



Bishop Martin CE Primary School - Spanish Subject Overview



Cycle A

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year Three/Four	<u>Dates</u> Identify and say the numbers 13 to 31. Identify and say the months of the year. Recognise and answer the question, ¿Qué mes es? Identify and say dates. Ask and answer the question, ¿Cuándo es tu cumpleaños? Identify key information on a calendar. Recognise and answer the question, ¿Cuándo es el día de ...? Recognising familiar words and cognates. Listen to a short audio passage and identify key information.	<u>Pets</u> Ask and answer the question, ¿Tienes una mascota? Identify some animal names. Identify a noun's gender. Select the correct form of an adjective. Choose suitable adjectives to describe an animal's characteristics. Read aloud using accurate pronunciation. Change intonation to differentiate between statements and questions. Vary their tone to express emotion and engage their audience.	<u>Weather</u> Pronounce the seven weather types. Select hace or está to begin each weather phrase. Ask and answer the question ¿Qué tiempo hace...? – What is the weather like...?, Name and identify the four compass points in Spanish; labelling a map of Spain with weather symbols based on information extracted from the comprehension text. Use accurate pronunciation when speaking aloud; identify some cities on a map of Spain.	<u>In a Spanish Cafe</u> Form sentences to express what they want using quiero. Ask others what they want using the question ¿Qué quieres ...? Use por favor – please and gracias. Use greetings and courtesy phrases such as ¿Qué tal? Write and perform a typical café conversation. Use accurate pronunciation when speaking aloud. Vary tone to express emotion and engage an audience.	<u>Spanish Celebrations</u> Identify the meaning of festival-related vocabulary. Use a bilingual dictionary to translate some verbs. Express what they like and dislike to do. Listen to spoken language and identify meaning. Identify appropriate nouns to give more detail about a particular action.	<u>The Amazon Rainforest</u> Build sentences about Peru using the model hay/no hay + [plural noun]. Repeat animal names with increasing accuracy. Apply an understanding of nouns to create the plural form. Form adjectives to agree with the gender of the noun that they describe. Speak complete, descriptive phrases with clear pronunciation. Use tone of voice where appropriate to engage their audience.
Year Four/Five	<u>Describing Family and Friends</u> Ask and answer questions to find out personal information. Understand a variety of answers to the question, ¿Tienes hermanos? Identify the names of family members. Use de to indicate possession. Describe relationships between family members. Identify the difference between the first, second and third person forms. Describe what someone likes to do. Identify a person from a written description.	<u>Spanish Portraits</u> Use context to deduce the meaning of new vocabulary. Select the correct vocabulary to describe a person's hair and face. Read and translate a description of a portrait. Listen and select information from a short passage to give an appropriate response. Describe a portrait orally. Use a variety of language to describe both hair and facial features.	<u>Sports</u> Use the correct form of verbs jugar – to play, and hacer – to do, when asking and answering questions about sport. Form the imperative of regular verbs. Follow instructions to play the Maya ball game. Use imperative verbs and praise words to encourage others during a game. Identify key information in a written text.	<u>Food and Drink</u> Express likes and dislikes about singular and plural food items. Ask and answer questions about food likes and dislikes. Listen and select key information about food preferences. Deduce meal choices by finding out about food preferences. Ask questions in a variety of formats to find out about food preferences.	<u>A trip across Spain</u> Describe the geographical location of some Spanish cities. Describe some Spanish cities. Use the future tense to outline future plans. Ask and answer questions about travel plans. Perform role play conversations about travel plans.	<u>Saving South Africa</u> Read and interpret locational language in a description of South America's geography. Identify causes of environmental problems in South America and possible solutions. Give instructions using imperative verbs on how to protect South America's environment. Script and present an advert campaigning for action to address South America's environmental problems.
Year Five/Six	<u>Shopping in Spain</u> Identify cognates and use the context to deduce the meaning of new words.	<u>Clothes</u> Express likes and dislikes about school subjects.	<u>Household Tasks</u> Translate and generate a range of sentences Using a sentence builder as a model.	<u>School Life</u> Recognise which part of a word is stressed; identify and apply pronunciation rules.	<u>Free time in Spain</u> Notice and apply verb endings in the present tense.	<u>Maya City Treasure Hunt</u> Use contextual clues and knowledge of grammar to deduce meaning and translate sentences.

