



## Spanish Long Term Plan 24/25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>Getting to Know You:</b> <ul style="list-style-type: none"> <li>-Spanish greetings</li> <li>-Classroom commands and the numbers 0-5.</li> <li>-Introduce yourself</li> <li>-Masculine and feminine nouns.</li> <li>-Responding to a question based on masculine or feminine nouns</li> <li>- To say when they are not something</li> </ul>	<b>Getting to Know You:</b> <ul style="list-style-type: none"> <li>-Spanish greetings</li> <li>-Classroom commands and the numbers 0-5.</li> <li>-Introduce yourself</li> <li>-Masculine and feminine nouns.</li> <li>-Responding to a question based on masculine or feminine nouns</li> <li>- To say when they are not something</li> </ul>	<b>All About Me</b> <ul style="list-style-type: none"> <li>-To learn two qualifiers and use these to describe themselves and others.</li> <li>-To describe themselves and others using the phrases I am/You are... and I am not/You are not...</li> <li>-To use 'él es / ella es...' [He is/She is...].</li> <li>To learn four adjectives which describe their personality, emphasising the difference in sound between the masculine and feminine.</li> <li>-To produce longer sentences based on pictorial stimuli.</li> <li>-To learn the numbers 8-10 and practise numbers 0-10.</li> <li>-To consolidate this unit's and the previous unit's learning by revisiting numbers, greetings and descriptions.</li> </ul>	<b>All About Me</b> <ul style="list-style-type: none"> <li>-To learn two qualifiers and use these to describe themselves and others.</li> <li>-To describe themselves and others using the phrases I am/You are... and I am not/You are not...</li> <li>-To use 'él es / ella es...' [He is/She is...].</li> <li>To learn four adjectives which describe their personality, emphasising the difference in sound between the masculine and feminine.</li> <li>-To produce longer sentences based on pictorial stimuli.</li> <li>-To learn the numbers 8-10 and practise numbers 0-10.</li> <li>-To consolidate this unit's and the previous unit's learning by revisiting numbers, greetings and descriptions.</li> </ul>	<b>My Family</b> <ul style="list-style-type: none"> <li>-To learn the song 'El Gato Garabato' and write a description of El Gato Garabato.</li> <li>-To learn the Spanish letter vowel names.</li> <li>-To use the masculine and feminine definite articles 'el' and 'la' in the context of how many brothers or sisters a person has.</li> <li>-To learn to say how old they are.</li> <li>-To consolidate prior learning by interviewing their peers about their names, ages, and brothers and sisters.</li> <li>-To understand which form of 'my' applies to different family members.</li> </ul>	<b>My Family</b> <ul style="list-style-type: none"> <li>-To learn the song 'El Gato Garabato' and write a description of El Gato Garabato.</li> <li>-To learn the Spanish letter vowel names.</li> <li>-To use the masculine and feminine definite articles 'el' and 'la' in the context of how many brothers or sisters a person has.</li> <li>-To learn to say how old they are.</li> <li>-To consolidate prior learning by interviewing their peers about their names, ages, and brothers and sisters.</li> <li>-To understand which form of 'my' applies to different family members.</li> </ul>
<b>Year 4</b>	<b>My Body</b> <ul style="list-style-type: none"> <li>-To understand the difference between the verb phrases Soy and Tengo</li> <li>-Parts of the body</li> <li>-To learn further key parts of the body and where in the sentence colour goes when describing body parts.</li> <li>-To learn how to describe their hair colour</li> </ul>	<b>My Body</b> <ul style="list-style-type: none"> <li>-To understand the difference between the verb phrases Soy and Tengo</li> <li>-Parts of the body</li> <li>-To learn further key parts of the body and where in the sentence colour goes when describing body parts.</li> <li>-To learn how to describe their hair colour</li> </ul>	<b>My Monster</b> <ul style="list-style-type: none"> <li>-To learn ten articles (mi, mis, tu, tus, un, una, el, la, los, las) with body parts and how these affect colour words.</li> <li>-To understand descriptions of body parts in the context of masculine, feminine, plural and colours.</li> <li>-To use the bilingual dictionary as a tool to</li> </ul>	<b>My Monster</b> <ul style="list-style-type: none"> <li>-To learn ten articles (mi, mis, tu, tus, un, una, el, la, los, las) with body parts and how these affect colour words.</li> <li>-To understand descriptions of body parts in the context of masculine, feminine, plural and colours.</li> <li>-To use the bilingual dictionary as a tool to</li> </ul>	<b>I'm Hungry!</b> <ul style="list-style-type: none"> <li>-To be introduced to the Spanish names for common fruits and different forms of the verbs 'be' and 'have'.</li> <li>-To learn how to express an opinion about common fruits.</li> <li>-To learn how to complain that they are hungry or thirsty.</li> </ul>	<b>I'm Hungry!</b> <ul style="list-style-type: none"> <li>-To be introduced to the Spanish names for common fruits and different forms of the verbs 'be' and 'have'.</li> <li>-To learn how to express an opinion about common fruits.</li> <li>-To learn how to complain that they are hungry or thirsty.</li> </ul>

