

Long Term Plan 2021/2022

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> - Introduce Spanish as country and a language - Explore Spanish through songs & picture books. - Introduce simple greetings - Numbers 1-10 - Identify 7 colours - Praise words - Vowel sounds (a, e, i, o u) - Hispanic Week 	<ul style="list-style-type: none"> - Revise Year 1 objectives. - Explore Spanish through songs & picture books. - Introduce classroom demands. - Exchange simple greetings. - Extend colour knowledge (3 extra colours) - Count confidently 1-10 - Begin to explore tricky consonants. - Hispanic Week 	<ul style="list-style-type: none"> - Revise Year 2 objectives - Explore Spanish songs & picture books. - Numbers 1-20 - Days of the week - Months of the year - Ask & answer questions about age - Family members - Explore a Spanish-speaking country - Begin to discuss likes and dislikes. - Beginning to introduce grammar. - Perform short dialogue with partner. - Hispanic WeekK 	<ul style="list-style-type: none"> - Revise Year 3 objectives - Explore Spanish songs & picture books. - Weather - Seasons - Explore a Spanish-speaking country - Transport - Hobbies - School - Introduce connectives (and, but, also) - Perform short dialogue with partner. - Begin to read aloud a short text practicing pronunciation and intonation. -Hispanic Week 	<ul style="list-style-type: none"> - Revise Year 4 objectives - The Very Hungry Caterpillar - Space & the solar system - Nature - City - Animals - Definite articles (masculine & feminine) - Write words & phrases from memory - Begin to create more complex sentences - Explore, recite & perform poetry -Hispanic Week 	<ul style="list-style-type: none"> - Revise Year 5 objectives -Weather in the immediate future (¿Qué tiempo va a hacer?) -Geographical features (¿Dónde está el Amazonas? Está en América del Sur) -En El Café -Role play and follow instructions -Definite and indefinite articles applied on core language -Holiday (Las Vacaciones) -Hispanic Week

Year 1 Objectives

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Begin to exchange simple greetings. Eg: Hola (Hello), Buenos dias (Good morning), Buenos tardes (Good afternoon), adios (goodbye) Begin to learn Happy Birthday in Spanish. 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Begin to learn head, shoulders, knees and toes in Spanish. Eg: cabeza (head), espalda (shoulders), knees (rodillas), toes (los dedos del pie) Can understand & use simple greetings. Eg: Hola (Hello), Buenos dias (Good morning), Buenos tardes (Good afternoon), adios (goodbye) 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Begin to explore number 1-10 - Link learning with HLT song on number. - Explore "Circo": short storybook on number. Can sing Happy Birthday song in time with the rest of class. 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Begin to explore months of the year. Can begin to understand the name of their birthday month. Can begin to understand simple praise words. Eg: estupendo (great), fatastico (fantastic) 	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Begin to identify 7 colours. Eg: red (rojo), blue (azul), green (verde), yellow (Amarillo), orange (naranja), white (blanco), black (negro) Explore Spanish storybook "Cocodrilo" which focuses on colour. Can understand numbers 1-10. 	<p>Learning Outcomes:</p> <p>Begin to expand on simple phrases. Eg: Que tal? (How are you?) Bien (good), Mal (bad), regular (ok)</p> <ul style="list-style-type: none"> Begin to explore vowel sounds in Spanish: Eg: a, e, i, o, u Celebrate Hispanic Week exploring the Spanish language and cultures of different Spanish-speaking countries.

Year 1

Autumn 1	Autumn 2
<ul style="list-style-type: none">• Practice exchanging simple greetings (Children to say "Buenos dias" at the morning register and "Buenos tardes" for the afternoon register.)• Explore Spain as a country & understand that Spanish is a language spoken there.• Gather personal stories/knowledge of Spain as a country and Spanish as a language.• Explore other countries on the IWB that also speak Spanish.• Listen to songs based on simple greetings.• Learn Happy Birthday song.	<ul style="list-style-type: none">• Continue to exchange simple greetings through register & songs.• Learn Head, shoulders, knees & toes in Spanish using actions and gestures.• Draw (or colour) a picture of a labeled body with the Spanish words for head, shoulders, knees and toes.• Explore artwork by Spanish artist Picasso.• Learn "Feliz Navidad"• Create a Christmas card with a Spanish cover.• Learn key Christmas words.

