



## Spanish Long Term Plan - National Curriculum Content

New 2025/ 2026



| Year Three | Autumn Term<br>I am learning Spanish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring Term<br>Fruits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Summer Term<br>The Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|            | <p><b>To find Spain on a map and recall at least 1 Hispanic country</b><br/>Children can locate Spain on a map and understand that there are other countries around the world that use Spanish as their national language.</p> <p><b>To greet people in different ways.</b><br/>Children can say 'Hello', 'Good morning', 'Good afternoon', 'Good night' (Hola, Buenos dias, Buenas tardes, Buenas noches).</p> <p><b>To exchange names in Spanish.</b><br/>Children can ask what someone's name is ('Como te llamas?')<br/>Children can say what their name is ('Me llamo <u>insert name</u>')</p> <p><b>To recognise and repeat numbers one to ten.</b><br/>Children can count from 1-10 in Spanish and can be given a specific number and repeat it back in Spanish.</p> <p><b>To recognise and recall 10 colours</b><br/>Children can recognise and recall 10 different colours in Spanish.</p> | <p><b>To recognise and recall 10 different fruits with the correct articles and determiners.</b><br/>Children can name, recognise and remember up to 10 fruits in Spanish and spell some of these nouns with their correct article/determiner.<br/>Una manzana = An apple Una fresa = A strawberry Una naranja = An orange Una pera = A pear Una cereza = A cherry Una ciruela = A plum Un melocotón = A peach Un plátano = A banana Un kiwi = A kiwi Un albaricoque = An apricot</p> <p><b>To be able to change singular nouns into the plural form</b><br/>Children recognise how quantifiers change for single/plural amounts<br/>Las manzanas = the apples Las fresas = the strawberries Las naranjas = the oranges Las peras = the pears Las cerezas = the cherries Las ciruelas = the plums Los melocotones = the peaches Los plátanos = the bananas Los kiwis = the kiwis Los albaricoques = the apricots</p> <p><b>To give a preference for or against.</b></p> | <p><b>To identify, say in order and respond to days of the week</b><br/>Children know the Spanish words for the 7 days of the week.<br/>Lunes/Monday martes/Tuesday<br/>miércoles/Wednesday jueves/Thursday<br/>Viernes/Friday sábado/Saturday<br/>Domingo/Sunday</p> <p><b>To identify and recall the 12 months of the year in Spanish.</b><br/>Children can recognise and recall all 12 months of the year in Spanish.<br/>Children can recognise and say the questions 'What month is it?' (Qué mes es?) and answer with Today is... (Hoy es ...)<br/>Enero/January febrero/February marzo/March<br/>Abril/April mayo/May junio/June julio/July<br/>Agosto/August septiembre/September<br/>Octubre/October Noviembre/November<br/>Diciembre/December</p> <p><b>To be able to count to 31.</b><br/>Children can count from 1-31 in Spanish.<br/>They can identify the correct number when it is said in Spanish.</p> |

