

# SPANISH LONG TERM PLAN 2020-2021

YEARS 5 AND 6 WILL BE FOLLOWING THE PLANS FOR YEAR 5 THIS YEAR

## Year 3 - Terms 1 & 2 phonics and basic numbers



## Terms 5 & 6 Food - la oruga muy hambrienta



## Terms 3 & 4 Colours and Animals



Focus on:  
 pronunciation  
 repetition  
 games  
 rhymes and songs

## Year 3 Long Term Plan 2020-2021

<b>Year 3 Term 1</b>	<b>Year 3 Term 2</b>	<b>Year 3 Term 3</b>	<b>Year 3 Term 4</b>	<b>Year 3 Term 5</b>	<b>Year 3 Term 6</b>
<b>¡hola!</b>	<b>en mi estuche</b>	<b>Los animales</b>	<b>los colores el oso pardo</b>	<b>frutas y verduras la oruga muy hambrienta</b>	<b>en el cafe</b>
<b>Learning Objectives:</b>	<b>Learning Objectives:</b>	<b>Learning Objectives:</b>	<b>Learning Objectives:</b>	<b>Learning Objectives:</b>	<b>Learning Objectives:</b>
Children can learn the key phonics vowel words	Children can say and understand basic classroom items	Children can understand the gender of some animal nouns.	Children learn the adjectives of colour	Children learn the nouns for some fruit and food through the reading of The Very Hungry Caterpillar in Spanish.	Children revise the hungry caterpillar vocabulary
Children learn basic greetings and give their name	Children are introduced to the verbs 'es' (he, she, it is), 'son' (they are), 'hay' (there is/are), 'tengo' (I have) and 'tienes' (you have)	Children can recognise the definite and indefinite articles	Children use colour to describe animals	Children learn the days of the week	Children learn some words for snacks
Children can understand and recall numbers 1-10	Children can identify the gender of nouns	Children can use plurals of some nouns	Children listen to and join in with a story	Children can identify the gender and number of these nouns	Children learn to ask "what do you want?" and 'I want'
Children can ask someone how old they are and give them their own age	Children can use the definite and indefinite articles	Children speak in sentences, using familiar vocabulary, phrases and basic language structures	Children join in with the song Old MacDonald	Children can retell a story confidently using the vocabulary learnt.	Children role play cafe using memory to apply vocabulary
Children listen attentively to spoken language and show understanding by joining in and responding	Children can understand basic grammar appropriate to the language being studied, including: feminine and masculine.		Children develop the ability to listen attentively to passage with a mixture of familiar and unfamiliar language	Children can perfect their pronunciation and memory.	Children write menus

## Year 4 - Terms 1 & 2 numbers to 31, dates, celebrations



## Terms 5 & 6 Family members and physical descriptions



## Terms 3 & 4 shapes and prepositions through the art work of Picasso and Miro



Focus on:

- confidence in pronunciation
- learning through games and activities
- communication skills
- speaking and listening accurately
- recognition of written words

## Year 4 Long Term Plan 2020-2021

<b>Year 4 Term 1</b>	<b>Year 4 Term 2</b>	<b>Year 4 Term 3</b>	<b>Year 4 Term 4</b>	<b>Year 4 Term 5</b>	<b>Year 4 Term 6</b>
<b>cumpleaños</b>	<b>fiestas</b>	<b>las formas - Miro</b>	<b>la cara - Picasso</b>	<b>mi familia</b>	<b>story-telling el nabo gigante</b>
<b>Learning Objectives:</b>	<b>Learning Objectives:</b>	<b>Learning Objectives:</b>	<b>Learning Objectives:</b>	<b>Learning Objectives:</b>	<b>Learning Objectives:</b>
Children will revise numbers 1-10 and days of the week.	Children listen and follow a video clip with unfamiliar vocabulary	Children learn the words for key shapes	Children learn the nouns for parts of the face	Children learn nouns for family members	Children listen to and follow the Giant Turnip in Spanish
Children learn the numbers to 31	Children learn some typical exclamations in Spanish	Children combine colour and adjectives with shapes	Children combine adjectives and nouns to describe faces	Children learn the alphabet in Spanish to be able to spell out names	Children learn the verbs 'planta', 'rega', 'llega'
Children learn the months of the year	Children use days and dates to make a party invitation	Children describe where things are in a picture	Children use language to describe faces	Ask and answer about siblings and pets using 'tienes', 'tengo' and revising 'como se llama' and 'como se escribe'	Children use connectives to move their stories on 'un dia,', 'luego', 'despues', 'al final'
Children ask and answer "What date is it today?"	Children learn about a typical celebratory custom from Mexico and make a piñata	Children speak in sentences, describing pictures	Children learn the nouns for the body parts	Children learn adjectives to describe eyes and hair	Children retell the story using actions
Children learn the names of the seasons	Learn about christmas for Spanish people	Children create their own picture and description	Children design and describe a monster picture	Children use language to describe eyes and hair	Children use the vocabulary to describe a famous family.
Children learn how to ask for and say your birthday	Learn a christmas carol in Spanish				

