

Spanish long-term knowledge growth

Rationale for content sequencing



Reception	Substantive Spanish content	Recurring themes, ideas and language	Contribution to wider Spanish knowledge and what later content this prepares for
Autumn	Greetings and feelings	<p>Pupils start to speak in the foreign language and work on building their memory skills. Pupils will repeat and then recall from memory, with good pronunciation and a high degree of accuracy, a variety of nouns and articles (approx. 5 per lesson). Pupils learn basic greetings for different parts of the day and how to ask someone their name and say theirs. Counting up to 10 matching each number with an action. Colours that they will also match with an action. They will learn a song about colours and numbers to consolidate both topics.</p> <p>In the second part of the term they build up greetings vocabulary adding to their knowledge how to ask how are you? And reply with different answers.</p> <p>Body parts vocabulary are introduced to make the language more familiar to them by singing a well-known song (head, shoulders, knees and toes). To conclude this term they will listen to a story in Spanish where colours and body parts vocabulary are used. They will be encouraged to join in repeating a repeated sentence.</p>	<p>Pupils are supported to begin to build a repertoire of songs and words using actions and games to consolidate key words and phrases. This will prepare children to understand and respond to Spanish speakers. It will provide opportunities for them to communicate for practical purposes in further years and learn new ways of thinking.</p> <p>Prepares children to be able to have a short conversation and build upon known words. By Year 2, this enables children to build a vocabulary bank in order to begin to construct simple oral sentences.</p> <p>Y2: Summer 1, body parts.</p>
	<p>In this unit pupils are introduced to Spanish through everyday greetings and simple conversations. Children learn how to say hello and goodbye, good morning, good afternoon and good night; say their name, ask someone else's name, and say and ask how they are feeling. Language is taught through songs, actions, games and role play, allowing children to listen to and join in with spoken Spanish in a meaningful and enjoyable way. Throughout the unit, children develop listening and attention by responding to familiar Spanish phrases used in classroom routines.</p>		
	Colours and numbers		
	<p>In this unit pupils will learn colours, numbers up to 10, and body and face parts. Children develop understanding of body parts through the action song "Head, Shoulders, Knees and Toes" in Spanish, supporting listening, memory and physical response. Vocabulary for face and body</p>		

	<p>parts is reinforced through repetition, actions and visual prompts.</p> <p>Listening and comprehension skills are further developed through the story “Go Away, Horrible Green Monster”, which supports vocabulary recall, colour recognition and emotional expression in a fun and accessible way.</p>		
Spring	We are animals	<p>Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for ‘the’ in Spanish: ‘el caracol’ but ‘la abeja’. Same for the word ‘a/an’ in Spanish: ‘un mono’ but ‘una vaca’. We will see that this happens a lot in Spanish and learn why in future units.</p>	<p>Pupils begin to develop an understanding of different sounds, a different learning environment in a way that is enjoyable and fun. Start to develop listening and speaking skills, singing new songs and practising active listening.</p> <p>Different topics are taught to increase their curiosity of learning and to build a wide vocabulary. This term prepares them for topics including nouns such as: Y1: farm animals, transports and jungle animals. Y2: shapes, instruments, body parts, sea animals. Y3: school items, pets, family ,members. Y4: clothing items. Y5: planets, parts of a house. Y6: school subjects, shops, food and drinks.</p>
	<p>In this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb ‘I am’ in Spanish. By the end of the unit pupils will be able to recognise, recall and remember up to ten animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb ‘I am’ plus the animal nouns and determiners.</p>		
	<p>Mini beast</p> <p>In this unit pupils will follow the preparations of 10 minibeast characters as they prepare for their school sports day. Pupils will learn the names for 10 minibeast creatures and will learn how to understand and follow simple instructions in the foreign language. The unit ends with an animated story of the sports day race.</p>		
Summer	El baile de la fruta	<p>Pupils understand and say the names of five common fruits using songs, stories, movement and play-based activities. A key focus of the unit is the lively song “El baile de la fruta” by Pica Pica, which children will enjoy singing and acting out,</p>	<p>Pupis builds early phonological awareness, confidence in listening and joining in with spoken Spanish, and an understanding that Spanish is a language with songs, stories and routines. It establishes key learning</p>
	<p>In this unit pupils will learn to recognise and say the names of five fruits using songs, stories and physical movement, including “El baile de la fruta”</p>		

