

Unit Overview - EYFS/ KS1

Resources found here: EYFS and KS1	Autumn	Spring	Summer
Reception	<p>Hello, boys and girls, Mr., Mrs., Miss Goodbye My name is...and you? Bird poem What is your name? Nos 1-10 6 classroom commands 6 colours – red, blue, green, yellow, orange, pink</p>	<p>Gold coin game to revise Autumn work. How are you? Well, thank you. Body parts for 'Heads, shoulders' 6 fruits 6 instruction verbs linked with fruits Fruit role play Please, thank you</p>	<p>Gold coin game to revise Spring work. 5 farm animals for cow song 'Tillie la Tortuga' story – Tilly the Tortoise Family members 'Ricitos de Oro' story - Goldilocks</p>
Yr 1	<p>Gold coin game to revise Reception work. Good morning, good afternoon. New replies to 'How are you?' – Very well, excellent, so-so Nos 11-20 Another classroom command. 5 more colours – brown, white, black, grey. Shapes</p>	<p>Gold coin game to revise Autumn work. How old are you? I am ... years old. Large classroom items x 8 Days of week Pencil case items x 8 'Tengo frío' story – I am cold</p>	<p>Gold coin game to revise Spring work. New instruction verb. Winter and summer – I am cold, I am hot 'Oso Marrón' story – Brown Bear... Drinks x 5 Role play – I would like, what would you like?</p>

<p>Yr 2</p>	<p>Gold coin game to revise Reception/Yr 1 work. Good night New replies to 'How are you?' – bad, very bad, terrible. Nos. 21-31 Another classroom command Months When is your birthday? (Month only) Birthday story</p>	<p>Gold coin game to revise Autumn work. 'Querido Zoo' story – Dear Zoo Description of animals I'm hungry/thirsty Foods x 5 Drinks x 5 Café role play – I would like, what would you like?, here you go</p>	<p>Gold coin game to revise Spring work. New instruction verb 'Caperucita roja' story – Little Red Riding Hood At the beach words and activities Icecreams x 6 Buying an icecream – I would like, what would you like?, here you go, you're welcome</p>
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Unit Overview - KS2

YEAR 3
Unit 1 Greetings and sounds: ask and answer simple personal questions; emphasis on vowel sounds
Unit 2 Dates and numbers: developing key phonics; days and months
Unit 3 Myself: key phonics; colours; classroom commands
Unit 4 Designing a monster: parts of the body; gender differences
Unit 5 Me gusta la princesa: me gusta + colours; story telling & acting
Unit 6 Mi familia and Spanish-speaking countries: family members & domestic pets; tengo, tienes; Spanish-speaking countries

YEAR 4
Unit 7 ¿Qué tiempo hace? 3 constructions to describe weather
Unit 8 ¿Qué te gusta hacer? Me gusta, no me gusta + infinitive with -ar verbs; cognates and near cognates; Christmas traditions in some Spanish – speaking countries
Unit 9 La comida sana: noun/adjectival agreement; what children eat in Colombia and Spain
Unit 10 Las Pescadoras Valencianas: es and está; prepositions of place; noun/adjective agreement; Sorolla (link to Art NC)
Unit 11 Me gustan los animales y las frutas: story El Loro Tico Tango (adapted); me gusta/me gustan with animals and fruit from Costa Rica
Unit 12 Cuando llueve llevo puesto un paraguas :temperature; compass directions; clothing worn in different types of weather

YEAR 5
Unit 13 La oruga glotona: recognising the past tense; extended sentences using connectives; snacks in Spain, Argentina and Ecuador; link to Science
Unit 14 La cucaracha: a traditional Mexican song; porque and ¿por qué? Link with Music NC KS2
Unit 15 Mi ciudad: ¿Dónde está? Directions; link to geographical vocabulary NC KS1
Unit 16 Raúl viaja en el tiempo; me gusta/no me gusta porque ...; reading aloud; links to Literacy

Unit 17 Las Estaciones: using cognates to access a text; a song from Peru and a poem from Puerto Rico; links with Music NC KS2 and English Reading Comprehension

Unit 18 Los Planetas; identify word classes; manipulate language to form complex sentences; link to Science NC Year 5

