



St Joseph's RC Primary School

Long Term Plan – Spanish Key Skills and Knowledge

Spanish

National Curriculum

KS2

Pupils 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.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



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| Spanish Key Knowledge | | | | | |
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| | Vocabulary | Y3/4 A 1 st Year | Y3/4 B 2 nd Year | Y5/6 A 3 rd Year | Y5/6 B 4 th Year |
| | | <ul style="list-style-type: none"> Greetings Classroom instructions Numbers 1-10 Culture – Christmas Key Vocabulary Buenos días Hola ¿Cómo te llamas? Me llamo... Adiós Hasta luego ¿Cómo estás? Estoy bien Estoy muy bien Estoy regular Estoy fatal ¿y tú? Levantaos Sentaos Silencio Escuchad Mirad Repetid Uno Dos Tres Cuatro Cinco Seis Siete Ocho | <ul style="list-style-type: none"> Greetings Numbers 21-30 Time Days of the week veintiuno veintidós veintitrés veinticuatro veinticinco veintiséis veintisiete veintiocho veintinueve treinta ¿Qué hora es? Son las dos Son las tres Son las cuatro Son las cinco Son las seis y media Son las siete y media Son las ocho y media lunes martes miércoles jueves viernes sábado domingo el fin de semana <ul style="list-style-type: none"> Hobbies New Year's Eve ¿Te gusta...? Me gusta... No me gusta jugar al fútbol jugar en el ordenador bailar ver la tele escuchar la música a las tres a las cinco los lunes los sábados Me gusta jugar al fútbol | <ul style="list-style-type: none"> Greetings (revision) Where I live Compass points Vivo en Inglaterra en Escocia en Gales en España en un pueblo en una ciudad en un pueblo pequeño en el campo en la costa Vivo en el norte en el sur en el este en el oeste en el norte de Escocia en el sur de Inglaterra en el este de España <ul style="list-style-type: none"> My home Christmas food En mi casa En mi piso Hay Un dormitorio un baño una cocina un salón un jardín En el salón hay una televisión un sillón | <ul style="list-style-type: none"> Greetings (revision) Spanish cities The alphabet Barcelona En Barcelona hay un ayuntamiento una biblioteca un centro comercial un cine una catedral unos museos unos monumentos unos jardines unos teatros detrás de delante de en frente de al lado de cerca de entre en en un centro comercial cerca de una biblioteca al lado de un cine <ul style="list-style-type: none"> Barcelona – culture Directions Christmas markets La Sagrada Familia La |



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| | <p>Nueve Diez</p> <ul style="list-style-type: none"> • Languages • Nationalities • Age • Culture - Christmas <p>¿Cuántos años tienes? Tengo seis años Tengo siete años Tengo ocho años Tengo nueve años ¿y tú? Hablo inglés francés español alemán chino Soy Hablo Soy inglés Soy inglesa Soy español Soy española Feliz Navidad Papá Noel El árbol de Navidad el regalo el hombre de nieve el reno</p> <ul style="list-style-type: none"> •Family •Numbers 11-20 <p>Tengo una madre</p> | <p>Me gusta jugar en el ordenador Me gusta ver la tele Me gusta escuchar la música Son las dos Son las seis Son las nueve y media Son las once y media Los martes me gusta jugar al fútbol Los jueves me gusta ver la tele A las tres me gusta bailar A las cinco me gusta escuchar la música</p> <ul style="list-style-type: none"> • Colours • My face <p>Marrón Negro Rojo Blanco Azul Verde Naranja Gris Rosa Amarillo Tengo una cara una nariz una boca los ojos las orejas el pelo los dientes Tengo los ojos azules Tengo los ojos marrones Tengo los ojos verdes Tengo los ojos grises Tengo el pelo rubio Tengo el pelo castaño Tengo el pelo negro Tengo el pelo pelirrojo</p> | <p>un sofá una lámpara Me gusta ver la televisión Me gusta escuchar la música debajo de sobre en delante de detrás de el balón está sobre la mesa debjao de la mesa delante de la televisión detrás de la televisión En la cocina como bebo hay una mesa una silla un frigo un horno En España, en Navidad Comemos Bebemos cordero gambas langosta turrón pavo roscón de reyes champaña</p> <ul style="list-style-type: none"> •Weather | <p>Catedral de Barcelona Las Ramblas El Park Güell La Casa Batlló El Camp Nou El Barrio Gótico El Museo Picasso El Palau de la Música Catalana El Castillo de Montjuïc Discuple ¿Dónde está...? ¿Dónde está la Sagrada Familia? ¿Dónde está el Camp Nou? Gira a la izquierda Gira a la derecha Sigue todo recto Después Gracias En Barcelona hay unos monumentos. En Madrid hay una catedral En Bilbao hay un teatro Hay un cine cerca de una biblioteca Hay un centro comercial al lado de un jardín ¿Dónde está el Museo Picasso? ¿Dónde está la catedral? Gira a la izquierda Sigue todo recto Gira a la derecha después sigue todo recto</p> |
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| | <p>un padre una hermana un hermano un abuelo una abuela una mascota una tía un tío un primo una prima Tengo dos primos Tengo tres primas Tengo dos madres Tengo tres hermanas once doce trece catorce quince dieciséis diecisiete dieciocho diecinueve veinte</p> <p style="text-align: center;"> <ul style="list-style-type: none"> •Names and ages •Animals •Culture – Las Fallas de Valencia </p> <p>Mi hermana Mi hermano Mi primo Mi prima Tengo siete años Tengo ocho años Mi hermana tiene once años Mi hermano tiene quince años Tengo</p> | <p> <ul style="list-style-type: none"> • Describing myself • The Body • Aliens! • Easter </p> <p>Soy alto Soy alta Soy bajo Soy baja Tengo el pelo largo Tengo el pelo corto Llevo gafas No llevo gafas la cabeza la espalda los hombros los brazos las manos las piernas las