

Year 3 Autumn	Unit 1 – I’m Learning Spanish	Unit 2 – Animals
Number of Lessons	<p style="text-align: center;">6</p> <p style="text-align: center;">(Including opportunity for consolidation and end of unit assessment)</p>	<p style="text-align: center;">6</p> <p style="text-align: center;">(Including opportunity for consolidation and end of unit assessment)</p>
Curriculum Content	<p style="text-align: center;">Lesson Objective</p> <p>LO: To gain an understanding of Spain as a country and Spanish as a subject.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Where Spain is in the world/on a map. - Cities in Spain - Key parts of Spanish culture - Spanish name for Spain ‘España’ and hello 	<p style="text-align: center;">Lesson Objective</p> <p>LO: To know the names of five animals in Spanish.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Spanish names for a lion, a bird, a rabbit, a horse and a monkey. - Correct pronunciation for un mono, un leon, un pajaro, un conejo and un caballo. - Identifying corresponding spellings for the five animals.
	<p style="text-align: center;">Lesson Objective</p> <p>LO: To know the question ¿cómo estás? And possible replies in Spanish</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - ¿cómo estás? Means ‘how are you?’ - How to reply by saying I am happy/fine, I am sad/not well or I am okay/so,so/unsure - Spanish for goodbye 	<p style="text-align: center;">Lesson Objective</p> <p>LO: To know the names of ten animals in Spanish.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Spanish names for a pig, a canary, a mouse, a cow and a sheep. - Correct pronunciation for un cerdo, un canario, un raton, una vaca and una oveja. - Identifying corresponding spellings for the five animals. - What ‘the article’ is - Identifying animals with differing articles at the start.
	<p style="text-align: center;">Lesson Objective</p> <p>LO: To know how to say my name in Spanish and ask somebody else their name</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - ¿Cómo te llamas? Means ‘What is your name?’ - ‘Yo me llamo’ means ‘My name is...’ - To add own name to fixed phrase - Combine ¿cómo estás? From prv lesson to ¿Cómo te llamas? To begin to form a conversation 	<p style="text-align: center;">Lesson Objective</p> <p>LO: To consolidate and retain ten animal nouns.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Spanish names for a lion, a bird, a rabbit, a horse, a monkey, a pig, a canary, a mouse, a cow and a sheep. - Correct pronunciation for the ten animals in Spanish. - Identifying corresponding spellings for the ten animals.
	<p style="text-align: center;">Lesson Objective</p> <p>LO: To know the numbers 1-10 in Spanish</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Spanish names for numbers 1 to 10 - Corresponding spellings for numbers 1 to 10 	<p style="text-align: center;">Lesson Objective</p> <p>LO: To learn how to spell new words.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Which of the ten animals have a different article. - Identifying corresponding spelling for the ten animals. - The correct spellings for the ten animals.
<p style="text-align: center;">Lesson Objective</p> <p>LO: To know colour names in Spanish</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Spanish names for colours; orange, green, grey, white, brown, red, yellow, blue, black and purple. 	<p style="text-align: center;">Lesson Objective</p> <p>LO: To extend vocabulary by using the phrase ‘I Am’ in Spanish</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - The Spanish phrase for ‘Guess who I am’ - Yo Soy meaning ‘I am’ becomes just soy 	

	<ul style="list-style-type: none"> - Corresponding spellings for Spanish colours. 	<ul style="list-style-type: none"> - The personal pronoun 'Yo' is dropped throughout Spanish to make the language flow. - True and False in Spanish
	<p style="text-align: center;">Lesson Objective LO: To consolidate learning</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - ¿cómo estás? Means 'how are you?' - How to reply by saying I'm happy, I'm sad or I'm not sure in Spanish. - ¿Cómo te llamas? Means 'What is your name?' - 'Yo me llamo' means 'My name is...' - To add own name to fixed phrase - Spanish names for numbers 1 to 10 - Spanish names for colours; orange, green, grey, white, brown, red, yellow, blue, black and purple. 	<p style="text-align: center;">Lesson Objective LO: To consolidate learning.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Spanish names for ten animals including pronunciation and spellings - What an article is and which are used for certain animals - 'Yo Soy' means 'I am' but becomes just soy when personal pronoun 'Yo' is dropped. - Guess who I am, true and false in Spanish
Vocabulary	<p>¡Hola!, ¿Cómo estás?, Estoy bien, Estoy mal, Mas o menos, ¡Adiós!, ¿Cómo te llamas?, Yo me llamo, Uno, Dos, Tres, Cuatro, Cinco, Sies, Siete, Ocho, Nueve, Diez, Rojo, Azul, Amarillo, Verde, Negro, Blanco, Gris, Naranja, Violetta, Marron</p>	<p>Los Animales, Un, Una, Un león, Un pájaro, Un conejo, Un caballo, Un mono, Un cerdo, Un canario, Un ratón, Una vaca, Una oveja, Soy, Verdadero, Falso</p>
Coverage of National Curriculum	<p>Listening – 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.</p> <p>Speaking – 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.</p> <p>Reading – Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Grammar – Understand basic grammar appropriate to the language being studied (Gender and Articles).</p>
Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)	<p>Subject Links –PSHE: Global Citizenship</p>	<p>Subject Links – Science: Animals</p>
Assessment Formative/Summative	<p>End of unit Assessment</p>	<p>End of unit Assessment</p>

