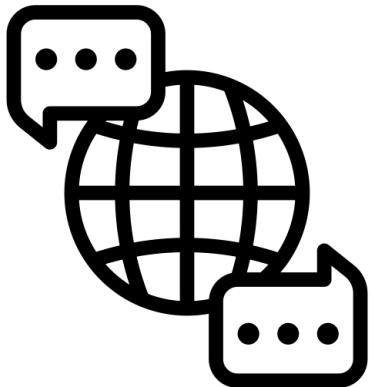




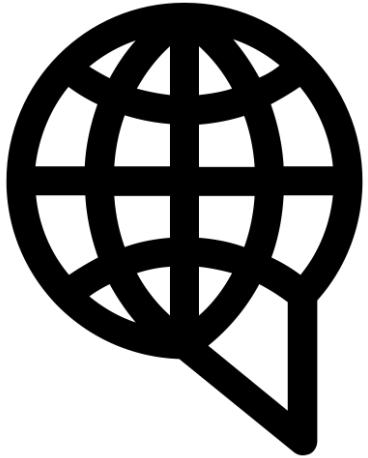
Spanish KS2 Scheme of Work



Foreign Languages – having the knowledge and skills to listen, speak and write in another language from another country.

Jobs in this subject might be: Interpreter, translator, able to work in any job in another country.

Learning and talking about...



**Communicating
in another
language using
spoken
language**



**Reading and
understanding
another
language**



**Communicating
in another
language using
writing**

The National Curriculum for Foreign Languages states that by the end of Key Stage 2:

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.

Spanish Y3/4 scheme of work overview: Term 1

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 1 (W1-8)	Describing me and others • in class • in Perú and in Spain	Talking about being • Essential verb: to be, being – ESTAR • I am – estoy • you are – estás • he is – está • she is – está • it is, it's – está • Essential verb: to be, being – SER • I am – soy • you are – eres • he is – es • she is – es • it is, it's – es • Adjective agreement for masculine/feminine • Yes/no questions with raised intonation	• Vowels [a] [e] [i] [o] [u] • SSC [ca] [co] [cu]	• Simple greetings • Verb estar • Range of adjectives • Days of the week	Can I... • respond confidently to greetings and register (L1)? • match target SSC sounds to print (L2) ? • sound out new words with target SSC (R3) ? • listen and join in with simple songs and rhymes (L1/R2) ? • listen and read simple sentences and show understanding (L1/R1) ? • say short sentences to describe people (S2/3) ? • ask and answer simple yes/no questions about being (S1(a)/G4)? • use regular singular m/f adjectives after estar (G3) ?
Unit 2 (W9-12)	Saying what I and others have • at home • with friends	Talking about having Essential verb: to have, having – TENER • I have – tengo • you have – tienes • he has – tiene • she has – tiene • Indefinite, singular • Post-nominal adjective gender agreement • Yes/no questions with raised intonation	• SSC [ce] • SSC [ci] • SSC [z]	• Verb tener • Range of singular masculine and feminine nouns	Can I... • listen and read simple sentences and show understanding (L1/R1) ? • match target SSC sounds to print (L2) ? • sound out new words with target SSC (R3) ? • say short sentences to say what I and others have (S2/3) ? • ask and answer simple questions to identify things and say what I and others have (S1(a)/G4) ? • write memory (W1), adapt (W2) ? • use singular m/f nouns with indefinite articles (G1) ?
Unit 3 (W13-14)	• Revision • Christmas	• Revisit key ideas	• Revisit SSC	• Revisit vocabulary	• show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G3, G4 • listen and join in with simple songs and rhymes (L1/R2)