rodillas los pies es bajo es baja tiene el pelo rubio tiene el pelo negro cuatro brazos un ojo cinco ojos ocho piernas tres cabezas seis manos</p> <p style="text-align: center;"> <ul style="list-style-type: none"> • Eat & drink • Diet </p> <p>Como Bebo los cereales un bocadillo la carne el agua la leche el jugo Para el desayuno Para la comida Para la cena</p> | <p> <ul style="list-style-type: none"> •Months •Seasons </p> <p>¿Qué tiempo hace? Hace frío Hace calor Hace buen tiempo Hace mal tiempo Hace sol Hace viento Hay niebla Llueve Nieva enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre en la primavera en el verano en el otoño en el invierno en abril en septiembre hace frío hace calor Llueve nieva</p> <p style="text-align: center;"> <ul style="list-style-type: none"> •Temperature •Weather forecast •La Tomatina </p> <p>¿Qué temperature es? Es de diez grados Es de quince grados Es de veinticinco grados</p> | <p> <ul style="list-style-type: none"> •Instruments •Musical genres •Opinions </p> <p>el piano la guitarra la batería la flauta el flautín el violín el clarinete la trompeta Toco el piano Toco la trompeta Toca la guitarra Toca el violín Tocamos el flautín Tocamos la batería Tocan el clarinete Tocan la flauta la música rock el rap el R&B el jazz la música electrónica la música tecno la música pop la música clásica Me gusta No me gusta Me encanta Odio Prefiero Me gusta el R&B No me gusta la música tecno Me encanta el rap Odio la música pop Prefiero</p> |
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| | <p>un gato un perro un hámster un conejo un pez mi conejo mis conejos mi gato mis gatos mi gato se llama Angel mi conejo se llama Otis Las Fallas una fiesta una hoguera unos fuegos artificiales una cabalgata un muñeco de carton</p> <p>•Months •Birthdays</p> <p>enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre el cumpleaños mi cumpleaños es en marzo en diciembre el dos de junio el cinco de noviembre el diecisiete de</p> | <p>el pescado los frijoles las verduras la fruta el aguacate la pasta las papas</p> <p>• Opinions • Spanish menu</p> <p>Me gusta el pan Me gusta el pescado No me gusta la carne No me gusta el queso Me gustan las papas Me gustan los cereales No me gustan las verduras No me gustan los frijoles Me gusta la pasta Me gustan las papas No me gusta el pescado No me gustan las verduras Prefiero el queso Soy vegetariano Soy vegetariana Mi comida favorita es</p> <p>Entradas La tortilla Las croquetas Las patatas bravas Platos El pulpo La paella Postres El flan Arroz con leche</p> | <p>Es de treinta grados Es de cinco grados bajo cero Es de diez grados bajo cero Es de quince grados bajo cero Aquí está el informe del tiempo Hoy ¿Qué tiempo hace? En abril llueve En septiembre hace viento En verano hace sol En invierno nieva Hoy hace calor Es de treinta grados Es de cinco grados bajo cero En el norte hace buen tiempo En el sur hace frío</p> <p>•Spanish- speaking countries •Continents •Landscapes</p> <p>Se habla español en España en México en los Estados Unidos en Cuba en Argentina en Perú en Guinea Ecuatorial</p> | <p>la música rock</p> <p>•Television •Opinions •Time phrases •Spanish music •Flamenco</p> <p>Veo las series en línea la televisión los concursos los programas de deporte los programas de telerrealidad las noticias las películas las comedias los documentales Me gusta ver Prefiero ver No me gusta ver Odio ver Me encanta ver Me gusta ver los programas de deporte Prefiero ver las series en línea No me gusta ver los programas de telerrealidad Odio ver los concursos Me encanta ver las películas Los fines de semana Normalmente Durante la semana Los lunes por la tarde Los</p> |
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| | | <p>febrero el once de abril mi cumpleaños es el cumpleaños de mi madre es el cumpleaños de mi amigo es el primero de junio el ocho de mayo ¡Feliz cumpleaños!</p> <ul style="list-style-type: none"> •Zoo animals •Opinions •Project – About me! <p>el león el tigre el elefante el gorila el oso el pingüino ¿Te gustan los leones? ¿Te gustan los gorilas? Me gustan No me gustan Me gustan los tigres Me gustan los elefantes No me gustan los osos No me gustan los pingüinos Me encantan Odio</p> | | <p>¿Dónde está...? España está... en Asia en Norteamérica hay montañas hay lagos hay playas hay selvas hay valles hay ríos</p> <ul style="list-style-type: none"> • Colours and flags •A Spanish-speaking country •Project <p>La bandera es roja y verde azul amarilla naranja blanca negra rosa la capital es Quito se habla español se habla quechua la bandera es amarilla, azul y roja</p> | <p>sábados por la mañana Veo la tele Juego al fútbol Tocamos la batería Escucho el rap Escuchamos la música pop Flamenco Un cantante Una cantante El baile El ritmo El cante Palmas Los castañuelos La guitarra Los taconeos</p> <ul style="list-style-type: none"> •School subjects •Opinions <p>Estudio las matemáticas el inglés las ciencias la historia la geografía el español el dibujo la educación física la música porque es interesante fácil útil aburrido difícil</p> <ul style="list-style-type: none"> •Connectives •Subjects and |
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| | | los cocodrilos los delfines los insectos los tiburones Mi cumpleaños es en octubre. Mi cumpleaños es el cinco de mayo El cumpleaños de mi primo es en junio. El cumpleaños de mi hermana es el nueve de noviembre Me gustan los leones No me gustan los insectos Me encantan los pingüinos Odio los tiburones | | | times •After school •Castells porque ya que y también pero sin embargo A las nueve A las diez y media Al mediodía Estudio las matemáticas Después del colegio Hago Voy Hago mis deberes Hago deporte Hago música Voy a la casa Voy al parque Voy a la piscina Voy al centro commercial un castell parece peligroso divertido escalofriante emocionante me gustaría no me gustaría hacerlo |
