

## Spanish Long Term Plan Mixed Age 2-year cycle (Stages 1 and 2)

| Spanish LTP Year A (Stage 1)                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                 |                                                                      |                                                                    |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit                                                                                                                                                                                                                                                                                                                                                                                     | Content<br>Beginning to<br>learn...                                                                             | Phonics<br>Beginning to<br>recognise and<br>practise...              | Grammar<br>Beginning to<br>look at...                              | Language Learning<br>Skills<br>Beginning to ....                                                                                                                                             | Skill Levels<br>Stage 1<br>Stage 2                                                                                                                                                                                                                                                                                                                    |
| <b>Autumn 1</b> <ul style="list-style-type: none"> <li>A new start</li> </ul> <b>KPIs</b><br><i>Can</i><br><i>Say a greeting</i><br><i>Respond to a question about name or feelings</i><br><i>Attempt a question – name or feelings</i><br><i>Remember some numbers between 0-10</i><br><i>Say at least 4 colours</i>                                                                    | Greetings /farewells<br>Ask and answer question: name/ feelings.<br>Explore numbers 0-10.<br>Explore 6 colours. | ll / o / a / r / ue<br>oy / me / te<br>c / ua / ei / ie<br>z / v / j | Intonation when asking a question.                                 | Speak confidently<br>Identify key sounds<br>Ask question with intonation.<br>Read some familiar target language words.<br>Copywrite familiar target language words                           | <b>Stage 1 Sound Spelling</b><br>Can identify specific sounds /phonemes.<br><b>Stage 2 Sound Spelling</b><br>Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.<br><br><b>Stage 1 Listening</b><br>Can understand a few familiar spoken words and phrases.                                    |
| <b>Autumn 2</b> <ul style="list-style-type: none"> <li>Calendar and celebrations</li> </ul> <b>KPIs</b><br><i>Can:</i><br><i>Read and say some adjectives of colour</i><br><i>Recognise, say and attempt to write a day of week</i><br><i>Recognise and say most months</i><br><i>Attempt to write accurately an important month of year</i><br><i>Attempt to say and write the date</i> | Colours<br>Days of week<br>Months of year<br>Read and write dates in Spanish.<br><b>Culture:</b><br>Christmas   | mier / ma / ju / bre<br>z / v / j / ll / s / es                      | Intonation when asking a question.<br>Forming the date in Spanish. | Speak confidently<br>Identify key sounds<br>Ask question with intonation.<br>Take risks/positive attitude<br>Listen attentively<br>Make educated guesses<br>Make links with other languages. | <b>Stage 2 Listening</b><br>Can understand a few familiar spoken words and phrases.<br><br><b>Stage 1 Speaking</b><br>Can say/repeat a few short words and phrases and would be understood by a native speaker.<br><b>Stage 2 Speaking</b><br>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. |

