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| **College Town Primary School - Spanish Yearly Overview V2** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 3** | **Let’s Start Spanish** | **Countries that speak Spanish****Classroom Instructions****Christmas** | **Greetings – How are you?****What is your name?** | **Spanish Alphabet** | **Plants** | **Colours** |
|  | * Show that he/she recognises words and phrases heard by responding appropriately.
* Follow simple instructions and link pictures or actions to language.
* When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.
* Recognise some familiar words and phrases in written form.
* Read some familiar words aloud using mostly accurate pronunciation.
* Learn and remember new words encountered in reading.
* Ask and answer simple questions, for example about personal information.
* Repeat sentences heard and make simple adaptations to them.
* Use mostly accurate pronunciation and speak clearly when addressing an audience.
* Use simple adjectives such as colours and sizes to describe things orally.
* Write some single words from memory.
* Use simple adjectives such as colours and sizes to describe things in writing.
* Record descriptive sentences using a word bank.
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| **Year 4**  | **Numbers 0 - 15** | **Numbers 16 - 31** | **Days of the year****Months of the year** |  **Four Seasons** **What is the date?** | **How old are you?** | **Happy Birthday** |
|  | * Recognise a wider range of word classes including pronouns and articles and use them appropriately.
* Understand that adjectives may change form according to the noun they relate to and select the appropriate form.
* Recognise questions and negative sentences.
* Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.
* Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.
* Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.
* Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.
* Follow the written version of a text he/she is listening to.
* Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.
* Ask and answer a range of questions on different topic areas.
* Using familiar sentences as models, make varied adaptations to create new sentences.
* Read aloud using accurate pronunciation and present a short-learned piece for performance.
* Write words and short phrases from memory.
* Use a range of adjectives to describe things in more detail, such as describing someone's appearance.
* Write descriptive sentences using a model but supplying some words from memory
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| **Year 5** | **Numbers to 100** | **The Solar System** |  **Parts of the head** **Parts of the body** | **Do you have any pets?** | **Where do you live?** **The family** | **Wild animals****Adjectives for animals** |
|  | * Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.
* Adapt sentences to form negative sentences and begin to form questions.
* Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.
* Identify different ways to spell key sounds and select the correct spelling of a familiar word.
* Learn a song or poem using the written text for support.
* Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.
* Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.
* Take part in conversations and express simple opinions giving reasons.
* Adapt known complex sentences to reflect a variation in meaning.
* Begin to use intonation to differentiate between sentence types.
* Create a short piece for presentation to an audience.
* Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.
* Use a wide range of adjectives to describe people and things and use different verbs to describe actions.
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|  **Year 6** | **Classroom objects****In the classroom** | **Fruits and vegetables** | **Going to the doctor** **Jobs** | **Time****Musical instruments** |  |  |
|  | * Have an awareness of similarities and differences in grammar between different languages.
* Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.
* Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.
* Attempt to read a range of texts independently, using different strategies to make meaning.
* Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.
* Engage in longer conversations, asking for clarification when necessary.
* Create his/her own sentences using knowledge of basic sentence structure.
* Use pronunciation and intonation effectively to accurately express meaning and engage an audience.
* Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar *topic.*
* Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions*.*
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