



	Create a poster about telling the time.	Complete a food/drink diary for a week, including their opinion on what they eat/drink.	Write a paragraph about sports, including how often they do them and their opinion.	Create a simple exercise/dance routine.	Read, understand and complete a text on music and opinions.	Create and perform a simple song/rap.
	<p><b>Key Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Listen and show understanding of simple sentences containing familiar words through physical response</li> <li>• Say a longer sentence using familiar language</li> <li>• Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules</li> <li>• Read and show understanding of simple sentences containing familiar and</li> </ul>	<p><b>Key Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Listen and understand the main points from short, spoken material in Spanish</li> <li>• Engage in a simple conversation using a range of simple, familiar questions</li> <li>• Refer to everyday activities and interests, recent experiences and future plans</li> <li>• Read and understand the main points from short, written material</li> <li>• Use a bilingual dictionary to</li> </ul>	<p><b>Key Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Listen and understand the main points from short, spoken material in Spanish</li> <li>• Ask and answer more complex questions with a scaffold of responses</li> <li>• Refer to everyday activities and interests, recent experiences and future plans</li> <li>• Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words</li> </ul>	<p><b>Key Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Listen and show understanding of simple sentences containing familiar words through physical response</li> <li>• Engage in a simple conversation using a range of simple, familiar questions</li> <li>• Use familiar vocabulary to say several longer sentences using a language scaffold</li> <li>• Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of</li> </ul>	<p><b>Key Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Listen and understand the main points from short, spoken material in Spanish</li> <li>• Express a wider range of opinions and begin to provide simple justification</li> <li>• Vary language and produce extended responses</li> <li>• Adapt intonation, for example to mark questions and exclamations</li> <li>• Present a range of ideas and information, using prompts, to a partner</li> </ul>	<p><b>Key Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Listen and understand the main points from short, spoken material in Spanish</li> <li>• Use familiar vocabulary to say several longer sentences using a language scaffold</li> <li>• Adapt intonation, for example to mark questions and exclamations</li> <li>• Present a range of ideas and information, without prompts, to a partner or group of people</li> <li>• Read and understand</li> </ul>

	<p>some unfamiliar language</p> <ul style="list-style-type: none"> <li>• Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)</li> <li>• Listen and identify rhyming words and specific sounds in songs and rhymes</li> </ul>	<p>identify the word class</p> <ul style="list-style-type: none"> <li>• Write a simple sentence from memory using familiar language</li> <li>• Follow the text of familiar songs and rhymes, identifying the meaning of words</li> <li>• Identify word classes</li> <li>• Demonstrate understanding of gender and number of nouns and use appropriate determiners</li> <li>• Use some adverbs</li> <li>• Conjugate a high frequency verb in the present tense</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate familiar language to present ideas and information in simple sentences</li> <li>• Say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold</li> <li>• Read and understand the main points from short, written material</li> <li>• Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context)</li> <li>• Replace vocabulary in</li> </ul>	<p>letter strings, liaison and silent letter rules</p> <ul style="list-style-type: none"> <li>• Present a range of ideas and information, using prompts, to a partner or small group of people</li> <li>• Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary</li> <li>• Read and understand the main points from short, written material</li> <li>• Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and English</li> </ul>	<p>or small group of people</p> <ul style="list-style-type: none"> <li>• Use a wider range of descriptive language in their descriptions of people, places, things and actions</li> <li>• Read and understand the main points and some detail from short, written material</li> <li>• Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and English</li> <li>• Write several sentences from memory with familiar language with accuracy</li> <li>• Follow the text of a familiar song</li> </ul>	<p>the main points and some detail from short, written material</p> <ul style="list-style-type: none"> <li>• Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and English</li> <li>• Replace vocabulary in sentences written from memory to create new sentences with accuracy</li> <li>• Understand the gist of an unfamiliar story or song using familiar language and sing or read aloud</li> </ul>
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			<p>sentences written from memory to create new sentences with accuracy</p> <ul style="list-style-type: none"> <li>• Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling</li> <li>• Name and use a range of conjunctions to create compound sentences</li> <li>• Use some adverbs</li> <li>• Use some regular and high frequency verbs in the present tense in the first, second and third person singular applying subject-verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Write several sentences from memory with familiar language with accuracy</li> <li>• Follow the text of a familiar song or story</li> <li>• Recognise and use a range of prepositions</li> <li>• Recognise and use a high frequency verb in the present tense; compare with English</li> </ul>	<p>or story and sing or read aloud</p> <ul style="list-style-type: none"> <li>• Name and use a range of conjunctions to create compound sentences</li> <li>• Demonstrate understanding of gender and number of nouns and use appropriate determiners</li> <li>• Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence</li> </ul>	
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THEME	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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<p><b>Year B</b></p> <p><b>'Discovering Spain'</b></p> <p><i>The aim this year is to increase the geographical knowledge that children have on Spain and other Spanish-speaking parts of the world. When this is combined with cultural studies such as the variety of festivals celebrated in Spain, children will gain a wider understanding of their own cultural identity and place in the world as a global citizen.</i></p>	<p><b>Topic:</b> Weather Countries</p>	<p><b>Topic:</b> Cities in Spain Points of the compass Saying where you live Places in town</p>	<p><b>Topic:</b> Spanish poetry Spanish festivals</p>	<p><b>Topic:</b> Spanish festivals UK festivals</p>	<p><b>Topic:</b> Holiday destinations</p>	<p><b>Topic:</b> Describing holiday pictures Writing holiday postcards</p>
	<p><b>Overview:</b> Pupils begin this unit by learning to describe the weather. They then move on to revising colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries. They also learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. There follows a focus on Spain and some of the key features of the country. Attention is paid to forming plurals of nouns and using the adjective 'mucho' (lots of). Pupils are also encouraged to use 'hay' (there is/are) which they have met previously.</p>	<p><b>Overview:</b> Pupils look at key cities and their location in Spain, using points of the compass and key geographical features to locate them on a map. They recycle how to say what somewhere is famous for using the key cities they have been introduced to. They learn vocabulary for places in town and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them.</p>	<p><b>Overview:</b> Pupils are treated to a summary of the features of the main festivals in Spain.</p>	<p><b>Overview:</b> Pupils are encouraged to recognise questions and match them to appropriate answers provided. If they can they describe a festival in the UK.</p>	<p><b>Overview:</b> Pupils extend their learning to the theme of holidays. They research holiday destinations in Spanish-speaking countries.</p>	<p><b>Overview:</b> Pupils apply language they know to describe holiday pictures and write holiday postcards.</p>
	<p><b>Planned outcome:</b> Present a weather forecast.</p>	<p><b>Planned outcome:</b> Read and understand a text that describes a place and gives opinions.</p>	<p><b>Planned outcome:</b> Memorise and perform a Spanish poem.</p>	<p><b>Planned outcome:</b> Write a description of a festival.</p>	<p><b>Planned outcome:</b> Produce a presentation on a holiday destination in a</p>	<p><b>Planned outcome:</b> Write a holiday postcard.</p>