Year 1

Spring 1	Spring 2
<ul style="list-style-type: none">• Explore number 1-10 through classroom games & songs.• Learn Hackney Music Festival song on number 1-10.• Explore the Spanish picture book "Circo" based on number.• Draw pictures based on the book allowing children to copy some of the numbers in words.• Learn keywords for Easter (rabbit, Easter egg, chocolate).• Learn keywords for Eater with link to RE (Jesus, Mary, cross)• Create an Easter card in Spanish.	<ul style="list-style-type: none">• Explore months of the year.• Can you find your birthday month?• Create a simple birthday invite drawing attention to their personal birthday month.• Introduce simple praise words (fantastico! estupendo!)• Explore a Spanish artist/designer (eg: Gaudi) or Spanish-speaking country.• Pinata Party!

Year 1

Summer 1	Summer 2
<ul style="list-style-type: none">• Begin to learn 7 colours through song and artwork.• Explore the Spanish picture book "Crocodilo" which focuses on colour.• Create a piece of artwork based on Crocodilo.• Create a rainbow saying the different colours in Spanish.• Pin the colours on the rainbow.	<ul style="list-style-type: none">• Begin to expand on their knowledge of simple greetings by introducing "Que tal?" and focusing on 2-3 responses "bien", "mal", regular.• Begin to explore the vowel sounds in Spanish: a, e, i, o, u through fun sounding out games.• Celebrate Hispanic week exploring the Spanish language and culture of a Spanish-speaking country.• Explore architecture• Explore artists• Explore a Spanish-speaking sportsperson or team.

Year 2 Objectives

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Learning outcomes:</p> <ul style="list-style-type: none"> Recap number 1-10 Recap 7 colours from Year 1. Eg: red (rojo), blue (azul), green (verde), yellow (Amarillo), orange (naranja), white (blanco), black (negro) Recap simple greetings & praise words. 	<p>Learning outcomes:</p> <ul style="list-style-type: none"> Extend classroom commands. Eg: silencio (silence), en fila (in line) Practice the simple phrase; Que tal? (How are you?) Bien (good), Mal (bad), regular (ok) 	<p>Learning outcomes:</p> <ul style="list-style-type: none"> Extend colour knowledge with three extra colours. Can begin to sing along with the alphabet song. 	<p>Learning outcomes:</p> <ul style="list-style-type: none"> Explore the traditional tale, "Little Red Riding Hood" in Spanish. Count 1-10 confidently (with a possible extension of 11-20) 	<p>Learning outcomes:</p> <ul style="list-style-type: none"> Begin to explore tricky consonants: j, ll, n. Continue to explore traditional tales in Spanish. (The Three Little Pigs). 	<p>Learning outcomes:</p> <ul style="list-style-type: none"> Begin to understand a few descriptive adjectives. Eg: grande (big), pequeno (small) Confidently understand & respond to classroom demands. Celebrate Hispanic Week exploring the Spanish language and cultures of different Spanish-speaking countries.

Year 2

Autumn 1	Autumn 2
<ul style="list-style-type: none">• Revise number 1-10 through song.• Revise 7 colours through song and classroom games.• Children to say "Buenos dias" at the morning register and "Buenos tardes" for the afternoon register.• Create a rainbow and label the different colours.• Create a drawing which amounts for each number (1 = 1 flower, 2 = 2 hearts, etc).• Learn simple classroom demands through movement in classroom.• Happy birthday; head, shoulders, knees & toes.	<ul style="list-style-type: none">• Extend classroom commands through games in the classroom (silencio: silence, enfila: in line).• Practice the simple phrase "Que tal?" and the different responses: "bien" or "mal"• Continue to practice colour knowledge through art, song and classroom games.• Learn "Feliz Navidad"• Create a Christmas card with a Spanish cover.• Learn key Christmas words.

Year 2

Spring 1	Spring 2
<ul style="list-style-type: none">• Revise number 1-10 through song.• Revise 7 colours through song and classroom games.• Extend colour knowledge with three extra colours (brown, pink & grey)• Create an abstract piece of art using coloured card (10 key colours) & labeling the different colours.• Create a colour monster and assessing their knowledge of colour through conversation.• Learn the alphabet song.• Explore a Spanish-speaking country.	<ul style="list-style-type: none">• Explore the traditional tale, "Little Red Riding Hood" in Spanish.• Learn the different nouns within the story (Eg: girl, grandma, wolf, woods, walk).• Role-play encouraging the children to use the Spanish keywords learned.• Create artwork based on the story labeling the key Spanish words.• Assess children's ability to count from 1-10. Then, E extend children onto 11-20 if they're ready.• Listen to songs about number 1-20• Explore a Spanish-speaking country.