Medium term plan

Autumn Term						
Wk	Rojo			Amarillo		
	Theme	Lesson	Follow up	Theme	Lesson	Follow up
Describing me and others						
1	Greetings; taking the register	R1 R1(audio)	R1 R1(audio)	Greetings; taking the register	A1 A1(audio)	A1 A1(audio)
2	Asking questions in class	R2 R2(audio)	R2 R2(audio)	Asking questions in class	A2 A2(audio)	A2 A2(audio)
3	Saying how I and someone else is feeling; asking questions	R3 R3(audio)	R3 R3(audio)	Saying how I and someone else is feeling; asking questions	A3 A3(audio)	A3 A3(audio)
4	Saying how I and someone else is feeling; asking questions	R4 R4(audio)	R4 R4(audio)	Saying how I and someone else is feeling; asking questions	A4 A4(audio)	A4 A4(audio)
5	Saying how I and someone else is feeling; asking questions	R5 R5(audio)	R5 R5(audio)	Saying how I and someone else is feeling; asking questions	A5 A5(audio)	A5 A5(audio)
6	Saying what I am like, what someone else is like	R6 R6(audio)	R6 R6(audio)	Saying what I am like, what someone else is like	A6 A6(audio)	A6 A6(audio)
7	Talking about where I am from	R7 R7(audio)	R7 R7(audio)	Talking about where I am from	A7 A7(audio)	A7 A7(audio)
8	¿Qué día es hoy?	R8 R8(audio)	R8 R8(audio)	¿Qué día es hoy?	A8 A8(audio)	A8 A8(audio)
Saying what I and others have						
9	Una excursión a la montaña	R9 R9(audio)	R9 R9(audio)	La cama de Sofía	A9 A9(audio)	A9 A9(audio)
10	Un amigo, Max	R10 R10(audio)	R10 R10(audio)	Sofía y Elena	A10 A10(audio)	A10 A10(audio)
11	El estuche de Sofía	R11 R11(audio)	R11 R11(audio)	La mesa de Quique	A11 A11(audio)	A11 A11(audio)
12	Una fiesta	R12 R12(audio)	R12 R12(audio)	El club de teatro	A12 A12(audio)	A12 A12(audio)
Assessments						
13	Rojo Term 1 knowledge quiz (vocabulary, grammar) Rojo 13 Assessment PPT with audio Rojo Quiz - pupil version Rojo Quiz - teacher version Rojo Knowledge Organiser Term 1 (A&B) as pdf and as PPT			Amarillo Term 1 knowledge quiz (vocabulary, grammar) Amarillo 13 Assessment PPT with audio Amarillo Quiz - pupil version Amarillo Quiz - teacher version Amarillo Knowledge Organiser Term 1 (A&B) as pdf and as PPT		
14	Rojo Term 1 knowledge quiz (phonics) Rojo 14 Assessment PPT with audio Rojo Phonics Quiz - pupil version Rojo Phonics Quiz - teacher version			Amarillo Term 1 knowledge quiz (phonics) Amarillo 14 Assessment PPT with audio Amarillo Phonics Quiz - pupil version Amarillo Phonics Quiz - teacher version		

Spanish Y3/4 scheme of work overview: Term 2

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 4 (W1-4)	Saying what I and others do • activities in class • in the week • outside • in the morning • at Spanish club • at the weekend • in Barcelona • in the afternoon	Talking about doing • Infinitive – regular AR verbs (singular) • Definite articles – el, la	• SSC [i] [ii] • SSC [ga] [go] [gu]	• Range of regular –AR verbs • Family members • Range of nouns, adjectives and adverbs	I can... • match target SSC sounds to print (L2) • sound out new words with target SSC (R3) • listen and read simple sentences and show understanding (L1/R1) • say short sentences to describe actions (S2/3) • ask and answer simple yes/no questions about doing (S1(a)/G4) • use singular m/f nouns with definite articles (G2)
Unit 5 (W5-6)	Saying what I and others do • activities in and out of class • break time • reading club	Talking about doing (2) • Infinitive – regular ER verbs (singular) • Personal 'a'	• SSC [ga] [go] [gu] • SSC [ca] [co] [cu] • SSC [que]	• Range of regular –ER verbs • Range of singular masculine and feminine nouns	I can... • listen/read simple sentences and show understanding (L1/R1) • match target SSC sounds to print (L2) • sound out new words with target SSC (R3) • talk about what I and others do (S1 (a)(b), /S2/3, G4) • write from memory (W1), adapt (W2), describe actions (W3) • use singular m/f nouns with definite articles (G2), connectives (G5)
Unit 6 (W7-9)	• Saying how many, describing things • Carnaval • a story • my monster • revision	Talking about more than one • Essential verb: there is/are – hay • Plural indefinite articles – unos, unas • Regular plural marking on nouns [-s]	• SSC [qui] • Revisit [que] [qui] [ce] [ci]	• Numbers 1-12 • Parts of the body	• ask and answer simple questions to say how many things there are (S1(a)/G4) • use singular and plural m/f nouns with indefinite articles (G2)
Unit 7 (W10-11)	• Revision • Easter	• Revisit key ideas	• Revisit SSC	• Revisit vocabulary	• show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G2, G4 • listen and join in with simple songs and rhymes (L1/R2)

