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| **Year 3** |
| **Concept**  | **Autumn**  | **Spring**  | **Summer**  |
| Read fluently | **Autumn 1**Beginning to recognise and read out a few familiar words and phrases* Greetings and feelings
* Numbers 1-10
* Colours
 | **Spring 1**Developing skills to recognise and read out a few familiar words and phrases* Animals
 | **Summer 1**Can recognise and read out a few familiar words and phrases* Fruit and vegetables
 |
| **Autumn 2**Beginning to recognise and read out a few familiar words and phrases* Days
* Months
 | **Spring 2**Developing skills to recognise and read out a few familiar words and phrases* Numbers 11-20
* Ages
 | **Summer 2**Can recognise and read out a few familiar words and phrases* Asking and answering questions
* Picnic
 |
| Write imaginatively | **Autumn 1**Beginning to write or copy a few simple words or symbols as an emergent writer of the target language.* Greetings and feelings
* Numbers 1-10
* Colours
 | **Spring 1**Developing skills to write or copy a few simple words or symbols as an emergent writer of the target language.* Animals
 | **Summer 1**Can write or copy a few simple words or symbols as an emergent writer of the target language.* Fruit and vegetables
 |
| **Autumn 2**Beginning to write or copy a few simple words or symbols as an emergent writer of the target language.* Days
* Months
 | **Spring 2**Developing skills to write or copy a few simple words or symbols as an emergent writer of the target language.* Numbers 11-20
* Ages
 | **Summer 2**Can write or copy a few simple words or symbols as an emergent writer of the target language.* Asking and answering questions
* Picnic
 |
| Speak confidently | **Autumn1**Beginning to say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.* Greetings and feelings
* Numbers 1-10
* Colours
 | **Spring 1**Developing skills to say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.* Animals
 | **Summer 1**Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.* Fruit and vegetables
 |
| **Autumn 2**Beginning to say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.* Days
* Months
 | **Spring 2**Developing skills to say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.* Numbers 11-20
* Ages
 | **Summer 2**Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.* Asking and answering questions
* Picnic
 |
| Listen attentively | **Autumn 1**Beginning to understand a few familiar spoken words and phrases.* Greetings and feelings
* Numbers 1-10
* Colours
 | **Spring 1**Developing skills to a few familiar spoken words and phrases.* Animals
 | **Summer 1**Can understand a few familiar spoken words and phrases.* Fruit and vegetables
 |
| **Autumn 2**Beginning to understand a few familiar spoken words and phrases.* Days
* Months
 | **Spring 2**Developing skills to understand a few familiar spoken words and phrases.* Numbers 11-20
* Ages
 | **Summer 2**Can understand a few familiar spoken words and phrases.* Asking and answering questions
* Picnic
 |
| Understand Culture | **Autumn 1**Beginning to learn about where Spanish is spoken and of different languages in their school | **Spring 1**Developing skills to learn about where Spanish is spoken and of different languages in their school | **Summer 2**To learn about where Spanish is spoken and of different languages in their school |
|  | **Autumn 2**Beginning to learn about where Spanish is spoken and of different languages in their school* Feast of the Epiphany
 | **Spring 2**Developing skills to learn about where Spanish is spoken and of different languages in their school* Carnival
 | **Summer 2**To learn about where Spanish is spoken and of different languages in their school |

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| **Year 4** |
| **Concept**  | **Autumn**  | **Spring**  | **Summer**  |
| Read fluently | **Autumn 1**Beginning to understand simple written phrases. Beginning to match sounds to familiar written words.* Classroom objects
 | **Spring 1**Developing skills to understand simple written phrases. Can match sounds to familiar written words.* Family
* Faces
 | **Summer 1**Can understand simple written phrases. Can match sounds to familiar written words.* I don’t feel well
* Jungle animals
 |
| **Autumn 2**Beginning to understand simple written phrases. Beginning to match sounds to familiar written words.* Classroom commands
* Towns and shops
 | **Spring 2**Developing skills to understand simple written phrases. Can match sounds to familiar written words.* Parts of the body
 | **Summer 2**Can understand simple written phrases. Can match sounds to familiar written words.* Weather
* Ice creams
 |
| Write imaginatively | **Autumn 1**Beginning to spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.* Classroom objects
 | **Spring 1** Developing skills to spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.* Family
* Faces
 | **Summer 1**Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.* I don’t feel well
* Jungle animals
 |
| **Autumn 2**Beginning to spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.* Classroom commands
* Towns and shops
 | **Spring 2**Developing skills to spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.* Parts of the body
 | **Summer 2**Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.* Weather
* Ice creams
 |
| Speak confidently | **Autumn1**Beginning to ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.* Classroom objects
 | **Spring 1**Developing skills to ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.* Family
* Faces
 | **Summer 1**Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.* I don’t feel well
* Jungle animals
