



YEAR - ON - YEAR OVERVIEW

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	Phonetics 1-2	Phonetics 1-2	Phonetics 1-2	Phonetics 1-2
Half term 1	I am learning Spanish <ul style="list-style-type: none"> • Revision of colours • Revision numbers to 10 	Presenting myself <ul style="list-style-type: none"> • Revision numbers to 31 	Presenting myself <ul style="list-style-type: none"> • Revision numbers to 31 	Presenting myself <ul style="list-style-type: none"> • Revision numbers to 31
	Assessments	Assessments	Assessments	Assessments
Half term 2	Presenting myself <ul style="list-style-type: none"> • Revision numbers to 31 	The date <ul style="list-style-type: none"> • Revision numbers to 31 • Days of the week • Months of the year 	My family <ul style="list-style-type: none"> • Revision numbers to 100 	My family <ul style="list-style-type: none"> • Revision numbers to 100
SPRING TERM	Assessments	Assessments	Assessments	Assessments
Half term 1	Phonetics 2-3	Phonetics 2-3	Phonetics 2-3	Phonetics 2-3
	The date <ul style="list-style-type: none"> • Revision numbers to 31 • Days of the week • Months of the year 	The seasons	My home	My home
	Assessments	Assessments	Assessments	Assessments
Half term 2	Seasons	Animals	Viking	At the school
SUMMER TERM	Assessments	Assessments	Assessments	Assessments
Half term 1	Phonetics 4	Phonetics 4	Phonetics 4	Phonetics 4

	Animals	Fruits	Planets	Clothes
	Assessments	Assessments	Assessments	Assessments
Half term 2	Minibeasts	Minibeasts	Shapes	Language and Assemblies <ul style="list-style-type: none"> • Pablo Picasso • Flamenco music • Aztec and Inca Empires • Santiago Ramón y Cajal (Spanish scientist)
END OF THE YEAR	Assessments	Assessments	Assessments	Assessments

YEAR 3				
Content	Unit objective	Grammar	Vocabulary we will learn & revisit	Skills we will develop
Phonetics 1-2	Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.		CH J Ñ LL RR CA CE CI CO CU	
I am learning Spanish	To locate Spain, Madrid and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish.	None in this unit as it is an introductory unit.	Language to ask how somebody is feeling and give a reply. Ten key colours and numbers 1-10.	Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. Learning to always look for cognates first (such as gris for grey) and associating words and phrases to images to help.
Presenting myself	Know how to count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply.	Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in Spanish. Adding an 'a' to the end of the adjective (in this lesson the nationality, English or Spanish) to show that the person talking or being described is female. Also seeing the upside down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!)	Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality).	To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.
Phonetics 2-3	Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as		CA CE CI CO CU GA GE GI GO GU	

	part of their language learning experience.			
The date	<p>Recognise and recall the 12 months of the year in Spanish.</p> <p>Ask what the date is and say the date in Spanish.</p> <p>Ask somebody when their birthday is and say when their own birthday is in Spanish.</p>	<p>Ordinal & cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence.</p> <p>Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions.</p>	<p>The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is.</p>	<p>To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.</p>
The seasons	<p>Name, recognise and remember all four seasons in Spanish.</p> <p>Say what our favourite season is in Spanish.</p> <p>Say why it is our favourite season in Spanish.</p> <p>Start to recognise and use the conjunction 'y' (and) in our spoken and written responses.</p>	<p>Nouns & articles/determiners. We will start to notice that in Spanish there is often an article/determiner before a noun when there is not one in English.</p>	<p>The nouns and determiners/articles for the four seasons in Spanish. There is the opportunity to learn a short phrase in Spanish and use this to say what our favourite season is in Spanish and why, using the conjunctions 'y' (and) and 'porque' (because), featured in the Challenge section.</p>	<p>Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.</p>
Animals	<p>Name and recognise up to 10 animals in Spanish.</p> <p>Attempt to spell some of these nouns with their correct indefinite article.</p> <p>Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).</p>	<p>Nouns, gender, articles/determiners and verbs. To learn that nouns in Spanish can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners: un (for masculine nouns) and una (for feminine nouns). Learning how to categorise</p>	<p>10 common animals. The animal nouns in Spanish plus their appropriate indefinite article/determiner. First person conjugation of the verb ser (soy = I am). All listed on the Vocabulary Sheet. Also understanding better that the subject pronoun 'yo' (I) is often omitted in Spanish. Just the verb is used. In Spanish, the way the verbs are conjugated often make</p>	<p>We will work on improving our memory skills so that we remember the animals in Spanish after the lesson. Remembering to always look out for cognates (such as león) using pictures to help. Learning how to build a short simple sentence in Spanish using 1st person conjugated verbs (soy), an</p>

		nouns by gender (un or una). Introduction of 1st person singular conjugation of the high frequency irregular verb ser (to be) in Spanish.	the subject pronoun unnecessary. You will see this happen often!	indefinite article/determiner (un or una) and a noun (in this unit an animal). Learning that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.
Phonetics 3-4	Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.		B V CC QU Z	
Minibeasts	Recognise and recall 10 minibeasts in Spanish. Recall greetings more easily in Spanish. Recognise and follow instructions in Spanish. Follow an animated story in Spanish.	Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English.	There will be quite a lot of language presented with a strong focus on the nouns and determiners/articles for the four seasons in Spanish.	Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.

