

St George's Central CE Primary School and Nursery

Long Term Plan for Languages Year 3 and Year 4

| 2024-2025 | | | | | | |
|---------------|---|---|---|---|--|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Questions | <p>¿Cómo puedo saludar a mis amigos en español?</p> <p><i>(How can I greet my friends in Spanish?)</i></p> | <p>¿Cuántos años tienes?</p> <p><i>(How old are you?)</i></p> | <p>¿Qué color es?</p> <p><i>(What colour is it?)</i></p> | <p>¿Qué me pide mi maestro que haga?</p> <p><i>(What does my teacher ask me to do?)</i></p> | <p>¿Cómo se llaman las diferentes partes de mi cuerpo?</p> <p><i>(What are the different parts of my body called?)</i></p> | <p>¿Cuáles son los nombres de las diferentes prendas de ropa?</p> <p><i>(What are the names of different items of clothing?)</i></p> |
| Theme | Basic greetings | Numbers 1 - 12 | Colours | Classroom instructions | Body parts | Clothes |
| Key Learning | <ul style="list-style-type: none"> Saying 'hola' and 'adios'. Asking and replying to the questions: ¿Qué tal? ¿Como te llamas? ¿Donde vives? Engaging in conversation. | <ul style="list-style-type: none"> Knowing the names for the numbers 1-12. Using numbers in a context (age) Asking and replying to the question: ¿Cuántos años tienes? | <ul style="list-style-type: none"> Knowing the names for commonly used colours. Using the words 'claro' and 'oscuro' to describe shades of colour. Beginning to understand the order in which nouns and adjectives must be used. | <ul style="list-style-type: none"> Understanding and acting upon a variety of classroom instructions. Providing spoken responses to these instructions. | <ul style="list-style-type: none"> Knowing the Spanish names for basic body parts. Constructing short sentences about body parts using the verb 'tener' and its conjugations. Being able to incorporate knowledge from previous units (e.g. number and colour) E.g: Tengo dos ojos azules | <ul style="list-style-type: none"> Knowing the names in Spanish for different items of clothing. Describing items of clothing using their colour (previous unit) and a variety of other adjectives. Constructing short sentences, deciding whether to use 'aquí está' or 'aquí están'. Describing where on the body different items of clothing are worn. (previous unit) |

'Never settle for less than your best'

| | | | | | | |
|---------------------------------------|--|---|--|--|--|--|
| Narional Curriculum objectives | <ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Listen attentively to spoken language and show understanding by joining in and responding. | | | | | |
| | <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary. • Appreciate songs and rhymes in the chosen language. | <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary. • Write phrases from memory. | <ul style="list-style-type: none"> • Understand basic grammar including key features and patterns of the language. • Broaden vocabulary and develop ability to understand new words. | <ul style="list-style-type: none"> • Understand and communicate ideas based on familiar and routine matters. • Broaden vocabulary and develop ability to understand new words. | <ul style="list-style-type: none"> • Broaden vocabulary and develop ability to understand new words • Understand basic grammar including the conjugation of high-frequency verbs and the use of feminine and masculine. • Present ideas and information orally. • Write phrases from memory. | <ul style="list-style-type: none"> • Broaden vocabulary and develop ability to understand new words • Understand basic grammar including conjugation of high-frequency verbs and the use of feminine and masculine. • Speak in sentences using familiar vocabulary. • Write phrases from memory. |