 |
| **Autumn 2**Beginning to ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.* Classroom commands
* Towns and shops
 | **Spring 2**Developing skills to ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.* Parts of the body
 | **Summer 2**Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.* Weather
* Ice creams
 |
| Listen attentively | **Autumn 1**Beginning to understand a range of familiar spoken phrases and is able to listen for specific words and phrases.* Classroom objects
 | **Spring 1**Developing skills to understand a range of familiar spoken phrases and is able to listen for specific words and phrases.* Family
* Faces
 | **Summer 1**Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.* I don’t feel well
* Jungle animals
 |
| **Autumn 2** Beginning to understand a range of familiar spoken phrases and is able to listen for specific words and phrases.* Classroom commands
* Towns and shops
 | **Spring 2**Developing skills to understand a range of familiar spoken phrases and is able to listen for specific words and phrases.* Parts of the body
 | **Summer 2**Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.* Weather
* Ice creams
 |
| Understand culture | **Autumn 1**Beginning to compare the festivals, cultures and tradition to those in Spanish speaking countries.* European day of languages
 | **Spring 1**Developing skills to compare the festivals, cultures and tradition to those in Spanish speaking countries.* Feast of the Epiphany
 | **Summer 1**To compare the festivals, cultures and tradition to those in Spanish speaking countries. |
|  | **Autumn 2** Beginning to compare the festivals, cultures and tradition to those in Spanish speaking countries.* Christmas
 | **Spring 2**Developing skills to compare the festivals, cultures and tradition to those in Spanish speaking countries. | **Summer 2**To compare the festivals, cultures and tradition to those in Spanish speaking countries. |

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| **Year 5** |
| **Concept**  | **Autumn**  | **Spring**  | **Summer**  |
| Read fluently | **Autumn 1**Begin to understand the main point(s) from a short, written passage in clear printed script.Begin to use bilingual dictionaries independently. Begin to apply phonic knowledge to find, understand and/or produce spoken and written words.* Saying more about our feelings
* School subjects and opinions
 | **Spring 1**Developing skills to understand the main point(s) from a short, written passage in clear printed script.Developing skills to use bilingual dictionaries independently. Developing skills to apply phonic knowledge to find, understand and/or produce spoken and written words.* Going to the market
* Buying a present
 | **Summer 1**Can understand the main point(s) from a short, written passage in clear printed script.Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.* Planets
* Personal information
 |
| **Autumn 2**Begin to understand the main point(s) from a short, written passage in clear printed script.Begin to use bilingual dictionaries independently. Begin to apply phonic knowledge to find, understand and/or produce spoken and written words.* Places in the city
* Buying a present
 | **Spring 2**Developing skills to understand the main point(s) from a short, written passage in clear printed script.Developing skills to use bilingual dictionaries independently. Developing skills to apply phonic knowledge to find, understand and/or produce spoken and written words.* Clothes
 | **Summer 2**Can understand the main point(s) from a short, written passage in clear printed script.Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.* Seaside
 |
| Write imaginatively | **Autumn 1**Begin to write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.* Saying more about our feelings
* School subjects and opinions
 | **Spring 1**Developing skills to write two or three short sentences as a personal response, using reference materials / with support. Developing skill to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.* Going to the market
* Buying a present
 | **Summer 1**Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.* Planets
* Personal information
 |
| **Autumn 2**Begin to write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.* Places in the city
* Buying a present
 | Spring 2Developing skills to write two or three short sentences as a personal response, using reference materials / with support. Developing skills to to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.* Clothes
 | Summer 2Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.* Seaside
 |
| Speak confidently | Autumn1Begin to ask and answer simple questions on several topics and can express opinions. * Saying more about our feelings
* School subjects and opinions
 | **Spring 1**Developing skills to ask and answer simple questions on several topics and can express opinions. * Going to the market
* Buying a present
 | **Summer 1**Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.* Planets
* Personal information
 |
| **Autumn 2**Begin to ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.* Places in the city
* Buying a present
 | **Spring 2**Developing skills to ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.* Clothes
 | **Summer 2**Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.* Seaside
 |
| Listen attentively | **Autumn 1**Begin to understand the main points from a series of spoken sentences (including questions.) May require some repetition.* Saying more about our feelings
* School subjects and opinions
 | **Spring 1**Developing skills to understand the main points from a series of spoken sentences (including questions.) May require some repetition.* Going to the market
