



Whole School Curriculum Progression: Spanish

Think as a Linguist: Listen; Speak; Read; Record; Cultural Understanding.

Y3 Autumn	Y3 Spring	Y3 Summer
<p>All about me</p> <ul style="list-style-type: none"> • Say hello and goodbye • Tell someone my name & ask someone their name • Tell someone how old I am & ask someone how old they are • Say where I live & ask where others live • Count from 0-10 then 11 to 31 • Read and write the numbers 0 to 31 • Pronounce and record words with some accuracy • Describe how Christmas is celebrated in Spain • CCE – Present a pen portrait of themselves to a small group 	<p>All about me (Revision)</p> <ul style="list-style-type: none"> • Greet someone – revision • Ask and answer questions about name, age and where someone lives • Revise counting from 1 – 31 • Learn how to express my nationality in and understand basic gender agreement rules • Pronounce and record words with some accuracy • CCE – Present a pen portrait of a friend to the class <p>Seasons and Growing</p> <ul style="list-style-type: none"> • Know the names of the seasons • Use words which describe the weather during different seasons • Say six basic colours • Listen to a Spanish story – learn about the life cycle of a plant ‘diez semillas’ • Say parts of a plant • CCE – Describe the basic elements of a science experiment in growing a seed 	<p>Animals</p> <ul style="list-style-type: none"> • Learn nouns and determiners for common pets • Learn how to say I have a pet and what it is called • Use positive / negative (what I have/do not have as a pet) • Use the conjunction ‘y’ (and) and ‘pero’ (but) accurately • Know the names and determiners of some farm and zoo animals • CCE – Describe your pet to the class <p>The Romans</p> <ul style="list-style-type: none"> • Listen to passages in Spanish • Decode unknown language • Learn the days of the week using the 7 Roman gods and goddesses • Learn all about key Roman inventions • Use Me... / No me... • CCE - Present to the class as a Roman rich child and/or poor child

Y4 Autumn	4 Spring	Y4 Summer
<p>My Body</p> <ul style="list-style-type: none"> • Talk about myself – name, age, where I live and where I come from (revision) • Learn the nouns and determiners for parts of the body • Learn vocabulary for ‘La Cara’ (the face) • Learn a poem ‘En mi cara redondita’ • Learn the song, ‘Head Shoulders, Knees and Toes’ • CCE – Present to the class as a group – a song or poem of your choice <p>La Familia</p> <ul style="list-style-type: none"> • Say my name, age, where I live and count from 1 to 20 • Learn the nouns and determiners for several family members in Spanish. • Say the ages of various members of a/my family • Learn how to move from using the determiner ‘a’ with a family member noun to a possessive adjective ‘my’ • Learn to answer the question ‘¿Tienes hermanos/primos etc?’ (Do you have any brothers or sisters or cousins etc?) • Learn how to introduce family members, learning to use ‘se llama’ (he/she is called). • Independently produce sentences about my own or an imaginary family • CCE – Use your new knowledge to prepare a presentation to the class about your family 	<p>My Class</p> <ul style="list-style-type: none"> • Learn the nouns and determiners for 6 classroom objects • Learn to answer the question ‘¿Qué tienes en tu estuche?’ (What do have in your pencil case?) • Use indefinite determiner (a) and possessive adjectives (my) • Use positive / negative (what I have/do not have in my pencil case) • CCE – Present to the class ‘En mi estuche’ <p>My House</p> <ul style="list-style-type: none"> • Describe where I live using ‘vivo’ (I live) • Learn nouns and their determiners for rooms of the house • Use positive / negative (what I have/do not have in my house) • CCE – Describe your house to your group 	<p>Goldilocks</p> <ul style="list-style-type: none"> • How to listen attentively to a whole familiar fairy tale in Spanish • Use strategies to decode words (known vocab, reading around, inference and deduction) • Pronounce and record words more accurately • Show improved use of Spanish grammar – • Re-tell a familiar fairy tale in Spanish using a mini book for support • Use new vocabulary to re-write the story of Goldilocks in Spanish • CCE – Present a version of the story to the class <p>Habitats</p> <ul style="list-style-type: none"> • Based around rivers unit – rain, water, lake, river • Learn the essential things plants and animals need to survive • Learn about 5 key habitats around the world • Learn to use the verb ‘crecer’ (to grow) to express which plants grow in these habitats. • Learn to use the verb ‘vivir’ (to live) to express which animals live in these habitats. • CCE – Use your new knowledge to prepare a presentation to the class about Habitats.

