

Year 3	1	2	3	4	5	6	7
1a	Classroom Instructions	Why learn a language?	Spanish Vowels	Greetings – Hola Silent /h/	Greetings – Adios	Greetings - ¿Qué tal? Punctuation	Dialogue- Film - Portfolio
PoS	1-4-7	LLS	1-2-5-7	1-2-5-7	1-2-5-7 LLS Cognates	1-2-3-5-7 LLS Gestures	1-2-5-7-6
1b	El día de los Muertos	Phonics/Alphabet Reading Strategies	¿ Como te llamas? Phonics /ll/	¿ Como te llamas? Famous Faces	Soy + Ad jectives describe self	Soy + Ad jectives describe self	Spanish Christmas
PoS	Intercultural	1-2-6 LLS Reading syllables	1-2-12	2-5-9-12 me/te/se	2-5-9-12 m/f suffixes el/la	5-6-9-12 m/f ad js -negatives	
2a	Los Colores Noun vocab list	Los Colores Poem	Los Colores Film-Poem-Portfolio	Los Numeros 1-12 Phonics /ce/ /ci/	Body Parts Vocab	Noun/ad jective agreement	
PoS	1-2-9	12 Agreement	6-7	1-2-9	1-2-7-9-12 el/la/los/las	12	
2b	2b Monster Description	Los Colores Reading comprehension Film-Monster-Portfolio	Revisit numbers Read Mama!	¿ Cuantos anos tienes? Phonics /n/	¿ Cuantos anos tienes? Age of family book		
PoS	9-10-12	3-7-9	1-2	1-2-5-7	1-2-5-7-10		
3a	Los Meses del Año Seasonal clothes vocab	Los Meses del Año Festivals	Los Numeros 13-31 Los	Numeros 13-31 Create a board game	¿ Cuando es tu cumpleanos?		
PoS	9-10-12	9-10-12 1-2-9	1-2-9	1-2-9	1-2-7-9-10		
3b	¿ Cuando es tu cumpleanos? Party invitations, etc.	¿ Que hay en el regalo?	¿ Que hay en el regalo? Picture Book	Spanish Story Los Tres Cerditos Reading Comp	Los Tres Cerditos as a play. Practise-Perform	Review and assess	
PoS	1-2-7-9-10	9-10-12 hay/prepositions	9-10-12 hay/prepositions	9-10-12	1-8	1-8	

LLS – Language Learning Skills

Year 4	1	2	3	4	5	6	7
1a	Revision of phonics and alphabet	Los dias de la Semana	Los dias de la Semana Diary of pastimes each day of the week	Read <i>The Very Hungry Caterpillar</i> in Spanish. Research food words	Create and illustrate own version	Create and illustrate own version	
PoS	1, 2	7, 9, 10	10, 11	8, 9, 12 Agreement	10	10, 6	
1b	El dia de los Muertos	¿Qué dia es hoy? Calendar of UK + Spanish Festivals	¿Qué dia es hoy? Calendar of UK + Spanish Festivals	¿Tienes una mascota? Animal nouns and verb <i>tener</i>	¿Tienes una mascota? Adjectives to compliment animal nouns	¿Tienes una mascota? Create an animal book Intro modifiers and conjunctions.	Spanish Christmas
PoS	Intercultural	6, Intercultural	6, Intercultural	3, 4, 9	3, 4, 9 Agreement/Verb tener	3, 4, 9 Agreement/Verb tener 10	Intercultural
2a	New Year Celebrations Complete animal books	¿Tienes una mascota? Film-Read-Portfolio	¿Tienes hermanos? Family nouns and extend use of <i>tener</i>	¿Tienes hermanos? Revise characteristics adjectives = modifiers	¿Tienes hermanos? Draw and label family portrait	Review and Assess	
PoS	Intercultural	12 tener/noun-adj agreement	3, 4, 9	3, 4, 9, 12	3, 4, 9, 12		
2b	¿Dónde vives? Town-Country-Building Adjectives + verb suffixes	¿Dónde vives? Add to previous dialogue + practise Film-Dialogue-Portfolio	¿A la izquierda o a la derecha? Verb <i>estar</i> to denote place and position	Create 'left and right' poem, or song and dance. Perform	Spanish Easter		
PoS	3, 4, 9	3, 4, 9, 10, 12	3, 4, 9, 10, 12	6	Intercultural		
3a	Mi Ciudad Place vocabulary Cognates to decipher unfamiliar vocab	Mi Ciudad Giving directions using a map	Prepositions Introduction of mi/tu/su	Prepositions Create book for young child: ¿Dónde está mi...? Dictionary work	Prepositions Create book for young child: ¿Dónde está mi...? Dictionary work		
PoS	3, 4, 9	3, 4, 9	12	10, 12	10, 12		
3b	Prepositions Create book for young child: ¿Dónde está mi...? Share with Y3	¿Tienes un boli? Revise and assess use of <i>tener</i>	¿Tienes un boli? Revise noun-adjective agreement	Mi Colegio Draw a map and name rooms in school.	Mi Colegio Write a set of directions and use maps to find 'treasure'	Review and Assess	
PoS	6, 10, 12	3, 4, 9	3, 4, 9, 12	6, 10, 12	6, 10, 12		

