



Woodside Primary Academy Progression Map



Subject: MFL- Spanish

Intent: The Modern Foreign Language Education at Woodside ensures that all pupils are taught to develop an interest in and knowledge of Spanish, in a way that is enjoyable and stimulating. We encourage children's confidence in speaking Spanish with good intonation and pronunciation and encourage children's curiosity about the culture of the countries where the language is spoken. We also embed the skills of listening, speaking, reading and writing of Spanish necessary to enable children to use and apply their learning creatively and spontaneously in a variety of contexts in order to lay the foundations for future language learning.

The 'Language Angel' scheme of work has been newly introduced to the school. The units are organised by teaching types that offer the appropriate level of challenge and stretch for each year group. Year 3 will be looking at early language teaching units- entry level units- as the pupils have little previous knowledge of the language. Year 4 and 5 will be looking at Intermediate language teaching units- mid-level-units- as pupils have some previous knowledge and experience of the language.

Year 6 will be looking at Intermediate language teaching units and progressive language teaching units as pupils have good foundations and a sound understanding of the language.

Autumn	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1 Autumn	Year 2 Autumn	Year 3 Autumn	Year 4 Autumn	Year 5 Autumn	Year 6 Autumn
Knowledge		Autumn 1 Unit: LOS SALUDOS (greetings) Say 'hello' (formally and informally) in Spanish. Say 'my name is...' in Spanish. Ask somebody in Spanish how they are feeling and give a reply. Say 'goodbye' and 'see you soon' in Spanish. Autumn 2	Autumn 1 Unit: LOS SALUDOS (greetings) Say 'hello' (formally and informally) in Spanish. Say 'my name is...' in Spanish. Ask somebody in Spanish how they are feeling and give a reply. Say 'goodbye' and 'see you soon' in Spanish. Autumn 2	Autumn 1 Unit: Yo aprendo Espanol (I am learning Spanish) Unit: LOS SALUDOS (greetings) Identify Spain on a map of the world. Highlight famous Spanish cities. Talk about other countries where Spanish is spoken. Say their name and how they are feeling in Spanish. Count to ten in Spanish. Say 'hello', 'goodbye'	Autumn 1 Unit: Me present (presenting myself) Know how to count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply.	Autumn 1 Unit: Me present (presenting myself) Know how to count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply.	Autumn 1 Unit: Yo en el mundo (me in the world) Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid. Say and write

		<p>Unit: Los colores y los numeros (colours and numbers)</p> <p>Count to ten in Spanish.</p> <p>Say 10 common colours in Spanish.</p>	<p>Unit: Los colores y los numeros (colours and numbers)</p> <p>Count to ten in Spanish.</p> <p>Say 10 common colours in Spanish.</p>	<p>and 'see you soon' in Spanish.</p> <p>Autumn 2</p> <p>Unit: Los animals (Animals)</p> <p>Name and recognise up to 10 animals in Spanish.</p> <p>Attempt to spell some of these nouns with their correct indefinite article.</p> <p>Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).</p>	<p>Autumn 2</p> <p>Unit: La familia (family)</p> <p>Remember the nouns for family members in Spanish from memory.</p> <p>Describe our own or a fictitious family in Spanish by name, age and relationship.</p> <p>Count up to 100 in Spanish.</p> <p>Understand possessive adjectives r in Spanish.</p>	<p>Autumn 2</p> <p>Recognise and recall the 12 months of the year in Spanish.</p> <p>Ask what the date is and say the date in Spanish.</p> <p>Ask somebody when their birthday is and say when their own birthday is in Spanish.</p>	<p>something we do to help the planet.</p> <p>Autumn 2</p> <p>Unit: Las olimpiadas (The Olympics)</p> <p>Tell somebody in Spanish the key facts of the ancient Olympics.</p> <p>Tell somebody in Spanish the key facts of the modern Olympic games.</p> <p>Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in Spanish.</p> <p>Say the nouns in Spanish for key sports in the current Olympic games.</p> <p>Conjugate the irregular verb PRACTICAR enabling the students to say what sports they play and what sports they do not play.</p> <p>Understand the concept of gender, using el and la when you say you play a sport in Spanish.</p>
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Skills		Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
		<p>Learning to listen really well and repeat what we hear with improving accuracy.</p> <p>Working on my memory so that we are able to have a simple and short conversation in Spanish using the words and the short phrases we have learnt.</p>	<p>Learning to listen really well and repeat what we hear with improving accuracy.</p> <p>Working on my memory so that we are able to have a simple and short conversation in Spanish using the words and the short phrases we have learnt.</p>	<p>Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory.</p> <p>Learning to always look for cognates first (such as gris for grey) and associating words and phrases to images to help.</p>	<p>Working towards holding a simple conversation with a partner, asking the question as well as being able to answer it.</p> <p>Being able to present ourselves in Spanish.</p> <p>Saying what we are called, how old we are, where we live and our nationality.</p>	<p>Working towards holding a simple conversation with a partner, asking the question as well as being able to answer it.</p> <p>Being able to present ourselves in Spanish.</p> <p>Saying what we are called, how old we are, where we live and our nationality.</p>	<p>Working on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider Spanish speaking world.</p> <p>Consolidating shared core values that we share with other countries, nationalities and religions.</p>
		Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
		<p>Learning to listen really carefully and repeat what we hear with improving accuracy.</p> <p>Working on memory skills so we are able to remember the new words we have learnt in Spanish long term.</p>	<p>Learning to listen really carefully and repeat what we hear with improving accuracy.</p> <p>Working on memory skills so we are able to remember the new words we have learnt in Spanish long term</p>	<p>Working on improving our memory skills so that we remember the animals in Spanish after the lesson.</p> <p>Remembering to always look out for cognates (such as León) using pictures to help.</p> <p>Learning how to build a short simple sentence in Spanish using 1st person conjugated verbs (soy), an article/determiner (un or una) and a noun (in this unit an animal).</p> <p>Learning that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.</p>	<p>Learning to talk and write with more accuracy, fluency and confidence on the topic of family.</p> <p>Increasing their knowledge of how the Spanish language works by understanding better the role of different words in a sentence.</p> <p>Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives.</p> <p>Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.</p>	<p>Learning how to formulate the date in Spanish.</p> <p>Saying when our birthday is using days of the week, months of the year and numbers 1-31.</p>	<p>Using this content to widen vocabulary and linguistic knowledge in Spanish.</p> <p>Autumn 2</p> <p>Learning to talk and write with more accuracy, fluency and confidence on the topic of sports.</p> <p>Increasing their knowledge of how the Spanish language works by understanding better the role of different words in a sentence.</p> <p>Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.</p>