## Spanish Long Term Plan Mixed Age 2-year cycle (Stages 1 and 2)

|                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                 |                                                                |                                                                                          |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spring 1</b> <ul style="list-style-type: none"> <li>Animals</li> </ul> <b>KPIs.</b><br><i>Remember and say animal nouns</i><br><i>Write a simple sentence about a favourite animal</i><br><i>Recognise a noun in a sentence</i>                                | Animals (pets) nouns<br>My favourite animal is ...<br>Animals I have/don't have...<br><b>Story:</b> Animals I see when I walk to school.                                                        | llo / ja / jo / va<br>ga / s / es / rr<br>mi / voy / gio / veo | Identify a noun<br>Aware of plural nouns<br>Nouns using indefinite article "a" (un/una). | Speak confidently (words and phrases)<br>Imitate pronunciation<br>Ask a question accurately<br>Listen attentively<br>Actions to aid memory<br>Make links with English and home languages.<br>Practise with a friend<br>Write simple sentences using a model.  | <b>Stage 1 Reading</b><br>Can recognise and read out a few familiar words and phrases.<br><b>Stage 2 Reading</b><br>Can understand simple written phrases. Can match sounds to familiar written words.<br><br><b>Stage 1 Writing</b><br>Can write a few simple words or phrases or symbols as emergent writers of target language.<br><b>Stage 2 Writing</b><br>Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.<br><br><b>Assessment:</b><br>Puzzle It Outs, all 4 skills or selected skills (from above)<br>Per half term/term<br><br>In line with the Common European Framework of |
| <b>Spring 2</b> <ul style="list-style-type: none"> <li>Carnival and numbers</li> </ul> <b>KPIs</b><br><i>Can</i><br><i>Recall numbers 1-10</i><br><i>Recognise and say numbers to 20</i><br><i>Recall personal info questions from Autumn 1</i><br><i>Say age</i> | Revisit numbers 0-11.<br>Revisit colours.<br>Ask and answer "How old are you?"<br>Participate in a simple dialogue (name, feelings, age).<br><b>Culture:</b> Carnival<br><b>Culture:</b> Easter | ce / ie / ca / quin<br>ci / ve / ñ / jo / lli / hue            | Intonation when asking a question.<br>Forming a question in Spanish.                     | Speak confidently (words and phrases)<br>Actions to aid memory<br>Recall and use prior learning<br>Ask a question accurately<br>Listen attentively<br>Positive attitude<br>Take risks<br>Imitate pronunciation<br>Make links with English and home languages. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Summer 1</b> <ul style="list-style-type: none"> <li>Hungry Giant</li> </ul> <b>KPIs</b><br><i>Can:</i><br><i>Understand and say fruit/veg nouns</i><br><i>Recall numbers 0-20</i><br><i>Count fruits</i>                                                       | Fruit and vegetable nouns<br>Numbers 0-20<br>Colours<br>I want<br>I would like ...<br>Please                                                                                                    | za / ja / ho<br>ham / qui / ci / vor                           | Polite requests<br>Singular and plural nouns.                                            | Speak confidently (words and phrases)<br>Actions/games to aid memory<br>Recall and use prior learning<br>Ask a question accurately<br>Listen attentively<br>Positive attitude                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Spanish Long Term Plan Mixed Age 2-year cycle (Stages 1 and 2)

|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                  |                                    |                                                                                              |                                                                                                                                                                                                                                                                                                                                                         |                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <p><i>Understand, enjoy, join in with story and board game</i></p> <p><i>Ask politely for an item</i></p> <p><i>Attempt to write a simple sentence using conjunction "and"</i></p>                                                                                                                                                                                                                                   | <p><b>Story:</b> The hungry giant story</p> <p><b>Board game:</b> The hungry giant</p>                                                                                           |                                    |                                                                                              | <p>Take risks</p> <p>Imitate pronunciation</p> <p>Make links with English and home languages.</p> <p>Write simple sentences using a model.</p>                                                                                                                                                                                                          | <p>Reference (CEFR), A1 (CEFR)</p> |
| <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>Going on a picnic and where I live</li> </ul> <p><b>KPIs</b></p> <p><i>Identify and understand familiar colours in a sentence</i></p> <p><i>Remember and say familiar colours</i></p> <p><i>Understand and join in with a story</i></p> <p><i>Ask the question "Where do you live?"</i></p> <p><i>Respond to the question with "I live in ..."</i></p> | <p>Food and drink for a picnic nouns.</p> <p><b>Story:</b> going on a picnic</p> <p><b>Culture:</b> Map and places - in Spain</p> <p>Where do you live?</p> <p>I live in ...</p> | <p>zu / vi / llo / que / gua /</p> | <p>Polite requests</p> <p>Singular and plural nouns.</p> <p>Asking a question accurately</p> | <p>Speak confidently (words and phrases)</p> <p>Actions/games to aid memory</p> <p>Recall and use prior learning</p> <p>Ask a question accurately</p> <p>Listen attentively</p> <p>Positive attitude</p> <p>Take risks</p> <p>Imitate pronunciation</p> <p>Make links with English and home languages.</p> <p>Write simple sentences using a model.</p> |                                    |

