



Spanish KS2 Scheme of Work

Spanish Y3/4 scheme of work overview: Term 1

| UNIT | Context, Communication, Culture | Key ideas (GRAMMAR) | PHONICS SSC - Sound-symbol correspondence | VOCABULARY | National Curriculum PoS End of Unit |
|---------------------------|--|---|--|--|--|
| Unit 1 (W1-8) | Describing me and others <ul style="list-style-type: none"> in class in Perú and in Spain | Talking about being <ul style="list-style-type: none"> Essential verb: to be, being – ESTAR <ul style="list-style-type: none"> I am – estoy you are – estás he is – está she is – está it is, it's – está Essential verb: to be, being – SER <ul style="list-style-type: none"> I am – soy you are – eres he is – es she is – es it is, it's – es Adjective agreement for masculine/feminine Yes/no questions with raised intonation | <ul style="list-style-type: none"> Vowels [a] [e] [i] [o] [u] SSC [ca] [co] [cu] | <ul style="list-style-type: none"> Simple greetings Verb estar Range of adjectives Days of the week | I can... <ul style="list-style-type: none"> respond confidently to greetings and register (L1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) listen and join in with simple songs and rhymes (L1/R2) listen and read simple sentences and show understanding (L1/R1) say short sentences to describe people (S2/3) ask and answer simple yes/no questions about being (S1(a)/G4) use regular singular m/f adjectives after être(G3) |
| Unit 2 (W9-12) | Saying what I and others have <ul style="list-style-type: none"> at home with friends | Talking about having <p>Essential verb: to have, having – TENER</p> <ul style="list-style-type: none"> I have – tengo you have – tienes he has – tiene she has – tiene Indefinite, singular Post-nominal adjective gender agreement Yes/no questions with raised intonation | <ul style="list-style-type: none"> SSC [ce] SSC [ci] SSC [z] | <ul style="list-style-type: none"> Verb tener Range of singular masculine and feminine nouns | I can... <ul style="list-style-type: none"> listen and read simple sentences and show understanding (L1/R1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) say short sentences to say what I and others have (S2/3) ask and answer simple questions to identify things and say what I and others have (S1(a)/G4) write memory (W1), adapt (W2) use singular m/f nouns with indefinite articles (G1) |
| Unit 3 (W13-14) | <ul style="list-style-type: none"> Revision Christmas | <ul style="list-style-type: none"> Revisit key ideas | <ul style="list-style-type: none"> Revisit SSC | <ul style="list-style-type: none"> Revisit vocabulary | <ul style="list-style-type: none"> show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G3, G4 listen and join in with simple songs and rhymes (L1/R2) |

Spanish Y3/4 scheme of work overview: Term 2

| UNIT | Context, Communication, Culture | Key ideas (GRAMMAR) | PHONICS SSC - Sound-symbol correspondence | VOCABULARY | National Curriculum PoS End of Unit |
|--------------------|--|---|---|---|---|
| Unit 4 (W1-4) | <p>Saying what I and others do</p> <ul style="list-style-type: none"> activities in class in the week outside in the morning <ul style="list-style-type: none"> at Spanish club at the weekend in Barcelona in the afternoon | <p>Talking about doing</p> <ul style="list-style-type: none"> Infinitive – regular AR verbs (singular) Definite articles – el, la | <ul style="list-style-type: none"> SSC [i] [ii] SSC [ga] [go] [gu] | <ul style="list-style-type: none"> Range of regular – AR verbs Family members Range of nouns, adjectives and adverbs | <p>I can...</p> <ul style="list-style-type: none"> match target SSC sounds to print (L2) sound out new words with target SSC (R3) listen and read simple sentences and show understanding (L1/R1) say short sentences to describe actions (S2/3) ask and answer simple yes/no questions about doing (S1(a)/G4) use singular m/f nouns with definite articles (G2) |
| Unit 5 (W5-6) | <p>Saying what I and others do</p> <ul style="list-style-type: none"> activities in and out of class <ul style="list-style-type: none"> break time reading club | <p>Talking about doing (2)</p> <ul style="list-style-type: none"> Infinitive – regular ER verbs (singular) Personal ‘a’ | <ul style="list-style-type: none"> SSC [ga] [go] [gu] SSC [ca] [co] [cu] SSC [que] | <ul style="list-style-type: none"> Range of regular – ER verbs Range of singular masculine and feminine nouns | <p>I can...</p> <ul style="list-style-type: none"> listen/read simple sentences and show understanding (L1/R1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) talk about what I and others do (S1 (a)(b), /S2/3, G4) write from memory (W1), adapt (W2), describe actions (W3) use singular m/f nouns with definite articles (G2), connectives (G5) |
| Unit 6 (W7-9) | <ul style="list-style-type: none"> Saying how many, describing things Carnaval a story my monster revision | <p>Talking about more than one</p> <ul style="list-style-type: none"> Essential verb: there is/are – hay Plural indefinite articles – unos, unas Regular plural marking on nouns [-s] | <ul style="list-style-type: none"> SSC [qui] Revisit [que] [qui] [ce] [ci] | <ul style="list-style-type: none"> Numbers 1-12 Parts of the body | <ul style="list-style-type: none"> ask and answer simple questions to say how many things there are (S1(a)/G4) use singular and plural m/f nouns with indefinite articles (G2) |
| Unit 7 (W10-11) | <ul style="list-style-type: none"> Revision Easter | <ul style="list-style-type: none"> Revisit key ideas | <ul style="list-style-type: none"> Revisit SSC | <ul style="list-style-type: none"> Revisit vocabulary | <ul style="list-style-type: none"> show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G2, G4 listen and join in with simple songs and rhymes (L1/R2) |