Year 3 Spring	Unit 3 – Musical Instruments	Unit 4 – Little Red Riding Hood
Number of Lessons	6 (Including opportunity for consolidation and end of unit assessment)	6 (Including opportunity for consolidation and end of unit assessment)
Curriculum Content	<p align="center">Lesson Objective</p> <p>LO: To know the names of five musical instruments in Spanish.</p> <p align="center">Knowledge</p> <ul style="list-style-type: none"> - Spanish names for the trumpet, the drum, the guitar, the flute and the clarinet - Correct pronunciation for each instrument in Spanish - Identifying corresponding spellings for the five instruments. 	<p align="center">Lesson Objective</p> <p>LO: To listen to a familiar tale in Spanish.</p> <p align="center">Knowledge</p> <ul style="list-style-type: none"> - Re-cap Little Red Riding Hood in English and key parts of the story - Listen Little Red Riding Hood in Spanish - Familiarise with hearing key pieces of vocabulary from the Spanish Little Red Riding Hood - Words containing the 'o' sound from the story.
	<p align="center">Lesson Objective</p> <p>LO: To know the names of ten musical instruments in Spanish.</p> <p align="center">Knowledge</p> <ul style="list-style-type: none"> - In Spanish there are four ways of saying 'the' they are el (male singular), los (male plural), la (female singular), las (female plural). - Spanish names for the previous five instruments in addition to the harp, the piano, the triangle, the violin and the cymbals. - Correct pronunciation for each instrument in Spanish - Identifying corresponding spellings for the ten instruments. 	<p align="center">Lesson Objective</p> <p>LO: To identify key vocabulary from a familiar tale in Spanish.</p> <p align="center">Knowledge</p> <ul style="list-style-type: none"> - Links between key vocabulary and images from the story. - Pronunciation of key vocabulary from the story (characters and settings)
	<p align="center">Lesson Objective</p> <p>LO: To consolidate and retain ten musical instruments in Spanish.</p> <p align="center">Knowledge</p> <ul style="list-style-type: none"> - In Spanish there are four ways of saying 'the' they are el (male singular), los (male plural), la (female singular), las (female plural). - Why certain instruments are el or los (e.g. Los cimbales because there are two cymbals) - Spanish names for all ten instruments including correct pronunciation and identifying corresponding spellings. 	<p align="center">Lesson Objective</p> <p>LO: To know the names of body parts in Spanish.</p> <p align="center">Knowledge</p> <ul style="list-style-type: none"> - Pronunciation body parts from the story 'Ojos' means 'eyes', 'Orejas' means 'ears' and 'Dientes' means 'teeth'. - Pronunciation of additional key language – Spanish for the body, the head, the mouth, the nose, the feet, the knees, the shoulder - Listen to 'Heads, Shoulders, Knees and Toes' in Spanish.
	<p align="center">Lesson Objective</p> <p>LO: To learn how to say 'I Play' an instrument in Spanish.</p> <p align="center">Knowledge</p> <ul style="list-style-type: none"> - 'Toco' means 'I Play' in Spanish - Re-cap of ten Spanish instruments - Orally combine 'Toco' with the names of instruments to form sentences. 	<p align="center">Lesson Objective</p> <p>LO: To apply knowledge of body parts in Spanish.</p> <p align="center">Knowledge</p> <ul style="list-style-type: none"> - Pronunciation body parts from the story 'Ojos' means 'eyes', 'Orejas' means 'ears' and 'Dientes' means 'teeth'. - Pronunciation of additional key language – Spanish for the body, the head, the mouth, the nose, the feet, the knees, the shoulder - Learning to sing 'Head, Shoulders, Knees and Toes' in Spanish.
	<p align="center">Lesson Objective</p> <p>LO: To write I play statements in Spanish.</p>	<p align="center">Lesson Objective</p>

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	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Orally combine 'Toco' with the names of instruments to form sentences. - Genders of each instrument - Combining 'Toco' and names of instruments in written sentences. 	<p>LO: To create a story map showing language and plot of a familiar tale in Spanish.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Spanish names for body parts, characters and settings from the story Little Red Riding Hood.
	<p style="text-align: center;">Lesson Objective LO: To consolidate learning.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - In Spanish there are four ways of saying 'the' they are el (male singular), los (male plural), la (female singular), las (female plural). - Spanish names for ten instruments including pronunciation and spellings - 'Toco' means 'I play' and forming sentences 	<p style="text-align: center;">Lesson Objective LO: To consolidate learning.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Pronunciation body parts from the story 'Ojos' means 'eyes', 'Orejas' means 'ears' and 'Dientes' means 'teeth'. - Pronunciation of additional key language – Spanish for the body, the head, the mouth, the nose, the feet, the knees, the shoulder - Spanish names for body parts, characters and settings from the story Little Red Riding Hood.
Vocabulary	El, La, Los, Las, La trompeta, La batería, La guitarra, La flauta, El clarinete, El arpa, El piano, El triángulo, El violín, Los címbalos, Toco	Caperucita Roja, La Casa, La abuela, La abuelita, El lobo, El cazador, El bosque, Los padres, Unos pasteles, El cuerpo, La cabeza, La boca, La nariz, Los ojos, Los pies, Las orejas, Las rodillas, El hombro
Coverage of National Curriculum	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Grammar – Understand basic grammar appropriate to the language being studied (Gender and Articles & Partitive Article)</p>	<p>Listening – 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.</p> <p>Speaking – 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.</p> <p>Reading – 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.</p>
Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)	Subject Links – Music	Subject Links – English: Traditional Stories; Science: Humans
Assessment Formative/Summative	End of unit Assessment	End of unit Assessment

Year 3 Summer	Unit 5 – I Can...	Unit 6 – Ancient Britain
Number of Lessons	6 (Including opportunity for consolidation and end of unit assessment)	6 (Including opportunity for consolidation and end of unit assessment)
Curriculum Content	<p>Lesson Objective LO: To know five verbs in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - 'Bailar' means 'to dance' - 'Cantar' means 'to sing' - 'Cocinar' means 'to cook' - 'Saltar' means 'to jump' - 'Hablar' means 'to talk' 	<p>Lesson Objective LO: To know six periods in history in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - 'La edad de piedra' means 'The Stone Age', 'La edad de bronce' means 'The Bronze Age' and 'La edad de hierro' means 'The Iron Age' - 'El imperio Romano' means 'The Roman Empire', 'Los Anglosajones' means 'The Anglo-Saxon Period' and 'La Epoca Vikinga' means The Viking Period
	<p>Lesson Objective LO: To know ten verbs in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Verbs from previous lesson in addition to... - 'Escuchar' means 'to listen' - 'Comer' means 'to eat' - 'Beber' means 'to drink' - 'Ver la tele' means 'to watch TV' - 'Escribir' means 'to write' 	<p>Lesson Objective LO: To know how to say 'I am a stone/bronze/iron age man or woman in Spanish.</p> <p>Knowledge Knowledge</p> <ul style="list-style-type: none"> - 'Soy' means 'I Am' - 'Un hombre' means a man and 'Una mujer' means a woman - Combining language to form spoken sentences
	<p>Lesson Objective LO: To extend vocabulary by using the phrase 'I can' in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - 'Puedo' means 'I can' - Combine Puedo with the previously learnt verbs to form short sentences - Si and No 	<p>Lesson Objective LO: To use the phrase 'I have' and words for key hunting tools in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Spanish names for a hunting tool from the stone, bronze and iron age - Stone Age - 'Un silex' A Flint - Bronze Age - 'Un hacha' An Axe - Iron Age - 'Una espada' A Sword - 'Tengo' means 'I have...'
	<p>Lesson Objective LO: To apply knowledge through listening and reading skills.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Reading short sentences containing Puedo and verbs. - Reading sentences corresponding to spoken words 	<p>Lesson Objective LO: To use the phrase 'I live' and names of dwellings in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Spanish names for types of homes from the stone, bronze and iron age - 'Vivo' means 'I live...' and 'Vivo en...' means 'I live in...' - 'Una Cueva' A Cave, 'Una Choza' A hut/shelter, 'Una Casa Redonda' A Round House
	Lesson Objective	Lesson Objective