## Spanish Long Term Plan Mixed Age 2-year cycle (Stages 1 and 2)

| Spanish LTP Year B (Stage 2)                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                        |                                                                             |                                                 |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Content Revisit and develop...                                                                                                                                                                                                                         | Phonics Revisit and develop...                                              | Grammar Revisit and develop...                  | Language Learning Skills Revisit and develop...                                                                                                                                                                                                                                                                         | Skill Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Autumn 1</b> <ul style="list-style-type: none"> <li>Welcome to school</li> </ul> <b>KPIs</b><br><i>Can:</i><br><i>answer several questions about themselves</i><br><i>ask several questions about a friend</i><br><i>understand and respond to classroom instructions</i><br><i>recall days of week</i><br><i>recall months of year</i><br><i>say and write some nouns for places in school</i><br><i>say and write some nouns for classroom objects</i> | Recall personal information questions and answers<br>Recall 0-10 and some classroom instructions<br>Say and read numbers 10-20<br>Recall days and months<br>Names of areas /rooms in school<br>Classroom item nouns<br><b>Culture:</b> School in Spain | je / a<br>me / ch / io / aos<br>ce / ci / ju / vi / lu<br>iz / ma / er / la | Masculine and feminine singular nouns.          | Speak confidently (words, phrases, sentences).<br>Identify key sounds and silent letters.<br>Memory skills to aid comprehension<br>Identify language patterns<br>Ask question with correct intonation.<br>Read some familiar and unfamiliar target language words.<br>Write familiar target language words from memory. | <b>Stage 1 Sound Spelling</b><br>Can identify specific sounds /phonemes.<br><b>Stage 2 Sound Spelling</b><br>Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.<br><br><b>Stage 1 Listening</b><br>Can understand a few familiar spoken words and phrases.<br><b>Stage 2 Listening</b><br>Can understand a few familiar spoken words and phrases.<br><br><b>Stage 1 Speaking</b><br>Can say/repeat a few short words and phrases and would be understood by a native speaker.<br><b>Stage 2 Speaking</b><br>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. |
| <b>Autumn 2</b> <ul style="list-style-type: none"> <li>My town, your town</li> </ul> <b>KPIs</b><br><i>Can</i><br><i>Listen and respond accurately to sequence of commands</i><br><i>Communicate simple instructions</i><br><i>Recognise and read places in town nouns</i>                                                                                                                                                                                  | Revisit /extend colours<br>Revisit/extend classroom commands<br>Commands of movement and direction<br>Places in town/shops nouns<br>Ask and answer question<br>"Where is ...?"                                                                         | ci / ería / cia / van / sien<br>au / io / ne / í / á                        | Classify masculine and feminine singular nouns. | Speak confidently (words, phrases, sentences)<br>Identify key sounds/silent letters<br>Take risks/positive attitude<br>Listen attentively<br>Make educated guesses<br>Recall previously learnt language.                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Spanish Long Term Plan Mixed Age 2-year cycle (Stages 1 and 2)