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| | <p>Listening</p> | <ul style="list-style-type: none"> • Listen and show understanding of familiar spoken words and a very limited number of short phrases. • Understand and respond to simple classroom instructions with gestures e.g. Listen, stand up • Recognize numbers 1-10 • Point to a few numbers between 1 and 20 in a word list. • Identify a family member. • Understand a few words in a song or rhyme. | <p>Listen, understand, and respond to an increasing number of words, short phrases containing familiar language.</p> <ul style="list-style-type: none"> • Listen to short sentences and pick out a main point e.g. a time, a day and/or an activity. • Respond, more confidently, to basic classroom instructions. • Listen attentively and show understanding by joining in and responding with 'yes or no' answers or physical reactions. • Point to the correct part of the face when they hear the Spanish • Move to the correct corner of the classroom to show understanding of a basic description • Have a go at picking out some familiar words and phrases without seeing the transcript. • Listen attentively and show understanding by joining in and responding in a variety of ways. | <ul style="list-style-type: none"> • Pupils show they understand people talking about where they live and giving an opinion about this, • Pupils move to the appropriate compass point when listening to an extended sentence about where someone lives • Support language is removed for most pupils • Pupils show a growing willingness to have a go at picking out some familiar words and phrases without seeing the transcript • Pupils do an appropriate action to the phrase when they hear a type of weather mentioned in an extended sentence • Pupils sing the 'months' song from memory and can often recall the next words when the song is paused • Pupils play 'True or False' to identify the types of weather that occur in different months and seasons • Write down the words they hear in a simple dictation e.g. numbers in a song | <ul style="list-style-type: none"> • Pupils, in the main, spell names of towns correctly • Understand the main points, some spoken details, and simple opinions in longer passages that contain familiar language. • Listen to some unfamiliar words and spell them correctly (using the snail icon to slow down the pace if needed). • Identify pronouns using actions • Complete the Quiz Listening to recall TV programmes and musical instruments from memory • Become more confident at writing the spoken word and opinions as they hear them in the 'Turning their back to the board' activity • Pupils become more used to using the snail icon when transcribing or listening to unfamiliar words • Pupils, in the main, can accurately spell the school subjects when they hear them for the first time • Pupils make fewer mistakes in dictations |
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| | | | | <ul style="list-style-type: none">• Pick out a few main points from a recorded weather report• understand and answer 'yes or no' questions when listening to a more complex weather report in Spanish that includes different types of weather, a month and an area.• pick out numbers from a spoken text.• sing parts of a song from memory• pick out a few more main points when listening to an extended sentence containing familiar phrases.• listen attentively to spoken language and respond accordingly e.g. summarise a report in a drawing.• understand and answer 'yes or no' questions when listening to a more complex weather report in Spanish that includes different types of weather, a month and an area.• pick out numbers from a spoken text.• sing parts of a song from memory | <p>containing familiar words e.g. phrases containing a time phrase or a connective</p> <ul style="list-style-type: none">• Pupils become more used to using the snail icon when transcribing or listening to unfamiliar words• Listen to spoken language for gist, some details and key points.• Understand main points of a short text on a known topic.• Understand with increasing confidence very familiar language spoken by someone other than their teacher i.e. their new teachers in Year 7.• Willingly have a go at transcribing unfamiliar words. |
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| | | | | <ul style="list-style-type: none"> pick out a few more main points when listening to an extended sentence containing familiar phrases. listen attentively to spoken language and respond accordingly e.g. summarise a report in a drawing. Pupils play 'Pictionary' to draw what they understand about a Spanish speaking area Recall colours from the number song to play a game of 'Splat' Pick out the main points from a short presentation with a few extended sentences about a Spanish speaking area or country that contains familiar language | |
