



Spanish Language Progression of Knowledge

National Curriculum

Pupils should be taught in KS2:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- 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
- 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

The starred (*) content above will not be applicable to ancient languages.

| | Year 3 | Year 4 | Year 5 | Year 6 |
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| Listening | <p>Repeat words modelled by teacher, show understanding with an action</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> | <p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Pick out known words in an 'authentic' conversation</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p> | <p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> | <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p> |
| Speaking | <p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> <p>Can name and describe people.</p> | <p>Use common phrases</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p> <p>Can name and describe people.</p> | <p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p> <p>Can hold a simple conversation with at least 3 exchanges.</p> <p>Can use my knowledge of basic Spanish grammar to speak correctly. Can understand a short story or factual text and note the main</p> | <p>Engage in short scripted conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p> <p>Children can ask and answer simple questions on a few very familiar topics.</p> <p>Can hold a simple conversation with at least 4 exchanges.</p> |

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| | <p>Can name and describe a place</p> <p>Can name and describe an object.</p> <p>Can have a short conversation saying 3-4 things.</p> <p>Can give a response using a short phrase.</p> <p>Can start speaking sentences.</p> | <p>Can name and describe a place</p> <p>Can name and describe an object.</p> <p>Can have a short conversation saying 3-4 things.</p> <p>Can give a response using a short phrase.</p> <p>Can start speaking sentences.</p> | <p>points.</p> <p>Can use the context to work out unfamiliar words.</p> | <p>Can use my knowledge of simple Spanish grammar to speak correctly.</p> |
| <p>Writing</p> | <p>Copy simple vocabulary</p> <p>Children can write some single words from memory, with plausible spelling.</p> <p>Can write phrases from memory. I can write 2-3 short sentences on a familiar topic.</p> <p>Can say what I like/dislike about a familiar topic.</p> | <p>Children can write simple words and several short phrases from memory</p> <p>Children use understandable spelling.</p> <p>Can write phrases from memory. I can write 2-3 short sentences on a familiar topic.</p> <p>Can say what I like/dislike about a familiar topic.</p> | <p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p> <p>Can write a paragraph of 4-5 simple sentences.</p> <p>Can substitute words and phrases</p> | <p>Adapt taught phrases to create new sentences</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling</p> <p>I can write a paragraph of 5 - 6 simple sentences.</p> <p>I can substitute words and phrases</p> |
| | <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p> | | <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p> | |

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| Reading | <p>Begin to recognise written vocabulary/ single words</p> <p>Begin to recognise written phrases</p> <p>Can read and understand a short passage using familiar language.</p> <p>Can explain the main points in a short passage.</p> <p>Can read a passage independently.</p> <p>Can use a bilingual dictionary or glossary to look up new words.</p> | <p>Begin to recognise simple written phrases</p> <p>Recognise simple written phrases and understand a range of familiar written phrases.</p> <p>Can read and understand a short passage using familiar language.</p> <p>Can explain the main points in a short passage.</p> <p>Can read a passage independently.</p> <p>Can use a bilingual dictionary or glossary to look up new words.</p> | <p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of a piece of writing based on the current topic</p> <p>Read short passages and pull answer questions on what they have read.</p> <p>Can understand a short story or factual text and note the main points</p> <p>Can use the context to work out unfamiliar words.</p> | <p>Practice reading longer texts aloud, containing taught phrases and vocabulary</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic.</p> <p>Can use a dictionary or word list.</p> <p>Can understand a short story or factual text and note the main points.</p> <p>Can use the context to work out unfamiliar words.</p> |
| Grammar | <p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are).</p> | <p>Can use indefinite and definite articles with singular and plural nouns.</p> <p>Can use prepositions of place and sequencers.</p> | <p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p> | <p>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p> |

Topics Overview

| Years EYFS, 1 & 2 | | Years 3 & 4 | | Years 5 & 6 | |
|-------------------|-----|------------------------------|---|------------------------------|--|
| Cycle 1 | N/A | Cycle A 2022-2023 | I'm Learning Spanish; Greetings; Animals; I Know How; Fruit; Family | Cycle A 2022-2023 | At the cafe; Weather; Habitats; Clothes; At School; Planets |
| Cycle 2 | N/A | Cycle B 2023-2024 | Shapes; The Seasons; Vegetables; Ancient Britain; In Class; Presenting myself | Cycle B 2023-2024 | The Date; My Home; At the Weekend; Healthy Lifestyle; Me in the World; Do you have a pet?; |

