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| **Spanish Stage 3 LTP (V2T/C2T)** | | | | | |
| **Unit** | **Content**  **Revisit and extend…** | **Phonics**  **Revisit and extend…** | **Grammar**  **Revisit and extend…** | **Language Learning Skills**  **Revisit and extend…** | **Skill Level** |
| **Autumn 1**   * Talking about   Us  ***KPIs***  *Can:*  *Say an extended sentence about how feeling with a reason*  *Say a 3rd person singular sentence with details about someone else*  *recognise and say at least 5 school subjects*  *say and write an extended opinion about a school subject using a like/dislike verb* | Recall personal information questions and answers  Introduce myself  Introduce another  person  Talk about feelings- use of verb “estar” with feelings  Opinions and reasons  School subjects  Likes and dislikes  **Culture**: School in Spain and school timetable | Stress on letters  í/á/ó/ú  Sound spelling  oy/que/ci | Conjunctions  Extended sentences  Verbs of opinion – 1st/2nd person singular  Begin to explore 3rd person singular  Use of verb to be - estar -with feelings | Speak confidently (words, phrases, sentences).  Identify key sounds and silent letters.  Memory skills to aid comprehension  Identify language patterns  Identify word roots across languages  Develop reading aloud skills  Develop comprehension skills and strategies  Develop speaking and writing skills  Continue to develop word reference tools skills.  Ways to explore sentence structure  Write simple extended sentences using a model. | **Sound Spelling**  Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.  **Listening**  Can understand a few familiar spoken words and phrases.  **Speaking**  Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.  **Reading**  Can understand simple written phrases. Can match sounds to familiar written words.  **Writing**  Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.  **Assessment:**  Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term  In line with the Common European Framework of Reference (CEFR), A1 (CEFR) |
| **Autumn 2**   * Time in the city   ***KPIs***  *Can:*  *Understand at least 5 places in the city/town nouns*  *Say and write a simple sentence to describe what is in a town/city*  *Can say and write the nouns for presents on a charity stall.*  *Can ask and answer politely to purchase an item*  *Can participate in a simple shopping dialogue*  *Write a simple descriptive sentence about a festive jumper*. | Recall familiar places in town/shops nouns  Places and nouns for places in a city  Simple directions around town/city  Buying an entrance ticket  Buying an item and asking the price  Numbers 0-100  and euros  Shopping roleplay  Festive jumper nouns  **Culture**: visiting Madrid and getting to know a city in Spain  **Culture**:A charity stall  **Culture**: a festive jumper competition (for Xmas) | Pronunciation  z/v/ñ  Sound spelling  que/qui/ci/ía | Write simple present tense descriptive sentences using nouns and adjectives. | Speak confidently (words, phrases.  sentences)  Listen attentively  Make educated guesses  Recall previously learnt language.  Practise language with a friend  Games to aid memory  Use bilingual dictionaries to check spelling and meanings |
| **Spring 1**   * Healthy eating and going to the market.   ***KPIs***  *Can:*  *Remember and say familiar fruit/veg nouns*  *Identify cognates and semi cognates (fruit/veg nouns)*  *Say some numbers between 0 and 100*  *Participate in an at the market roleplay*  *Follow simple instructions for a recipe*  *Give simple instructions for a recipe* | Recall nouns for fruit and vegetables  Extend knowledge of fruits and vegetables  **Culture**: explore fruits and vegetables grown in Spain  Likes, dislikes and preferences  Recall numbers 0-100  Weights and quantities  At the market roleplays  Recipe instructions  **Culture**: fruit salad | Stress on letters  á  Pronunciation letters  z/v/  Sound Spellings  cual/ce/ ía | Consolidate understanding of masculine and feminine nouns, singular and plural  Commands  Practise question words and forming a question in Spanish. | Speak confidently (words, phrases and sentences)  Explore how to use a bilingual dictionary  Imitate pronunciation  Make educated guesses using context  Actions and games to aid memory  Recall and use previously learnt language  Take risks and learn from mistakes  Identify sounds and silent letters.  Practise with a friend  Write simple sentences using a model. |
