

Spanish Medium Term Plan

| | NURSERY | RECEPTION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| | Slavery | | | | | | | |
| Concepts | <p>I can recognise, respond to and use greetings in Spanish</p> <p>Key vocab: Hola Buenos días Señor / señora / señorita Adiós Buen fin de semana</p> | <p>I can recognise, respond to and use greetings in Spanish</p> <p>I can take part in a song to practise new vocabulary</p> <p>Key vocab: Hola Buenos días Señor / señora / señorita Adiós Buen fin de semana</p> | <p>I can introduce myself in a conversation, using actions & gestures.</p> <p>Key vocab: Hola Me llamo... Encantado/a (pleasure to meet you)</p> <p>I know the numbers to 10 securely.</p> | <p>I can respond to a variety of new songs with actions and gestures to show understanding.</p> <p>I know the Spanish alphabet.</p> | <p>Language Angels Unit: Phonics & Pronunciation Lesson 1</p> <p>I know the first 5 out of a total of 20 essential Spanish sound patterns / phonemes.</p> | <p>Language Angels Unit: Phonics & Pronunciation Lesson 2</p> <p>I know the second 5 out of a total of 20 essential Spanish sound patterns / phonemes.</p> | <p>Language Angels Unit: Phonics & Pronunciation Lesson 3</p> <p>I know the third 5 out of a total of 20 essential Spanish sound patterns / phonemes.</p> | <p>Language Angels Unit: Phonics & Pronunciation Lesson 4</p> <p>I know the last 5 out of a total of 20 essential Spanish sound patterns / phonemes.</p> |
| Knowledge | <p>Children can greet their teacher / a cuddly toy with 'Hola, buenos días'.</p> | <p>Children can greet their teacher / a cuddly toy with 'Hola, buenos días'.</p> <p>Children know the Spanish custom of greeting someone familiar with an air kiss on each cheek.</p> | <p>Children introduce themselves in a short conversation – "Hola, me llamo... Cómo te llamas? Encantado/a. Adiós." They shake hands when they say 'hola' (or air kiss), point to self for 'me llamo' and wave for 'adiós'.</p> <p>Children can hold up picture cards and state "Me llamo..." for different people / characters.</p> <p>Children move from knowing the numbers</p> | <p>Children consolidate previous learning by learning new songs and recognising the vocabulary already taught, eg: https://www.youtube.com/watch?v=tK0vp8LIDiM https://www.youtube.com/watch?v=bX5YMTR_AkM (See also BBC Supermovers website).</p> <p>Children learn the names of the Spanish letters through songs, eg:</p> | <p>I can pronounce ch j LL rr ñ correctly.</p> | <p>I can pronounce ca ce ci co cu correctly.</p> | <p>I can pronounce ga ge gi go gu correctly.</p> | <p>I can pronounce B v cc qu z correctly.</p> |

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| | | | in order (Rec) to being able to name the numbers randomly. Children play games such as guessing which number their partner has drawn on their back / being able to shout out a number held up by their teacher etc. | https://www.youtube.com/watch?v=5MJbHmgaeDM https://www.youtube.com/watch?v=BD9ULInjZTs | | | | |
| Courageous Acts | | | | | | | | |
| Concepts | I can recognise, respond to and use greetings in Spanish Key vocab: Señor / señora / señorita Adiós Buen fin de semana | I can recite finger rhymes. I can give my name. I can ask others their name. Key vocab: Cómo te llamas? Me llamo... | I have secure knowledge of the body parts vocabulary. Key vocab: (revision) La cabeza (head) Los hombros (shoulders) Las rodillas (knees) Los pies (feet) Los ojos (eyes) Las orejas (ears) La boca (mouth) La nariz (nose) La mano (hand) New vocab for this year: El cuerpo (body) Los brazos (arms) Las piernas (legs) Revise colours and add new: | I can pick our familiar words from bilingual books, such as 'Capucero Rojo; (Little Red Riding Hood). I know the sounds Spanish vowels make | Language Angels Unit: <i>"I am Learning Spanish"</i> Revise key vocab: Hola! Buenos días Estoy bien Estoy regular Estoy mal Adiós Also revision of numbers and colours | Language Angels Unit: <i>"Me Presento"</i> Revise key vocab: Hola! Buenos días Estoy bien Estoy regular Estoy mal Adiós Más o menos Hasta luego Numbers to 10 New vocab: Español(a) Inglés(a) (English) Irlandés(a) (Irish) Galés(a) (Welsh) Escocés(a) (Scottish) Numbers to 20 Dónde vives? (Where do you live?) Vivo en... (I live in...) | Language Angels Unit: <i>"Tienes una mascota?" (Do you have a pet?)</i> Key vocab: Un ratón (mouse) Un hámster Un conejo (rabbit) Una tortuga (tortoise) Una cotorra (parrot) Revised vocab: Un pez (fish) Un gato (cat) Un perro (dog) y (and) pero (but) Se llama (he/she is called) | Language Angels Unit: <i>La Segunda Guerra Mundial (WW2)</i> Key vocab: Inglaterra (England) Francia (Germany) Alemania (Germany) Italia Polonia (Poland) Checoslovaquia Los Estados Unidos (USA) En Inglaterra, se habla... (In England, you speak...) Francés (French) Italiano (Italian) Revised vocab: Inglés (English) Cómo estás? (How are you?) Vivo en... (I live in...) |