Year 5	1	2	3	4	5	6	7
1a	Revision of questions and answers learnt in Y3/4. Use scrapbooks for reference	¿Qué hora es? Practise.	¿Qué hora es? Produce and illustrate a schedule for a day First person verbs	¿Qué hora es? Complete schedule and share	¿Qué hora es? Learn song <i>Tumba! Tumba!</i> and perform	Los numeros 40-200 Discuss euro denominations and grams.	Los numeros 40-200 Make shopping lists- buying-revise greetings- introduce <i>queria</i>
PoS							
1b	El dia de los Muertos	¿Qué tiempo hace? Practise	¿Qué tiempo hace? Seasonal clothes Verbs <i>llevar + poner</i>	¿Qué tiempo hace? Holiday transport	¿Qué tiempo hace? Write a postcard: Where-when-weather- etc...	¿Qué tiempo hace? Illustrate and finish postcard. Film-Read-Portfolio	Spanish Christmas
PoS	Intercultural						Intercultural
2a	New Year Celebrations Recipe for <i>un roscon</i>	¿Te gusta o no te gusta? Reflexive verbs Sports nouns	¿Te gusta o no te gusta? Practise describing favourite sports. Use <i>porque</i> to say why.	¿Te gusta o no te gusta? Write about why they like certain sports.	Los Planetas	Los Planetas	
PoS	Intercultural						
2b	¿Que quieres? Practise Note modifiers <i>un poco/ mas</i>	¿Que quieres? Bi-lingual dictionary create a food alphabet.	¿Que quieres? Make fruit kebabs Write instructions	¿Te gusta el chocolate? Practise Introduce <i>se gusta/se gustan</i>	¿Te gusta el chocolate?		
PoS							
3a	¿Como eres tu? Revise previous word banks characteristics - body parts	¿Como eres tu? Extend vocabulary e.g. hair type, temperament	¿Como eres tu? Write a lengthy description of themselves	¿Como eres tu? Distribute descriptions, read aloud and guess who it describes.	Review and assess		
PoS							
3b	Research Picasso, Dali, Goya and Miro	List verbs and vocabulary needed to write a biography. 3 <sup>rd</sup> person verb suffixes	Children write short biography of one artist 3 <sup>rd</sup> person verb construction	Children write short biography of one artist	Publish on computer with suitable illustrations and photos	Review and Assess	Poster of the LLS used to learn Spanish that will facilitate learning French.
PoS							

KS2 Programme of Study Attainment Target		
1	Listen attentively to spoken language and show understanding by joining in and responding.	LISTENING
2	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	LISTENING
3	Engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification	SPEAKING
4	Speak in sentences, using familiar vocabulary, phrases and basic language structure.	SPEAKING
5	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases.	SPEAKING
6	Present ideas and information orally to a range of audiences	SPEAKING
7	Read carefully and show understanding of words, phrases and simple writing.	READING
8	Appreciate stories, songs, poems and rhymes in the language.	READING
9	Broaden their vocabulary and develop their ability to understand new words that are introduced in familiar written material, including through using a dictionary.	READING
10	Write phrases from memory, and adopt these to create new sentences, to express ideas clearly.	WRITING
11	Describe people, places, things and actions orally and in writing.	WRITING
12	Understand the 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.	GRAMMAR: GENDER AND ARTICLE
		GRAMMAR : CONJUGATION OF HIGH FREQUENCY VERBS
		GRAMMAR: PARTITIVE ARTICLES
		GRAMMAR: ADJECTIVAL AGREEMENT
		GRAMMAR: SENTENCE STRUCTURE