Year 2

Summer 1	Summer 2
<ul style="list-style-type: none">• Explore the traditional tale "The three little pigs" in Spanish.• Learn the different nouns within the story (Eg: pig, house, wolf, straw, brick, wood).• Role-play encouraging the children to use the Spanish keywords learned.• Create artwork based on the story labeling the key Spanish words.• Begin to explore the tricky consonants: j, ll, n through songs and games.• Learn about a Spanish artist (Frida Kahlo).• Create a piece of artwork inspired by Frida Kahlo.	<ul style="list-style-type: none">• Learn different adjectives: grande (big) and pequeno (small).• Play games using the adjectives to describe different objects in the room.• Revise number 1-20 through song and written form.• Revise 10 colours through song & artwork.• Celebrate Hispanic week exploring the Spanish language and culture of a Spanish-speaking country.• Explore the architecture, artists, sportspeople, etc.

Year 3 Objectives

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Recap Year 2 objectives. <p>Eg: number 1-10, 10 colours, simple greetings, Spanish sounds: a, e, i, o, u, simple classroom demands.</p> <ul style="list-style-type: none"> Practice 1-20 (extension 11-20). Practice simple greetings in the classroom <p>Eg: Buenos dias, Buenos tardes, Hola, Como te llamas? Me llamo _____.</p>	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Revise 1-20 so children can recognise aurally & in written form. Begin to understand the days of the week. Perform a short dialogue with a partner <p>Eg: hola, como te llamas? Me llamo... Que tal? Bien, Mal, regular</p> <ul style="list-style-type: none"> Can respond to simple classroom demands. Explore a Spanish-speaking country/artist 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Revise days of the week. Begin to answer questions about their age. <p>Eg: Cuanto anos tienes? Tengo ___ anos.</p> <ul style="list-style-type: none"> Can begin to understand months of the year. Can begin to understand names of family members. 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Revise months of the year. Can say their birthday month & ask others about their birthday. <p>Eg: ¿En qué mes es tu cumpleaños? Mi cumpleaños es en _____</p> <ul style="list-style-type: none"> Revise family members. Explore a Spanish-speaking country/artist 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Revise colours, food, animals. Can begin to use "me gusta" & "no me gusta" expressing opinions on food, colour, animals. Can begin to recognise multiples of numbers in tens up to 100. 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Can hold a conversation with a partner about "me gusta" & "no me gusta" expressing opinions on food, colour, animals, etc. Extend into written form. Hackney Hispanic Week (explore a Spanish-speaking country, deep-dive into their culture)

Year 3

Autumn 1	Autumn 2
<ul style="list-style-type: none">• Explore numbers 1-10 through song & written form• Explore 10 colours through song & written form• Explore classroom demands through song, written form and drawing.• Practice the vowel sounds a, e, i, o, u using sound effects & song• Practice tricky consonants: j, ll, n using sound effects & song• Explore numbers 1-20 through song, written form & art.• Explore a traditional tale in Spanish (Little Red Riding Hood, Three Little Pigs)	<ul style="list-style-type: none">• Revise numbers 1-20 & colour through song assessing their knowledge.• Explore days of the week through song.• Timetable your week! (With reference to Spanish days of the week).• Classroom game based on classroom demands to further understanding.• Learn simple phrases based on wellbeing (Que tal? bien, mal, regular)• Perform a short dialogue with a partner using phrases learned.• Learn key Christmas words.• Learn "Feliz Navidad" & perform as a class.• Create a Christmas card in Spanish.