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| | | | <p>Key vocab (revised): Rojo (red) Verde (green) Azul (blue) Amarillo (yellow) Naranja (orange) Morado (purple)</p> <p>New for Y1: Negro (black) Blanco (white) Gris (grey) Marrón (brown)</p> | | | | | |
| Knowledge | Children can say goodbye to their friends / teachers and wish them a happy weekend at the end of the day / week. | <p>I can sing the rhyme 'Dos pajaritos' in small groups.</p> <p>I can sing the 'Cómo te llamas?' song (to the tune of <i>Nice One Cyril</i>) as the teddy is passed round the circle. (Person teddy lands on responds 'Me llamo...').</p> | <p>Revise 'Cabeza, hombros, manos, pies' (Heads, shoulders, knees and toes') song that they may remember from Reception.</p> <p>Play games to secure the knowledge, eg 'Beetle'.</p> <p>Children recognise colours on cards / flashcards / play flashcard games</p> <p>Use Spanish 'colour by numbers' sheets (there are some on Twinkl) so they practise reading / recognising the written words as well as saying.</p> | <p>Read the class traditional fairy tales in Spanish and English, encouraging children to pick key words out from the Spanish as you read.</p> <p>Children learn how to pronounce the Spanish vowel sounds correctly https://www.youtube.com/watch?v=HYdKeoSLPfc (NB: Even though English vowels make short and long sounds, Spanish vowels only make one sound).</p> | <p>Children can find Spain on a map of the world.</p> <p>They can give their personal details in Spanish and ask for the same back, with no or little support.</p> | <p>Children know how to count to 20. They can ask somebody how they are feeling and give an appropriate response back. They can ask somebody their age, name, where they live and reply</p> | <p>Children learn the nouns (and indefinite articles) for 8 common pets. They can ask someone if they have a pet and answer back. Children can say if they have / don't have a pet, and give their pet's name.</p> | <p>Children learn to group and order words in order to decode unknown language. They understand the key facts of WW2 when given in Spanish. They say and write the key countries and languages involved in WW2. They also write a letter home in Spanish as an evacuee.</p> |

