

Spanish Medium-Term Plan

YEAR 5/6 CYCLE A	
Unit	Sequence/LOs
Phonics	L1 – Introduce the third set of phonics sounds/phonemes in Spanish (ga, ge, gi, go, gu) L2 – Introduce the fourth set of phonics sounds/phonemes in Spanish (b, v, cc, qu, z)
Family	L1 – To recognise and describe family members using names and ages in Spanish. L2 – To use the possessive adjective <i>mi</i> to describe family members in Spanish. L3 – To ask and answer <i>¿Tienes hermanos?</i> and describe siblings or being an only child in Spanish. L4 – To introduce a family member using <i>se llama...</i> and use third-person singular verb forms in Spanish. L5 – To use numbers 1–100 and <i>tiene</i> to state someone else's age in Spanish. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.
At the Café	L1 – To recognise, pronounce, and recall ten masculine food and drink nouns in Spanish using the correct indefinite article. L2 – To recognise, pronounce, and recall ten feminine food and drink nouns in Spanish using the correct indefinite article. L3 – To use transactional Spanish to order food and drink in a cafetería. L4 – To ask for the bill and use polite phrases to end a transaction in Spanish. L5 – To calculate the cost of a meal using Spanish currency and prices. L6 – To demonstrate understanding of all language and cultural knowledge from the unit through an end-of-unit assessment.
What is the Weather?	L1 – To recognise and understand the language needed to present a simple weather forecast in Spanish. L2 – To recognise, say, and recall ten weather types in Spanish. L3 – To use compass points and temperature to describe the weather in Spanish. L4 – To use days of the week and times of day with conjunctions to describe the weather in Spanish. L5 – To present a spoken weather forecast in Spanish using a range of learnt language. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.
Planets	L1 – To recognise and name ten key elements of the Solar System in Spanish and sort them by gender. L2 – To use adjectives with correct agreement to describe elements of the Solar System in Spanish.

	L3 – To use conjunctions and intensifiers to write extended descriptions of Solar System elements in Spanish. L4 – To ask and understand six prepared questions in Spanish related to space exploration. L5 – To deliver a short presentation in Spanish as an astronaut using language from the unit. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.
Weekend	L1 – To tell the time accurately in Spanish using more sophisticated language. L2 – To describe weekend activities in Spanish. L3 – To understand written and spoken Spanish about weekend activities. L4 – To use time phrases and connectives to describe weekend activities in Spanish. L5 – To express positive and negative opinions about weekend activities in Spanish. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.

YEAR 5/6 CYCLE B	
Unit	Sequence/LOs
Phonics	L1 – Introduce the third set of phonics sounds/phonemes in Spanish (ga, ge, gi, go, gu) L2 – Introduce the fourth set of phonics sounds/phonemes in Spanish (b, v, cc, qu, z)
The Date	L1 – To recognise, say, and spell the seven days of the week in Spanish. L2 – To recognise, say, and spell the twelve months of the year in Spanish. L3 – To recognise and use numbers 21–31 to count in Spanish. L4 – To say the date in full in Spanish. L5 – To ask and answer <i>¿Cuándo es tu cumpleaños?</i> in Spanish. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.
My Home	L1 – To say where pupils live using <i>Vivo en...</i> in Spanish. L2 – To name and recall five rooms in a home in Spanish. L3 – To name ten rooms in a home and use <i>En mi casa hay...</i> to describe them in Spanish. L4 – To use <i>En mi casa no hay...</i> to describe what is not in a home in Spanish. L5 – To use personal information and home vocabulary to take part in a simple role-play in Spanish. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.
Clothes	L1 – To recognise and recall ten items of clothing in Spanish using the correct indefinite article. L2 – To recognise and recall fifteen items of clothing in Spanish using the correct indefinite article. L3 – To use <i>llevo</i> to describe what pupils wear by colour in Spanish. L4 – To apply adjectival agreement when describing clothing by colour in Spanish. L5 – To present what pupils wear in different contexts using colour and clothing vocabulary in Spanish. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.
At School	L1 – To recognise and use ten school subjects with the verb <i>estudio</i> in Spanish. L2 – To say what time pupils study different subjects in Spanish. L3 – To use days of the week to describe a school timetable in Spanish. L4 – To express opinions about school subjects in Spanish. L5 – To justify opinions about school subjects using adjectives in Spanish. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.

Vikings	L1 – To understand key information about the Viking Age in Spanish and use cognates to decode unfamiliar language. L2 – To describe physical appearance and character using <i>soy</i> with correct adjectival agreement in Spanish. L3 – To use <i>tengo</i> to describe hair colour and personal characteristics in Spanish. L4 – To use <i>tengo</i> to describe eye colour and consolidate descriptions of physical appearance in Spanish. L5 – To describe a Viking's daily routine using a range of verbs and time phrases in Spanish. L6 – To demonstrate understanding of all language from the unit through an end-of-unit assessment.
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