Year 3

Spring 1	Spring 2
<ul style="list-style-type: none">• Revise days/ numbers/ simple phrases on wellbeing.• Learn the months of the years through song, written form & drawing• Design a calendar in Spanish.• Learn and understand the question "Cuanto anos tienes?" and the answer "Tengo ___ anos" through teaching and partner work.• Learn the names for family members (mi madre, mi padre, mi hermano, mi hermana, etc)• Create a family portrait and label the different family members.• Create a Valentine's day card in Spanish (Dia de St Valentin).• Explore a Spanish- speaking country/artist.	<ul style="list-style-type: none">• Revise months/ family members/ months.• Perform a short dialogue with a partner based on "Cuanto anos tienes?" and the answer "Tengo ___ anos" - extend dialogue with other known phrases.• Learn and understand their birthday month & to ask others about their birthday, "En que mes es tu cumpleanos?" and the answer "Mi cumpleanos es en _____"• Design a birthday invitation.• Learn how to write the date in Spanish.• Explore a Spanish- speaking country/artist.• Who's in my house? (Label family members and domestic pets.)

Year 3

Summer 1	Summer 2
<ul style="list-style-type: none">• Revise colours/food/animals• Design a menu exploring different types of Spanish food.• Create a shopping list in Spanish.• Create a dream meal of favourite foods in Spanish.• Create a farm/zoo where animals are labeled in Spanish.• Learn the phrases "Me gusta" & "no me gustan" expressing opinions on food, colour, animals. (Perform short dialogue with partner.)• Explore multiples of ten up to 100 in Spanish, making links with prior learning.	<ul style="list-style-type: none">• Revise colour/number/food/animals• Hold a short conversation with a partner about "me gusta & no me gusta". (Extend into written form.)• Colour & number activity sheet linking understanding in both areas.• Perform a role-play where children order from a menu pronouncing words as accurately as possible.• Create a short visual family profile with focus on name, age, family member, gender.• Hispanic Week: Explore a specific Spanish-speaking country & their culture through art, songs, dance, acting and design.

Year 4

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Recap Year 3 objectives. <p>Eg: number 1-20, colours, greetings, age, classroom demands, questions about wellbeing.</p> <ul style="list-style-type: none"> Extend 1-30 & multiples of 10 to 100. Begin to ask & answer questions about the weather. <p>Eg: ¿Qué tiempo hace? (What is the weather like?) hace calor (it's warm), hace frío (it's cold), hace sol (it's sunny)</p>	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Can begin to hold a short conversation with a partner about the weather. Link to seasons. Extend children to written form. Explore a Spanish-speaking country. 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Explore different modes of transport. Begin to ask & answer questions about transport. <p>Eg: ¿Cómo vas al colegio? (How did you get to school?) Voy en coche, en tren, en bici, en autobús, en moto, en metro, en avión, en barco; a pie</p>	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Revise modes of transport. Children can identify different modes of transport from a list. Begin to write sentences about different journeys. Explore a Spanish-speaking country. Explore words for different sports. Introduce connectives: pero, y, también (but, and, also) 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Begin to ask questions about likes/ dislikes. <p>Eg: Que te gusta hacer? (What do you like to do?)</p> <ul style="list-style-type: none"> Link with hobbies, sports, school subjects, etc. Can begin to read aloud a short text practising pronunciation and intonation. 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Can begin to create a dialogue with a partner about Que te gusta hacer? Can begin to write sentences expressing likes/ dislikes. Ext: Read sentence aloud. Hackney Hispanic Week (explore a Spanish-speaking country, deep-dive into their culture)

Year 4

Autumn 1	Autumn 2
<ul style="list-style-type: none">• Revise 1-20 through song & written form.• Extend numbers past 20 & revise multiples of ten to 100.• Revise colours through classroom games, song, written form & art.• Revise classroom demands through movement.• Create a poster with classroom demands displayed.• Practice questions about wellbeing through short dialogue with teacher and/or partner.• Learn the different types of weather through song.• Create a mini weather forecast template labeling the different types of weather.• Explore pictures of different countries & label the different weather in Spanish.• Understand the question "Que tiempo hace?" & answer from a range of answers to do with weather.	<ul style="list-style-type: none">• Perform a short dialogue with a partner using phrases learned about the weather.• Extend children to a writing opportunity based on the short dialogue with a partner.• Learn the four different seasons in Spanish through song.• Create a seasons poster highlighting the different seasons and putting the correct months with the correct seasons.• Explore a Spanish Speaking country/artist.• Learn key Christmas words.• Learn "Feliz Navidad" & perform as a class.• Create a Christmas card in Spanish.