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| Transformations | | | | | | | | |
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| Concepts | To know some colours Key Vocab: Rojo Amarillo Azul Verde | I can ask others how they're feeling and say how I'm feeling Key Vocab: Qué tal? Mal Regular Bien To count to 10 in sequence To associate the numbers with the words. | I can recognise vocabulary in a Spanish book 'Oso Pardo' by Eric Carle (Pardo = brownish grey) Key vocab revision from Reception & earlier in Y1: Colours: Rojo (red) Verde (green) Azul (blue) Amarillo (yellow) Naranja (orange) Morado (purple) Negro (black) Blanco (white) Gris (grey) Marrón (brown) Animals: Un pez (fish) Un pájaro (bird) Un pato (duck) Un caballo (horse) Una rana (frog) Un gato (cat) Un perro (dog) Una oveja (sheep) | I can "play" with Spanish sounds through songs and games, including 'tricky' consonants such as j, ll, ñ Revise previously learnt colours and add more for Y2. Revision from Y1: Rojo (red) Verde (green) Azul (blue) Amarillo (yellow) Naranja (orange) Morado (purple) Negro (black) Blanco (white) Gris (grey) Marrón (brown) New for Y2: Rosa (pink) Oro (gold) Plata (silver) | Language Angels Unit: <i>'Los Instrumentos'</i> Key vocab: El arpa (harp) El piano El triángulo El clarinete El violín La trompeta La guitarra La batería La flauta Los címbalos | Language Angels Unit: <i>'Mi familia'</i> Revised vocab: Numbers to 20 Key vocab: Numbers to 100 El madre El padre La hermana (sister) El hermano (brother) La abuela (grandmother) El abuelo (grandfather) La tía (aunt) El tío (uncle) Mi/Mis (my) Se llama (He/she is called) Tengo (I have) Tiene (He/she has) | Language Angels Unit: <i>'En el colegio' (At school)</i> Key vocab: La música Las ciencias (science) La historia Las matemáticas El Inglés (English) El arte El Español (Spanish) La educación física (PE) La geografía La informática (computing) Estudio... (I study...) Me encanta(n) – I love Ir – to go (and how to conjugate it) Revised vocab: Me gusta(n) = I like No me gusta(n) = I don't like | Language Angels Unit: <i>'El Fin de Semana' (the weekend)</i> Key vocab: Me levanto (I get up) Desayuno (I have breakfast) Juego a video juegos (I play video games) Leo (I read) Escucho música (I listen to music) Juego al fútbol (I play football) Voy al cine (I go to the cinema) Voy a la piscina (I go to the swimming pool) Veo la tele (I watch TV) Voy a dormir (I go to bed) |

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| | | | <p>New Vocab for Y1 / Spring 1: Un oso (bear) Pardo (greyish brown) La maestra (teacher) Los niños (children) Dorado (golden)</p> <p>I know the names of common fruits and vegetables</p> <p>Key vocab revised from Reception: Naranja (orange) Manzana (apple) Pera (pear) Plátano (banana) Fresa (strawberry) Sandía (watermelon)</p> <p>New vocab for Y1: Ciruela (plum) Pepino (pepper) tomate zanahoria (carrot) lechuga (lettuce) judía (green beans)</p> | | | | | |
| Knowledge | Children can point to different colours and say the names / choose objects of given colours | Children can respond to '¿Qué tal?' Elicit different responses from the children by | Children listen to 'Oso Marrón' book by Eric Carle and start to recognise / join in with repeated language. | Children learn tricky Spanish letters where a very different sound is made to the English: j (this should be revision from Reception) | Children name and recognise up to 10 instruments in Spanish. They attempt to spell some of these nouns with their | Children learn to tell somebody the members, names and various ages of either their own or a fictional family in Spanish. | Children learn to name the subjects we learn in school with the correct definite article / determiner. | Children learn to tell the time using quarter past, half past and quarter to. They can say / write in Spanish what I do at the weekend, |

