



The Holy Spirit Catholic Primary School Long term Spanish Planning.



National Curriculum KS2 Subject Content should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Year 3/4	Autumn 1 Early Language	Spring 1 Early Language	Summer 1 Early Language
Cycle A	Aprenoespañol -(I Am Learning Spanish)	Si -I Know How,,,	Little Red Riding Hood
Key Knowledge	<ul style="list-style-type: none"> • I can pinpoint Spain and other Spanish speaking countries on a map of the world. • I can ask and answer the question 'How are you?' in Spanish. • I can say 'Hello' and 'Goodbye' in Spanish. • I can ask and answer the question 'What is your name?' in Spanish. • I can count from 1-10 in Spanish. • I can say 10 colours in Spanish. 	<ul style="list-style-type: none"> • I can recognise, recall and spell 10 action verbs in Spanish. • I can use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to). • I can attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but). 	<ul style="list-style-type: none"> • Sit and listen attentively to a familiar fairy tale in Spanish. • Use picture and word cards to recognise and retain key vocabulary from the story. • Name and spell at least four parts of the body in Spanish as seen in the story.
	Autumn 2 Early Language	Spring 2 Early Language	Summer 2 Intermediate
	Los animals - Animals	La Fruta - Fruits	Me Presento – Presenting myself
<ul style="list-style-type: none"> • I can recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. • I can understand better that articles/determiners have more options in Spanish than they do in English. • I can use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' to be 	<ul style="list-style-type: none"> I can name and recognise up to 10 fruits in Spanish. I can attempt to spell some of these nouns. I can ask somebody in Spanish if they like a particular fruit. I can say what fruits I like and dislike. 	<ul style="list-style-type: none"> • I can Count to 20. • I can say my name and age. • I can say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • I can tell you where I live. • I can tell you their nationality and understand basic gender agreement rules. 	



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Year 3 /4	Autumn 1 Early Language	Spring 1 Early Language	Summer 1 Early Language
Cycle B	Los instrumentos – Instruments	Las verduras – Vegetables	La historia de la antigua Gran Bretaña – Ancient Britain
Key Knowledge	<ul style="list-style-type: none"> • I can recognise, recall and spell up to 10 instruments in Spanish with the correct definite article/determiner. • I can understand articles/determiners better and that the definite article/determiner ‘the’ has a plural form in Spanish. • I can say and write ‘I play an instrument’ in Spanish using the high- frequency 1st person regular verb ‘toco’ (I play) with up to 10 different instruments. 	<ul style="list-style-type: none"> • I can name and recognise up to 10 vegetables in Spanish. • I can attempt to spell some of these nouns (including the correct article) • I can learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • I can say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 	<ul style="list-style-type: none"> • Use the Spanish for “I am” (soy), “I have” (tengo) and “I live” (vivo). • Name in Spanish, the 6 key periods of ancient Britain, introduced in chronological order. • Be able to say in Spanish 3 of the types of people who lived in Ancient Britain. • Tell somebody in Spanish the 3 key hunting tools used during the stone age, bronze age and iron age in ancient Britain. • Name the 3 types of dwellings people lived in during the stone age, bronze age and iron age
	Autumn 2 Early Language	Spring 2 Early Language	Summer 2 Intermediate
	Las estaciones – Seasons	Los helados - Ice-Creams	La Clase – In The Classroom
	<ul style="list-style-type: none"> • I can recognise, recall and remember the four seasons in Spanish. • I can recognise, recall and remember a short phrase for each season in Spanish. • I can say which season is their favourite in Spanish and attempt to say why using the conjunctions ‘y’ and ‘porque’. 	<ul style="list-style-type: none"> • I can name and recognise up to 10 different flavours for ice creams. • I can ask for an ice-cream in Spanish using ‘quisiera’. I can say what flavour I would like. • I can say whether they would like their ice-cream in a cone or a small pot/tub. 	<ul style="list-style-type: none"> • I can remember and recall 12 classroom objects with their indefinite article. • I can replace an indefinite article with a possessive adjective. • I can say and write what they have and do not have in their pencil case