Medium term plan

Spring Term						
	Rojo			Amarillo		
Wk	Theme	Lesson	Follow up	Theme	Lesson	Follow up
Saying what I and others do						
1	Actividades en clase	R1 R1(audio)	R1 R1(audio)	Un club de español	A1 A1(audio)	A1 A1(audio)
2	El fin de semana vs la semana	R2 R2(audio)	R2 R2(audio)	El fin de semana	A2 A2(audio)	A2 A2(audio)
3	En el aire libre	R3 R3(audio)	R3 R3(audio)	En Barcelona	A3 A3(audio)	A3 A3(audio)
4	Por la mañana	R4 R4(audio)	R4 R4(audio)	Por la tarde	A4 A4(audio)	A4 A4(audio)
5	Actividades	R5 R5(audio)	R5 R5(audio)	El club de leer	A5 A5(audio)	A5 A5(audio)
6	Actividades en clase	R6 R6(audio)	R6 R6(audio)	En el recreo	A6 A6(audio)	A6 A6(audio)
7	Una bici, cuatro pelotas	R7 R7(audio)	R7 R7(audio)	Dos plantas, cinco revistas	A7 A7(audio)	A7 A7(audio)
Saying how many and describing things						
8	Carnaval	R8 R8(audio)	R8 R8(audio)	Monstruo	A8 A8(audio)	A8 A8(audio)
9	Una historia	R9 R9(audio)	R9 handout	Repaso	A9 A9(audio)	A9 A9(audio)
Assessments						
10	Rojo Term 2 knowledge quiz (vocabulary, grammar) R10 (audio) Rojo Quiz - pupil version Rojo Quiz - teacher version Rojo Knowledge Organiser Term 2 as pdf and as PPT			Amarillo Term 2 knowledge quiz (vocabulary, grammar) A10 (audio) Amarillo Quiz - pupil version Amarillo Quiz - teacher version Amarillo Knowledge Organiser Term 2 as pdf and as PPT		
11	Rojo Term 2 knowledge quiz (phonics) R11 (audio)			Amarillo Term 2 knowledge quiz (phonics) A11 (audio)		

