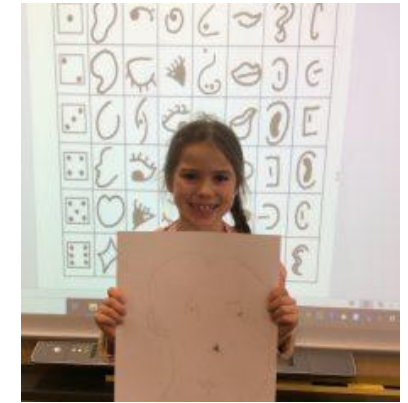




Christopher Pickering Languages Long Term Plan 2024-2025

Languages

Spanish KS2



The Intention of the Languages Curriculum

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.



Programme of Study

Key Stage 2

(L1) listen attentively to spoken language and show understanding by joining in and responding

(L2) explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

(S1) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

(S2) speak in sentences, using familiar vocabulary, phrases and basic language structures

(S3) develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

(S4) present ideas and information orally to a range of audiences

(R1) read carefully and show understanding of words, phrases and simple writing

(R2) appreciate stories, songs, poems and rhymes in the language

(R3) broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

(W1) write phrases from memory, and adapt these to create new sentences, to express ideas clearly

(W2) describe people, places, things and actions orally and in writing

(G1) 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.



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----|---|---|--|--|---|--|
| | I'm Learning Spanish (E) | Animals (E) | Seasons (E) | Musical Instruments (E) | Fruits (E) | Ice-Creams (E) |
| Y3 | <p>Focus/s: Speaking and Listening Curriculum Goal: To read and write numbers 1-10.</p> <p>(L1, L2, S1, S2, S3, S4, R1, R2 and W2)</p> <ul style="list-style-type: none"> Identify Spain on a map of the world. Highlight famous Spanish cities. Talk about other countries where Spanish is spoken. Say their name and how they are feeling in Spanish. <p>Count to ten in Spanish.</p> | <p>Focus/s: Speaking and Listening Curriculum Goal: To talk about animals in Spanish</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. Understand better that articles/determiners have more options in Spanish than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be). | <p>Focus/s: Speaking and Listening Curriculum Goal: To talk about our favourite season in Spanish.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <p>-Name, recognise and remember all four seasons in Spanish.</p> <ul style="list-style-type: none"> Say what our favourite season is in Spanish. Say why it is our favourite season in Spanish. <p>Start to recognise and use the conjunctions 'y' (and) & 'porque' (because) in our spoken and written responses.</p> | <p>Focus/s: Speaking and Listening Curriculum Goal: To learn the language for musical instruments.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Name ten instruments in Spanish. Match all the new Spanish words to the appropriate picture. Remember the words for at least five instruments and their correct gender in Spanish, unaided. To say that they play an instrument, of their choice correctly in Spanish. | <p>Focus/s: Speaking and Listening Curriculum Goal: To say what fruit we like and do not like in Spanish.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. Ask somebody in Spanish if they like a particular fruit. Say what fruits they like and dislike. | <p>Focus/s: Speaking and Listening Curriculum Goal: To ask for a cone or scoop of more than one ice-cream.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in Spanish using 'quisiera'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub. |



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Y4 | Vegetables (E) | Ancient Britain (E) | Presenting Myself (I) | Family (I) | Classroom (I) | My Home(I) |
| | <p>Focus/s: Speaking and Listening Curriculum Goal: To talk simply about buying vegetables from a market stall and how much.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Name and recognise up to 10 vegetables in Spanish. Attempt to spell some of these nouns (including the correct article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. | <p>Focus/s: Speaking and Listening Curriculum Goal: I can talk simply about the six periods from Ancient Britain and about hunting tools.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Use the Spanish for “I am” (soy), “I have” (tengo) and “I live” (vivo). Name in Spanish, the 6 key periods of ancient Britain, introduced in chronological order. Be able to say in Spanish 3 of the types of people who lived in Ancient Britain. Tell somebody in Spanish the 3 key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the 3 types of dwellings people lived in during the stone age, bronze age and iron age. | <p>Focus/s: Speaking and Listening Curriculum Goal: To say my name, age and where I live in Spanish.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Count to 20 in Spanish. Ask somebody their name and age in Spanish and say my name and age in Spanish in reply. Say hello and goodbye and then ask how somebody else is feeling and answer in return how I am feeling. <p>Ask somebody where they live and answer back where I live, in Spanish.</p> | <p>Focus/s: Speaking and Listening Curriculum Goal: To talk simply about your/ a family in Spanish.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age and relationship. Count up to 100 in Spanish. Understand possessive adjectives better in Spanish (‘my’ form only). | <p>Focus/s: Speaking and listening Curriculum Goal: To say what you have and do not have in your pencil case in Spanish</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands. | <p>Focus/s: Speaking and Listening Curriculum Goal: To describe what rooms there are and are not in your home in Spanish</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Say and write in Spanish whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... Use the conjunction y to link two sentences together. |