Vocabulary		Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
		<p>Unit: LOS SALUDOS (greetings)</p> <p>¡Hola! = hello ¿Cómo estás? = how are you? Estoy bien = I am fine Estoy mal = I am not very well Más o menos (or así, así) = So, ¡so! ¡Adiós! = Goodbye</p> <p><u>Names</u> ¿Cómo te llamas? = What is your name? Yo me llamo... = My name is ...</p>	<p>Unit: LOS SALUDOS (greetings)</p> <p>¡Hola! = hello ¿Cómo estás? = how are you? Estoy bien = I am fine Estoy mal = I am not very well Más o menos (or así, así) = So, ¡so! ¡Adiós! = Goodbye</p> <p><u>Names</u> ¿Cómo te llamas? = What is your name? Yo me llamo... = My name is ...</p>	<p>Unit: Yo aprendo Espanol (I am learning Spanish)</p> <p>Unit: LOS SALUDOS (greetings)</p> <p>Greetings ¡Hola! = hello ¿Cómo estás? = how are you? Estoy bien = I am fine Estoy mal = I am not very well Más o menos (or así, así) = So, ¡so! ¡Adiós! = Goodbye</p> <p>Names ¿Cómo te llamas? = What is your name? Yo me llamo... = My name is ...</p> <p>Numbers 1-10 One = uno Two = dos Three = tres Four = cuatro Five = cinco Six = seis Seven = siete Eight = ocho Nine = nueve Ten = diez</p> <p>Colours Red= rojo Blue = blue Yellow= amarillo Green= verde Pink= rosa Purple = violeta Orange= naranja White= blanco Black= negro</p>	<p>Unit: Me present (presenting myself)</p> <p><u>Greetings</u> ¡Hola! = hello ¿Cómo estás? = how are you? Estoy bien = I am fine Estoy mal = I am not very well Más o menos (or así, así) = So, ¡so! ¡Adiós! = Goodbye</p> <p><u>Names</u> ¿Cómo te llamas? = What is your name? Yo me llamo... = My name is ...</p> <p><u>Age</u> ¿Cuántos años tienes? = How old are you? Tengo ... años = I am ... years old</p> <p><u>Numbers 1-20</u> One = uno Two = dos Three = tres Four = cuatro Five = cinco Six = seis Seven = siete Eight = ocho Nine = nueve Ten = diez diez = ten once = eleven doce = twelve trece = thirteen catorce = fourteen quince = fifteen dieciséis = sixteen diecisiete = seventeen dieciocho = eighteen diecinueve = nineteen veinte = twenty</p> <p><u>Places</u></p>	<p>Unit: Me present (presenting myself)</p> <p><u>Greetings</u> ¡Hola! = hello ¿Cómo estás? = how are you? Estoy bien = I am fine Estoy mal = I am not very well Más o menos (or así, así) = So, ¡so! ¡Adiós! = Goodbye</p> <p><u>Names</u> ¿Cómo te llamas? = What is your name? Yo me llamo... = My name is ...</p> <p><u>Age</u> ¿Cuántos años tienes? = How old are you? Tengo ... años = I am ... years old</p> <p><u>Numbers 1-20</u> One = uno Two = dos Three = tres Four = cuatro Five = cinco Six = seis Seven = siete Eight = ocho Nine = nueve Ten = diez diez = ten once = eleven doce = twelve trece = thirteen catorce = fourteen quince = fifteen dieciséis = sixteen diecisiete = seventeen dieciocho = eighteen diecinueve = nineteen veinte = twenty</p>	<p>Me llamo... I am called... Porque... because... Vivo en... I live...</p> <p>Hablo... I speak... Hablo español. I speak Spanish. Hablo inglés. I speak English.</p> <p>Grammar</p> <p>Verbs & near future tense. Revisiting the 1st person conjugation of the verb ir (to go) voy with the infinitive utilizar (to use) for the near future.</p>

