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| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 2 –  Dos | All about me | Numbers, colours, animals & family | Farm & Jungle animals and insects | My face and body, | At the beach  (SATS) | The Hungry Caterpillar |
| LONG TERM PLAN – Year 2  Created by: Chloe Joinson 2025/2026 | Understand where Spain is located and where it is in relation to the UK.  Gather information as to what the children know about Spain. Correct any misconceptions  Engage in basic introductory conversations.  Write simple conversations to cement their knowledge and practice letter formation.  Actively listen and follow classroom instructions.  Be able to self-assess their learning, identifying their strengths and weaknesses.  Compare traditions and discuss how cultures celebrate festivals differently. | Recall from memory the numbers 1 – 10.  Enhance maths skills by solving sums up to the value of 10.  Learn 10 colours and recall from memory at least 5.  Revisit text to enhance our reading and memory skills.  Respond to basic questions in Spanish, involving numbers, colours, animals and family members.  Be able to identify male and female relatives by the word ending.  Appreciate the importance and enjoyment of learning songs to help us learn and recall keywords. | Expand our vocabulary of animals.  Identify which animals live in which habitats.  Understand basic rules of the Spanish language regarding the letter H, LL and ñ – silent H (hormiga), ll (amari**ll**o). Ñ (enye – araña)  Recognise letters by matching up written words to pictures.  Match actions to words to assist our memory.  Embrace creativity and improve fine motor skills through colouring and writing.  Be able to self-assess their learning, to identify individual’s strengths and weaknesses. | Revise past learning, extend our vocabulary.  Enjoy and sing along to familiar songs in Spanish.  Be able to write a brief physical and emotional description of ourselves, using adjectives.  Be able to verbalise our descriptions and correctly identify how others are feeling.  Translate descriptions from English to Spanish and vice versa.  Ask questions to gauge the childrens understanding.  Revisit and expand our ‘Easter’ vocabulary and gain a deeper cultural knowledge into how the Spanish celebrate Pascua. | Identify items which we may take/find on the beach.  Discuss dangers and how to stay safe around water and in the sun.  Introduce masculine and feminine articles for Spanish nouns – el cangrego, la ballina  Re-iterate and practice the sounds H, ll.  Use existing knowledge to correctly guess new words (el protector solar, el caballito de mar).  Embrace creativity to design a beach.  Be able to self-assess our learning to identify areas of strengths and weaknesses. | Follow a familiar text in Spanish.  Pick out familiar words from a text and be able to understand their relevance to the text using picture prompts.  Be introduced to various fruits and accurately state their colours.  Repeat the days of the week, with instruction from the teacher.  Be able to recall at least 5 colours correctly both in their written and spoken form.  Be able to count to 10 with the correct pronunciation.  Celebrate our years success with a rewards day. |