| | Speaking | <ul style="list-style-type: none"> Repeat simple words, phrases, and short sentences. Begin limited communications using very short phrases and sentences. Use simple greetings e.g. say hello and good-bye, say how you are and | <p>Begin to communicate with others answering one or two simple familiar questions and giving basic information using familiar very short phrases and sentences.</p> <ul style="list-style-type: none"> Be confident when beginning the lesson saying hello and good-bye Call out a few days of the week with the image as a stimulus. | <ul style="list-style-type: none"> Basic interactions at the beginning and ending of lessons are routinely embedded with most pupils. Some pupils can extend the conversation Pupils perform short dialogues to ask and answer questions about where they live Pupils play Pictionary with phrases they | <ul style="list-style-type: none"> Pupils are at ease with using Spanish to start and end a lesson Pupils play (some from memory) 'Who can make the longest sentence' in Spanish starting with 'hay..' A more confident pupil takes on the lead role of 'Simón dice...' to revise known vocabulary |



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| | | <p>ask others how they are</p> <ul style="list-style-type: none"> • Say and/or repeat a few words e.g. numbers • With support, say a simple sentence e.g. about their name or age • Recognise a familiar question and respond with a simple rehearsed response. • Name a limited number of animals. • Work with a partner to say the months in the correct order. | <ul style="list-style-type: none"> • Revisit 'Me gusta', 'No me gusta' (in the singular form) and add a hobby that they like or don't like. • With support if required, ask and answer several simple and familiar questions with a rehearsed response. • Express a very simple opinion. • With support if required, ask and answer at least two simple familiar questions about how someone is, name, age, family, birthday, and pets. • Basic interactions at the beginning and ending of lessons are routinely embedded with most pupils. Some pupils offer more information. • Revisit opinion phrases to say what food and drink they like and dislike • Use the sentence builder to write a short paragraph on food and drink and add previously taught vocab from memory • Join in speaking activities willingly and more confidently. | <p>recall on where people live</p> <ul style="list-style-type: none"> • Pupils are confident to recall phrases about food and drink with a partner before saying what they eat and drink in the kitchen • Play Treasure Hunt to say what the weather is like in a particular area • Pupils recall weather phrases from memory in the game of Charades • Play a variety of number games as part of a team • Pupils work in pairs to prepare and present a weather forecast based on their own map of Spain • Play Noughts and Crosses with a partner to say what language is spoken, where it is spoken and in which continent • Pupils complete the 'Speaking Quizzes' across a range of familiar topics • Pupils play 'Talking Tennis Ball' recalling details about a Spanish speaking country or area. More confident pupils can | <ul style="list-style-type: none"> • Pupils move around the room having conversations with different partners to ask for and give directions • Pupils are able to present a short description of Barcelona or their town and add prepositions and buildings • Willingly take part in a short conversation asking and answering more complex familiar questions with a scaffold of responses. • Perform a role play, give a short presentation, sing a song, with growing confidence and reasonably accurate pronunciation. • Pupils are at ease with using Spanish to start and finish the lesson, they regularly give more information about themselves • Ask a partner their opinions of different types of music (use a sentence template for support if required) • Play battleships with a partner to give opinions about TV programmes |
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| | | | <ul style="list-style-type: none">• Ask and answer several simple and familiar questions with a rehearsed response.• Use familiar vocabulary to produce simple sentences giving a variety of information (using a language scaffold if needed). | adapt information in model sentences. | <ul style="list-style-type: none">• Present a poster to the class, pointing out key information• Pupils play 'Talking Tennis Ball' to give the longest sentence possible• Pupils are at ease with using Spanish to start and end the lesson and some add further information spontaneously• Regularly use 'Kim's Game' to help commit vocabulary to memory• Describe a timetable to a partner and say why they like or dislike a certain subject• Give justifications for why they like and don't like certain things e.g. school subjects, musical genres• Spell out words some of which may be unfamiliar.• Attempt to use limited language spontaneously.• Willingly take part in a conversation asking and answering more complex familiar questions with a prompts if required.• Willingly perform a role play, give a presentation, sing a |
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| | | | | | <p>song, with growing confidence and accurate and comprehensible pronunciation.</p> |
