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| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 3 –  Tres | Our knowledge of Spain and their language | Numbers (1-31), age and birthdays. | School subjects  likes and dislikes | School equipment  & classroom objects | Modes of transport Countries names in Spanish | Revision of years 1 - 3 |
| LONG TERM PLAN – Year 3  Created by Chloe Joinson 2025/2026 | Understand where Spain is located and where it is in relation to the UK. Label the countries which border Spain.  Gather information as to what the children know about Spain. Correct any misconceptions  Verbally introduce ourselves and our partners in Spanish (using correct pronouns his/her = su) and say how each is feeling.  Write simple conversations covering greetings, introductions and feelings, to cement knowledge and improve spelling.  Actively listen and follow additional classroom instructions.  Revisit colours, numbers up to 10, and animals to correct any mispronunciation and comprehension issues.  Complete an assessment to identify strengths and weaknesses. | Recall from memory the numbers 1 – 10.  Be able to count to 31 with assistance.  Identify number patterns when counting (20 & 1, 20 & 2 etc).  Play number games to cement knowledge.  Identify similarities between the English and Spanish language (febrero, marzo, etc) and identify whose birthday is when, using their knowledge of the English language to assist them.  Ask and respond to questions in Spanish regarding their age and birthdays.  Expand feelings/emotions vocabulary.  Sing the ’12 days of Christmas’ in Spanish to revise numbers up to 12.  Appreciate the importance and enjoyment of learning songs to help us learn and recall keywords. | Compare the differences and similarities between a Spanish and English school day.  Encourage independent learning by using our knowledge of the English language to identify subject taught within Spanish schools.  Learn the terms for ‘I like, I don’t like/dislike, ‘my favourite subject is …’  Compose short sentences stating which subjects they like/dislike/favourite.  Encourage listening skills to guess which subjects our partners like/dislike.  Embrace our creativity to make a ‘Tarjeta del día de San Valentín’  Complete an assessment to show our understanding so far in Spanish. | Understand how being prepared for school each day will benefit the children and maximise learning time.  Identify and repeat common items within our pencil case.  Encourage independent learning by using our knowledge of the English language to understand new Spanish words (lápiz de color, etc)  Identify and repeat common items found within the classroom  State what items we might need for what subjects: arte - lápices de colores, matemáticas - calculadora  Start to comprehend prepositions in Spanish (on, in).  Recognise words and short sentences by matching up written words to pictures. | Identify different modes of transport in English and Spanish.  Recognise Spanish words by matching them up to the correct pictures.  Be introduced to the common articles (un / una) and try to use them correctly when referring to our different modes of transport (un avion, una bicicleta).  Identify Spanish speaking countries and pronounce their names correctly in Spanish.  Discuss which modes of transport we could take to various countries.  Embrace creativity by designing a postcard of our dream location.  Write on our postcard, in Spanish, telling the reader, where we are and how we got there, using sentence starters and gap fill exercises.  Complete an assessment to show our understanding of Spanish so far. | Understand the importance of revisiting past topics to cement learning and enhance memory.  Complete a gap fill exercise about ourselves, detailing our name, age, birthday, likes and dislikes.  Order the days of the week and months of the year correctly in Spanish.  Revisit songs and stories covered in years 1, 2 & 3.  Read a short text in Spanish, highlighting and translating into English any family members that are mentioned.    Celebrate the years success with a rewards day. |