Spanish Y3/4 scheme of work overview: Term 3

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 8 (W1-6)	Describing things and people • Describing pictures • at the zoo • favourites • ages, states • my birthday • favourites • states • hunger, thirst, right • heat, cold, fear, tiredness	Talking about being (2) • Singular definite and indefinite articles (revisit) • Postnominal adjective agreement (revisit) • Subject pronouns for clarity and emphasis – yo, tú, él, ella • Possessive adjectives mi, tu • Use of de for possession • Noun + favorito/a, preferido/a • Tener meaning 'be' for age and states	• SSC [i] • SSC [ge] [gi] • [ge] [gi] vs [ga] [go] [gu] • SSC [gue] [gui] • revisit SSC • SSC [n] [ñ]	• Range of nouns • Range of adjectives • Numbers 1-12 (revisit) • Months of the year • hunger, thirst, right • heat, cold, fear, tiredness	I can... • listen and read simple sentences and show understanding (L1/R1) • match target SSC sounds to print (L2) • sound out new words with target SSC (R3) • say short sentences to describe things and people (S2/3) • ask and answer simple information questions about what things are like and when (S1(a)/G4) • use singular m/f nouns with definite & indefinite articles, and possessive adjectives (G2) • use regular singular m/f adjectives after ser (G3) • use a dictionary (R5)
Unit 9 (W7-9)	Expressing likes and saying what I and others do • opinions • end of term show • my dad's work • in the summer • my mum's work	Talking about likes & dislikes • Plural definite article los, las • Use of definite article after verbs of opinion • Revisit –AR and –ER verbs	• SSC [r] [rr] • SSC [v] [b] • SSC [h]	• Range of –AR and –ER verbs • Range of plural nouns	I can... • listen and read simple sentences and show understanding (L1/R1) • match target SSC sounds to print (L2) • sound out new words with target SSC (R3) • say short sentences to say what I and others like (S1(b)/S2/3) • ask and answer simple questions to say what I and others like (S1(a)/G4) • write from memory (W1), describe actions, things (W3) • use plural m/f nouns with definite articles (G2)
Unit 10 (W10-11)	• Assessments	• Revisit key ideas	• Revisit SSC	• Revisit vocabulary	• show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, G2, G3, G4
Unit 11 (W12-13)	• The Hungry Caterpillar • Un poema	• Revisit key ideas	• Revisit SSC	• Revisit vocabulary	• listen and join in with simple songs and rhymes (L1/R2) • appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2) • use a dictionary (R5)

Medium term plan

Summer Term						
	Rojo			Amarillo		
Wk	Theme	Lesson	Follow up	Theme	Lesson	Follow up
Describing things and people						
1	Describing pictures	R1 R1(audio)	R1 R1(audio)	Describing pictures	A1 A1(audio)	A1 A1(audio)
2	Continuation of picture description	R2 R2(audio)	R2 R2(audio)	Continuation of picture description	A2 A2(audio)	A2 A2(audio)
3	En el zoo	R3 R3(audio)	R3 R3(audio)	Mi cumpleaños	A3 A3(audio)	A3 A3(audio)
4	Comparar	R4 R4(audio)	R4 R4(audio)	Comparar	A4 A4(audio)	A4 A4(audio)
5	Mi cosa favorita	R5 R5(audio)	R5 R5(audio)	Mi persona preferida	A5 A5(audio)	A5 A5(audio)
6	Tengo nueve años	R6 R6(audio)	R6 R6(audio)	¡Tengo frío!	A6 A6(audio)	A6 A6(audio)
7	Opiniones	R7 R7(audio)	R7 R7(audio)	Opiniones	A7 A7(audio)	A7 A7(audio)
Expressing likes and saying what I and others do						
8	El festival de fin de curso	R8 R8(audio)	R8 R8(audio)	En verano	A8 A8(audio)	A8 A8(audio)
9	El trabajo de papá	R9 R9(audio)	R9 R9(audio)	El trabajo de mamá	A9 A9(audio)	A9 A9(audio)
Assessment						
10	Rojo Term 3 knowledge quiz (vocabulary, grammar) R10 (audio) Rojo Knowledge Organiser Term 3 (A & B) as pdf and as PPT			Amarillo Term 3 knowledge quiz (vocabulary, grammar) A10 (audio) Amarillo Knowledge Organiser Term 3 (A & B) as pdf and as PPT		
11	Rojo Term 3 knowledge quiz (phonics) Rojo 11 Assessment PPT with audio			Amarillo Term 3 knowledge quiz (phonics) Amarillo 11 Assessment PPT with audio		
12	Una historia	R12 R12(audio)	R12 R12(audio)	Un poema	A12 A12(audio)	A12 A12(audio)
13	Una historia	R13 R13(audio)	R13 R13(audio)	Un poema	A13 A13(audio)	A13 A13(audio)