	Identify the appropriate time to use a dictionary to look up unfamiliar words. Apply rules to generate all forms of an adjective. Use a range of adjectives and descriptive phrases to describe clothing. Describe an outfit and its purpose in multi-clause sentences using porque – because.	Give opinions about school subjects using a wide range of adjectives. Compare school subjects using comparative adjectives. Plan, ask and answer extended questions about school timetables. Asking and answering questions about preferences during the school day.	Extract key information from a short text. Select and convert different adjectives into adverbs. Adapt a statement to make it persuasive. Express and justify opinions.	Build and say which phrases which include the use of prepositions. Ask how much something costs and answer using different amounts of money. Show understanding of grammar by choosing an appropriate question form. Listen for key information from an extended dialogue. Choose and use appropriate phrases to complete a shopping transaction.	Ask and answer questions using different verb forms. Extract key information from written texts. Recognise and translate a range of descriptive phrases. Construct a descriptive text based on a model. Express opinions and preferences in comparative sentences.	Describe the Ancient Maya people using evidence to justify conclusions. Deduce the meaning of directional language and follow simple directions. Interpret directional language to navigate around a Maya city. Apply knowledge of directional and descriptive language to write clues for a treasure hunt around a Maya city.
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Cycle B

Year Three/Four	Greetings with Puppets Form short phrases to say hello and introduce themselves. Follow a sequence of phonemes and notice key phonemes in Spanish words. Recognise and respond to different greetings. Use actions to show their understanding of different feelings phrases. Join in with and perform a finger rhyme. Begin to relate written captions to the words that they hear.	Numbers and Ages Count to 12 in Spanish. Recognise and sound out phonemes for letters ‘u’ and ‘z’, ‘ñ’. Identify the structure for saying how old they are. Begin to recognise the verb ‘to have’ in first person present. Explain what a cognate is and suggest examples. Apply and describe different detective skills: using logic, context and knowledge of language. Compare Christmas traditions from Spain with other countries.	Shapes and Colours Point to a colour that matches a spoken word. Say the names of some colours in Spanish. Read and recognise descriptive phrases and match them to an image. Identify shapes with their name and colour in Spanish, placing the colour adjective after the noun. Write or copy shape and colour names with accuracy. Recall and produce some key vocabulary from memory.	Classroom Objects Match spoken classroom instructions with a corresponding symbol; respond to most classroom instructions with an action. Name the seven classroom items in Spanish. Speak in short sentences, starting with Tengo and including a plural noun phrase by choosing a number in Spanish to quantify and adding an ‘s’ at the end of the noun. Answer a question in Spanish using the negative, No tengo... – I do not have..., followed by a classroom item. Read and understand short sentences in Spanish.	Where do you live in Spain? Attempts correct pronunciation of some cities in Spain and notice those that contain key phoneme b/v. Recognise different questions and select an appropriate phrase to answer them. Use a bilingual dictionary resource to research nouns. Listen and identify key information from a short text. Locate and read information within a known phrase structure.	Journey around Latin America Locate and name the Spanish-speaking countries of Latin America on their maps; identifying the regions of Mexico, Central America and South America. Ask the question ¿Adónde vas? – Where are you going? Ask the question ¿Cómo vas? – How are you going? Repeat each of the seven days of the week in Spanish with accuracy; begin to build spoken sentences that start with a day of the week. Use generally accurate pronunciation when speaking aloud; identify and use ways to improve a performance; use natural-sounding intonation; learning some lines by heart.
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