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| | | <p>using actions or mime.</p> <p>Ensure the numbers are pronounced correctly and practised often so they are remembered.</p> <p>Play counting games. For example, in a circle each child says their number, those who say 5 or 10 sit down / are out. The winner is the last one standing.</p> | <p>Children practise the names of the animals.</p> <p>Children can say the names of fruits and vegetables using pictures or real objects</p> <p>Play 'pass the parcel' with pictures or real fruit to practise naming them</p> | <p>LL ñ</p> <p>Help for teaching J: https://www.youtube.com/watch?v=pSzbu1kjinAI</p> <p>Help for teaching LL: https://www.youtube.com/watch?v=bEd3P-juQuQ</p> <p>Help with pronouncing ñ: https://tutorful.co.uk/guides/awesome-conversation-topics-and-discussion-questions/how-to-pronounce-the-spanish-n-2</p> <p>Children correctly say all colours learnt so far.</p> | <p>correct definite article/determiner.</p> <p>They learn how to say "I play an instrument".</p> | <p>They continue to count in Spanish, reaching 100, enabling students to say the age of various family members. They understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. They move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).</p> | <p>They can extend sentences by giving their opinions. They start to tell the time by giving the time to the hour. They explore the irregular, high frequency verb 'ir' (to go).</p> | <p>using 2 or more sentences. They integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</p> |
| Innovation and Invention | | | | | | | | |
| Concepts | <p>To know the numbers to 5</p> <p>Key vocab: Uno Dos Tres Cuatro Cinco</p> | <p>I listen and respond to classroom instructions.</p> <p>Key vocab: Saltad (jump) Bailad (dance) Andad (walk) Nadad (swim)</p> | <p>I confidently know the numbers to 10</p> <p>I am learning the numbers to 20</p> <p>I can name parts of a plant in English and Spanish</p> | <p>I can ask and respond to the question ¿Qué tal?</p> <p>Revision from previous: Key Vocab: Qué tal? Mal Regular</p> | <p>Language Angels Unit: <i>Los Helados (Ice Creams)</i></p> <p>Revise Key Vocab: Plátano (banana) Fresa (strawberry) Numbers</p> <p>New Key Vocab: Un helado de...</p> | <p>Languages Angels unit: <i>'Mi Casa - My Home'</i></p> <p>New Vocab: Vivo... (I live...) Una casa (house) Un piso (flat) En la ciudad (in the city)</p> | <p>Language Angels unit: <i>'Hábitats'</i></p> <p>New Vocab: El Ártico (Arctic) La selva tropical (rainforest) El desierto (desert) El océano</p> | <p>Language Angels Unit: <i>'En la cafetería'</i></p> <p>New Vocab: Un bocadillo de... (a ... sandwich) Queso (cheese) Jamón (ham)</p> |

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| | | <p>Dad la vuelta (turn around) Tocad (touch) Escuchad (listen) Mirad (look) Sentaos (sit) Levantaos (stand up) Levantad la mano (put your hand up)</p> <p>I know some parts of the body</p> <p>Key vocab: La cabeza (head) Los hombros (shoulders) Las rodillas (knees) Los pies (feet) Los ojos (eyes) Las orejas (ears) La boca (mouth) La nariz (nose) La mano (hand)</p> | <p>Key Vocab: El raíz (root) El tallo (stem) La hoja (leaf) La flor (flower)</p> | <p>Bien</p> <p>New vocab for Y2: Fatal Estupendo Como estás? (interchangeable with 'Qué tal?')</p> <p>I understand simple praise words – muy bien, estupendo, fantástico.</p> | <p>Vainilla Menta (mint) Pistacho Chocolate Café Limón Caramelo Mora (Blackberry) Una bola (scoop) Una tarrina (tub) Un cucurucho (cone/cornet) Quisiera... (I would like...)</p> | <p>En la montaña (in the mountains) En la costa (on the coast) En el campo (in the countryside) En un pueblo (in a town) En mi casa hay... (in my house there is...) En mi casa no hay... (in my house there isn't...) Una cocina (kitchen) Un comedor (dining room) Un cuarto de baño (bathroom) Un dormitorio (bedroom) Un lavadero (utility room)</p> <p>Revised vocab from Y3: y (and) pero (but)</p> | <p>El oso polar (polar bear) El mono araña (spider monkey) El camello (camel) Crecer (to grow)</p> <p>Revised Vocab: El campo (countryside) El oso (bear) El conejo (rabbit) El tiburón (shark) Ir (to go? And its conjugations)</p> | <p>Un pastel de limón (lemon cake) Unos churros Unos calamares (squid) Una tortilla de patatas (Spanish omelette) Un café (coffee) Un café con leche (a white coffee) Un té (tea)</p> |
| Knowledge | <p>Children practise counting in Spanish alongside counting in English</p> <p>Children join in with some Spanish number songs</p> | <p>Use gestures to introduce instructions and define the meaning of the word.</p> <p>Children copy the gestures and repeat the word</p> | <p>Children recognise and name the numbers to 10, for example when shown flashcards</p> <p>Learn the numbers to 20 and introduce songs with the numbers (there are plenty on Youtube)</p> | <p>Children have conversations with each other asking and responding to how they / their friends are. Get them to include previously learnt greetings, such as 'Buenos días' / 'Adiós' etc.</p> | <p>Children name and recognise up to 10 different flavours of ice creams. They ask for an ice-cream using 'quisiera'. They say what flavour they would like. They say whether they would like a cone or a tub.</p> | <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling</p> | <p>Children say and write 3 key elements animals and plants need to survive. They can name the 5 most common types of habitats. They can name an animal and plant that grow in each type of</p> | <p>Children recall from memory a wider range of nouns and indefinite articles / determiners for common foods, snacks and drinks in a typical Spanish cafeteria, improving their cultural knowledge of Spain.</p> |