Autumn 1

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| Years 3 & 4 | Years 5 & 6 |
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| <p>Cycle A</p> | <p>I'm Learning Spanish Introduction to Spain & Spanish speaking countries; Asking & saying how you feel; Asking & saying your name; Numbers 1-10 & colours introduction; Consolidation of colours; End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to know information about Spain and which countries are Spanish speaking • LI to be able to discuss feelings by asking and responding to questions • LI to be able to discuss names by asking and responding to questions • LI to know numbers in Spanish from 1-10 • LI to know the common colours in Spanish | <p>Cycle A</p> | <p>At the Cafe Quick introduction lesson (recap on previous learning) and discuss how to say 'My name is...' 'What is your name?' 'How are you?' 'I am...thank you' + numbers from 1-50. Introduce vocabulary for a range of drinks with their articles; Introduce vocabulary for a range of food with their articles; Children will learn typical snacks & drinks you can order in a Spanish café. There are also interactive games based around this new vocabulary plus the breakfast vocabulary learnt in earlier weeks; ordering something to eat and drink in a Spanish cafe; 'What do you eat for breakfast?' class survey; End of unit assessment (if time)</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> ▪ LI to be able to use previous knowledge to consolidate learning. ▪ LI to know and say 10 different foods, snacks and drinks with the correct article/determiner. ▪ LI to know and say another 10 foods, snacks and drinks with the correct article/determiner. ▪ LI to be able to use some key phrases in role-play in the Spanish cafetería. ▪ LI to be able to calculate the bill in Spanish and know the Spanish currency. ▪ LI to be able to use learnt knowledge to have a discussion in Spanish (involving asking and responding to questions) <i>(extra lesson if needed to recap)</i> |
| | <p>Key Knowledge In this unit, children will learn to locate Spain and other Spanish speaking countries on a map, including main cities such as Madrid. They will learn basic words and phrases such as: hello, good morning, how are you? I am... and the first 10 numbers and 10 main colours.</p> | | <p>Key Knowledge By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafetería. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p> |

Key Vocabulary:

- Buenos días!
- Como Estas?
- Estoy...(bien, mal, mas o menos)
- Como se llama?
- Me llamo...
- uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez

- negro – black, marrón / café – brown, gris - gray / grey, blanco – white, amarillo – yellow, anaranjado / naranja – orange, rojo – red, rosado – pink, morado / púrpura – purple, azul - blue, verde - green

Key Vocabulary

- un bocadillo de jamon/queso
- un pestel de limon
- unos churros
- unos calamares
- una tortilla de patatas
- una ensalada mixta
- una paella
- una tarta de chocolate
- unas gambas
- unas croquetas
- unas patatas bravas
- un café (con leche)
- un te
- un zumo de naranja
- un chocolate caliente
- una limonada/coca cola
- que deseas?

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| | | | <ul style="list-style-type: none"> - Quisiera... - Por favour - Y - La cuenta |
| <p>Cycle B</p> <p>Shapes</p> <p>Introduction lesson (recap on previous learning) and discuss how to say 'My name is...' 'What is your name?' 'How are you?' 'I am...thank you' + numbers from 1-50. Introduce first 5 shapes in singular form; introduce next 5 shapes in singular form; drawing our shapes while learning the new verb 'dibujar'; consolidation of numbers 1-5 + shapes (listening activity); End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to be able to use previous knowledge to consolidate learning • LI to know the first set of shapes in Spanish with their determiner • LI to know the second set of shapes in Spanish with their determiner • LI to know about the 2 determiners for 'a' in Spanish • LI to be able to use previous knowledge by writing and speaking in response to a listening activity | <p>Cycle B</p> <p>The Date</p> <p>Quick introduction lesson (recap on previous learning) and discuss how to say 'My name is...' 'What is your name?' 'How are you?' 'I am...thank you' + numbers from 1-50. Learn how to say when your birthday is including saying 'my birthday is' + the number of the date + the month of the year all in Spanish; introduce days of the week; learn the 12 months of the year + listening and reading activities; learn numbers 1-31 in Spanish; Learn how to say the date in Spanish including saying 'today is' + the day of the week + the date + the month of the year all in Spanish; end of unit assessment (if time)</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to know days of the week in Spanish • LI to know the months of the year in Spanish • LI to be able to say and write numbers 1-31 in Spanish • LI to be able to ask and answer the question 'Que fecha es hoy?' • LI to be able to ask and answer the question 'Cuando es tu cumpleaños?' (involving a listening activity + asking and responding to questions) • LI to be able to use previous knowledge to consolidate learning (extra lesson as recap if needed) | | |
| <p>Key Knowledge</p> <p>In this unit pupils will learn 10 common shapes and also the numbers 1-5 in Spanish. By the end of the unit pupils will be able to recognise, recall,</p> | <p>Key Knowledge</p> <p>Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit,</p> | | |

