

Y3 Autumn term 1: About me in Spanish!

The pupils will learn.....

1, to say greetings and introduce themselves *¡Hola! ¡Buenos días!, ¡Buenas tardes!, ¡Adiós! ¿Cómo te llamas? Me llamo.....*

Sound: ll

a song: *¿Cómo te llamas?* from the Español, Español CD

2, to say how old they are: *¿Cuántos años tienes? Tengo 7/8 años.*

Sounds: ñ, z

a song: *¡Cumpleaños feliz!* from the Español, Español CD

3, to say numbers 1-10 (*uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez*),

a song: *Números* from the Español, Español CD

about languages and diversity *European Day of Languages* (26th of September)

4, to express how they are feeling : *¿Cómo estás? Fenomenal, Fatal, Muy bien, Bien, Mal, Muy mal, Regular*

5, to say where they live *¿Dónde vives? Vivo en Burscough.*

Sound: v

to find out about Spanish in the world - *Día de la Hispanidad* (12th of October)

6, how the Spanish speaking world celebrates the Day of the Dead *Día de la Muerte* (1st of November)

7, Assessment

Year 3 End of Year Expectations (LPDS)

Listening

Identify the meanings of simple words and phrases they hear by matching to an object / picture/ person etc.

Speaking

Understand a few familiar spoken words and phrases and respond to simple questions e.g. What's your name? How are you? etc.and others depending on topics covered.

Say or repeat some familiar words and short simple phrases Year 3.

Reading

Identify the meanings of simple words and phrases they see by matching to an object / picture/ person etc.

Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns.

Writing

Write or copy a few simple words or symbols accurately.

Be aware that symbols e.g. accents, exist and what they do.

Grammar

Understand some basic aspects of language structure e.g. gender, definite and indefinite articles, singular and plural, nouns, adjective

Y3 Autumn term 2 : The calendar

The pupils will learn.....

1, to say the days of the week *lunes, martes, miércoles, jueves, viernes, sábado, domingo*

a song: *Days of the week* from Español, Español CD

2, to say the day in a sentence *¿Qué día es hoy? Hoy es.....*

Sound: h

3, the months of the year (1)

enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre

Sound:j,z

Year 3 End of Year Expectations (LPDS)

Listening

Identify the meanings of simple words and phrases they hear by matching to an object / picture/ person etc.

Speaking

Understand a few familiar spoken words and phrases and respond to simple questions e.g. What's your name? How are you? etc. and others depending on topics covered.

Say or repeat some familiar words and short simple phrases Year 3.

4, the months of the year (2)

numbers so that they could say the date (numbers 1-15)

once, doce, trece, catorce, quince

5, numbers 1-20 *dieciséis, diecisiete, dieciocho, diecinueve, veinte,*

6, numbers 1-30 *veintiuno, ventidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta*

Prepositions *el,de*

7, about **Christmas** in Spanish speaking countries: *La Lotería de Navidad* (number practise with lottery game), *El Día de los Santos Inocentes* (practise negatives), *La Nochebuena* (¡Feliz Navidad!), *La Nochevieja* (number practise with grapes), *Los Reyes Magos* a song: *¡Feliz Navidad!* From YouTube

8, Assessment

Reading

Identify the meanings of simple words and phrases they see by matching to an object / picture/ person etc.

Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns.

Writing

Write or copy a few simple words or symbols accurately.

Be aware that symbols e.g. accents, exist and what they do.

Grammar

Understand some basic aspects of language structure e.g. gender, definite and indefinite articles, singular and plural, nouns, adjectives.

Y3 Spring term 1: Weather

The pupils will learn...

1, to talk about the weather: *Hace frío, Hace calor, Está lloviendo, Está nevando*

a song: *¿Qué tiempo hace?* from Español, Español CD

2, to learn more weather expressions: *Hace sol, Hace viento*

to ask what the weather is like *¿Qué tiempo hace hoy?*

Listening

Identify the meanings of simple words and phrases they hear by matching to an object / picture/ person etc.

Speaking

Understand a few familiar spoken words and phrases and respond to simple questions e.g. What's your name? How are you? etc. and others depending on topics covered.