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| | | <p>with you <i>Copiad y repetid.</i></p> <p>*Practise the 'j' sound as part of this learning.</p> <p>Point to each part of the body. Pupils repeat the words with you whilst touching the correct body part.</p> <p>Sing 'Head Shoulders Knees and Toes' so children can internalise the vocabulary.</p> | <p>Children label the part of the plant in English, then swap them to the Spanish</p> <p>Children label their own worksheet, writing the words in Spanish</p> | <p>Teach praise words and use these regularly from now on when children try / do well. Get children to practise praising each other using them as well.</p> | | <p>previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.</p> | <p>habitat. I can name an adaptat. of each animal / plant.</p> | |
| Power and Communication | | | | | | | | |
| Concepts | <p>To be able to name some types of transport</p> <p>Key vocab: Un coche (car) Un camion (truck) Un aeroplano</p> | <p>To know a selection of colours</p> <p>Key vocab: Rojo (red) Verde (green) Azul (blue) Amarillo (yellow) Naranja (orange) Morado (purple)</p> <p>To recognise animal nouns</p> <p>Key vocab: Un pato (duck)</p> | <p>To practise combining nouns and adjectives – giving and understanding colours of animals. (Revision of colours and animals – no new vocab).</p> <p>To know vocabulary to describe objects on the beach.</p> <p>Revised vocab: Un pez (fish) Colours (as before)</p> <p>New vocab: Un cangrejo (crab)</p> | <p>I understand simple commands.</p> <p>Key vocab: Silencio (be quiet) En fila (in line) Levantaos (stand up) Sentáos (sit down)</p> <p>I know the months of the year</p> <p>Key vocab: Enero Febrero Marzo Abril Mayo Junio</p> | <p>Language Angels Unit: <i>Sé (I know / I can)</i></p> <p>Key Vocab: Bailar (dance) Cantar (sing) Saltar (jump) Cocinar (cook) Montar en bicicleta (ride a bike) Tocar un instrument (play an instrument) Patinar (ice skate) Dibujar (draw) Nadar (swim) Hablar Español (speak Spanish)</p> | <p>Language Angels Unit: Los Ricitos de Oro y Los Tres Oso (<i>Goldilocks and the Three Bears</i>)</p> <p>Key Vocab: Ricitos de Oro (Goldilocks) Papá Oro (Daddy Bear) Mamá Oro (Mummy Bear) Bebé Oso (Baby Bear) El tazón (bowl) La silla (chair) La cama (bed) Mediano (medium)</p> | <p>Language Angels Unit: La Fecha (<i>the date</i>)</p> <p>Key Vocab: Numbers to 31</p> <p>Days of the week: Lunes Martes Miércoles Jueves Viernes Sábado Domingo</p> <p>Revised Vocab: Key vocab:</p> | <p>Language Angels Unit: 'Comer Sano' ('Healthy eating')</p> <p>Key Vocab: Pollo (chicken) Leche desnatada (skimmed milk) Pescado (fish) Pan integral (wholemeal bread) Queso (cheese) Cereales Agua (water) Nueces (nuts) Vegetales Fruta</p> |

