Medium Term Planning

Each plan below uses the agreed session allocation. Lessons should begin with brief retrieval and phonics practice, then focus on the unit objectives and a short opportunity to apply the language.

Year 3 – Autumn Term

Unit / sessions	Key learning objectives	Key vocabulary	Key questions	Activities and phonics
Greetings & Name (2 sessions)	Introduce and respond to greetings; ask and answer names; use a short modelled exchange.	Hola, buenos días, adiós, ¿Cómo te llamas?, Me llamo…	¿Cómo te llamas? / Me llamo…	Teacher modelling; greeting circle; paired mini-dialogues; listening and matching; write name phrase. *Phonics:* Vowels and clear pronunciation of h (silent) and ll where encountered.
Numbers 0–20 & Age (4 sessions)	Recognise, say and sequence numbers; ask and answer age; write selected numbers and short answers.	cero–veinte, ¿Cuántos años tienes?, Tengo … años	¿Cuántos años tienes? / Tengo … años.	Number games; number–word matching; listening dictation; pair interviews; scaffolded written response. *Phonics:* Sound–spelling links in number words; read aloud and notice accents where relevant.
Christmas (1 session)	Encounter age-appropriate Spanish Christmas vocabulary and traditions; respond to key words and a short cultural prompt.	Navidad, árbol, estrella, regalo, Papá Noel / Reyes Magos (as appropriate)	¿Qué ves? / Veo…	New Christmas resource; visual vocabulary; song or short text; simple matching or response activity. *Phonics:* Pronunciation and reading of seasonal vocabulary.

Year 3 – Spring Term

Unit / sessions	Key learning objectives	Key vocabulary	Key questions	Activities and phonics
Colours (2 sessions)	Recognise and pronounce common colours; identify and describe familiar items using a model.	rojo, azul, verde, amarillo, blanco, negro, rosa, naranja	¿De qué color es? / Es…	Colour hunt; listen-and-point; describe classroom objects; word-picture matching; short written labels. *Phonics:* Read colour words and notice adjective agreement where modelled.
Numbers 20–50 (3 sessions)	Recognise, say, sequence and write numbers to 50; use numbers in short exchanges.	veinte–cincuenta; key tens and compound numbers	¿Qué número es? / Es el…	Number bingo; ordering; number dictation; pair quiz; number-word writing. *Phonics:* Apply phonics to longer number words; practise syllable segmentation.

Year 3 – Summer Term

Unit / sessions	Key learning objectives	Key vocabulary	Key questions	Activities and phonics
The date & Birthday (3 sessions)	Ask and answer about birthdays; recognise days/months and produce a supported date.	¿Cuándo es tu cumpleaños?, Mi cumpleaños es…, días de la semana, meses	¿Cuándo es tu cumpleaños? / Mi cumpleaños es…	Calendar work; birthday survey; listen-and-order; supported sentence writing; pair interviews. *Phonics:* Pronunciation of month names and stress patterns.
My family (3 sessions)	Identify family members; describe family using short phrases and modelled possessives.	madre, padre, hermano/a, abuelo/a, familia, tengo…	¿Quién es? / Es mi… / Tengo…	Family tree; matching; listening tasks; describe a family image; write short supported sentences. *Phonics:* Read familiar words and practise adjective/noun agreement when relevant.

Year 4 – Autumn Term

Unit / sessions	Key learning objectives	Key vocabulary	Key questions	Activities and phonics
Review Y3 (2 sessions)	Retrieve core Year 3 language; assess recall of greetings, numbers, colours, dates and family through fresh tasks.	Greetings/name; numbers 0–50; colours; birthday; family	¿Cómo te llamas?; ¿Cuántos años tienes?; ¿De qué color es?; ¿Cuándo es tu cumpleaños?	Oral retrieval stations; whiteboard quiz; new matching/short writing tasks; identify gaps for future teaching. *Phonics:* Revisit known sounds; focus on applying phonics to familiar and less familiar words.
Pets (2 sessions)	Name common pets; express simple ownership and describe a pet with a modelled adjective.	perro, gato, conejo, pez, pájaro, tengo, mi, grande, pequeño	¿Tienes mascotas? / Tengo…	Picture guessing; listening and pointing; pair questions; describe a pet; short writing frame. *Phonics:* Read pet vocabulary and notice vowel sounds and consonants.
At home (2 sessions)	Identify rooms and familiar home vocabulary; say where something is using supported structures.	casa, cocina, dormitorio, baño, salón, jardín	¿Qué hay en tu casa? / Hay…	Label a house plan; listening task; describe a simple home picture; sentence-frame writing. *Phonics:* Apply sound–spelling patterns in room vocabulary.
Christmas (1 session)	Explore Spanish Christmas vocabulary and traditions through new material.	Navidad and selected seasonal words	¿Qué ves? / Veo…	New resource; short song/text; vocabulary matching; simple response task. *Phonics:* Seasonal pronunciation and reading.