Spanish Y5/6 scheme of work overview: Term 1

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 1 (W1-7)	Describing me and others <ul style="list-style-type: none"> in class people and friends birthdays, dates, Día de los Muertos, concerts & celebrations, events Sports Day 	Talking about being <ul style="list-style-type: none"> Essential verb: to be, being – ESTAR <ul style="list-style-type: none"> we are – estamos they are – están Essential verb: to be, being – SER <ul style="list-style-type: none"> we are – somos they are – son Regular adjective agreement for masculine/feminine (plural) Information questions (¿quién? ¿cuándo? ¿cuál?) 	<ul style="list-style-type: none"> Vowels [a] [e] [i] [o] [u] Consonant vowel syllables Strong vowels Weak vowels 	<ul style="list-style-type: none"> Verb estar (plural) Verb ser (plural) Range of adjectives Numbers 1-31 Months 	<p>I can...</p> <ul style="list-style-type: none"> transcribe (L2) and sound out (R3) new words with target SSC listen and read sentences and show understanding (L1/R1) say short sentences to describe people (S2/3) ask and answer simple yes/no questions about being and when things take place (S1(a)/G4) write from memory (W1), adapt (W2) and describe people (W3) use regular singular and plural m/f adjectives after estar & ser (G3) and time adverbs (G5)
Unit 2 (W8-12)	Saying what I and others have <ul style="list-style-type: none"> at school, at home family, teachers in town, cities celebrities 	Talking about having <p>Essential verb: to have, having – TENER</p> <ul style="list-style-type: none"> we have – tenemos they have – tienen Indefinite articles (singular & plural) Post-nominal adjective gender agreement (singular & plural) Negation (no) Yes/no questions with raised intonation 	<ul style="list-style-type: none"> Revisit all vowels SSC [ca] [co] [cu] SSC [ce] [ci] SSC [z] SSC [ch] 	<ul style="list-style-type: none"> Verb tener (plural) school & home nouns places in town prepositions of place face, hair & eyes 	<p>I can...</p> <ul style="list-style-type: none"> listen and read sentences and show understanding (L1/R1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) say short sentences to say what I and others have and describe physical appearance (S2/3) write memory (W1), adapt (W2) use singular and plural m/f nouns (G2) with indefinite and definite articles (G1) use prepositions of place (G5)
Unit 3 (W13-14)	<ul style="list-style-type: none"> Revision/Assessment Villancicos El Gordo Los Reyes Magos 	<ul style="list-style-type: none"> Revisit key ideas 	<ul style="list-style-type: none"> Revisit SSC 	<ul style="list-style-type: none"> Revisit vocabulary 	<ul style="list-style-type: none"> show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G3, G4 listen and join in with simple songs and rhymes (L1) appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2)

Medium term plan

Autumn Term						
	Azul			Verde		
Wk	Theme	Lesson	Follow up	Theme	Lesson	Follow up
Describing me and others						
1	En clase	Az1 Az1(audio)	Az1 Az1(audio)	En clase	V1 V1(audio)	V1 V1(audio)
2	Las personas	Az2 Az2(audio)	Az2 Az2(audio)	Las personas	V2 V2(audio)	V2 V2(audio)
3	Los amigos	Az3 Az3(audio)	Az3 Az3(audio)	Los amigos	V3 V3(audio)	V3 V3(audio)
4	Los cumpleaños	Az4 Az4(audio)	Az4 Az4(audio)	Los conciertos y las fiestas	V4 V4(audio)	V4 V4(audio)
5	Las fechas	Az5 Az5(audio)	Az5 Az5(audio)	Los espectáculos	V5 V5(audio)	V5 V5(audio)
6	Los amigos	Az6 Az6(audio)	Az6 Az6(audio)	Los amigos	V6 V6(audio)	V6 V6(audio)
7	El día de los muertos	Az7 Az7(audio)	Az7 Az7(audio)	El día de los deportes	V7 V7(audio)	V7 V7(audio)
Saying what I and others have						
8	Un día terrible	Az8 Az8(audio)	Az8 Az8(audio)	Un compañero inglés	V8 V8(audio)	V8 V8(audio)
9	En mi mochila	Az9 Az9(audio)	Az9 Az9(audio)	En mi ciudad	V9 V9(audio)	V9 V9(audio)
10	En la clase	Az10 Az10(audio)	Az10 Az10(audio)	En la ciudad	V10 V10(audio)	V10 V10(audio)
11	¡No tenemos espacio!	Az11 Az11(audio)	Az11 Az11(audio)	Ciudades	V11 V11(audio)	V11 V11(audio)
12	Familia, profesores, médico/a	Az12 Az12(audio)	Az12 Az12(audio)	Gente famosa	V12 V12(audio)	V12 V12(audio)
Assessment						
13	Azul Term 1 knowledge quiz (vocabulary, grammar) Azul 13 Assessment PPT with audio Azul Quiz - pupil version Azul Quiz - teacher version Azul Knowledge Organiser Term 1 (A&B) as pdf and as PPT			Verde Term 1 knowledge quiz (vocabulary, grammar) Verde 13 Assessment PPT with audio Verde Quiz - pupil version Verde Quiz - teacher version Verde Knowledge Organiser Term 1 (A&B) as pdf and as PPT		
14	Azul Term 1 knowledge quiz (phonics) Azul 14 Assessment PPT with audio Azul Phonics Quiz - pupil version Azul Phonics Quiz - teacher version			Verde Term 1 knowledge quiz (phonics) Verde 14 Assessment PPT with audio Verde Phonics Quiz - pupil version Verde Phonics Quiz - teacher version		

