



Spanish Long-term Overview 25/26	AUTUMN		SPRING		SUMMER	
Year 3	Greetings Children will learn: 1. to say 'hello', 'goodbye', 'see you soon', 'my name is...', 'how are you' and give a simple reply back. 2. to have a short oral exchange in Spanish with a partner.	Spanish Phonetics 1 and 2 Children will learn: 1. the key phonic sounds/phonemes (CH, J, Ñ, LL, RR and CA, CE, CI, CO, CU) essential for their Spanish studies. I'm learning Spanish Children will learn: 1. about Spain as a country and other Spanish speaking countries to increase the children's intercultural awareness. 2. how to ask and answer the questions 'how are you?', 'what is your name?' etc. 3. the numbers 1 to 10 along with ten colours.	Animals Children will learn: 1. ten nouns and articles for common animals. 2. to use the verb 'soy...' (I am...).	Fruits Children will learn: 1. 10 Spanish fruit nouns in their singular form (using the indefinite articles "una" and "un") as well as in the plural form using "las" and "los". 2. the language "Me gustan..." (I like...) and "No me gustan..." (I do not like...) to express their opinions.	Little Red Riding Hood Children will learn: 1. to develop their listening skills in Spanish. 2. to develop their understanding of the vocabulary presented in the story. 3. various parts of the body.	I can ... Children will learn: 1. the Spanish verb 'poder' in the form of 'puedo' (I can). 2. ten everyday activities (talking, eating, dancing etc.). 3. the concept 'puedo...' + the infinitive version of the verb.

		3. to communicate some basic phrases describing facts relating to Spain and Spanish speaking countries.				
Year 4	Presenting Myself Children will learn: <ol style="list-style-type: none"> 1. how to present themselves accurately in Spanish. 2. to be able to say who they are, how old they are, where they live and where they are from. 3. to ask someone else the same questions. 4. to engage in authentic Spanish conversation through role-play. 	Spanish Phonetics 1 and 2 Children will learn: <ol style="list-style-type: none"> 1. the key phonic sounds/phonemes (CH, J, Ñ, LL, RR and CA, CE, CI, CO, CU) essential for their Spanish studies. 	Seasons Children will learn: <ol style="list-style-type: none"> 1. to say the four seasons. 2. to describe each season's key features. 3. to say which season is their favourite and why. 	Ice-creams Children will learn: <ol style="list-style-type: none"> 1. to name and recognise up to 10 different flavours for ice creams. 2. to ask for an ice cream using 'quisiera'. 3. to say what flavour they would like. 4. to say whether they would like their ice cream in a cone or small pot/tub. 	Vegetables Children will learn: <ol style="list-style-type: none"> 1. 10 Spanish vegetable nouns in their plural form using the feminine plural definite article "las" and the masculine plural definite article "los". 2. the language "un kilo de..." (one kilo of...) and "medio kilo de..." (half a kilo of...) and "Quisiera..." (I would like...) to express the quantity of 	At the Café Children will learn: <ol style="list-style-type: none"> 1. the nouns and article for a variety of foods and drinks. 2. to order a selection of foods and drinks from a Spanish menu. 3. to order breakfast items, order typical Spanish snacks, and ask for the bill in Spanish.

					<p>different vegetables.</p> <p>3. some extra phrases and transactional language about buying and selling vegetables in a Spanish market.</p> <p>1.</p>	
Year 5	<p>Spanish Phonetics 1 to 3</p> <p>Children will learn:</p> <p>1. the key phonic sounds/phonemes (CH, J, Ñ, LL, RR and CA, CE, CI, CO, CU) and learn further key phonic sounds/phonemes (GA, GE, GI, GO, GU) essential for their Spanish studies.</p> <p>Selection of Core Vocabulary Lessons</p>	<p>In the Classroom</p> <p>Children will learn:</p> <p>1. the key vocabulary required in the classroom from classroom instructions to classroom stationery.</p> <p>2. to say what they do have and do not have in their pencil case.</p>	<p>The Weather</p> <p>Children will learn:</p> <p>1. to describe the weather in Spanish with an emphasis on map work and oral presentation skills.</p>	<p>Clothes</p> <p>Children will learn:</p> <p>1. the Spanish words for 19 items of clothing with their correct gender.</p> <p>2. the full breakdown of the verb 'llevar' (to wear).</p> <p>3. about regular verbs.</p>	<p>Do you have a pet?</p> <p>Children will learn:</p> <p>1. the nouns and article for eight common pets.</p> <p>2. to tell somebody if they have or do not have a pet.</p> <p>3. to tell somebody what their pet is called.</p>	<p>Goldilocks and the Three Bears</p> <p>Children will learn:</p> <p>1. to develop their listening skills in Spanish.</p> <p>2. to use cognates to develop their understanding of the vocabulary presented in the story.</p> <p>3. to write their own versions of the story following a structured storyboard approach.</p>
Year 6	<p>Spanish Phonetics 1 to 4</p> <p>Children will learn:</p> <p>1. the key phonic sounds/phonemes</p>	<p>Family</p> <p>Children will learn:</p> <p>1. to introduce their family members (factual or</p>	<p>My Home</p> <p>Children will learn:</p> <p>1. to say whether they live in a house or an</p>	<p>At School</p> <p>Children will learn:</p> <p>1. to talk about their subjects in terms of expressing an</p>	<p>The Weekend</p> <p>Children will learn:</p> <p>1. to talk about what they do</p>	<p>Healthy Lifestyle</p> <p>Children will learn:</p> <p>1. vocabulary that will enable them to discuss</p>

	<p>es (CH, J, Ñ, LL, RR and CA, CE, CI, CO, CU, GA, GE, GI, GO, GU) and learn further key phonic sounds/phonemes (B, V, CC, QU, Z) essential for their Spanish studies.</p> <p>Selection of Core Vocabulary Lessons</p>	<p>fictitious) by saying what their names are and how old they are.</p> <ol style="list-style-type: none"> 2. numbers up to 100 to enable them to say the age of various family members. 3. the concept of possessive adjectives ('mi' and 'mis') in relation to family members. 	<p>apartment and say where it is.</p> <ol style="list-style-type: none"> 2. to repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house. 3. to say what rooms they have or do not have in their home. 4. to ask somebody what rooms they have or do not have in their home. 5. to create a longer spoken or written passage in Spanish recalling and reusing previously learnt language (incorporating personal details such as their name and age). 	<p>opinion and at what time they study these subjects.</p> <ol style="list-style-type: none"> 2. to use the verb 'ir' (to go). 	<p>in their own time.</p> <ol style="list-style-type: none"> 2. a variety of common weekend activities to talk about what they do when not at school. 3. to say at what time they do these activities. 4. a series of conjunctions enabling them to join sentences together developing more fluent phrases in Spanish. 	<p>healthy lifestyle choices.</p> <ol style="list-style-type: none"> 2. to use the negative to also be able to say the things they don't do as well as the choices they do make.
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