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

St George's Central CE Primary School and Nursery

Long Term Plan for Languages Year 3 and Year 4

| 2025-2026 | | | | | | |
|---------------|---|---|--|---|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Questions | <p>¿Cómo puedo saludar a mis amigos en español?</p> <p><i>(How can I greet my friends in Spanish?)</i></p> | <p>¿Cuál es la fecha de hoy?</p> <p><i>(What is the date today?)</i></p> | <p>¿Tienes una mascota?</p> <p><i>(Do you have a pet?)</i></p> | <p>¿Quiénes son los miembros de tu familia?</p> <p><i>(Who are the members of your family?)</i></p> | <p>¿De dónde eres?</p> <p><i>(Where are you from?)</i></p> | <p>¿Qué habitaciones hay en mi casa?</p> <p><i>(What rooms are in my house?)</i></p> |
| Theme | Basic greetings | Days of the week/months/dates | Pets | Classroom instructions | Countries and nationalities | Rooms and objects in a house |
| Key Learning | <ul style="list-style-type: none"> Saying 'hola' and 'adios'. Asking and replying to the questions: ¿Qué tal? ¿Como te llamas? ¿Donde vives? Engaging in conversation. | <ul style="list-style-type: none"> Knowing the names for the days of the week. Knowing the names for the months of the year. Knowing the numbers 1-31 to be able to say any date of the year. Asking and answering the question ¿Cuándo es tu cumpleaños? | <ul style="list-style-type: none"> Knowing the names for common pets and animals. Constructing short sentences about pets using the verb 'tener' and its conjugations (tengo or no tengo). Combining elements of prior knowledge, eg. numbers and pets (tengo tres gatos) | <ul style="list-style-type: none"> Knowing the names for different family members. Constructing spoken and written sentences about their family | <ul style="list-style-type: none"> Learning the names for different countries around the world and their associated nationalities. Constructing short sentences to give information about themselves using 'soy'. Using the verb 'vivir' and conjugating this to 'vivo' and vive'. | <ul style="list-style-type: none"> Learning the names for different rooms in a house or flat and the names of common items found in those rooms. Using the verb 'vivir' and conjugating this to 'vivo' and vive'. Constructing sentences to describe what rooms and objects are in their house. |

'Never settle for less than your best'

| | | | | | | |
|---------------------------------------|--|--|--|--|--|--|
| Narional Curriculum objectives | <ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Listen attentively to spoken language and show understanding by joining in and responding. | | | | | |
| | <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary. • Appreciate songs and rhymes in the chosen language. | <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions. • Speak in sentences using familiar vocabulary. • Write phrases from memory. • Broaden vocabulary and develop ability to understand new words. | <ul style="list-style-type: none"> • Understand basic grammar including feminine and masculine, conjugation of high-frequency verbs and key features and patterns of the language. • Broaden vocabulary and develop ability to understand new words. | <ul style="list-style-type: none"> • Understand and communicate ideas based on familiar and routine matters. • Broaden vocabulary and develop ability to understand new words. • Describe people orally and in writing. | <ul style="list-style-type: none"> • Broaden vocabulary and develop ability to understand new words • Understand basic grammar including the conjugation of high-frequency verbs. • Present ideas and information orally. • Write phrases from memory. | <ul style="list-style-type: none"> • Present ideas and information orally. • Broaden vocabulary and develop ability to understand new words • Understand basic grammar including the conjugation of high-frequency verbs. |

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

St George's Central CE Primary School and Nursery

Long Term Plan for Languages

Year 5 and Year 6

| 2024-2025 | | | | | | |
|----------------------|---|--|--|--|--|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Questions | ¿Cómo puedo ampliar mi comprensión de los saludos en español? <i>(How can I extend my understanding of greetings in Spanish?)</i> | ¿Qué lugares hay en una ciudad? <i>(What places are there in a town?)</i> | ¿Qué encontrarías en una escuela? <i>(What would you find in a school?)</i> | ¿Qué hora es? <i>(What time is it?)</i> | ¿Qué tiempo hace? <i>(What is the weather like?)</i> | ¿Qué quieres hacer en el futuro? <i>(What do you want to do in the future?)</i> |
| Theme | Basic greetings (revise) | Describing places and giving directions | My school | Time | Weather | Professions |
| Key Learning | <ul style="list-style-type: none"> Recapping work done in Y3 and Y4. Extending this knowledge by asking and replying to the questions: ¿Como eres? ¿Cuántos años tienes? ¿Cuándo es tu cumpleaños? Engaging in conversation. | <ul style="list-style-type: none"> Extending the question '¿Dónde vives?' Giving directions to get from one place to another, including 'a la derecha', 'a la izquierda' and 'todo recto'. Knowing the names of common places within a town, eg. el banco, el Mercado. Using adjectives to describe a place, e.g. 'bonita', 'moderna', 'aburrido' and 'divertido'. Writing at length about a place. | <ul style="list-style-type: none"> Knowing the names a variety of common classroom objects, subjects and rooms within a school. Conjugating the verbs 'tener' and 'haber' to talk and write at length about objects, subjects and rooms. Using prior knowledge of directions to direct someone to places within the school. | <ul style="list-style-type: none"> Using prior knowledge of numbers to ask and answer the question '¿Qué hora es?' Conjugation of the verb 'ser'. Using the language 'y' and 'menos' when telling the time. Using time talk about/write at length about a school routine using prior knowledge of school subjects. | <ul style="list-style-type: none"> Asking and answering the question '¿Qué tiempo hace?' Knowing the names for different types of weather. Conjugation of the verb 'ser' when talking about how the weather is during certain months of the year (prior knowledge of months) Beginning to use language related to frequency, e.g. 'generalmente', 'algunas veces'. | <ul style="list-style-type: none"> Asking and answering the question '¿Qué quieres hacer en el futuro?' Knowing the names given to a variety of common professions. Conjugation of the verb 'querer' when talking about what children want to do in the future' Undersating of how profession titles changes depending on gender. Beginning to think about reasons why |

