

	Perform a mini role-play using greetings or a tongue twister.	Write a paragraph about what is in their pencil case.	Read and understand a paragraph about animals and colours.	Create their own version of the brown bear story.	Memorise the names of foods and fruits.	Retell the story of The Very Hungry Caterpillar
	<p>Key Skills/Knowledge:</p> <ul style="list-style-type: none"> Repeat modelled short phrases Recognise a familiar question and respond with a simple rehearsed response Use familiar vocabulary to say a short sentence using a language scaffold Present simple rehearsed statements about themselves Adapt intonation to ask questions Listen and identify specific words in songs and rhymes and demonstrate understanding 	<p>Key Skills/Knowledge:</p> <ul style="list-style-type: none"> Repeat modelled words Ask and answer a simple and familiar question with a response Name objects and actions and may link words with a simple connective Identify individual sounds in words and pronounce accurately when modelled Present simple rehearsed statements about themselves, objects and people to a partner Say simple, familiar words to describe people, places, things and actions using a model Read and show understanding of familiar single words 	<p>Key Skills/Knowledge:</p> <ul style="list-style-type: none"> Repeat modelled words Use familiar vocabulary to say a short sentence using a language scaffold Start to recognise the sound of some letter strings in familiar words and pronounce when modelled Present simple rehearsed statements about themselves, objects and people to a partner Say a simple phrase that may contain an adjective to describe people, places, things and actions Read and show understanding 	<p>Key Skills/Knowledge:</p> <ul style="list-style-type: none"> Repeat modelled short phrases Show awareness of accents; begin to pronounce words accordingly Read and show understanding of simple phrases and sentences containing familiar words Use context to predict the meaning of new words Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled Replace familiar vocabulary in short phrases written from memory to 	<p>Key Skills/Knowledge:</p> <ul style="list-style-type: none"> Repeat modelled words Name objects and actions and may link words with a simple connective Name nouns and present a simple rehearsed statement to a partner Say simple familiar words to describe people, places, things and actions using a model Read and show understanding of familiar single words Use strategies for memorisation of vocabulary Identify individual sounds in words and pronounce accurately when modelled Name the gender of 	<p>Key Skills/Knowledge:</p> <ul style="list-style-type: none"> Repeat modelled short phrases Use familiar vocabulary to say a short sentence using a language scaffold Show awareness of accents; begin to pronounce words accordingly Present ideas and information in simple sentences using familiar and rehearsed language to a partner or small group of people Say one or two short sentences that may contain an adjective to describe people, places, things and actions Use strategies for memorisation of vocabulary Show awareness of accents; begin to pronounce words accordingly

		<ul style="list-style-type: none"> • Use strategies for memorisation of vocabulary • Write single familiar words from memory with understandable accuracy • Copy simple familiar words to describe people, places, things and actions using a model • Join in with actions to accompany familiar songs, stories and rhymes • Name the gender of nouns • Use a simple negative form 	<p>of simple phrases and sentences containing familiar words</p> <ul style="list-style-type: none"> • Make links with English or known language to work out the meaning of new words • Replace familiar vocabulary in short phrases written from memory to create new phrases • Show awareness of word classes- nouns, adjectives and verbs and connectives and be aware of similarities in English • Name the gender of nouns; name the definite and indefinite articles for both genders and use correctly; say how to make the plural form of nouns 	<p>create new phrases</p> <ul style="list-style-type: none"> • Write one or two simple sentences that may contain an adjective to describe people, places, things and actions • Listen and identify specific words in songs and rhymes and demonstrate understanding • Join in with actions to accompany familiar songs, stories and rhymes • Use the correct form of some regular and high frequency verbs in the present tense in first and second person; compare with English • Use the present tense of some high frequency verbs in the third person singular 	<p>nouns, name the definite and indefinite articles for both genders and use correctly; say how to make the plural form of nouns</p>	<ul style="list-style-type: none"> • Join in with words of a song or storytelling
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				<ul style="list-style-type: none"> Use a simple negative form 		
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THEME	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year B 'Let's Be Creative' <i>The aim this year is to show children how they can be more creative linguistically in Spanish. Through art and other cross-curricular applications they will be encouraged to be more curious and autonomous in their learning.</i>	Topic: Numbers 1-31 Days of the week Months Dates	Topic: Birthday celebrations La Navidad	Topic: Shapes Colours Describing picture	Topic: Parts of the face Describing Picasso faces Parts of the body	Topic: Family members Alphabet Describing hair and eyes	Topic: The Giant Turnip Describing a family
	Overview: These lessons focus on introducing the numbers 1-31 as well as months and dates in preparation for the work being done on celebrations during the second half of the term.	Overview: Pupils will learn how to ask for and give their birthday , language to do with birthday celebrations and some more Christmas vocabulary . Learners will use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and videos about birthdays and other celebrations.	Overview: There is a focus on shapes and prepositions of place , to be used creatively in an art project focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create.	Overview: Pupils learn the parts of the body and face and use this language to describe the work of famous Spanish artists (e.g. Picasso).	Overview: Pupils learn the language for family members . They learn how to say 'Tengo un/una...que se llama..' I have a....called... and apply this also in the context of pets . They also learn adjectives for describing personality and physical description (hair and eyes).	Overview: Pupils retell the story 'The Giant Turnip'. They use key verbs in the 3 rd person singular and plural : tiene (has), es (is), tienen (have), son (are) .
	Planned outcome: Memorise the months of the year.	Planned outcome: Design and create a birthday party invitation.	Planned outcome: Create and describe a picture in the style of Miró.	Planned outcome: Design, describe and present a monster.	Planned outcome: Read and understand a paragraph about someone's family.	Planned outcome: Retell the story of The Giant Turnip.
	Key skills/Knowledge: <ul style="list-style-type: none"> Repeat modelled words Listen and show understanding of single words through physical response Use familiar vocabulary to say a short sentence using a 	Key skills/Knowledge: <ul style="list-style-type: none"> Repeat modelled short phrases Ask and answer a simple and familiar question with a response Use familiar vocabulary to say a short 	Key skills/Knowledge: <ul style="list-style-type: none"> Repeat modelled short phrases Name objects and actions and may link words with a simple connective 	Key skills/Knowledge: <ul style="list-style-type: none"> Listen and show understanding of single words through physical response Use familiar vocabulary to say a short 	Key skills/Knowledge: <ul style="list-style-type: none"> Repeat modelled short phrases Ask and answer at least two simple and familiar questions with a response 	Key skills/Knowledge: <ul style="list-style-type: none"> Speak about everyday activities and interests Show awareness of accents; begin to pronounce words accordingly Present ideas and information

