

| Spanish Stage 1 LTP (V2T/C2T)                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                |                                                                                                 |                                    |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit                                                                                                                                                                                                                                                                                                                                                                               | Content Beginning ...                                                                                          | Phonics Beginning ...                                                                           | Grammar Beginning ...              | Language Learning Skills Beginning ...                                                                                                                                                       | Skill Level                                                                                                                                                                                                                                                                                                                                         |
| <b>Autumn 1</b> <ul style="list-style-type: none"> <li>Getting Started</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 nos between 0-11</i><br><i>Say at least 4 colours</i>                                                              | Greetings/fare wells<br>Ask and answer question: name/ feelings.<br>Explore numbers 0-11.<br>Explore 6 colours | Silent letters<br>H<br>Pronunciation of letters<br>j/z/v<br>Sound spelling<br>uy/ci/ce/ll/ei/ie | 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>Sound Spelling</b><br>Can identify specific sounds /phonemes.<br><b>Listening</b><br>Can understand a few familiar spoken words and phrases.<br><b>Speaking</b><br>Can say/repeat a few short words and phrases and would be understood by a native speaker.                                                                                     |
| <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 and say a day of week</i><br><i>Attempt to copywrite accurately 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> | Colours<br>Commands in class<br>Days of week<br>Months of year<br><b>Culture:</b><br>Christmas                 | Silent letters<br>h<br>Pronunciation<br>j/v<br>Sound spelling<br>ao/me                          | Intonation when asking a question. | 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>Reading</b><br>Can recognise and read out a few familiar words and phrases.<br><b>Writing</b><br>Can write a few simple words or phrases or symbols as emergent writers of target language.<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 |

|                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                         |                                                                    |                                                                                                      |                                                                                                                                                                                                                                                               |                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>Spring 1</b> <ul style="list-style-type: none"> <li>Animals I like and don't like.</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>What is it?<br>My favourite animal is ...<br><b>Story:</b> Animals I see when I walk to school.                                                                                                                 | Stress on letters à<br>Pronunciation v/j/z<br>Sound spelling rr/ll | 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.  | Framework of Reference (CEFR), A1 (CEFR) |
| <b>Spring 2</b> <ul style="list-style-type: none"> <li>Carnival Time</li> </ul> <b>KPIs</b><br><i>Can</i><br><i>Recall numbers 0-11</i><br><i>Recall personal info questions from Autumn 1</i><br><i>Say age</i><br><i>Recall some months of year</i><br><i>Recall some days of week</i><br><i>Attempt to say and write the date</i> | Revisit numbers 0-11.<br>Revisit colours.<br>Ask and answer "How old are you?"<br>Read and write dates in Spanish.<br>Participate in a simple dialogue (name, feelings, age).<br><b>Culture:</b><br>Carnival<br><b>Culture :</b> Easter | Pronunciation of letters letters j/g/v/z<br>Sound spelling ce/cu   | Intonation when asking a question.<br>Forming a question in Spanish.<br>Forming the date 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>Fruits, vegetables, hungry giant story</li> </ul> <b>KPIs</b><br><i>Can:</i>                                                                                                                                                                                                  | Fruits and vegetable nouns<br>Numbers 0-11<br>Colours<br>I want<br>I would like ...                                                                                                                                                     | Silent letters h<br>Sound spelling za/ia                           | Polite requests<br>Singular and plural nouns.                                                        | Speak confidently (words and phrases)<br>Actions/games to aid memory<br>Recall and use prior learning                                                                                                                                                         |                                          |

|                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                    |                                                                                                |                                                                                        |                                                                                                                                                                                                                                                                                                                              |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Understand and say fruit/veg nouns<br/>Recall numbers 0-15<br/>Count fruits<br/>Understand, enjoy, join in with story and board game<br/>Ask politely for an item<br/>Attempt to write a simple sentence using conjunction "and"</p>                                                                                                                                                          | <p>Please<br/><b>Story:</b> The hungry giant story, performance<br/><b>Board game:</b> The hungry giant</p>                                                                                                                                                        |                                                                                                |                                                                                        | <p>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.</p>                                                                                                             |  |
| <p>Summer 2</p> <ul style="list-style-type: none"> <li>• Going on a picnic</li> <li>• Aliens in Spain</li> <li>• Language Puzzle</li> </ul> <p><b>KPIs</b><br/>Identify and understand familiar colours in a sentence<br/>Remember and say familiar colours<br/>Understand and join in with a story<br/>Ask the question "Where do you live/<br/>Respond to the question with "I live in .."</p> | <p>Food and drink for a picnic nouns.<br/><b>Story:</b> going on a picnic<br/><b>Culture:</b> Map and places - in Spain<br/>Where do you live?<br/>I live in ....<br/><b>Language Puzzle:</b> using our language detective skills to explore another language.</p> | <p>Silent letters<br/>h<br/>Pronunciation of letters<br/>z/v<br/>Sound spelling<br/>gua/ll</p> | <p>Polite requests<br/>Singular and plural nouns.<br/>Asking a question accurately</p> | <p>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.</p> |  |

| <b>Progression over year linked to DFE ATs 1-12 (English schools only)</b><br>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                                                                                                                                                                     |          |          |          |          |          |          |