		<p>Autumn 2</p> <p><u>Numbers 1-10</u> One = uno Two = dos Three = tres Four = cuatro Five = cinco Six = seis Seven = siete Eight = ocho Nine = nueve Ten = diez</p> <p><u>Colours</u> Red= rojo Blue = blue Yellow= amarillo Green= verde Pink= rosa Purple = violeta Orange= naranja White= blanco Black= negro</p>	<p>Autumn 2</p> <p><u>Numbers 1-10</u> One = uno Two = dos Three = tres Four = cuatro Five = cinco Six = seis Seven = siete Eight = ocho Nine = nueve Ten = diez</p> <p><u>Colours</u> Red= rojo Blue = blue Yellow= amarillo Green= verde Pink= rosa Purple = violeta Orange= naranja White= blanco Black= negro</p>	<p>Autumn 2 Unit: Los animals (Animals)</p> <p>Animals</p> <p>Un león = a lion Un pájaro = a bird Un conejo = a rabbit Un caballo = a horse Un mono = a monkey Un cerdo = a pig Un canario = a canary Un ratón = a mouse Una vaca = a cow Una oveja = a sheep</p> <p>Grammar</p> <p>First person conjugation of the verb ser (soy = I am). The subject pronoun 'yo' (I) Indefinite articles/determiners un (for masculine nouns) and una (for feminine nouns).</p>	<p>¿Dónde vives? = Where do you live? Vivo en... = I live in ...</p> <p>Autumn 2 Unit: La familia (family)</p> <p><u>Family</u></p> <p>La mamá = the mother El papá = the father La abuela = grand-mother El abuelo = the grand-father La hija = the daughter El hijo = the son La tía = the aunt El tío = the uncle Los padres = the parents Los abuelos = the grandparents.</p> <p><u>Grammar</u></p> <p>¿Tienes un hermano? = Do you have a brother?</p> <p>¿Tienes una hermana? = Do you have a sister?</p> <p>Si, tengo un hermano = Yes, I have a brother</p> <p>Si, tengo una hermana = Yes, I have a sister</p> <p>Si, tengo dos hermanos = Yes, I have two brothers</p> <p>Si, tengo dos hermanas = Yes, I have two sisters</p> <p>No, soy hijo único = No, I am an only son</p>	<p><u>Places</u> ¿Dónde vives? = Where do you live? Vivo en... = I live in ...</p> <p>Autumn 2 Unit: Que fecha es? (What is the date?)</p> <p><u>Month of the year</u> enero = January febrero = February marzo = March abril = April mayo = May junio = June julio = July agosto = August septiembre = September octubre = October noviembre = November diciembre = December</p> <p><u>Birthdays</u></p> <p>¿Cuándo es tu cumpleaños? (When is your birthday?)</p> <p>Mi cumpleaños es el... (My birthday is...).</p>	<p>Autumn 2</p> <p>La equitación = horse riding La esgrima = fencing La natación = swimming El remo = rowing El atletismo = athletics</p> <p>Unit - Las Olimpiadas Page 20</p> <p>El boxeo = boxing El ciclismo = cycling El salto de trampolín = diving El tiro con arco = archery El triatlón = triathlon</p>
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					<div>No, soy hija única = No, I am an only daughter</div> <div><u>Numbers 10s</u></div> <div>Diez = 10 Veinte = 20 Treinta = 30 Cuarenta = 40 Cincuenta = 50 Sesenta = 60 Setenta = 70 Ochenta = 80 Noventa = 90 Cien = 100</div>		
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Spring	EYFS	Key Stage 1		Key Stage 2			
		Year 1 Spring	Year 2 Spring	Year 3 Spring	Year 4 Spring	Year 5 Spring	Year 6 Spring
Vocabulary		Spring 1 Unit: Las minibestias (mInibeast) Las minibestias = The minibeasts Hola = Hello Adiós = Goodbye Levantaos* = Stand up Estiraos = Stretch Inspirad = Inhale Espirad = Exhale Relajaos = Relax Sentaos= Sit down	Spring 1 Unit: Las minibestias (mInibeast) Las minibestias = The minibeasts Hola = Hello Adiós = Goodbye Levantaos = Stand up Estiraos = Stretch Inspirad = Inhale Espirad = Exhale Relajaos = Relax Sentaos = Sit down	Spring 1 Unit: Los instrumentos (instruments) Los instrumentos = the instruments el arpa = the harp el piano = the piano el triángulo = the triangle el clarinete = the clarinet el violín = the violin los címbalos = the cymbals la batería = the drums la guitarra = the guitar la flauta = the flute la trompeta = the trumpet Grammar Nouns, definite articles/determiners and high frequency verb 'tocar' in 1st person singular only	Spring 1 Unit: En mi clase (in the classroom) <u>School objects</u> Un sacapuntas = a pencil sharpener Un cuaderno = an exercise book Un lápiz = a pencil Un bolígrafo = a pen Un estuche = a pencil case Un libro = a reading book Una goma = a rubber Una regla = a ruler Una calculadora = a calculator Unas tijeras * = a pair of scissors Una barra de pegamento = a glue stick Una cartera = a book bag / a school bag <u>Grammar</u> tengo = I have no tengo = I have not got Eg: tengo un bolígrafo = I have a pen no tengo un bolígrafo = I do not have a pen ¿Qué tienes en tu estuche? = What do you have in your pencil case?	Spring 1 Unit: El tiempo(the weather) <u>Weather</u> Está lloviendo = it is raining Está nevando = it is snowing Hay tormenta = there is a storm Hace sol = it is sunny Hace mucho viento = it is windy Hace buen tiempo = the weather is fine Hace mal tiempo = the weather is not good Hace frío = it is cold Hace calor = it is hot En el norte de España = in the north of Spain En el sur de España = in the south of Spain En el centro de España = in the centre of Spain En el oeste de España = in the west of Spain En el este de España = in the east of Spain	Spring 1 Unit: los verbos regulares (regular verbs) <u>Subject pronouns</u> Yo = I Tú = You (informal) Usted = You (formal) (see notes below) Él = He Ella = She Nosotros = We (masculine or mixed group) Nosotras = We (feminine group) Vosotros = You all (informal - masculine or mixed group) Vosotras = You all (informal - feminine group) Ustedes = You all (formal) (see notes below) Ellos = They (masculine or mixed group) Ellas = They (feminine group) <u>Grammar</u> Subject pronouns & regular verb conjugation. Introduction of subject pronouns and the patterns involved in regular verb conjugation. Present tense full conjugation of comer (to eat), vivir (to live) and hablar (to talk).
		Spring 2	Spring 2				