	<p>by Pica Pica. They are also introduced to the days of the week in Spanish, practised through daily routines and songs. Listening and comprehension skills are developed through an adapted version of The Very Hungry Caterpillar. Throughout the unit, children respond to simple classroom instructions in Spanish.</p>	<p>helping them to remember new vocabulary in a fun and memorable way. The unit includes a creative storytelling element based on “The Very Hungry Caterpillar”, with a twist: the story is adapted to use the fruits from “El baile de la fruta” instead of the original ones. This supports listening skills, comprehension and early language recall, while keeping the story familiar and engaging for young learners.</p>	<p>behaviours such as copying sounds, repeating vocabulary and responding to spoken language, which underpin future language learning.</p>
	<p>Anita y osito</p>		
	<p>In this unit pupils will follow the teddy bear and his friend Anita on their day out together and they will learn the vocabulary for 5 key elements from the story in the foreign language. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in. The unit ends with an animated story of the characters’ day out together.</p>	<p>story-ordering and singing along to the song to help them learn to listen more carefully in Spanish. Repeating the physical actions for 'yes' and 'no', saying words and short phrases each lesson to ensure they can remember all the new words and language presented to them. Constantly revising what we already know each lesson so that we can improve our memory skills.</p>	
YEAR 1	Substantive Spanish content	Recurring themes, ideas and language	Contribution to wider Spanish knowledge and what later content this prepares for
Year 1 Autumn	<p>The five senses.</p> <p>In this unit pupils learn about the five senses in Spanish and the body parts linked to each sense. They take part in a range of interactive games and practical activities linked to seeing, hearing, smelling, tasting and touching, allowing them to use Spanish in meaningful and memorable contexts. A simple poem about the five senses is learned and performed to support pronunciation, rhythm and recall.</p>	<p>Body Parts & Performance: Revisits body parts from EYFS. Focuses on phonological awareness through rhyme and rhythm.</p> <p>Naming farm animals, counting to 20, and learning 7 modes of transport with definite articles and songs.</p> <p>Recycles EYFS body parts (Head, Shoulders, Knees and Toes). Focuses on the "silent h" in <i>huelo</i> (I smell) and the "ñ" in <i>pestañas</i> (eyelashes), a phoneme introduced in EYFS and mastered by Y2.</p> <p>Gender & Number: Reinforces the use of definite articles (el/la) and extends counting skills from 1-10 (EYFS) to 1-20.</p>	<p>Prepares for detailed physical descriptions in Y2 Portraits and Y5 Spanish Portraits.</p> <p>Lays the groundwork for Y4 Journey around Latin America (transport) and Y2 Numbers and Age.</p>

	<p>Farm animals</p> <p>In this unit pupils explore the topic of farm animals through songs, games, and interactive activities. They will learn to name and recognise common farm animals in Spanish, practise counting numbers up to 20, and join in with the traditional nursery song En la granja de mi tío (Old MacDonald's Farm) to consolidate vocabulary in a fun way.</p>	<p>Phonics: Introduction of the silent 'h' in <i>huelo</i> (I smell) and the 'j' sound in <i>ojos</i> (eyes). Grammar: Recycles body parts from EYFS (Head, Shoulders, Knees and Toes).</p>	
Year 1 Spring	<p>Means of transport</p> <p>In this unit pupils will: learn 7 modes of transport (nouns and definite articles/determiners) in Spanish via colourful and immersive lessons. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p> <p>Wicked weather</p> <p>In this unit pupils will learn the four seasons of the year, highlighting a key feature for each season in Spanish. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season. Add some weather phrases to describe what the weather is like in each season.</p>	<p>Learning seasons, weather phrases, jungle animals, and expressing likes/dislikes (TO LIKE) regarding vegetables.</p> <p>Builds on EYFS animal nouns by introducing the definite article (<i>el/la</i>) alongside the indefinite (<i>un/una</i>). Extends counting from 10 (EYFS) to 20, preparing for the 1-31 range needed for the date in Y3.</p> <p>Opinions & Structures: Introduction of the 1st person singular "Me gusta/No me gusta". Links weather phrases to specific seasons.</p> <p>Phonics: The 'v' sounding like 'b' in <i>vaca</i> (cow) and <i>avión</i> (plane). Grammar: Builds on EYFS counting (1-10) by extending to 20.</p>	<p>The weather topic is included in this term to be linked with their learning quest Wicked weather which will be very beneficial for them to compare that a language has structure and that structures differ from one language to another and will help learners to understand cultural differences in other countries.</p> <p>Prepares for Y4 Weather Forecast and the complex opinion/justification structures in Y6 School Life.</p>

