowels first. Pupils practise these using a variety of activities. Pupils learn basic greetings and how to ask and give their age. Pupils then learn the other key phonic sounds. Pupils read a story about All Saints day in Mexico and sing a Christmas song.</p>		<p>Pupils focus on memory and performance. Pupils to retell a familiar story – The Very Hungry Caterpillar – in Spanish. Pupils are first introduced to useful vocabulary from the story – numbers 1-10, days of the week and fruits, – and then introduced to the story in video and audio format. Pupils complete activities developing memory and practising pronunciation. Pupils will feel confident to retell part of the story with pictures and subtitles (for those who need written support). Pupils have a go and feel successful. Pupils take voice recordings of performances to evaluate.</p>		<p>Pupils learn some nouns (body parts). Pupils are taught about gender through colour coding (blue=male, red=female). Pupils use the verb forms ‘tengo – I have’ practising singing a body song. Pupils learn Spanish playground games and recap what they have learnt as well as asking and answering what’s their name in conversations. Pupils are encouraged at all times to strive to become independent,, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence. Pupils broaden their vocabulary. Pupils learn what flamenco is and practice dancing using the body parts they learnt previously.</p>	
3	<p>Pupils start learning the other key phonic sounds and recap those that were taught in Year 2.</p> <p>Pupils 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.</p> <p>Pupils learn to use basic greetings and pupils do role play to improve memorization.</p> <p>Pupils study Christmas in Spain and other Spanish speaking countries.</p>		<p>Pupils learn nouns (pencil case items) and they embed their vocabulary when using the question Tienes? answering with En mi estuche/bolso (no) tengo... with plurals and connective y (and).</p> <p>Pupils learn how Easter is celebrated in Spanish speaking countries.</p> <p>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p>		<p>Pupils are taught about animals and colors.</p> <p>Pupils focus on the linguistics for gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement).</p> <p>Pupils focus on grammatical concepts are all based around a core vocabulary.</p> <p>Pupils are taught 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 independently, work in pairs and small groups sharing knowledge, and to speak aloud when possible</p>	
4	<p>Pupils focus on numbers 1-31, months, dates, asking for and giving birthday dates, language to do with birthday celebrations and Christmas vocabulary.</p> <p>Pupils use new language to understand and create invitations, follow instructions for making a piñata,</p>		<p>Pupils learn to develop 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.</p> <p>Pupils use familiar verb forms in this new context to describe pictures they create.</p>		<p>Pupils learn the language for family members. Pupils retell the story 'The giant turnip'.</p> <p>Pupils learn how to say 'Tengo un/una ..que se llama..' I have a ...called... and apply this also in the context of pets.</p>	

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	<p>understand songs, stories and videos about birthdays and other celebrations.</p>	<p>Pupils will 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>Pupils learn adjectives for describing personality and physical description (hair and eyes).</p> <p>Pupils use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are).</p>
5	<p>Pupils learn simple calculations based on the five times table, and then learn how to ask for and give the time.</p> <p>Pupils extend their food and drink vocabulary. Pupils learn how to say when mealtimes are and what they usually have, compared with eating habits in Spain.</p> <p>Pupils learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.</p> <p>Pupils also focus on pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity.</p>	<p>Pupils focus on sports and opinions. Pupils pronounce cognate and other sports accurately from text, applying phonics knowledge from previous years.</p> <p>Pupils practise using a dictionary to look up unknown words.</p> <p>Pupils learn how to describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess.</p> <p>Pupils learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.</p>	<p>Pupils 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).</p> <p>Pupils use Spanish verbs to give an opinion 'gustar' (to like) & 'encantar' (to love) and adjectives to describe things. Pupils learn that these must match the number & gender of the thing they describe.</p> <p>Pupils use the language they have learnt to create short raps or songs about food, sports or music.</p> <p>Pupils are encouraged to work independently, in pairs and small groups sharing knowledge, and to speak aloud when possible.</p>
6	<p>Pupils learn to describe the weather. Pupils revise colours (with adjectival agreement) with common nouns and the flags of a few familiar countries.</p> <p>Pupils learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. Pupils focus on Spain and some of the key features of the country.</p> <p>Pupils learn how to form plurals of nouns and how to use the adjective 'mucho' (lots of).</p> <p>Pupils learn how to use 'hay' (there is/are) which has been taught previously.</p> <p>Pupils are taught key cities and their location in Spain, using the points of the compass and key geographical features to locate them on a map.</p> <p>Pupils learn vocabulary for places in the town and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them.</p>	<p>Pupils are taught about the main features of key festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided</p> <p>Pupils use language to describe a festival in the UK.</p> <p>Pupils extend their learning to the theme of holidays. Pupils research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.</p>	<p>Pupils will create a Spanish booklet for what they have been taught focusing on the pronunciation of key vocabulary.</p> <p>Pupils will be encouraged speaking in full sentences in Spanish.</p>