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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. | | | | | |
| **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 | | | | | |
| **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. | | | | | |
| **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*.* | | | | | |