YEAR 6

Unit 19 Geographical features: understand longer texts; use es and está when describing geographical features; revisit locations of Spanish-speaking countries; link with Geography NC KS2 Place Knowledge


Unit 20 Raúl en Sutton House: una casa Tudor: understand a story using drawings, context, cognates and prior learning; understand the importance of the tilde in the pronunciation of a word; recognise the 3rd person singular of the pretérito; link with History NC Tudors as optional theme at KS2

Unit 21 El súper cocinero: read story and translate parts; reading aloud; immediate future; 2nd person plural of present tense verbs; food and culture from around the Spanish-speaking world; link to Geography NC KS2; book and workbook provided

Unit 22 Raúl y las alas mágicas: review of all KS2 learning in all 4 skills;
Transition suggestions; book and workbook provided; links to English Reading Comprehension and Literacy.

Where have we come from? 

Where are we now? 

Where are we going? 

End of year objectives

KS2 NC Programme of Study Objectives. Pupils should be taught to:	By the end of year 3, pupils:	By the end of year 4, pupils:	By the end of year 5, pupils:	By the end of year 6, pupils:
<p>Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language.</p>	<p>3.1 Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly</p>	<p>4.1 Can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>5.1 Can understand the main points of a short-spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>	<p>6.1 Can understand a short-spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</p>
	<p>3.2 Can follow and repeat key words from a song, rhyme or poem.</p>	<p>4.2 Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.</p>	<p>5.2 Can join in with familiar short stories, songs, rhymes or poems, or parts of them.</p>	<p>6.2 Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.</p>

<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>3.3 Can recognise key phonics sounds with gestures.</p>	<p>4.3 Can recall key sounds and words and say them aloud with good pronunciation.</p>	<p>5.3 Can write high-frequency familiar words when she/he hears them spoken slowly and clearly.</p>	<p>6.3 Can write individual words accurately, building them from written syllables.</p>
	<p>3.4 Can read key words aloud with good pronunciation.</p>	<p>4.4 Can match key sounds in words and phrases.</p>	<p>5.4 Can use understandable spelling for high-frequency familiar words when she/he hears them spoken slowly and clearly.</p>	<p>6.4 Can write individual words and phrases with understandable spelling, when delivery is slow, clear and repeated.</p>
<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others</p>	<p>3.5 Can ask and answer simple pre-learned questions from memory. Eg. ¿qué tal? ¿Cómo te llamas?</p>	<p>4.5 Can rehearse and perform a short conversation, drawing on one theme.</p>	<p>5.5 Can perform short role plays on a known theme with several exchanges and secure pronunciation.</p>	<p>6.5 Can perform short role plays on a few very familiar themes including expressing opinions and responding to those of others.</p>
	<p>3.6 Are beginning to understand the formation of questions</p>	<p>4.6 Can understand how to form questions and answers independently.</p>	<p>5.6 Can adapt models successfully to give own information, substituting</p>	<p>6.6 Can answer simple questions on a few very familiar themes, including expressing</p>

	and answers involving familiar vocabulary		individual words, on a known theme.	opinions and responding to those of others.
Seek clarification and help.	3.7 Can use simple pre-learned words and phrases for routine situations eg buenos días, adiós, gracias	4.7 Can indicate that there is a problem using a pre-learned phrase. Eg No entiendo; ayúdame, por favor	5.7 Can use several short phrases and questions in predictable classroom interactions. Eg No tengo boli	6.7 Can use a repertoire of classroom language with teacher and peers eg ¿Puedo ir al baño?
Speak in sentences, using familiar vocabulary, phrases and basic language structures. Present ideas and information orally to a range of audiences.	3.8 Can repeat and say familiar words and short simple phrases, using understandable pronunciation.	4.8 Can produce short pre-prepared phrases on a familiar theme, with secure pronunciation.	5.8 Can produce some short phrases within a familiar theme, with good pronunciation.	6.8 Can use simple phrases and sentences independently to describe people, places, things and actions, with excellent pronunciation.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	3.9 Can read aloud some very familiar words and short phrases with accurate pronunciation.	4.9 Can match sound to print, by reading aloud familiar words and phrases, with secure pronunciation.	5.9 Can read short phrases accurately that contain mostly familiar language.	6.9 Can read aloud words, phrases and short passages with excellent pronunciation, applying phonics knowledge.

