	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Nursery	Greetings (Hola, buenos días,	Greetings / Questions	Wild animals	Fruits	Numbers 0-10	Animals (pets)			
	buenas tardes, adiós, hasta	(name, how they feel, etc.)	Fruits	Colours	Fruits and food	Body parts.			
	luego). Say their names.	Colours	Numbers 0-5	Farm animals					
		Christmas							
Reception	Greetings and questions	Colours	Body parts	Animals	Fruits	Numbers 0-15			
	Numbers 0-10.	Snacks	Numbers 0-15	Feelings	Me gusta/no me	(counting forwards			
	Colours	Vegetables			gusta,	and backwards)			
	Shapes	Christmas				Oso marron story			
EYFS	Enjoy listening to and speaking in the language. Understand conventions such as taking turns to speak, valuing the contribution of others. Use songs and rhymes to								
(skills)	help learn new vocabulary. Repeat words/ simple phrases modelled by a teacher. Begin to join in with actions and some words to accompany familiar songs, stories								
	and rhymes.								
Year 1	Personal questions	Classroom instructions	Numbers 0-20	Farm animals	Numbers 0-30	Sea creatures			
	Numbers 0-15	Toys	Transport		Jobs				
	Body parts	Christmas	Journeys to school		Places of work				
	Colours								
Year 1	Listen and show understanding of single words/ simple phrases through physical response. Join in with actions and some words to accompany familiar songs, stories								
(skills)	and rhymes. Answer and begin	to ask some familiar questions	using simple, rehearsed language	age.					
Year 2	Reinforcement of Y1	Days of the week	Space	Animals	Weather	Mini-beasts			
	Numbers 0-30	Clothes	Numbers 0-50	Home environment	Numbers 0-50				
	Families	Christmas	Comparing British and		(calculations)				
			Spanish greetings						
Year 2	Listen and identify rhyming w	ords and particular sounds in s	songs and rhymes. Name obje	cts and actions and link wor	ds with a simple connec	tive. Name nouns and			
(skills)	present a rehearsed simple sto	itement. Answer and begin to a	isk some familiar questions usi	ing simple, rehearsed languag	e and including opinions.				
Year 3	Reinforcement of Yr 2	Colours	Days and months	Animal/pet descriptions	Sports	Exotic fruits			
	Colours	Classroom objects	Birthdays	Numbers to 100	Likes/dislikes	Healthy eating			
	Body parts	Compare Spanish Christmas	Odd and even numbers	(written)		Preferences			
	Numbers to 100	to British				Animals			
Year 3	Listen and show understanding of longer sentences through physical response. Listen and identify words in songs and rhymes and demonstrate understanding. Use								
(skills)	familiar vocabulary to say sim	ple sentences using a language	e scaffold. Ask and answer s	everal simple and familiar qu	uestions with a rehears	ed response including			
•	opinions and simple justification	ons. Read and recognise famili	ar words using knowledge of p	phonemes and pronounce who	en modelled. Read and s	how understanding of			
	familiar single words and simple phrases. Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary. Write and say familiar								
	Taminar single words and simple	e priruses. Ose strutegies for i	memor isamon of vocabulary, b	e fullillar with the layout of	a bi-inigual alcitonal y.	Wille and Juy Tallina			

Year 4	Reinforcement of Yr 3	School subjects and	Weather	Animals and their	Sports	Food and drink,			
	Describing colour, length and	opinions	Months of the year	habitats	Producing written	including sandwich			
	type of hair	The Spanish alphabet	Seasons	Numbers to 200	sentences combining	fillings and ice			
	Describing eye colours	Time (on the hour and half		(written)	verbs and sports	cream flavours			
	Numbers to 200	past)			'	Café role play			
		Christmas				Cost in euros			
Year 4	Listen and show understanding	g of more complex familiar ser	ntences. Make simple rehears	ed statements about themse	lves, objects and people	e. Say a simple rhyme			
(skills)	from memory; join in with words of a song or storytelling. Ask and answer more complex familiar questions with a scaffold of responses. Read and pronounce familiar								
,	words accurately using knowledge of phonemes. Read and show understanding of familiar longer sentences. Use context to predict the meaning of new words; use a								
	bi-lingual dictionary to find the meaning of individual words in the target language and English. Write and say a sentence to describe people, places, things and								
	actions using a language scaffo	ld. Write simple familiar short	phrases/ sentences from me	mory with understandable ac	curacy.				
Year 5	Reinforcement of Yr 4	Time	School life	Rooms	Family	Countries			
	Family members and	Colours	Transport and reasons	Bedroom items	Opinions	Nationalities			
	descriptions	Clothing	Numbers to 500	Prepositions	Hobbies and	Weather			
	Body parts				reasons				
Year 5	Listen and show understanding	g of more complex sentences o	containing familiar words and	gist with unfamiliar words.	Follow the text of fami	liar rhymes and songs			
(skills)	identifying the meaning of words. Use familiar vocabulary to say more complex sentences using a language scaffold. Use a language scaffold to present information								
	and descriptions in simple sentences using familiar and rehearsed language. Follow the simple text of a familiar song or story and sing or read aloud. Engage in a								
	•	9	5 5	•		5 5			
	short conversation using famil	iar questions and express opini	ons. Ask for clarification and	help. Start to predict the p	onunciation of unfamilio	ar words in a sentence			
	short conversation using familiusing knowledge of phonemes.	iar questions and express opini Read and show understandin	ons. Ask for clarification and g of a complex sentence usir	help. Start to predict the p ng familiar language. Use co	ronunciation of unfamilion ntext and prior knowled	ar words in a sentence dge to determine the			
	short conversation using famili using knowledge of phonemes. meaning of words; use a bi-lii	iar questions and express opini . Read and show understandin ngual dictionary to identify th	ons. Ask for clarification and g of a complex sentence usir ne word class. Write and say	help. Start to predict the p ng familiar language. Use co longer sentences to descri	ronunciation of unfamilion ntext and prior knowled	ar words in a sentence dge to determine the			
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