Say or repeat some familiar words and short simple phrases Year 3.

Reading

to use the conjunction "and" (*y*)

3, to extend the weather sentences using the preposition "en" *En enero hace frío, En julio hace calor.*

4, to read extended sentences with the preposition "en" *En Perú hace calor. En Argentina hace frío.* j, ll, ñ, v, z, h, accents

5, to present weather reports to each other or in front of the class

6, about Carnival in Spanish speaking countries

7, Assessment

Identify the meanings of simple words and phrases they see by matching to an object / picture/ person etc.

Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns.

Writing

Write or copy a few simple words or symbols accurately.

Be aware that symbols e.g. accents, exist and what they do.

Grammar

Understand some basic aspects of language structure e.g. gender, definite and indefinite articles, singular and plural, nouns, adjectives.

Year 3 Spring term 2: Pets

The pupils will learn.....

1, to name pets and use the verb “I have...”+ *Tengo: Tengo un gato, un perro, un hámster, un conejo*

a song: *La Vaca Lola* from YouTube

2, to use the **conjunction** “and”: *Tengo una serpiente y una vaca.*

about **Sant Jordi**

3, to use **plurals**: *Tengo dos serpientes y una vaca.*

4, to ask/answer “Have you got pets?” *¿Tienes animales en casa?*

about **Cinco de Mayo**, a Mexican celebration

5, to ask/answer “Have you got pets?” *¿Tienes animales en casa?*

6, Assessment

Year 3 End of Year Expectations (LPDS)

Listening

Identify the meanings of simple words and phrases they hear by matching to an object / picture/ person etc.

Speaking

Understand a few familiar spoken words and phrases and respond to simple questions e.g. What’s your name? How are you? etc. and others depending on topics covered.

Say or repeat some familiar words and short simple phrases Year 3.

Reading

Identify the meanings of simple words and phrases they see by matching to an object / picture/ person etc.

Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns.

Writing

Write or copy a few simple words or symbols accurately.

Be aware that symbols e.g. accents, exist and what they do.

Grammar

Understand some basic aspects of language structure e.g. gender, definite and indefinite articles, singular and plural, nouns, adjectives

Year 3 Summer term 1: In my pencil case

The pupils will learn.....

1, to name items in their pencil case and use "I have..": *Tengo un lápiz, un bolígrafo, una goma, una regla.*

a song: *En mi estuche....* from Español, español CD

about **gender: masculine and feminine nouns**

2, about **articles** and practise genders

3, that **adjectives are used after nouns:** *Tengo un lápiz negro.*

about **Mother's Day** in Spanish speaking countries

4, how to ask for something: *¿Me pasas una goma, por favor?*

5, about **Easter** in Spanish speaking countries

6, Assessment

Year 3 End of Year Expectations (LPDS)

Listening

Identify the meanings of simple words and phrases they hear by matching to an object / picture/ person etc.

Speaking

Understand a few familiar spoken words and phrases and respond to simple questions e.g. What's your name? How are you? etc. and others depending on topics covered.

Say or repeat some familiar words and short simple phrases Year 3.

Reading

Identify the meanings of simple words and phrases they see by matching to an object / picture/ person etc.

Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns.

Writing

Write or copy a few simple words or symbols accurately.

Be aware that symbols e.g. accents, exist and what they do.

Grammar

Understand some basic aspects of language structure e.g. gender, definite and indefinite articles, singular and plural, nouns, adjectives.

Y3 Summer term 2: Conversation skills and reading skills

The pupils will learn.....

1, /practise sounds and letters: j, ll, ñ, v, z, h, accents and improve reading skills

2, /practise sounds and letters: j, ll, ñ, v, z, h, accents and improve reading skills

3, to take turns in conversations with fluency *¿Cómo te llamas? ¿Cuántos años tienes? ¿Dónde vives? ¿Cómo estás? (¿Tienes animales en casa?)*4, to take turns in conversations with fluency

¿Cómo te llamas? ¿Cuántos años tienes? ¿Dónde vives? ¿Cómo estás? (¿Tienes animales en casa?)

