WHITMORE
PRIMARY SCHOOL AND NURSERY

Foreign Language (Spanish) Overview 2026 – 27

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	**Spanish Greetings** *I can form short phrases to say hello and introduce myself* *I can follow a sequence of phonemes and begin to notice key phonemes in Spanish words* *I can recognise and respond to different greetings* *I can use actions to show my understanding of different feelings phrases* *I can join in with and perform a finger rhyme* *I am beginning to relate written captions to the words that I hear*	**Spanish Numbers and Ages** *I can count to 12 in Spanish, focussing on good pronunciation* *I can recognise and sound out phonemes for letters 'u' and 'z', 'ñ'* *I can identify the structure for saying how old I are, and modify the sentence using different number words* *I am beginning to recognise the verb have in first person present (Tengo)* *I can explain what a cognate is and suggest examples* *I can apply and describe different detective skills: using logic, context and knowledge of language*	**Shapes and Colours** *I can point to a colour that matches a spoken word* *I can say the names of some colours in Spanish* *I can read and recognise descriptive phrases and match them to an image* *I can identify shapes with my name and colour in Spanish, placing the colour adjective after the noun* *I can write or copy shape and colour names with accuracy* *I can recall and produce some key vocabulary from memory*	**Classroom Objects** *I can match spoken classroom instructions with a corresponding symbol; respond to most classroom instructions with an action* *I can name the seven classroom items in Spanish, usually remembering which article, un or una, is needed; sort classroom items into two groups of either masculine or feminine and understand how we might identify the gender of each noun* *I can speak in short sentences, starting with Tengo and including a plural noun phrase by choosing a number in Spanish to quantify and adding an 's' at the end of the noun* *I can answer a question in Spanish using the negative, No tengo… – I do not have…, followed by a classroom item* *I can read and understand short sentences in Spanish, including conjunctions, to match the labels with each rucksack picture with reasonable levels of success*	**Where do you live in Spain?** *I can attempt correct pronunciation of some cities in Spain and notice those that contain key phoneme b/v* *I can recognise different questions and select an appropriate phrase to answer them* *I can use a bilingual dictionary resource to research nouns* *I can listen and identify key information from a short text* *I can locate and read information within a known phrase structure* *I can create a short written paragraph using phrases adapted from a model*	**Journey around Latin America** *I can locate and name the Spanish-speaking countries of Latin America on my maps; identifying the regions of Mexico, Central America and South America* *I can ask the question ¿Adónde vas? – Where are you going?, with appropriate intonation; recognise the difference between voy a – I am going and vas a – you are going; speak in short sentences with reasonable accuracy to describe where I or a partner are going* *I can ask the question ¿Cómo vas? – How are you going?, with appropriate intonation; identify, say and begin to write several types of transport in Spanish; recognise the different usage of the prepositions en and a when describing travel* *I can repeat each of the seven days of the week in Spanish with accuracy; begin to build spoken sentences that start with a day of the week* *I can write a travel diary, with some support from available scaffolds, that describes where Oscar the bear is going and how he is getting there, with one entry for each day of the week* *I can use generally accurate pronunciation when speaking aloud; identify and use ways to improve a performance; use natural-sounding intonation; learning some lines by heart*
Notes for teachers	Children will be able to use a variety of skills including speaking, writing, reading and listening	Children will be able to use a variety of skills including speaking, writing, reading and listening There will be visual clues available for children to use Lesson 1 and 2 may be combined if they are seen to be too easy	Children should know most colours and shapes, so this will be consolidation Links to art	This will possibly be tricky and may need adapting for your class	Links to geography – naming areas of Spain	Links to geography
Links to prior learning	In KS1, children should have been able to: Count up to 10 Naming the 10 colours Using Hola and Adios to greet one another Using questions to create basic conversations	In KS1, children should have been able to: Count up to 10 Using questions to create basic conversations	Children have learned both colour and shape in KS1	Listening and responding to single words and short phrases Recognising some familiar Spanish words in written form		Children will use their knowledge to perform
Links to future learning	Building the knowledge of Spanish to create more advanced sentences Starting to work on memory skills so that language and the spelling of new words is remembered after the lesson	They will use numbers to 10 in and out of a sequence They will use questions to create basic conversations through role play	Working on being able to pronounce and remember new words in Spanish using images of the shapes to help us Learning our first words in Spanish and learning to remember the article/determiner with the noun Using what we know in English to help us	Using short phrases to give information. Listening and repeating key phonemes with care Recognising that sounds and spelling patterns can be different from English Building confidence by repeating short phrases with increasing accuracy Experimenting with simple writing, copying with accuracy		Building up oracy skills in Spanish for Year 4