Year 4

Spring 1	Spring 2
<ul style="list-style-type: none">• Learn the different modes of transport through song.• Choose modes of transport in Spanish & get children to tally the score while using a Spanish tally chart.• Extend: Top 5 ways of getting to school. Create a bar chart in Spanish using the information from the class.• Matching game: matching the "driver" to the different modes of transport in Spanish.• Children learn "Como vas al colegio?" and to answer "Voy en..... (coche, en tren, en bici, en autobus, etc)• Children perform a short dialogue with their partner.• Explore a Spanish-speaking country/artist.	<ul style="list-style-type: none">• Revise modes of transport.• Identify different modes of transport from a list.• Match a Spanish word to the correct mode of transport.• Begin to write simple sentence about different journeys.• Learn the different names for sports.• Match the correct Spanish words to the different sports.• Research a Spanish-speaking sportsperson.• Explore a short piece of text in Spanish based on known phrases to date.• Rehearse and perform short role play drawing on the topic of transport.• Explore a Spanish- speaking country/artist.• Begin to learn connectives "pero", "y", "tambien"

Year 4

Summer 1	Summer 2
<ul style="list-style-type: none">• Learn a range of Spanish words for hobbies.• Learn a range of words for school subjects.• Create a "me gusta" and "no me gusta" profile about hobbies.• Learn the phrase "Que te gusta hacer?" (What do you like to do?)• Create a personal profile that features name, age, gender, likes / dislikes.• Rehearse and perform a short role-play based on the topic of hobbies and school subjects using "me gusta" and "no me gusta".• Explore a Spanish-speaking country/artist	<ul style="list-style-type: none">• Revise hobbies/ school subjects.• Extend wordlist.• Create a visual dictionary using Spanish words, drawn pictures & English meaning• Perform a dialogue with a partner using the phrases learned.• Create a piece of personal writing using well-known words and phrases that they are familiar with (name, age, likes/dislikes, how they get to school, etc).• Hispanic Week: Explore a specific Spanish-speaking country & their culture through art, songs, dance, acting and design.

Year 5

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Recap Year 4 objectives. <p>Eg: numbers, days of the weeks, seasons, mode of transport, hobbies, likes, etc.</p> <ul style="list-style-type: none"> Extend 1-100 & multiples of 10 to 100. Give children opportunities to write (& read) simple sentences based on prior learning. Create opportunities of dialogue with a partner. Ensure Spanish is incorporated into the classroom through register in the am and pm. 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Explore "The Very Hungry Caterpillar" (YouTube: English/Spanish) Read through short pieces of text recognising familiar words. Link to fruit/vegetables/food Ask & answer simple questions based on food: Do you like...? I like... etc. Extend to adjectives. Introduce definite articles: masculine and feminine (el, un, la, una, los, unas, las, unas) 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Explore Space and the solar system in Spanish. Introduce new vocabulary linked with topic. Use adjectives to describe space and the solar system. Explore and recap definite articles: masculine and feminine (el, un, la, una, los, unas, las, unas) 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Explore the different parts of a plant in Spanish. Expand vocabulary based on plants, trees, nature. Explore poetry based on nature: https://www.spanishplayground.net/spanish-poems-for-kids/ Give children the opportunity to recite. 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Explore "Mi Ciudad" (My City). Explore and find Spanish keywords linked with London or the borough of Hackney. Explore poetry based on the city: https://mydailyspanish.com/spanish-poems/ Recite one of the poems in small groups or as a class. 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Explore the topic of animals. Expand into a range of adjectives. Extend length of sentences with adjectives and connectives. Opportunities to write words and short simple phrases from memory. Hackney Hispanic Week (explore a Spanish-speaking country, delve into their culture)

Year 5

Autumn 1	Autumn 2
<ul style="list-style-type: none">• Revise 1-50 through song & written form.• Extend 50 - 100 & revise multiples of ten to 100 (expand past 100 as a challenge).• Revise days of the week and seasons through classroom games, song, written form & art.• Revise classroom demands through movement.• Create a poster with classroom demands displayed.• Practice questions about wellbeing through short dialogue with teacher and/or partner.• Revise the different modes of transport through partner and group work (<i>I Spy</i> on Twinkl is a good resource).• Revise hobbies and school subjects through songs, art and song.• Give children the opportunity to speak with their partner: <i>Te gusta _____? Si, me gusta _____ or No me gusta ...</i>• Explore a Spanish Speaking country/artist.	<ul style="list-style-type: none">• Explore the book: <i>The Very Hungry Caterpillar</i> in Spanish: https://www.youtube.com/watch?v=XeP8oyOEFSU Helpful resources found here: https://bcclanguages.co.uk/?page_id=189• Give children the opportunity to recognise familiar words within the text. Encourage them to guess the meaning of new vocabulary by making links between the English and Spanish version of <i>The Very Hungry Caterpillar</i>.• Explore (and extend vocabulary) fruits, vegetables and foods through games, art and song. Create opportunities for dialogue.• Explore feminine and masculine words (Resources on Twinkl)• Explore definite articles (making links between feminine and masculine).• Christmas Activities: revise key Christmas words, create a Nativity scene labelling the keywords in Spanish, perform a Christmas song/poem in Spanish, create a Christmas card in Spanish.

