

Key Stage 2 Modern Languages Long Term Plan Y3-Y6 **Spanish** 2023-2024

Spanish. Structure taken from KS2 schemes on www.rachelhawkes.com.

	Autumn Term		Spring Term		Summer Term	
Year 3	Half Term 1:	Assessment Tracker	Half Term 1	Assessment Tracker	Half Term 1:	Assessment Tracker
	<ul style="list-style-type: none"> - Where is Spanish spoken and what is Spain like? - Name and basic greetings - Key phonics - Numbers 1-12 - Age <p>Half Term 2:</p> <ul style="list-style-type: none"> - Phonics (sound – writing relationship) - Pencil case items - Colours - Christmas in Spain (including traditional Christmas song) 	<ul style="list-style-type: none"> - respond confidently to simple questions (L) - ask and answer simple questions (S) - show understanding of single words and short phrases (L) - say a short sentence (S) - match up single words with a picture or English equivalent (R) 	<ul style="list-style-type: none"> - Key classroom language - Animals - Colours <p>Half Term 2:</p> <ul style="list-style-type: none"> - Developing listening and reading skills through stories and songs: <i>Oso pardo, En la granja de mi tío, Querido zoo</i> - Easter cards / celebrations 	<ul style="list-style-type: none"> - ask and answer simple questions (S) - say a short sentence (S) - write words from memory accurately (W) - adapt a model sentence to give details (W) - match up single words with a picture or English equivalent (R) - read aloud with accurate pronunciation (R) 	<ul style="list-style-type: none"> - La oruga hambrienta - Fruit - Days of the week - Other food items - Developing listening and reading skills through stories <p>Half Term 2:</p> <ul style="list-style-type: none"> - Developing speaking and memory skills by re-telling a story - More food vocabulary (snacks) - At the café role plays 	<ul style="list-style-type: none"> - respond confidently to simple questions (L) - show understanding of single words and short phrases (L) - say a short sentence (S) - ask and answer simple questions (S) - match up single words with a picture or English equivalent (R) - read aloud with accurate pronunciation (R) - write words from memory accurately (W) - adapt a model sentence to give details (W)
	<p>Key Grammar:</p> <ul style="list-style-type: none"> - Key verbs <i>llamar</i> and <i>tener</i> in 1st and 2nd person singular - Gender of nouns - Simple negative construction <i>no tengo</i> 		<p>Key Grammar:</p> <ul style="list-style-type: none"> - Plurals of nouns - Adjectival agreement and position - Key verb <i>tener</i> in 1st and 2nd person singular - Simple negative construction <i>no tengo</i> - <i>Hay</i> + noun 		<p>Key Grammar:</p> <ul style="list-style-type: none"> - Adjectival agreement and position - Gender and plurals of nouns - Key verbs <i>querer</i> and related question forms 	

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Year 4	Half Term 1:	Assessment Tracker	Half Term 1	Assessment Tracker	Half Term 1	Assessment Tracker
	<ul style="list-style-type: none"> - Greetings - Classroom language - Numbers 1 – 31 - Months of the year - Dates - Seasons 	<ul style="list-style-type: none"> - respond confidently to simple questions (L) - show understanding of single words and short phrases (L) - say a short sentence (S) - ask and answer simple questions (S) - match up single words with a picture or English equivalent (R) - write words accurately from memory (W) - adapt a model sentence to describe and give details (W) 	<ul style="list-style-type: none"> - Shapes - Colours (recap from Y3) and other adjectives to describe shapes - Describing a picture (Miró / Matisse) 	<ul style="list-style-type: none"> - show understanding of single words and short phrases (L) - say a short sentence (S) - ask and answer simple questions (S) - match up single words with a picture or English equivalent (R) - understand sentences and short texts (R) - write words accurately from memory (W) - adapt a model sentence to describe give details (W) 	<ul style="list-style-type: none"> - Family members - Alphabet and spelling names - Physical description (hair and eyes) 	<ul style="list-style-type: none"> - show understanding of single words and short phrases (L) - say a short sentence (S) - ask and answer simple questions (S) - match up single words with a picture or English equivalent (R) - understand sentences and short texts (R) - write words accurately from memory (W) - adapt a model sentence to describe and give details (W)
	Half Term 2:		Half Term 2:		Half Term 2:	
	<ul style="list-style-type: none"> - Birthdays - Exclamations - A typical celebratory custom from the Spanish-speaking world - Christmas in Spain 		<ul style="list-style-type: none"> - Parts of the face - Parts of the body - Easter cards / celebrations 		<ul style="list-style-type: none"> - Describing a picture (Picasso and other artists) - Developing listening and reading skills through stories and songs: <i>The Giant Turnip – Henriette Barkow</i> - Describing a family 	
	Key Grammar:		Key Grammar:		Key Grammar:	
	<ul style="list-style-type: none"> - Ordinal numbers - Key verb <i>ser</i> - Exclamations - Gender of nouns 		<ul style="list-style-type: none"> - Adjectival agreement and position - Gender of nouns - <i>hay</i> and negative form - Key verbs <i>tener, ser</i> - Possessive adjectives <i>mi/mis</i> 		<ul style="list-style-type: none"> - Key verbs <i>tener, ser, llamar</i> - Possessive adjectives <i>mi/mis</i> - Adjectival agreement and position - Gender of nouns - Definite and indefinite articles 	

