Aston Community Education Trust

Spanish. Structure taken from KS2 schemes on www.rachelhawkes.com .

		Autumn Term		Spring Term		Summer Term	
Year 3		**Half Term 1:** - Where is Spanish spoken and what is Spain like? - Name and basic greetings - Key phonics - Numbers 1-12 - Age **Half Term 2:** - Phonics (sound – writing relationship) - Pencil case items - Colours - Christmas in Spain (including traditional Christmas song)	**Assessment Tracker** **- respond confidently to simple questions (L)** **- ask and answer simple questions (S)** **- show understanding of single words and short phrases (L)** **- say a short sentence (S)** **- match up single words with a picture or English equivalent (R)**	**Half Term 1** - Key classroom language - Animals - Colours **Half Term 2:** - Developing listening and reading skills through stories and songs: *Oso pardo, En la granja de mi tio, Querido zoo* - Easter cards / celebrations	**Assessment Tracker** **- ask and answer simple questions (S)** **- say a short sentence (S)** **- write words from memory accurately (W)** **- adapt a model sentence to give details (W)** **- match up single words with a picture or English equivalent (R)** **- read aloud with accurate pronunciation (R)**	**Half Term 1:** - La oruga hambriente - Fruit - Days of the week - Other food items - Developing listening and reading skills through stories **Half Term 2:** - Developing speaking and memory skills by re-telling a story - More food vocabulary (snacks) - At the café role plays	**Assessment Tracker** **- respond confidently to simple questions (L)** **- show understanding of single words and short phrases (L)** **- say a short sentence (S)** **- ask and answer simple questions (S)** **- match up single words with a picture or English equivalent (R)** **- read aloud with accurate pronunciation (R)** **- write words from memory accurately (W)** **- adapt a model sentence to give details (W)**
		Key Grammar: - Key verbs *llamar* and *tener* in 1st and 2nd person singular - Gender of nouns - Simple negative construction *no tengo*		**Key Grammar:** - Plurals of nouns - Adjectival agreement and position - Key verb *tener* in 1st and 2nd person singular - Simple negative construction *no tengo* - *Hay* + noun		**Key Grammar:** - Adjectival agreement and position - Gender and plurals of nouns - Key verbs *querer* and related question forms	

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Year 4	**Half Term 1:** - Greetings - Classroom language - Numbers 1 – 31 - Months of the year - Dates - Seasons **Half Term 2:** - Birthdays - Exclamations - A typical celebratory custom from the Spanish-speaking world - Christmas in Spain	**Assessment Tracker** - **respond confidently to simple questions (L)** - **show understanding of single words and short phrases (L)** - **say a short sentence (S)** - **ask and answer simple questions (S)** - **match up single words with a picture or English equivalent (R)** - **write words accurately from memory (W)** - **adapt a model sentence to describe and give details (W)**	**Half Term 1** - Shapes - Colours (recap from Y3) and other adjectives to describe shapes - Describing a picture (Miró / Matisse) **Half Term 2:** - Parts of the face - Parts of the body - Easter cards / celebrations	**Assessment Tracker** - **show understanding of single words and short phrases (L)** - **say a short sentence (S)** - **ask and answer simple questions (S)** - **match up single words with a picture or English equivalent (R)** - **understand sentences and short texts (R)** - **write words accurately from memory (W)** - **adapt a model sentence to describe give details (W)**	**Half Term 1** - Family members - Alphabet and spelling names - Physical description (hair and eyes) **Half Term 2:** - Describing a picture (Picasso and other artists) - Developing listening and reading skills through stories and songs: *The Giant Turnip – Henriette Barkow* - Describing a family	**Assessment Tracker** - **show understanding of single words and short phrases (L)** - **say a short sentence (S)** - **ask and answer simple questions (S)** - **match up single words with a picture or English equivalent (R)** - **understand sentences and short texts (R)** - **write words accurately from memory (W)** - **adapt a model sentence to describe and give details (W)**
	Key Grammar: - Ordinal numbers - Key verb *ser* - Exclamations - Gender of nouns		**Key Grammar:** - Adjectival agreement and position - Gender of nouns - *hay* and negative form - Key verbs *tener, ser* - Possessive adjectives *mi/mis*		**Key Grammar:** - Key verbs *tener, ser, llamar* - Possessive adjectives *mi/mis* - Adjectival agreement and position - Gender of nouns - Definite and indefinite articles	