Spanish Y5/6 scheme of work overview: Term 2

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 4 (W1-6)	Saying what I and others do <ul style="list-style-type: none"> Customs (Las Fallas) in language class volunteering break time on a farm my room Traditions (Nochevieja, Año Nuevo) in school at the weekend free time packing 	Talking about doing (we, they) <ul style="list-style-type: none"> regular AR verbs (plural) regular ER verbs (plural) yes/no questions negation (no) Plural possessive adjectives mis, tus 	<ul style="list-style-type: none"> SSC [i] [ii] SSC [ga] [go] [gu] Stress pattern 1 Stress pattern 2 Stress pattern 3 SSC [que] [qui] 	<ul style="list-style-type: none"> Range of –AR and –ER verbs Range of high-frequency nouns related to festivals and celebrations, free time and life at home and school Adverbs of frequency & location 	<p>I can...</p> <ul style="list-style-type: none"> transcribe (L2) and sound out (R3) new words with target SSC listen and read sentences and show understanding (L1/R1) say short sentences to say what people do (plural persons) (S2/3) ask and answer longer yes/no questions about doing (S1(a)/G4) write from memory (W1), adapt (W2) and describe actions (W3) use plural –AR and –ER verb forms in questions, in affirmative and negative statements (G4)
Unit 5 (W7-9)	Saying where you're going and what there is there <ul style="list-style-type: none"> Oviedo! compass points (Spain) Madrid Badajoz town/village physical geography (Peru) Córdoba 	Talking about going <ul style="list-style-type: none"> Essential verb: to go, going – IR <ul style="list-style-type: none"> I go – voy you go – vas he goes – va she goes – va Preposition a (al, a la) 	<ul style="list-style-type: none"> SSC [n] [ñ] SSC [v] [b] SSC [r] [rr] 	<ul style="list-style-type: none"> Verb ir Numbers 1-31 (revisit) cardinal points nouns and proper nouns for places 	<p>I can...</p> <ul style="list-style-type: none"> listen and read sentences and show understanding (L1/R1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) say short sentences to say where I and others go (S2/3) write from memory (W1), adapt (W2) and describe actions (W3) use prepositions of place (G5) accurately with articles (G1)
Unit 6 (W10-11)	Revision / assessment Easter	<ul style="list-style-type: none"> Revisit key ideas 	<ul style="list-style-type: none"> Revisit SSC 	<ul style="list-style-type: none"> Revisit vocabulary 	<ul style="list-style-type: none"> show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G2, G4, G5 listen and join in with simple songs and rhymes (L1/R2)