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Year 5 /6	Autumn 1 Early Language	Spring 1 Intermediate	Summer 1 Intermediate
Cycle A	La Fruta - Fruits	Me Presento - Presenting myself I	En la cafetería - At The Café I
Key Knowledge	<ul style="list-style-type: none"> • I can name and recognise up to 10 fruits in Spanish. • I can attempt to spell some of these nouns. I can ask somebody in Spanish if they like a particular fruit. • I can say what fruits they like and dislike. 	<ul style="list-style-type: none"> • I can count to 20. • I can say my name and age. • I can Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • I can tell you where I live • I can tell you my nationality and understand basic gender agreement rules. 	<ul style="list-style-type: none"> • I can remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria. • I can understand better how to change a singular noun to plural form. • I can perform a short role-play ordering what they would like to eat and drink.
	Autumn 2 Early Language	Spring 2 Intermediate	Summer 2 Intermediate
	Las verduras – Vegetables E	La Familia - My Family I	La Clase – In The Classroom
	<ul style="list-style-type: none"> • I can name and recognise up to 10 vegetables in Spanish. • I can attempt to spell some of these nouns (including the correct article) • I can learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • I can say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 	<ul style="list-style-type: none"> • I can tell somebody the members, names and various ages of either their own or a fictional family in Spanish. • I can continue to count in Spanish, reaching 100, enabling students to say the age of various family members. □ • I can understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. • I can move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have) 	<ul style="list-style-type: none"> • Remember and recall 12 classroom objects with their indefinite article. • Replace an indefinite article with a possessive adjective. • Say and write what they have and do not have in their pencil case



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Year 5 /6	Autumn 1 Intermediate	Spring 1 Intermediate	Summer 1 Intermediate
Cycle B	La fecha – The Date I	¿Qué tiempo hace? - What’s the weather like	Ropa - Clothes
Key Knowledge	<ul style="list-style-type: none"> • I can remember, recall and spell the 7 days of the week. • I can remember, recall and spell the 12 months of the year. • I can remember, recall and spell numbers 1-31. • I can use my knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. • I can use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is. 	<ul style="list-style-type: none"> • I can repeat and recognise the vocabulary for weather in Spanish. • I can ask and say what the weather is like today. • I can create a Spanish weather map. • I can describe the weather in different regions of Spain using a weather map with symbols 	<ul style="list-style-type: none"> • I can repeat and recognise the vocabulary for a variety of clothes in Spanish. • I can use the appropriate genders and articles for these clothes. • I can use the verb LLEVAR in Spanish with increasing confidence. • I can say what I wear in different weather/situations. I can describe clothes in terms of their colour and apply adjectival agreement. • I can use the possessives with increased accuracy.
	Autumn 2 Intermediate	Spring 2 Intermediate	Summer 2 Progressive
	Tienes una mascot?- Do you have a pet? I	Mi Hogar - My Home	At School
	<ul style="list-style-type: none"> • I can repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. • I can tell somebody in Spanish if they have or do not have a pet. • I can ask somebody else in Spanish if they have a pet. • I can tell somebody in Spanish the name of their pet. • I can attempt to create a longer phrase using the conjunctons y (“and”) or pero (“but”). 	<ul style="list-style-type: none"> • I can say whether I live in a house or an apartment and say where it is. • I can repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. • I can tell somebody in Spanish what rooms they have or do not have in their home. • I can ask somebody in Spanish what rooms they have or do not have in their home. • I can attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age). 	<ul style="list-style-type: none"> • I can repeat and recognise the vocabulary for school subjects. • I can say what subjects I like and dislike at school. • I can say why I like/ dislike certain school subjects. • I can tell the time (on the hour) in Spanish. • I can say what time they study certain subjects at school



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LANGUAGE ANGELS