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	<p>LO: To apply knowledge through writing skills.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Writing sentences corresponding to spoken words 	<p>LO: To combine knowledge to say more complex sentences in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - How to say I am a man/woman from the stone/bronze/iron age - Spanish names for a hunting tool from the stone, bronze and iron age - Spanish names for types of homes from the stone, bronze and iron age
	<p>Lesson Objective</p> <p>LO: To consolidate knowledge.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Ten common verbs in Spanish - 'Puedo' means 'I can' - Combine Puedo with the previously learnt verbs to form short sentences 	<p>Lesson Objective</p> <p>LO: To consolidate knowledge.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - How to say I am a man/woman from the stone/bronze/iron age - Spanish names for a hunting tool from the stone, bronze and iron age - Spanish names for types of homes from the stone, bronze and iron age
Vocabulary	Bailar, Cantar, Cocinar, Saltar, Hablar, Escuchar, Comer, Beber, Ver la tele, Escribir, Puedo	La edad de piedra, La edad de bronce, La edad de hierro, El imperio Romano, Los Anglosajones, La época Vikinga, Un hacha, Una espada, Una caeva, Una choza, Una casa redonda
Coverage of National Curriculum	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Writing – 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.</p>	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>
Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)	<p>Prior Learning – Y3 AUT 1 Introduction to question How are you and responses.</p> <p>Subject Links – English (GPS)</p>	Subject Links – Humanities- History: Anglo Saxon, Romans, Bronze Age; Geography- Homes
Assessment Formative/Summative	End of unit Assessment	End of unit Assessment

Year 4 Autumn	Unit 1 – Presenting Myself	Unit 2 – The Family
Number of Lessons	6 (Including opportunity for consolidation and end of unit assessment)	6 (Including opportunity for consolidation and end of unit assessment)
Curriculum Content	<p>Lesson Objective LO: To know the question ¿cómo estás? And emotions in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - ¿cómo estás? Means ‘how are you?’ - How to reply by saying I am happy/fine, I am sad/not well or I am okay/so,so/unsure - Spanish for goodbye 	<p>Lesson Objective LO: To know the names of family members in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Differences between feminine, masculine and plural nouns - Feminine- La, Masculine – El, Plural – Los - Spanish names for Mother, Grandmother, Daughter and Aunt - Spanish names for Father, Grandfather, Son and Uncle - Spanish names for Parents and Grandparents.
	<p>Lesson Objective LO: To know numbers 1-20 in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - How to count to 20 in Spanish - Spanish names for numbers 1-20 in and out of order. 	<p>Lesson Objective LO: To know ‘he/she is called’ in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - ‘El se llama’ means ‘he is called...’ - ‘Ella se llama’ means ‘she is called...’ - Introducing family members by their role and name
	<p>Lesson Objective LO: To know the question ¿cuantos anos tienes? And possible replies.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - ‘¿cuantos anos tienes?’ means ‘How old are you?’ - ‘Tengo...anos’ means ‘I am ... years old’ - Combine knowledge of numbers and new vocabulary to form a sentence. 	<p>Lesson Objective LO: To state how many siblings I have in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - ‘¿tienes un hermano/una hermana?’ means ‘do you have a brother/sister?’ - How to respond to the question si, tengo hermano/hermana or No, soy hijo unico (only son) No, soy hija unica (only daughter).
	<p>Lesson Objective LO: To know the question ¿donde vives? And possible replies.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - ‘¿donde vives?’ means ‘Where do you live?’ - ‘Vivo en...’ means ‘I live in...’ - Names of three cities in Spanish (Madrid, London and Paris) 	<p>Lesson Objective LO: To know multiples of 10 in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Spanish names for the multiples of 10 to 100 - How to count from 10 to 100 in Spanish
	<p>Lesson Objective LO: To know how to say what nationality I am in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - How words change depending on whether they are masculine or feminine - Masculine and feminine names for different nationalities - Scottish – escoces (M) escocesa (F), Welsh – gales (M) galesa (F), Irish – irlandes (M) irlandesa (F), Northern Irish – norirlandes (M) norirlandesa (F) 	<p>Lesson Objective LO: To know how to say the age of a sibling.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - ‘Tiene’ means is - ‘Mi’ means ‘my’ when speaking about a single person, when it is more than one person we use ‘mis’ - Combining language for family members and numbers (multiples of 10 and previously learnt numbers to 10)

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	<p>Lesson Objective LO: To consolidate knowledge.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - ¿cómo estás? And possible replies - Numbers 1-20 in Spanish - ¿cuantos anos tienes? And possible replies - ¿donde vives? And possible replies - Nationalities in Spanish and genders 	<p>Lesson Objective LO: To consolidate learning.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Spanish names for masculine, feminine and plural family members - How many siblings - How to describe family members in Spanish
Vocabulary	<p>¿Cómo te llamas?, Me llamo, ¿Cómo estás?, Estoy bien, Estoy mal, Mas o menos, ¿Cuántos años tienes?, Tengo, ¿donde vives?, Vivo en, Once, Doce, Trece, Catorce, Quince, Dieciséis, Diecisiete, Dieciocho, Diecinueve, Veinte</p>	<p>La familia, La mama, La abuela, La tía, La hija, La hermana, El hijo, El hermano, El tío, El papa, El abuelo, Los padres, Los abuelos, ¿Cómo se llama?, Él se llama, Ella se llama, Diez, Viente, Treinta, Cuarenta, Cincuenta, Sesenta, Setenta, Ochenta, Noventa, Cien</p>
Coverage of National Curriculum	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.</p>	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.</p> <p>Writing – 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.</p>
Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)	<p>Prior Learning – Y3 SUM 2 – Introduction of ‘Vivo en’</p> <p>Subject Links – Geography, PSHE</p>	<p>Subject Links – PSHE: Being me in my world</p>
Assessment Formative/Summative	End of unit Assessment	End of unit Assessment

