

Key Stage Two Spanish topics and objectives

Autumn 1	<p>Phonetics and I am learning Spanish</p> <ul style="list-style-type: none"> • Speak aloud familiar words or short phrases in chorus. • Use correct pronunciation when speaking and start to see links between pronunciation and spelling. • Develop understanding of the sounds of individual letters and groups of letters (phonics). 	<p>Phonetics 2 and Presenting Myself</p> <ul style="list-style-type: none"> • Communicate by asking and answering a wider range of questions, using longer phrases and sentences. • Present short pieces of information to another person. • Apply phonic knowledge to support speaking (also reading and writing). 	<p>Phonetics 3 and Do You Have a Pet?</p> <ul style="list-style-type: none"> • Take part in short conversations using sentences and familiar vocabulary. • Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. • Use the negative form, possessives and connectives.
Autumn 2	<p>Animals</p> <ul style="list-style-type: none"> • Speak aloud familiar words or short phrases in chorus. • Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. • Have better knowledge and recall of 1st person singular of high frequency verbs 	<p>Family</p> <ul style="list-style-type: none"> • Follow a text accurately whilst listening to it being read. • Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). • Listen for and identify specific words and phrases in instructions, stories and songs. 	<p>What is the date?</p> <ul style="list-style-type: none"> • Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). • Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
Spring 1	<p>Fruits</p> <ul style="list-style-type: none"> • Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). • Read aloud familiar words or short phrases in chorus • Understand better the concept of gender. 	<p>My Home</p> <ul style="list-style-type: none"> • Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). • Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns. • Introduce and use the negative form. 	<p>The Weather</p> <ul style="list-style-type: none"> • Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). • Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. • Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
Spring 2	<p>Instruments</p> <ul style="list-style-type: none"> • Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). • Read aloud familiar words or short phrases in chorus • Understand better the concept of gender 	<p>Goldilocks and the Three Bears</p> <ul style="list-style-type: none"> • Act out and perform the story in small groups • Children to make their own individual books • Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. • Write some familiar words, phrases and simple sentences from memory or using 	<p>Clothes</p> <ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). • Use verbs in the correct form (e.g. first person "I" or third person "he", "she",

		<p>supported written materials (e.g. using a word bank).</p> <ul style="list-style-type: none"> • Understand better the concept of adjectives 	<p>“you” in their writing to express what they and other people do, like etc.)</p> <ul style="list-style-type: none"> • Introduce the concept of whole regular verb conjugation. • Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.
Summer 1	<p>Little Red Riding Hood</p> <ul style="list-style-type: none"> • Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text. • Read aloud familiar words or short phrases in chorus 	<p>The Classroom</p> <ul style="list-style-type: none"> • Listen for and identify specific words and phrases in instructions, stories and songs. • Begin to look at what a fully conjugated verb looks like. • Communicate by asking and answering a wider range of questions, using longer phrases and sentences. • Apply phonic knowledge to support speaking (also reading and writing). 	<p>Habitats</p> <ul style="list-style-type: none"> • Produce a creative presentation about habitats to present to small groups • Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). • Present short pieces of information to another person. • Check spellings with a dictionary
Summer 2	<p>I Can</p> <ul style="list-style-type: none"> • Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). • Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). • Have better knowledge and recall of 1st person singular of high frequency verbs 	<p>Recap year’s previous topics/grammar/vocabulary</p> <p>At the cafe</p> <ul style="list-style-type: none"> • Children to write menus and create role plays in small groups. Children to learn cafe song. • Present short pieces of information to another person. • Communicate by asking and answering a wider range of questions, using longer phrases and sentences. • Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). 	<p>Healthy lifestyle</p> <p>Create own healthy recipes and combine to make a class recipe book</p> <ul style="list-style-type: none"> • Understand and express simple opinions using familiar topics and vocabulary. • Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). • Check spellings with a dictionary