



Year 3

Autumn Term 1

I can (Days of the Week)

- Speaking**
- Say colours and numbers 1-10
 - Role play-saying how you are and what your name is.
- Listening**
- Match sound to picture / word / phrase.
- Reading**
- Match key verb to picture / word / phrase in English.
- Writing**
- Spell five common Spanish verbs
- Grammar**
- Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only.

The Romans - Salutations

- Speaking**
- Oral presentation of life as a Roman child in lesson 5.
- Listening**
- Engage in extended listening exercises.
- Reading**
- Sequence stories.
- Writing**
- Complete a diary exercise of life as a Roman child.
- Grammar**
- Correctly use, "I am..." and negative "I am not..."

The Planets (Colours)

- Speaking**
- Oral presentation on a planet/s.
- Listening**
- Engage in extended listening task.
- Reading**
- Extended reading task.
- Writing**
- Create written piece on a planet/s.
- Grammar**
- Rules of adjectival agreement with planets and colours.

Healthy Lifestyles (Maths Calculations)

- Speaking**
- Discuss a healthy lifestyle diary to facilitate oral presentation on healthy lifestyles
- Listening**
- Engage in an extended listening task.
- Reading**
- Engage in an extended reading task.
- Writing**
- Complete a written diary exercise.
- Grammar**
- Use the quantitative article "some" in lessons 2 and 3.

Year 6

Autumn Term 2

I'm Learning Spanish (Numbers)

- Speaking**
- Talk about other countries where Spanish is spoken
- Listening**
- Listen to model role plays and infer meaning. Numbers listening exercise.
- Reading**
- Match colours to written form. Match written form of numbers to digits.
- Writing**
- Create name labels.

Presenting Myself (Phonetics)

- Speaking**
- Perform role play with name, age, where they live and nationality in.
- Listening**
- Match the numbers 1-20 sound to picture / word / phrase.
- Reading**
- Read role-plays and understand the content.
- Writing**
- Record ideas in writing.
- Grammar**
- Nationalities and adjectival agreement based on gender.

What Is The Date? (Classroom Commands)

- Speaking**
- Say months of the year. Say when your birthday is in Spanish.
 - Complete a Birthday Survey.
- Listening**
- Listen to months of the year.
- Reading**
- Read information regarding Birthdays.
- Writing**
- Complete a Birthday diary. Extended written opportunity.
- Grammar**

Me and the World

- Speaking**
- Discuss personal information, say what they are called, where they live, where they are from and what their favourite feast day is.
 - Discuss what they do to protect the environment.
- Listening**
- Listen attentively to longer, more complex listening tasks.
- Reading**
- Engage in extended reading tasks.
- Writing**
- Engage in extended written tasks.
- Grammar**
- Consolidate use of first person singular of high frequency verbs "I have...", "I am...", "I live...", "I am called..." Introduction to near future.

Spring Term 1

Animals

- Speaking**
- Be able to say "I am..." plus an animal in foreign language by end of unit
- Listening**
- Activities in lessons 1-5. Match sound to animal picture / word / phrase.
- Reading**
- Match word to animal picture / word / phrase in English.
- Writing**
- Record ideas in writing.
- Grammar**
- Introduction of gender via the indefinite article and first person singular of the verb 'to be'.

Family

- Speaking**
- Present orally on your / a family in lesson.
- Listening**
- Match sounds to picture / word / phrase.
- Reading**
- Complete longer reading tasks.
- Writing**
- Produce a written presentation based on a / your family. Extended written opportunity.
- Grammar**
- Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'

Olympics

- Speaking**
- Oral presentation of ancient and modern Olympic games. Talk about Olympic sports and use the verb "to do" in conjunction with sports.
- Listening**
- Engage in a variety of listening exercises concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.
- Reading**
- Engage in a variety of reading exercises concerning the ancient and modern Olympics, Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.
- Writing**
- Complete a variety of writing activities concerning Olympic sports.
 - Use the verb "to do" in conjunction with sports and describing sports as a profession.
- Grammar**
- Use the verb "to do" in conjunction with sports and describing sports as someones profession (using it as an adjective) which requires correct adjectival agreement.

