

Cycle A			Cycle B	
Year 3/4	Year 5/6		Year 3/4	Year 5/6
<a href="#"><u>Spanish greetings with puppets</u></a> (from Y3)	<a href="#"><u>Describing family and friends in Spanish</u></a> (from Y5)	Autumn 1	<a href="#"><u>Welcome to Spain</u></a> (adapted from Y3 'Where do you live in Spain')	<a href="#"><u>Favourite foods in Spanish</u></a> (adapted from Y5)
<a href="#"><u>Spanish numbers and ages</u></a> (from Y3)	<a href="#"><u>Spanish portraits</u></a> (from Y5)	Autumn 2	<a href="#"><u>Shapes and colours in Spanish</u></a> (from Y3)	<a href="#"><u>Sports in Spanish</u></a> (from Y5)
<a href="#"><u>Pets and colours in Spanish</u></a> (adapted from Y4)	<a href="#"><u>Shopping in Spain</u></a> (from Y6)	Spring 1	<a href="#"><u>At the Spanish market</u></a> NEW UNIT	<a href="#"><u>Clothes in Spanish</u></a> (adapted from Y6)
<a href="#"><u>Classroom objects in Spanish</u></a> (from Y3)	<a href="#"><u>Household tasks in Spanish</u></a> (adapted from Y6)	Spring 2	<a href="#"><u>Weather in Spain</u></a> (from Y4)	<a href="#"><u>School life in Spanish</u></a> (adapted from Y6)
<a href="#"><u>Dates and birthdays</u></a> (adapted from Y4)	<a href="#"><u>A trip across Spain</u></a> (from Y5)	Summer 1	<a href="#"><u>Spanish celebrations</u></a> (from Y4)	<a href="#"><u>Free time in Spain</u></a> (from Y6)
<a href="#"><u>Journey around Latin America</u></a> (from Y3)	<a href="#"><u>Saving South America</u></a> (from Y5)	Summer 2	<a href="#"><u>The Amazon rainforest</u></a> (from Y4)	<a href="#"><u>Maya city treasure hunt</u></a> (from Y6)

Year 3/4 Cycle A

<p><b>Autumn 1</b></p>	<p><u>Spanish greetings with puppets</u></p> <p>Using puppets to practise a variety of Spanish greetings, children learn how to introduce themselves and say how they are feeling. They perform a finger rhyme based on a Spanish puppet festival tradition.</p>	<p><b>Autumn 2</b></p>	<p><u>Spanish numbers and ages</u></p> <p>Through playing traditional Spanish counting games, children learn the numbers from one to twelve. They discover how to give their age in Spanish and ask others how old they are.</p>
<p><b>Spring 1</b></p>	<p><u>Pets and colours in Spanish</u></p> <p>Through listening to a song and playing games, the children learn the vocabulary for common pets and colours. Using this new vocabulary to compose descriptive sentences, the children create stories about pets.</p>	<p><b>Spring 2</b></p>	<p><u>Classroom objects in Spanish</u></p> <p>By playing speaking and listening games, children learn some basic classroom instructions. They learn the vocabulary for classroom items found in their school bag, and discover that every Spanish noun is either 'masculine' or 'feminine'. Children learn how to describe what they have and do not have in their school bag, using plurals and conjunctions.</p>
<p><b>Summer 1</b></p>	<p><u>Dates and birthdays</u></p> <p>Mastering the numbers to 31 and the months of the year, children learn to say the date. Children learn about some of Spain's biggest festivities and the dates they occur. They learn to ask and answer the question, 'When is your birthday?' and find out about some Mexican birthday traditions.</p>	<p><b>Summer 2</b></p>	<p><u>Journey around Latin America</u></p> <p>Following in the footsteps of 'Oscar el Oso' - Oscar the bear, children look at a map of Latin America and locate Spanish-speaking countries. They find out the vocabulary for different forms of transport before creating a travel diary for Oscar the bear, detailing which country he will visit on each day of the week and describing how he will get there.</p>