|                                                                                                                                                                                                                                                                          |                                                                                                                                                                               |                                                     |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ask and respond appropriately to where something is                                                                                                                                                                                                                      | <b>Poem:</b> Bonfire Night<br><b>Culture:</b> shops and a typical town in Spain<br><b>Culture:</b> Christmas                                                                  |                                                     |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Stage 1 Reading</b><br>Can recognise and read out a few familiar words and phrases.<br><b>Stage 2 Reading</b><br>Can understand simple written phrases. Can match sounds to familiar written words.<br><br><b>Stage 1 Writing</b><br>Can write a few simple words or phrases or symbols as emergent writers of target language.<br><b>Stage 2 Writing</b><br>Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.<br><br><b>Assessment:</b><br>Puzzle It Outs, all 4 skills or selected skills (from above) Per half term/term<br><br>In line with the Common European Framework of Reference (CEFR), A1 (CEFR) |
| <b>Spring 1</b> <ul style="list-style-type: none"> <li>Alien family and faces</li> </ul> <b>KPIs</b><br>Remember and say nouns for members of family<br>Recognise, understand and say parts of face nouns<br>Write a simple sentence with a number and a face part noun. | <b>Culture:</b><br>Epiphany in Spain.<br>Family member nouns<br>Recall personal information<br>Parts of the face nouns<br>Simple sentences using numbers and face part nouns. | za / ja / jo / á                                    | Practise masculine and feminine nouns, singular and plural<br>Explore plural nouns in Spanish<br>Practise/use first person singular of verbs to have and to be (ser).<br>Practise asking a question. | Speak confidently (words, phrases and sentences)<br>Explore how to use a bilingual dictionary<br>Imitate pronunciation<br>Make educated guesses using context<br>Actions and games to aid memory<br>Recall and use previously learnt language<br>Take risks and learn from mistakes<br>Understand basic grammar<br>Identify sounds and silent letters.<br>Practise with a friend<br>Write simple sentences using a model. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Spring 2</b> <ul style="list-style-type: none"> <li>Moving our bodies</li> </ul> <b>KPIs</b><br>Recognise and use accurately body part nouns                                                                                                                          | Revisit face part nouns<br>Body parts nouns<br>Movement commands                                                                                                              | hom / llas / ie / gi<br>z / os / jo / ja / ue<br>qu | Practise Spanish verbs as commands.<br>Explore use of plural nouns<br>Explore use of singular nouns,                                                                                                 | Speak confidently (words and phrases)<br>Imitate the pronunciation of sounds<br>Use a bilingual dictionary to check                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Spanish Long Term Plan Mixed Age 2-year cycle (Stages 1 and 2)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                        |                                                                           |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                    |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><i>Understand simple descriptive sentence about body parts with colour adjectives and size adjectives</i></p> <p><i>Say and write simple sentence about for a physical description</i></p> <p><i>Follow a simple sequence of physical movement commands</i></p> <p><i>Communicate a simple sequence of physical movement commands</i></p>                                                                                                                                                                                        | <p>Use of "I have" with physical descriptions in Spanish.</p> <p>Generate simple sentence descriptions, adjective and nouns, to describe an alien.</p>                                                                                                                                 |                                                                           | <p>Practise using colours as adjectives with nouns in Spanish</p>                                      | <p>spellings or look up new words</p> <p>Make educated guesses of context</p> <p>Actions/games to aid memory</p> <p>Recall and use prior learning</p> <p>Positive attitude</p> <p>Take risks and learn from mistakes</p> <p>Imitate pronunciation</p>                                                                                              |  |
| <p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>At the doctors and jungle animals</li> </ul> <p><b>KPIs</b></p> <p><i>Recall body part nouns</i></p> <p><i>Explain what hurts and how feeling</i></p> <p><i>Take part in at the doctors' roleplay</i></p> <p><i>Identify jungle animal nouns</i></p> <p><i>Remember jungle animal nouns</i></p> <p><i>Identify and find meaning of unfamiliar adjectives</i></p> <p><i>Understand and join in with a story.</i></p> <p><i>Say/write a simple sentence – noun,</i></p> | <p>Recall body parts nouns</p> <p>Explaining how something hurts</p> <p>Ask the question "What is wrong?"</p> <p>At the doctors' roleplay</p> <p>Jungle animal nouns</p> <p>Adjectives of colour and size to describe animal nouns</p> <p><b>Story:</b> Walking through the jungle</p> | <p>ji / gre / pien</p> <p>que / due / sien / ci</p> <p>bie / que / ño</p> | <p>Revisit intonation when asking a question</p> <p>Using adjectives to describe a noun in Spanish</p> | <p>Speak confidently (words and phrases)</p> <p>Actions/games to aid memory</p> <p>Recall and use prior learning</p> <p>Ask a question accurately</p> <p>Listen attentively</p> <p>Positive attitude</p> <p>Take risks and learn from mistakes</p> <p>Make links with English and home languages.</p> <p>Write simple sentences using a model.</p> |  |