| **Spring 2**   * Clothes   ***KPIs***  *Can:*  *Identify and understand clothes nouns*  *Can say nouns for clothes accurately*  *Can read and understand descriptive sentences about clothes*  *Can use nouns and adjectives accurately to create descriptive sentences*  *Can use parts of the verb to wear to write simple clothes descriptions* | Clothes nouns  Verb: to wear in Spanish.  Adjectives of size and colour  A fancy dress outfit – nouns and adjectives  Sports kit nouns | Silent letters  h  Pronunciation  z/j  Sound spelling  ll/ce/za | Consolidate understanding of masc/fem nouns in Spanish  Consolidate position and agreement of familiar adjectives with nouns in Spanish  Question words  Present tense conjugation of the verb “to wear” in Spanish (llevar) | Speak confidently (words and phrases)  Identify key sounds and silent letters  Use a bilingual dictionary to check spellings or look up new words  Actions/games to aid memory  Recall and use prior learning  Take risks and learn from mistakes |
| **Summer 1**   * Out of this World   ***KPIs***  *Can:*  *Understand information ona simple ID card*  *Ask and answer details about identity*  *Recognise planets in target language*  *Use adjectives accurately to describe planets*  *Read and understand simple facts about the planets.*  *Recall and use prior learning to create a simple imaginary planet description.* | Personal identity nouns  Questions and answers about ID  Planets in Spanish  Adjectives to describe the planets  Recall familiar language from range of topics to create an imaginary planet  **Links between languages**: etymology of planets | Silent letters  h  Pronunciation  z/j  Sound spelling  va/y/que | Consolidate understanding of masc/fem nouns in Spanish  Consolidate position and agreement of familiar adjectives with nouns in Spanish  Question words  Use of verb “to be” in present tense descriptions  Conjunctions to extend sentences | Speak confidently (words and phrases)  Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Take risks and learn from mistakes  Make links with English and home languages.  Write simple sentences using a model. |
| **Summer 2**   * Going to the seaside * Language Puzzle   ***KPIs***  *Can:*  *Understand and say nouns for beach bag items*  *Use sentence starters to create a sequence of sentences*  *Use “you can” + infinitive of a verb to create a persuasive sentence*  *Say/write extended sentences to describe a day at the seaside*. | Beach bag item nouns  Sentence starters  You can + verbs as infinitives about activities at the seaside  Conjunctions  Opinions and reasons  **Culture**: Map and places - in Spain to go on holiday  Beach culture in Spain  **Language Puzzle**: using our language detective skills to explore another language. | Silent letters  h  Pronunciation  v/j/y  Sound spelling  jug/ace | Consolidate position/agreement of adjectives with nouns in Spanish  Explore and understand sentence structure in Spanish: nouns, verbs, adjectives, personal pronouns. Conjunctions  Explore use of modal verb + infinitive for persuasive sentences | Speak confidently (words and phrases)  Actions/games to aid memory  Identify key sounds and silent letters  Take risks  Games and actions to aid memory  Use a bilingual dictionary to check spellings or look up new words  Write simple extended sentences using a model. |

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| **Progression over year linked to DFE ATs 1-12 (English schools only)**  During Stage 3 children will revisit and extend all 12 DFE ATs (see highlighted cells in grid below) | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Listen attentively and show understanding by joining in and responding |  |  |  |  |  |  |
| Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words |  |  |  |  |  |  |
| Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help. |  |  |  |  |  |  |
| Speak in sentences, using familiar vocabulary, phrases, and basic language structures |  |  |  |  |  |  |
| Develop accurate pronunciation and intonations, so that others understand. |  |  |  |  |  |  |
| Present ideas and information orally to a range of audiences. |  |  |  |  |  |  |
| Read carefully and show understanding of words, phrases and simple writing. |  |  |  |  |  |  |
| Appreciate stories, songs, poems and rhymes in another language. |  |  |  |  |  |  |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary. |  |  |  |  |  |  |
| Write phrases from memory and adapt these to create new sentences to express ideas clearly. |  |  |  |  |  |  |
| Describe people, places and things |  |  |  |  |  |  |
| Understand basic grammar |  |  |  |  |  |  |