Year 5

Spring 1	Spring 2
<ul style="list-style-type: none">• Explore and learn the keywords of the different planets in the solar system (resources on Twinkl).• Create an artistic picture of the Solar System with the planets labelled in Spanish.• Learn a song based on the planets in the solar system https://www.youtube.com/watch?v=IKgSv5IO03w• Expand vocabulary to describe the different planets. Firstly, with adjectives. Then, extend to full sentences. <i>Mars is dusty = Marte es polvoriento.</i> (Teaching point: feminine/masculine grammar.) <u>Extend further</u> with a connective and two adjectives.• Explore keywords and expand vocabulary based on Earth.• Earth Day is celebrated on April 22nd. Children can create posters about earth or saving the earth. (This activity can be done in Spring 2, if preferred.)• Explore a Spanish-speaking country/artist.	<ul style="list-style-type: none">• Explore and expand vocabulary on the topic of plants.• Draw and label the different parts of a plant in Spanish.• Explore and expand vocabulary on Spring using the Spring themed senses word mat. (Give children the opportunity to recognise familiar words within the text. Encourage them to guess the meaning of new vocabulary.)• Create a <i>Spring Nature Walk</i> based on senses (resource on Twinkl). Encourage children to use keywords based on what they see, hear, smell, etc. Extend to full sentences, if possible. <i>I see daffodils = Veo narcisos</i>• Explore poetry based on nature: https://www.spanishplayground.net/spanish-poems-for-kids/• Give children the opportunity to to recognise familiar words within the text. Encourage them to guess the meaning of the new vocabulary.• Revise and expand vocabulary based around Easter.• Create an Easter card in Spanish.

Year 5

Summer 1	Summer 2
<ul style="list-style-type: none">• Explore and learn keywords based around the topic <i>Mi Ciudad (My City)</i>.• Expand vocabulary based around city features.• Create a visual dictionary of new vocabulary.• Explore poetry based on city living: https://mydailyspanish.com/spanish-poems/• Give children the opportunity to recognise familiar words within the text. Encourage them to guess the meaning of new vocabulary by making links between the English and Spanish version of chosen poem (s).• Explore a Spanish-speaking country/artist.	<ul style="list-style-type: none">• Explore and learn keywords based around the topic of <i>Los Animales (The Animals)</i>. Helpful lessons and resources found here: https://bcclanguages.co.uk/?page_id=146• Create a visual dictionary of new vocabulary.• Children have the opportunity to learn a range of words based around animals, habitats and the adjectives to describe them. (Adjectives - lento(a), rápido(a), pequeño(a), tímido(a), grande, fuerte, feroz, Habitats - la sabana, una granja, el mar, un bosque, una casa, un piso)• Extend to full sentence with the use of two adjectives and a connective. Example: The Lion is big and fast = <i>El león es grande y rápido.</i>• <u>Extend further</u>: Can children write words or short simple phrases from memory?• Hispanic Week: Explore a specific Spanish-speaking country & their culture through art, songs, dance, acting and design.