Year 3/4 Cycle B

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<b>Autumn 1</b>	<p><u><a href="#">Welcome to Spain</a></u></p> <p>Identifying Madrid and other key Spanish cities on a map, children practise greeting new people and introducing themselves. They ask and respond to questions about how they are feeling and where they live, and write a postcard to a Spanish friend..</p>	<b>Autumn 2</b>	<p><u><a href="#">Shapes and colours in Spanish</a></u></p> <p>Taking inspiration from mosaic and tile art of Barcelona and Granada, children describe different shapes and colours and learn about the position of adjectives in relation to nouns in Spanish.</p>
<b>Spring 1</b>	<p><u><a href="#">At the Spanish market</a></u></p> <p>Visiting a typical Spanish market, children practise counting and learn to source new vocabulary for fruits using a bilingual dictionary whilst developing their understanding of noun gender. Creating a shopping list for their own recipe based on a typical dish, they role play a trip to the Spanish market to buy the items they need.</p>	<b>Spring 2</b>	<p><u><a href="#">Weather in Spain</a></u></p> <p>Identifying different locations in Spain using compass points and learning phrases for different types of weather, children prepare and present a weather forecast.</p>
<b>Summer 1</b>	<p><u><a href="#">Spanish celebrations</a></u></p> <p>Finding out about some key festivals and celebrations, children ask and answer questions about which activities they do or do not like to do.</p>	<b>Summer 2</b>	<p><u><a href="#">The Amazon rainforest</a></u></p> <p>Identifying the geographical features found in Peru, children immerse themselves deep into the sights and sounds of the Amazon rainforest, describing the different animals they encounter in each forest layer.</p>

Year 5/6 Cycle A

<p><b>Autumn 1</b></p>	<p><u><b>Describing family and friends in Spanish</b></u></p> <p>Looking at a family tree, children find out the vocabulary for different family members and describe the relationship between each of them. They use verbs in the third person singular to write a detailed description of a family member or friend outlining key information about them.</p>	<p><b>Autumn 2</b></p>	<p><u><b>Spanish portraits</b></u></p> <p>Deducing the vocabulary for describing facial features, children apply their knowledge of noun-adjective agreement to plural nouns. They find out about some famous Spanish cubist artists and create portraits in the cubist style, before describing the faces in their portraits.</p>
<p><b>Spring 1</b></p>	<p><u><b>Shopping in Spain</b></u></p> <p>Visiting a Spanish market, children describe the name and location of the different market stalls. They play a fun board game to practise their transactional language and apply their knowledge of larger numbers and handling money.</p>	<p><b>Spring 2</b></p>	<p><u><b>Household tasks in Spanish</b></u></p> <p>Designing their own robot to complete jobs around the house, children describe its features and advertise the robot by using sentence builders and adapting statements to make them more persuasive. They practise giving their opinions about household tasks and justifying their opinions.</p>
<p><b>Summer 1</b></p>	<p><u><b>A trip across Spain</b></u></p> <p>Finding about some significant Spanish cities and their well-known tourist attractions, the children enhance their knowledge of Spain's geography and culture. Learning to form the future tense, they engage in role-play conversations about travel plans to these important cities.</p>	<p><b>Summer 2</b></p>	<p><u><b>Saving South America</b></u></p> <p>Focusing on South America children explore its diverse geography and examine the impact of climate change, deforestation and pollution in the region. They create a campaign advert that uses comparative sentences to outline environmental changes over time and propose solutions to the region's environmental issues.</p>

Year 5/6 Cycle B

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<b>Autumn 1</b>	<p><u>Favourite foods in Spanish</u></p> <p>Discovering ways to express likes, dislikes and preferences, children engage in conversations about food. To develop their questioning skills further, they use a range of questions in order to design perfectly personalised pizzas.</p>	<b>Autumn 2</b>	<p><u>Sports in Spanish</u></p> <p>Learning vocabulary to describe different sports, the children ask and answer questions about sports they practise. They read and then follow instructions to play the Maya ball game before creating their own original game. Using the imperative form of some regular verbs, the children write a set of instructions to accompany their new ball game.</p>
<b>Spring 1</b>	<p><u>Clothes in Spanish</u></p> <p>Demonstrating an understanding of adjectival agreement, children use colours and other adjectives to describe a range of outfits designed for different activities.</p>	<b>Spring 2</b>	<p><u>School life in Spanish</u></p> <p>Learning the names of school subjects in Spanish, children express likes and dislikes about them. They use a variety of adjectives to give their opinions and compare school subjects. Conducting an interview with a partner, they discuss their favourite school day and write a letter to a friend to describe it.</p>
<b>Summer 1</b>	<p><u>Freetime in Spain</u></p> <p>Exploring verbs in the present tense, children create a shared travel blog to describe activities that take place in different parts of Spain during each season. They compare travel plans and explain their preferences.</p>	<b>Summer 2</b>	<p><u>Maya city treasure hunt</u></p> <p>Finding about ancient Maya cities and their amazing landmarks, children draw conclusions about the ancient Maya people. Using descriptive and directional language, children create and follow clues for a treasure hunt that navigates key landmarks within an Ancient Maya city.</p>