Year 4 – Spring Term

Unit / sessions	Key learning objectives	Key vocabulary	Key questions	Activities and phonics
School subjects (3 sessions)	Name school subjects and express simple likes/dislikes with a modelled reason where appropriate.	español, inglés, matemáticas, ciencias, música, educación física, me gusta/no me gusta	¿Qué asignatura te gusta? / Me gusta…	Subject timetable; opinion line; listening and matching; pair survey; write short opinions. *Phonics:* Pronunciation and reading of subject names; recognise stress.
Sports & Hobbies (2 sessions)	Name common sports and hobbies; express simple preferences and actions.	fútbol, natación, baile, tenis, música, leer, jugar, me gusta	¿Qué te gusta hacer? / Me gusta…	Mime and guess; class survey; paired questions; short written response. *Phonics:* Practise consonant and vowel patterns in familiar activity words.

Year 4 – Summer Term

Unit / sessions	Key learning objectives	Key vocabulary	Key questions	Activities and phonics
Play an instrument (2 sessions)	Name selected musical instruments and say whether one plays an instrument using a model.	guitarra, piano, batería, flauta, tocar, toco/no toco	¿Tocas un instrumento? / Toco…	Sound guessing; instrument picture cards; pair interviews; short sentences. *Phonics:* Pronunciation of instrument names; reading familiar patterns.
The weather & seasons (2 sessions)	Understand and describe basic weather and seasons; respond to a simple weather question.	hace sol, llueve, hace frío/calor, viento, primavera, verano, otoño, invierno	¿Qué tiempo hace? / Hace…	Weather map; daily forecast; listen-and-draw; short weather report; sentence frames. *Phonics:* Read weather expressions as chunks; practise h and ll where relevant.
Consolidation (2 sessions)	Strengthen areas identified through assessment and combine language from the year in new tasks.	Core vocabulary from Year 3 and Year 4 units	Questions selected from taught units	Retrieval games; short speaking challenge; reading/writing task; review of progress. *Phonics:* Revisit sounds linked to pupils' current gaps.

Year 5–6 – Cycle A – Autumn Term

Unit / sessions	Key learning objectives	Key vocabulary	Key questions	Activities and phonics
Review Y3–4 **(2 sessions)**	Retrieve familiar language from previous years without repeating the same worksheets; identify gaps and build confidence.	Greetings, numbers, colours, dates, family, pets, home, school and hobbies	Questions drawn from previous learning	Fresh oral quiz; listening stations; whiteboard tasks; new mixed-topic challenge; brief written response. *Phonics:* Diagnostic recap of previously taught sound–spelling patterns.
Physical description **(2 sessions)**	Describe people using basic physical features and simple adjective agreement.	alto/a, bajo/a, pelo, ojos, tengo, es, tiene	¿Cómo es? / Tiene… / Es…	Describe and guess; character cards; modelled sentences; pair speaking; short written description. *Phonics:* Read descriptive vocabulary; practise adjective endings.
Personality **(2 sessions)**	Use a small range of personality adjectives to describe people and combine with physical description.	simpático/a, divertido/a, inteligente, amable, tímido/a	¿Cómo es? / Es…	Adjective sorting; character profiles; pair descriptions; sentence-building with a model. *Phonics:* Pronunciation and stress in adjectives; revisit agreement.

Year 5–6 – Cycle A – Spring Term

Unit / sessions	Key learning objectives	Key vocabulary	Key questions	Activities and phonics
Clothes and colours **(3 sessions)**	Name common clothing items and colours; describe what someone wears using a modelled structure.	camiseta, pantalones, falda, vestido, zapatos, abrigo, colores, lleva	¿Qué lleva? / Lleva…	Clothing-card games; describe a picture; listen-and-select; build and write sentences; retrieval of colours. *Phonics:* Read clothing words; practise ll and vowel sounds where relevant.
Going shopping for clothes **(2 sessions)**	Use basic phrases to ask for and select clothing; recognise simple prices and polite exchanges.	Quiero…, busco…, ¿Cuánto cuesta?, euros, por favor	¿Qué quieres? / Quiero… / ¿Cuánto cuesta?	Shop role-play; dialogue ordering; price cards; pair speaking; short dialogue scaffold. *Phonics:* Pronunciation of question phrases and prices.

Year 5–6 – Cycle A – Summer Term

Unit / sessions	Key learning objectives	Key vocabulary	Key questions	Activities and phonics
In the city & directions **(3 sessions)**	Recognise common places in a town and understand/give simple directions using a model.	ciudad, calle, plaza, estación, tienda, izquierda, derecha, recto	¿Dónde está…? / Sigue recto / Gira…	Map route task; listen-and-follow directions; pair role-play; create a simple route; short written instructions. *Phonics:* Read place names and direction phrases; practise stress and silent h where relevant.
Snacks & drinks at the café **(2 sessions)**	Recognise snack and drink vocabulary; order politely in a simple café dialogue.	agua, zumo, bocadillo, fruta, patatas, quiero, por favor	¿Qué quieres? / Quiero… / Algo más?	Menu matching; café role-play; listening choice; paired dialogue with scaffold. *Phonics:* Pronunciation and reading of food/drink vocabulary.
Occupations / Professions **(2 sessions)**	Name selected occupations and use a simple sentence to say what someone does.	médico/a, profesor/a, policía, cocinero/a, trabaja, es	¿Qué hace? / Es… / Trabaja de…	Picture match; guessing game; short profile; pair speaking and sentence writing. *Phonics:* Read profession names and notice gendered word endings.