| | <p>Reading</p> | <ul style="list-style-type: none"> • Recognise and understand some familiar written words and phrases. • Show awareness of sound-spelling links. • Use visual clues and gestures to help with reading nationalities and languages • Recognise and read out a few familiar words e.g. numbers • Read aloud, as a class or a group, individual words displayed on the board. • Begin to put the numbers 1 to 10 in the correct order • Recall the numbers 1-10 to match pictures with sentences showing how | <p>Recognise, read, and understand some familiar written words and short phrases. Read a wider range of words and very short phrases aloud. Show a little awareness of sound-spelling links.</p> <ul style="list-style-type: none"> • Read and retrieve numbers 21 to 30 • Follow words displayed on the whiteboard/screen at the same time as listening to them. • Revisit days, times and hobbies to put a comic strip into the correct order. <p>Use their awareness of sound-spelling links to read out a very short phrase/sentence from their own comic strip.</p> <ul style="list-style-type: none"> • Read aloud several familiar short phrases and/or sentences. • Follow a very short text at the same time as listening to it. | <ul style="list-style-type: none"> • Pupils practise their read aloud skills by taking part in a Trapdoor activity to say where people live • Pupils read a short simple text about what different people eat and drink in different rooms of the house • Pupils read sentences to a partner who translates them into English. • Pupils recall compass points to match weather conditions to places on a map of Spain • Pupils race against the clock (and try to improve their times) in the 'Matching pairs' activity to match weather phrases to pictures • Pupils put short phrases containing the months and seasons into the correct order | <ul style="list-style-type: none"> • Play 'Snap' with a partner to recall prepositions and buildings from memory • Use the 'Consequences' activity to create a dialogue asking for and giving directions. Silently read the dialogue focusing on pronunciation • Read a presentation written by another class member and pick out the main points • Read aloud a variety short texts (and maybe the occasional longer text) made up of familiar phrases and longer sentences. • Have a go at reading unfamiliar words in sentences using their knowledge of phonics, and letter strings. • Pupils read aloud the musical instruments |



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| | | <p>many family members one has</p> <ul style="list-style-type: none"> • Recognize and read out a few familiar words e.g. members of the family • Work with a partner to match words and/or very short Spanish and English phrases e.g. about family members, pets and ages. • Pick out and read their birthday month from a list. • Work with a partner to match several familiar words and short Spanish and English words and phrases which may include greetings, numbers, months, family members, pets, zoo animals and very basic opinions. | <ul style="list-style-type: none"> • Pupils easily match pictures of food and drink to Spanish words • Regular recall and matching up of previously taught words and phrases support pupils to commit these to long term memory | <ul style="list-style-type: none"> • Pupils may use their language detective skills to look up new words in a glossary or dictionary • Solve maths puzzles using the numbers 1 to 30 • Pupils use previous knowledge of nationalities and languages to unjumble longer sentences to say what language is spoken in a particular country • Pupils look up words for nationalities and languages in a glossary or dictionary • Play the 'Stand up if' game to show that they can understand main points in a short text describing a Spanish speaking country • Read aloud (with support if required) sentences to describe a Spanish speaking country • Pupils translate a passage about a Spanish speaking country | <p>before listening to the audio</p> <ul style="list-style-type: none"> • Pupils read their posters to their classmates and complete a factfinder in English • Read a short diary extract containing extended sentences about when people do certain activities • Translate extended sentences into English • Understand main points in extended sentences containing opinions about school subjects • Work with a partner to spot the differences in texts containing complex sentences and answer questions • Pupils begin to make fewer mistakes when translating extended passages using the 'Pyramid translation' • Read aloud a wider variety of texts containing familiar and unfamiliar phrases and longer sentences. • Read and show some understanding of a series of complex sentences using both familiar and unfamiliar language. |
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| | | | | | <ul style="list-style-type: none"> • Willingly have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2. • Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in Spanish and more complex answers in English. |
| | <p>Writing</p> | <ul style="list-style-type: none"> • Copy or write some familiar simple words using a model or one or two from memory. • Copy or write simple words correctly e.g. name, age, numbers, nationality, languages. • Begin to select an appropriate word from a list to complete a short phrase or sentence. • Mistakes will be made when attempting to write a few familiar words from memory. | <ul style="list-style-type: none"> • Write one or two short phrases and/or sentences with support or a model. • Begin to spell some common and familiar words correctly. • Write a few simple phrases and/or sentences from memory. • Use a model template to make a sentence to say when you do a certain activity • Use the writing activity in the 'Quiz' to support committing | <ul style="list-style-type: none"> • Become more confident to write sentences to say where you live • More confident pupils write their own version of the Trapdoor activity which could include sentences from previous lessons • Pupils use Word Pod to practise writing, from memory, about what furniture they have in their house. • Pupils complete a Venn diagram and may use a sentence builder to write a short | <ul style="list-style-type: none"> • Pupils reuse familiar structures to form new sentences • Translate a passage from English into Spanish with support if required • Write a short presentation about a Spanish town or where they live • Write a paragraph from memory and maybe use the odd unfamiliar phrase with increasing accuracy. • Write a short text on a familiar topic adapting language already learned. • Not worry about making mistakes when attempting to write sentences from memory or when using unfamiliar |