Year 4 Spring	Unit 3 – Habitats	Unit 4 – At the Café
Number of Lessons	6 (Including opportunity for consolidation and end of unit assessment)	6 (Including opportunity for consolidation and end of unit assessment)
Curriculum Content	<p>Lesson Objective LO: To know the names of essential elements of life in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Spanish translations for animals and plants – noting the similarity to the English spelling. - Spanish translations for shelter, food, air, sun and water. 	<p>Lesson Objective LO: To know the question ¿qué quieres desayunar? And drink responses.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - ¿Qué quieres desayunar? Translates to ‘What do you want for breakfast?’ - Translations for common breakfast drinks – a juice, a coffee, a tea, a hot chocolate - Translations for please and the bill please
	<p>Lesson Objective LO: To know the names of key habitats in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - How to decode a piece of writing in Spanish using prior learning and similarities to the English language - Spanish translations for The Ocean, The Tropical Rainforest, The desert, The meadow and The Arctic 	<p>Lesson Objective LO: To know the question ¿qué quieres desayunar? And food responses.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - ¿Qué quieres desayunar? Translates to ‘What do you want for breakfast?’ - Translations for common breakfast foods – a croissant, butter, bread, jam, cereal - Translations for please, the bill please, what would you like? And I would like.
	<p>Lesson Objective LO: To know in Spanish which plants grow in specific habitats.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Re-visit the Spanish translations for The Ocean, The Tropical Rainforest, The desert, The meadow and The Arctic - Spanish translations for tall trees, seaweed, hardy plants and bushes 	<p>Lesson Objective LO: LO: To know the question ¿qué quieres desayunar? And all possible responses.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - ¿Qué quieres desayunar? Translates to ‘What do you want for breakfast?’ - Translations for common breakfast drinks – a juice, a coffee, a tea, a hot chocolate - Translations for common breakfast foods – a croissant, butter, bread, jam, cereal - Translations for please, the bill please, what would you like? And I would like.
	<p>Lesson Objective LO: To know in Spanish which animals live in specific habitats.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Re-visit the Spanish translations for different habitats. - Spanish translations for animals found in these habitats – spider monkey, camel, shark, polar bear and rabbit 	<p>Lesson Objective LO: To practice new language through surveying.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - ¿Qué quieres desayunar? Translates to ‘What do you want for breakfast?’ - Translations for common breakfast drinks – a juice, a coffee, a tea, a hot chocolate

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	<ul style="list-style-type: none"> - Spanish translations for key adaptations/animal body parts which make them suitable to their habitat 	<ul style="list-style-type: none"> - Translations for common breakfast foods – a croissant, butter, bread, jam, cereal - Translations for please, the bill please, what would you like? And I would like.
	<p style="text-align: center;">Lesson Objective</p> <p style="text-align: center;">LO: To combine plants, animals and habitats in Spanish.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Re-visit the Spanish translations for different habitats. - Re-visit the Spanish translations for plants and animals in each habitat - Combine new vocabulary to form longer sentences. 	<p style="text-align: center;">Lesson Objective</p> <p style="text-align: center;">LO: To know the names of snacks in Spanish.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Translations for common Spanish snacks – a piece of tortilla, churros, tapas, chips, a sandwich, a coke, a lemonade - Translations for please, the bill please and I would like.
	<p style="text-align: center;">Lesson Objective</p> <p style="text-align: center;">LO: To consolidate knowledge.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Spanish translations for shelter, food, air, sun and water. - Spanish translations for different habitats. - Spanish translations for plants and animals in each habitat 	<p style="text-align: center;">Lesson Objective</p> <p style="text-align: center;">LO: To consolidate knowledge.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - ¿Qué quieres desayunar? Translates to ‘What do you want for breakfast?’ - Translations for common breakfast drinks, food and snacks. - Translations for please, the bill please, what would you like? And I would like.
Vocabulary	Refugio, Comida, Aire, Sol, Agua, La selva tropical, El campo, El océano, El desierto, El Ártico, El Sahara, La Groenlandia, El camello, El conejo, El oso polar, El mono arana, El Tiburon, Las algas, Los árboles altos, Los arbustos, Los cactus,	Desayuno En El Café, ¿Qué quieres?, Quiero, Por favour, Un zumo, Un café, Un café con leche, Un té, Un té con leche, Un chocolate caliente, Un croissant, La mantequilla, Pan, La mermelada, Un bizcocho, Cereales, Tapas, Patatas fritas, La cuenta por favor
Coverage of National Curriculum	<p>Listening – 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.</p> <p>Speaking – 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.</p> <p>Reading – 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 the use of a dictionary.</p> <p>Writing – 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.</p>	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.</p> <p>Writing – 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.</p>

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Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)	Subject Links – Science: Animals	Subject Links – PSHE: Global Citizenship
Assessment Formative/Summative	End of unit Assessment	End of unit Assessment

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Year 4 Summer	Unit 5 – In the Classroom	Unit 6 – Goldilocks and The Three Bears
Number of Lessons	6 (Including opportunity for consolidation and end of unit assessment)	6 (Including opportunity for consolidation and end of unit assessment)
Curriculum Content	<p>Lesson Objective LO: To know the names of stationary items in Spanish. (I)</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations for five pieces of stationary – a pencil sharpener, an exercise book, a pencil, a pen, a pencil case and a reading book. 	<p>Lesson Objective LO: To listen to a familiar tale in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Re-cap Goldilocks in English and key parts of the story - Listening to Goldilocks in Spanish - Key pieces of vocabulary from the Spanish Goldilocks
	<p>Lesson Objective LO: To know the names of stationary items in Spanish. (II)</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations for five pieces of stationary – a rubber, a ruler, a calculator, a pair of scissors, a glue stick and a school bag. 	<p>Lesson Objective LO: To identify key vocabulary from a familiar tale in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Words which are masculine and feminine and the different articles - Translations for key vocabulary – a bear, a house, a forest, a walk, a girl, mum
	<p>Lesson Objective LO: To expand vocabulary by using the phrase ‘I have/I don’t have’.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations for I have (tengo) and I have not got (no tengo) - Pair with previous vocabulary to form sentences e.g. tengo un boligrafo (I have a pen) 	<p>Lesson Objective LO: To become familiar with key phrases from a familiar tale in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations for key vocabulary – a bear, a house, a forest, a walk, a girl, mum - Translations of words which are familiar to the English spelling or previously explored e.g. tres, bien or mediano
	<p>Lesson Objective LO: To expand knowledge with an ‘encuesta’.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translation for the question ‘What do you have in your pencil case?’ - Translation for ‘In my pencil case I have...’ and ‘In my pencil case I do not have...’ - Re-visit translations of the ten pieces of stationary 	<p>Lesson Objective LO: To write a familiar tale in Spanish. (I)</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations for vocabulary key to writing a simple retelling of Goldilocks in Spanish.
	<p>Lesson Objective LO: To know simple classroom commands in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations for commands – listen, write, repeat, read, silence, close your books, open your books, think, ask and raise your hand. 	<p>Lesson Objective LO: To write a familiar tale in Spanish. (II)</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations for vocabulary key to writing a simple retelling of Goldilocks in Spanish.
	<p>Lesson Objective LO: To consolidate knowledge.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations for ten common stationary items - How to explain what is in a pencil case 	<p>Lesson Objective LO: To consolidate knowledge.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Words which are masculine and feminine and the different articles