'Never settle for less than your best'

| | | | | | | |
|---------------------------------------|--|--|--|---|--|--|
| | | | | | <ul style="list-style-type: none"> Stating preferences about seasons and giving reasons why according to the weather or things they like to do in these seasons. | <p>they would like to do a certain profession.</p> <ul style="list-style-type: none"> Writing information at length about themselves, including their hopes for the future. |
| Narional Curriculum objectives | <ul style="list-style-type: none"> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Listen attentively to spoken language and show understanding by joining in and responding. | | | | | |
| | <ul style="list-style-type: none"> Engage in conversations; ask and answer questions. Speak in sentences using familiar vocabulary. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. Write phrases from memory and adapt these to create new sentences. Read carefully and show understanding of words, phrases and simple writing. | <ul style="list-style-type: none"> Present information orally and in writing to a range of audiences. Speak in sentences using familiar vocabulary. Write phrases from memory and adapt these to create new sentences. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. Engage in conversations; express opinions and respond to those of others; seek clarification and help. Understand basic grammar including feminine and masculine. Describing people, places and things. | <ul style="list-style-type: none"> Understand basic grammar including feminine and masculine, conjugation of high-frequency verbs and key features and patterns of the language and how to apply these, for instance by building sentences. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. | <ul style="list-style-type: none"> Understand and communicate ideas based on familiar and routine matters. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. Describe people orally and in writing. Read carefully and show understanding of words, phrases and simple writing. Speak in sentences, using familiar vocabulary, phrases and basic language structures. | <ul style="list-style-type: none"> Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. Understand basic grammar including the conjugation of high-frequency verbs and the idea of tenses. Present ideas and information orally. Speaking in sentences using familiar vocabulary, phrases and basic language structures. Write phrases from memory. | <ul style="list-style-type: none"> Understand basic grammar including feminine and masculine, conjugation of high-frequency verbs and key features and patterns of the language and how to apply these, for instance by building sentences. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. Speaking in sentences using familiar vocabulary, phrases and basic language structures. Write phrases from memory. Engage in conversations; express opinions and respond to those of others. |

