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| **Spanish Stage 4 LTP (V2T/C2T)** | | | | | |
| **Unit** | **Content**  **Revisit and enhance…** | **Phonics**  **Revisit and enhance…** | **Grammar**  **Revisit and enhance…** | **Language Learning Skills**  **Revisit and enhance…** | **Skill Level** |
| **Autumn 1**   * Revisiting me * Telling the time * Everyday Life   ***KPIs***  *Can:*  *Participate in brief conversations about themselves and others.*  *Understand and say several o’clock time phrases*  *Say and write a sequence of daily routine sentences*  *Ask and answer some question about own daily routine* | Recall personal information questions and answers  Revisit and extend “talk” about myself and my feelings, emotions and physical descriptions  Recall and revisit 0-60  Question to ask the time  O’clock times in Spanish  Simple daily routine sentences  **Story**: Daily life of a super hero  **Culture**: Daily life | Silent letters  h  Pronunciation of letters  v/y/j/o/e  Sound spelling  vei/ce/qui/ci/ll/qu | Conjunctions  Extended sentences  Verbs of opinion – 1st/2nd person singular  Time phrases – for o’clock time  1st /2nd person singular questions and answers about daily routine | Speak confidently (words, phrases, sentences).  Identify key sounds and silent letters.  Memory skills to aid comprehension  Identify language patterns  Continue to develop word reference tools skills.  Practise new language with a partner  Ask and answer questions with accurate sentence form and intonation.  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**   * Homes and houses   ***KPIs***  *Can:*  *Understand brief descriptions of items in a house*  *Use a sequence of simple sentences with nouns and adjectives to describe a house*  *Ask and answer where something is, using prepositions of place.* | House and home nouns  Adjectives to describe the house  Prepositions of place  **Story:** Aspooky house  **Culture:** Mondrian’s house and furniture  **Culture**: houses in Spain  **Culture**: castles in Spain  **Culture**: a festive elf on the shelf lesson (for Xmas)  **Boardgame**: escape from the castle | Silent letters  d/j/ñ  Sound spelling  ci/je/ill | Consolidate: adjectives of colour and size- agreement and position with nouns  Consolidate – singular and plural nuns  Prepositions of place | 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**   * Investigating sports.   ***KPIs***  *Can:*  *Say and write nouns for sport*  *Identify cognates and semi-cognates*  *Express a like/dislike of a sport*  *Identify and attempt to use parts of the present tense of jugar*  *Give an opinion*  *Say and write a description of a sport* | Sports nouns  Cognates and semi cognates  Likes,dislikes and preferences  Opinions about sports  **Culture**: handball in Spain | Silent letters  d/j/ñ  Sound Spellings  ci/ce/on/illo/rr/áis | Identify cognates and semi-cognates  Use of jugar and hacer with sports  Regular present tense conjugation of verb: jugar  Sentences to express likes, dislikes preference with conjunctions and opinions | 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  Make links between English/home languages and Spanish  Practise with a friend  Write simple sentences using a model. |
| **Spring 2**   * Funfair and favourites   ***KPIs***  *Can:*  *Understand information about a theme park*  *Describe funfair rides in simple sentences.*  *Express opinions of rides in extended sentences using conjunctions and adjectival phrases.*  *Say a simple statement about favourite things*  *Write a simple statement about favourite things* | Funfair ride nouns  Likes, dislikes, preferences  Opinions and adjectives for rides  Cognates and semi-cognates  Descriptions of a theme park  Favourite things (with familiar language from previous topics)  **Culture:** theme park in Spain  **Culture**: feria de abril | Pronunciation of letters  j  Sound spelling  ia/ñ/ll/ | Identifying cognates/semi cognates  Consolidate use of adjectives with nouns in Spanish  Conjunctions to extend sentences | 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  Positive attitude to language |
| **Summer 1**   * Café culture   ***KPIs***  *Can:*  *Understand a target language menu.*  *Ask for 3 drinks politely*  *Ask for 3 snacks politely*  *Ask politely for a typical target language breakfast items*  *Participate in short café roleplays* | Snacks and drinks  Asking for snacks and drinks  Euros and recall of numbers 0-100  Roleplay: at the café/ in the hotel  Breakfast foods  Asking for and understanding a simple menu  an imaginary planet  **Culture**: Tapas/Café culture in  Spain  Traditional Spanish breakfast foods | Pronunciation of letters  v/x  Sound spelling  ch | Consolidate understanding of how to use verbs to express likes and dislikes  Revisiting and extending polite requests and transactions  Opinions to express like/dislike | 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. |
| **Summer 2**   * Performance * Transition to KS3 (Read all about it!) * Language Puzzle   ***KPIs***  *Can:*  *Understand a simple short sketch*  *Develop and adapt a simple short sketch and add new language*  *Remember a short sketch*  *Participate in a sketch*  *Use a word reference tool and comprehension strategies to access unfamiliar language*  *Compile over time and write a sequence of short texts to describe themselves and the things they like.* | Revisit and extend roleplay language to create a café sketch and performance  Nature nouns (nature trail/ scavenger hunt)  Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/ likes and dislikes  **Language Puzzle**: using our language detective skills to explore another language. |  | Consolidate understanding of how to use verbs to express likes and dislikes  Revisiting and extending polite requests and transactions  Opinions to express like/dislike  Building sentences and short texts with present tense verbs/ nouns. adjectives and conjunctions | Speak confidently (words and phrases)  Actions/games to aid memory  Identify key sounds and silent letters  Recall and use prior learning  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 4 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 |  |  |  |  |  |  |