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	- Translations for simple classroom commands	- Translations for vocabulary key to writing a simple retelling of Goldilocks in Spanish
Vocabulary	Une sacapuntas, Un cuaderno, Un lápiz, Un bolígrafo, Un estuche, Un libro, Una goma, Una regla, Una calculadora, Unas Tijeras, Una barra de pegamento, Una cartera, Tengo, No tengo, Escuchad, Escribid, Repetid, Silencio, Pensad, Leed, Preguntad, Levantad la mano	Ricitos de Oro y los tres osos, Papa oso, Mama osa, Bebe oso, Una casa, Un bosque pequeño, El tazón grande/mediano/pequeño, La silla, La cama, Dulce, Salado, Alta, Baja, Dura, Suave
Coverage of National Curriculum	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.</p> <p>Grammar – Understand basic grammar appropriate to the language being studied. (Gender and Articles)</p>	<p>Listening – 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.</p> <p>Speaking – 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.</p> <p>Reading – 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 the use of a dictionary.</p>
Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)	Subject Links – English (GPS)	Subject Links – English: Stories
Assessment Formative/Summative	End of unit Assessment	End of unit Assessment

Year 5 Autumn	Unit 1 – Do You Have A Pet?	Unit 2 – What Is The Date?
Number of Lessons	6 (Including opportunity for consolidation and end of unit assessment)	6 (Including opportunity for consolidation and end of unit assessment)
Curriculum Content	<p>Lesson Objective LO: To know the names of common pets in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translation of the question ‘Do you have a pet?’ - Masculine and feminine forms of ‘a’ (Un = M, Una = F) - Translations of common pets – a dog, a cat, a rabbit, a hamster, a goldfish, a mouse, a parrot and a tortoise 	<p>Lesson Objective LO: To know the days of the week in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of the days of the week (Monday-Sunday)
	<p>Lesson Objective LO: To expand knowledge by using the phrase ‘I have’ and the conjunction ‘and’.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translation of ‘I have’ (tengo) paired with names of common pets e.g. I have a rabbit (Tengo un conejo) - The conjunction ‘and’ (y) to expand on simple sentences 	<p>Lesson Objective LO: To know the months of the year in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of the months of the year (January-December)
	<p>Lesson Objective LO: To use the phrase ‘that is called’.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translation of ‘I have’ (tengo) paired with new phrase ‘that is called’ (que se llama) to expand sentences e.g. I have a rabbit called Peter (Tengo un conejo que se llama Peter) 	<p>Lesson Objective LO: To know how to say the date in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translation of the question ‘What is the date today?’ (¿Qué fecha es hoy?) and ‘Today it is...’ (Hoy es...) - Format to say/write the date Today (Hoy) + it is (es) + day + number + of (de) + month
	<p>Lesson Objective LO: To use the negative structure ‘no tengo’.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translation of ‘I have’ (tengo) and ‘I do not have’ (no tengo) - Pair with names of common pets ‘I do not have a parrot’ (No tengo una cotorra) 	<p>Lesson Objective LO: To know how to say my birthday in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translation of the question ‘When is your birthday?’ (¿Cuándo es tu cumpleaños?) and how to answer it ‘My birthday is...’ (Mi cumpleaños es el...) - To complete answer add the number for the day, of (de) and then the month
	<p>Lesson Objective LO: To use the conjunction ‘but’.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translation of ‘I have’ (tengo) and ‘I do not have’ (no tengo) - Translation of the conjunction ‘but’ (pero) 	<p>Lesson Objective LO: To identify key dates in the Spanish calendar.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - The dates of some key days in both Spanish and English calendars e.g. New Years Day (Año Nuevo), Easter Sunday (Día de Pascua) and Christmas Day (Navidad)

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	<ul style="list-style-type: none"> - Pair with names of common pets and 'that is called' e.g. I have a hamster called Alvin, but I do not have a parrot (Tengo un hamster que se llama Alvin, pero no tengo una cotorra) 	<ul style="list-style-type: none"> - The dates of some key days in Spanish calendars e.g. 12th Night (El día de los Reyes Magos, St. James' Day (Santiago) and Columbus Day (Día de la Hispanidad)
	<p style="text-align: center;">Lesson Objective LO: To consolidate knowledge.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Translation of the question 'Do you have a pet?' and names of common pets - Translation of 'I have' (tengo) and 'I do not have' (no tengo) - Using the conjunctions 'and' and 'but', as well as the phrase 'that is called' to extend sentences 	<p style="text-align: center;">Lesson Objective LO: To consolidate knowledge.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Translations of the days of the week and months of the year - Translations of questions regarding the date and formulas to answer them correctly - Key dates in English and Spanish calendars
Vocabulary	Un perro, Un gato, Un conejo, Un hamster, Un pez rojo, Un raton, Una cotorra, Una Tortuga, Tengo, No tengo, Tengo un, Tengo una, Que se llama, y, Pero	¿Qué fecha es hoy?, Hoy es, Lunes, Martes, Miercoles, Jueves, Viernes, Sabado, Domingo, Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre, ¿Cuándo es tu cumpleaños?, Mi cumpleaños es el...
Coverage of National Curriculum	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.</p> <p>Grammar – Understand basic grammar appropriate to the language being studied (Gender and Articles).</p>	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.</p> <p>Writing – Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>
Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)	Subject Links – Science: Animals	Subject Links – Maths: Measures- Time
Assessment Formative/Summative	End of unit Assessment	End of unit Assessment