* Buying a present
 | **Summer 1**Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.* Planets
* Personal information
 |
| **Autumn 2**Begin to understand the main points from a series of spoken sentences (including questions.) May require some repetition.* Places in the city
* Buying a present
 | **Spring 2**Developing skills understand the main points from a series of spoken sentences (including questions.) May require some repetition.* Clothes
 | **Summer 2**Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.* Seaside
 |
| Understand culture | **Autumn 1** Beginning to look at aspects of their culture from the perspective of a native Spanish speaker* European day of languages
 | **Spring 1**Developing skills to look at aspects of their culture from the perspective of a native Spanish speaker | **Summer 1**To look at aspects of their culture from the perspective of a native Spanish speaker |
|  | **Autumn 2**Beginning to look at aspects of their culture from the perspective of a native Spanish speaker | **Spring 2**Developing skills to look at aspects of their culture from the perspective of a native Spanish speaker* Carnival
 | **Summer 2**To look at aspects of their culture from the perspective of a native Spanish speaker |

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| **Year 6** |
| **Concept**  | **Autumn**  | **Spring**  | **Summer**  |
| Read fluently | **Autumn 1**Beginning to understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account.Beginning to use a bilingual dictionary to access unfamiliar language.* Time
* Daily routine
 | **Spring 1**Developing skills to understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account.Developing skills to use a bilingual dictionary to access unfamiliar language.* Sports
 | **Summer 1**Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account.Can use a bilingual dictionary to access unfamiliar language.* Café dialogues and food
* In the restaurant
 |
| **Autumn 2**Beginning to understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account.Beginning to use a bilingual dictionary to access unfamiliar language.* The house
 | **Spring 2**Developing skills to understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account.Developing skills to use a bilingual dictionary to access unfamiliar language.* Hobbies
* This is me
 | **Summer 2**Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account.Can use a bilingual dictionary to access unfamiliar language.* Performance time
 |
| Write imaginatively | **Autumn 1**Beginning to write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.* Time
* Daily routine
 | **Spring 1**Developing skills to write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary. | **Summer 1**Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.* Café dialogues and food
* In the restaurant
 |
| **Autumn 2**Begin ning to write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.* The house
 | **Spring 2**Developing skills to write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary. | **Summer 2**Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.* Performance time
 |
| Speak confidently | **Autumn 1**Beginning to take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker)* Time
* Daily routine
 | **Spring 1**Developing skills to take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker). | **Summer 1**Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).* Café dialogues and food
* In the restaurant
 |
| **Autumn 2**Beginning to take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).* The house
 | **Spring 2**Developing skills to take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker). | **Summer 2**Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).* Performance time
 |
| Listen attentively | **Autumn 1**Beginning to understand the main points and some detail from a short, spoken passage with comprising of familiar language.* Time
* Daily routine
 | **Spring 1**Developing skills to understand the main points and some detail from a short, spoken passage with comprising of familiar language. | **Summer 1**Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.* Café dialogues and food
* In the restaurant
 |
| **Autumn 2**Beginning to understand the main points and some detail from a short, spoken passage with comprising of familiar language.* The house
 | **Spring 2**Developing skills to understand the main points and some detail from a short, spoken passage with comprising of familiar language. | **Summer 2**Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.* Performance time
 |
| Understand culture | Autumn 1Beginning to recognise and understand the difference in between people of different nationalities To present information on an aspect of culture.* European day of languages
 | **Spring 1**Developing skills to recognise and understand the difference in between people of different nationalities To present information on an aspect of culture. | **Summer 1**To recognise and understand the difference in between people of different nationalities To present information on an aspect of culture. |
|  | **Autumn 2**Beginning recognise and understand the difference in between people of different nationalities To present information on an aspect of culture.* Christmas
 | **Spring 2**Developing skills to recognise and understand the difference in between people of different nationalities To present information on an aspect of culture. | **Summer 2**To recognise and understand the difference in between people of different nationalities To present information on an aspect of culture. |