Year 1 Summer	In the jungle	Exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the definite article/determiner which has two forms: el and la. First use of "Me gusta/No me gusta" (I like/dislike). This introduces the 1st person singular verb form, a precursor to the full conjugation of "liking" verbs in Y6 School Life. With a similar vocabulary (vegetables) pupils beginning to understand nouns have plural and so articles. Learning that the plural definite article/determiner (the word for 'the') is either los or las in Spanish.	Pupils will be working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in Spanish including a simple opinion. Remembering more spellings from memory by always looking for cognates first (such as patatas and tomates).
	In this unit pupils will recognise, recall and remember up to 7 different jungle animals in Spanish, recall short phrase for each jungle animal and listen attentively to, understand and participate actively in a Spanish song about animals that may live in the jungle.		
	The salad dance		
	In this unit pupils will name, recognise and recall from memory up to six vegetables in Spanish. Express their opinion using the verb TO LIKE in the first person singular, in positive and negative.		
YEAR 2	Substantive Spanish content	Recurring themes, ideas and language	Contribution to wider Spanish knowledge and what later content this prepares for
Year 2 Autumn	Shapes	Pupils start year 2 with basic units to recap learning and knowledge from year 1. Pupils will engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities. Revisits Y1 colors to describe shapes, enforcing the Spanish rule of placing adjectives after the noun. Introduces the first high-frequency conjugated verb (<i>toco</i> - I play) beyond "I am" from EYFS. Recognising shapes using gendered articles	Pupils revisit their understanding of the language and begin to be more conscious of the importance of daily routines and use the language more spontaneously. Connects language to culture (Antoni Gaudí) and prepares for verb conjugation in Y3 Family .
	In this unit, pupils learn to recognise and name common shapes in Spanish. They develop understanding of gendered articles in and una and apply these accurately when describing shapes. Pupils also revisit and use adjectives of colour to describe shapes in simple phrases. Cultural understanding is developed through exploring the work of the Spanish artist Antoni		

	<p>Gaudí, linking shapes and colours to his architecture and designs.</p>	<p>(un/una) and learning instruments using the verb <i>tocar</i> (to play).</p> <p>Phonics: Focus on 'r' vs 'rr' in <i>guitarra</i>. Grammar: Introduces the lisping 'z/c' sound in <i>azul</i> and <i>diez</i>, linking back to Y1 numbers.</p>		
	<p>Instruments</p>			
	<p>In this unit, pupils will work on improving memory skills. Learning to recognise and learn cognates such as <i>guitarra</i>, <i>piano</i>, <i>clarinet</i> first. Starting to build a short phrase in Spanish using conjugated verbs, 1st person of the verb to play (<i>tocar</i>), and definite determiner/ article (<i>la</i>, <i>el</i>).</p>			
Year 2 Spring	<p>Numbers and age</p>	<p>Counting to 20, phonemes (u, z, ñ), saying age with <i>Tengo</i>, and learning 10 action verbs.</p> <p>Syntactic Complexity: Moves from simple nouns to "Verb + Noun" phrases. Introduces the conjunction <i>y</i> (and) and the negative <i>no</i>, which are essential building blocks for the multi-clause sentences used in Y5 Bedroom descriptions.</p> <p>The Negative & Conjunctions: First introduction to the negative form and the conjunction "y" (and) to build complex sentences.</p> <p>Phonics: Mastery of 'ñ' in <i>tengo... años</i> and the 'z' in <i>diez</i>. Grammar: Introduction of the negative <i>no</i> and conjunction <i>y</i> to expand Y1's simple naming phrases.</p>	<p>Pupils will practise nouns recognising and articles equally with new words. Understanding a story and recognising known words will be part of this term to prepare them for future lessons and years where they will be exposed to different texts on their own.</p> <p>Builds the "verb + noun" structure essential for Y3 Pets and Y4 Spanish Celebrations.</p>	
	<p>In this unit pupils will learn to count to 20 in Spanish, focusing on good pronunciation. Recognise and sound out phonemes for letters 'u' and 'z', 'ñ'. Identify the structure for saying how old they are and modify the sentence using different number words. Begin to recognise the verb 'to have' in the first person present (<i>Tengo</i>).</p>			
	<p>I can</p>			
	<p>In this unit pupils will learn 10 familiar action verbs in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using the conjunction and.</p>			