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| <p>remember and spell up to ten shape nouns with their indefinite article (un/una).</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - Un triángulo/ cuadrado/ óvalo/ círculo/ rectángulo/ pentágono/ hexágono/ rúmbo (singular form) - Una línea/Estrella (singular) - Dibujad... - Numeros uno-cinco - Círculos/ triángulos/ cuadrados/ óvalos/ hexágonos/ pentágonos/ rombos (plural form) - Estrellas / líneas (plural) | <p>pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.</p> <p>In this unit the children will not only see and learn how the language works slightly differently in Spanish but also how useful this particular vocabulary will be going forward; the days of the week, months of the year and numbers 1-31 are all core vocabulary and numbers in particular will be integrated into many other Languages Angels units going forward. It is recommended to start saying the date in Spanish into your daily routine going forward.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - La fecha - Los días de la semana - Lunes-domingo - Que fecha es hoy? - Hoy es... - Enero-diciembre - Uno-treinta y uno |
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Autumn 2

| | | Years 5 & 6 | |
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| <p>Cycle A</p> | <p>Greetings (in KS1 section but is necessary for progression)</p> <p>Saying hello; How to say 'my name is'; How to say, 'how are you?'; How to say, 'how are you feeling?'; How to say, 'goodbye'; How to say, 'see you soon'</p> <p>Learning Intentions to use for lessons:</p> | <p>Cycle A</p> | <p>Do you have a pet?</p> <p>This lesson introduces the children to the nouns and article for eight common pets; This lesson revises the article and nouns for eight common pets and introduces the phrase "Tengo" (I have...) plus the connective "y" (and); This lesson revises the article and nouns for eight common pets, the phrase "Tengo" (I have...), the connective "y" (and) and the phrase "que se llama" (that is called); This lesson revises the article and nouns for eight common pets, the phrase "Tengo" (I have...), the connective "y" (and), "que se llama" (that is called) and the NEGATIVE "No tengo..." (I</p> |

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| <ul style="list-style-type: none"> • LI to know how to greet people in Spanish (formally and informally) • LI to be able to say 'my name is...' in Spanish • LI to be able to ask someone how they are feeling and give a reply in Spanish • LI to know various ways of saying 'goodbye' in Spanish | <p>do not have...); This lesson revises the article and nouns for eight common pets, the phrase "Tengo" (I have...), the connective "pero" (but), "que se llama" (that is called) and the NEGATIVE "No tengo..." (I do not have...); End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to know the 8 names for pets with their correct determiner • LI to be able to use 'Tengo' and 'y' in speaking and writing in Spanish (saying 'I have a pet') • LI to be able to say what my pet is called in Spanish • LI to be able to use the verb 'Tengo' in a positive and negative way ('I have' and 'I do not have') • LI to be able to use the conjunctions 'y' and 'pero' in a sentence |
| <p>Key Knowledge</p> <p>In this unit pupils will learn the vocabulary for basic greetings in the foreign language enabling the pupils to participate in a short oral conversation by the end of the unit.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - Buenos dias - Hola - Adios - Hasta luego - Me llamo - Estoy mal - Estoy bien - Mas o menos | <p>Key Knowledge</p> <p>This unit provides the language the children will need to talk about their own/fictitious pets. They will be presented with characters that have pets to work from in the lessons so no child who does not have a pet will feel excluded. It is about expanding their bank of vocabulary and deepening their knowledge of grammar so that they can know more but also use more. The unit starts by presenting the vocabulary for eight nouns (pets) with their indefinite article/determiner before recycling the high frequency irregular verb tengo (I have) in lesson two where they will say which animals they have as a pet. Pupils will subsequently revise the third person singular conjugation of the verb llamarse (to be called) as well as negative structures in lessons three and four. This bringing together of the new vocabulary with previously learnt language will encourage pupils to form longer and more interesting sentences more confidently and accurately.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - Un perro/ gato/ conejo/ hamster/ pez/ raton - Una cotorra/ Tortuga |

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| | | | <ul style="list-style-type: none"> - Tengo... - No tengo... - Tengo un... - Tengo una... - Que se llama... - Y / pero |
| <p>Cycle B</p> <p>The seasons KS2</p> <p>With a focus on pronunciation and sentence building: The four seasons; Winter; Spring; Summer; Autumn; My favourite season is...; End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to be able to say the 4 seasons in Spanish with the correct determiner • LI to be able to say a short phrase about winter in Spanish • LI to be able to say a short phrase about spring in Spanish • LI to be able to say a short phrase about summer in Spanish • LI to be able to say a short phrase about autumn in Spanish • LI to be able to discuss and write about my favourite season in Spanish | | <p>Cycle B</p> <p>My Home</p> <p>Types of home and different locations; Introduction to the first five rooms of the home plus "en mi casa hay..." (in my home there is/are...); Introduction to the next five rooms of the home plus consolidation of "en mi casa hay..." (in my home there is/are...); Introduction of the phrase "en mi casa no hay..." (in my home there is not.../there are no..."); Attempt to create a longer spoken or written passage in Spanish using the language learnt in this unit and incorporating other language including personal details (such as their name and age etc.); end of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to know how to say where I live using first person 'vivo' • LI to know the different types of homes and locations, including rooms within a home (nouns + determiner) • LI to know another set of 5 nouns and their determiner • LI to be able to use the phrase 'en mi casa...' in a positive and negative way • LI to be able to use previous knowledge to create a spoken or written conversation between 2 people (including a greeting, age/birthday, feelings, home) | |
| <p>Key Knowledge</p> <p>In this unit pupils will learn the four seasons of the year along with a key feature for each season in Spanish. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.</p> | | <p>Key Knowledge</p> <p>The unit will provide the language the children will need to talk about their own/an imaginary home. The unit starts by introducing the regular -IR verb vivir (to live) in firstperson singular vivo (I live) so that the pupils have the language required to describe where they live in terms of a location. In lessons two and three they progress to learning how to say ten different nouns for rooms of the house</p> | |