	<ul style="list-style-type: none"> <li>-To listen to descriptions of animals</li> <li>-To consolidate and test their knowledge of body parts and descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>-To listen to descriptions of animals</li> <li>-To consolidate and test their knowledge of body parts and descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>classify words and discover spelling changes according to gender.</li> <li>-To process descriptive sentences using a sentence builder.</li> <li>-To use a sentence builder to write descriptions of monsters.</li> <li>-To consolidate and test their knowledge of body parts and descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>classify words and discover spelling changes according to gender.</li> <li>-To process descriptive sentences using a sentence builder.</li> <li>-To use a sentence builder to write descriptions of monsters.</li> <li>-To consolidate and test their knowledge of body parts and descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>-To I learn to understand longer phrases of needs</li> <li>-To be able to ask and answer questions about needs and wants, including opinions.and wants, including opinions.</li> <li>-To consolidate our knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>-To I learn to understand longer phrases of needs</li> <li>-To be able to ask and answer questions about needs and wants, including opinions.and wants, including opinions.</li> <li>-To consolidate our knowledge.</li> </ul>
<b>Year 5</b>	<b>My Imaginary Friend</b> <ul style="list-style-type: none"> <li>-To recognise questions about name, age, or brothers and sisters</li> <li>-To recap second-person questions and responses regarding age, feelings, gender, and physical descriptions, through open and closed questions</li> <li>-To describe themselves and others in first, second and third person</li> <li>-To describe an imaginary character using sentence builders to include a range of details.</li> <li>-To answer questions about themselves and another person.</li> <li>-To consolidate and test their knowledge of body parts and descriptions.</li> </ul>	<b>My Imaginary Friend</b> <ul style="list-style-type: none"> <li>-To recognise questions about name, age, or brothers and sisters</li> <li>-To recap second-person questions and responses regarding age, feelings, gender, and physical descriptions, through open and closed questions</li> <li>-To describe themselves and others in first, second and third person</li> <li>-To describe an imaginary character using sentence builders to include a range of details.</li> <li>-To answer questions about themselves and another person.</li> <li>-To consolidate and test their knowledge of body parts and descriptions.</li> </ul>	<b>Animals of The World</b> <ul style="list-style-type: none"> <li>-To consolidate the names of previously taught animals as well as learning the names of new ones.</li> <li>-To use our reading skills and knowledge of pronunciation to understand a description and spot rhymes.</li> <li>-To learn how to deal with unfamiliar vocabulary, and to discuss past tense phrases and notice patterns within them.</li> <li>-To develop their reading skills to cope with occasional unfamiliar words.</li> <li>-To use sentence builders to help understand spoken text.</li> <li>-To consolidate and test our knowledge of animals and descriptions.</li> </ul>	<b>Animals of The World</b> <ul style="list-style-type: none"> <li>-To consolidate the names of previously taught animals as well as learning the names of new ones.</li> <li>-To use our reading skills and knowledge of pronunciation to understand a description and spot rhymes.</li> <li>-To learn how to deal with unfamiliar vocabulary, and to discuss past tense phrases and notice patterns within them.</li> <li>-To develop their reading skills to cope with occasional unfamiliar words.</li> <li>-To use sentence builders to help understand spoken text.</li> <li>-To consolidate and test our knowledge of animals and descriptions.</li> </ul>	<b>Starting a Story</b> <ul style="list-style-type: none"> <li>-To learn some of the typical elements of fairy tales and how to say different settings in Spanish.</li> <li>-To be introduced to five key verbs.