5, to reflect on their language learning and assess themselves about **San Fermines**

6, to reflect on their language learning and assess themselves about **La Tomatina**

Year 3 End of Year Expectations (LPDS)

Listening

Identify the meanings of simple words and phrases they hear by matching to an object / picture/ person etc.

Speaking

Understand a few familiar spoken words and phrases and respond to simple questions e.g. What's your name? How are you? etc. and others depending on topics covered.

Say or repeat some familiar words and short simple phrases Year 3.

Reading

Identify the meanings of simple words and phrases they see by matching to an object / picture/ person etc.

Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns.

Writing

Write or copy a few simple words or symbols accurately.

Be aware that symbols e.g. accents, exist and what they do.

Grammar

Understand some basic aspects of language structure e.g. gender, definite and indefinite articles, singular and plural, nouns, adjective

Y4 Autumn term 1: The body

The pupils will learn.....

1, to name body parts *los ojos, la cabeza, la boca, las orejas*

a song: Cabeza, hombros... from the Español, Español CD

2, to name additional body parts *la mano, el pie*

to learn to use the verb *Tiene*

3, about languages and diversity **European Day of Languages** (26th of September)

to use **plurals and conjunctions** with *Tiene* ...to describe somebody

4, to listen to and read a description

5, to describe their own monsters/aliens **using negatives**

6, to describe their own monsters and aliens and read each other's about Spanish in the world: **Día de la Hispanidad** (12th October)

7, to present their work

how the Spanish speaking world celebrates the Day of the Dead **Día de la Muerte** (1st of November)

8, Assessment

Year 4 End of Year Expectations (LPDS)

Listening

Understand a range of familiar spoken phrases e.g. classroom instructions.

Speaking

Ask and answer simple questions and give basic information (including a simple negative statement) based on topics covered in Y4.

Take part in a simple conversation and their pronunciation and confidence is improving.

Observe social conventions when speaking to someone i.e. formal and informal greetings and use of 'you').

Reading

Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns.

Writing

Write simple, familiar phrases accurately using a writing frame or scaffold.

Grammar

Understand some basic aspects of language structure e.g. question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order.

Y4 Autumn term 2: Descriptions

The pupils will learn.....

- 1, to describe hair colours: *Tiene el pelo moreno, rubio, negro, rojo*
- 2, to describe eye colours: *los ojos marrones, azules, verdes, negros* **place of adjectives**
- 3, to make a picture dictionary
about the **verb** forms **Tengo, tienes, tiene**
- 4, to read a Wanted poster

Year 4 End of Year Expectations (LPDS)

Listening

Understand a range of familiar spoken phrases e.g. classroom instructions.

Speaking

Ask and answer simple questions and give basic information (including a simple negative statement) based on topics covered in Y4.

Take part in a simple conversation and their pronunciation and confidence is improving.

Observe social conventions when speaking to someone i.e. formal and informal greetings and use of 'you').

5, to design "Wanted" *Se busca* posters using descriptions and additional sentences *Se llama, Tieneaños*

6, to present their work

7, about **Christmas** activities in Spanish speaking countries: *La Lotería de Navidad* (number practise with lottery game), *El Día de los Santos Inocentes* (practise negatives), *La Nochebuena* (¡Feliz Navidad!), *La Nochevieja* (number practise with grapes), Los Reyes Magos

a song: **¡Feliz Navidad!** From YouTube

Assessment

Reading

Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns.

Writing

Write simple, familiar phrases accurately using a writing frame or scaffold.

Grammar

Understand some basic aspects of language structure e.g. question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order.

Y4 Spring term 1: Family

The pupils will learn.....

1, to introduce family members: *Es la mamá, el papá, el hermano, la hermana, el bebé*

a song : **La familia** from YouTube

2, more vocabulary: el abuelo, la abuela + numbers and age

Year 4 End of Year Expectations (LPDS)

Listening

Understand a range of familiar spoken phrases e.g. classroom instructions.

Speaking

Ask and answer simple questions and give basic information (including a simple negative statement) based on topics covered in Y4.

Take part in a simple conversation and their pronunciation and confidence is improving.