		<p>Unit: Los transportes</p> <p>El camión = The lorry El camión pita = The lorry beeps El tren = The train El tren silba = The train whistles La motocicleta = The motorcycle La motocicleta acelera = The motorcycle accelerates El autobús = The bus El autobús para = The bus stops El barco = The boat El barco flota = The boat floats El aeroplano = The plane El aeroplano vuela = The plane flies El coche = The car El coche circula = The car drives</p>	<p>Unit: Los transportes</p> <p>El camión = The lorry El camión pita = The lorry beeps El tren = The train El tren silba = The train whistles La motocicleta = The motorcycle La motocicleta acelera = The motorcycle accelerates El autobús = The bus El autobús para = The bus stops El barco = The boat El barco flota = The boat floats El aeroplano = The plane El aeroplano vuela = The plane flies El coche = The car El coche circula = The car drives</p>	<p>Spring 2</p> <p>Unit: Debajo del mar (under the sea)</p> <p>El pez = The fish El cangrejo = The crab La estrella de mar = The starfish El caballito de mar = The sea horse El pulpo = The octopus El pez nada = The fish swims El cangrejo chasquea sus pinzas = The crab clicks its claws La estrella de mar salta = The starfish jumps El caballito de mar salta = The seahorse turns El pulpo baila = The octopus dances</p>	<p>En mi estuche tengo... = They list what they have in their pencil case (in Spanish). En mi estuche no tengo... = They list what they do not have in their pencil case (in Spanish).</p> <p><u>Classroom commands</u></p> <p>¡ Escuchad ! = listen ¡ Escribid ! = write ¡ Repetid ! = repeat ¡ Leed ! = read ¡ Silencio ! = silence ¡ Cerrad los libros ! = close your books ¡ Abrid los libros ! = open your books ¡ Pensad ! = think ¡ Preguntad ! = ask ¡ Levantad la mano ! = raise your hand</p> <p>Spring 2</p> <p>Unit: ¿Tienes una mascota? (Do you have a pet?)</p> <p><u>Pets</u></p> <p>Un perro = A dog Un gato = A cat Un conejo = A rabbit Un hámster = A hamster Un pez = A fish Un ratón = A mouse Una cotorra = A parrot/parakeet Una tortuga = A tortoise</p> <p><u>Grammar</u></p>	<p>Spring 2</p> <p>Unit: La ropa (clothes)</p> <p><u>Clothes</u></p> <p>Un traje de baño = swim wear Un suéter = a jumper Un vestido = a dress Un abrigo = a coat Una camiseta = a tee shirt Una blusa = a blouse Una corbata = a tie Una bufanda = a scarf Una falda = a skirt Una chaqueta = a jacket Una camisa = a shirt Unit – La Ropa Page 5 Una gorra = a cap Unos pantalones = a pair of trousers Unos pantalones cortos = a pair of shorts Unos guantes = a pair of gloves Unos zapatos = a pair of shoes Unos calcetines = a pair of socks Unas medias = a pair of tights Unas botas = a pair of boots Unas sandalias = a pair of sandals* Unas gafas = a pair of glasses/sunglasses</p> <p><u>Grammar</u> llevo = I wear</p> <p><u>Pronouns</u> Yo = I</p>	<p>Spring 2</p> <p>Unit: En el colegio (At school)</p> <p><u>Subjects</u></p> <p>Las asignaturas = School subjects La informática = ICT La historia = History La música = Music La geografía = Geography La educación física = P.E. El inglés = English El español = Spanish El arte = Art Las matemáticas = Maths Las ciencias = Science</p> <p><u>Adjectives</u></p> <p>Aburrido = Boring Difícil = Difficult Útil = Useful Interesante = Interesting Divertido = Fun Fácil = Easy Inútil = Pointless</p> <p><u>Grammar</u></p> <p>Porque = Because Es = It is Porque es... = Because it is... Porque son... = Because they are...</p> <p><u>Time</u></p> <p>¿Qué hora es? = what time is it? Es la una = it is one o'clock Son las dos = it is two o'clock Son las tres = it is three o'clock Son las cuatro = it is four</p>
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					<p>Un = A (masculine form) Una = A (feminine form) ¿Tienes una mascota? = Do you have a pet? Yo tengo / I have got Yo no tengo/ I haven't got .que se llama = ...that is called... Pero = but...</p>	<p>Tú = You Él = He Ella = She Nosotros = We (masculine or mixed group) Nosotras = We (feminine) Vosotros = You all (masculine or mixed group) Vosotras = You all (feminine) Ellos = They (masculine or mixed group) Ellas = They (feminine)</p>	<p>o'clock Son las cinco = it is five o'clock Son las seis = it is six o'clock Son las siete = it is seven o'clock Son las ocho = it is eight o'clock Son las nueve = it is nine o'clock Son las diez = it is ten o'clock Son las once = it is eleven o'clock Son las doce = it is twelve o'clock Es medianoche = it is midnight Es mediodía = it is midday</p>
Knowledge		<p>Spring 1</p> <p>Recognise and recall 10 minibeasts in Spanish.</p> <p>Recall greetings more easily in Spanish.</p> <p>Recognise and follow instructions in Spanish.</p> <p>Follow an animated story in Spanish.</p>	<p>Spring 1</p> <p>Recognise and recall 10 minibeasts in Spanish.</p> <p>Recall greetings more easily in Spanish.</p> <p>Recognise and follow instructions in Spanish.</p> <p>Follow an animated story in Spanish.</p>	<p>Spring 1</p> <p>Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner.</p> <p>Start to understand articles/determiners better in Spanish.</p> <p>Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to ten different instruments.</p>	<p>Spring 1</p> <p>Recall from memory a selection of nouns and indefinite articles for common classroom objects.</p> <p>Learn how to use the negative in Spanish.</p> <p>Describe what we have and do not have in our pencil case.</p> <p>Respond to simple classroom commands</p>	<p>Spring 1</p> <p>Recognise and recall the weather expressions in Spanish from memory.</p> <p>Ask what the weather is today and give a reply in Spanish.</p> <p>Describe the weather in Spain, in Spanish using a weather map with symbols.</p>	<p>Spring 1</p> <p>Understand better what personal/subject pronouns are.</p> <p>Understand better the concept of verb stems and endings.</p> <p>Conjugate easily and with clear understanding regular -er verbs like COMER.</p> <p>Conjugate easily and with clear understanding regular -ir verbs like VIVIR.</p> <p>Conjugate easily and with clear understanding regular -ar verbs like HABLAR.</p>
			Spring 2				