Year 5–6 – Cycle B – Autumn Term (future reference)

Unit / sessions	Key learning objectives	Key vocabulary	Key questions	Activities and phonics
KS2 retrieval / review (1 session)	Recall familiar language through fresh oral and written tasks; avoid reprinting previous review worksheets.	Selected language from Years 3–4	Questions chosen from familiar units	Fast retrieval quiz; paired question cards; mini whiteboard tasks. *Phonics:* Brief revisit of known sound patterns.
Numbers 50–100 (2 sessions)	Recognise, say and write numbers to 100; use them in simple practical contexts.	cincuenta–cien and compound numbers	¿Qué número es? / Es…	Number bingo; number dictation; number-word matching; short challenge. *Phonics:* Read longer number words and practise syllables.
Countries & cities (2 sessions)	Recognise selected countries and cities and use simple structures to say where a place/person is from.	España, Inglaterra, Gales, Escocia; selected cities; país, ciudad	¿Dónde está…? / Está en…	Map work; country/city sorting; listening and matching; short spoken descriptions. *Phonics:* Read place names; practise stress and familiar phonics.

Year 5–6 – Cycle B – Spring Term (future reference)

Unit / sessions	Key learning objectives	Key vocabulary	Key questions	Activities and phonics
The time (3 sessions)	Ask and tell the time using core structures; interpret simple times in everyday contexts.	¿Qué hora es?, es la una, son las…, y cuarto, y media, menos cuarto	¿Qué hora es? / Son las…	Clock cards; listen-and-match; timetable task; pair quiz; supported writing. *Phonics:* Pronunciation of time phrases and number words.
Daily routine (3 sessions)	Describe a simple daily routine using common verbs and time phrases.	me levanto, desayuno, voy, estudio, como, vuelvo, ceno, me acuesto	¿Qué haces por la mañana? / Primero…, después…	Routine sequencing; mime; timetable; pair interview; short paragraph with sentence frames. *Phonics:* Read routine verbs and practise stress and syllable patterns.

Year 5–6 – Cycle B – Summer Term (future reference)

Unit / sessions	Key learning objectives	Key vocabulary	Key questions	Activities and phonics
Nationality & languages (3 sessions)	Say where someone is from and which languages they speak, using modelled structures.	soy de…, inglés/inglesa, español/a, hablo…, idiomas, país	¿De dónde eres? / ¿Qué idiomas hablas?	Map and flag prompts; paired interview; listening tasks; short personal profile. *Phonics:* Pronunciation of nationality adjectives and language names.
Euros (2 sessions)	Recognise and use euro prices in simple shopping or café contexts; apply number knowledge.	un euro, dos euros, cuesta, barato/a, caro/a	¿Cuánto cuesta? / Cuesta…	Price labels; mini-market role-play; matching prices to items; simple calculations in Spanish. *Phonics:* Read price expressions and practise number words.
Speaking / consolidation project (1 session)	Apply language from Cycle B in a short, supported speaking or written task.	Selected vocabulary from Cycle B	Questions and answers from taught units	Mini presentation, paired dialogue or profile; simple reflection on progress. *Phonics:* Targeted recap based on observed needs.

Annual Planning Notes and Review

Session planning

The school timetable provides approximately one Spanish lesson every two weeks. The working estimate is around 18–20 sessions per class across the year, including one Christmas session. Actual availability varies with term dates, holidays, non-pupil days, school events and the alternating Thursday pattern. Confirm dates before finalising the medium-term plans.

Prioritisation and adaptation

The GrammarSaurus scheme marks certain topics with an asterisk as topics to be completed before the next school year. These are prioritised where possible. The number of sessions assigned here is adapted from the original scheme to fit the timetable. The aim is to teach the essential vocabulary and structures securely rather than to complete every original activity.

Combined Year 5–6 class

The combined class follows one shared teaching plan. Cycle A and Cycle B alternate between academic years. Pupils are not taught two separate programmes simultaneously. Previously completed worksheets should not be repeated; prior language can be retrieved through short oral tasks, fresh activities and new contexts.

Current Year 6 prior learning

The current Year 6 pupils completed Review Y3–4, Numbers 50–100, Christmas, The time, Daily routine and Countries & cities in the previous academic year. They did not complete the summer-term Spanish units. Cycle A avoids teaching the completed units again as full units. The current Year 5 pupils' books should be checked for any overlap before printing new activities.

Christmas

One session is reserved for Christmas each year. The class teacher/MFL teacher will provide new material for each year so that the same Christmas worksheets are not repeated in pupils' books.

Review date

This document should be reviewed after the first full year of delivery, using lesson notes, pupil books and assessment observations to adjust session counts, vocabulary and the Cycle A/B sequence.