



Long Term Plan -Modern Foreign (Spanish)

	Year 3	Year 4	Year 5	Year 6
N.C Obj Could we have a Spanish afternoon just learning about Spain???? Or could this be a transition lesson from year 2?	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes engage in conversations; develop accurate pronunciation and intonation appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> link the spelling, sound and meaning of words ask and answer questions; express opinions and respond to those of others; seek clarification and help* others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	<ul style="list-style-type: none"> describe people, places, things and actions orally* 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.
Progression Skills Reading:	<ul style="list-style-type: none"> Use a translation dictionary or glossary to look up new words. 	<ul style="list-style-type: none"> Read short texts independently. 	<ul style="list-style-type: none"> Read and understand the main points and some of the detail in short written texts. Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. 	<ul style="list-style-type: none"> Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. Show confidence in reading aloud, and in using reference materials.
Writing:	<ul style="list-style-type: none"> Write short phrases from memory with spelling that is readily understandable 	<ul style="list-style-type: none"> Write a few short sentences using familiar expressions. Express personal experiences and responses. 	<ul style="list-style-type: none"> Write short texts on familiar topics. Use dictionaries 	<ul style="list-style-type: none"> Use knowledge of grammar to enhance or change the meaning of phrases. Use glossaries to check words. Refer to recent experiences or future plans, as well as to everyday activities. Include imaginative and adventurous word choices. Convey meaning (although there may be some mistakes).
Speaking:	<ul style="list-style-type: none"> Ask others to repeat words or phrases if necessary. Ask and answer simple questions Demonstrate a growing vocabulary. 	<ul style="list-style-type: none"> Understand the main points from spoken passages talk about interests. Demonstrate a growing vocabulary. 	<ul style="list-style-type: none"> Understand the main points and opinions in spoken passages. Give a short prepared talk that includes opinions. Take part in conversations to seek and give information. Refer to recent experiences or future plans, everyday activities and interests 	<ul style="list-style-type: none"> Understand the main points and opinions in spoken passages. Give a short prepared talk that includes opinions. Take part in conversations to seek and give information. Refer to recent experiences or future plans, everyday activities and interests.
Understanding Culture:	<ul style="list-style-type: none"> Describe with some interesting details some aspects of countries or communities where the language is spoken. 	<ul style="list-style-type: none"> Make comparisons between life in countries or communities where the language is spoken and this country. 	<ul style="list-style-type: none"> Look at some similarities and differences between countries and communities where the language is spoken and this country. 	<ul style="list-style-type: none"> Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.
Topics/Areas Autumn:	<ul style="list-style-type: none"> Phonics- which ones? Numbers which ones? Greetings, name and age Classroom instructions Songs Pencil case Tengo (I have) Christmas 	<ul style="list-style-type: none"> Numbers Months Dates Birthdays Celebrations Christmas 	<ul style="list-style-type: none"> Simple calculations Time Food and drink Mealtimes Comparison with eating habits in Spain Opinions 	<ul style="list-style-type: none"> Weather Colours Adjectival agreement Countries Spain (key features and location) Plurals Places in town Opinions
Spring:	<ul style="list-style-type: none"> Phonics which ones? Colours Animals Stories Gender and articles Es, son, hay, tambien, pero 	<ul style="list-style-type: none"> Shapes Prepositions Face Body Picasso 	<ul style="list-style-type: none"> Sports Opinions Phonics Description Tiene, es and hay 	
Summer	<ul style="list-style-type: none"> The Very Hungry Caterpillar Numbers which ones? Days of the week Fruits which ones? Foods which ones? 	<ul style="list-style-type: none"> Family The Giant Turnip Tengo un/una... que se llama Pets Adjectives 	<ul style="list-style-type: none"> Music Opinions Porque (because) Adjectives Gender 	<ul style="list-style-type: none"> Festivals Questions Holiday destinations <p style="text-align: right;">Description</p>



	• Tiene, es, tienen, son	• Raps and songs	
--	--------------------------	------------------	--

Are we fulfilling the NC Aims? All these are being met in KS2

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.