

Spanish Learning Overview - Cycle Two

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 & Year 4	Phonics recap $\frac{1}{2}$ Instruments - Los Instrumentos		Seasons Las estaciones	Vegetables Las verduras	Ice Creams Los Helados	Presenting myself Me presento
	Phonic focus: ch j ñ ll rr ca ce ci co cu Key learning: • Recognise, recall and spell up to 10 instruments in Spanish with their definite articles/determiners. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. • Learn to say and write 'I play' + an instrument in Spanish using the high-frequency 1st person regular verb 'toco' (I play) with up to 10 different instruments.		Phonic focus: j ñ ll Key learning: • Recognise, recall and remember the 4 seasons in Spanish. • Express what their favourite season is in Spanish. • Understand 2 descriptive phrases about each season in Spanish. • Link these phrases together with the conjunction 'y' (and).	Phonic focus: CH J Ñ LL RR Key learning: • Name and recognise up to 10 vegetables in Spanish. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	Phonic focus: CH J Ñ LL RR Key learning: • Name and recognise up to 10 different flavours for ice creams in Spanish. • Order an ice-cream in Spanish using 'quisiera' (I would like). • Say whether they would like a cone or a cup of ice-cream in Spanish. • Specify the number of ice-cream scoops in Spanish.	Phonic focus: CA CE CI CO CU Key learning: • Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked. • Ask somebody their name in Spanish and reply when asked. • Recall the numbers 1-10 and count from 11-20 in Spanish. • Ask somebody how old they are in Spanish and reply when asked. • Ask somebody where they live in Spanish and reply when asked. • Express their nationality in Spanish and understand basic gender agreement rules.
Year 5 & Year 6	Phonics recap $\frac{3}{4}$ Family - Mi familia		At the café En la cafetería	What is the weather? ¿Qué tiempo hace?	Planets Los planetas	The weekend El fin de semana
	Phonic focus: CA CE CI CO CU Key learning: • Use the nouns and articles/determiners for family members in Spanish. • Move from using the article/determiner 'a/an' with a family member to using the possessive adjective 'my' in Spanish. • Answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?) in Spanish. • Introduce family members in Spanish, using 'se llama' (he/she is called).		Phonic focus: CA CE CI CO CU Key learning: • Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria. • To understand better how to change a singular noun to plural form. • Perform a short role-play ordering what they would like to eat and drink.	Phonic focus: B V CC QU Z Key learning: • Ask what the weather is like and respond in Spanish. • Recognise and recall the conjunctions 'y' (and) & 'pero' (but). • Recognise and recall the 4 core compass points in Spanish. • Recognise and recall numbers 1-31 in Spanish to say the temperature.	Phonic focus: B V CC QU Z Key learning: • Name and label a map of the Solar System in Spanish. • Apply the rules of adjectival agreement to describe the Solar System in Spanish. • Use conjunctions and intensifiers to extend descriptions of the Solar System. • Ask key questions in Spanish in order to conduct	Phonics focus: B V CC QU Z Key learning: • Ask what the time is in Spanish. • Tell the time accurately in Spanish. • Learn how to say what they do at the weekend in Spanish. • Learn to integrate conjunctions into their work. • Present an account of what they do and at what time at the weekend.

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	• Use my knowledge of larger numbers in Spanish to be able to describe the age of family members.			• Recognise and recall the 7 days of the week and the time of day in Spanish. • Present a weather forecast in Spanish.	an interview with an astronaut. • Answer the questions in Spanish in order to present themselves as an astronaut. Deepen their understanding of adjectival agreement to describe themselves in terms of character.	
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