Respect

Responsibility

Reflection

Resilience

Y5 Autumn	Y5 Spring	Y5 Summer
<p>Planets</p> <ul style="list-style-type: none"> • Know 10 key elements of the Solar System in Spanish and will be able to label them on a map • Apply increasing knowledge of adjectival agreement • Learn how to describe my qualities / character • Use conjunctions and intensifiers to create more complex descriptions • CCE - Ask and answer key questions to conduct an interview with an astronaut <p>Days and Dates</p> <ul style="list-style-type: none"> • Learn the 7 days of the week and 12 months of the year • Understand that days of the week and months of the year do not have a capital letter • Revise numbers 1-31 • Ask and answer the question '¿Qué fecha es hoy?' (What is the date today?) • Ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) • CCE - Create and present a display of everyone's birthdays in the class 	<p>Clothing</p> <ul style="list-style-type: none"> • Use nouns and their determiners for items of clothing. • Use the possessive adjective 'my' • Use the verb 'llevo...' (I wear) • Use a range of words and phrases to describe clothes / what I am wearing • CCE -Use your new knowledge to describe what you are packing in your suitcase for a holiday. • • The Weather • Revise vocabulary for describing the weather • Say and write weather expressions from memory • Improve my listening decoding skills. • CCE - Present a weather forecast for two contrasting European countries 	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • Learn 10 new nouns and determiners for healthy foods/drinks • Learn nouns and determiners for unhealthy foods/drinks. • Use the plural indefinite article -unas/unos (some) • Learn key phrases for healthy and unhealthy habits • CCE - Create a healthy recipe / menu for a Spanish dish <p>At the Café</p> <ul style="list-style-type: none"> • Learn different foods, snacks and drinks using indefinite article/determiner • Learn key phrases to help me order food • Revise key words / phrases such as please, thank you, you are welcome • Use positive / negative (what I would like /do not like) • Learn words / phrases to pay the bill • CCE – café role play (ordering and paying)

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Y6 Autumn	Y6 Spring	Y6 Summer
<p>The Weekend</p> <ul style="list-style-type: none"> • Learn how to tell the time ('¿Qué hora es?') • Use phrases for weekend activities • Begin to use connectives to form longer sentences • Use positive and negative opinion phrases • CCE -Use knowledge to present to the class in spoken and/or written form about your weekend <p>At School</p> <ul style="list-style-type: none"> • Learn the nouns and determiners for school subjects • Learn more sophisticated language for telling the time • Say what subjects they like and dislike at school • Say why they like/dislike certain subjects at school • Say when they study certain subjects at school • CCE – Use knowledge to present to the class in spoken and/or written form about your school day/week 	<p>World War II</p> <ul style="list-style-type: none"> • Decode unknown language • Explore the Spanish civil war and Picasso's Guernica • Know words for a selection of countries and languages involved in WWII • Use listening and reading skills (story of Ralph the evacuee) • Learn words and phrases about the countryside and in the city. • CCE - Use knowledge to compare life in the city and countryside during WWII. 	<p>Habitats</p> <ul style="list-style-type: none"> • Essential things plants and animals need to survive • Know 5 key habitats around the world • Use the verb 'crecer' (to grow) to describe which plants grow in these habitats. • Use the verb 'vivir' (to live) to express which animals live in these habitats. • CCE - Use new knowledge to prepare a presentation for the class <p>Me in the World</p> <ul style="list-style-type: none"> • Revise vocab and skills from previous units • Devise questions to ask friends • Respond to questions, providing appropriate detail • Develop pronunciation, accent and intonation • CCE – Write and perform a script based on meeting friends in a café conversation

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	LKS2	UKS2
Listen	Understand simple instructions, greetings & praise Identify specific words or phrases within longer spoken passages	Understand specific words and phrases within longer spoken passages Understand general meaning within longer spoken passages
Speak	Repeat single words and phrases with some accuracy Choose single words, phrases and short sentences to communicate Begin to develop more accurate pronunciation and intonation	Ask questions and respond to questions in more detail Memorise and present a short spoken text Develop more accurate pronunciation and intonation
Read	Recognise simple and familiar words Read words aloud with some accuracy and intonation	Read words aloud with increasing accuracy and intonation Understand general meaning of topic phrases and sentences Read along with a short familiar text
Record	Record simple words and phrases with some accuracy Experiment with writing simple phrases and short sentences	Write simple words and phrases, from a scaffold and from memory, to demonstrate understanding of the unit knowledge
Grammar	Understand single and plural nouns Understand use of masculine and feminine nouns	Use of possessive adjectives Begin to use connectives
Culture	Locate Spanish speaking countries Know something about conventions at home and festivals	Know about different aspects of life within Spanish speaking countries and compare them to their own

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