Spanish Y3/4 scheme of work overview: Term 3

| UNIT | Context, Communication, Culture | Key ideas (GRAMMAR) | PHONICS SSC - Sound-symbol correspondence | VOCABULARY | National Curriculum PoS End of Unit |
|---------------------|--|---|--|---|---|
| Unit 8 (W1-6) | Describing things and people <ul style="list-style-type: none"> Describing pictures at the zoo favourites ages, states my birthday favourites states | Talking about being (2) <ul style="list-style-type: none"> Singular definite and indefinite articles (revisit) Postnominal adjective agreement (revisit) Subject pronouns for clarity and emphasis – yo, tú, él, ella Possessive adjectives mi, tu Use of de for possession Noun + favorito/a, preferido/a Tener meaning 'be' for age and states | <ul style="list-style-type: none"> SSC [j] SSC [ge] [gi] [ge] [gi] vs [ga] [go] [gu] SSC [gue] [gui] revisit SSC SSC [n] [ñ] | <ul style="list-style-type: none"> Range of nouns Range of adjectives Numbers 1-12 (revisit) Months of the year hunger, thirst, right heat, cold, fear, tiredness | I can... <ul style="list-style-type: none"> listen and read simple sentences and show understanding (L1/R1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) say short sentences to describe things and people (S2/3) ask and answer simple information questions about what things are like and when (S1(a)/G4) use singular m/f nouns with definite & indefinite articles, and possessive adjectives (G2) use regular singular m/f adjectives after ser (G3) use a dictionary (R5) |
| Unit 9 (W7-9) | Expressing likes and saying what I and others do <ul style="list-style-type: none"> opinions end of term show my dad's work in the summer my mum's work | Talking about likes & dislikes <ul style="list-style-type: none"> Plural definite article los, las Use of definite article after verbs of opinion Revisit –AR and –ER verbs | <ul style="list-style-type: none"> SSC [r] [rr] SSC [v] [b] SSC [h] | <ul style="list-style-type: none"> Range of –AR and –ER verbs Range of plural nouns | I can... <ul style="list-style-type: none"> listen and read simple sentences and show understanding (L1/R1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) say short sentences to say what I and others like (S1(b)/S2/3) ask and answer simple questions to say what I and others like (S1(a)/G4) write from memory (W1), describe actions, things (W3) use plural m/f nouns with definite articles (G2) |
| Unit 10 (W10-11) | <ul style="list-style-type: none"> Assessments | <ul style="list-style-type: none"> Revisit key ideas | <ul style="list-style-type: none"> Revisit SSC | <ul style="list-style-type: none"> Revisit vocabulary | <ul style="list-style-type: none"> show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, G2, G3, G4 |
| Unit 11 (W12-13) | <ul style="list-style-type: none"> The Hungry Caterpillar Un poema | <ul style="list-style-type: none"> Revisit key ideas | <ul style="list-style-type: none"> Revisit SSC | <ul style="list-style-type: none"> Revisit vocabulary | <ul style="list-style-type: none"> listen and join in with simple songs and rhymes (L1/R2) appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2) use a dictionary (R5) |