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

St George's Central CE Primary School and Nursery

Long Term Plan for Languages Year 5 and Year 6

| 2025-2026 | | | | | | |
|----------------------|---|--|---|--|--|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Questions | ¿Cómo puedo ampliar mi comprensión de los saludos en español? <i>(How can I extend my understanding of greetings in Spanish?)</i> | ¿Cuanto cuesta? <i>(How much does it cost?)</i> | ¿Qué deportes te gusta jugar? <i>(What sports do you like to play?)</i> | ¿Cuál es tu comida favorita? <i>(What is your favourite food?)</i> | ¿Cómo se describe usted? <i>(How do you describe yourself?)</i> | ¿Tocas algún instrumentos musicales? <i>(Do you play any musical instruments?)</i> |
| Theme | Basic greetings (revise) | Numbers 31-100 Money | Likes and dislikes (sports) | Like and dislikes (food) | Describing what you look like | Musical instruments and genres |
| Key Learning | <ul style="list-style-type: none"> Recapping work done in Y3 and Y4. Extending this knowledge by asking and replying to the questions: ¿Como eres? ¿Cuántos años tienes? ¿Cuándo es tu cumpleaños? Engaging in conversation. | <ul style="list-style-type: none"> Learning the names for the numbers 31-100. Using these numbers in the context of money. Learning about the Euro and its value. Completing Spanish calculations involving prices and amounts. Calculating change and giving this amount in Spanish. | <ul style="list-style-type: none"> Learning the names for a variety of different sports and pastimes. Using these sports/hobbies alongside the phrases 'me gusta' and 'no me gusta' to show preferences. Introduction of the verbs 'jugar' and 'hacer', deciding when it's appropriate to use which verb and conjugating this correctly. | <ul style="list-style-type: none"> Learning the names of a variety of different foods. Using these foods alongside the phrases 'me gusta', 'no me gusta', 'me encanta' and 'odio'. Introducing the phrase 'prefiero' to signify preference'. Using conjugations of the verb 'querer' to enable children to order food in a restaurant. | <ul style="list-style-type: none"> Knowing the names for different parts of the face and body. Learning a range of adjectives to describe people, e.g. 'delgado/a, rubio/a etc. Introducing the use of adjectives and agreement between noun and adjective. Understanding how adjectives change depending upon gender they are applied to. | <ul style="list-style-type: none"> Naming a variety of different musical instruments and musical genres. Learning the conjugations of the verb 'tocar' with relation to playing instruments. Incorporating prior knowledge on using the language of opinion to express their feeling towards different types of music. |

'Never settle for less than your best'

| | | | | | | |
|---------------------------------------|--|---|---|---|--|---|
| | | | <ul style="list-style-type: none"> Beginning to use frequencies to determine how often they do each sport/pastime. | <ul style="list-style-type: none"> Incorporating prior knowledge of numbers and money when buying/paying for food. | <ul style="list-style-type: none"> Drawing on prior knowledge of basic body parts (Year 3/4) Conjugation of the verb 'tener' to enable them to write at length a description about themselves and others. | <ul style="list-style-type: none"> Writing at length about their own and others' musical tastes and preferences. |
| Narional Curriculum objectives | <ul style="list-style-type: none"> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Listen attentively to spoken language and show understanding by joining in and responding. | | | | | |
| | <ul style="list-style-type: none"> Engage in conversations; ask and answer questions. Speak in sentences using familiar vocabulary. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. Write phrases from memory and adapt these to create new sentences. Read carefully and show understanding of words, phrases and simple writing. | <ul style="list-style-type: none"> Present information orally and in writing to a range of audiences. Speak in sentences using familiar vocabulary. Write phrases from memory and adapt these to create new sentences. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. Understand basic grammar including feminine and masculine. | <ul style="list-style-type: none"> Understand basic grammar including feminine and masculine, conjugation of high-frequency verbs and key features and patterns of the language and how to apply these, for instance by building increasingly complex sentences. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. Engage in conversations; ask and answer questions. | <ul style="list-style-type: none"> Understand and communicate ideas based on familiar and routine matters. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. Read carefully and show understanding of words, phrases and simple writing. Speak and writing in sentences, using familiar vocabulary, phrases and basic language structures. Engage in conversations; ask and answer questions. | <ul style="list-style-type: none"> Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. Understand basic grammar including the conjugation of high-frequency verbs and the idea of tenses. Present ideas and information orally. Speaking and writing in sentences using familiar vocabulary, phrases and basic language structures. Write phrases from memory. Describe people in detail orally and in writing. | <ul style="list-style-type: none"> Understand and communicate ideas based on familiar and routine matters. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. Understand basic grammar including the conjugation of high-frequency verbs and the idea of tenses. Read carefully and show understanding of words, phrases and simple writing. Speak and writing in sentences, using familiar vocabulary, phrases and basic language structures. |

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12