</li> <li>-To use our sentence builder to translate texts from Spanish to English.</li> <li>-To start to form sentences using the structures modelled in their sentence builders.</li> <li>-To begin to understand that the ending of verbs may change depending on the subject of the sentence.</li> <li>-To draw on structures and prior knowledge to an introduction to a story in Spanish.</li> </ul>	<b>Starting a Story</b> <ul style="list-style-type: none"> <li>-To learn some of the typical elements of fairy tales and how to say different settings in Spanish.</li> <li>-To be introduced to five key verbs.</li> <li>-To use our sentence builder to translate texts from Spanish to English.</li> <li>-To start to form sentences using the structures modelled in their sentence builders.</li> <li>-To begin to understand that the ending of verbs may change depending on the subject of the sentence.</li> <li>-To draw on structures and prior knowledge to an introduction to a story in Spanish.</li> </ul>
<b>Year 6</b>	<b>Let's Visit a Spanish Town</b> <ul style="list-style-type: none"> <li>-Points of the compass and five geographical terms with 'es'.</li> </ul>	<b>Let's Visit a Spanish Town</b> <ul style="list-style-type: none"> <li>-Points of the compass and five geographical terms with 'es'.</li> </ul>	<b>Let's Go Shopping</b> <ul style="list-style-type: none"> <li>-To be introduced to the names of various Spanish shops and the produce you might buy there.</li> </ul>	<b>Let's Go Shopping</b> <ul style="list-style-type: none"> <li>-To be introduced to the names of various Spanish shops and the produce you might buy there.</li> </ul>	<b>Worldwide Weather</b> <ul style="list-style-type: none"> <li>-To learn how to say whether the weather is hot or cold.</li> <li>-To learn to read and say simple weather sentences.</li> </ul>	<b>Worldwide Weather</b> <ul style="list-style-type: none"> <li>-To learn how to say whether the weather is hot or cold.</li> <li>-To learn to read and say simple weather sentences.</li> </ul>

	<ul style="list-style-type: none"> <li>-To identify geographical features in a text through context and prior knowledge</li> <li>-To read a variety of unknown texts about Spanish towns.</li> <li>-To read and write sentences about someone's future plans for visiting Spanish towns, including 'voy a' and 'quiero' sentence structures.</li> <li>-To write about our future plans for visiting a Spanish town.</li> <li>-To consolidate and test our knowledge of Spanish geography, descriptions and reasons to visit a place.</li> </ul>	<ul style="list-style-type: none"> <li>-To identify geographical features in a text through context and prior knowledge</li> <li>-To read a variety of unknown texts about Spanish towns.</li> <li>-To read and write sentences about someone's future plans for visiting Spanish towns, including 'voy a' and 'quiero' sentence structures.</li> <li>-To write about our future plans for visiting a Spanish town.</li> <li>-To consolidate and test our knowledge of Spanish geography, descriptions and reasons to visit a place.</li> </ul>	<ul style="list-style-type: none"> <li>-To use directional language to locate shops on a map.</li> <li>-To be introduced to the 'quisiera' phrase, recap other polite phrases and use these in conversation.</li> <li>-To recap two-digit numbers in the context of currency, adding up small sums to total a bill.</li> <li>-To practise transactional conversations about shopping.</li> </ul>	<ul style="list-style-type: none"> <li>-To use directional language to locate shops on a map.</li> <li>-To be introduced to the 'quisiera' phrase, recap other polite phrases and use these in conversation.</li> <li>-To recap two-digit numbers in the context of currency, adding up small sums to total a bill.</li> <li>-To practise transactional conversations about shopping.</li> </ul>	<ul style="list-style-type: none"> <li>-To learn how to answer closed questions in Spanish.</li> <li>-To use knowledge of numbers to understand longer texts about normal seasonal global temperatures and record notes in a table.</li> <li>-To identify key vocabulary in longer multi-clause sentences and arrange parts of a sentence into a comprehensible order.</li> <li>-To consolidate and test their knowledge of how to describe the weather.</li> </ul>	<ul style="list-style-type: none"> <li>-To learn how to answer closed questions in Spanish.</li> <li>-To use knowledge of numbers to understand longer texts about normal seasonal global temperatures and record notes in a table.</li> <li>-To identify key vocabulary in longer multi-clause sentences and arrange parts of a sentence into a comprehensible order.</li> <li>-To consolidate and test their knowledge of how to describe the weather.</li> </ul>
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