Observe social conventions when speaking to someone i.e. formal and informal greetings and use of 'you').

3, to talk about their brothers and sisters using **the plural** (1) *Tengo dos hermanos* and **the negative** *No tengo hermanos*

about **Mother's Day** in Spanish speaking countries

4, to talk about their brothers and sisters using the **conjunction: y** *Tengo un hermano y una hermana*

5, about **Easter** in Spanish speaking countries

6, Assessment

Reading

Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns.

Writing

Write simple, familiar phrases accurately using a writing frame or scaffold.

Grammar

Understand some basic aspects of language structure e.g. question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order.

Y4 Spring term 2: Telling the time

The pupils will learn.....

1, to tell the time (hours) : *Son las dos, Son las tres, etc*

a song : [Tic Tac hace el reloj](#) from YouTube

2, to tell the time using half past : *Son las tres y media*

Year 4 End of Year Expectations (LPDS)

Listening

Understand a range of familiar spoken phrases e.g. classroom instructions.

Speaking

Ask and answer simple questions and give basic information (including a simple negative statement) based on topics covered in Y4.

Take part in a simple conversation and their pronunciation and confidence is improving.

Observe social conventions when speaking to someone i.e. formal and informal greetings and use of 'you').

about [Sant Jordi](#)

3, to ask *What time is?* “¿Qué hora es?”

4, to write a clocks minibook

5, to finish the clocks minibook and find out about [5 de Mayo](#), a Mexican celebration

6, Assessment

Reading

Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns.

Writing

Write simple, familiar phrases accurately using a writing frame or scaffold.

Grammar

Understand some basic aspects of language structure e.g. question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order.

Y4 summer term 1: Clothes

The pupils will learn.....

1, clothes vocabulary and using them in a sentence: "I put on..."

Me pongo el abrigo, los pantalones, la camiseta, la bufanda.

a song: *Me voy a pasear* from *Let's sing and learn in Spanish*

2, about **masculine and feminine plural** nouns *las gafas, los pantalones*

3, about **the place of the adjective**: colours+clothes *Me pongo el abrigo marrón*, etc.

4, to extend sentences with weather phrases: *Cuando hace frío, me pongo la bufanda.*

5, to describe a uniform/sports outfit using the right forms of the adjectives

6, to present their work to each other or in front of the class about **Carnival** in Spanish speaking countries

Assessment

Year 4 End of Year Expectations (LPDS)

Listening

Understand a range of familiar spoken phrases e.g. classroom instructions.

Speaking

Ask and answer simple questions and give basic information (including a simple negative statement) based on topics covered in Y4.

Take part in a simple conversation and their pronunciation and confidence is improving.

Observe social conventions when speaking to someone i.e. formal and informal greetings and use of 'you').

Reading

Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns.

Writing

Write simple, familiar phrases accurately using a writing frame or scaffold.

Grammar

Understand some basic aspects of language structure e.g. question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order.

Y4 Summer term 2: Grammar and conversation skills

The pupils will learn.....

- 1, to use **the negative** in a Spanish sentence (1)
- 2, to use **the negative** in a Spanish sentence (2)
- 3, /practise **sounds and letters: j, ll, ñ, v, z, h**
- 4, to take turns in conversations with increased fluency *¿Cómo te llamas? ¿Cuántos años tienes? ¿Dónde vives? ¿Cómo estás? ¿Cuántos hermanos tienes? (¿Tienes animales en casa?)*

Year 4 End of Year Expectations (LPDS)

Listening

Understand a range of familiar spoken phrases e.g. classroom instructions.

Speaking

Ask and answer simple questions and give basic information (including a simple negative statement) based on topics covered in Y4.

Take part in a simple conversation and their pronunciation and confidence is improving.

Observe social conventions when speaking to someone i.e. formal and informal greetings and use of 'you').

5, to take turns in conversations with increased fluency *¿Cómo te llamas? ¿Cuántos años tienes? ¿Dónde vives? ¿Cómo estás? (¿Tienes animales en casa?)*

6, to reflect on their language learning and assess themselves, about **San Fermín**

7, to reflect on their language learning and assess themselves about **La Tomatina**

Reading

Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns.