					Spanish-speaking country.	
	<p><b>Key Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Listen and understand the main points from short, spoken material in Spanish</li> <li>• Ask and answer more complex questions with a scaffold of responses.</li> <li>• Say a longer sentence using familiar language.</li> <li>• Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.</li> <li>• Manipulate familiar language to present ideas and information in</li> </ul>	<p><b>Key Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Listen and understand the main points from short, spoken material in Spanish.</li> <li>• Express a wider range of opinions and begin to provide simple justification.</li> <li>• Use familiar vocabulary to say several longer sentences using a language scaffold.</li> <li>• Adapt intonation, for example to mark questions and exclamations.</li> <li>• Say several simple sentences containing adjectives to describe people,</li> </ul>	<p><b>Key Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Listen and understand the main points and some detail from short, spoken material in Spanish.</li> <li>• Converse briefly without prompts.</li> <li>• Use familiar vocabulary to say several longer sentences using a language scaffold.</li> <li>• Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words.</li> <li>• Present a range of ideas and information, using prompts, to a partner or</li> </ul>	<p><b>Key Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Listen and understand the main points and some detail from short, spoken material in Spanish.</li> <li>• Ask and answer more complex questions with a scaffold of responses.</li> <li>• Vary language and produce extended responses.</li> <li>• Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</li> <li>• Manipulate familiar language to describe people,</li> </ul>	<p><b>Key Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Converse briefly without prompts.</li> <li>• Refer to everyday activities and interests, recent experiences and future plans.</li> <li>• Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</li> <li>• Present a range of ideas and information, without prompts, to a partner or a group of people.</li> <li>• Read and understand the main points and some detail from</li> </ul>	<p><b>Key Skills/Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Refer to everyday activities and interests, recent experiences and future plans.</li> <li>• Use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> <li>• Read and understand the main points and some detail from short, written material.</li> <li>• Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and English.</li> </ul>

	<p>simple sentences.</p> <ul style="list-style-type: none"> <li>• Read and show understanding of simple sentences containing familiar and some unfamiliar language.</li> <li>• Write a simple sentence from memory using familiar language.</li> <li>• Follow the text of familiar songs and rhymes, identifying the meaning of words.</li> <li>• Demonstrate understanding of gender and number of nouns and use appropriate determiners.</li> <li>• Explain and apply the rules of position and agreement of adjectives with</li> </ul>	<p>places, things and actions using a language scaffold.</p> <ul style="list-style-type: none"> <li>• Read and understand the main points from short, written material.</li> <li>• Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context).</li> <li>• Write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold.</li> <li>• Use some adverbs.</li> <li>• Use the verb 'estar' to locate place,</li> </ul>	<p>small group of people.</p> <ul style="list-style-type: none"> <li>• Read and understand the main points from short, written material.</li> <li>• Use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context).</li> <li>• Follow the text of a familiar song or story and sing or read aloud.</li> <li>• Use some regular and high frequency verbs in the present tense in the first, second and third person singular applying subject-verb agreement.</li> </ul>	<p>places, things and actions, maybe using a dictionary.</p> <ul style="list-style-type: none"> <li>• Read and understand the main points and some detail from short, written material.</li> <li>• Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and English.</li> <li>• Write several sentences from memory with familiar language with accuracy.</li> <li>• Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary.</li> <li>• Understand the gist of an unfamiliar</li> </ul>	<p>short, written material.</p> <ul style="list-style-type: none"> <li>• Use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Replace vocabulary in sentences written from memory to create new sentences with accuracy.</li> <li>• Use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> <li>• Choose the correct tense of a verb according to context.</li> </ul>
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	increasing accuracy and confidence.	things or people. <ul style="list-style-type: none"><li>• Recognise and use a range of prepositions.</li></ul>		story or song using familiar language and sing or read aloud. <ul style="list-style-type: none"><li>• Name and use a range of conjunctions to create compound sentences.</li><li>• Use the third person plural of a few high frequency verbs in the present tense.</li></ul>		
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