# Year 5 - Terms 1 & 2 - 5x table, telling the time and food & drink

# Terms 5 & 6 Music

**5 times table**

1 x 5 =	5
2 x 5 =	10
3 x 5 =	15
4 x 5 =	20
5 x 5 =	25
6 x 5 =	30
7 x 5 =	35
8 x 5 =	40
9 x 5 =	45
10 x 5 =	50
11 x 5 =	55
12 x 5 =	60

Timestables.co.uk



# Terms 3 & 4 sports and opinions



Focus will be on:

accurate pronunciation

communication skills through games

recognising written form of words

beginning to work out spelling through the sound of the words

## Year 5 Long Term Plan 2020-2021

Year 5 Term 1	Year 5 Term 2	Year 5 Term 3	Year 5 Term 4	Year 5 Term 5	Year 5 Term 6
<b>que hora son?</b>	<b>la comida</b>	<b>el deporte</b>	<b>el ejercicio</b>	<b>la musica</b>	<b>a ensayar</b>
<b>Learning Objectives:</b>	<b>Learning Objectives:</b>	<b>Learning Objectives:</b>	<b>Learning Objectives:</b>	<b>Learning Objectives:</b>	<b>Learning Objectives:</b>
<p>Children revise and extend their knowledge of numbers by learning the five times tables song</p> <p>Children learn how to ask and tell the time, firstly using hours, half past and quarter past/to and moving onto five minute accuracy.</p> <p>Children extend their food and drink vocabulary and discuss when breakfast is and what they eat.</p>	<p>Building upon last term's work, the children discuss what time lunch and dinner are.</p> <p>Children extend their food and drink vocabulary further describing what they eat for lunch and dinner.</p> <p>Children express opinion about likes and dislikes relating to food 'me gusta(n)', 'no me gusta(n),</p> <p>Children revise the use of the definite article</p> <p>Children write short sentences about food likes and dislikes</p>	<p>Children consolidate the vocabulary of likes and dislikes in the context of sports.</p> <p>Children discuss the sport they do 'juego al', 'practico', 'que deportes sabes practicar?' 'se jugar al'</p> <p>Children learn the use of a + definite article for playing sports</p> <p>Children learn adverbs of frequency to say how often they do different sports 'los lunes', 'todos los dias', 'una vez a la semana', 'a veces' 'nunca'</p>	<p>Children learn the pronouns</p> <p>Children conjugate regular AR verbs and the formal layout of a verb table (yo) practico (tu) practicas (el/ella) practica (nosotros) practicamos (vosotros) practicáis (ellos/ellas) practican</p> <p>Children use verbs to give instructions</p> <p>Children learn the hokey cokey in Spanish</p> <p>Children create a simple exercise routine using verbs to give instructions</p>	<p>Children revisit giving opinions 'me gusta' 'encantar'</p> <p>Children identify different types of music and state whether or not they like it</p> <p>Children learn the names of musical instruments</p> <p>Children ask about and say which instrument they can play</p> <p>Children sing 'I am the music man' in Spanish</p>	<p>Children can justify their likes and dislikes by giving reasons 'porque'</p> <p>Children learn more adjectives to describe music and hobbies to enable them to give reasons</p> <p>Children use the language they have learn to create a rap or a song</p> <p>Using their vocabulary and memory, children perform their song developing their pronunciation</p>