

Medium-term plan

Topic number	Topic title	Objective	PoS NC link	KS2 Framework for languages link	Outcome	Cross-curricular links
1	Greetings	To say hello (distinguish between formal (¡Buenos días!) and informal (¡Hola!)) To say goodbye (¡Adiós!) To learn greeting customs (shaking hands, kissing on each cheek one, two, three or four times)	1a 1b 1c 1f 2b	O3.2 O3.3 O3.4 L3.1 L3.3 IU3.1 IU3.2 IU3.3 IU3.4	• To respond to and understand the meaning of <i>buenos días</i>, <i>hola</i>, <i>adiós</i>, <i>gracias</i> and <i>hasta luego</i> • To say the words <i>buenos días</i>, <i>hola</i>, <i>adiós</i>, <i>gracias</i> and <i>hasta luego</i> in the correct contexts	O3.2 Recognise and respond to sound patterns and words NC English KS2 Listening: To identify and respond to sound patterns in language IU3.2 Locate country/countries where the language is spoken NC Geography 3b: The location of places and environments they study IU3.3 Identify social conventions at home and in other cultures NC PSHE 4f: To think about the lives of people living in other places and times and people with different values and customs L3.1 Recognise some familiar words in written form NC English KS2 Reading 1b: Use word recognition and graphic knowledge

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4	Numbers 0-12	To count from 0 to 12	1a	O3.1	- To understand the numbers 0-12 - To use the numbers 0-12	O3.1 Listen and respond to simple rhymes and songs NNS YR Counting: Say and use the number names in order in familiar contexts L3.1 Recognise some familiar words in written form NC English KS2 Reading 1b: Use word recognition and graphic knowledge
			1b	O3.2		
			1c	O3.3		
				O3.4		
				L3.1		
5	Classroom instructions	To listen and respond to classroom instructions	1a	O3.2	To show understanding of simple commands, everyday classroom language and instructions for setting tasks	L3.3 Experiment with the writing of simple words NLS Y3 T1-3 W6: To use independent spelling strategies NC English KS2 Writing 4d: Use knowledge of common letter strings, visual patterns and analogy
			1b	O3.3		
			1c	O3.4		
			1f			
			3b			
6	Classroom objects	To understand and use names of classroom objects	1a	O3.2	- To ask and respond to the question <i>¿Qué es esto?</i>, e.g. <i>Es una silla</i> - To understand that <i>un</i> is masculine and <i>una</i> is feminine	O3.2 Recognise and respond to sound patterns and words NC English KS1 Speaking: To speak clearly, fluently and confidently to different people, pupils should be taught to speak with clear diction and appropriate intonation
			1b	O3.3		
			1c	O3.4		
			1f			
			3b	L3.1		

Section 1 Introduction

In this first section, which contains a term's work, the children will learn to introduce themselves in Spanish and to greet others. They will learn numbers 0–12 and some classroom objects. They will also begin to work on sounds and spellings, and use simple classroom instructions.

Topic titles

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|-----------------|-------------------------|---------------------------|
| 1. Greetings | 3. Introducing yourself | 5. Classroom instructions |
| 2. How are you? | 4. Numbers 0–12 | 6. Classroom objects |

Section vocabulary

<i>¡Buenos días!</i>	Good morning! (literally 'good day!' and more formal than <i>¡hola!</i>)
<i>¡Hola!</i>	Hello!
<i>¡Adiós!</i>	Goodbye!
<i>¡Hasta luego!</i>	See you later!
<i>gracias</i>	thank you
<i>¡Excelente!</i>	Excellent!
<i>¡Genial!</i>	Brilliant!
<i>muy bien</i>	very good
<i>¿Qué tal?</i>	How are you?/Are you well?
<i>¿Qué tal estás?</i>	How are you?/Are you well?
<i>Sí, estoy bien, gracias</i>	Yes, I'm well thank you
<i>Sí, estoy muy bien, gracias</i>	Yes, I'm very well thank you
<i>¿Y tú?</i>	And you? (response to question – familiar)
<i>¿Y usted?</i>	And you? (response to question – polite)
<i>regular</i>	so-so/not bad/OK
<i>No, no estoy bien</i>	No, I'm not too good
<i>No, estoy fatal</i>	No, I'm feeling terrible
<i>Voy a pasar lista</i>	I'm going to take the register
<i>en español/inglés</i>	in Spanish/English
<i>Presente</i>	Here
<i>Falta</i>	Away/not here
<i>señora/señorita/señor</i>	Mrs/Miss/Sir
<i>No está</i>	He/she isn't here
<i>¿Cómo te llamas?</i>	What's your name?
<i>(Yo) me llamo...</i>	My name is... What's yours?
<i>¿Y tú?</i>	
<i>Imaginad</i>	Imagine/Pretend (plural)
<i>¿Quién es?</i>	Who is it?
<i>Es...</i>	It is...
<i>¿Cómo se llama?</i>	What's his/her name?
<i>(Él) se llama...</i>	He is called/His name is...
<i>(Ella) se llama...</i>	She is called/Her name is...