		Spring 2 Recognise and recall 7 modes of transport in Spanish. Recall numbers 1-5 and the colours yellow, red, green, orange & blue.	Recognise and recall 7 modes of transport in Spanish. Recall numbers 1-5 and the colours yellow, red, green, orange & blue.	Spring 2 Recognise and recall 7 sea creatures in Spanish. Recall numbers 1-5 more easily in Spanish.	Spring 2 Unit: ¿Tienes una mascota? (Do you have a pet?) Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.	Spring 2 Recognise and recall from memory 21 items of clothing. Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.	Spring 2 Unit: En el colegio (At school) Name the subjects we study in school in Spanish with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time and on what day we study certain school subject
Skills		Spring 1 Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.	Spring 1 Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.	Spring 1 Working on improving memory skills. Learning to recognise and learn cognates such as guitarra, piano, clarinete first. Starting to build a short phrase in Spanish using a conjugated verb, 1st person of the verb 'to play' (tocar) and definite determiner/article (el, la or los). Learning that in Spanish the personal pronoun 'I' (yo) is often dropped	Spring 1 Working on memory, recall and retention skills using images as well as the written word. Improving spellings in Spanish by completing a variety of written based activities. Improving oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a negative reply.	Spring 1 Learning how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.	Spring 1 Working on becoming more familiar and confident using verbs in Spanish. Understanding better the rules involved with regular verb conjugation and getting used to using more than just the first person singular of a verb (the yo/I form). Completing all the activities and verb booklet with high accuracy so when necessary it can be used as a reference.