Year 6

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Recap Year 5 objectives. Eg: numbers, days of the weeks/months, seasons, animals, city etc. Children to create a short profile to introduce themselves to the new teacher Give children opportunities to write (& read) simple sentences based on prior learning. Introduce the children to the use of immediate future related to weather. Ensure Spanish is incorporated into the classroom through register in the am and pm. 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Explore the geographical features in Spanish Grammatical knowledge "está", "es" and prepositions. Ask & answer simple questions Where is ..? (¿Dónde está..?) Read through short pieces of text recognising familiar words. Write a short sentence (Christmas Card) 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Explore the topic <i>En El Café</i> in Spanish. Introduce new vocabulary linked with topic. Explore and recap definite and indefinite articles: masculine and feminine (el, un, la, una, los, unas, las, unas) Give children the opportunity to perform a role play. 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Expand the vocabulary related to food. Read through short pieces of text recognising familiar words. Explore recipes and give children the opportunity to create their own (practise writing short sentences). Give children the opportunity to learn more about Spanish traditions (Carnival). 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Explore "Las Vacaciones" (Holidays). Read through short pieces of text recognising familiar words. Explore resources in Spanish such as websites, leaflets etc... Give children the opportunity to practise the use of immediate, introduced in Autumn 1. 	<p>Learning Outcomes</p> <ul style="list-style-type: none"> Give children the opportunity to consolidate prior learning to facilitate transition to KS3. Hackney Hispanic Week (explore a Spanish-speaking country, deep-dive into their culture)

Year 6

Autumn 1	Autumn 2
<ul style="list-style-type: none">• Revise 1-100 and above through song & written form.• Give children the opportunity to create a short profile to introduce themselves to the class (hobbies, birthday, likes/dislikes...) This could be linked to self portrait in Art.• Revise days of the week/ months/ seasons/ weather through classroom games, song, written form & art.• Practice questions about weather through short dialogue with teacher and/or partner.• Introduce the immediate future related to the weather (¿Qué tiempo va a hacer? Va a hacer calor etc; va a nevar; va a llover) Helpful resources found here: https://bcclanguages.co.uk/?page_id=278• Explore a Spanish Speaking country/artist.	<ul style="list-style-type: none">• Explore and learn keywords around continents and geographical features. Helpful resources found here: https://bcclanguages.co.uk/?page_id=278• Children to use "está" and "es" correctly as well as prepositions in the context of geographical features.• Create a visual dictionary/ map of new vocabulary.• Quiz on the geographical features (¿Dónde está el Amazonas? Está en América del Sur)• Give children the opportunity to recognise familiar words within the text. (For instance: short texts given to describe a continent and children have to guess what continent the text is referring to.)• Write a Christmas Card in Spanish

Year 6

Spring 1	Spring 2
<ul style="list-style-type: none">• Explore and learn the keywords based on the topic <i>En El Café</i> Helpful resources found here: https://bcclanguages.co.uk/?page_id=280• Children practise pronouncing correctly the phonic sounds included in the Unit• Explore and expand vocabulary giving children menus to read.• Children to create a picture of their favourite menu and then label it. (<i>Una bolsa de patatas fritas, un vaso de limonada, un bocadillo de queso etc...</i>)• Use resources to introduce the children to how to order in a restaurant https://www.twinkl.it/resource/fr2-t-002-how-to-order-in-a-restaurant-spanish-powerpoint• Children to create and perform a role play set in a café.	<ul style="list-style-type: none">• Revise and expand vocabulary on the topic of food.• Children can follow a simple recipe. Helpful resources found here: https://bcclanguages.co.uk/?page_id=280• Children in small groups to put in order and/ or create their own recipe.• Learn about the tradition of <i>El Carnaval</i> celebrated the week before Lent. What do people do? Where does the tradition come from? Learn keywords too.• Revise and expand vocabulary based around Easter. Create an Easter card in Spanish.

Year 6

Summer 1	Summer 2
<ul style="list-style-type: none">• Explore and learn keywords based around the topic <i>Las Vacaciones</i> (Holidays). Many resources on Twinkl website.• Expand vocabulary based around the different places (could be linked to Geographical features learnt in Autumn 2).• Create a visual dictionary of new vocabulary.• Explore texts linked to holidays in Hispanic countries (leaflets, travel agencies websites etc...): https://www.esmadrid.com/?utm_referrer=https%3A//www.google.co.uk/ Give children the opportunity to recognise familiar words within the text.• Use of the immediate future in the context of the holiday https://www.twinkl.it/resource/t3-sp-371-what-are-you-going-to-do-this-summer-writing-activity-sheet-spanish• Explore a Spanish-speaking country chosen by the class as a place to go on holiday to. Use of the conjunction <i>porque</i> to explain the choice.	<ul style="list-style-type: none">• Revise and consolidate what has been learnt to help the transition to KS3.• Hispanic Week: Explore a specific Spanish-speaking country & their culture through art, songs, dance, acting and design.