

St George's Central CE Primary School and Nursery

Long Term Plan for Languages Year 3 and Year 4

2026-2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	¿Cómo puedo saludar a mis amigos en español? <i>(How can I greet my friends in Spanish?)</i>	¿Cuántos años tienes? <i>(How old are you?)</i>	¿Qué color es? <i>(What colour is it?)</i>	¿Qué me pide mi maestro que haga? <i>(What does my teacher ask me to do?)</i>	¿Cómo se llaman las diferentes partes de mi cuerpo? <i>(What are the different parts of my body called?)</i>	¿Cuáles son los nombres de las diferentes prendas de ropa? <i>(What are the names of different items of clothing?)</i>
Theme	Basic greetings	Numbers 1 - 12	Colours	Classroom instructions	Body parts	Clothes
Key Learning	- Saying 'hola' and 'adios'. - Asking and replying to the questions: ¿Qué tal? ¿Como te llamas? ¿Donde vives? - Engaging in conversation.	- Knowing the names for the numbers 1-12. - Using numbers in a context (age) - Asking and replying to the question: ¿Cuántos años tienes?	- 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.	- Understanding and acting upon a variety of classroom instructions. - Providing spoken responses to these instructions.	- 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	- 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)

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National Curriculum objectives	- 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.					
	- Engage in conversations; ask and answer questions. - Speak in sentences using familiar vocabulary. - Appreciate songs and rhymes in the chosen language.	- Engage in conversations; ask and answer questions. - Speak in sentences using familiar vocabulary. - Write phrases from memory.	- Understand basic grammar including key features and patterns of the language. - Broaden vocabulary and develop ability to understand new words.	- Understand and communicate ideas based on familiar and routine matters. - Broaden vocabulary and develop ability to understand new words.	- 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.	- 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.

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2027-2028						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	¿Cómo puedo saludar a mis amigos en español? <i>(How can I greet my friends in Spanish?)</i>	¿Cuál es la fecha de hoy? <i>(What is the date today?)</i>	¿Tienes una mascota? <i>(Do you have a pet?)</i>	¿Quiénes son los miembros de tu familia? <i>(Who are the members of your family?)</i>	¿De dónde eres? <i>(Where are you from?)</i>	¿Qué habitaciones hay en mi casa? <i>(What rooms are in my house?)</i>
Theme	Basic greetings	Days of the week/months/dates	Pets	Classroom instructions	Countries and nationalities	Rooms and objects in a house
Key Learning	- Saying 'hola' and 'adios'. - Asking and replying to the questions: ¿Qué tal? ¿Como te llamas? ¿Donde vives? - Engaging in conversation.	- 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?	- 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)	- Knowing the names for different family members. - Constructing spoken and written sentences about their family	- 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'.	- 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.

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	- Engage in conversations; ask and answer questions. - Speak in sentences using familiar vocabulary. - Appreciate songs and rhymes in the chosen language.	- 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.	- 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.	- 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.	- 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.	- Present ideas and information orally. - Broaden vocabulary and develop ability to understand new words - Understand basic grammar including the conjugation of high-frequency verbs.

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Long Term Plan for Languages

Year 5 and Year 6

2026-2027						
	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	- 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.	- 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.	- 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.	- 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.	- Asking and answering the question '¿Qué tiempo hace?' - Knowing the names for different types of weather. - Conjugation of the verb 'ser' when talking /writing at length 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'.	- 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

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					Stating preferences about seasons and giving reasons why according to the weather or things they like to do in these seasons.	they would like to do a certain profession. Writing information at length about themselves, including their hopes for the future.
Narional Curriculum objectives	- 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.					
	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.

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Long Term Plan for Languages Year 5 and Year 6

2027-2028						
	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	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.

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			Beginning to use frequencies to determine how often they do each sport/pastime.	Incorporating prior knowledge of numbers and money when buying/paying for food.	- 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.	Writing at length about their own and others' musical tastes and preferences.
National Curriculum objectives	- 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.					
	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.

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