Year 2 Summer	Portraits	<p>Topic from spring 2 has been chosen to link with their learning quest <i>Oh I would like to be beside the seaside</i>.</p> <p>Parts of the face, colors, and asking "how many" (Picasso/Cubism) alongside sea creature vocabulary.</p> <p>Interrogative Phonics: Introduces the upside-down question mark and the phoneme <i>qu</i> in <i>¿Cuánto?</i> (How many?). Refines the pluralization of nouns/colors first seen in Y1 vegetables (The Salad Dance).</p> <p>Revisits body/face parts and colors to create short phrases and answer targeted questions.</p>	<p>Prepares for high-level descriptive writing and translation in Y5 Spanish Portraits.</p> <p>Practising listening skills and comprehension in early years such as year 2 will help them to face longer reading and text in KS2.</p>
	In this unit pupils will learn the names for main parts of the face and describe colours. They ask and answer questions about how many. Discover who Frida Kahlo was, why she became a popular artist and recreated one of her most popular project, a portrait of herself.		
	Under the sea		
	In this unit pupils will recall and remember up to 7 different sea creatures in Spanish. Recognise, recall and remember a short phrase for each sea creature in Spanish. Learn to listen attentively to, understand and participate actively in a Spanish song about creatures that live under the sea.		
YEAR 3	Substantive Spanish content	Recurring themes, ideas and language	Contribution to wider Spanish knowledge and what later content this prepares for
Year 3 Autumn	The date	<p>Greetings, days, months, and numbers 1-31. Identifying family members and asking about siblings.</p> <p>Possessive Adjectives: Introduction of <i>mi</i> (my). Contrast 1st person (<i>tengo</i>) with 3rd person (<i>tiene</i>) verb forms for the first time, a core grammatical skill revisited in Y5 Describing Friends.</p> <p>Phonics: The 'j' sound returns in <i>jueves</i> and <i>junio</i></p>	<p>Pupils revisit their understanding of the language and begin to be more conscious of the importance of daily routines and use the language more spontaneously.</p> <p>Pupils will work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. Improve oral work by learning to ask questions in Spanish as well as answering.</p>
	In this unit pupils will discuss where Spanish is spoken, revise how to greet each other and ask simple questions about name and wellbeing. Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.		

		(revisiting <i>ojos</i> from Y1). Grammar: Distinguishes 1st person <i>tengo</i> from 3rd person <i>tiene</i> for the first time.	Essential for all personal identification topics; prepares for Y5 Describing Family and Friends.
	My family		
	In this unit pupils will identify the names of family members. Ask and answer questions to find out personal information. Understand a variety of answers to the question, ¿Tienes hermanos? – Do you have any brothers or sisters? Use <i>mi</i> to indicate possession. Describe relationships between family members. Identify the difference between the first and third person forms of some familiar verbs.		
Year 3 Spring	In my pencil case	Classroom objects, using the negative, and presenting pet ownership orally and in writing. Sentence Expansion: Moving from 1st to 3rd person singular to name pets; more confident use of conjunctions	Transitions pupils from word-level to paragraph-level production.
	In this unit pupils will recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands.	The Negative & "Any": Refines Y2's use of <i>no</i> to describe what one does <i>not</i> have. Reinforces the <i>b/v</i> phoneme in <i>tengo/no tengo</i> , which will be critical for city names in the next unit.	
	Do you have a pet?		
	In this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.		