Spanish Y5/6 scheme of work overview: Term 1

| UNIT | Context, Communication, Culture | Key ideas (GRAMMAR) | PHONICS SSC - Sound-symbol correspondence | VOCABULARY | National Curriculum PoS End of Unit |
|--------------------|---|---|---|---|--|
| Unit 1 (W1-7) | Describing me and others <ul style="list-style-type: none"> in class people and friends birthdays, dates, Día de los Muertos, concerts & celebrations, events Sports Day | Talking about being <ul style="list-style-type: none"> Essential verb: to be, being – ESTAR <ul style="list-style-type: none"> we are – estamos they are – están Essential verb: to be, being – SER <ul style="list-style-type: none"> we are – somos they are – son Regular adjective agreement for masculine/feminine (plural) Information questions (¿quién? ¿cuándo? ¿cuál?) | <ul style="list-style-type: none"> Vowels [a] [e] [i] [o] [u] Consonant vowel syllables Strong vowels Weak vowels | <ul style="list-style-type: none"> Verb estar (plural) Verb ser (plural) Range of adjectives Numbers 1-31 Months | I can... <ul style="list-style-type: none"> transcribe (L2) and sound out (R3) new words with target SSC listen and read sentences and show understanding (L1/R1) say short sentences to describe people (S2/3) ask and answer simple yes/no questions about being and when things take place (S1(a)/G4) write from memory (W1), adapt (W2) and describe people (W3) use regular singular and plural m/f adjectives after estar & ser (G3) and time adverbs (G5) |
| Unit 2 (W8-12) | Saying what I and others have <ul style="list-style-type: none"> at school, at home family, teachers in town, cities celebrities | Talking about having <p>Essential verb: to have, having – TENER</p> <ul style="list-style-type: none"> we have – tenemos they have – tienen Indefinite articles (singular & plural) Post-nominal adjective gender agreement (singular & plural) Negation (no) Yes/no questions with raised intonation | <ul style="list-style-type: none"> Revisit all vowels SSC [ca] [co] [cu] SSC [ce] [ci] SSC [z] SSC [ch] | <ul style="list-style-type: none"> Verb tener (plural) school & home nouns places in town prepositions of place face, hair & eyes | I can... <ul style="list-style-type: none"> listen and read sentences and show understanding (L1/R1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) say short sentences to say what I and others have and describe physical appearance (S2/3) write memory (W1), adapt (W2) use singular and plural m/f nouns (G2) with indefinite and definite articles (G1) use prepositions of place (G5) |
| Unit 3 (W13-14) | <ul style="list-style-type: none"> Revision/ Assessment Villancicos El Gordo | <ul style="list-style-type: none"> Revisit key ideas | <ul style="list-style-type: none"> Revisit SSC | <ul style="list-style-type: none"> Revisit vocabulary | <ul style="list-style-type: none"> show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G3, G4 listen and join in with simple songs and rhymes (L1) appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2) |

Spanish Y5/6 scheme of work overview: Term 2

| UNIT | Context, Communication, Culture | Key ideas (GRAMMAR) | PHONICS SSC - Sound-symbol correspondence | VOCABULARY | National Curriculum PoS End of Unit |
|--------------------|---|---|---|---|--|
| Unit 4 (W1-6) | Saying what I and others do <ul style="list-style-type: none"> • Customs (Las Fallas) • in language class • volunteering • break time • on a farm • my room • Traditions (Nochevieja, Año Nuevo) • in school • at the weekend • free time • packing | Talking about doing (we, they) <ul style="list-style-type: none"> • regular AR verbs (plural) • regular ER verbs (plural) • yes/no questions • negation (no) • Plural possessive adjectives mis, tus | <ul style="list-style-type: none"> • SSC [l] [ll] • SSC [ga] [go] [gu] • Stress pattern 1 • Stress pattern 2 • Stress pattern 3 • SSC [que] [qui] | <ul style="list-style-type: none"> • Range of –AR and –ER verbs • Range of high-frequency nouns related to festivals and celebrations, free time and life at home and school • Adverbs of frequency & location | I can... <ul style="list-style-type: none"> • transcribe (L2) and sound out (R3) new words with target SSC • listen and read sentences and show understanding (L1/R1) • say short sentences to say what people do (plural persons) (S2/3) • ask and answer longer yes/no questions about doing (S1(a)/G4) • write from memory (W1), adapt (W2) and describe actions (W3) • use plural –AR and –ER verb forms in questions, in affirmative and negative statements (G4) |
| Unit 5 (W7-9) | Saying where you're going and what there is there <ul style="list-style-type: none"> • Oviedo • compass points (Spain) • Madrid • Badajoz town/village • physical geography (Peru) • Córdoba | Talking about going <ul style="list-style-type: none"> • Essential verb: to go, going – IR <ul style="list-style-type: none"> • I go – voy • you go – vas • he goes – va • she goes – va • Preposition a (al, a la) | <ul style="list-style-type: none"> • SSC [n] [ñ] • SSC [v] [b] • SSC [r] [rr] | <ul style="list-style-type: none"> • Verb ir • Numbers 1-31 (revisit) • cardinal points • nouns and proper nouns for places | I can... <ul style="list-style-type: none"> • listen and read sentences and show understanding (L1/R1) • match target SSC sounds to print (L2) • sound out new words with target SSC (R3) • say short sentences to say where I and others go (S2/3) • write from memory (W1), adapt (W2) and describe actions (W3) • use prepositions of place (G5) accurately with articles (G1) |
| Unit 6 (W10-11) | <ul style="list-style-type: none"> • Revision / assessment • Easter | <ul style="list-style-type: none"> • Revisit key ideas | <ul style="list-style-type: none"> • Revisit SSC | <ul style="list-style-type: none"> • Revisit vocabulary | <ul style="list-style-type: none"> • show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G2, G4, G5 • listen and join in with simple songs and rhymes (L1/R2) |