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|  | <p>Azul/ blue Amarillo/yellow verde/green negro/black blanco/ white gris/ grey naranja/orange morado/purple marron/brown</p> | <p>Children can say verbally and in writing that they like or dislike a food ('Me gusta _____' or 'No me gusta _____')</p> | <p><b>To ask/answer questions about birthdays.</b><br/>Children can recognise the question 'When is your birthday?' ('Cuándo es tu cumpleaños?') Children can say when their birthday is ('Mi cumpleaños es el tres de abril.').</p> |
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| Year Four | Autumn Term<br>Seasons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring Term<br>My Home                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Summer Term<br>The Classroom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|           | <p><b>To recognise and recall the four seasons with the correct determiners</b><br/>Children recognise and recall the four seasons with the correct determiners<br/>el invierno/winter<br/>la primavera/spring<br/>el verano/summer<br/>el otoño/autumn</p> <p><b>To be able to say a short phrase about one of the four seasons</b><br/>Children will learn about what happens in each season and will also learn how to say and/or write a short sentence about this season.</p> <p><b>To be able to express which season is their favourite</b><br/>Children will be able to say why it is our favourite season in Spanish and start to recognise and use the conjunction 'y' (and) in our spoken and written responses.</p> | <p><b>To ask and answer where do you live?</b><br/>Children can ask 'Donde vivo?' and answer 'Vivo en ____'<br/>They will be able to say and write in Spanish whether we live in a house or an apartment. They will also be able to say whether they live in the city/country/mountains/seaside.</p> <p><b>To recognise and recall 10 rooms with the correct determiners</b><br/>The children will learn ten nouns for rooms of the home.</p> <p><b>To describe which rooms they do / do not have using the correct structure.</b><br/>Children will be able to say what room they have and do not have at home using the key structure 'En mi casa hay...' and 'En mi casa no hay...'</p> | <p><b>To recognise and recall 12 classroom objects with the correct determiners</b><br/>Children will recall from memory a selection of nouns and indefinite articles for common classroom objects.<br/>un libro/a reading book<br/>un cuaderno/an exercise book<br/>un lápiz/a pencil<br/>un bolígrafo/a pen<br/>un sacapuntas/a sharpener<br/>un estuche/a pencil case<br/>una calculadora/a calculator<br/>una barra de pegamento/a glue stick<br/>una regla/a ruler<br/>una goma/a rubber<br/>una mochila/a rucksack<br/>unas tijeras/a pair of scissors</p> <p><b>To ask and answer the question what do you have in your pencil case?</b><br/>Children can say What do you have in your pencil case? (Que tienes tu estuche?)<br/>Children will be able to describe what we have and do not have in our pencil case.</p> |

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|  |  |  | <p>In my pencil case I have... (En mi estuche tengo...)</p> <p>In my pencil case I do not have... (En mi estuche no tengo...)</p> <p><b>To be able to change an indefinite article to a possessive adjective.</b></p> <p>To fully understand when to use the correct possessive adjective in Spanish</p> <p>To know that the singular possessive adjective 'my' for both masculine and feminine nouns is 'mi' and for the plural possessive for both masculine and feminine is 'mis'.</p> |
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| Year Five | Autumn Term<br>Presenting Myself                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring Term<br>My family                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer Term<br>What is the weather?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|           | <p><b>To recognise and use different key phrases related to the topic of introducing yourself.</b></p> <p>Children can say a range of greetings (hello, good morning/afternoon/night, goodbye, see you later, see you soon etc – some revision from Y3/4)</p> <p>Children can ask key questions such as 'What is your name?' 'Where do you live?' and 'How are you?' – some revision from Y3/4)</p> <p><b>To take part in a short conversation about yourself and who you live with.</b></p> <p>Children can ask someone's name and where they live and respond.(Como te llamas? Donde vive?) (Me llamas ____ Vivo en ____)</p> | <p><b>To recognise and use a range of nouns and their correct determiners for several family members.</b></p> <p>Children will be able to remember the nouns with their articles/determiners for different family members in Spanish from memory.</p> <p>They will also be able to describe their own or a fictitious family in Spanish by name, age and relationship.</p> <p><b>To be able to ask and answer the question do you have any siblings?</b></p> <p>Children can ask 'Tienes hermanos?' and answer with the appropriate answer:<br/>Yes, I have a brother. (Sí, tengo un hermano)<br/>. Yes, I have a sister (Sí, tengo una hermana)</p> | <p><b>To use new vocabulary to describe the weather</b></p> <p>Children can repeat all the weather vocabulary presented in class from memory with accurate pronunciation and spell some of these phrases correctly without help.</p> <p>Hace frío./It is cold.</p> <p>Está lloviendo./ It is raining.</p> <p>Hace calor./ It is hot.</p> <p>Está nevando./ It is snowing.</p> <p>Hay tormenta./ There is a storm.</p> <p>Hace sol./ It is sunny.</p> <p>Hace mucho viento../ It is windy.</p> <p>Hace buen tiempo./ The weather is fine.</p> <p>Hace mal tiempo./ The weather is not good.</p> |