Grammar

- Speaking**
- Present orally what an article, noun and adjective is
- Listening**
- Engage in listening tasks related to adjectival agreement
- Reading**
- Read and recognise the correct articles for singular and plural
- Writing**
- Write singular and plural nouns using the correct masculine or feminine form
- Grammar**
- Have a greater understanding of the use of articles (singular, plural and definite)
 - Have a greater understanding of the use of nouns
 - Have a greater understanding of the use of possessive adjectives

Spring Term 2

Ancient Britain

- Speaking**
- Say "I am, I have and I live..." dependant on whether they are a from stone, bronze or iron age.
- Listening**
- Match sound to picture / word / phrase. Understanding slightly longer text.
- Reading**
- Match key nouns to picture / word / phrase in English.
- Writing**
- Working towards writing a short phrase.
- Grammar**
- First person singular of three high frequency verbs. "I am ...I have...I live".

At The Café

- Speaking**
- Order/engage in a Café role play.
- Listening**
- Match sound to picture / word / phrase.
- Reading**
- Match word to picture / sound / phrase.
- Writing**
- Create a menu with prices.
- Grammar**
- Use 1st person singular 'I would like / have' when ordering food and drink.

Weather

- Speaking**
- Ask and answer what the weather is like today in Spanish.
 - Present as a weather forecaster.
- Listening**
- Complete challenging weather listening exercise.
- Reading**
- Read with understanding in relation to the weather.
- Writing**
- Create weather map and written weather report. Extended written opportunity.

World War II

- Speaking**
- Present orally on life as an evacuee.
- Listening**
- Engage in extended listening task.
- Reading**
- Read a story including new vocabulary.
- Writing**
- Write a letter home on life as an evacuee in Spanish.
- Grammar**
- Group Spanish nouns, adjectives and verbs.
 - Begin to understand past tense using 'I saw...'

Summer Term 1

Little Red Riding Hood

- Speaking**
- Say words / parts of the story or retell the story in Spanish.
- Listening**
- Listen to stories and understand meaning. Match what they hear to pictures.
- Reading**
- Read the story and understand meaning. Match picture, word and phrase cards.
- Writing**
- Create a mindmap.
- Grammar**
- Definite articles with parts of the body

The Classroom

- Speaking**
- State, 'What I have.. / don't have..' in my pencil case.
- Listening**
- Matching sound to picture / word / phrase.
- Reading**
- Match word to picture / sound / phrase.
- Writing**
- Use the phrase, 'I have... / I don't have...' in their writing. Extended written opportunity.
- Grammar**
- Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have...'

Clothes

- Speaking**
- Say what you wear in different situations.
- Listening**
- Complete challenging clothes and days of the week listening exercise.
- Reading**
- Engage in a variety of reading activities.
- Writing**
- Write about clothes worn for different occasions. Extended written opportunity
- Grammar**
- Use the verb 'to wear' in full (present tense) with consolidation activities also.

The Weekend

- Speaking**
- Present orally on activities they engage in at the weekend using connectives and time.
- Listening**
- Engage in listening activities related to the topic.
- Reading**
- Reading extended materials related to the topic.
- Writing**
- Produce a written presentation on what they do at the weekend using connectives and time.
- Grammar**
- Use connectives to create extended and more sophisticated sentences Spanish.
 - Formulate a range of opinions and justifications.

Summer Term 2

Fruits and Vegetables

- Speaking**
- Name 10 fruits and say "I like..." and "I don't like..." plus a fruit.
 - Role play using "I would like..." and the quantity of vegetable (1kg and 1/2kg only) by end of unit
- Listening**
- Match sound to picture / word / phrase. Understanding slightly longer text.
- Reading**
- Match key nouns to picture / word / phrase in English. Complete short, simple reading tasks.
- Writing**
- Record ideas in writing.
- Grammar**
- Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".
 - Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.

Goldilocks

- Speaking**
- Say words / parts of the story to retell the story in Spanish.
- Listening**
- Match sound to picture / word / phrase throughout the unit.
- Reading**
- Match picture, word and phrase cards. Complete sequencing of the story.
- Writing**
- Create story minibook using picture, word and phrase cards.

The Home

- Speaking**
- Say where you live and name the rooms in your house that you have and do not have.
- Listening**
- Complete challenging listening exercises.
- Reading**
- Read texts of greater length.
- Writing**
- Compose a longer written email task.
- Grammar**
- Use the first person singular of the verb "to live" and "to have". Full use of the negative "I do not have".

Regular/Irregular Verbs

- Speaking**
- Present orally what a verb is and know the difference between Spanish 'regular' and 'irregular' verbs
- Listening**
- Engage in listening activities related to regular/irregular verbs
- Reading**
- Read pronouns and regular/irregular verbs accurately
- Writing**
- Create a regular/irregular verb booklet using the rules learned.
- Grammar**
- Have a greater understanding of the use of pronouns
 - Use verb stems and endings for regular/irregular verbs