<i>los números</i>	numbers
<i>cero</i>	0
<i>uno</i>	1
<i>dos</i>	2
<i>tres</i>	3
<i>cuatro</i>	4
<i>cinco</i>	5
<i>seis</i>	6
<i>siete</i>	7
<i>ocho</i>	8
<i>nueve</i>	9
<i>diez</i>	10
<i>once</i>	11
<i>doce</i>	12
<i>más</i>	more (also 'add/plus' in sums)
<i>menos</i>	less (also 'minus/take away' in sums)
<i>son</i>	are (equivalent to 'equals' in sums)
<i>y</i>	and
<i>¡Repetid!</i>	Repeat! (plural)
<i>¡Enseñadme!</i>	Show me! (plural)
<i>hoy</i>	today
<i>vamos a aprender</i>	we're going to learn
<i>¿Qué es esto?</i>	What is it?/ What is this?
<i>un dedo</i>	a finger
<i>¿Cuántos dedos hay?</i>	How many fingers are there?
<i>Hay...</i>	There is.../There are...
<i>¡He ganado!</i>	I've won!
<i>azul</i>	blue
<i>rojo</i>	red
<i>¡Escuchad!</i>	Listen! (plural)
<i>¡Mirad!</i>	Look! (plural)
<i>¡Miradme!</i>	Look at me! (plural)
<i>¡Tocad!</i>	Touch! (plural)
<i>¡Dad!</i>	Give! (plural)
<i>¡Dadme!</i>	Give me! (plural)

<i>¡Levantaos!</i>	Stand up! (plural)
<i>¡Sentaos!</i>	Sit down! (plural)
<i>¡Silencio!</i>	Quiet!
<i>¡Callaos!</i>	Be quiet! (plural)
<i>¡Muy bien!</i>	Well done!
<i>un chico</i>	a boy
<i>una chica</i>	a girl
<i>todos los chicos</i>	all the boys
<i>todas las chicas</i>	all the girls
<i>Simón dice</i>	Simon Says
<i>Eres la espía</i>	You're the spy (feminine)
<i>Eres el espía</i>	You're the spy (masculine)
<i>una mesa</i>	a table
<i>una silla</i>	a chair
<i>un libro</i>	a book
<i>un estuche</i>	a pencil case
<i>una goma</i>	an eraser
<i>un lápiz</i>	a pencil
<i>un bolígrafo/un boli</i>	a pen
<i>una regla</i>	a ruler
<i>una mochila</i>	a school bag
<i>por favor</i>	please
<i>muchas gracias</i>	thank you very much
<i>muchísimas gracias</i>	thank you very much indeed
<i>de nada</i>	you're welcome
<i>Da...a</i>	Give...to
<i>Veo algo que empieza con...</i>	I see something that begins with... (equivalent of 'I spy')
<i>¿Me pasas un lápiz, por favor?</i>	Please can you pass me a pencil
<i>¿Cuántos/Cuántas... hay?</i>	How many... is/are there?

Prior learning

It is helpful if children already know:

- the English alphabet
- how to sequence words in alphabetical order

Out-of-school learning

Children could:

- use greetings at home and with friends.
- look out for Spanish-made products in shops and at home.
- look out for Spanish books in shops and television programmes.
- take home a blank register sheet with *La lista* at the top to enable them to play taking registers at home. Encourage them to write the Spanish words they can remember.

- take home the expression masks and practise with parents, carers, siblings and friends.
- continue to build a word bank and find the equivalent of *¿Qué tal?* for other languages to add to classroom display (non-roman script as well as roman).
- practise with parents, carers and peers phrases learnt in class.
- bring in pictures of celebrities so they can practise the phrase *¿Cómo se llama?*
- research first names in other countries to increase language awareness, e.g. Andrew (English), Andreas (German), André (French), Andrés (Spanish), Andrea (Italian).
- practise counting with parents, carers, siblings and friends.
- sing the numbers to their favourite soap opera theme tunes.
- research information about Spain or famous Spanish people, using the Internet.
- use ICT to build a word bank at home of Spanish words learnt at school and others they come across in research or, for example, while on holiday.
- look for similarities in other languages they may come across and bring examples to school.

Assessment

Most children will:

- understand and respond to simple classroom instructions and commands
- use spoken Spanish to meet and greet others
- respond appropriately in Spanish to the register
- begin to recognise, read and pronounce sounds of combinations of letters, words and phrases
- understand and use numbers 0–12

Some children will not have made so much progress and will:

- understand simple instructions in Spanish with a prompt and/or visual support
- respond to simple questions with support from a spoken model or visual clue
- recognise numbers 0–12
- identify the gender of some nouns, referring to a model

Some children will have progressed further and will:

- say phrases from memory with clear pronunciation and meaning
- write some phrases
- use classroom vocabulary spontaneously in pairs or individually
- identify classroom objects using the correct gender

Notes/evaluation: