

| Spanish Stage 3 LTP (V2T/C2T)                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                            |                                                                 |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit                                                                                                                                                                                                                                                                                                                                                                                            | Content<br>Revisit and extend...                                                                                                                                                                                                                                                           | Phonics<br>Revisit and<br>extend...                             | Grammar<br>Revisit and<br>extend...                                                                                                                                                                       | Language Learning<br>Skills<br>Revisit and extend...                                                                                                                                                                                                                                                                                                                                                                                                                    | Skill Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Autumn 1</b> <ul style="list-style-type: none"> <li>Me and my friends at school</li> </ul> <b>KPIs</b><br>Can:<br>Say an extended sentence about how feeling with a reason<br>Say a 3 <sup>rd</sup> person singular sentence with details about someone else recognise and say at least 5 school subjects say and write an extended opinion about a school subject using a like/dislike verb | Recall personal information<br>questions and answers<br>Introduce myself<br>Introduce another person<br>Talk about feelings- use of verb "estar"<br>with feelings<br>Opinions and reasons<br>School subjects<br>Likes and dislikes<br><b>Culture:</b> School in Spain and school timetable | ham / geo / ción<br>z / i / v / que<br>ll / vi / me / il        | Conjunctions<br>Extended sentences<br>Verbs of opinion – 1 <sup>st</sup> /2 <sup>nd</sup> person singular<br>Begin to explore 3 <sup>rd</sup> person singular<br>Use of verb to be - estar -with feelings | Speak confidently (words, phrases, sentences).<br>Identify key sounds and silent letters.<br>Memory skills to aid comprehension<br>Identify language patterns<br>Identify word roots across languages<br>Develop reading aloud skills<br>Develop comprehension skills and strategies<br>Develop speaking and writing skills<br>Continue to develop word reference tools skills.<br>Ways to explore sentence structure<br>Write simple extended sentences using a model. | <b>Sound Spelling</b><br>Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.<br><b>Listening</b><br>Can understand a few familiar spoken words and phrases.<br><b>Speaking</b><br>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.<br><b>Reading</b><br>Can understand simple written phrases.<br>Can match sounds to familiar written words.<br><b>Writing</b><br>Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. |
| <b>Autumn 2</b> <ul style="list-style-type: none"> <li>Time in the city</li> </ul> <b>KPIs</b><br>Can:                                                                                                                                                                                                                                                                                          | Recall familiar places in town/shops nouns<br>Places and nouns for places in a city                                                                                                                                                                                                        | qui / iz / ci / oo<br>guo / er / ñ / an<br>ti / lla / ve / ella | Write simple present tense descriptive sentences using nouns and adjectives.                                                                                                                              | Speak confidently (words, phrases, sentences)<br>Listen attentively<br>Make educated guesses                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                               |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Understand at least 5 places in the city/town nouns</p> <p>Say and write a simple sentence to describe what is in a town/city</p> <p>Say and write the nouns for souvenirs.</p> <p>Ask and answer politely to purchase an item.</p> <p>Participate in a simple shopping dialogue.</p> <p>Write a simple descriptive sentence about a festive jumper.</p> | <p>Simple directions around town/city</p> <p>Buying an entrance ticket</p> <p>Buying an item and asking the price</p> <p>Numbers 0-100 and euros</p> <p>Souvenir shopping roleplay</p> <p>Festive jumper nouns</p> <p><b>Culture:</b> visiting Madrid and getting to know a city in Spain</p> <p><b>Culture:</b> Shopping in a souvenir shop</p> <p><b>Culture:</b> a festive jumper competition (for Christmas)</p> |                                                                                               |                                                                                                                                                                         | <p>Recall previously learnt language.</p> <p>Practise language with a friend</p> <p>Games to aid memory</p> <p>Use bilingual dictionaries to check spelling and meanings</p>                                                                                                                                       | <p><b>Assessment:</b></p> <p>Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term</p> <p>In line with the Common European Framework of Reference (CEFR), A1 (CEFR)</p> |
| <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>At the market</li> </ul> <p><b>KPIs</b></p> <p>Can:</p> <p>Remember and say familiar fruit/veg nouns</p> <p>Identify cognates and semi cognates (fruit/veg nouns)</p> <p>Say some numbers between 0 and 100</p> <p>Participate in an at the market roleplay</p>                               | <p>Recall nouns for fruit and vegetables</p> <p>Extend knowledge of fruits and vegetables</p> <p><b>Culture:</b> Euros</p> <p><b>Culture:</b> Markets in Spain</p> <p>Likes, dislikes and preferences</p> <p>Recall numbers 0-100</p> <p>Weights and quantities</p>                                                                                                                                                  | <p>lla / za / horia / ie / ei</p> <p>ura / uta / ita</p> <p>cua / cue</p> <p>ez / or / te</p> | <p>Consolidate understanding of masculine and feminine nouns, singular and plural</p> <p>Commands</p> <p>Practise question words and forming a question in Spanish.</p> | <p>Speak confidently (words, phrases and sentences)</p> <p>Explore how to use a bilingual dictionary</p> <p>Imitate pronunciation</p> <p>Make educated guesses using context</p> <p>Actions and games to aid memory</p> <p>Recall and use previously learnt language</p> <p>Take risks and learn from mistakes</p> |                                                                                                                                                                                                   |