Spanish Y5/6 scheme of work overview: Term 3

| UNIT | Context, Communication, Culture | Key ideas (GRAMMAR) | PHONICS SSC - Sound-symbol correspondence | VOCABULARY | National Curriculum PoS End of Unit |
|--------------------|---|---|---|---|--|
| Unit 7 (W1-6) | Saying what I and others do <ul style="list-style-type: none"> activities at home preparing a party weather & seasons La Tomatina (Spain) Fiestas Patrias, Inti Raymi (Peru) physical geography (Spain) a party in my free time weather and activities Feria de Abril Las Fallas physical geography (Mexico) | Talking about doing (I, you, s/he) <ul style="list-style-type: none"> Essential verb: to do, make – HACER <ul style="list-style-type: none"> I do, make – hago you do, make – haces s/he does – hace hace (weather) using mucho & todo | <ul style="list-style-type: none"> Silent final consonants [SFC] – t, s, d, x or SFe SSC [ç] (and soft 'c') SSC [-tion] SSC [-ien] SSC [-s-] SSC [qu] | <ul style="list-style-type: none"> Verb hacer (singular) activity nouns seasons sports numbers 16-31 | I can... <ul style="list-style-type: none"> transcribe (L2) and sound out (R3) new words with target SSC listen and read sentences and show understanding (L1/R1) say short and some longer sentences to describe actions (S2/3) ask and answer short and longer information questions (S1(a)/G4) Write from memory (W1), adapt (W2) and describe weather and actions (W3) use singular forms of hacer in questions and statements (G4) |
| Unit 8 (W7-9) | Expressing likes and actions <ul style="list-style-type: none"> household chores in school travelling around Spain learning languages on holiday in Spanish class | Talking about doing (we, they) <ul style="list-style-type: none"> -AR and -ER verbs 2-verb structures: amar, odiar, deber, querer, poder | <ul style="list-style-type: none"> SSC [j] (and soft 'g') SSC [h] Revisit several SSC | <ul style="list-style-type: none"> a range of -AR and -ER verbs (plural) Verbs deber, querer, poder (singular) a range of vocabulary for tasks at home and away and in school | I can... <ul style="list-style-type: none"> listen and read sentences and show understanding (L1/R1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) say short and longer sentences to say what I and others do, like/dislike doing and want to, have to or can do (S2/3) write memory (W1), adapt (W2), describe actions, likes and dislikes, wants, ability and obligation (W3) |
| Unit 9 (W10-13) | <ul style="list-style-type: none"> Revision/assessment Quiero ver una vaca La plaza tiene una torre | <ul style="list-style-type: none"> Revisit key ideas | <ul style="list-style-type: none"> Revisit SSC | <ul style="list-style-type: none"> Revisit vocabulary | <ul style="list-style-type: none"> show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, W2, W3, G1, G4, G5 listen and join in with simple songs and rhymes (L1/R2) appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2) use a dictionary (R5) |

| Key | KS2 Programme of Study |
|-------|--|
| L1 | Listen attentively and show understanding by joining in and responding |
| L2 | Link the spelling, sound and meaning of words |
| S1(a) | Ask and answer questions |
| S1(b) | Express opinions and respond to those of others |
| S1(c) | Ask for clarification and help |
| S2 | Speak in sentences |
| S3 | Describe people, places, things and actions orally (to a range of audiences) |
| R1 | Read and show understanding of words, phrases and simple texts |
| R2 | Appreciate stories, songs, poems and rhymes in the language |
| R3 | Read aloud with accurate pronunciation |
| R4 | Understand new words that are introduced into familiar written material |
| R5 | Use a dictionary |
| W1 | Write words and phrases from memory |
| W2 | Adapt phrases to create new sentences |
| W3 | Describe people, places, things and actions in writing |
| G1 | Gender of nouns - definite and indefinite articles |
| G2 | Singular and plural forms of nouns |
| G3 | Adjectives (place and agreement) |
| G4 | Conjugation of key verbs (and making verbs negative) |
| G5 | Connectives and qualifiers, adverbs of time, prepositions of place |