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| | | <p>Un caballo (horse) Una rana (frog) Un gato (cat) Un perro (dog) Una oveja (sheep) Pez (fish) Pájaro (bird)</p> | <p>Un pulpo (octopus) Un tiburón (shark) Una estrella de mar (starfish) Un castillo de arena (sandcastle) Una bandera (flag) Una concha (shell) Una sombrilla (parasol)</p> <p>I can name a number of types of fish New vocab: Una sardina (sardine) Un pulpito (little octopus) Un atún (tuna) Una ballena (orca) Revision from before: Un tiburón (shark)</p> | <p>Julio Agosto Setiembre Octubre Noviembre Diciembre</p> <p>Cumpleaños (birthday) Cuándo es tu cumpleaños? Mí cumpleaños es en agosto (my birthday is in August) (NB Spanish months don't need capitals)</p> | <p>Sé – I know how to... No sé – I don't know how to... y = and pero = but</p> | <p>Revised Vocab: Grande (big) Pequeño (small) Una casa (a house)</p> | <p><i>Months of the year:</i> Enero Febrero Marzo Abril Mayo Junio Julio Agosto Setiembre Octubre Noviembre Diciembre</p> <p>Numbers to 10</p> | <p>Hago natación (I swim) Paseo a mi perro (I walk my dog) Juego al baloncesto (I play basketball) Juego al tenis (I play tennis)</p> |
| Knowledge | <p>Children can name the types of transport in English and Spanish when shown pictures / real objects.</p> | <p>Present colours using objects or card.</p> <p>Sing a song to the tune of 'Frere Jacques' using different colours each time</p> <p>Practise pronunciation of the 'j' and 'rr' sound.</p> <p>Use pictures and cuddly toys, lots</p> | <p>Children have a picture of 4 fish to colour. Practise language – “un pez azul” (a blue fish). Can they understand and colour it the right colour? Children describe their fish when coloured, eg “un pez rojo” (a red fish). Repeat with different animals, or ask “Dónde esta el pez verde? Dónde está el pez Amarillo?” (Where is the green</p> | <p>I can respond to classroom commands in games such as 'Juan Dice' (Simon Says).</p> <p>I can respond to real classroom commands whenever they are said, in and out of Spanish lessons.</p> <p>I can say the months of the year in order and out of order when asked for specific months.</p> | <p>Children recognise, recall and spell 10 action verbs in Spanish.</p> <p>They use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..). They attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).</p> | <p>Children listen to a whole, familiar story in Spanish.</p> <p>Children remember new language using picture, word and phrase cards.</p> <p>Children improve their gist reading and gist listening skills.</p> <p>Children attempt to retell a familiar fairy tale in Spanish using a mini-book for support.</p> | <p>Children recognise and recall the 12 months of the year. They can ask and give the date.</p> | <p>Children say and write in detail what is needed to maintain a healthy lifestyle. They can say which healthy options to eat/drink and which not to eat/drink. They are also able to say which physical activities to do and not do to stay in shape.</p> |

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| | | <p>of repetition to learn the vocabulary.</p> <p>Children repeat the words.</p> <p>“Enseñarme un gato...” (show me a cat...)</p> | <p>fish? Where is the blue fish?)</p> <p>Children learn to name beach / sea objects on pictures / cards & through repetition.</p> <p>Children recognise new vocabulary in the song ‘Un Pulpito’ and join in with it. https://www.youtube.com/watch?v=WM8e-IM17d0</p> <p>(NB: Un Pulpo = an octopus; Un pulpito = a little octopus).</p> | <p>I can say the month of my birthday.</p> | | | | |
| Bridges and Structures | | | | | | | | |
| Concepts | <i>Consolidation of greetings, colours, numbers and transport learnt this year</i> | <p>I can recognise 6 fruits and ask for one saying please</p> <p>Key vocab: Naranja (orange) Manzana (apple) Pera (pear)</p> | <p>I know the names of some insects / minibeasts</p> <p>Key vocab: El caracol (snail) La mariposa (butterfly)</p> | <p>I can sing Happy Birthday in Spanish in time with the rest of the class.</p> <p>I understand a variety of descriptive adjectives and can apply these to</p> | <p>Language Angels Unit: La Fruta</p> <p>Revise key vocab: Una manzana Una ciruela Una naranja Una pera Una fresa</p> | <p>Language Angels Unit: Qué tiempo hace? <i>(What’s the weather like?)</i></p> <p>Key vocab: En el norte de España (in the north of Spain) El sur (South)</p> | <p>Language Angels Unit: La Clase</p> <p>Key Vocab: Un libro (book) Un cuaderno (exercise book) Un lápiz (pencil) Un bolígrafo (pen)</p> | <p>Language Angels Unit: ‘Yo en el mundo’ (Me in the world)</p> <p>Key Vocab: Hablo... (I speak) Mi fiesta preferida</p> |