Year 3 Summer	Where do you live?	<p>Spanish cities, using a bilingual dictionary, and expressing likes/dislikes for food (singular/plural). Research & Inquiry: Learning to extract information from texts and conducting interviews using varied question formats. Dictionary Skills & Plurals: First formal use of bilingual dictionaries to find nouns. Applies Y2 plural rules to food items, ensuring adjectives agree with plural nouns.</p> <p>Phonics: The 'v/b' phoneme focus in city names (e.g., <i>Valencia, Barcelona</i>). Grammar: First use of bilingual dictionaries to find nouns, building on Y2's shape/instrument vocabulary.</p>	<p>Direct link to Y5 My House and Y6 In a Spanish Cafe.</p> <p>This will prepare children for year 4 where they will use description structure again and also they will begin to understand adjectives agreements.</p>
	<p>In this unit pupils will attempt correct pronunciation of some cities in Spain and notice those that contain key phonemes 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. Create a short written paragraph using phrases adapted from a model.</p>		
	Food and drinks		
	<p>In this unit pupils will 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. Conduct an interview about food preferences. Ask questions in a variety of formats to find out about food preferences.</p>		
YEAR 4	Substantive Spanish content	Recurring themes, ideas and language	Contribution to wider Spanish knowledge and what later content this prepares for
Year 4 Autumn	Journey around Latin America	<p>Locating countries, using "voy/vas a", and writing weather forecasts with compass points.</p>	<p>Prepares for geographical discussions in Y5 Planets and Y6 Shopping (money/location).</p>

	<p>In this unit pupils will locate and name the Spanish-speaking countries of Latin America on their maps. Ask the question ¿Adónde vas? – Where are you going?, with appropriate intonation; recognise the difference between voy a – I am going and vas a – you are going; speak in short sentences with reasonable accuracy to describe where they or a partner are going. Ask the question ¿Cómo vas? – How are you going? Identify, say and begin to write several types of transport in Spanish; recognise the different usage of the prepositions en and a when describing travel.</p>	<p>Prepositions & Verbs: Differentiating between <i>en</i> and <i>a</i>; selecting <i>hace</i> vs <i>está</i> for weather. Prepositional Logic: Differentiates between <i>en</i> (by/in) and <i>a</i> (to) for transport. Revisit's Y1 weather, now adding compass points and the high-frequency verbs <i>hace</i> and <i>está</i>. Retrieval Practice (e.g., low-stakes quizzes or "Flashback 4" activities at the start of lessons) to review phonics and days of the week. Pupils are learning to swap words in a sentence, not just repeat them.</p>	
	<p>A weather forecast</p>	<p>Phonics: The 'll' (y-sound) in <i>lluvia</i> (rain) and <i>llego</i> (I arrive). Grammar: Revisit weather from Y1, now adding the compass points and verbs <i>hace/está</i>.</p>	
<p>Year 4 Spring</p>	<p>Spanish celebrations</p>	<p>Describing activities at specific celebrations. Action Verbs: Introduction of common -ER verbs and combining them with nouns to add detail. Telling time, justifying opinions. Verb Infinitive vs. Conjugation: Using dictionaries to find infinitive verbs. Introduces the concept that different verb endings (-ER) dictate meaning, a precursor to the full present tense paradigm in</p>	<p>Foundations for present tense verb endings taught in Y6 Free Time.</p>
	<p>In this unit pupils will use a bilingual dictionary to translate some verbs into Spanish. 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. Write paragraphs describing</p>		