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Year 5	**Half Term 1:** - Classroom language - Numbers 1-60 - Telling the time - Breakfast foods - Opinions **Half Term 2:** - More food and opinions - Full paradigm of key verbs used when talking about food - Food at school - Reinforcement of telling the time - Using a Spanish-English dictionary - Expressions of frequency	**Assessment Tracker** **- respond confidently to simple questions (L)** **- show understanding of single words and short phrases (L)** **- describe using short sentences (S)** **- ask and answer simple questions (S)** **- match up single words with picture or English equivalent (R)** **- understand sentences and short texts (R)** **- adapt a model sentence to give details (W)**	**Half Term 1:** - Using a Spanish-English dictionary - Sports - Opinions **Half Term 2:** - Expressions of frequency - Using the present tense to write about sports - Using the imperative to create a simple dance / exercise routine - Easter cards / celebrations	**Assessment Tracker** **- respond confidently to simple questions (L)** **- show understanding of single words and short phrases (L)** **- describe using short sentences (S)** **- ask and answer simple questions (S)** **- match up single words with picture or English equivalent (R)** **- understand sentences and short texts (R)** **- adapt a model sentence to give details (W)** **- write words accurately from memory (W)**	**Half Term 1:** - Types of music - Opinions - Musical instruments **Half Term 2:** - Developing listening and reading skills through song - Giving reasons for opinions (Eurovision) - Taking part in conversations about music and favourite artists - Transcribing and translating opinions and reasons about music	**Assessment Tracker** **- respond confidently to simple questions (L)** **- show understanding of single words and short phrases (L)** **- describe using short sentences (S)** **- ask and answer simple questions (S)** **- match up single words with picture or English equivalent (R)** **- understand sentences and short texts (R)** **- adapt a model sentence to give details (W)** **- write words accurately from memory (W)**
	Key Grammar: - Question words - Present tense of key verbs *comer / beber* - Definite and indefinite articles - Key opinion verbs including negative forms and plural form - Gender and plurals of nouns - Subject pronouns required for the full paradigm of verbs		**Key Grammar:** - Present tense of key verbs *jugar, practicar* - Pronouns required for the full paradigm of verbs - The imperative		**Key Grammar:** - Simple connectives e.g. *pero, porque* - Present tense of key verbs *tocar* - Question words - Adjectival agreement and position	

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Year 6	**Half Term 1:** - Classroom language - Weather / seasons - Expressions of frequency - Geography of Spain - Compass points **Half Term 2:** - Saying where you live - Places in the town - Describing a photo - Opinions and reasons - Christmas	**Assessment Tracker** **- show understanding of short phrases (L)** **- speak in sentences (S)** **- understand phrases and simple texts (R)** **- adapt a model sentence or text to give details (W)** **- write words from memory accurately (W)** **- understand a range of spoken opinions (L)** **- express opinions (S)** **- use a bilingual dictionary (R)**	**Half Term 1:** - Festivals in Spain (Pamplona – La Fiesta de San Fermín) - Festivals in Spain (La Tomatina) - Giving reasons for opinions **Half Term 2:** - Countries - Languages and nationalities - Holiday destinations	**Assessment Tracker** **- understand a range of spoken opinions (L)** **- express opinions (S)** **- understand phrases and simple texts (R)** **- adapt a model sentence or text to give details (W)** **- write words from memory accurately (W)**	**Half Term 1:** - Holiday transport - Packing for a holiday (clothes) **Half Term 2:** - Describing a holiday picture - Holiday reading tasks - Writing a holiday postcard (transition task)	**Assessment Tracker** **- show understanding of short phrases (L)** **- understand a range of spoken opinions (L)** **- express opinions (S)** **- speak in sentences (S)** **- understand phrases and simple texts (R)** **- use a bilingual dictionary (R)** **- adapt a model sentence or text to give details (W)** **- write words from memory accurately (W)**
	Key Grammar: - Present tense of key verbs *hacer, vivir* - *hay* and simple negative form - Adjectival agreement and position - *mucho/a/s* - Question words - Using *pienso que / creo que* - Gender and plurals of nouns		**Key Grammar:** - Adjectival agreement - Present tense of regular verbs and the irregular verb *ir*		**Key Grammar:** - Present tense of key irregular verb *ir* - Adjectival agreement and position - High frequency words - Connectives	