Spring Term						
	Azul			Verde		
Wk	Theme	Lesson	Follow up	Theme	Lesson	Follow up
Saying what I and others do						
1	Comparar costumbres (las Fallas)	Az1 Az1(audio)	Az1 Az1(audio)	Comparar tradiciones (Nochevieja, Año Nuevo)	V1 V1(audio)	V1 V1(audio)
2	En clase de idiomas	Az2 Az2(audio)	Az2 Az2(audio)	En el colegio	V2 V2(audio)	V2 V2(audio)
3	Somos solidarios	Az3 Az3(audio)	Az3 Az3(audio)	La clase de idiomas	V3 V3(audio)	V3 V3(audio)
4	En el recreo (en el / en la)	Az4 Az4(audio)	Az4 Az4(audio)	En fin de semana (en el / en la), time phrases	V4 V4(audio)	V4 V4(audio)
5	En una granja (farm) (dentro del / de la)	Az5 Az5(audio)	Az5 Az5(audio)	El tiempo libre (jugar + al / a la)	V5 V5(audio)	V5 V5(audio)
6	Mi habitación	Az6 Az6(audio)	Az6 Az6(audio)	¿Qué tienes en tu maleta?	V6 V6(audio)	V6 V6(audio)
Saying where you are going and what there is there						
7	Oviedo	Az7 Az7(audio)	Az7 Az7(audio)	Badajoz	V7 V7(audio)	V7 V7(audio)
8	Compass points in Spain	Az8 Az8(audio)	Az8 Az8(audio)	Physical geography in Perú	V8 V8(audio)	V8 V8(audio)
9	Trip to Spanish city	Az9 Az9(audio)	Az9 Az9(audio)	Córdoba	V9 V9(audio)	V9 V9(audio)
Assessment						
10	Azul Term 2 knowledge quiz (vocabulary, grammar) Az10 (audio) Azul Quiz - pupil version Azul Quiz - teacher version Azul Knowledge Organiser Term 2 as pdf and as PPT			Verde Term 2 knowledge quiz (vocabulary, grammar) V10 (audio) Verde Quiz - pupil version Verde Quiz - teacher version Verde Knowledge Organiser Term 2 as pdf and as PPT		
11	Azul Term 2 knowledge quiz (phonics) Az11 (audio) Azul Phonics Quiz - pupil version			Verde Term 2 knowledge quiz (phonics) AV11 (audio) Verde Phonics Quiz - pupil version		

Spanish Y5/6 scheme of work overview: Term 3

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 7 (W1-6)	Saying what I and others do <ul style="list-style-type: none"> activities at home preparing a party weather & seasons La Tomatina (Spain) Fiestas Patrias, Inti Raymi (Peru) physical geography (Spain) a party in my free time weather and activities Feria de Abril Las Fallas physical geography (Mexico) 	Talking about doing (I, you, s/he) <ul style="list-style-type: none"> Essential verb: to do, make – HACER <ul style="list-style-type: none"> I do, make – hago you do, make – haces s/he does – hace hace (weather) using mucho & todo 	<ul style="list-style-type: none"> Silent final consonants [SFC] – t, s, d, x or SFe SSC [ç] (and soft 'c') SSC [-tion] SSC [-ien] SSC [-s-] SSC [qu] 	<ul style="list-style-type: none"> Verb hacer (singular) activity nouns seasons sports numbers 16-31 	<p>I can...</p> <ul style="list-style-type: none"> transcribe (L2) and sound out (R3) new words with target SSC listen and read sentences and show understanding (L1/R1) say short and some longer sentences to describe actions (S2/3) ask and answer short and longer information questions (S1(a)/G4) Write from memory (W1), adapt (W2) and describe weather and actions (W3) use singular forms of hacer in questions and statements (G4)
Unit 8 (W7-9)	Expressing likes and actions <ul style="list-style-type: none"> household chores in school travelling around Spain learning languages on holiday in Spanish class 	Talking about doing (we, they) <ul style="list-style-type: none"> -AR and -ER verbs 2-verb structures: amar, odiar, deber, querer, poder 	<ul style="list-style-type: none"> SSC [i] (and soft 'g') SSC [h] Revisit several SSC 	<ul style="list-style-type: none"> a range of -AR and -ER verbs (plural) Verbs deber, querer, poder (singular) a range of vocabulary for tasks at home and away and in school 	<p>I can...</p> <ul style="list-style-type: none"> listen and read sentences and show understanding (L1/R1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) say short and longer sentences to say what I and others do, like/dislike doing and want to, have to or can do (S2/3) write memory (W1), adapt (W2), describe actions, likes and dislikes, wants, ability and obligation (W3)
Unit 9 (W10-13)	<ul style="list-style-type: none"> Revision/assessment Quiero ver una vaca La plaza tiene una torre 	<ul style="list-style-type: none"> Revisit key ideas 	<ul style="list-style-type: none"> Revisit SSC 	<ul style="list-style-type: none"> Revisit vocabulary 	<ul style="list-style-type: none"> show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, W2, W3, G1, G4, G5 listen and join in with simple songs and rhymes (L1/R2) appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2) use a dictionary (R5)