## Spanish Long Term Plan Mixed Age 2-year cycle (Stages 1 and 2)

|                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                           |                                                            |                                                              |                                                                                                                                                                                                                                                                                                              |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| adjective, conjunction<br>about jungle animals.                                                                                                                                                                                                                                                          |                                                                                                                                                                                                           |                                                            |                                                              |                                                                                                                                                                                                                                                                                                              |  |
| <b>Summer 2</b> <ul style="list-style-type: none"> <li>Summertime</li> </ul> <b>KPIs</b><br>Can:<br>Read and understand 3 simple sentences about the weather<br>Say and write 3 simple sentences about the weather<br>Understand some ice cream flavours<br>Participate in a 'buy an ice cream' roleplay | Weather statements<br>Weather question.<br>Ice cream flavours<br>Buying an ice cream<br>dialogues<br>Ice creams- I love, like, dislike<br><b>Culture:</b> Map and places - in Spain and weather forecasts | ha / ce / vien /<br>hay / llo / van / he<br>/ favo / vai / | Can ask for an item politely<br>Asking a question accurately | Speak confidently (words and phrases)<br>Actions/games to aid memory<br>Recall and use prior learning<br>Ask a question accurately<br>Listen attentively<br>Positive attitude<br>Take risks<br>Imitate pronunciation<br>Make links with English and home languages.<br>Write simple sentences using a model. |  |

## Spanish Long Term Plan Mixed Age 2-year cycle (Stages 1 and 2)

| Coverage in Year A (Stage 1)                                                                                                                                              |          |          |          |          |          |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|
| <b>Progression over year linked to DFE ATs 1-12 (English schools only)</b>                                                                                                |          |          |          |          |          |          |
| During Stage 1 children will begin to explore and develop all 12 DFE ATs (see highlighted cells in grid below)                                                            |          |          |          |          |          |          |
|                                                                                                                                                                           | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Listen attentively and show understanding by joining in and responding                                                                                                    |          |          |          |          |          |          |
| Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words                                                    |          |          |          |          |          |          |
| Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help.                                              |          |          |          |          |          |          |
| Speak in sentences, using familiar vocabulary, phrases, and basic language structures                                                                                     |          |          |          |          |          |          |
| Develop accurate pronunciation and intonations, so that others understand.                                                                                                |          |          |          |          |          |          |
| Present ideas and information orally to a range of audiences.                                                                                                             |          |          |          |          |          |          |
| Read carefully and show understanding of words, phrases and simple writing.                                                                                               |          |          |          |          |          |          |
| Appreciate stories, songs, poems and rhymes in another language.                                                                                                          |          |          |          |          |          |          |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary. |          |          |          |          |          |          |
| Write phrases from memory and adapt these to create new sentences to express ideas clearly.                                                                               |          |          |          |          |          |          |
| Describe people, places and things                                                                                                                                        |          |          |          |          |          |          |
| Understand basic grammar                                                                                                                                                  |          |          |          |          |          |          |

## Spanish Long Term Plan Mixed Age 2-year cycle (Stages 1 and 2)

| Coverage in Year B (Stage 2)                                                                                                                                              |          |          |          |          |          |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|
| <b>Progression over year linked to DFE ATs 1-12 (English schools only)</b>                                                                                                |          |          |          |          |          |          |
| During Stage 1 children will begin to explore and develop all 12 DFE ATs (see highlighted cells in grid below)                                                            |          |          |          |          |          |          |
|                                                                                                                                                                           | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Listen attentively and show understanding by joining in and responding                                                                                                    |          |          |          |          |          |          |
| Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words                                                    |          |          |          |          |          |          |
| Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help.                                              |          |          |          |          |          |          |
| Speak in sentences, using familiar vocabulary, phrases, and basic language structures                                                                                     |          |          |          |          |          |          |
| Develop accurate pronunciation and intonations, so that others understand.                                                                                                |          |          |          |          |          |          |
| Present ideas and information orally to a range of audiences.                                                                                                             |          |          |          |          |          |          |
| Read carefully and show understanding of words, phrases and simple writing.                                                                                               |          |          |          |          |          |          |
| Appreciate stories, songs, poems and rhymes in another language.                                                                                                          |          |          |          |          |          |          |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary. |          |          |          |          |          |          |
| Write phrases from memory and adapt these to create new sentences to express ideas clearly.                                                                               |          |          |          |          |          |          |
| Describe people, places and things                                                                                                                                        |          |          |          |          |          |          |
| Understand basic grammar                                                                                                                                                  |          |          |          |          |          |          |