Year 5 Spring	Unit 3 – The Weather	Unit 4 - Clothes
Number of Lessons	6 (Including opportunity for consolidation and end of unit assessment)	6 (Including opportunity for consolidation and end of unit assessment)
Curriculum Content	<p>Lesson Objective LO: To know the question ¿Qué tiempo hace?</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translation of the question ‘What is the weather like today?’ (¿Qué tiempo hace?) - Introduction to some possible responses to the question – it is raining, it is snowing, it is sunny, it is windy, there is a storm, it is hot, it is cold 	<p>Lesson Objective LO: To know the Spanish for items of clothing. (I)</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of common items of clothing – trousers, swim wear, a jumper, a t-shirt, a coat, shorts, a dress, a tie, a scarf, a skirt, a jacket and a shirt
	<p>Lesson Objective LO: To describe the weather in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of weather descriptions – it is raining, it is snowing, it is sunny, it is windy, there is a storm, it is hot, it is cold, the weather is fine, the weather is not good 	<p>Lesson Objective LO: To know the Spanish for items of clothing. (II)</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of common items of clothing – previous lesson plus, a cap, a pair of high heeled shoes, gloves, boots, socks, sandals, sunglasses, shoes, tights
	<p>Lesson Objective LO: To integrate knowledge of weather and days of the week.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of weather descriptions - Translations for days of the week - Using the conjunction ‘and’ (y) to create more complex sentences - Combining vocabulary to create longer sentences 	<p>Lesson Objective LO: To use the phrase ‘I wear’</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translation of ‘I wear’ (Me pongo) - Pairing ‘I wear’ with translations for items of clothing
	<p>Lesson Objective LO: To describe the weather in different parts of Spain.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of weather descriptions - Translations of different areas of Spain – The North, South, Centre, West and East 	<p>Lesson Objective LO: To explain what other people are wearing in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translation of ‘I wear’ (Me pongo) - Ways to describe what other individuals are wearing – you put on, he puts on, she puts on - Ways to describe what groups of other individuals are wearing (masculine and feminine)
	<p>Lesson Objective LO: To answer the question ¿Qué tiempo hace?</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of weather descriptions - Translations for days of the week - Using the conjunction ‘and’ (y) to create more complex sentences - Combining vocabulary to create longer sentences 	<p>Lesson Objective LO: To apply knowledge to a listening exercise.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of common items of clothing - Translation of ‘I wear’ (Me pongo) - Ways to describe what other individuals are wearing – you put on, he puts on, she puts on

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	<ul style="list-style-type: none"> - Translations of different areas of Spain – The North, South, Centre, West and East 	<ul style="list-style-type: none"> - Ways to describe what groups of other individuals are wearing (masculine and feminine)
	<p style="text-align: center;">Lesson Objective LO: To consolidate knowledge.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Translations of weather descriptions - Translations for days of the week - Using the conjunction ‘and’ (y) to create more complex sentences - Combining vocabulary to create longer sentences - Translations of different areas of Spain – The North, South, Centre, West and East 	<p style="text-align: center;">Lesson Objective LO: To consolidate knowledge.</p> <p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> - Translations of common items of clothing - Translation of ‘I wear’ (Me pongo) - Ways to describe what other individuals are wearing – you put on, he puts on, she puts on - Ways to describe what groups of other individuals are wearing (masculine and feminine)
Vocabulary	¿Qué tiempo hace?, Está lloviendo, Está nevando, Hay tormenta, Hace sol, Hace mucho viento, Hace buen tiempo, Hace mal tiempo, Hace frío, Hace calor, norte, sur, centro, oeste, este, El clima	La ropa, Unos pantalones, Un suéter, Una camiseta, Un abrigo, Unos pantalones cortos, Un vestido, Una falda, Una chaqueta, Una camisa, Una gorra, Los guantes, Las botas, Los zapatos, Los calcetines
Coverage of National Curriculum	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.</p> <p>Writing – 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.</p>	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.</p> <p>Grammar – Understand basic grammar appropriate to the language being studied (Conjugation of high frequency verbs)</p>
Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)	Subject Links – Geography: Weather and Climate	Subject Links – PSHE: Global Citizenship
Assessment Formative/Summative	End of unit Assessment	End of unit Assessment

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Year 5 Summer	Unit 5 – The Romans	Unit 6 – The Olympics
Number of Lessons	6 (Including opportunity for consolidation and end of unit assessment)	6 (Including opportunity for consolidation and end of unit assessment)
Curriculum Content	<p>Lesson Objective LO: To listen to the tale of Romulus and Remus whilst identifying cognates.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Exposure to a story in Spanish – listening to the language and identifying words which sound similar to the English translations - Decoding technique - Recognising a handful of key words allows you to decode a Spanish text. 	<p>Lesson Objective LO: To identify cognates in longer pieces of writing.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Exposure to a non-fiction text in Spanish – listening to the language and identifying words which sound similar to the English translations - Decoding technique - Recognising a handful of key words allows you to decode a Spanish text.
	<p>Lesson Objective LO: To know the Spanish for key people in Roman history.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations for names of key Roman historical figures – the senators, the plebeians, the slaves, Julius Caesar, Emperor Augustus and Romulus Augustule. 	<p>Lesson Objective LO: To decipher key facts by looking for verbs, adjectives and nouns.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Decoding technique – Circling words they recognise, looking for words which may be verbs, adjectives and nouns- how to identify these in an unfamiliar text.
	<p>Lesson Objective LO: To explore Spanish names for Roman gods and goddesses.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations for God/Goddesses and plurals - Spanish names for several Gods and Goddesses, the days of the week they represent and what they symbolise 	<p>Lesson Objective LO: To know the names of Olympic sports in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of Olympic sports – horse riding, fencing, swimming, rowing, athletics, boxing, cycling, diving, archery and triathlon
	<p>Lesson Objective LO: To know famous Roman inventions in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations for key Roman inventions such as Roman baths, aqueducts, roads, bridges, sculptures, mosaics and numerals 	<p>Lesson Objective LO: To use the phrases ‘practicar’ and ‘no practico’</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of ‘to practise/to do a sport’ (practicar) and ‘I do/I play’ (practico) as well as to not play (no practico) - Pairing with previous vocabulary of olympic sports to speak about themselves
	<p>Lesson Objective LO: To compare the life of rich and poor in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of statements about a poor and rich boy - Translation of does eat/wear/do and does not eat/wear/do 	<p>Lesson Objective LO: To apply knowledge to a real-life context.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Pairing with previous vocabulary of olympic sports to speak about other people - Translations of describing sportsmen/women e.g. He’s a boxer (es boxeador)
	<p>Lesson Objective LO: To consolidate knowledge.</p> <p>Knowledge</p>	<p>Lesson Objective LO: To consolidate knowledge.</p> <p>Knowledge</p>