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| | | <ul style="list-style-type: none"> • Write an appropriate sentence or sentences from memory. • Write one or two simple sentences, using a model sentence builder e.g. name and age to introduce oneself. | <p>short phrases to memory.</p> <ul style="list-style-type: none"> • Start to spell some common words from memory. • Write a few short phrases or sentences from memory which may include greetings, numbers, months, family members, pets, zoo animals, times, days, hobbies, colours, parts of the face, body parts, simple descriptions. • Create sentences to say what they have for a particular meal using a sentence builder with English added. • Begin to translate longer sentences • Use the opinion pyramid (with English for support if appropriate) to write an extended paragraph on food and drink. | <p>weather forecast or report</p> <ul style="list-style-type: none"> • Pupils work in pairs to write sentences to make an extended weather report • Translate short weather phrases and move onto extended sentences and a short paragraph about the weather • In pairs, pupils complete a mind map of Spanish speaking areas of the world • Recall vocabulary for example colours, food and drink, types of weather, compass points to be able to write a short paragraph about a Spanish speaking area • Complete sentences about the landscape of a Spanish speaking area by picking words from a list of semi-familiar | <p>language.</p> <ul style="list-style-type: none"> • Use the battleships grid to write a short passage about TV programmes • Write sentences about why people like and dislike certain types of music • Attempt to write sentences about different TV programmes and their opinions from memory • Make a poster about a favourite band, with a picture labelled with who plays what. Pupils are encouraged to add lots of other details about the individual band members using previously learned vocabulary • Translate extended sentences into Spanish • Pupils design their ideal timetable and give extended sentences about why they like and don't like certain subjects • Pupils revisit a previous piece of writing or a presentation and add connectives and opinions |
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| | | | <ul style="list-style-type: none"> • | <p>words – more confident pupils will extend their sentences to include more detail</p> <ul style="list-style-type: none"> • Play the 'Blast Off' game to write sentences about the landscape of a Spanish speaking area from memory • Pupils write a presentation about a country of their choice either using a model or completely from scratch | <ul style="list-style-type: none"> • Adapt language already learned to suit their own purposes. • Write showing an understanding of gender of nouns, agreement of high frequency adjectives, present tense endings and other basic grammar points covered throughout KS2. |
| | <p>Grammar</p> | <ul style="list-style-type: none"> • 'yo' form of key verbs • Simple imperatives • Adjective agreement • Recognise/point to the 'yo' form of the verbs 'tener', 'estar', 'ser' and 'hablar'. • Recognise/point to a simple adjective • Become aware that nouns have a gender. | <p>Become confident in using:</p> <ul style="list-style-type: none"> • 'Me gusta', 'No me gusta' • the negative 'no...' in a basic way <p>Be introduced to:</p> <ul style="list-style-type: none"> • 'son' + time • 'A las + time' e.g. 'A las tres me gusta jugar al fútbol.' • 'los + day' e.g. 'Los martes no me gusta bailar.' • infinitive forms of 'jugar', 'bailar', 'ver' and 'escuchar' | <ul style="list-style-type: none"> • Use 'Vivo' with confidence to say where they live • When writing, most pupils understand that countries have a capital letter • Pupils make connections with a fundamental point about gender by making a list of furniture and rooms using the correct definite and indefinite article and the correct possessive article e.g. | <ul style="list-style-type: none"> • Organise a list of buildings in a town according to 'un', 'una', 'unos', and 'unas' • Use prepositions from memory to write a short description of a town • Be able to use simple commands when giving directions in a dialogue • Use Languageut Verbs section to complete some high frequency verb activities. |



