

St Gregory's Medium Term Plan

<b>Year Group: EYFS</b>	<b>Term:</b>	<b>Subject:</b>	
<b>Key Vocabulary</b>	<b>Key Questions</b>	<b>Resources</b>	<b>Cross Curricular Links</b>
<b>National Curriculum Objectives:</b>			
<b>Year A</b>			
<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	
<b>Year B</b>			
<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	
<b>AFL opportunities:</b>			

<b>Year Group: 1 &amp; 2</b>	<b>Term:</b>	<b>Subject:</b>	
<b>Key Vocabulary</b>	<b>Key Questions</b>	<b>Resources</b>	<b>Cross Curricular Links</b>
<b>National Curriculum Objectives:</b>			
<b>Year A</b>			
<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	

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<b>Year B</b>		
<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
<b>AFL opportunities:</b>		

<b>Year Group: 3 &amp; 4</b>	<b>Term:</b>	<b>Subject: Languages (SPANISH)</b>	
<b>Key Vocabulary</b>	<b>Key Questions</b>	<b>Resources</b>	<b>Cross Curricular Links</b>
<p><b>National Curriculum Objectives:</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ listen attentively to spoken language and show understanding by joining in and responding</li> <li>♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>♣ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>♣ present ideas and information orally to a range of audiences*</li> <li>♣ read carefully and show understanding of words, phrases and simple writing</li> <li>♣ appreciate stories, songs, poems and rhymes in the language</li> </ul>			

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- ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ♣ describe people, places, things and actions orally\* and in writing Languages – key stage 2 3
- ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Year A

<b>Unit 1: Revise Core vocabulary:</b> <b>Focus: Numbers</b> <b>Revise numbers 1-30</b> <b>Introduce numbers 1-100</b>	<b>Unit 2: Classroom vocabulary</b>	<b>Unit 3: My school</b>	<b>Unit 4: Clothes</b>	<b>Unit 5: Fruit</b>	<b>Unit 6: Traditional or familiar story</b> <b>Eg. The very hungry caterpillar</b>
<p><b>Speaking:</b> Develop accurate pronunciation &amp; intonation so that others understand when they are reading aloud or using familiar words or phrases.</p> <p><b>Reading:</b> Read aloud familiar words or phrases in chorus</p> <p><b>Writing:</b> Write some familiar simple words from memory or using supported written materials</p>	<p><b>Listening:</b> Listen &amp; respond to familiar spoken words, phrases &amp; sentences (eg. Simple instructions)</p>	<p><b>Grammar:</b> Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.</p> <p><b>Reading:</b> Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</p> <p><b>Writing:</b> Write some familiar simple words from memory or using</p>	<p><b>Speaking:</b> Communicate by asking &amp; answering a wider range of questions, using longer phrases &amp; sentences.</p> <p><b>Writing:</b> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p><b>Listening:</b> Listen for &amp; identify specific words &amp; phrases.</p>	<p><b>Grammar:</b> Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.</p> <p><b>Speaking:</b> Present short pieces of information to another person ( Likes &amp; dislikes)</p> <p>Apply phonic knowledge to support speaking.</p> <p><b>Listening:</b> Develop understanding of individual letters &amp; groups of letters</p>	<p>Appreciate stories, songs, poems &amp; rhymes in the language.</p> <p>Broaden their vocabulary &amp; develop their ability to understand new words that are introduced in familiar written material, including through using a dictionary.</p>

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		supported written materials.  <b>Grammar:</b> Introduce & use the negative form			
<b>Year B</b>					
<b>Unit 1: Revise Core vocabulary: Focus: Greetings Introducing oneself</b>	<b>Unit 2: Days/months/ birthdays</b>	<b>Unit 3: My family</b>	<b>Unit 4: Pets</b>	<b>Unit 5: House</b>	<b>Unit 6: Traditional or familiar story Eg. Goldilocks</b>
<p><b>Speaking:</b> Present short pieces of information to another person</p> <p><b>Reading:</b> Read &amp; understand a range of written words &amp; phrases</p> <p><b>Listening:</b> Follow a text accurately whilst listening to it being read</p> <p><b>Writing:</b> Write some familiar simple words from memory or using supported written materials</p>	<p><b>Speaking:</b> Communicate by asking &amp; answering a range of questions, using longer phrase &amp; sentences.</p> <p><b>Listening:</b> Listen &amp; respond to familiar spoken words, phrases &amp; sentences (eg. Simple instructions)</p> <p><b>Writing:</b> Write some familiar sentences</p>	<p><b>Reading:</b> Accurately read a range of familiar written words, phrases &amp; short sentences aloud to another person.</p> <p><b>Writing:</b> Write some familiar simple words from memory or using supported written materials.</p> <p><b>Grammar:</b> Introduce &amp; use the negative form</p> <p>Begin to conjugate high frequency verb-tener Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in</p>	<p><b>Speaking:</b> Communicate by asking &amp; answering a wider range of questions, using longer phrases &amp; sentences.</p> <p><b>Writing:</b> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p><b>Listening:</b> Listen for &amp; identify specific words &amp; phrases.</p>	<p><b>Speaking:</b> Present short pieces of information to another person (describe your house)</p> <p>Apply phonic knowledge to support speaking.</p> <p><b>Listening:</b> Develop understanding of individual letters &amp; groups of letters</p> <p><b>Grammar:</b> Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.</p>	<p><b>Listening:</b> Follow a text accurately whilst listening to it being read. Listen attentively to spoken language &amp; show understanding by joining in and responding. Appreciate stories, songs, poems &amp; rhymes in the language.</p> <p>Broaden their vocabulary &amp; develop their ability to understand new words that are introduced in familiar written material, including through using a dictionary.</p>