		<p>Spring 2</p> <p>Learning to listen carefully and repeat what we hear with improving accuracy.</p> <p>Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.</p>	<p>Spring 2</p> <p>Learning to listen carefully and repeat what we hear with improving accuracy.</p> <p>Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic</p>	<p>and just toco is used.</p> <p>Spring 2</p> <p>Learning to listen carefully and repeat what we hear with improving accuracy.</p> <p>Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.</p>	<p>Spring 2</p> <p>Working on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero.</p> <p>Incorporating the personal details previously learnt with our new knowledge.</p> <p>Moving to phrase level and creating extended sentences.</p>	<p>Spring 2</p> <p>Learning nouns for clothes with their appropriate article.</p> <p>Exploring the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing.</p> <p>Starting to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences</p>	<p>Spring 2</p> <p>Unit: En el colegio (At school)</p> <p>Being able to provide positive and negative opinions and justifications to questions on school subjects.</p> <p>Learning that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic.</p> <p>Learning how to extend our sentences, making them longer and more interesting.</p>
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Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1 Summer	Year 2 Summer	Year 3 Summer	Year 4 Summer	Year 5 Summer	Year 6 Summer
Vocabulary		Summer 1 Unit: Caperucita roja (Red Riding Hood) Ojos = eyes Orejas = ears Dientes = teeth (El cuerpo = the body La cabeza = the head La boca = the mouth La nariz = the nose Los ojos = the eyes Los pies = the feet Las orejas = the ears Las rodillas = the knees El hombro = the shoulder la abuela / la abuelita = the grandmother (formal) / the granny (familiar) el lobo = the wolf el cazador = the woodcutter Caperucita Roja = Little Red Riding Hood el bosque = the forest los padres = parents los dientes = teeth la casa = a house	Summer 1 Unit: Caperucita roja (Red Riding Hood) Ojos = eyes Orejas = ears Dientes = teeth (El cuerpo = the body La cabeza = the head La boca = the mouth La nariz = the nose Los ojos = the eyes Los pies = the feet Las orejas = the ears Las rodillas = the knees El hombro = the shoulder la abuela / la abuelita = the grandmother (formal) / the granny (familiar) el lobo = the wolf el cazador = the woodcutter Caperucita Roja = Little Red Riding Hood el bosque = the forest los padres = parents los dientes = teeth la casa = a house	Summer 1 Unit: Las fruta (the fruits) <u>Fruits</u> La fruta = The fruits Una manzana = An apple Una fresa = A strawberry Una naranja = An orange Una pera = A pear Una cereza = A cherry Las ciruelas = the plums Los melocotones = the peaches Los plátanos = the bananas Los kiwis = the kiwis Los albaricoques = the apricots <u>Likes and dislikes</u> Me gustan... = I like... No, me gustan= I don't like Sí = Yes No = No y = and pero = but ¿Te gustan... ? = Do you like...? Sí, me gustan... = Yes, I	Summer 1 Unit: Mi casa (my home) <u>Places</u> ¿ Dónde vives ? = Where do you live? Vivo en... = I live in... Una casa = A house Un piso = An apartment En la ciudad = In town En el campo = In the countryside En la montaña = In the mountains En la costa = By the sea En un pueblo = In a village <u>Home</u> En mi casa hay... = In my home there is... / there are... Una cocina = A kitchen Un comedor = A dining room Un cuarto de baño = A bathroom Un dormitorio = A bedroom Un lavadero = A utility room Y = And Un sótano = A basement Un despacho = An office / a study Un salón = A living room Un garaje = A garage	Summer 1 Unit: Los planetas (planets) Los planetas = the planets La Luna = the Moon El Sol = the Sun La Tierra = the Earth Marte = Mars Mercurio = Mercury Neptuno = Neptune Plutón = Pluto Saturno = Saturn Urano = Uranus Venus = Venus Júpiter = Jupiter	Summer 1 Unit: En el fin de semana (at the weekend) Y cuarto = quarter past Y media = half past Menos cuarto = quarter to Me levanto = I get up Desayuno = I have my breakfast Veo la tele = I watch television Leo = I read Escucho música = I listen to music Juego a videojuegos = I play computer games Juego al fútbol = I play football Voy a la piscina = I go to the swimming pool Voy al cine = I go to the cinema Voy a dormir = I go to sleep ¡Es increíble! = It's amazing / incredible! ¡Es genial! = It's great! ¡Es divertido! = It's fun! ¡Es agotador! = It's tiring / exhausting! ¡Es aburrido! = It's boring! ¡Es horrible! = It's horrible / awful!

				<p>like...</p> <p>No, no me gustan... = No, I do not like...</p> <p><u>Grammar</u></p> <p>Definite articles El - to use before masculine singular nouns. La - to use before feminine singular nouns. Los - to use before masculine plural nouns. Las - to use before eminine plural nouns.</p>	<p>Un jardín = a garden</p> <p><u>Grammar</u></p> <p>En mi casa hay... = In my home there is... / there are... En mi casa no hay... = In my home there is not... / there are no... Y = and Pero = but</p> <p><u>Key Questions / Phrases</u></p> <p>¿ Cómo te llamas ? = What are you called? ¿ Cuántos años tienes ? = How old are you? ¿ Dónde vives ? = Where do you live? ¿ Cómo es tu casa ? = What is your home like?</p>		<p><u>Grammar</u></p> <p>Verbs, conjunctions and opinions. Revision & consolidation of of first person singular high frequency verbs such as voy and juego</p>
		<p>Summer 2</p> <p>Unit: Las formas (shapes)</p> <p>Dibujad = Draw Un triángulo = A triangle Un cuadrado = A square Un óvalo = An oval Un círculo = A circle Un rectángulo = A rectangle Un pentágono = A</p>	<p>Summer 2</p> <p>Unit: Las formas (shapes)</p> <p>Dibujad = Draw Un triángulo = A triangle Un cuadrado = A square Un óvalo = An oval Un círculo = A circle Un rectángulo = A rectangle Un pentágono = A pentagon Un hexágono = A</p>	<p>Summer 2</p> <p>Unit: Yo puedo (I can)</p> <p>Bailar = to dance Cantar = to sing Cocinar = to cook Saltar = to jump Hablar = to talk Escuchar = to listen Comer = to eat Beber = to drink Ver la tele = to watch TV Escribir = to write</p>	<p>Summer 2</p> <p>Unit: Los vegetables (the vegetables)</p> <p><u>Vegetables</u></p> <p>Las judías verdes = The green beans Los tomates = The tomatoes Los guisantes = The peas Los champiñones = The mushrooms Los calabacines = The</p>	<p>Summer 2</p> <p>Unit: En el café (At the cafe)</p> <p>Quiero... = I would like Por favor = Please Un trozo de tortilla = a piece of tortilla De churros = Spanish doughnuts Tapas = tapas (Spanish starters) Patatas fritas = chips Un sándwich = a</p>	<p>Summer 2</p> <p>Unit: La comida sana (Healthy lifestyle)</p> <p><u>Food</u></p> <p>Comer = to eat Comer sano = to eat healthily Pescado = fish Pollo = chicken Queso = cheese Leche desnatada = skimmed milk Pan integral = wholemeal bread Agua = water Cereales = cereal Vegetales = vegetables Fruta = fruit</p>

