



# SUBJECT OVERVIEW

## ST JOHN FISHER RC PRIMARY SCHOOL



### Spanish Overview

Autumn		Spring		Summer	
<b>Key Stage 1- Year 2</b>					
<ul style="list-style-type: none"> <li>- Greetings introduction to basic greetings and saying your name.</li> <li>-Feelings and emotions.</li> <li>-Numbers 1-15</li> </ul>	<ul style="list-style-type: none"> <li>-Colours</li> <li>- my house- mi casa</li> <li>-La Navidad/Christmas</li> <li>-Compare Christmas in England and in Spain</li> </ul>	<ul style="list-style-type: none"> <li>-Farm Animals/ masculine and feminine</li> <li>-what colour are the animals?</li> <li>-how many animals are there?</li> <li>-Valentine's day</li> </ul>	<ul style="list-style-type: none"> <li>-The weather</li> <li>-Clothing</li> <li>-Mother's day</li> <li>-Easter</li> </ul>	<ul style="list-style-type: none"> <li>-The family</li> <li>-The pets</li> <li>- Father's day</li> </ul>	<ul style="list-style-type: none"> <li>-Snack Food</li> <li>-The four seasons</li> <li>-The Summer holidays</li> </ul>
<p style="text-align: center;"><b>THE THREE PILLARS (Knowledge Strands) Year 3 and 4</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this term are:[o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z] [a]</p> <p><b>Vocabulary:</b> adjectives to describe mood today and character generally, days of the week, nouns for possessions, 'I have a present for' story</p> <p><b>Grammar:</b> estar (singular) for location &amp; temporary state, ser (singular) for permanent traits &amp; origin, adjective endings (-o, -a, -e, -z), tener, singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué</p>		<p style="text-align: center;"><b>THE THREE PILLARS (Knowledge Strands) Year 3 and 4</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p><b>Vocabulary:</b> verbs and nouns to describe a range of activities, numbers 1-20, family and parts of the body and face.</p> <p><b>Grammar:</b> -AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), adjectives for describing pencil case items, interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles</p>		<p style="text-align: center;"><b>THE THREE PILLARS (Knowledge Strands) Year 3 and 4</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p><b>Vocabulary:</b> adjectives for describing animals, story creation, loves and hates, Hungry Caterpillar (rojo), Todo un año (amarillo) revisit days, months</p> <p><b>Grammar:</b> revisit hay, regular plural marking on nouns (-es), revisit definite articles &amp; adjective agreement, plural definite articles, using amar odiar + definite article, revisit intonation question</p>	