	<p>what they like and dislike to do at specific celebrations.. Common -ER verbs are also introduced.</p>	Y6.	
	<p>The weekend</p>		
	<p>In this unit pupils will recall ten phrases for activities they may do at the weekend in Spanish. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses.</p>		
Year 4 Summer	<p>Clothes</p> <p>In this unit pupils will understand more about adjectival agreement when describing the colours of items of clothing. Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners. Express what we wear in 4 different scenarios in Spanish using the verb 'llevo' (I wear/I'm wearing) and the conjunction 'y' (and).</p>	<p>Describing 15 items of clothing with color Build sentences about Peru using the model hay/no hay + [plural noun]. agreement. Focus on gender/number agreement for colors and the use of the verb <i>llevo</i> (I wear). Adjectival Agreement Mastery: Focuses on the four-way agreement of colors with clothing (masculine/feminine/singular/plural). Introduces <i>porque</i> (because) to justify opinions, a skill central to Y6 School Life.</p> <p>Phonics: The 'j' sound in <i>jugar</i> (to play) and the 'll' in <i>llevo</i> (I wear). Grammar: Reinforces adjectival agreement (colors) from Y2, now applied to 15 items of clothing.</p>	<p>Provides the justification skills needed for Y6 Household Tasks and School Life.</p>
	<p>The Amazon rainforest</p>		
	<p>In this unit pupils will build sentences about Peru using the model hay/no hay + [plural noun]. Repeat animal names with increasing accuracy.</p>		

	Apply an understanding of nouns to create the plural form. Create original, written sentences adapted from a model, including some vocabulary from memory. Form adjectives to agree with the gender of the noun that they describe.		
YEAR 5	Substantive Spanish content	Recurring themes, ideas and language	Contribution to wider Spanish knowledge and what later content this prepares for
Year 5 Autumn	<p>Planets</p> <p>In this unit pupils will name and label a map of the Solar System in Spanish. Apply the rules of adjectival agreement to describe the Solar System in Spanish. Use conjunctions and intensifiers to extend descriptions of the Solar System. Ask key questions in Spanish in order to conduct an interview with an astronaut. Answer the questions in Spanish in order to present themselves as an astronaut.</p>	<p>Mapping the Solar System. Intensifiers: Introduces <i>muy</i> (very) and <i>bastante</i> (quite) to modify Y1/Y2 adjectives. Using conjunctions and intensifiers to extend descriptions. Revisiting colours and 'Soy' [I am] structure.</p> <p>Phonics: The 'j' in <i>pelirrojo</i> (red-haired) and 'v' in <i>viejo</i> (old). Grammar: Expands Y3 possession (<i>mi</i>) to plural possession (<i>mis</i>) for family and friends.</p>	Refines the ability to give detailed presentations for Y6 Monologues .
Year 5 Spring	<p>Describing family and friends</p> <p>In this unit pupils will identify the names of family members. Ask and answer questions to find out personal information. Understand a variety of answers to the question. Use <i>mi-mis</i> to indicate possession. Describe relationships between family members. Identify the difference.</p> <p>My house</p>	<p>Describing people in the 3rd person singular. Using a variety of verbs.</p> <p>Structural Accuracy: Consolidates the "en mi... hay" (In my... there is) structure. Bridges Y2 action verbs with location, preparing for the description of "Household Tasks" in Year 6.</p> <p>Describing rooms, using <i>hay/no hay</i>, and prepositions of place. Structure seen in year 4 'the amazon rainforest'.</p> <p>Connectives: Using "y" to link sentences and applying prepositions to answer "Where is it?".</p>	Prepares for the "My Bedroom" letter and Y6 Household Tasks.

	<p>In this unit pupils will say and write in Spanish whether we live in a house or an apartment. Vocabulary to describe different parts of a house/flat. Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... Prepositions and question Where is it? Use the connective/conjunction y to link two sentences together.</p>		
<p>Year 5 Summer</p>	<p>Spanish portraits</p>	<p>Deducing meaning from context, translating descriptions, and writing a formal letter. Consolidation: Combining prepositions, family, home, and bedroom vocabulary into a single written outcome. Contextual Deduction: Encourages pupils to use "gist" reading to deduce meaning of unknown words. Synthesizes prepositions (Y5 Spring), face parts (Y2), and colors (Y1) into a single formal letter. Phonics: Consolidates all "difficult" sounds (j, ñ, ll, r) in a long-form description. Grammar: Synthesis of prepositions from Y5 Spring and face parts from Y2.</p>	<p>Culmination of descriptive grammar; prepares for Y6 Free Time translation tasks.</p>
	<p>In this unit pupils will 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 short passages to give an appropriate response. Describe a portrait orally.</p>		
	<p>My bedroom</p>		
<p>In this unit pupils will learn about prepositions to explain where items are arranged in a bedroom and consolidate the grammar and the vocabulary they have learnt by writing a letter about their family, home and bedroom.</p>			