|                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                           |                                                           |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                             |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Follow simple instructions for a recipe<br>Give simple instructions for a recipe                                                                                                                                                                                                                                                                                                                   | At the market roleplays<br>Recipe instructions<br><b>Culture:</b> fruit salad                                                                                             |                                                           |                                                                                                                                                                                                                                    | Identify sounds and silent letters.<br>Practise with a friend<br>Write simple sentences using a model.                                                                                                                                                      |  |
| <b>Spring 2</b> <ul style="list-style-type: none"> <li>Clothes</li> </ul> <b>KPIs</b><br>Can:<br>Identify and understand clothes nouns<br>Can say nouns for clothes accurately<br>Can read and understand descriptive sentences about clothes<br>Can use nouns and adjectives accurately to create descriptive sentences<br>Can use parts of the verb to wear to write simple clothes descriptions | Clothes nouns<br>Verb: to wear in Spanish.<br>Adjectives of size and colour<br>School clothes descriptions<br>Fancy dress / Carnival clothes descriptions                 | jer / za / sey / da<br>lle / v<br>au / ey / ei / oe<br>ón | Consolidate understanding of masc/fem nouns in Spanish<br>Consolidate position and agreement of familiar adjectives with nouns in Spanish<br>Question words<br>Present tense conjugation of the verb "to wear" in Spanish (llevar) | Speak confidently (words and phrases)<br>Identify key sounds and silent letters<br>Use a bilingual dictionary to check spellings or look up new words<br>Actions/games to aid memory<br>Recall and use prior learning<br>Take risks and learn from mistakes |  |
| <b>Summer 1</b> <ul style="list-style-type: none"> <li>Out of this World</li> </ul> <b>KPIs</b><br>Can:<br>Understand information on a simple ID card<br>Ask and answer details about identity                                                                                                                                                                                                     | Personal identity nouns<br>Questions and answers about ID<br>Planets in Spanish<br>Adjectives to describe the planets<br>Recall familiar language from range of topics to |                                                           | Consolidate understanding of masc/fem nouns in Spanish<br>Consolidate position and agreement of familiar adjectives with nouns in Spanish                                                                                          | Speak confidently (words and phrases)<br>Actions/games to aid memory<br>Recall and use prior learning<br>Ask a question accurately<br>Listen attentively                                                                                                    |  |

|                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                       |                                          |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                      |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Recognise planets in target language<br/>Use adjectives accurately to describe planets<br/>Read and understand simple facts about the planets.<br/>Recall and use prior learning to create a simple imaginary planet description.</p>                                                                                                                                           | <p>create an imaginary planet<br/><b>Links between languages:</b><br/>etymology of planets</p>                                                                                                                                                                                                                                                        |                                          | <p>Question words<br/>Use of verb "to be" in present tense descriptions<br/>Conjunctions to extend sentences</p>                                                                                                                                                      | <p>Take risks and learn from mistakes<br/>Make links with English and home languages.<br/>Write simple sentences using a model.</p>                                                                                                                                                                  |  |
| <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>Going to the seaside</li> </ul> <p><b>KPIs</b><br/>Can:<br/>Understand and say nouns for beach bag items<br/>Use sentence starters to create a sequence of sentences<br/>Use "you can" + infinitive of a verb to create a persuasive sentence<br/>Say/write extended sentences to describe a day at the seaside.</p> | <p>Beach bag item nouns<br/>Sentence starters<br/>You can + verbs as infinitives about activities at the seaside<br/>Conjunctions<br/>Opinions and reasons<br/><b>Culture:</b> Map and places - in Spain to go on holiday<br/>Beach culture in Spain<br/><b>Language Puzzle:</b> using our language detective skills to explore another language.</p> | <p>lla / ña / re / pla / pue / cre /</p> | <p>Consolidate position/agreement of adjectives with nouns in Spanish<br/>Explore and understand sentence structure in Spanish: nouns, verbs, adjectives, personal pronouns.<br/>Conjunctions<br/>Explore use of modal verb + infinitive for persuasive sentences</p> | <p>Speak confidently (words and phrases)<br/>Actions/games to aid memory<br/>Identify key sounds and silent letters<br/>Take risks<br/>Games and actions to aid memory<br/>Use a bilingual dictionary to check spellings or look up new words<br/>Write simple extended sentences using a model.</p> |  |

| <b>Progression over year linked to DFE ATs 1-12 (English schools only)</b>                                                                                                       |             |             |          |          |             |             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|----------|----------|-------------|-------------|
| <i>During Stage 3 children will revisit and extend all 12 DFE ATs (see highlighted cells in grid below)</i>                                                                      |             |             |          |          |             |             |
|                                                                                                                                                                                  | Autumn<br>1 | Autumn<br>2 | Spring 1 | Spring 2 | Summer<br>1 | Summer<br>2 |
| <i>Listen attentively and show understanding by joining in and responding</i>                                                                                                    |             |             |          |          |             |             |
| <i>Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words</i>                                                    |             |             |          |          |             |             |
| <i>Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help.</i>                                              |             |             |          |          |             |             |
| <i>Speak in sentences, using familiar vocabulary, phrases, and basic language structures</i>                                                                                     |             |             |          |          |             |             |
| <i>Develop accurate pronunciation and intonations, so that others understand.</i>                                                                                                |             |             |          |          |             |             |
| <i>Present ideas and information orally to a range of audiences.</i>                                                                                                             |             |             |          |          |             |             |
| <i>Read carefully and show understanding of words, phrases and simple writing.</i>                                                                                               |             |             |          |          |             |             |
| <i>Appreciate stories, songs, poems and rhymes in another language.</i>                                                                                                          |             |             |          |          |             |             |
| <i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.</i> |             |             |          |          |             |             |
| <i>Write phrases from memory and adapt these to create new sentences to express ideas clearly.</i>                                                                               |             |             |          |          |             |             |
| <i>Describe people, places and things</i>                                                                                                                                        |             |             |          |          |             |             |
| <i>Understand basic grammar</i>                                                                                                                                                  |             |             |          |          |             |             |