

Eggescliffe CE Primary Spanish LTP 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Nursery Rhymes (E) To introduce the children to familiar nursery rhymes and songs in Spanish, starting to explore the patterns and sounds of language through songs and rhymes.		Greetings (E) • Say 'hello' (formally and informally). • Say their name. • Ask how somebody is feeling and give a reply. • Say 'goodbye' and 'see you soon'.		Numbers 1-5 (E) Children will count from 1-5 in Spanish.	
R	Recap - Greetings (E) • Say 'hello' (formally and informally). • Say their name. • Ask how somebody is feeling and give a reply. • Say 'goodbye' and 'see you soon'.		Colours (E) Name and recognise up to ten colours in Spanish.		Numbers 1-10 (E) Children will count from 1-10 in Spanish	
Y1	Transport (E) To introduce children to vocabulary car, plane, boat, bus, motorbike, train and lorry.		Shapes (E) Name and recognise up to 10 shapes in Spanish. • Attempt to spell some of these nouns • Recognise that nouns are commonly associated with an article in Spanish and in this case 'UN' or 'UNA'.		Ice Creams (E) Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in Spanish using 'quisiera'. • Say what flavour they would like. • Say whether they would like their ice-cream in a cone or a small pot/tub.	
Y2	Under the sea (E) To introduce children to vocabulary fish, crab, starfish, seahorse, octopus, walrus and dolphin.		Fruit (E) Name and recognise up to 10 fruits in Spanish. • Attempt to spell some of these nouns. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits they like and dislike.		Minibeasts (E) Learn the names of the ten different minibeasts in Spanish but also to use this language learning experience as a means of complimenting other areas of the curriculum.	
Y3	Phonetics 1&2 I'm learning Spanish (E) Pinpoint Spain and other Spanish speaking countries on a map • Ask and answer the question 'How are you?'	Animals (E) Recognise, recall, and spell up to ten animals in Spanish with their correct article/determiner. • Understand better that articles/determiners have	Musical Instruments (E) Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. • Understand articles/determiners better	Vegetables (E) Name and recognise up to 10 vegetables in Spanish. • Attempt to spell some of these nouns (including the correct article) • Learn	I can (E) Recognise some common Spanish verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate	Little Red Riding Hood (E) Sit and listen attentively to a familiar fairy tale in Spanish. • Use picture and word cards to recognise

Eggescliffe CE Primary Spanish LTP 2022-2023

	<p>in Spanish • Say 'Hello' and 'Goodbye' in Spanish • Ask and answer the question 'What is your name?' in Spanish • Count to ten in Spanish • Say ten colours in Spanish</p>	<p>more options in Spanish than they do in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be)</p>	<p>and that the definite article/determiner 'the' has a plural form in Spanish. • Learn to say and write 'I play an instrument' in Spanish using the high-frequency 1st person regular verb 'toco' (I play) with up to ten different instruments</p>	<p>simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</p>	<p>picture. • Use these verbs in the infinitive with puedo...</p>	<p>and retain key vocabulary from the story. • Name and spell at least three parts of the body in Spanish as seen in the story</p>
Y4	<p>Phonetics 1&2 Core vocabulary – Days (C)</p>	<p>Seasons (E) How to say the four seasons in Spanish with an opportunity to learn a short phrase for each of the four seasons.</p>	<p>Ancient Britain (E) • Learn and use the Spanish for "I am" (Soy), "I have" (Tengo) and "I live" (Vivo). • Name in Spanish, the six key periods of ancient Britain, introduced in chronological order. • Be able to say in Spanish three of the types of people who lived in ancient Britain. • Tell somebody in Spanish the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. • Name the three types of dwellings people lived in during the stone age, bronze age and iron age.</p>	<p>Presenting Myself (I) Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules.</p>	<p>The Classroom (I) Remember and recall 12 classroom objects with their indefinite article. • Replace an indefinite article with a possessive adjective. • Say and write what they have and do not have in their pencil case.</p>	<p>The Family (I) Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. • Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse</p>

Egglescliffe CE Primary Spanish LTP 2022-2023

						(to be called) and tener (to have).
Y5/6	Phonetics 1 – 4 Core vocabulary – Months (C)	My Home (I) Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. • Tell somebody in Spanish what rooms they have or do not have in their home. • Ask somebody else in Spanish what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).	The weather (I) Repeat and recognise the vocabulary for weather in Spanish. • Ask what the weather is like today. • Say what the weather is like today. • Create a Spanish weather map. • Describe the weather in different regions of Spain using a weather map with symbols.	Core Vocabulary Regular verbs (P) Recognise and understand what a pronoun is in both English and Spanish and be able to say what the key personal pronouns are in Spanish. • Understand what a verb is in both English and Spanish and how to then create a stem and work out the endings for regular –ER, -IR and -AR verbs. • Conjugate in Spanish a regular –ER verb. • Conjugate in Spanish a regular –IR verb. • Conjugate in Spanish a regular –AR verb.	Core vocabulary Irregular verbs (P) Recognise and understand what a verb and pronoun are in both English and Spanish and be able to say what the key personal pronouns are in Spanish. • Conjugate in Spanish the irregular verb IR (to go). • Conjugate in Spanish the irregular verb TENER (to have). • Conjugate in Spanish the irregular verb SER and ESTAR (both mean to be). • Conjugate in Spanish the irregular verb HACER (to do).	At School (P) Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in Spanish. • Say what time they study certain subjects at school.