

**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 | |
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| **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 | |