# SUBJECT OVERVIEW



## ST JOHN FISHER RC PRIMARY SCHOOL

Spanish Overview					
Autumn		Spring		Summer	
<b>Lower Key Stage 2 – Year 3</b>					
<ul style="list-style-type: none"> <li>- Greetings introduction to basic greetings and saying your name.</li> <li>-Feelings and emotions</li> <li>- Phonics, vowels and the alphabet</li> <li>-Praising words</li> <li>-Numbers 1-15</li> </ul>	<ul style="list-style-type: none"> <li>- Numbers up to 20</li> <li>- Saying your age.</li> <li>-In my pencil case</li> <li>_Listening AFL</li> <li>-La Navidad</li> <li>-Spain and other Spanish speaking countries and Christmas (Listening AFL)</li> </ul>	<ul style="list-style-type: none"> <li>Introducing items of clothing</li> <li>Describing items of clothes using colours.</li> <li>Describing items of clothes using colours and sizes.</li> <li>Saying an item of clothing using a conjunction.</li> <li>Describing an item of clothing you have or do not have using conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>Animals/ masculine and feminine</li> <li>-Verb I have=Tengo/ no tengo plural and singular</li> <li>-what colour are the animals? Introduction to colours is/are the animal/s? plurals, (es/son)</li> <li>-Old bear story</li> <li>-Colour Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>-Days of the week</li> <li>-Fruit</li> <li>-Food</li> <li>-The Very Hungry Caterpillar story</li> <li>-Making a butterfly</li> </ul>	<ul style="list-style-type: none"> <li>-Recap of food</li> <li>-More fruit</li> <li>Snack food and ordering food in a café/restaurant</li> </ul>
<b>Lower key Stage 2 – Year 4</b>					
<ul style="list-style-type: none"> <li>-Greetings (consolidate Y3)</li> <li>- Colours (consolidate y3)</li> <li>-Numbers up to 1-31</li> <li>-Days of the week</li> <li>-Months (consolidate numbers)</li> <li>-Seasons and dates</li> </ul>	<ul style="list-style-type: none"> <li>-Birthdays ¿Cuántos años tienes?/tengo= I have.(consolidate numbers 1-31 /Y3)</li> <li>-Days of the week (consolidate from Y3)</li> <li>-Responding to a video story.</li> <li>Making a party invitation.</li> <li>-More numbers up to 100.</li> <li>-Christmas/La Navidad special dates (cultural)</li> </ul>	<ul style="list-style-type: none"> <li>-Shapes Introduction.</li> <li>-Use adjectives= position and basic agreement (consolidate colours Y3)</li> <li>-Parts of the face vocab</li> <li>-Parts of face using Miro's pictures and description of hair and eyes</li> <li>-Draw and describe your own picture.</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the body using adjectives big and small, numbers and colours.</li> <li>Design and describe your own monster and show the parts of its body.</li> <li>Prepositions of place.</li> <li>Describe Picasso's pictures (Writing/Reading AFL)</li> <li>Easter (cultural)</li> </ul>	<ul style="list-style-type: none"> <li>-Mi familia</li> <li>-Como te llamas? What is your name?</li> <li>Como se llama? What is her/his/its name?</li> <li>Spelling practise using the Spanish alphabet.</li> <li>Siblings and pets</li> <li>Use the verb I have tengo and tener.(consolidate Y3)</li> <li>More describing hair and eyes. (Embed colours as adjectives).</li> </ul>	<ul style="list-style-type: none"> <li>-Describe hair and eyes 2</li> <li>-Describe pictures.</li> <li>The giant turnip story.</li> <li>-Describe my family.</li> </ul>



# SUBJECT OVERVIEW



## ST JOHN FISHER RC PRIMARY SCHOOL

### Spanish Overview

Autumn Y5 and 6	Spring Y5 and Y6	Summer Y5 and Y6
<p><b>THE THREE PILLARS (Knowledge Strands)</b>  <b>Phonics:</b> the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.  <b>Vocabulary:</b> adjectives to describe mood, food, today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives quién, qué, cuándo, cuál, cuántos/cuántas, nouns and adjectives for places, festivals, physical description  <b>Grammar:</b> estar (plural) for location &amp; temporary state, ser (plural) for permanent traits &amp; origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), hay, tener, singular indefinite articles (un, una), post-nominal adjectives, intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no.</p>	<p><b>THE THREE PILLARS (Knowledge Strands)</b>  <b>Phonics:</b> the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is practised.  <b>Vocabulary:</b> words for describing food, activities, places in town, weather, sport, instruments, things countries are famous for  <b>Grammar:</b> hacer (singular/plural), jugar (singular/plural), two-verb structures - amar odiar, querer   deber   poder (singular) + infinitive, revisit intonation and WH-questions</p>	<p><b>THE THREE PILLARS (Knowledge Strands)</b>  <b>Phonics:</b> the SC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns are introduced.  <b>Vocabulary:</b> verbs and nouns to describe a range of food, music, activities, countries, traditions, school, free time, physical geography.  <b>Grammar:</b> -AR and -ER present tense (plural), singular definite articles (el, la), intonation questions, hay, negation with no, verb IR (singular), contractions del, al</p>



# SUBJECT OVERVIEW

## ST JOHN FISHER RC PRIMARY SCHOOL



### Spanish Overview

Autumn Y5 and 6

Spring Y5 and Y6

Summer Y5 and Y6

#### Upper Key Stage 2 – Year 5

-Greetings  
(consolidate Y3 and 4)

-Question words. -----  
The 5 timetables.