YEAR 4				
Content	Unit objective	Grammar	Vocabulary we will learn & revisit	Skills we will develop
Phonetics 1-2	Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.		CH J Ñ LL RR CA CE CI CO CU	
Presenting myself	Know how to count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply.	Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in Spanish. Adding an 'a' to the end of the adjective to show that the person talking or being described is female. Also seeing the upside-down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!	Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality).	To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.
The date	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.	Ordinal & cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence. Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions.	The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is.	To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.
Phonetics 2-3	Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.		CA CE CI CO CU GA GE GI GO GU	
The seasons	Name, recognise and remember all four seasons in Spanish. Say what our favourite season is in Spanish. Say why it is our favourite	Nouns & articles/determiners. We will start to notice that in Spanish there is often an article/determiner	The nouns and determiners/articles for the four seasons in Spanish. There is the opportunity to learn a short phrase	Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter

	season in Spanish. Start to recognise and use the conjunction 'y' (and) in our spoken and written responses.	before a noun when there is not one in English.	in Spanish and use this to say what our favourite season is in Spanish and why, using the conjunctions 'y' (and) and 'porque' (because), featured in the Challenge section.	strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.
Animals	Name and recognise up to 10 animals in Spanish. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).	Nouns, gender, articles/determiners and verbs. To learn that nouns in Spanish can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners un (for masculine nouns) and una (for feminine).	10 common animals. The animal nouns in Spanish plus their appropriate indefinite article/determiner. First person conjugation of the verb ser (soy = I am). All listed on the Vocabulary Sheet. Also understanding better that the subject pronoun 'yo' (I) is often omitted in Spanish. Just the verb is used. In Spanish, the way the verbs are conjugated often make the subject pronoun unnecessary. You will see this happen often!	We will work on improving our memory skills so that we remember the animals in Spanish after the lesson. Remembering to always look out for cognates (such as león) using pictures to help. Learning how to build a short simple sentence in Spanish using 1st person conjugated verb (soy), an indefinite article/determiner (un or una) and a noun (in this unit an animal). Learning that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.
Phonetics 4	Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.		B V CC QU Z	
Fruits	Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish.	Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in	The nouns and determiners/articles for 10 common fruits in Spanish. The language required to ask a question in Spanish and how to answer the question in Spanish (using the positive and negative form).	Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in Spanish including a simple opinion.

		<p>a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!</p>		
Minibeasts	<p>Recognise and recall 10 minibeasts in Spanish. Recall greetings more easily in Spanish. Recognise and follow instructions in Spanish. Follow an animated story in Spanish.</p>	<p>Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English.</p>	<p>There will be quite a lot of language presented with a strong focus on the nouns and determiners/articles for the four seasons in Spanish.</p>	<p>Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.</p>

YEAR 5				
Content	Unit objective	Grammar	Vocabulary we will learn & revisit	Skills we will develop
Phonetics 1-2	Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.		CH J Ñ LL RR CA CE CI CO CU	
Presenting myself	Know how to count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply.	Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in Spanish. Adding an 'a' to the end of the adjective to show that the person talking or being described is female. Also seeing the upside-down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!	Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality).	To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.
My family	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).	Nouns, articles/determiners & possessive adjectives. Exploring possessive adjectives in Spanish with a focus only on 'my. Understanding that there are two words in Spanish mi and mis for our one word 'my' in English.	We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members. He/she is called and numbers 1-100 plus how to say how old we are.	We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.
Phonetics 2-3	Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning		CA CE CI CO CU GA GE GI GO GU	

	experience.			
My home	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.	Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles un and una. Revisiting 1st person singular high frequency verbs llamo, tengo, soy with a particular focus on vivo from the verb VIVIR , a regular IR verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (hay and no hay) structure. Noting the upside-down question mark (¿) is used at the beginning of all questions - no exceptions! This also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!	Basic personal details will be revisited including the high frequency 1st person singular verbs soy, me llamo, tengo and vivo . Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures vivo en and en mi casa hay and en mi casa no hay .	To speak and write using longer, more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.
Viking	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.	Adjectival agreement, high frequency regular & irregular verbs, conjunctions, possessives & reflexive verbs. Revisiting much of the grammar introduced in Early Learning and Intermediate units with a focus on the high frequency verbs tener and ser . Improving accuracy using adjectives and introducing the concept of reflexive verbs in Spanish.	Vocabulary to describe height, hair type length and colour and eye colour. Key verbs and vocabulary to also talk about daily routine.	Decoding longer and less familiar language in listening and reading tasks. Writing and presenting orally using longer and more accurate language based on the Viking characters presented in this unit. Learning to use a wider range of vocabulary and adjectives, more conjunctions, and reflexive verbs. Remembering to also apply the grammar previously learnt to ensure accuracy.
Phonetics 4	Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.		B V CC QU Z	

Planets	<p>Name and spell accurately some/all the planets in Spanish on a solar map.</p> <p>Say and write extended sentences for at least one planet.</p> <p>Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy.</p>	<p>Adjectival agreement. Further work explaining and consolidating how adjectives can (and often do) change spelling in Spanish depending if the noun they are describing is a singular, plural, masculine or feminine noun.</p>	<p>Colours will be revisited briefly before learning the nouns for the 10 planets with a range of appropriate adjectives to describe the planets.</p>	<p>To be able to say and write with improved accuracy short phrases describing the planets in terms of their position, size and colour. Starting to pay more attention to the changes involved in adjectival agreement and applying these rules when using adjectives in different topics and with different languages.</p>
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