		<p>pentagon Un hexágono = A hexagon Un rombo = A rhombus Una línea = A line Una estrella = A star</p> <p>Uno = 1 Dos = 2 Tres = 3 Cuatro = 4 Cinco = 5</p>	<p>hexagon Un rombo = A rhombus Una línea = A line Una estrella = A star</p> <p>Uno = 1 Dos = 2 Tres = 3 Cuatro = 4 Cinco = 5</p>	<p>Grammar</p> <p>Modal verb plus infinitive. Learning that puedo (that comes from the modal verb poder and translates 'as I am able') is ALWAYS followed by a verb in its infinitive form in Spanish</p>	<p>courgettes Las verduras = The vegetables Las espinacas = The spinach Las cebollas = The onions Las zanahorias = The carrots Las berenjenas = The aubergines Las patatas = The potatoes</p> <p><u>Key vocabulary</u> Quisiera... = I would like ... Un kilo de... = A kilo of... Medio kilo de... = Half a kilo of... Y = And Por favor = Please</p> <p><u>Grammar</u> Definite articles El - to use before masculine singular nouns. La - to use before feminine singular nouns. Los - to use before masculine plural nouns. Las - to use before feminine plural nouns.</p>	<p>sandwich Una coca-cola = a coke Una limonada con gas = a fizzy lemonade La cuenta por favor = the bill please</p>	<p><u>Grammar</u></p> <p>Para tener una buena salud como... = To stay healthy I eat...</p> <p>Para tener una buena salud bebo... = To stay healthy I drink...</p> <p>Para tener una buena salud no como... = To stay healthy I do not eat...</p> <p>Para tener una buena salud no bebo... = To stay healthy I do not drink...</p> <p><u>Hobbies</u></p> <p>Juego al baloncesto = I play basketball Paseo a mi perro = I walk my dog Hago natación = I go swimming Monto en bicicleta = I go cycling Hago judo = I do judo Juego al tenis = I play tennis No veo la tele = I do not watch television No juego con juegos electrónicos = I do not</p>
Knowledge		<p>Summer 1</p> <p>Unit: Caperucita roja (Red Riding Hood)</p> <p>Listen to a familiar story being told in Spanish.</p> <p>Learn to use picture and word cards to recognise and help retain new</p>	<p>Summer 1</p> <p>Unit: Caperucita roja (Red Riding Hood)</p> <p>Listen to a familiar story being told in Spanish.</p> <p>Learn to use picture and word cards to recognise and help retain new language.</p>	<p>Summer 1</p> <p>Unit: Las fruta (the fruits)</p> <p>Name, recognise and remember up to 10 fruits in Spanish.</p> <p>Attempt to spell some of these nouns with their correct article/determiner.</p> <p>Ask somebody in Spanish if they like a particular fruit.</p>	<p>Summer 1</p> <p>Unit: Mi casa (my home) Say and write in Spanish whether we live in a house or an apartment.</p> <p>Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay...</p> <p>Use the</p>	<p>Summer 1</p> <p>Name and recognise the planets in Spanish on a solar system map.</p> <p>Spell at least five of the planets in Spanish.</p> <p>Say an interesting fact about at least four of the planets in Spanish.</p>	<p>Summer 1</p> <p>Ask what the time is in Spanish.</p> <p>Tell the time accurately in Spanish.</p> <p>Learn how to say what they do at the weekend in Spanish.</p> <p>Learn to integrate</p>

		<p>language.</p> <p>Remember key parts of the body in Spanish.</p> <p>Summer 2</p> <p>Name, recognise and remember up to 10 shapes in Spanish.</p> <p>Attempt to spell some of these shapes in Spanish.</p> <p>Attempt to remember which shapes are un or una.</p> <p>Revise and/or learn numbers 1-5 in Spanish.</p>	<p>Remember key parts of the body in Spanish.</p> <p>Summer 2</p> <p>Name, recognise and remember up to 10 shapes in Spanish.</p> <p>Attempt to spell some of these shapes in Spanish.</p> <p>Attempt to remember which shapes are un or una.</p> <p>Revise and/or learn numbers 1-5 in Spanish.</p>	<p>Say what fruits we like and dislike in Spanish.</p> <p>Summer 2</p> <p>Recognise, use and remember 10 common Spanish verbs/activities.</p> <p>Use these verbs in the infinitive to make a short sentence starting with puedo.</p>	<p>connective/conjunction y to link two sentences together.</p> <p>Summer 2</p> <p>Unit: Los vegetables (the vegetables)</p> <p>Name, recognise and recall from memory up to 10 vegetables in Spanish.</p> <p>Attempt to spell some of these nouns with their plural article/determiner.</p> <p>Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.</p>	<p>Explain the rules of adjectival agreement clearly in Spanish.</p> <p>Summer 2</p> <p>Order a selection of typical foods, drinks and snacks from a Spanish menu and order a breakfast in Spanish.</p> <p>Perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.</p>	<p>connectives into their work.</p> <p>Present an account of what they do and at what time at the weekend.</p> <p>Summer 2</p> <p>Unit: La comida sana (Healthy lifestyle)</p> <p>Say and write what we eat and drink to stay healthy.</p> <p>Say and write what we do not eat and drink to stay healthy.</p> <p>Say and write the activities we do and do not do to stay in shape including a choice of physical activities.</p> <p>Follow a simple, healthy recipe in Spanish.</p>
Skills		<p>Summer 1</p> <p>Unit: Caperucita roja (Red Riding Hood)</p> <p>Working on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first.</p> <p>Using previous knowledge of the story to decode and work out the</p>	<p>Summer 1</p> <p>Unit: Caperucita roja (Red Riding Hood)</p> <p>Working on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first.</p> <p>Using previous knowledge of the story to decode and work out the meaning of</p>	<p>Summer 1</p> <p>Unit: Las fruta (the fruits)</p> <p>Working on memory, recall and retention skills using images to help.</p> <p>Learning how to question and answer it in Spanish.</p>	<p>Summer 1</p> <p>Speaking and writing using longer, interesting sentences, that include the key structures presented in the unit.</p> <p>Learning to remember and using accurately previous language from memory alongside our new knowledge</p>	<p>Summer 1</p> <p>Working on improving memory skills.</p> <p>Remembering more spellings from memory and using a variety of activities to help this.</p> <p>Remembering to always look for cognates first (such as venus, mars, mercury, etc).</p> <p>Having enough language from memory to perform a short role play.</p>	<p>Summer 1</p> <p>Being able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not.</p> <p>Linking ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.</p>