Writing

Write simple, familiar phrases accurately using a writing frame or scaffold.

Grammar

Understand some basic aspects of language structure e.g. question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order.

Y5 Autumn term 1: Travel

The pupils will learn.....

- 1, to name different places: *el lago, el río, la montaña, el bosque*
a song: *Este puente...* from YouTube
- 2, to understand and read a postcard
- 3, about languages and diversity **European Day of Languages** (26th of September)
- 4, to read a postcard with the right pronunciation

Year 5 End of Year Expectations (LPDS)

Listening

Understand the main points from a spoken passage with some repetition e.g. items from a shopping list, simple opinions about school depending on topics taught in Y5.

Speaking

Ask and answer simple questions and use a negative.

Take part in brief pre-prepared tasks e.g. a weather forecast, a short interview about school, interests / transactional role play with increasing confidence and fluency.

about Spanish in the world **Día de la Hispanidad**

5, to write a postcard together

6, to write their own postcards

7, to present their postcards to each other or in front of the class

about the Day of the Dead in Spanish speaking countries **El Día de los Muertos**

Assessment

Reading

Understand the main points from a short written passage in clear printed script.

Are beginning to use a bilingual dictionary independently with some success.

Writing

Write two or three short sentences as a personal response accurately
can use reference materials / support.

Grammar

Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs.

Y5 Autumn term 2: Dictionary skills

The pupils will learn.....

1, about the Spanish alphabet

a song: [El alfabeto](#) from YouTube

2, about what the Spanish dictionary looks like

3, to start to use the bilingual dictionary, recognising abbreviations (nm, nf, v, adj, etc.) to become more confident in the Spanish to English part

4, to use the English to Spanish part by looking up words

Year 5 End of Year Expectations (LPDS)

Listening

Understand the main points from a spoken passage with some repetition e.g. items from a shopping list, simple opinions about school depending on topics taught in Y5.

Speaking

Ask and answer simple questions and use a negative.

Take part in brief pre-prepared tasks e.g. a weather forecast, a short interview about school, interests / transactional role play with increasing confidence and fluency.

Reading

Understand the main points from a short written passage in clear printed script.

Are beginning to use a bilingual dictionary independently with some success.

5, to spell words using the Spanish alphabet, about the history of the Spanish alphabet

6, about **Christmas** activities in Spanish speaking countries: *La Lotería de Navidad* (number practise with lottery game), *El Día de los Santos Inocentes* (practise negatives), *La Nochebuena* (¡Feliz Navidad!), *La Nochevieja* (number practise with grapes), Los Reyes Magos Song:,

a song: [¡Feliz Navidad!](#) From YouTube

Assessment

Writing

Write two or three short sentences as a personal response accurately can use reference materials / support.

Grammar

Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs.

Y5 Spring term 1: Daily routine

The pupils will learn.....

1, to describe their morning routine: *Me despierto, Desayuno, Me ducho, Me visto*

about the verb ending "o"

a song: *Buenos días* from Youtube

2, additional daily routine sentences: *Voy al colegio, Voy a dormir*

3, to extend the daily routine sentences with time expressions using the preposition "a las"

4, to read a diary with correct pronunciation

5, to write a diary using extended sentences

about Carnival in Spanish speaking countries

6, to present the diaries to each other or in front of the class,
Assessment

Year 5 End of Year Expectations (LPDS)

Listening

Understand the main points from a spoken passage with some repetition e.g. items from a shopping list, simple opinions about school depending on topics taught in Y5.

Speaking

Ask and answer simple questions and use a negative.

Take part in brief pre-prepared tasks e.g. a weather forecast, a short interview about school, interests / transactional role play with increasing confidence and fluency.

Reading

Understand the main points from a short written passage in clear printed script.

Are beginning to use a bilingual dictionary independently with some success.

Writing

Write two or three short sentences as a personal response accurately
can use reference materials / support.

Grammar

Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs.

Y5 Spring term 2: Transport

The pupils will learn.....