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| | | <p>Plátano (banana) Fresa (strawberry) Sandía (watermelon)</p> <p>I can recognise the names of fruits in stories.</p> | <p>La mariquita (ladybird) El gusano (worm) La hormiga (ant) La araña (spider)</p> | <p>describe fruit and vegetables.</p> <p>Revise vocab from R/Y1: Naranja (orange) Manzana (apple) Pera (pear) Plátano (banana) Fresa (strawberry) Sandía (watermelon) Ciruela (plum) Pepino (pepper) tomate zanahoria (carrot) lechuga (lettuce) judía (green beans)</p> <p>Key new vocab: Grande (big) Pequeño/a (small) Suave (soft) Duro/a (hard) Largo/a (long)</p> <p>Also practise using colours. Could add 'y' (and) in sentences. La manzana es rojo y duro (the apple is red and hard).</p> | <p>Un plátano</p> <p>New Key Vocab: Una cereza (cherry) Un melocotón (peach) Un kiwi Un albaricoque (apricot)</p> <p>Me gusta(n) = I like No me gusta(n) = I don't like</p> | <p>El este (East) El oeste (West) El centro (Centre)</p> <p>Hace frío (it's cold) Hace calor (it's hot) Está lloviendo (raining) Está nevando (snowing) Hay tormenta (stormy) Hace sol (sunny) Hace buen tiempo (good weather) Hace mal tiempo (bad weather)</p> | <p>Un sacapuntas (pencil sharpener) Un estuche (pencil case)</p> | <p>es... (my favourite festival is...) porque (because) El Carnaval (Carnival) La Semana Santa (Holy week) El Día de los Muertos (Day of the Dead)</p> <p>Revised Vocab: Me llamo... (My name is...) Vivo en... (I live in) Inglés (English) Español (Spanish)</p> |
| Knowledge | See above | <p>Sing the fruits to familiar tunes.</p> <p>Play 'En mi bolso hay...'</p> | <p>Children identify insects / minibeasts in real life outdoors, point and name. For those they are less likely to find, have</p> | <p>I sing the Spanish Happy Birthday song when it's someone's birthday and know what it means.</p> | <p>Children name and recognise up to 10 fruits in Spanish. They attempt to spell some of these nouns. They ask somebody if they like a particular fruit.</p> | <p>Children repeat and recognise the vocabulary for the weather in Spanish. Children ask and say what the weather is like today.</p> | <p>Children recall from memory a range of classroom items with their indefinite articles. They describe what they have a don't have in</p> | <p>Children learn to say and spell a number of countries and their capitals in the Spanish-speaking world and find them on a map. They say</p> |

Spanish Medium Term Plan

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| | | <p>Ask the children to give you a piece of fruit by saying “Una manzana por favor...” Then encourage children to ask for a piece of fruit themselves.</p> <p>Choose a story covering the vocabulary so far eg. “La oruga muy hambrienta”.</p> | <p>pictures around they can find.</p> <p>Children practise colours by having, for example, different coloured butterflies printed out. Ask them to find “La mariposa azul” (the blue butterfly) etc.</p> <p>Children choose one of the butterflies without the teacher seeing and she has to guess the colour, eg “Es una mariposa roja?” (Is it a red butterfly?) NB: As butterfly is feminine (ending in ‘a’), the adjective (colour) has to change ‘o’ to ‘a’ so it matches. Colours without an ‘o’ on the end (eg verde) don’t need to change.</p> | <p>Try to get the children to sing the Spanish version from now on for children’s birthdays in class if possible!</p> <p>https://www.youtube.com/watch?v=OF6JaclNWAWU</p> <p>Children describe fruits and vegetables using a range of adjectives.</p> <p>Play a game where children describe the fruit (eg “Es grande y verde”) and children have to guess the fruit (eg “Es una sandía).</p> | <p>They say what fruits they like and dislike.</p> | <p>They create a weather map and describe the weather in different regions of Spain using weather symbols.</p> | <p>their pencil case.</p> | <p>and write about some key celebrations in the Spanish-speaking world and some of the differences in terms of geography and historical sites (eg Madrid and Lima). They also say and write something they can do to help the planet.</p> |
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