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| <p>Key Vocabulary</p> <ul style="list-style-type: none"> - Las estaciones - El invierno - La primavera - El Verano - El otonos - En invierno... - En primavera... - En Verano... - En otono - Hace frio - Nieva - Las flores crecen - Los pajaros cantan - Hace sol - Hace calor - Los arboles pierden sus hojas - Cual es tu estacion favorita? - Mi estacion favorita es... - Y - porque | <p>along with their indefinite articles/determiners. In lessons four and five they will revisit negative structures and personal greetings to expand on their sentences.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - donde vives? - Vivo en... - Una casa / un piso - En la ciudad - En el campo - En la montana - En la costa - En un pueblo - En mi casa hay../ no hay... - Y / pero |
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Spring 1

| Years 3 & 4 | | Years 5 & 6 | |
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| <p>Cycle A</p> | <p>Animals Introduce first 5 animals (noun + article); Introduce next 5 animals; Consolidation of all 10 animal nouns with related articles; Focus on the spelling of animal nouns & use of correct article; Introduction of 'Soy...'; End of unit assessment</p> | <p>Cycle A</p> | <p>The Weather Introduction of vocabulary for weather; Consolidation of weather vocabulary & matching pairs game; Weather reading & listening activities incorporating days of the week; weather map work; create your own Spanish weather forecast; End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> |

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| <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to know the first set of animals with the correct determiner • LI to know the second set of animals with the correct determiner • LI to know all 10 animal nouns and how to spell them in Spanish • LI to know the role of the indefinite article/determiner in Spanish (<i>ie: why we use el/la/un/una etc</i>) • LI to know the first-person verb 'soy' and use it in a sentence | <ul style="list-style-type: none"> • LI to know the types of weather in Spanish and adjectives to describe the weather • LI to be able to recall, say and write weather expressions from memory • LI to be able to improve listening and decoding skills for Spanish nouns and phrases • LI to be able to read a weather map in Spanish • LI to be able to use a map in Spanish (<i>this is part of the previous lesson but can be separated if needing an extra lesson</i>) • LI to be able to use taught knowledge to create a Spanish weather forecast. |
| <p>Key Knowledge In this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in Spanish. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - Los animals - Un/una - Un caballo - Un cerdo - Un leon - Un pajar - Un mono - Un pato | <p>Key Knowledge In this unit, children will learn weather phrases that don't all start the same way. They will need to remember how each weather phrase starts and begin to understand better that it is not always possible to have a word for word translation of a phrase in Spanish directly into English. Understanding what it means in English is however always key. Once their knowledge of this new vocabulary is solid, pupils will learn how to read a Spanish weather map with weather symbols. They will be shown the language for compass point directions in Spanish by lesson four and will use their growing awareness of the geography of Spain to read a weather forecast as a Spanish weather presenter by the end of the unit. This is a very fun and creative task that will bring all of their new language together and allow them the scope and independence of not only designing wonderfully bright and attractive weather maps but to also take ownership of the language and create personalised scripts.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - Que tiempo hace? |

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| | <ul style="list-style-type: none"> - Un raton - Un conejo - Una oveja - Una vaca - Soy... | | <ul style="list-style-type: none"> - Esta... lloviendo / nevando - Hay tormenta. - Hace sol/ mucho viento/ mal tiempo/ frio/ calor - En el norte/sur/centro/oeste/este de España... - El clima |
| <p>Cycle B</p> | <p>Vegetables</p> <p>Introduce first 5 vegetables (plural article 'las'); Introduce next 5 vegetables (plural article 'los'); Adding a weight to our vegetable phrases; Adding another weight to our vegetable phrases plus extra phrases to make up longer related sentences; Revisiting & using all language in role-play ("¿Puedo ayudarte?" (Can I help you?), "¿Algo más?" (Anything else? / Is that everything?) and "¿Cuánto cuesta?" (How much is that?); End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to know vegetables in Spanish that are feminine plural (las) • LI to know vegetables in Spanish that are masculine plural (los) • LI to be able to ask for a kilo and ½ kilo of a vegetable in Spanish • LI to be able to use the verb 'Quisiera' when buying vegetables • LI to use the conjunction 'y' when buying more than one vegetable • LI to be able to use key phrases in role-play (¿Puedo ayudarte?", "¿Algo más?" and "¿Cuánto cuesta?) (extra LI if needed) | <p>Cycle B</p> | <p>Planets</p> <p>Introduction of the planets; Complex sentence structure for each planet; Reading and listening activities based on the planets; explanation of adjectival agreement; consolidation of adjectival agreement using a variety of adjectives; End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to know the names of planets in Spanish • LI to be able to say and write more complex sentence structures in Spanish (using taught nouns). • LI to be able to listen and read more complex sentences in Spanish (nouns + taught adjectives) • LI to be able to form questions and answers about planets (lesson on adjectival agreement – whether the adjective agrees with fem/masc/plur/sing noun it's describing) • LI to know how to form and answer questions in Spanish with the correct format (similar to previous lesson) |
| | <p>Key Knowledge</p> <p>In this unit pupils will learn 10 common vegetables in their plural form with their definite articles in Spanish.</p> | | <p>Key Knowledge</p> <p>In this unit, pupils will see and hear longer and more complex sentences. By the end of the unit, they will be expected to</p> |

They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.