1, to say how they go to school, using the preposition *en* *en coche*, *en tren*, *en autobús*, *a pie*

a song: *¿Cómo vas al colegio?* from the Español, Español CD

2, to ask/answer each other about how they go to school

Year 5 End of Year Expectations (LPDS)

Listening

Understand the main points from a spoken passage with some repetition e.g. items from a shopping list, simple opinions about school depending on topics taught in Y5.

Speaking

Ask and answer simple questions and use a negative.

Take part in brief pre-prepared tasks e.g. a weather forecast, a short interview about school, interests / transactional role play with increasing confidence and fluency.

Reading

Understand the main points from a short written passage in clear printed script.

Are beginning to use a bilingual dictionary independently with some success.

additional vocabulary: *en barco*, *en avión*,

about **Mother's Day** in Spanish speaking countries

3, to create more complex sentences with the preposition *a/en* (link to a place, country) *Voy a Perú en avión*

4, to create more complex sentences with the preposition *e/* (link to a day of the week) *El martes voy a Paraguay en barco*

5, about **Easter** in Spanish speaking countries

Assessment

Writing

Write two or three short sentences as a personal response accurately
can use reference materials / support.

Grammar

Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs.

Y5 Summer term 1: **Grammar - Conjugation of regular verbs**

The pupils will learn

- 1, what **conjugation** is
- 2, how the verbs change in Spanish
- 3, to conjugate regular verbs with support (*hablar, nadar, bailar*) (1)

Year 5 End of Year Expectations (LPDS)

Listening

Understand the main points from a spoken passage with some repetition e.g. items from a shopping list, simple opinions about school depending on topics taught in Y5.

Speaking

Ask and answer simple questions and use a negative.

Take part in brief pre-prepared tasks e.g. a weather forecast, a short interview about school, interests / transactional role play with increasing confidence and fluency.

4, to conjugate regular verbs with support (*hablar, nadar, bailar*) (2)

5, to conjugate regular verbs independently (*hablar, nadar, bailar*) (3)
about **Sant Jordi**

6, the types of verbs in Spanish (*-ar, -er, -ir*)

6, about **5 de Mayo**, a Mexican celebration

Assessment

Reading

Understand the main points from a short written passage in clear printed script.

Are beginning to use a bilingual dictionary independently with some success.

Writing

Write two or three short sentences as a personal response accurately
can use reference materials / support.

Grammar

Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verb

Y5 Summer term 2: Grammar – adjective agreement in singular

The pupils will learn.....

1, that there are two types of **adjectives**, depending on the ending *rojo/amarillo – verde/azul*

2, that some adjectives change after feminine nouns

3, /practise adjective agreement while describing people (*valiente, fuerte, feliz, poderoso, listo, travieso*)

Year 5 End of Year Expectations (LPDS)

Listening

Understand the main points from a spoken passage with some repetition e.g. items from a shopping list, simple opinions about school depending on topics taught in Y5.

Speaking

Ask and answer simple questions and use a negative.

Take part in brief pre-prepared tasks e.g. a weather forecast, a short interview about school, interests / transactional role play with increasing confidence and fluency.

4, to transfer the adjective agreement skills to different topics (animals, pencil case items, personal qualities)

5, to describe somebody in writing using dictionary skills

6, /present their work

7, about **San Fermines** and **La Tomatina**

Assessment

Reading

Understand the main points from a short written passage in clear printed script.

Are beginning to use a bilingual dictionary independently with some success.

Writing

Write two or three short sentences as a personal response accurately can use reference materials / support.

Grammar

Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs.

Y6 Autumn term 1: Sports

The pupils will learn.....

1, sports vocabulary: *el fútbol, el tenis, el baloncesto, la natación*

to express opinions with *Me gusta/ No me gusta*

a song: *Fútbol, el fútbol* from the *Español Español CD*

2, more sports vocab – and to use the conjunction "but" *pero*

when saying their opinions

to ask "Do you like...?" *¿Te gusta?*

3, to use different verbs with sports: *Juego/Hago*

about the European Day of Languages

4, to extend the sentences using the preposition *a* and the day of the week

5, to ask each other what sports they do *¿Qué deporte practicas?*

about Spanish in the world *Día de la Hispanidad*

6, about the Day of the Dead *El Día de los Muertos*

Assessment

Year 6 End of Year Expectations (LPDS)

Listening

Understand the main points and some detail from a short spoken passage e.g. someone talking about their friends, their home town, school, likes and dislikes etc.