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|  | <p><b>To introduce myself orally and in writing.</b><br/>Children can write a short paragraph about themselves, saying their name and where they live.</p> | <p>Yes, I have two brothers (Sí, tengo dos hermanos.)<br/>Yes, I have two sisters. (Sí, tengo dos hermanas)<br/>No, I am an only child (male). (No, soy hijo único.)<br/>No, I am an only child (female). (No, soy hija única.)</p> <p><b>To be able to introduce family members using third person pronouns.</b><br/>Children can introduce family members using 'se llama ...' (he/she is called ....)</p> <p><b>To be able to recognise and recall numbers from 31 – 100.</b><br/>Children can recognise and say numbers 31 – 100 in Spanish.</p> | <p><b>To be able to recognise and recall the weather expressions</b><br/>Children can verbally ask what the weather is like in Spanish and reply to this question with an appropriate answer.<br/>What is the weather? (Qué tiempo hace?)</p> <p><b>To be able to read and describe weather in different parts of the country.</b><br/>Children can describe the weather in Spain, in Spanish using a weather map with symbols.<br/>En el norte de España... /In the north of Spain...<br/>En el sur de España... /In the south of Spain...<br/>En el centro de España... /In the centre of Spain...<br/>En el oeste de España... /In the west of Spain...<br/>En el este de España... /In the east of Spain...</p> |
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| Year Six | Autumn Term<br>At the Café                                                                                                                                                                                                                  | Spring Term<br>The Weekend                                                                                                                                                                                                                           | Summer Term<br>Around Town                                                                                                                                                                                                       |
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|          | <p><b>To recognise and recall 20 different foods, snacks and drinks with the correct determiners</b><br/>Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical</p> | <p><b>To be able to tell the time on a clock</b><br/>The children will be able to tell the time in Spanish using quarter past, half past and quarter to.<br/>What time is it? (Que hora es?)<br/>Quarter past / y cuarto<br/>half past / y media</p> | <p><b>To be able to say words/ phrases relating to location</b><br/>The children will be able to say 10 places in a town in Spanish with the correct definite articles/determiners.<br/><b>To be able to give directions</b></p> |

Spanish cafetería, improving our cultural knowledge of Spain.

**To say some key phrases to take part in role play speaking Spanish**

Children can ask for items politely using the phrase 'Quisiera un/una/unos/unas \_\_\_\_\_, por favor', recognising the correct form for masculine/feminine and singular/plural. Children can ask how much it is (Cuanto vale/valen?) and give a price in response ('Son tres euros').

**To understand Spanish currency and the knowledge of numbers when discussing prices of food.**

Children know how to say hundreds numbers in Spanish and can work out how to say 3-digit numbers. Children can give prices in euros and cents (Son veinte-cinco euros con diez centimos). Children can ask how much an items is and respond with the price.

Quarter to / menos cuarto

**To be able to recognise and recall 10 activities done on the weekend.**

The children will be able to say and write in Spanish what we do at the weekend using two or more sentences.

What do you do at the weekend? (Que haces los fines de semana?)

I get up / me levanto

I eat breakfast / desayuno

I watch television / veo la tele

I read / leo

I listen to music/ escucho musica

I play videogames / juego a videojuegos

I play football / juego al futbol

I got to the swimming pool / voy a la piscina

I go to the cinema / voy al cine

I go to sleep / voy a dormir

**To be able to orally express what they did at the weekend and when**

The children will be able to integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. Children will also be able to integrate 'at..' plus a time about weekend activities.

The children will know 5 different directional instructions.

Children will be able to ask where a place is in the town and respond with a description of relative distance (nearby/far away).

**To be able to use prepositions**

Children will know how to use prepositions to give the precise location of one place in the town in relation to another

**To say some key phrases to take part in role play speaking Spanish**

Children will be able to use dialogue in Spanish about where places are in the town using transactional language.