Key Vocabulary

- Las berenjenas/ espinacas/ cebollas/ judias verdes zanahorias/ patatas (*feminine vegetables*)
- Los calabacines/ tomates/ guisantes/ champinones (*masculine vegetables*)
- Un kilo de... / medio kilo de...
- Quisiera...
- Por favour/ Y / Hola
- Puedo ayudarte?
- Algo mas?
- Cuanto cuesta?
- Gracias
- Hasta luego
- En mi cesta tengo..

recognise, recall and spell the planets introduced in this unit as well as be able to remember a key phrase associated with each planet. Pupils will build on their previous knowledge of adjectival agreement and, by the end of the unit, will understand how adjectives can change spelling and pronunciation depending on the gender and plurality of the noun they are describing. They will also start to learn how to describe nouns better (not just the planets) and apply this knowledge to other topics and vocabulary.

Key Vocabulary

- Los planetas
- Mercurio
- Venus
- La Tierra
- Marte
- Júpiter
- Saturno
- Urano
- Neptuno
- Pluton
- El sol esta en el centro
- Rojo/roja
- Gracioso/Graciosa
- Guapo/guapa
- Alto/alta
- Simpatico/simpatico
- Gordo/gorda
- Bajo/baja
- Delgado/delgada
- Inteligente

Spring 2

| Years 3 & 4 | | Years 5 & 6 | |
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| <p>Cycle A</p> | <p>I know how... Introduce first 5 activities/verbs; introduce next 5 activities/verbs; introduction of 'se' and using it in a sentence with taught vocabulary; reading & listening exercises around 'se'; consolidation of 'se' + vocabulary; End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to be able to say 5 verbs in Spanish • LI to know another 5 verbs in Spanish • LI to know the verb 'se' and how to structure it in a sentence • LI to know the negative form 'no se' and how to structure it in a sentence • LI to be able to use conjunctions 'y' and 'pero' in Spanish • LI to be able to consolidate knowledge by speaking and writing sentences using Spanish verbs <i>(extra if needed)</i> | <p>Cycle A</p> | <p>Habitats Five basic elements that plants and animals need to thrive and survive in a habitat; Five different habitats and examples of each in the world; which plants grow in each habitat; which animals grow in each habitat; Consolidation of all habitats, plants and animals. Presentation preparation; end of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to know basic elements for survival in Spanish • LI to be able to name some different habitats in Spanish • LI to know the names of plants that grow in each habitat using the verb 'crecer' • LI to know the names of animals that live in each habitat using the verb 'vivir' • LI to be able to create and present a presentation about habitats in Spanish |

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| | <p>Key Knowledge In this unit pupils will learn 10 familiar activities that they know how or do not know how in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - Se... - No se... - Bailar - Cantas - Saltar - Cocinar - Montar en bicicleta - Tocar un instrument - Patina - Dibujar - Nadar - Hablar espanol - Y - pero | | <p>Key Knowledge This unit starts by introducing 5 different types of habitats, then 5 types of plants and 5 types of animal that live in those habitats. There will also be an opportunity to learn an adaptation of each plant and animal in that habitat. Using a series of gap fills, listening and reading tasks gradually building up knowledge of the topic, recalling and retaining the new language so that by the end of the unit it is possible to say which animal and plant live in each habitat. The final oral and written task will build on this knowledge to include specific adaptations.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - los habitats - los animals y las plantas necesitan... refugio/ comida/ aire/ sol/ agua - el campo / oceano/ desierto / Artico / Sahara / Amazonas - ...es un habitat en... - El camello / conejo / oso polar / mono arana/ tiburon - Vive / viven en... (vivir – to live) - Las algas - Los arboles altos - Los arbustos - Los cactus - Las plantas resistentes - Crece/crecen |
| <p>Cycle B</p> | <p>Ancient Britain The three ages of Ancient Britain concentrated on in this unit (Stone Age, Bronze Age and Iron Age) into a historical context.; "I am a man..." and "I am a woman..." from each of the ages of Ancient Britain; "I have..." plus a typical tool from each of the ages of Ancient Britain; "I live..." plus a typical dwelling from each of the ages of Ancient Britain; Consolidation of all language learnt. Presentation preparation; End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> | <p>Cycle B</p> | <p>At the Weekend Telling the time in detail; ten complex phrases describing weekend activities; reading and listening lesson based on weekend activities; introduction of connectives; creative lesson based on weekend activities; End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to be able to tell the time in Spanish • LI to be able to read and pronounce 10 weekend activities in Spanish |

