

Year 3/4 Spanish Medium-Term Plan

YEAR 3/4 CYCLE A	
Unit	Sequence/LOs
Phonics	L1 – Introduce the first set of phonics sounds/phonemes in Spanish (ch, j, ñ, ll, rr) L2 – Introduce the second set of phonics sounds/phonemes in Spanish (ca, ce, ci, co, cu)
Instruments	L1 – To recognise and understand 10 common musical instruments in Spanish, including their definite articles. L2 – To accurately pronounce and recall 5 additional musical instruments in Spanish, including their definite articles. L3 – To recall all 10 musical instruments in Spanish with their definite articles and begin to spell them accurately. L4 – To confidently use all 10 musical instruments in Spanish and understand how definite articles are used. L5 – To use the verb <i>toco</i> (“I play”) to form simple sentences about the instruments pupils play. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.
Seasons	L1 – To accurately pronounce and recall the four seasons in Spanish. L2 – To understand key vocabulary linked to winter and say a simple sentence about this season in Spanish. L3 – To understand key vocabulary linked to spring and say a simple sentence about this season in Spanish. L4 – To understand key vocabulary linked to summer and say a simple sentence about this season in Spanish. L5 – To understand key vocabulary linked to autumn and say a simple sentence about this season in Spanish. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.
Vegetables	L1 – To accurately pronounce and recall five vegetables in Spanish. L2 – To accurately pronounce and recall a further five vegetables in Spanish. L3 – To recall all ten vegetables in Spanish and say “a kilo of...” followed by a vegetable. L4 – To use <i>Quisiera...</i> (“I would like...”) with a quantity to form short phrases about vegetables. L5 – To use the conjunction <i>y</i> (“and”) to list multiple vegetables in a short phrase. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.
Ice-creams	L1 – To recognise, pronounce, and recall five ice-cream flavours in Spanish. L2 – To recognise, pronounce, and recall a further five ice-cream flavours in Spanish. L3 – To use <i>Quisiera</i> (“I would like”) and <i>y</i> (“and”) to state preferred ice-cream flavours in Spanish. L4 – To order an ice-cream in a cone or a cup in Spanish. L5 – To specify the number of scoops and order an ice-cream using simple transactional Spanish in a role-play. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.
Presenting Myself	L1 – To use basic greetings and exchange simple personal information in Spanish. L2 – To ask and answer the question <i>¿Cómo te llamas?</i> in Spanish. L3 – To recognise, say, and count from 1 to 20 in Spanish. L4 – To use numbers 1–20 to ask and answer the question <i>¿Cuántos años tienes?</i> in Spanish. L5 – To ask and answer the question <i>¿Dónde vives?</i> and use basic adjectival agreement in Spanish. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment

YEAR 3/4 CYCLE B	
Unit	Sequence/LOs
Phonics	L1 – Introduce the first set of phonics sounds/phonemes in Spanish (ch, j, ñ, ll, rr) L2 – Introduce the second set of phonics sounds/phonemes in Spanish (ca, ce, ci, co, cu)
I am learning Spanish	L1 – To identify Spain and the wider Hispanic world and recognise key Spanish vocabulary. L2 – To use basic greetings and ask and answer how someone is feeling in Spanish. L3 – To ask and answer the question <i>¿Cómo te llamas?</i> in Spanish. L4 – To recognise, say, and recall numbers 1–10 in Spanish. L5 – To recognise, say, and recall ten colours in Spanish. L6 – To demonstrate understanding of all language and cultural knowledge from the unit through an end-of-unit assessment.
Animals	L1 – To accurately pronounce and recall five animals in Spanish using the correct indefinite article. L2 – To accurately pronounce and recall a further five animals in Spanish using the correct indefinite article. L3 – To recall all ten animals in Spanish and begin to spell them accurately. L4 – To understand and correctly use indefinite articles in Spanish. L5 – To use <i>soy</i> (“I am”) to form simple statements in Spanish. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.
Fruits	L1 – To accurately pronounce and recall five fruits in Spanish. L2 – To accurately pronounce and recall a further five fruits in Spanish. L3 – To use singular and plural forms to talk about all ten fruits in Spanish. L4 – To express a simple positive opinion about fruits using <i>Me gustan...</i> L5 – To express a negative opinion about fruits using <i>No me gustan...</i> and ask <i>¿Te gustan...?</i> L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.
In the Classroom	L1 – To accurately name and recall six classroom objects in Spanish using the correct article. L2 – To accurately name and recall a further six classroom objects in Spanish using the correct article. L3 – To ask <i>¿Qué tienes en tu estuche?</i> and respond using <i>En mi estuche tengo...</i> in spoken and written Spanish. L4 – To use the possessive adjectives <i>mi</i> and <i>mis</i> with classroom objects in Spanish. L5 – To use <i>No tengo...</i> to describe what pupils have and do not have in their pencil cases in spoken and written Spanish. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment
Pets	L1 – To recognise, pronounce, and recall eight pets in Spanish using the correct indefinite article. L2 – To use <i>tengo</i> (“I have”) and <i>y</i> (“and”) to say which pets pupils have in Spanish. L3 – To use <i>que se llama...</i> to give the name of a pet in Spanish. L4 – To use <i>no tengo...</i> to say which pets pupils do not have in Spanish. L5 – To use <i>pero</i> (“but”) to combine positive and negative statements about pets in Spanish. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.