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4	**Dates** *I can identify and say the numbers 13 to 31* *I can identify and say the months of the year* *I can identify and say dates* *I can identify key information on a calendar* *I can recognise and answer the question, ¿Cuándo es el día de …? I can when is … day? by giving the day and date of a particular event* *I can complete a birthday invitation using familiar phrases*	**Pets** *I can ask and answer the question, ¿Tienes una mascota? – Do you have a pet? using the correct pronunciation* *I can identify some animal names* *I can identify a noun's gender by looking at the preceding indefinite article* *I can choose suitable adjectives to describe an animal's characteristics* *I can show understanding of a story by making plausible predictions* *I can read aloud using accurate pronunciation*	**Amazon Rainforest** *I can build sentences about Peru using the model hay/no hay + [plural noun]* *I can repeat animal names with increasing accuracy* *I can apply an understanding of nouns to create the plural form* *I can create original, written sentences adapted from a model, including some vocabulary from memory* *I can form adjectives to agree with the gender of the noun that I describe* *I can speak complete, descriptive phrases with clear pronunciation*	**Spanish Celebrations** *I can identify the meaning of festival-related vocabulary* *I can use a bilingual dictionary to translate some verbs into Spanish* *I can express what I like and dislike to do* *I can listen to spoken language and identify meaning* *I can identify appropriate nouns to give more detail about a particular action* *I can rrite paragraphs describing what I like and dislike to do at specific celebrations*	**Weather** *I can pronounce the seven weather types on the spinner with a good level of accuracy; select hace or está to begin each weather phrase, mostly accurately* *I can ask and answer the question ¿Qué tiempo hace…? – What is the weather like…?, with mainly accurate pronunciation, using some visual prompts as a reminder* *I can name and identify the four compass points in Spanish; labelling a map of Spain with weather symbols based on information extracted from the comprehension text* *I can follow a written Spanish text while listening, keeping up with the pace of the audio* *I can write a weather forecast that includes the majority of the success criteria, alongside a labelled map of Spain with weather symbols* *I can use accurate pronunciation when speaking aloud; identify some cities on a map of Spain*	**Café** *I can form sentences to express what I want using quiero* *I can ask others what I want using the question ¿Qué quieres …?* *I can use por favor – please and gracias – thank you when making polite requests* *I can use greetings and courtesy phrases such as ¿Qué tal? – How are you? as part of a natural conversation* *I can write and perform a typical café conversation* *I can use accurate pronunciation when speaking aloud*
Notes for teachers		Children may have a basic knowledge of animals from KS1			Links to geography	Links to geography
Links to prior learning	Children can count to 12 in Spanish, focussing on good pronunciation Children can identify the structure for saying how old they are, and modify the sentence using different number words		Children will have learned animal names in Autumn 2	Children will have learned dates in Autumn 1		When performing role-plays, children will use their prior knowledge from Year 3 to perform
Links to future learning	Identifying dates for Spanish celebrations	Improving memory skills so that the children are able to remember the animals in Spanish after the lessons. Introducing cognates and visuals into learning Starting to build short sentences in Spanish using 1st person			To learn how to describe the weather in Spanish using nine key phrases Using this new knowledge to read and understand a Spanish weather map, to incorporate general topics into wider conversations and typical conversation starters	