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		the language being studied.			
<b>AFL opportunities:</b>					

<b>Year Group: 5 &amp; 6</b>		<b>Term:</b>		<b>Subject:</b>	
<b>Key Vocabulary</b>	<b>Key Questions</b>	<b>Resources</b>	<b>Cross Curricular Links</b>		
<p><b>National Curriculum Objectives:</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ listen attentively to spoken language and show understanding by joining in and responding</li> <li>♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>♣ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>♣ present ideas and information orally to a range of audiences*</li> <li>♣ read carefully and show understanding of words, phrases and simple writing</li> <li>♣ appreciate stories, songs, poems and rhymes in the language</li> <li>♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>♣ describe people, places, things and actions orally* and in writing Languages – key stage 2 3</li> <li>♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>					
<b>Year A</b>					
<b>Unit 1: Revise Core vocabulary: Focus: Numbers Revise numbers 1-100</b>	<b>Unit 2: The weather El tiempo</b>	<b>Unit 3: The weekend El fin de semana</b>	<b>Unit 4: Breakfast in a café Desayuno en el café</b>	<b>Unit 5: Los animales</b>	<b>Unit 6: Traditional or familiar story Eg. Dear Zoo Querido Zoo</b>

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<p><b>Speaking:</b> Develop accurate pronunciation &amp; intonation so that others understand when they are reading aloud or using familiar words or phrases.</p> <p><b>Reading:</b> Read aloud familiar words or phrases in chorus</p> <p><b>Writing:</b> Write some familiar simple words from memory or using supported written materials</p>	<p><b>Speaking:</b> Present to another person or group using sentences with accurate pronunciation and intonation</p> <p><b>Listening:</b> Listen attentively and understand more complex phrases and sentences in longer passages Understand longer listening exercises and be able to identify key words or phrases</p>	<p><b>Speaking:</b> Can they use connectives to link together what they say so as to add fluency</p> <p><b>Writing:</b> Write longer sentences and short paragraphs from memory or using supported written materials ( eg. a word bank)</p> <p><b>Grammar:</b> Use verbs in the correct form</p>	<p><b>Speaking:</b> Communicate by asking &amp; answering a wider range of questions, using longer phrases &amp; sentences.</p> <p>Initiate and sustain simple conversations on familiar topics</p> <p><b>Listening:</b> Listen for &amp; identify specific words &amp; phrases.</p>	<p><b>Speaking:</b> Read aloud with expression and accurate pronunciation</p> <p>Apply phonic knowledge to support speaking.</p> <p><b>Listening:</b> Develop understanding of individual letters &amp; groups of letters</p> <p><b>Grammar:</b> Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.</p>	<p>Appreciate stories, songs, poems &amp; rhymes in the language.</p> <p>Broaden their vocabulary &amp; develop their ability to understand new words that are introduced in familiar written material, including through using a dictionary.</p>
<b>Year B</b>					
<p><b>Unit 1: Revise Core vocabulary:</b> <b>Focus:</b> <b>Greetings/introducing Oneself(name/age /birthday)</b></p>	<p><b>Unit 2: Countries/ Nationalities/ festivals</b></p>	<p><b>Unit 3: Habitats</b></p>	<p><b>Unit 4: Puedo./verbs</b></p>	<p><b>Unit 5: Healthy eating La comida sana</b></p>	<p><b>Unit 6: Traditional or familiar story</b> <b>Eg. Handa's story</b> <b>La sorpresa de Handa</b></p>
<p><b>Speaking:</b> Initiate and sustain simple conversations on familiar topics</p>	<p><b>Speaking:</b> Take part in short conversations using sentences and familiar vocabulary</p>	<p><b>Reading:</b> Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form</p>	<p><b>Speaking:</b> Can they present to another person or group about familiar topics</p> <p><b>Listening:</b></p>	<p><b>Listening:</b> Develop understanding of individual letters &amp; groups of letters</p> <p><b>Reading:</b></p>	<p>Appreciate stories, songs, poems &amp; rhymes in the language.</p> <p>Broaden their vocabulary &amp; develop</p>

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<p><b>Reading:</b> Read a variety of simple texts in different but authentic formats</p> <p><b>Writing:</b> Write some familiar simple words from memory or using supported written materials</p>	<p><b>Listening:</b> Understand longer listening exercises and be able to identify key words or phrases</p> <p><b>Reading:</b> Read a variety of simple texts in different but authentic formats</p> <p><b>Grammar:</b> Adjectival agreement</p>	<p>of simple verbs) in written text.</p> <p><b>Writing:</b> Write some familiar simple words from memory or using supported written materials.</p> <p>Use verbs in the correct form</p> <p><b>Grammar:</b> Build sentences using correct verb forms</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages</p> <p><b>Writing:</b> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Read a variety of simple texts in different but authentic formats. Read aloud with expression and accurate pronunciation</p> <p><b>Writing:</b> Check spelling with a dictionary</p>	<p>their ability to understand new words that are introduced in familiar written material, including through using a dictionary.</p>
<p><b>AFL opportunities:</b></p>					