	<p>language scaffold</p> <ul style="list-style-type: none"> • Start to recognise the sound of some letter strings in familiar words and pronounce when modelled • Say simple familiar words to describe people, places, things and actions using a model • Read and show understanding of familiar single words • Make links with English or known language to work out the meaning of new words • Copy simple familiar words to describe people, places, things and actions using a model • Join in with actions to accompany familiar songs, stories and rhymes 	<p>sentence using a language scaffold</p> <ul style="list-style-type: none"> • Present simple rehearsed statements about themselves, objects and people to a partner • Read and show understanding of simple phrases and sentences containing familiar words • Use context to predict the meaning of new words • Replace familiar vocabulary in short phrases written from memory to create new phrases • Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold • Join in with words of a 	<ul style="list-style-type: none"> • Present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people • Say one or two short sentences that may contain an adjective to describe people, places, things and actions • Replace familiar vocabulary in short phrases written from memory to create new phrases • Write one or two simple sentences that may contain an adjective to describe people, places, things and actions • Show awareness of the position and 	<p>sentence using a language scaffold</p> <ul style="list-style-type: none"> • Show awareness of accents; begin to pronounce words accordingly • Present ideas and information in simple sentences using familiar and rehearsed language to a partner or small group of people • Say one or two short sentences that may contain an adjective to describe people, places, things and actions • Begin to use a bilingual dictionary to find the meaning of individual words in Spanish and English • Replace familiar vocabulary in short phrases 	<ul style="list-style-type: none"> • Speak about everyday activities and interests • Adapt intonation to ask questions or give instructions • Present simple rehearsed statements about themselves, objects and people to a partner • Say one or two short sentences that may contain an adjective to describe people, places, things and actions • Read and show understanding of simple phrases and sentences containing familiar words • Use context to predict the meaning of new words • Use the correct form of some regular and high frequency 	<p>in simple sentences using familiar and rehearsed language to a partner or small group of people</p> <ul style="list-style-type: none"> • Use strategies for memorisation of vocabulary • Listen and identify specific words in songs and rhymes and demonstrate understanding • Join in with words of a song or storytelling • Use the present tense of some high frequency verbs in the third person singular • Use the verb 'ser' in the present tense in the third person singular and plural
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		song or storytelling	masculine/ feminine agreement of adjectives and start to demonstrate use <ul style="list-style-type: none">• Use simple prepositions in their sentences	written from memory to create new phrases <ul style="list-style-type: none">• Write one or two simple sentences that may contain an adjective to describe people, places, things and actions• Join in with actions to accompany familiar songs, stories and rhymes• Show awareness of the position and masculine/ feminine agreement of adjectives and start to demonstrate use	verbs in the present tense in first and second person; compare with English <ul style="list-style-type: none">• Use the present tense of some high frequency verbs in the third person singular• Use a simple negative form	
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