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| <ul style="list-style-type: none"> • LI to know the 6 key periods of Ancient Britain in Spanish • LI to be able to use the verb 'soy' in Spanish • LI to be able to use the verb 'tengo' in Spanish • LI to be able to use the verb 'vivo' in Spanish • LI to be able to consolidate knowledge from previously learnt vocabulary and prepare a presentation | <ul style="list-style-type: none"> • LI to know how to correctly spell 10 weekend activities in Spanish • LI to be able to say and write about a weekend activity, including the time it took place • LI to be able to present a spoken presentation about weekend activities in Spanish (<i>consolidating knowledge</i>) |
| <p>Key Knowledge</p> <p>In this unit pupils will be taught three high frequency verbs in the 1st person singular form. The verbs are: 'to be', 'to have' and 'to live'. Through the medium of this period of history, pupils will pretend to be characters from the Stone, Bronze and Iron Age. By the end of the unit pupils will be able to say / write who they are, where they live and which hunting tool they use, incorporating the three high frequency verbs in their phrases.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - la historia de la antigua Gran Bretaña - la edad de Piedra - la edad de bronce - la edad de hierro - el imperio Romano - los Anglosajones - la epoca Vikinga - soy... - un hombre/una mujer - tengo.. - vivo... /vivo en... | <p>Key Knowledge</p> <p>In this unit, pupils will learn to say and write what activities they do at the weekend, at what time and also whether they like the activity or not. This unit will also encourage pupils to link ideas together using more conjunctions and to create longer and more interesting replies. They will start by learning 10 short phrases for activities that often happen at the weekend. The rest of the unit includes lots of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Lessons will progressively build on the short phrases from week 2 by adding a time, a conjunction, another activity and an opinion. Final activities will include a picture story and an email in Spanish detailing what pupils do at the weekend. There is an opportunity to present an extended piece orally and a translation activity from English into Spanish</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - el fin de semana - Que haces los fines de semana? - Me levanto. - Desayuno. - Veo la tele. |

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| | | | <ul style="list-style-type: none"> - Leo. - Escucho musica. - Juego a video juegos. - Juego al futbol. - Voy a la piscina. - Voy al cine. - Voy a dormir. - Y / despues/ Tambien/ mas tarde/ finalmente/ porque - Es... increible/ genial/ divertido/ agotador/ aburrido/ horrible - Que hora es? - Es la una. (It's 1 o'clock) - Son.... Las dos-doce (it's... 2 o'clock – 12 o'clock) - Es mediodia / medianoche - Y cuarto/ y media/ menos cuarto |
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Summer 1

| Years 3 & 4 | | Years 5 & 6 | |
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| <p>Cycle A Fruit</p> <p>Introduce first 5 fruits in the singular form; introduce next 5 fruits in the singular form; changing our Spanish fruit nouns from singular to plural; introduction of a positive opinion using 'Me Gusta/Gustan...'; introduction of a negative opinion using 'No me gusta/gustan...'; End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to know the first set of fruits in singular form • LI to know how to say another set of fruits in singular form • LI to be able to change fruits from singular to plural | <p>Cycle A Clothes</p> <p>Introduction of the first 10 items of clothing + the articles; Introduction of the remaining 9 items of clothing + the articles; Consolidation of clothes vocabulary & introduction of verb 'llevar' using the form 'llevo' (I wear); detailed examination of the verb 'llevar' (to wear); listening activity based on 'llevar'; End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to know the first set of clothing in Spanish (nouns and their determiners) • LI to know the second set of clothing in Spanish (nouns and their determiners) | | |

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| <ul style="list-style-type: none"> LI to be able to express positive preferences using 'me gusta/gustan' LI to be able to express negative preferences using 'no me gusta/gustan' | <ul style="list-style-type: none"> LI to be able to use the verb 'llevar' to describe what is being worn LI to be able to describe items of clothing using adjectives LI to be able to describe what to pack for a holiday <i>(consolidating knowledge – can take a few lessons if you want children to write or present this to the class)</i> |
| <p>Key Knowledge</p> <p>In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - Una manzana/ fresa/ cereza/ naranja/ ciruela/ pera - las manzanas/ fresas/ cerezas/ naranjas/ ciruelas/ peras - Un melocoton/ platano/ kiwi/ albaricoque - los melocotones/ platanos/ kiwis/ albaricoques - Me gustan... - No me gustan... | <p>Key Knowledge</p> <p>In the first two lessons, pupils will start off by learning the nouns for clothes and then progress to recognise, recall and spell what they wear using llevo (I wear). By lesson four pupils will revise and apply adjectival agreement (masculine/feminine/plural/singular adjectives that match the nouns) so that by lesson five they are able to revise and use the possessive adjectives correctly so that they can express what clothes they are packing in their suitcase. Apart from the new vocabulary, much of this unit is revision and consolidation but most importantly a unit that will show the pupils how language 'works' (ie: how it is different to grammar in English).</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - La ropa - Un traje de baño/ sueter/ abrigo/ vestido (<i>masculine singular</i>) - Unos pantalones/ pantalones cortos/ zapatos/ calcetines (<i>masculine plural</i>) - Una camiseta/ camisa/ blusa/ corbata/ bufanda/ falda/ chaqueta/ gorra (<i>feminine singular</i>) - Unas botas/ medias/ sandalias/ gafas (<i>feminine plural</i>) - El lunes – domingo - Llevar (llevo, llevas, lleva etc..) - Para la escuela llevo... - Cuando hace buen tiempo llevo... - Cuando estoy de vacaciones llevo... |