YEAR 6	Substantive Spanish content	Recurring themes, ideas and language	Contribution to wider Spanish knowledge and what later content this prepares for
Year 6 Autumn	School life	<p>Opinions on subjects with justifications. Advanced Opinions: Using 1st, 2nd, and 3rd person singular "liking" verbs; plural adjectival agreement.</p> <p>Person Agreement: Moves fluently between 1st, 2nd, and 3rd person singular forms of "liking" verbs.</p> <p>Phonics: Emphasis on word stress and accents (e.g., <i>matemáticas, geografía</i>). Grammar: Advanced 1st/2nd/3rd person singular "liking" verbs, evolving from Y1's "The Salad Dance".</p>	<p>Develops the "monologue/dialogue" skills required for secondary school transition.</p>
	<p>In this unit pupils will express likes and dislikes about school subjects. Uses the verbs of liking in positive and negative as well as in the first, second and third singular persons. Give opinions about school subjects using a wide range of adjectives and giving a justification for that choice. Applying the adjectives agreement rules when describing nouns in singular and plural.</p>		
Year 6 Spring	Household tasks	<p>Translate and generate a range of sentences using a sentence builder as a model. Extract key information from a short text. Select and convert different adjectives into adverbs.</p> <p>Write a short paragraph from a model and check against agreed success criteria. Adapt a statement to make it persuasive. Express and justify opinions.</p>	<p>Practical application of language for "real-world" scenarios and travel.</p>
	<p>In this unit pupils will develop extended sentences to justify a fact or opinion. Planning and giving a short oral presentation. Modifying, expressing and comparing opinions. Speaking and reading aloud with increasing confidence and fluency. Creating and presenting a monologue, dialogue or</p>		

	<p>role-play. Giving a presentation drawing upon learning from a number of previous topics. Using existing knowledge of vocabulary and phrases to create new sentences. Recognising and using a wide range of descriptive phrases.</p>	<p>Say where places are in a town using prepositions. Identifying the feminine nouns and masculine nouns.</p> <p>Follow and give simple directions to find a place in a map or town.</p>	
	<p>Directions</p>		
	<p>In this unit pupils will recognise which part of a word is stressed; identify and apply pronunciation rules. 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.</p>		
Year 6 Summer	<p>In a Spanish cafe</p>	<p>Using courtesy phrases (<i>por favor, gracias</i>) and prepositions in the context of money and prices. Present tense verb endings, comparative sentences, and constructing descriptive texts from models.</p> <p>Noticing and applying present tense endings across different verb forms.</p> <p>The Tense Paradigm: Final focus on noticing and applying regular present tense endings (-AR/-ER/-IR). Uses comparatives (<i>más... que</i>) to link preferences, a culmination of the opinion work started in Y1.</p>	<p>Final synthesis of grammar, enabling pupils to extract info from extended written texts. This prevents pupils from "starting from zero" in secondary school.</p> <p>This year will prepare children for their transition to year 7, revisiting nouns, adjectives agreements, high frequency verbs and the past tense. Also will help with their transition to plan a role-play and perform it. Using context and previous knowledge to estimate new words, text and structures to build simple spoken and written passages. Also to apply phonic knowledge to support</p>
	<p>In this unit pupils will form sentences to express what they want using <i>quiero</i>. Ask others what they want using the question <i>¿Qué quieres ...?</i> Use <i>por favor</i> – please and <i>gracias</i> – thank you when making polite requests. Use greetings and courtesy phrases such as <i>¿Qué tal?</i> – How are you? as part of a natural conversation. Write and perform a typical café conversation. Use accurate pronunciation when speaking aloud. Vary tone to express emotion and engage an audience.</p>		
	<p>Free time</p>		

	<p>In this unit pupils will notice and apply verb endings in the present tense. 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.</p>	<p>Phonics: Using the 'qu' sound (k-sound) in <i>quiero</i> and <i>queso</i>, revisiting Y2's <i>¿Cuánto?</i>. Grammar: Use of courtesy phrases and transactional language building on Y3 food preferences.</p>	<p>reading and writing.</p>
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