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	<ul style="list-style-type: none"> - Spanish translation of Romulus and Remus story - Translations of key historical figures/gods and goddesses - Translations of Roman inventions/features of the infrastructure - Translations of rich/poor life descriptions 	<ul style="list-style-type: none"> - Translations of Olympic sports - Translations of 'to practise/to do a sport' (practicar) and 'I do/I play' (practico) as well as to not play (no practico) - Translations of describing sportsmen/women e.g. He's a boxer (es boxeador)
Vocabulary	Los Romanos, La leyenda, El Imperio Romano, Los Senadores, Los Plebeyos, Los esclavos, Los banos, acueductos, calzada romana, puentes romanas, esculturas, mosaicos,	Las Olimpiadas, La equitacion, La esgrima, La natacion, El remo, El boxeo, El ciclismo, El salto de trampoline, El tiro con arco, El triathlon, El remo, Practicar, Practico, No practico
Coverage of National Curriculum	<p>Listening – 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.</p> <p>Speaking – 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.</p> <p>Reading – 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 the use of a dictionary.</p> <p>Writing – 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.</p>	<p>Listening – 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.</p> <p>Speaking – 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.</p> <p>Reading – 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 the use of a dictionary.</p> <p>Writing – 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.</p>
Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)	Subject Links – History: Roman Britain	Subject Links – History: Olympics; PE- Sports and Competitions
Assessment Formative/Summative	End of unit Assessment	End of unit Assessment

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Year 6 Autumn	Unit 1 – Regular Verbs	Unit 2 – At School
Number of Lessons	6 (Including opportunity for consolidation and end of unit assessment)	6 (Including opportunity for consolidation and end of unit assessment)
Curriculum Content	<p>Lesson Objective LO: To know Spanish personal pronouns.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of personal pronouns you, he, she, we, you all, they (masculine and feminine) - Verbs can change depending on who and when an action is completed – the personal pronoun can change a verb 	<p>Lesson Objective LO: To know school subjects in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of school subjects – Spanish, English, art, PE, music, geography, ICT, history, maths and science - Differing articles for each subject (el, la, las)
	<p>Lesson Objective LO: To identify the three types of infinite verb categories in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Infinitives are the simplest form of a verb e.g. ‘to run’ ‘to dance’ - Regular verbs – the way the endings of the verbs change for the personal pronouns follows the same, regular pattern - Irregular verbs – the way the endings of the verbs change for the personal pronouns follows a random, irregular pattern. They have to be learnt there is no pattern to follow. - There are three sub-groups of regular verbs - -er verbs, -ir verbs and -ar verbs. - Spanish verbs have stems and endings 	<p>Lesson Objective LO: To give an opinion about school subjects.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - The questions ‘What do you like?’ and ‘Do you like?’ - Translations of many opinions towards school subjects such as I like, I do not like, it’s interesting/boring/fun - Translations of conjunctions to expand sentences – and, but and because - Direct and indirect objects in a sentence
	<p>Lesson Objective LO: To identify regular Spanish –er verbs.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Regular pattern to follow in order to change the verb - Spanish verbs are made up of stems and endings, the stem does not change - Verb endings to replace –er for use with each of the personal pronouns 	<p>Lesson Objective LO: To know basic phrases related to time.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - The question ‘What time is it?’ (¿Qué hora es?) - O’clock responses midnight and midday
	<p>Lesson Objective LO: To identify regular Spanish –ir verbs.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Regular pattern to follow in order to change the verb - Spanish verbs are made up of stems and endings, the stem does not change - Verb endings to replace –ir for use with each of the personal pronouns 	<p>Lesson Objective LO: To make more complex sentences using the verb ‘-ir’.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Spanish personal pronouns - Verb ‘to go’ paired with personal pronouns e.g. she goes (ella va) - Using personal pronouns, the verb and subject vocabulary to form more complex sentences
	Lesson Objective	Lesson Objective

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	<p>LO: To identify regular Spanish –ar verbs.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Regular pattern to follow in order to change the verb - Spanish verbs are made up of stems and endings, the stem does not change - Verb endings to replace –ar for use with each of the personal pronouns 	<p>LO: To combine knowledge of subjects, opinions and time.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - The question ‘What time is it?’ and possible responses - Translations of school subjects and opinions
	<p>Lesson Objective</p> <p>LO: To consolidate knowledge.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Spanish personal pronouns - The three types of verb in the Spanish language - Stems and endings - Verb endings for each type of regular verbs for use with each of the personl pronouns 	<p>Lesson Objective</p> <p>LO: To consolidate knowledge.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - The question ‘What time is it?’ and possible responses - Translations of school subjects and opinions
Vocabulary	Yo, Tu, El, Ella, Nosotros, Nosotras, Vosotros, Vosotras, Ellos, Ellas, Beber, Comer, Vivir, Hablar	En el colegio, El espanol, El ingles, El arte, La educacion fisica, La musica, La geografia, La historia, Las matematicas, Las ciencias, La informatica, Aburrido, Dificil, Util, Interesante, Divertido, Facil, Porque, y, Pero, Sin embargo
Coverage of National Curriculum	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.</p> <p>Grammar – Understand basic grammar appropriate to the language being studied (Conjugation of high frequency verbs)</p>	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.</p> <p>Writing – 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.</p> <p>Grammar - Understand basic grammar appropriate to the language being studied (Gender and Articles & Conjugation of high frequency verbs & Using connectives)</p>
Coherence (links to other subjects, core knowledge needed for	Subject Links – English (GPS)	Subject Links – English (GPS)

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the unit – prerequisites)		
Assessment Formative/Summative	End of unit Assessment	End of unit Assessment

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Year 6 Spring	Unit 3 – The Weekend	Unit 4 – World War II
Number of Lessons	6 (Including opportunity for consolidation and end of unit assessment)	6 (Including opportunity for consolidation and end of unit assessment)
Curriculum Content	<p>Lesson Objective LO: To tell the time in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - The question 'What time is it?' (¿Qué hora es?) - O'clock responses, quarter past, half past, quarter to - Numbers to say ten past, twenty to etc. 	<p>Lesson Objective LO: To decode unknown language in a Spanish text.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - How to look for clues when decoding text in another language such as tenses, images, verbs and previously taught vocabulary.
	<p>Lesson Objective LO: To name some leisure activities.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of some common leisure activities such as getting up, watching tv, listening to music, playing computer games 	<p>Lesson Objective LO: To know some of the countries and languages involved in WWII.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of names of countries involved in WWII – England, France, Italy, Germany, Poland, Czechoslovakia and The United States. - Translations of names of languages spoken in these countries. - En for all countries except The United States (Los) as it is plural.
	<p>Lesson Objective LO: To apply knowledge of leisure activities to listening and reading activities.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of some common leisure activities such as getting up, watching tv, listening to music, playing computer games - Reading leisure activities in phrases - Saying these leisure related phrases out loud 	<p>Lesson Objective LO: To identify true or false statements from listening to a Spanish account.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Personal pronoun 'I' is dropped so 'yo vivo' becomes just 'vivo' - Previous vocabulary.
	<p>Lesson Objective LO: To describe what I do at the weekend.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of some common leisure activities such as getting up, watching tv, listening to music, playing computer games - O'clock responses, quarter past, half past, quarter to, numbers to say ten past, twenty to etc. - Translations of conjunctions after, finally, and, also and later on 	<p>Lesson Objective LO: To identify key nouns in the city and countryside.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translation of 'I saw' - Translations of nouns found in a WWII city – bombs, soldiers, planes, shelters and gas masks. - Translations of nouns found in the countryside – trees and flowers, animals, birds, insects
	<p>Lesson Objective LO: To give positive and negative opinions.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of three positive phrases – It's amazing, it's great and it's fun. - Translations of three negative phrases – It's tiring, it's boring and it's horrible. 	<p>Lesson Objective LO: To compare the city and countryside by using adjectives.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of adjectives to describe a WWII city – it's dangerous, smoky, difficult, dark and sad - Translations of adjectives to describe a WWII countryside – safe, friendly, calm, healthy and fun
	Lesson Objective	Lesson Objective