Medium term plan

Summer Term						
	Azul			Verde		
Wk	Theme	Lesson	Follow up	Theme	Lesson	Follow up
Saying what I and others do						
1	Actividades	Az1 Az1(audio)	Az1 Az1(audio)	Una fiesta	V1 V1(audio)	V1 V1(audio)
2	Preparar una fiesta	Az2 Az2(audio)	Az2 Az2(audio)	En mi tiempo libre	V2 V2(audio)	V2 V2(audio)
3	Hace buen tiempo en verano	Az3 Az3(audio)	Az3 Az3(audio)	Qué tiempo hace?, qué hacemos?	V3 V3(audio)	V3 V3(audio)
4	La Tomatina Infantil	Az4 Az4(audio)	Az4 Az4(audio)	Feria de abril	V4 V4(audio)	V4 V4(audio)
5	Fiestas Patrias e Inti Raymi en Perú	Az5 Az5(audio)	Az5 Az5(audio)	Las fallas	V5 V5(audio)	V5 V5(audio)
6	Geografía física (España)	Az6 Az6(audio)	Az6 Az6(audio)	Geografía física (Méjico)	V6 V6(audio)	V6 V6(audio)
Saying what I and others like and dislike doing						
7	Tareas de casa	Az7 Az7(audio)	Az7 Az7(audio)	Aprender idiomas	V7 V7(audio)	V7 V7(audio)
8	En el colegio	Az8 Az8(audio)	Az8 Az8(audio)	De vacaciones	V8 V8(audio)	V8 V8(audio)
9	De viaje por España	Az9 Az9(audio)	Az9 Az9(audio)	En la clase de español	V9 V9(audio)	V9 V9(audio)
Assessment						
10	Azul Term 3 knowledge quiz (vocabulary, grammar) Azul 10 Assessment PPT with audio Azul Knowledge Organiser Term 3 (A & B) as.pdf and as PPT			Verde Term 3 knowledge quiz (vocabulary, grammar) Verde 10 Assessment PPT with audio Verde Knowledge Organiser Term 3 (A & B) as.pdf and as PPT		
11	Azul Term 3 knowledge quiz (phonics) Azul 11 Assessment PPT with audio			Verde Term 3 knowledge quiz (phonics) Verde 11 Assessment PPT with audio		
12	Un poema	Az12 Az12(audio)	Az12 Az12(audio)	Un poema	V12 V12(audio)	V12 V12(audio)
13	Un poema	Az13 Az13(audio)	Az13 Az13(audio)	Un poema	V13 V13(audio)	V13 V13(audio)

Key	KS2 Programme of Study
L1	Listen attentively and show understanding by joining in and responding
L2	Link the spelling, sound and meaning of words
S1(a)	Ask and answer questions
S1(b)	Express opinions and respond to those of others
S1(c)	Ask for clarification and help
S2	Speak in sentences
S3	Describe people, places, things and actions orally (to a range of audiences)
R1	Read and show understanding of words, phrases and simple texts
R2	Appreciate stories, songs, poems and rhymes in the language
R3	Read aloud with accurate pronunciation
R4	Understand new words that are introduced into familiar written material
R5	Use a dictionary
W1	Write words and phrases from memory
W2	Adapt phrases to create new sentences
W3	Describe people, places, things and actions in writing
G1	Gender of nouns - definite and indefinite articles
G2	Singular and plural forms of nouns
G3	Adjectives (place and agreement)
G4	Conjugation of key verbs (and making verbs negative)
G5	Connectives and qualifiers, adverbs of time, prepositions of place