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| <p>Cycle B</p> | <p>In Class</p> <p>Introduce vocabulary for 6 masculine noun classroom objects plus its associated article / determiner; Introduce vocabulary for 6 feminine noun classroom objects plus its associated article / determiner; Use of Tengo... (I have); Use of the possessive 'my' in association with classroom equipment; Use of No tengo... (I do not have); end of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> LI to know the names of classroom objects (nouns with the masculine determiner – el) LI to know the names of classroom objects (nouns with the feminine determiner – la) LI to be able to answer the question 'Que tienes en tu estuche?' LI to be able to say phrases using the word 'mi' ('my' in Spanish) LI to be able to use the verb 'tengo' in a negative context ('no tengo...') | <p>Cycle B</p> | <p>Healthy Lifestyle</p> <p>Introduction to 10 examples of healthy foods/drinks; introduction to 9 examples of unhealthy food/drinks; Consolidation of 19 food and drink items introduced in past two lessons; Introduction of 8 possible activities that help/hinder a healthy lifestyle; healthy recipe with instructions in Spanish; End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> LI to know the names of 10 healthy foods/drinks in Spanish (nouns with their determiners) LI to know the names of 10 unhealthy foods/drinks in Spanish (nouns with their determiners) LI to know positive and negative verb phrases about food/drinks (<i>lesson 3 – plural indefinite article + pos/neg verbs – see worksheets</i>) LI to know key phrases for a healthy and unhealthy lifestyle LI to be able to create a healthy recipe in Spanish (consolidating knowledge). |
| | <p>Key Knowledge</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p> <p>Key Vocabulary</p> | | <p>Key Knowledge</p> <p>In the first lesson, pupils will learn ten nouns for healthy foods followed by ten nouns for unhealthy foods in lesson two. By lesson three pupils will have revisited the negative form so they can express what they eat and drink but also what they do not eat and drink to stay healthy. There will also be an opportunity for a quick focus on definite and partitive articles. In lesson four pupils will learn a variety of activities that support or hinder a healthy lifestyle. Lesson five offers a healthy recipe so that, by the end of the unit, pupils can fully describe how they stay in shape</p> <p>Key Vocabulary</p> |

- Un libro/ cuaderno/ lapiz/ boligrafo/ sacapuntas/ estuche
- Una calculadora/ barra de pegamento/ regla/ goma/ mochila
- Unas tijeras
- Tengo...
- No tengo...
- Que tienes en tu estuche?
- En mi estuche tengo...
- En mi estuche no tengo...
- Mi/mis
- y

- la comida sana
- comer
- beber
- Bueno/malo para la salud
- Para tener una Buena salud... como/no como/bebo/no bebo
- Pescado
- Pollo
- Queso
- Leche
- Pan
- Agua
- Cereals
- Vegetales
- Fruta
- Nueces
- Carne roja
- Chocolate
- Mantequilla
- Caramelos
- Patatas fritas
- Bebidas con gas
- Galletas
- Juego al...(I play...)
- Una receta
- Anadir/mezclar/rallar/cocinar

| Years 3 & 4 | | Years 5 & 6 | |
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| Cycle A | <p>Family Family members; Possessive adjectives; ¿Tienes Hermanos?; ¿Cómo se llama...?; Consolidation; End of unit assessment (Lesson: 'France & French speaking countries' has been removed)</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> LI to know the names of family members with the correct determiner LI to be able to say 'my' in Spanish with the correct singular or plural form (mi or mis) LI to be able to answer the question 'Tienes hermanos?' LI to be able to introduce family members including 'se llama' LI to be able to ask and respond to specific questions about a family member in Spanish (including using larger numbers for age) | Cycle A | <p>At School Introduction of vocabulary for ten school subjects; Expressing an opinion on school subjects and class survey; An introduction to telling the time in Spanish; Working with the verb 'ir' and listening activity consolidating school subjects, opinions and time; Create your own school timetable in Spanish with 'Assessment For Learning' (AFL) opportunity; End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> LI to know the names of the school subjects in Spanish (nouns with their determiners) LI to be able to express an opinion on school subjects (using positive and negative verbs) LI to be able to answer the question 'Que hora es?' on the hour. LI to be able to form questions and answers including the verb 'estudiar' (to study) LI to be able to present a spoken or written piece about school subjects (including the time they start and whether or not you like them) |
| | <p>Key Knowledge In this unit, children will learn to remember the nouns for family members in Spanish from memory, describe our own or a fictitious family in Spanish by name, age and relationship, count up to 100 in Spanish, understand possessive adjectives better in Spanish ('my' form only).</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - La familia - El padre/el papa - La madre/la mama | | <p>Key Knowledge In the first lesson, pupils will learn the nouns for school subjects and will move on to learn, recall and spell what they study at school using the first-person form of the high frequency verb estudio (I study). By lesson two pupils will learn how to give a positive and negative opinion on the subjects they study along with a justification for that opinion. Lesson three starts to introduce time (only time on the hour) so that pupils can say at the time and day they study a particular subject by week four. By the end of the unit pupils will bring all their new knowledge and skills together to say and/or write about which subjects they study at school, on which</p> |

