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| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 5 –  Cinco | The history of Spain numbers up to 100 (8) | Clothes & weather (7) | Personal pronouns & Nationalities (6) | International  Spain  (5) | Little Red Riding Hood  Body Parts (6) | Around Town & Directions (7) |
| LONG TERM PLAN – Year 5  Created by: Chloe Joinson 2025/2026 | Discuss the reason why countries other than Spain have Spanish as their official language.  Identify countries, on a world map which have Spanish as their official language.  Identify countries by their flags.  Embrace our creativity by drawing a flag and writing about the colours used within it.  Introduce ourselves and our partners, stating their age and birthdays.  Listen attentively to others to gain information.  Count from 1-60 without assistance and in multiples of 5 and 10’s.  Count up to 100 with assistance.  Recognise number patterns.  Celebrate the ‘Moros y Cristianos’ festival and understand the history behind it.  Complete an assessment to show our understanding of our learning so far. | Recap the seasons and expand our weather vocabulary.  Introduce items of clothing in a fun way.  Play games to memorise various items of clothing.  Embrace our creative side by designing an outfit.  Write about our outfits, stating who would wear it, when and why and how much it costs.  Encourage independent learning and problem-solving skills, by matching up outfits to their descriptions.  Revisit rules and pronunciation of the Spanish language. | Discuss what are personal pronouns, giving examples in English.  Learn 7 subject pronouns in Spanish  Listen and learn a song to help us remember our subject pronouns.  Using our knowledge of the English and Spanish language, match up nationalities to different characters/groups of characters.  Complete an assessment of our learning so far.  Expand our cultural knowledge of Valencia and its geographical location by learning about ‘Las Fallas’ | Recognise and identify famous cities, events and personalities from Hispanic countries.  Enhance our cultural and geographical knowledge of various Spanish speaking countries  Recognise culturally important buildings and Spanish speaking cities/countries, throughout the world.  Encourage independent research to complete a case study of a famous Hispanic person of our choosing.  Encourage team work to compile a case study of a Spanish speaking country.  Promote self-confidence by presenting our case studies to the rest of the class. | Revise and extend our body part vocabulary.  Play a game to show our understanding of body parts.  Label a drawing with the correct body parts using singular and plural nouns.  Listen, repeat and read a well-known story in Spanish.  Show our understanding of the text by placing the text in the correct order.  Use a dictionary to translate any words we are unfamiliar with.  Write a description of a character from the story using the relevant subject pronouns.  Complete an assessment of our learning so far | Count from 0 - 100 noting the subtle difference in sound between 60 and 70.  Discuss any similarities and differences between UK and Spanish towns.  Familiarize ourselves with various shop and buildings names, and items found within each one.  Learn directions and preposition of place.  Show our understanding of prepositions of place and directions by completing worksheets.  Use a map with written directions to locate various shops/buildings.  Write directions for your partner to translate into English.  Expand our cultural knowledge of Spain by learning about ‘El Colacho’ festival in Castrillo de Murcia.  Celebrate our success with an awards day. |