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	<p>LO: To consolidate knowledge.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - The question 'What time is it?' (¿Qué hora es?) and responses. - Translations of common leisure activities. - Translations of conjunctions. - Positive and negative opinion phrases. 	<p>LO: To consolidate knowledge.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Names of significant countries and languages in WWII - Nouns found in the city and countryside - Adjectives to describe WWII cities and countrysides.
Vocabulary	<p>Es la, Son las, El fin de semana, y cuarto, y media, menos cuarto, es mediodía, es medianoche, me levanto, desayuno, veo la tele, leo, escucho musica, juego a video juegos, juego al futbol, voy a la piscine, voy al cine, voy a dormir</p>	<p>La Segunda Guerra Mundial, Inglaterra, Francia, Italia, Alemania, Polonia, Checoslovaquia, Los Estados Unidos, se habla, Ingles, Frances, Italiano, Aleman, Polaco, Checoslovaco, Tranquila, Segura, Triste, Agradable, Oscura, Sana, Dificil, Peligrosa, Saludos</p>
Coverage of National Curriculum	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.</p> <p>Writing – 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.</p> <p>Grammar - Understand basic grammar appropriate to the language being studied (Using connectives).</p>	<p>Listening – 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.</p> <p>Speaking – . 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.</p> <p>Reading – 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 the use of a dictionary.</p> <p>Writing – 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.</p>
Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)	<p>Subject Links – English (GPS)</p>	<p>Subject Links – History- World War 2</p>
Assessment Formative/Summative	<p>End of unit Assessment</p>	<p>End of unit Assessment</p>

Year 6 Summer	Unit 5 – Healthy Lifestyles	Unit 6 – The Planets
Number of Lessons	6 (Including opportunity for consolidation and end of unit assessment)	6 (Including opportunity for consolidation and end of unit assessment)
Curriculum Content	<p>Lesson Objective LO: To know the Spanish for ten healthy snacks.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations for chicken, fish, cheese, skimmed milk, wholemeal bread, water, cereal, vegetables, fruit and nuts. - Translations for 'to eat' and 'to eat healthily' 	<p>Lesson Objective LO: To know the names of the planets in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of the moon, the sun, the Earth, Mars, Mercury, Neptune, Pluto, Saturn, Uranus, Venus and Jupiter
	<p>Lesson Objective LO: To know the Spanish for unhealthy snacks.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations for red meat, milk, white bread, chocolate, butter, sweets, chips, fizzy drinks and biscuits. - Translation for 'I eat' and 'I drink' - Translation of 'to stay healthy' to form sentences 'to stay healthy I eat...' 	<p>Lesson Objective LO: To create more complex sentences to describe the planets.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of key facts for each planet in terms of size, position and colour.
	<p>Lesson Objective LO: To explore the grammar rule for the/some.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - 'Comer' to eat - 'Beber' to drink - The translates to 'la' (F) or 'el' (M)' - Some translates to 'algunas' (F) or 'algunos' (M) 	<p>Lesson Objective LO: To apply knowledge to reading and listening activities.</p> <p>Knowledge</p> <p>Translations of the moon, the sun, the Earth, Mars, Mercury, Neptune, Pluto, Saturn, Uranus, Venus and Jupiter</p> <ul style="list-style-type: none"> - Translations of key facts for each planet in terms of size, position and colour.
	<p>Lesson Objective LO: To identify and use language for physical activities.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of physical activities – basketball, walk my dog, swimming, cycling, judo, tennis, television and electronic games. - Translations of 'I play/walk/go/watch/do not watch' 	<p>Lesson Objective LO: To find specific adjectives for the planets.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of size adjectives and colours in relation to the planets. -

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	<p>Lesson Objective LO: To apply reading skills to follow a Spanish recipe.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of Spanish imperative verbs – cut, add, mix, grate and cook. 	<p>Lesson Objective LO: To explore the rules of adjectival agreement in Spanish.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Singular and plural adjectives - Masculine and feminine adjectives.
	<p>Lesson Objective LO: To consolidate knowledge.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of names of healthy and unhealthy snacks. - Translation of physical activities - Translations of imperative verbs. 	<p>Lesson Objective LO: To consolidate knowledge.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Translations of names of planets/sun/moon - Key facts for planets/sun/moon - Translations of adjectives to describe planets
Vocabulary	La comida sana, Comer, Beber, Como, Bebo, Buena para la salud, Malo para la salud, Pescado, Pollo, Queso, Agua, Vegetales, Fruta, Leche entera, Chocolate, Mantewuila, Caramelos, Patatas fritas, Bebidas con gas, Cortar, Anadir, Mezclar, Rallar, Cocinar	Los planetas, La luna, El sol, La tierra, Marte, Mercurio, Neptuno, Pluton, Saturno, Urano, Venus, Jupiter,
Coverage of National Curriculum	<p>Listening – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking – 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.</p> <p>Reading – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.</p> <p>Writing – 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.</p> <p>Grammar - Understand basic grammar appropriate to the language being studied (Partitive Article).</p>	<p>Listening – 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.</p> <p>Speaking – 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.</p> <p>Reading – 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 the use of a dictionary.</p> <p>Writing – 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.</p> <p>Grammar - Understand basic grammar appropriate to the language being studied (Adjectival Agreement).</p>
Coherence (links to other subjects, core knowledge needed for the unit – prerequisites)	Subject Links – PSHE	Subject Links – Science: Space
Assessment Formative/Summative	End of unit Assessment	End of unit Assessment



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