

**Spanish. Structure taken from KS2 schemes on** [**www.rachelhawkes.com**](http://www.rachelhawkes.com) **.**

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|  | **Autumn Term**  | **Spring Term**  | **Summer Term**  |
| **Year 3** | **Half Term 1:**- Where is Spanish spoken and what is Spain like?- Name and basic greetings- Key phonics- Numbers 1-12- Age**Half Term 2:**- Phonics (sound – writing relationship)- Pencil case items- Colours- Christmas in Spain (including traditional Christmas song) | **Assessment Tracker****- respond confidently****to simple questions** **(L)****- ask and answer simple questions (S)****- show understanding****of single words and****short phrases (L)****- say a short sentence (S)****- match up single words with a picture or English equivalent (R)** | **Half Term 1** - Key classroom language- Animals- Colours**Half Term 2:**- Developing listening and reading skills through stories and songs:*Oso pardo, En la granja de mi tio, Querido zoo*- Easter cards / celebrations | **Assessment Tracker****- ask and answer simple questions (S)****- say a short sentence (S)****- write words from memory accurately (W)****- adapt a model sentence to give details (W)****- match up single words with a picture or English equivalent (R)****- read aloud with accurate pronunciation (R)** | **Half Term 1:**- La oruga hambriente- Fruit- Days of the week- Other food items- Developing listening and reading skills through stories**Half Term 2:**- Developing speaking and memory skills by re-telling a story- More food vocabulary (snacks)- At the café role plays | **Assessment Tracker****- respond confidently****to simple questions** **(L)****- show understanding****of single words and****short phrases (L)****- say a short sentence (S)****- ask and answer simple questions (S)****- match up single words with a picture or English equivalent (R)****- read aloud with accurate pronunciation (R)****- write words from memory accurately (W)****- adapt a model sentence to give details (W)** |
| **Key Grammar:**- Key verbs *llamar* and *tener* in 1st and 2nd person singular- Gender of nouns- Simple negative construction *no tengo* | **Key Grammar:**- Plurals of nouns*-* Adjectival agreement and position- Key verb *tener* in 1st and 2nd person singular- Simple negative construction *no tengo**- Hay* + noun | **Key Grammar:**- Adjectival agreement and position- Gender and plurals of nouns- Key verbs  *querer* and related question forms |
|  | **Autumn Term**  | **Spring Term**  | **Summer Term**  |
| **Year 4** | **Half Term 1:** - Greetings- Classroom language- Numbers 1 – 31- Months of the year- Dates- Seasons**Half Term 2:**- Birthdays- Exclamations- A typical celebratory custom from the Spanish-speaking world- Christmas in Spain | **Assessment Tracker****- respond confidently****to simple questions** **(L)****- show understanding****of single words and****short phrases (L)****- say a short sentence (S)****- ask and answer** **simple questions (S)****- match up single words with a picture or English equivalent (R)****- write words accurately from memory (W)****- adapt a model sentence to describe and give details (W)** | **Half Term 1** - Shapes- Colours (recap from Y3) and other adjectives to describe shapes- Describing a picture (Miró / Matisse)**Half Term 2:**- Parts of the face- Parts of the body - Easter cards / celebrations | **Assessment Tracker****- show understanding****of single words and****short phrases (L)****- say a short sentence (S)****- ask and answer** **simple questions (S)****- match up single words with a picture or English equivalent (R)****- understand sentences and short texts (R)****- write words accurately from memory (W)****- adapt a model** **sentence to describe and give details (W)** | **Half Term 1** - Family members- Alphabet and spelling names- Physical description (hair and eyes)**Half Term 2:**- Describing a picture (Picasso and other artists)- Developing listening and reading skills through stories and songs:*The Giant Turnip – Henriette Barkow*- Describing a family | **Assessment Tracker****- show understanding****of single words and****short phrases (L)****- say a short sentence (S)****- ask and answer** **simple questions (S)****- match up single words with a picture or English equivalent (R)****- understand sentences and short texts (R)****- write words accurately from memory (W)****- adapt a model** **sentence to describe and give details (W)** |
| **Key Grammar:**- Ordinal numbers- Key verb *ser**-* Exclamations- Gender of nouns | **Key Grammar:**- Adjectival agreement and position- Gender of nouns- *hay* and negative form- Key verbs *tener, ser*- Possessive adjectives *mi/mis* | **Key Grammar:**- Key verbs *tener, ser, llamar*- Possessive adjectives *mi/mis*- Adjectival agreement and position- Gender of nouns- Definite and indefinite articles |