<p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>3.10 Can understand some familiar written words and short phrases.</p>	<p>4.10 Can read and understand a range of familiar written phrases.</p>	<p>5.10 Can understand familiar words and simple sentences, including ones with connectives.</p>	<p>6.10 Can understand a short text made up of sentences with familiar language on a familiar theme.</p>
<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p>	<p>3.11 Can use the visual clues and contexts to follow the gist of a song eg Rockalingua ¿Cómo te llamas?</p>	<p>4.11 Can use visual clues, contexts and prior knowledge to access a simple story in Spanish.eg Enrique el herizo</p>	<p>5.11 Can use visual clues, contexts and prior knowledge to access a non-fiction text in Spanish. Eg Los Planetas</p>	<p>6.11 Can use visual clues, contexts and prior knowledge to access an original story from the Spanish-speaking world.</p>
<p>Use a dictionary (and have knowledge of the Hispanic world).</p>	<p>3.12 Know that Spanish is spoken around the world.</p>	<p>4.12 Know where to locate the Spanish-speaking countries on a map.</p>	<p>5.12 Know about music and dance from the Hispanic world.</p>	<p>6.12 Know about food from the Hispanic World.</p>
	<p>3.13 Can use a word list and classroom prompts (such as display) as an aid to spelling.</p>	<p>4.13 Can use a dictionary or online resource to check the meaning & spelling of a word.</p>	<p>5.13 Can recognise and use the main dictionary codes for nouns, verbs, adjectives & adverbs.</p>	<p>6.13 Can appreciate that Spanish words do not always have a direct equivalent in English.</p>
<p>Write words and phrases from memory</p>	<p>3.14 Can write some single words from memory, with support.</p>	<p>4.14 Can write single words and several short phrases from memory with support</p>	<p>5.14 Can write words, phrases and short simple sentences from memory with support.</p>	<p>6.14 Can write a short, simple text from memory, using simple sentences from one</p>

				familiar theme with support.
Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing	3.15 Can, with support, substitute one element in a simple phrase to vary the meaning. e.g. A number or month.	4.15 Can substitute one element in a simple phrase or sentence to vary the meaning. e.g the colour or the noun: El oso es pardo	5.15 Can change a range of single elements in sentences to create new sentences and say and write them (e.g. change the noun or verb)	6.15 Can say and write sentences giving opinions or descriptions on a few themes using a model, a writing frame or sentence starters.
Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns, adjectives (place and agreement), conjugation of key verbs (and making verbs negative), connectives and qualifiers, adverbs of time, prepositions of	3.16 Can recognise indefinite articles in the singular with masculine and feminine nouns.	4.16 Can use definite and indefinite articles in singular and plural.	5.16 Can use the definite article with verbs of like / dislike.	6.16 Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.
	3.17 Can recognise regular plural nouns.	4.17 Can understand how to make verb forms negative.	5.17 Can use qualifiers and adverbs of time.	6.17 Can understand how the verb form needs to change to agree with the subject.

<p>place; how to apply these to build sentences and to explore how they differ or are similar to English.</p>	<p>3.18 Can identify adjectives and nouns.</p>	<p>4.18 Can use adjectives correctly (agreement and position) and prepositions of place.</p>	<p>5.18 Can use correct articles for singular and plural, with support, demonstrating knowledge of patterns learnt.</p>	<p>6.18 Show consistency in the application of grammar rules, understanding how sentence forms differ from or are similar to English.</p>
	<p>3.19 Can recognise some singular masculine and plural adjectives.</p>	<p>4.19 Can recognise 'tiene' (3rd person tener) and 'está' (3rd person estar).</p>	<p>5.19 Can use 1st, 2nd 3rd persons singular of several regular verbs in the present tense (with the support of a frame).</p>	<p>6.19 Can use the verbs 'to be' and 'to have' in several different contexts.</p>
	<p>3.20 Can use the high-frequency verb forms 'I have, it is'</p>	<p>4.20 Can use the connectives 'and', 'but'.</p>	<p>5.20 Can use subordinating connectives eg 'also', 'because' 'why?'</p>	<p>6.20 Can create complex sentences (with the support of a frame)</p>


RISE UP

IDENTITY 

SOCIETY 

ASPIRATION 



Where have we come from? 

Where are we now? 

Where are we going? 