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| | | <ul style="list-style-type: none"> • Be introduced to: indefinite articles • Possessive pronoun 'my' • él/ella (3rd person singular) form of 'tener' and 'llamarse'. • Confidently use 'tengo' to say who they have in their family or a made-up family • Organise a list of family members (with support if required) according to 'un' and 'una' • Give age of a family member using 'tiene' with support if needed. • Say the name and age of a family member or pet using 'se llama'. • Read a sentence containing 'mi/mis' or 'un/una' and begin to point out or underline these words. • Occasionally a pupil might be able to identify what these are e.g. masc/fem/plural. <p>Become confident in</p> | <p>Understand that days of the week don't have capital letters in Spanish.</p> <ul style="list-style-type: none"> • Rearrange sentences to show understanding of 'los + day'/'a las + time' • Use a sentence template to say which day or time you do an activity • Participate in 'I'm thinking of a time' game to practise asking '¿Qué hora es?' and giving a time • Translate times from English to Spanish and vice versa • Choose different infinitives from a template to use in a cartoon strip. • Identify key parts of the verbs 'tener' and 'ser'. • Use a limited range of adjectives. • Pick out a feminine adjective ending. • Frequent recall of 'como' and 'bebo' supports pupils to retain this in their long term memory • Organise food and drink according to their gender – this reinforces practice of definite articles | <ul style="list-style-type: none"> • 'el salón/un salón/mi salón' • Using the list of furniture and rooms with the correct definite or indefinite article, pupils add a preposition and make a sentence to say where they do something • Pupils are introduced more formally to the inversion of the verb and the subject after the question words 'cómo' and 'dónde' • be more aware that it is important to use the correct form of the definite and indefinite articles and the possessive adjective according to the gender of the noun. • have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense. • sometimes use the correct form of punctuation when writing in Spanish. • use 'hay' when giving a list • identify the correct preposition to describe where a ball | <ul style="list-style-type: none"> • Use basic prepositions more confidently. • Arrange musical instruments and music genres in groups according to their definite article • Use the verb 'tocar' in as many forms as possible • Use Languageut Verb games to practise the present tense of other verbs • Match the correct ending to the correct pronoun with help • Underline different verb endings in a short text • Manipulate different verbs to write sentences including a time phrase • Use Languageut Verbs section to complete more 'ar' and 'er' verb activities in the present tense. • Research other verbs in the present tense to practise on Languageut. • Recognise and use more pronouns. • Arrange musical instruments in groups according to their definite article • Complete opinion sentences about |
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| | | <ul style="list-style-type: none"> • using the 'yo' form of the verbs 'tener', 'estar', 'ser' and 'hablar' from memory • recognising other forms of the verbs 'tener' and 'ser' • recognising 'me llamo' • recognising that the possessive pronoun 'my' needs to change to say when a member of the family has a birthday e.g. 'the birthday of my dad/my sister is...' <p>Be able to recognise the gender of some familiar nouns.</p> <p>Be introduced to:</p> <ul style="list-style-type: none"> • 'me gustan', 'no me gustan', 'me encantan', 'odio' • definite articles • "el" + number + de + month for birthdays <p>the negative 'no...' in 'No me gustan'</p> <ul style="list-style-type: none"> • Organise a list of family members, pets and zoo animals (with support if required) according to 'el', 'la', 'los', 'las', 'un', 'una', and 'mi', 'mis' • With support say the name of a family member and give their birthday. • Recall that words have a gender and maybe | <ul style="list-style-type: none"> • Demonstrate understanding of the position of common familiar adjectives. • Use the correct form of the definite article according to the gender of the noun. • Produce some positive and negative sentences with high frequency verbs. | <p>('el balon') is situated</p> <ul style="list-style-type: none"> • Use 'hace' / 'hay' to say what the weather is like and give the temperature • Use 'está' + preposition to talk about an object's location • Begin to understand the differences between the prepositions 'en', 'sobre', 'delante de', 'detrás de' + a town' • Use 'hay' with confidence • Begin to form questions using '¿Dónde + está' • Recognise the 3rd person singular forms of 'estar', 'ser' and 'tener' in short texts | <p>school subjects using a justification</p> <ul style="list-style-type: none"> • Play the Writing 'Blast Off' game to practise the spelling of connectives • Use 'Sentence builders' to practise reading sentences with an opinion and justification and manipulate the language to create sentences of their own • Have a limited understanding of the rules about how to use more complex adjectives. • Apply their knowledge of negatives to verbs like 'tocar', 'ver' and 'preferir' • To start to use connectives and justifications when writing and speaking. |
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| | | <p>say a couple of these words from memory (a/the/my).</p> <ul style="list-style-type: none"> • Say 'tengo' from memory. • Recognise that there are different forms of the verb. | | | |