		<p>meaning of unfamiliar language, using word and picture cards to also help achieve this</p> <p>Summer 2</p> <p>Working on being able to pronounce and remember new words in Spanish using images of the shapes to help us.</p> <p>Learning to remember the article/determiner with the noun.</p> <p>Using what we know in English to help us.</p> <p>Working on remembering the shapes in Spanish over a longer period of time.</p>	<p>unfamiliar language, using word and picture cards to also help achieve this.</p> <p>Summer 2</p> <p>Working on being able to pronounce and remember new words in Spanish using images of the shapes to help us.</p> <p>Learning to remember the article/determiner with the noun.</p> <p>Using what we know in English to help us.</p> <p>Working on remembering the shapes in Spanish over a longer period of time.</p>	<p>Summer 2</p> <p>Learning to remember new vocabulary by using an image, sound or mime.</p> <p>Remembering more and knowing more by using a greater variety of high frequency verbs with the puedo.</p> <p>Being able to create longer sentences. Learning to expand, looking up other verbs in their infinitive form not covered in the lesson using the English to Spanish section of a dictionary.</p>	<p>Summer 2</p> <p>Working on improving memory skills.</p> <p>Remembering more spellings from memory and using a variety of activities to help this.</p> <p>Remembering to always look for cognates first (such as patatas and tomates).</p> <p>Having enough language from memory to perform a short role play.</p>	<p>Summer 2</p> <p>Improving memory, recall and retention skills from Early learning as there will be more vocabulary to learn and remember for the final role play.</p> <p>Being able to say from memory the language needed for ordering drinks, food and snacks.</p>	<p>Summer 2</p> <p>Unit: La comida sana (Healthy lifestyle)</p> <p>Being able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not.</p> <p>Linking ideas together using conjunctions.</p> <p>Creating longer, interesting replies including an opinion.</p>
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Impact (End Points)						
EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<p>By the end of Year 1 pupils should:</p> <p>Appreciate and actively participate in songs and short stories.</p> <p>Learn to repeat and reproduce the language I hear with accurate pronunciation.</p> <p>Consolidate letter formation skills by copying words in the foreign language from a model.</p> <p>Start to understand that foreign languages can have different structures to English.</p>	<p>By the end of Year 2 pupils should:</p> <p>Appreciate short stories & songs and start to understand some of the familiar words.</p> <p>Learn to articulate key words introduced in the lesson and understand their meaning.</p> <p>Start to reproduce nouns and determiners/articles from a model.</p> <p>Start to understand that foreign languages can have different structures to English.</p>	<p>By the end of Year 3 pupils should:</p> <p>Understand numbers 1-10 and be able to say, read and write them.</p> <p>Use simple greetings (e.g., saying hello and goodbye, saying how they are).</p> <p>Ask and answer simple questions about name and age.</p> <p>Understand and communicate familiar nouns (e.g., animals,).</p> <p>Use simple adjectives (e.g., colours).</p> <p>Use some simple verbs in the first person "I" form (e.g., I am and I play).</p> <p>Understand the sounds of individual letters and groups of letters and speak to them aloud individually and in chorus.</p>	<p>By the end of Year 4 pupils should:</p> <p>Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them.</p> <p>Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, simple classroom commands etc.)</p> <p>Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g., animals, food, etc.).</p> <p>Understand and use adjectives to describe people, places, things and themselves (e.g., characters in a story or their family members, their age, nationality, where they live).</p> <p>Understand and use verbs in the first person "I" form</p> <p>Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article.</p>	<p>By the end of Year 5 pupils should:</p> <p>Take part in conversations and be able to make simple statements and present Information.</p> <p>Understand and communicate simple descriptions orally and in writing (e.g., of a person, a place).</p> <p>Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g., reading a short and simple story or completing a reading exercise about familiar topics, etc.).</p> <p>Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard.</p> <p>Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities.</p>	<p>By the end of Year 6 pupils should:</p> <p>Understand numbers 1-100 and be able to use them in context (e.g. the date, age,etc.).</p> <p>Be able to identify and tell the time (in speaking, listening, reading and writing exercises).</p> <p>Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc.)</p> <p>Use adjectives (e.g., colour or size etc.) to make their sentences more descriptive.</p> <p>Use connectives to make sentences more descriptive and fluent.</p> <p>Be able to read or listen to longer passages of text and answer more detailed questions(orally or in writing) about the passage they have read.</p> <p>Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities.</p>
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