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| | <ul style="list-style-type: none"> - El hermano/la hermana - El abuelo/la abuela - El tío/la tía - El padrastro/la madrastra - El hermano/ la hermana - El hijo/la hija - El primo/la prima - Los padres/abuelos/hermanos - Mi/mis - Tienes hermanos? - Tengo... - Soy... - Como te llamas? - Me llamo/se llama... - Cuantos años tienes? - Tengo ____ años. / Tiene ____ años. | | <p>day and at what time. They will be able to say which subjects they like and/or dislike and why.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - El inglés/ arte/ educación física/ música/ Geografía/ historia/ matemáticas/ ciencias/ informática - ¿Que te gusta? - Te gusta.../gustan...? - Me gusta/ gustan /no me gusta /no me gustan - Me encanta...encantan... - Odio/no odio... - Porque es/son... aburrido/ difícil/ útil/ interesante/ divertido/ fácil/ inútil - Y / pero/ sin embargo |
| <p>Cycle B</p> | <p>Presenting Myself</p> <p>Revising Spain & Spanish speaking countries; numbers 1-10 & how are you?; saying your name & asking someone their name; numbers 11-20; numbers 10-20 + listening exercise; how old are you?; where do you live?; nationality + 'Soy...'; End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to be able to revise basic greetings and feelings in Spanish through conversation (using taught knowledge) • LI to be able to ask someone their name and respond confidently (using taught knowledge) • LI to know how to say, read and write numbers 11-20 | <p>Cycle B</p> | <p>Me in the World</p> <p>Introduction to our 4 friends/characters; Each character tells the others about their favourite festival/celebration; Two characters discuss their Eid & Christmas celebrations in more detail; Two characters discuss the similarities and differences between the cities in which they live: Lima and Madrid; All four characters discuss what they will do to try to help save the planet; End of unit assessment</p> <p>Learning Intentions to use for lessons:</p> <ul style="list-style-type: none"> • LI to be able to listen, read and understand information based on 4 characters (using all previously taught knowledge) • LI to know about the different celebrations celebrated in the Hispanic world. • LI to be able to listen, understand and respond to information about Eid and Christmas • LI to be able to improve cultural awareness of Madrid in Spain and Lima in Peru. |

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| <ul style="list-style-type: none"> LI to be able to confidently ask and respond to questions about someone's age LI to be able to confidently ask and respond questions about where someone lives | <ul style="list-style-type: none"> LI to be able to understand a conversation between 2 people (consolidate knowledge from unit) |
| <p>Key Knowledge Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Vocabulary Sheet.</p> <p>In this unit the children will see and learn how the language works slightly differently in Spanish. They will understand better the role of adjectives in a sentence and how they always have to 'agree' with either the person talking or the noun it is describing. They will be expected to apply rules of adjectival agreement in its simplest form, by learning that they must replace the 'o' at the end of an adjective (nationality) with an 'a' when a girl is talking. They will also understand that this change in spelling will impact the pronunciation of the word and will be expected to be aware of this in their listening and oral work as well as their written work. They will also start to understand that language cannot be translated word for word, particularly in lesson four when they start to express age. They will learn that in Spanish, age is something that you have, whereas in English, your age is something that you are.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - Buenos dias/hola/adios/hasta luego - Como estas? - Estoy... (bien/mal/mas o menos) - Como te llamas? - Me llamo.... - Cuantos anos tienes? - Tengo... anos - Donde vives? - Vivo en... | <p>Key Knowledge Pupils start the unit by learning more about the four characters who, going forward, will 'narrate' the unit, communicating with each other. In the second lesson the four characters will talk about their favourite festivals and celebrations and in lesson three there is a focus on two celebrations: Eid and Christmas. Lesson four compares Lima to Madrid whilst lesson five discusses how each of the four characters have a responsibility to help the planet and gives ideas on how they can do this. The aim is to encourage us all to be responsible citizens and to do our best to protect the planet we all share.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> - Me llamo... - Vivo en.. - Hablo... - Mi fiesta preferida es... es el Eid/ Diwali/ Navidad - Es una fiesta muy... - Porque - Besos - Voy a... - Que vas a hacer para ayudar a salvar el planeta? (what are you doing to help the planet?) |

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| | <ul style="list-style-type: none">- Soy... (español/española/inglés/inglesa/gales/galesa /irlandés/irlandesa/escocés/escocesa)- Soy de Inglaterra- Uno-veinte | | |
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