| | <p>Phonics</p> | <ul style="list-style-type: none"> • Be introduced to the patterns and sounds of language to help develop accurate pronunciation and intonation. • Explore the phonics pairs L/Y and N/Ñ • Recall some of the mouth movements needed to make the sounds for the phonics pairs. • Explore the phonics pairs E/U and I/AI • Explore the phonics pairs 'O & 'AU' | <p>Be introduced to the patterns, sounds and phonemes of language to help develop accurate pronunciation and intonation.</p> <ul style="list-style-type: none"> • Explore the phonics pairs 'A/EI' and 'G/J' • Begin to read one or two unfamiliar words on the phonics screen before listening to the audio • Revise the phonics pairs 'N/Ñ' • Pick out some words that contain the phonics pairs 'L/Y', 'N/Ñ', 'E/U', 'I/AI', 'O/AU' and 'G/J' | <ul style="list-style-type: none"> • Explore the phonics pairs 'S/C' – working with a partner, pupils begin to apply their recalled knowledge of these sounds to pick out words from a list • Frequent recall of previously taught words and phrases supports pupils to apply their phonics knowledge • Pupils are presented regularly with opportunities to gain in confidence to have a go at pronouncing unfamiliar words • Explore the phonics pairs 'O/AU' – working with a partner, pupils begin to apply their recalled knowledge of these sounds to pick out words from a list • Frequent recall of previously taught words and phrases supports pupils to apply their phonics knowledge | <ul style="list-style-type: none"> • Sing the alphabet and spell words so that a sympathetic native Spanish speaker would understand • Revise the phonics pairs 'D/Z' and, working with a partner, pupils apply their recalled knowledge of these sounds to pick out words from a list containing unfamiliar words (some pupils may require support to complete this activity) • Frequent recall of previously taught sounds supports pupils to say the famous landmarks in Barcelona • With increasing confidence, pick out some familiar and more unfamiliar words that contain the phonics pairs 'D/Z' |



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| | | | | <ul style="list-style-type: none">• Pupils are presented regularly with opportunities to grow in confidence and to have a go at pronouncing unfamiliar words• Become confident the phonics pairs 'E/U' and, working with a partner, pupils apply their recalled knowledge of these sounds to pick out words from a list containing unfamiliar words (some pupils may require support to complete this activity)• Frequent recall of previously taught words and phrases supports pupils to pronounce the Spanish speaking countries• | <ul style="list-style-type: none">• Recall some of the mouth movements and instructions needed to make the sounds for the phonics pairs learned so far.• Sing or recite lines from a song with better pronunciation, accuracy and at times use appropriate tone and intonation.• Use their phonics inventory to help with recalling sounds.• Spell words using the Spanish alphabet.• Revise the phonics pairs 'D/B' working with a partner, pupils apply their recalled knowledge of these sounds to pick out words from a list containing unfamiliar words (some pupils may require support to complete this activity)• Recall all phonics sound taught during the course to date• Use their knowledge of phonics to say what subjects they study before hearing the audio of the words• Pupils play the game 'Hot and Cold' to practise pronunciation |
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| | | | | | <p>of words containing key phonics sounds</p> <ul style="list-style-type: none">• Play 'Anagram detective' to practise different sounds• With increasing confidence, pick out some familiar and more unfamiliar words that contain the phonics pairs 'L/Y', 'N/Ñ', 'E/U', 'I/AI', 'O/AU', 'A/EI', 'G/J', 'S/C', 'D/Z', 'D/B'.• Recall some of the mouth movements and instructions needed to make the sounds for the phonics pairs learned so far.• Sing or recite lines from a song with better pronunciation, more accuracy and at times use appropriate tone and intonation.• Use their phonics inventory to help with recalling sounds.• Spell words using the Spanish alphabet |
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| | <p>Culture</p> | <p>Understand that there are people and places in the world that are different to where one lives.</p> <ul style="list-style-type: none"> • Learn about how Christmas is celebrated in Spain • Learn about the traditional Spanish festival “Las Fallas” • Become more understanding of the fact that there are people and places in the world that are different to where they live. | <p>Start to identify similarities and differences in one’s own culture to that of another in the Spanish-speaking world.</p> <p>Continue to learn about celebrations and daily life in other countries where Spanish is spoken.</p> <ul style="list-style-type: none"> • Learn about how New Year’s Eve is celebrated in Spain. • Learn about how Easter is celebrated in Spain. • Describe a historical figure from the Spanish speaking world. • Learn about classic Spanish dishes in the Spanish-speaking world • Learn about food etiquette | <ul style="list-style-type: none"> • Learn about Christmas food traditions in Spain • Understand how people live in different types of accommodation • Become familiar with a map of Spain • Learn about La Tomatina • Become aware of the cultural diversity of several Spanish speaking areas of the world including, Mexico, Cuba, Equatorial Guinea, Argentina, Peru | <ul style="list-style-type: none"> • Recall position of some cities in Spain from a previous lesson on weather • Identify the important landmarks in Barcelona • Experience the Christmas Markets in Spain through the Internet • Learn about Spanish speaking singers and artists • Have an awareness of different types of music in Spanish speaking countries • Learn about Flamenco • Learn about the Castells festival |
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