**Y3/4 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**

**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

**Year 4 End of Year Expectations**

**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.

**Y3/4 Autumn term 2: 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 3 End of Year Expectations**

**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

**Year 4 End of Year Expectations**

**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.

**Y3/4 Spring term 1: Descriptions**

**The pupils will learn……**

1, to describe eye colours:  *los ojos marrones, azules, verdes, negros place of adjectives*

2, to use sentences with the descriptions *Tiene*: he/she has got….*Tiene los ojos marrones, azules, verdes, negros*

3, to describe hair colours: *Tiene el pelo moreno, rubio, negro, rojo*

4, about the verb forms *Tengo, tienes, tiene*

5, to design “Wanted” *Se busca* posters using descriptions and additional sentences *Se llama, Tiene ….años*

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

Assessment

**Year 3 End of Year Expectations**

**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

**Year 4 End of Year Expectations**

**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.

**Y3/4 Spring term 2:** **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

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

**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

**Year 4 End of Year Expectations**

**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.

**Year3/4 Summer term 1**: **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.*

aboutSant 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**

**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 4 End of Year Expectations**

**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.

**Y3/4 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**

**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.

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

**Year 4 End of Year Expectations**

**Listening**

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

**Speaking**

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**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.

**Y3/4 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**

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**Grammar**

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**Y3/4 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, to say the months of the year

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

Sound:j,z

a song: *En el invierno…* from the Let’s sing and learn in Spanish CD

4, to answer “When is your birthday?” *¿Cuándo es tu cumpleaños? En….*

Preposition *en*

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

**Year 3 End of Year Expectations**

**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.

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**Grammar**

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

**Year 4 End of Year Expectations**

**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.

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**Reading**

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**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.

**Y3/4 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?*

 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

**Year 3 End of Year Expectations**

**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.

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**Grammar**

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

**Year 4 End of Year Expectations**

**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.

**Y3/4 Spring 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 sentenceswith 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 3 End of Year Expectations**

**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.

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**Writing**

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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 4 End of Year Expectations**

**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.

**Year 3/4 Spring term 2**: **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**

**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 4 End of Year Expectations**

**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.

**Y3/4 Summer term 1: 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*

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

**Year 3 End of Year Expectations**

**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 4 End of Year Expectations**

**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.

**Y3/4 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

to find out about San Fermines about La Tomatina

6, to reflect on their language learning and assess themselves

**Year 3 End of Year Expectations**

**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 4 End of Year Expectations**

**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.

**Y3/4 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?)*

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 Fermines

7, to reflect on their language learning and assess themselves

about La Tomatina

**Year 3 End of Year Expectations**

**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 4 End of Year Expectations**

**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.

**Y5/6 Autumn term 1:** **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 5 End of Year Expectations**

**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.

**Year 6 End of Year Expectations**

**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

**Y5/6 Autumn term 2: 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

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, Assessment

**Year 5 End of Year Expectations**

**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.

**Year 6 End of Year Expectations**

**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

**Y5/6 Spring 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 (1)

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

4, read a postcard with the right pronunciation

about Spanish in the world Día de la Hispanidad

5, to write their own postcards (1)

6, , to write their own postcards (2)

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

Assessment

**Year 5 End of Year Expectations**

**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.

**Year 6 End of Year Expectations**

**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.

**Y5/6 Spring term 2: 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**

**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.

**Year 6 End of Year Expectations**

**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.

**Y5/6 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)

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

**Year 5 End of Year Expectations**

**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.

**Year 6 End of Year Expectations**

**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.

**Y5/6 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)*

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

**Year 5 End of Year Expectations**

**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.

**Year 6 End of Year Expectations**

**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.

**Y5/6 Summer 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 5 End of Year Expectations**

**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.

**Year 6 End of Year Expectations**

**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.

**Y5/6 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 *el* and the day of the week

5, to describe a sport star in a minibooks using the verbs *Se llama, Tiene…..años, Es….Juega/Hace….*

about Spanish in the world Día de la Hispanidad

6, to present sports stars minibooks to each other or in front of the class

about the Day of the Dead El Día de los Muertos

Assessment

**Year 5 End of Year Expectations**

**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.

**Year 6 End of Year Expectations**

**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.

**Y5/6 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 5 End of Year Expectations**

**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.

**Year 6 End of Year Expectations**

**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.

**Y5/6 Spring term 1: Food**

**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

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

**Year 5 End of Year Expectations**

**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.

**Year 6 End of Year Expectations**

**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.

**Y5/6 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

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 *el* (link to a day of the week*) El martes voy a Paraguay en barco*

5,about Easter in Spanish speaking countries

Assessment

**Year 5 End of Year Expectations**

**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.

**Year 6 End of Year Expectations**

**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.

**Y5/6 Summer term 1: 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)*

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

**Year 5 End of Year Expectations**

**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.

**Year 6 End of Year Expectations**

**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.

**Y5/6 Summer term 1: 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 5 End of Year Expectations**

**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

**Year 6 End of Year Expectations**

**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.

**Y5/6 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….?*

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

**Year 5 End of Year Expectations**

**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

**Year 6 End of Year Expectations**

**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

**Extra unit Year 5: 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 use the bilingual dictionary, recognising abbreviations (nm, nf, v, adj, etc.)

4, /create their own dictionaries (1)

5, /create their own dictionaries (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 5 End of Year Expectations**

**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.

**Extra unit Year 6: 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

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

**Year 6 End of Year Expectations**

**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