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----|--|--|--|---|---|---|
| | Do you have a pet? (I) | What is the date? (I) | What is the weather? (I) | Traditions and Celebrations (I) | Olympics (I) | Clothes (I) |
| Y5 | <p>Focus/s: Speaking and Listening</p> <p>Curriculum Goal: To say what pet you have and do not have in Spanish (L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> • Know the nouns and indefinite articles for 8 common pets. • Ask somebody if they have a pet and give an answer back. • Say in Spanish what pet we have/do not have and give our pet's name. • Start to use the simple conjunction y (and) and pero (but) to make more complex and interesting sentences. | <p>Focus/s: Speaking and Listening</p> <p>Curriculum Goal: To be able to say the date in Spanish (L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> • Recognise and recall the 12 months of the year in Spanish. • Ask what the date is and say the date in Spanish. • Ask somebody when their birthday is and say when their own birthday is in Spanish. | <p>Focus/s: Speaking and Listening</p> <p>Curriculum Goal: To be able to describe the weather in Spanish (L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> • Recognise and recall the 9 weather expressions in Spanish from memory. • Ask what the weather is today and give a reply in Spanish. • Describe the weather in Spain, in Spanish using a weather map with symbols. | <p>Focus/s: Speaking and Listening</p> <p>Curriculum Goal: To be able to develop an appreciation of traditions and celebrations different to their own culture & the Spanish language associated with these. (L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <p>Use key Spanish question words related to famous traditions and celebrations in Spanish-speaking countries in Spanish.</p> <p>Respond to questions related to famous traditions and celebrations in Spanish-speaking countries in Spanish.</p> <p>Express an opinion about a tradition or celebration in Spanish using the structure 'Es una fiesta + adjective' (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement in the description.</p> | <p>Focus/s: Speaking and Listening</p> <p>Curriculum Goal: To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb practicar. (L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> • Understand the key facts of the ancient and modern Olympics recounted in Spanish. • Learn 10 nouns and articles for common Olympic sports. • Explore the full present tense conjugation of the high frequency verb PRACTICAR. • Look at the adjectival changes involved when you describe a male Olympian or female Olympian. • All about the key facts of the ancient Olympics in Spanish. • All about the key facts of the modern Olympics in Spanish. | <p>Focus/s: Speaking and Listening</p> <p>Curriculum Goal: To describe what clothes you are wearing by colour in Spanish (L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> • Recognise and recall from memory 21 items of clothing. • Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. • Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour. |



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----|---|---|--|--|--|---|
| | At school (P) | Regular Verbs (KS2 extras) | The Weekend (P) | Healthy Lifestyles (P) | The Vikings (P) | Me in The World (P) |
| Y6 | <p>Focus/s: Speaking and Listening</p> <p>Curriculum Goal: To discuss what subjects you like and do not like at school and give a reason why in Spanish</p> <p>(L1, L2, S1, S2, S3, S4, R1, R2, R3, W1 and W2).</p> <ul style="list-style-type: none"> Name the subjects we study in school in Spanish with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. <p>Say at what time and on what day we study certain school subjects.</p> | <p>Focus/s: Writing and Speaking</p> <p>Curriculum Goal: To learn more about regular verbs in Spanish</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Understand better what personal/subject pronouns are. Understand better the concept of verb stems and endings. Conjugate easily and with clear understanding regular -er verbs like COMER. Conjugate easily and with clear understanding regular -ir verbs like VIVIR. Conjugate easily and with clear understanding regular -ar verbs like HABLAR. | <p>Focus/s: Writing and Speaking</p> <p>Curriculum Goal: To describe what activities I do at the weekend with a time and an opinion In Spanish.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Tell the time in Spanish using quarter past, half past and quarter to. Say and write in Spanish what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. | <p>Focus/s: Writing and Speaking</p> <p>Curriculum Goal: To describe what a healthy lifestyle is in Spanish</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in Spanish. | <p>Focus/s: Writing and Speaking</p> <p>Curriculum Goal: To be able to describe myself and/or another person and talk about my daily routine.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Name the six key periods of ancient Britain in Spanish. Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in Spanish. Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking. | <p>Focus/s: Writing and Speaking</p> <p>Curriculum Goal: To explore other Spanish speaking countries and cultures around the world.</p> <p>(L1,L2,S1,S2,S3,S4, R1,R2,R3,W1,W2 and G1).</p> <ul style="list-style-type: none"> Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid. Say and write something we do to help the planet. |