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| **Year 5** | **Half Term 1:**- Classroom language- Numbers 1-60 - Telling the time- Breakfast foods- Opinions**Half Term 2:** - More food and opinions- Full paradigm of key verbs used when talking about food- Food at school- Reinforcement of telling the time- Using a Spanish-English dictionary- Expressions of frequency | **Assessment Tracker****- respond confidently to simple questions (L)****- show understanding of single words and short phrases (L)****- describe using short sentences (S)****- ask and answer simple questions (S)****- match up single words with picture or English equivalent (R)****- understand sentences and short texts (R)****- adapt a model sentence to give details (W)** | **Half Term 1:**- Using a Spanish-English dictionary- Sports - Opinions**Half Term 2:**- Expressions of frequency- Using the present tense to write about sports - Using the imperative to create a simple dance / exercise routine- Easter cards / celebrations | **Assessment Tracker****- respond confidently to simple questions (L)****- show understanding of single words and short phrases (L)****- describe using short sentences (S)****- ask and answer simple questions (S)****- match up single words with picture or English equivalent (R)****- understand sentences and short texts (R)****- adapt a model sentence to give details (W)****- write words accurately from memory (W)** | **Half Term 1:**- Types of music- Opinions- Musical instruments**Half Term 2:** - Developing listening and reading skills through song- Giving reasons for opinions (Eurovision)- Taking part in conversations about music and favourite artists- Transcribing and translating opinions and reasons about music | **Assessment Tracker****- respond confidently to simple questions (L)****- show understanding of single words and short phrases (L)****- describe using short sentences (S)****- ask and answer simple questions (S)****- match up single words with picture or English equivalent (R)****- understand sentences and short texts (R)****- adapt a model sentence to give details (W)****- write words accurately from memory (W)** |
| **Key Grammar:**- Question words- Present tense of key verbs *comer / beber*- Definite and indefinite articles- Key opinion verbsincluding negative forms and plural form - Gender and plurals of nouns- Subject pronouns required for the full paradigm of verbs | **Key Grammar:**- Present tense of key verbs *jugar, practicar*- Pronouns required for the full paradigm of verbs- The imperative | **Key Grammar:**- Simple connectives e.g. *pero, porque*- Present tense of key verbs *tocar*- Question words- Adjectival agreement and position  |
|  | **Autumn Term**  | **Spring Term**  | **Summer Term**  |
| **Year 6** | **Half Term 1:**- Classroom language- Weather / seasons- Expressions of frequency- Geography of Spain- Compass points**Half Term 2:**- Saying where you live- Places in the town - Describing a photo- Opinions and reasons- Christmas | **Assessment Tracker****- show understanding** **of short phrases (L)****- speak in sentences** **(S)****- understand phrases** **and simple texts (R)****- adapt a model****sentence or text to****give details (W)****- write words from** **memory accurately** **(W)****- understand a range** **of spoken opinions (L)****- express opinions (S)****- use a bilingual****dictionary (R)** | **Half Term 1:**- Festivals in Spain (Pamplona – La Fiesta de San Fermín)- Festivals in Spain (La Tomatina)- Giving reasons for opinions**Half Term 2:**- Countries- Languages and nationalities- Holiday destinations | **Assessment Tracker****- understand a** **range of spoken** **opinions (L)****- express opinions (S)****- understand phrases** **and simple texts** **(R)****- adapt a model****sentence or text to****give details (W)****- write words from** **memory accurately** **(W)** | **Half Term 1:**- Holiday transport- Packing for a holiday (clothes)**Half Term 2:**- Describing a holiday picture - Holiday reading tasks- Writing a holiday postcard (transition task) | **Assessment Tracker****- show understanding** **of short phrases (L)****- understand a** **range of spoken** **opinions (L)****- express opinions (S)****- speak in sentences** **(S)****- understand phrases** **and simple texts (R)****- use a bilingual****dictionary (R)****- adapt a model****sentence or text to****give details (W)****- write words from** **memory accurately** **(W)** |
| **Key Grammar:**- Present tense of key verbs *hacer, vivir**- hay* and simple negative form- Adjectival agreement and position- *mucho/a/s*- Question words- Using *pienso que / creo que*- Gender and plurals of nouns | **Key Grammar:**- Adjectival agreement- Present tense of regular verbs and the irregular verb *ir* | **Key Grammar:**- Present tense of key irregular verb *ir*- Adjectival agreement and position- High frequency words- Connectives |