Speaking

Take part in longer conversations with increasing spontaneity and fluency.

Can express simple opinions and their pronunciation is generally confident and accurate.

Reading

Understand the main points and some detail including simple opinions of a longer written passage e.g. email, postcard, story, poem, recipe, advert etc.

Writing

Write a short text on a familiar topic using reference materials / support.

Write for a range of audiences and purpose. Use formal and informal 'you'.

Grammar

Use basic language structures accurately and with confidence e.g. apply correct verb endings to regular and some high frequency irregular verbs

Use prepositions and use some adverbial phrases to talk about the past or future in a simple way e.g. there was / there will be.

Understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English

Y6 Autumn term 2: Hobbies

The pupils will learn.....

1, hobbies vocabulary

to express opinions using *Me gusta/Me encanta/ No me gusta/ No me gusta nada....*

a song *Me gusta* from Youtube

2, to use the conjunctions *y and pero* and to ask each other what they like. *¿Te gusta.....?*

3, to extend their opinions with giving a reason using the conjunction *porque* *Me gusta bailar porque es divertido, No me gusta cocinar porque es aburrido*

4, /revise regular verb conjugations using the hobbies verbs

5, the Spanish pronouns and their role (1)

6, the Spanish pronouns and their role (2)

6, about **Christmas** activities in Spanish speaking countries: *La Lotería de Navidad* (number practise with lottery game), *El Día de los Santos Inocentes* (practise negatives), *La Nochebuena* (¡Feliz Navidad!), *La Nochevieja* (number practise with grapes), Los Reyes Magos Song:;

a song: *¡Feliz Navidad!* From YouTube

Assessment

Year 6 End of Year Expectations (LPDS)

Listening

Understand the main points and some detail from a short spoken passage e.g. someone talking about their friends, their home town, school, likes and dislikes etc.

Speaking

Take part in longer conversations with increasing spontaneity and fluency.

Can express simple opinions and their pronunciation is generally confident and accurate.

Reading Understand the main points and some detail including simple opinions of a longer written passage e.g. email, postcard, story, poem, recipe, advert etc.

Writing

Write a short text on a familiar topic using reference materials / support.

Write for a range of audiences and purpose. f Use formal and informal 'you'.

Grammar

Use basic language structures accurately and with confidence e.g. apply correct verb endings to regular and some high frequency irregular verbs

Use prepositions and use some adverbial phrases to talk about the past or future in a simple way e.g. there was / there will be.

Understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English

Y6 Spring term 1: In the restaurant

The pupils will learn....

1, food vocabulary - sandwich fillings: *el bocadillo de jamón, de queso, de pollo, de atún*

to express opinions: *Me gusta/ No me gusta*

Song: **Soy una taza** Grupo Encanto from Youtube

2, to conduct a sandwich filling class survey *¿Te gusta...?*

3, to read a restaurant role play using dictionaries

Year 6 End of Year Expectations (LPDS)

Listening

Understand the main points and some detail from a short spoken passage e.g. someone talking about their friends, their home town, school, likes and dislikes etc.

Speaking

Take part in longer conversations with increasing spontaneity and fluency.

Can express simple opinions and their pronunciation is generally confident and accurate.

Reading

Understand the main points and some detail including simple opinions of a longer written passage e.g. email, postcard, story, poem, recipe, advert etc.

Numbers 1-100

4, to write a restaurant role play

5, to present the restaurant role plays

6, to read a Spanish text (recipe) and what strategies they need to use to understand the meaning of a text in a foreign language

6, about the **Carnival** in Spain

Assessment

Writing

Write a short text on a familiar topic using reference materials / support.

Write for a range of audiences and purpose. f Use formal and informal 'you'.

Grammar

Use basic language structures accurately and with confidence e.g. apply correct verb endings to regular and some high frequency irregular verbs

Use prepositions and use some adverbial phrases to talk about the past or future in a simple way e.g. there was / there will be.

Understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English

Y6 Spring term 2: Grammar- Adjective agreement in plural

The pupils will learn.....

1, /revise previously learnt adjective agreement rules (1)

2, /revise previously learnt adjective agreement rules (2)

3, adjective agreement rules in plural – masculine nouns

4, adjective agreement rules in plural – feminine nouns

about Mother's Day in Spanish speaking countries

5, practise adjective agreement in different contexts (1)

6, practise adjective agreement in different contexts (2)

7, about Easter in Spanish speaking countries

Year 6 End of Year Expectations (LPDS)

Listening

Understand the main points and some detail from a short spoken passage e.g. someone talking about their friends, their home town, school, likes and dislikes etc.

Speaking

Take part in longer conversations with increasing spontaneity and fluency.

Can express simple opinions and their pronunciation is generally confident and accurate.

Reading

Understand the main points and some detail including simple opinions of a longer written passage e.g. email, postcard, story, poem, recipe, advert etc.

Writing

Write a short text on a familiar topic using reference materials / support.

Write for a range of audiences and purpose. f Use formal and informal 'you'.

Grammar

Use basic language structures accurately and with confidence e.g. apply correct verb endings to regular and some high frequency irregular verbs

Use prepositions and use some adverbial phrases to talk about the past or future in a simple way e.g. there was / there will be.

Understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English.

Y6 Summer term 1: Grammar - Conjugation of irregular verbs

The pupils will learn....

1, /revise conjugation – previously learnt regular verbs

2, what irregular verbs are

to conjugate an irregular verb: *tener*

about Sant Jordi

Year 6 End of Year Expectations (LPDS)

Listening

Understand the main points and some detail from a short spoken passage e.g. someone talking about their friends, their home town, school, likes and dislikes etc.

Speaking

Take part in longer conversations with increasing spontaneity and fluency.

Can express simple opinions and their pronunciation is generally confident and accurate.

Reading

Understand the main points and some detail including simple opinions of a longer written passage e.g. email, postcard, story, poem, recipe, advert etc.

3, to conjugate an irregular verb: *ir*

4, to conjugate an irregular verb: *ser*

5, to conjugate an irregular verb: *estar*

6, to use irregular verbs in sentences

about 5 de Mayo, a Mexican celebration

6, Assessment

Writing

Write a short text on a familiar topic using reference materials / support.

Write for a range of audiences and purpose. f Use formal and informal 'you'.

Grammar

Use basic language structures accurately and with confidence e.g. apply correct verb endings to regular and some high frequency irregular verbs

Use prepositions and use some adverbial phrases to talk about the past or future in a simple way e.g. there was / there will be.

Understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English

Y6 Summer 2: Grammar – Expressing the Future and Past

The pupils will learn....

- 1, to use verbs in the near future with “Voy a...”
- 2, to use verbs in the near future to describe their plans for the summer (with a dictionary)
- 3, to ask each other about their plans: *What are you going to do...?*
¿Qué vas a hacer....?

Year 6 End of Year Expectations (LPDS)

Listening

Understand the main points and some detail from a short spoken passage e.g. someone talking about their friends, their home town, school, likes and dislikes etc.

Speaking

Take part in longer conversations with increasing spontaneity and fluency.

Can express simple opinions and their pronunciation is generally confident and accurate.

Reading

Understand the main points and some detail including simple opinions of a longer written passage e.g. email, postcard, story, poem, recipe, advert etc.

- 4, to express the notion of the past with “Tenía” – I used to have (1)
 - 5, to express the notion of the past with “Tenía” – I used to have (2) about Los Sanfermines
 - 6, to assess their language learning about La Tomatina
- Assessment

Writing

Write a short text on a familiar topic using reference materials / support.

Write for a range of audiences and purpose. Use formal and informal ‘you’.

Grammar

Use basic language structures accurately and with confidence e.g. apply correct verb endings to regular and some high frequency irregular verbs

Use prepositions and use some adverbial phrases to talk about the past or future in a simple way e.g. there was / there will be.

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