-Asking and giving the  
time/days of the week  
and months  
consolidation (days  
and months  
consolidate from Y3  
and 4).

-What do you have  
for breakfast?

-Food vocabulary  
and introduce  
opinions.

-More food and  
opinions.

-Listening AFL.

- FOOD at home  
and at school.

- Using a traditional  
and an online  
dictionary.

-Christmas  
Tradition

-Different meal times  
and expressions of  
frequency (always,  
normally, sometimes,  
never)

-Eating habits and  
writing AFL.

- Sports introduction.  
Nouns.

-sports likes and  
dislikes (more  
opinions)

\_What sport I do or I  
play?

-Continue with I  
practice and I play  
sports.

-How often do you do  
a sport?

-Practice to conjugate  
AR ending verbs=  
praticar.

To say what sports  
other people  
do/practise.

(Listening AFL)

-Easter

-Revising opinions.  
-Music and  
instruments  
-Different types of  
music and give  
opinions and  
reasons.

-Describe things by  
matching gender and  
numbers to the  
nouns.(use a  
dictionary)  
-What instrument do  
you play?

-(Writing AFL)

-Asking & saying which  
instrument you play  
Song - I am the music man.  
The verb to play =tocar  
conjugation= Toco, tocas,  
toca, tocamos, tocáis, tocan  
Learning to give reasons with  
'porque'=because.  
- Creating own song/rap  
-Performing

(Speaking AFL).



# SUBJECT OVERVIEW

## ST JOHN FISHER RC PRIMARY SCHOOL



### Spanish Overview

Autumn Y5 and 6

Spring Y5 and Y6

Summer Y5 and Y6

#### Upper Key Stage 2 – Year 6

<p>-Greetings / numbers (consolidate Y3, Y4 and Y6)          -Places in town consolidate conjunctive words/colours/family members/questions words)          -The weather.          - describe the weather x 2 = hay, no hay= there is/are (consolidate Y5), y, pero/ but, y=and, tambien=also (conjunctive words/consolidation Y3/Y4/Y5)          -¿Cómo es el tiempo en España?/What is the weather like in Spain?          -(Reading AFL)</p>	<p>-Flags and their colours.          (Consolidate Y3, 4 and 5) and flags of 5 familiar countries.          -Describe famous countries.          -Describe Spain          -Los puntos cardinals/the points of the compass.          -Spain/ Hay+ plural nouns (consolidate Y5 + mucho(s)/many - (Listening AFL).          - La Navidad/ Christmas</p>	<p>-Saying where you live.          -Places in town/nouns/embed questions Y5          -Describing your town. Give opinions and use adjective agreements (Consolidate Y5) when describing places.          -Draw a map of your town and describe it. (Reading AFL)</p>	<p>-Identifying famous festivals in Spain.          -The carnival from Cadiz.          -Las Fallas          -The April Fair.          -San Fermin.          -La Tomatina.          Give opinions and use adjective agreements (Consolidate opinions/days of the week, months of the year /question words/types of music and instruments y3/y4 and Y5) when describing places.           (Reading AFL)</p>	<p>-Recap the parts of the body and face Describe eyes and hair.(Y4/5) Use adjectives and give a reason, \ (consolidate colours/ describing adjectives Y4 and 5)          -consolidate sports and the verb jugar=to play and practicar=to practice           (Writing AFL)</p>	<p><b>Creativity:</b>          Create own adapting all language learnt over time.          Recap food/I want/opinions/singular/plurals.          -(Speaking AFL)          -My town          -Planets</p>
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