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Year 5	Half Term 1: <ul style="list-style-type: none"> - Classroom language - Numbers 1-60 - Telling the time - Breakfast foods - Opinions Half Term 2: <ul style="list-style-type: none"> - More food and opinions - Full paradigm of key verbs used when talking about food - Food at school - Reinforcement of telling the time - Using a Spanish-English dictionary - Expressions of frequency 	Assessment Tracker <ul style="list-style-type: none"> - respond confidently to simple questions (L) - show understanding of single words and short phrases (L) - describe using short sentences (S) - ask and answer simple questions (S) - match up single words with picture or English equivalent (R) - understand sentences and short texts (R) - adapt a model sentence to give details (W) 	Half Term 1: <ul style="list-style-type: none"> - Using a Spanish-English dictionary - Sports - Opinions Half Term 2: <ul style="list-style-type: none"> - Expressions of frequency - Using the present tense to write about sports - Using the imperative to create a simple dance / exercise routine - Easter cards / celebrations 	Assessment Tracker <ul style="list-style-type: none"> - respond confidently to simple questions (L) - show understanding of single words and short phrases (L) - describe using short sentences (S) - ask and answer simple questions (S) - match up single words with picture or English equivalent (R) - understand sentences and short texts (R) - adapt a model sentence to give details (W) - write words accurately from memory (W) 	Half Term 1: <ul style="list-style-type: none"> - Types of music - Opinions - Musical instruments Half Term 2: <ul style="list-style-type: none"> - Developing listening and reading skills through song - Giving reasons for opinions (Eurovision) - Taking part in conversations about music and favourite artists - Transcribing and translating opinions and reasons about music 	Assessment Tracker <ul style="list-style-type: none"> - respond confidently to simple questions (L) - show understanding of single words and short phrases (L) - describe using short sentences (S) - ask and answer simple questions (S) - match up single words with picture or English equivalent (R) - understand sentences and short texts (R) - adapt a model sentence to give details (W) - write words accurately from memory (W)
	Key Grammar: <ul style="list-style-type: none"> - Question words - Present tense of key verbs <i>comer / beber</i> - Definite and indefinite articles - Key opinion verbs including negative forms and plural form - Gender and plurals of nouns - Subject pronouns required for the full paradigm of verbs 		Key Grammar: <ul style="list-style-type: none"> - Present tense of key verbs <i>jugar, practicar</i> - Pronouns required for the full paradigm of verbs - The imperative 		Key Grammar: <ul style="list-style-type: none"> - Simple connectives e.g. <i>pero, porque</i> - Present tense of key verbs <i>tocar</i> - Question words - Adjectival agreement and position 	

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Year 6	Half Term 1: <ul style="list-style-type: none"> - Classroom language - Weather / seasons - Expressions of frequency - Geography of Spain - Compass points 	Assessment Tracker <ul style="list-style-type: none"> - show understanding of short phrases (L) - speak in sentences (S) - understand phrases and simple texts (R) - adapt a model sentence or text to give details (W) - write words from memory accurately (W) - understand a range of spoken opinions (L) - express opinions (S) - use a bilingual dictionary (R) 	Half Term 1: <ul style="list-style-type: none"> - Festivals in Spain (Pamplona – La Fiesta de San Fermín) - Festivals in Spain (La Tomatina) - Giving reasons for opinions 	Assessment Tracker <ul style="list-style-type: none"> - understand a range of spoken opinions (L) - express opinions (S) - understand phrases and simple texts (R) - adapt a model sentence or text to give details (W) - write words from memory accurately (W) 	Half Term 1: <ul style="list-style-type: none"> - Holiday transport - Packing for a holiday (clothes) 	Assessment Tracker <ul style="list-style-type: none"> - show understanding of short phrases (L) - understand a range of spoken opinions (L) - express opinions (S) - speak in sentences (S) - understand phrases and simple texts (R) - use a bilingual dictionary (R) - adapt a model sentence or text to give details (W) - write words from memory accurately (W)
	Half Term 2: <ul style="list-style-type: none"> - Saying where you live - Places in the town - Describing a photo - Opinions and reasons - Christmas 		Half Term 2: <ul style="list-style-type: none"> - Countries - Languages and nationalities - Holiday destinations 		Half Term 2: <ul style="list-style-type: none"> - Describing a holiday picture - Holiday reading tasks - Writing a holiday postcard (transition task) 	
	Key Grammar: <ul style="list-style-type: none"> - Present tense of key verbs <i>hacer, vivir</i> - <i>hay</i> and simple negative form - Adjectival agreement and position - <i>mucho/a/s</i> - Question words - Using <i>pienso que / creo que</i> - Gender and plurals of nouns 		Key Grammar: <ul style="list-style-type: none"> - Adjectival agreement - Present tense of regular verbs and the irregular verb <i>ir</i> 		Key Grammar: <ul style="list-style-type: none"> - Present tense of key irregular verb <i>ir</i> - Adjectival agreement and position - High frequency words - Connectives 	