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5	**Friends and Family** *I can ask and answer questions to find out personal information* *I can understand a variety of answers to the question, ¿Tienes hermanos? – Do you have any brothers or sisters?* *I can identify the names of family members* *I can identify the difference between the first, second and third person forms of some familiar verbs* *I can describe what someone likes to do* *I can write a description giving personal information about someone in the third person*	**Spanish portraits** *I can use context to deduce the meaning of new vocabulary* *I can select the correct vocabulary to describe a person's hair and face* *I can read and translate a description of a portrait* *I can listen and select information from short audio passages to give an appropriate response* *I can describe a portrait orally* *I can create a detailed written description of a portrait*	**Sports** *I can use the correct form of verbs jugar – to play, and hacer – to do, when asking and answering questions about sport* *I can form the imperative of regular verbs* *I can translate written instructions into English* *I can follow instructions to play the Maya ball game* *I can identify key information in a written text* *I can write instructions for an original ball game*	**Food and drink** *I can express likes and dislikes about singular and plural food items* *I can ask and answer questions about food likes and dislikes* *I can listen to and select key information about food preferences* *I can deduce meal choices by finding out about food preferences* *I can conduct an interview about food preferences* *I can ask questions in a variety of formats to find out about food preferences*	**A trip across Spain** *I can describe the geographical location of some Spanish cities* *I can describe some Spanish cities* **U I can use the future tense to outline future plans* *I can ask and answer questions about travel plans* *I can create role-play conversations about travel plans* *I can perform role-play conversations about travel plans*	**Saving South America** *I can read and interpret locational language in a description of South America's geography* *I can write sentences about animal habitats in South America* *I can compare animal habitats now and in the past* *I can identify causes of environmental problems in South America and possible solutions* *I can give instructions using imperative verbs on how to protect South America's environment* *I can script and present an advert campaigning for action to address South America's environmental problems*
Notes for teachers		Only 5 lessons but seem complex – links to art	Links to PE		Link to geography	Link to geography
Links to prior learning	Children have learnt basic vocabulary for names of family members in KS1, but have now learnt how to construct a sentence with this vocabulary or what grammar to identify	Autumn 1 will teach children how to describe people which will support Autumn 2	Relates to English learning imperative verbs	Links to café in year 3 Using a range of language detective strategies to decode new vocabulary including context and text type Identifying key information in simple writing Listening and selecting information from short audio passages to give an appropriate response	Links to year 3, summer 1	Knowledge of animals from Year 4 Autumn 2 and Summer 2 Links to Summer 1
Links to future learning	Learning to talk and write with more accuracy, fluency and confidence on the topic of family Increasing our knowledge of how Spanish works by understanding better the role of different words in a sentence			Develop questioning skills to find out preferences	Being able to talk in the tense of the future	

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6	**Clothes** *I can identify the appropriate time to use a dictionary to look up unfamiliar words* *I can apply rules to generate all forms of an adjective* *I can use a range of adjectives and descriptive phrases to describe clothing* *I can describe an outfit and its purpose in extended sentences using porque – because* *I can create an outfit by following the description in a design brief accurately* *I can read or say sentences aloud using the correct pronunciation when giving a presentation*	**School Life** *I can express likes and dislikes about school subjects* *I can give opinions about school subjects using a wide range of adjectives* *I can compare school subjects using comparative adjectives* *I can plan, ask and answer extended questions about school timetables* *I can ask and answer questions about preferences during the school day* *I can write using existing knowledge of vocabulary to create new sentences*	**Household Tasks** *I can translate and generate a range of sentences using a sentence builder as a model* *I can extract key information from a short text* *I can select and convert different adjectives into adverbs* *I can write a short paragraph from a model and check against agreed success criteria* *I can adapt a statement to make it persuasive* *I can express and justify opinions*	**Shopping** *I can recognise which part of a word is stressed; identify and apply pronunciation rules* *I can build and say which phrases which include the use of prepositions* *I can ask how much something costs and answer using different amounts of money* *I can show understanding of grammar by choosing an appropriate question form* *I can listen for key information from an extended dialogue* *I can choose and use appropriate phrases to complete a shopping transaction*	**Free Time** *I can notice and apply verb endings in the present tense* *I can ask and answer questions using different verb forms* *I can extract key information from written texts* *I can recognise and translate a range of descriptive phrases* *I can construct a descriptive text based on a model* *I can express opinions and preferences in comparative sentences*	**Maya City Treasure Hunt** *I can use contextual clues and knowledge of grammar to deduce meaning and translate sentences* *I can describe the Ancient Maya people using evidence to justify conclusions* *I can deduce the meaning of directional language* *I can follow simple directions* *I can interpret directional language to navigate around a Maya city* *I can apply knowledge of directional and descriptive language to write clues for a treasure hunt around a Maya city*
Notes for teachers			Links to art and DT			
Links to prior learning	Links to year 5, autumn 2	Using existing knowledge of vocabulary to create new sentences	Using previous skills learned to write in Spanish	Links to previous learning of numbers and food and drink		
Links to future learning	Using a bilingual dictionary to select alternative vocabulary for independent sentence building.					