

**Spanish Progression of Knowledge with Outcomes**

	<b>KNOWLEDGE</b>	<b>OUTCOMES</b>	<b>National curriculum aims</b>
Year 3	<p><b>Autumn term:</b></p> <p><b>Linguistic: Basic greeting/conversation</b></p> <ul style="list-style-type: none"> <li>• Know and understand the greetings hola, Buenos dias, Buenos tardes, Buenos noches, adios, hasta luego.</li> <li>• Know and understand the phrase ¿Como te llamas?</li> <li>• Know and understand the phrase me llamo.</li> </ul> <p><b>Cultural: Where is Spain?</b></p> <ul style="list-style-type: none"> <li>• Know where Spain is in Europe</li> <li>• Know what the Spanish flag looks like</li> <li>• Know a few key facts about Spain (e.g. currency, climate)</li> </ul> <p><b>Cultural: Christmas in Spain</b></p> <ul style="list-style-type: none"> <li>• Know the traditions in Spain at Christmas</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Know how to pronounce h, o, l, a, m, e, ll (in order to build up the sentence ‘Hola me llamo...’).</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Know and understand that verbs change in Spanish depending on who you are referring to.</li> <li>• Know and understand that me llamo means My name is but to refer to someone else</li> </ul>	<p><b>All children will</b></p> <p>To respond to a Spanish speaker in English e.g. tell someone their name after hearing the question ‘como te llamas?’</p> <p>Greet someone in Spanish by saying hello</p> <p>Identify the Spanish flag</p> <p>Explain one Spanish Christmas traditions</p> <p>Begin to correctly pronounce the sounds h, o, l, a, m, e and ll.</p> <p>Understand that ‘me llamo’ is a verb.</p> <p><b>Most children will</b></p> <p>Respond to a Spanish speaker using Spanish words and phrases.</p> <p>Ask someone a question and understand their answer e.g ask for their name</p> <p>Identify the Spanish flag</p> <p>Locate Spain on a map of Europe</p> <p>Explain Spanish Christmas traditions</p> <p>Pronounce the sounds h, o, l, a, m, e and ll.</p> <p>Understand that ‘me llamo’ is a verb and will change depending on who is being referred to.</p> <p><b>Some children will</b></p> <p>Have a simple conversation in Spanish using full sentences.</p> <p>Be able to tell you someone else’s name</p> <p>Draw the Spanish flag</p> <p>Locate Spain on a map of Europe</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• describe people, places, things and actions orally and in writing</li> </ul>

	<p>this will need to change. (se llama – he/she is called).</p> <ul style="list-style-type: none"> <li>Know that llamo comes from the verb llamarse.</li> </ul>	<p>Describe the difference between English and Spanish Christmas traditions Pronounce the sounds h, o, l, a, m, e and ll. Understand that ‘me llamo’ comes from the verb llamarse and that it will change depending on who is being referred to.</p>	
	<p><b>Spring term:</b> <b>Linguistic: Numbers 1-30 and age</b></p> <ul style="list-style-type: none"> <li><b>Recall greetings</b></li> <li>Know and understand how to say the numbers 1-30 in Spanish</li> <li>Know and understand the question ¿Cuántos años tienes?</li> <li>Know and understand the phrase Tengo...años.</li> </ul> <p><b>Cultural: Flamenco dancing</b></p> <ul style="list-style-type: none"> <li>Know why flamenco dancing is important in Spain.</li> <li>Know about traditional flamenco dress and music.</li> <li>Know some basic flamenco dancing moves.</li> <li>Know about a famous Spanish flamenco dancer.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li><b>Recall h, o, l, a, m, e ll.</b></li> <li>Know how to pronounce t, n, g, ñ, s (in order to build up the sentence ‘tengo.....años’).</li> </ul> <p><b>Grammar</b></p>	<p><b>All children will</b> To be able to count to 10 in Spanish. To respond to a Spanish speaker asking their age in English. To know one fact about flamenco dancing. Begin to correctly pronounce the sounds t, n, g, ñ and s. Understand that ‘tengo’ is a verb.</p> <p><b>Most children will</b> To be able to count to 30 in Spanish. To respond to a Spanish speaker using Spanish words and phrases. Ask someone their age in Spanish and understand their answer. Describe flamenco dancing and talk about a famous Spanish flamenco dancer. Pronounce the sounds t, n, g, ñ and s. Understand that ‘tengo’ is a verb and will change depending on who is being referred to.</p> <p><b>Some children will</b> To be able to count up to and back from 30 in Spanish. To have a simple conversation in full sentences around ages.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>describe people, places, things and actions orally and in writing</li> </ul>

	<ul style="list-style-type: none"> <li>• Know and understand that verbs change in Spanish depending on who you are referring to.</li> <li>• Know and understand that ‘tengo ocho años’ means I have eight years. Know that this is different to how we say our age in English.</li> <li>• Know that tengo comes from the verb tener and will change depending on who is being referred to.</li> </ul>	<p>Be able to tell you someone else’s age. Describe and explain flamenco dancing and its importance. Pronounce the sounds t, n, g, ñ and s. Understand that ‘tengo’ comes from the verb tener and that it will change depending on who is being referred to.</p>	
	<p><b>Summer term:</b> <b>Linguistic: Feelings</b></p> <ul style="list-style-type: none"> <li>• <b>Recall greetings</b></li> <li>• Know and understand the phrase ¿que tal?</li> <li>• Know and understand how to say how they are feeling (estoy...feliz, mal, estupendo, bien)</li> </ul> <p><b>Cultural: Rafael Nadal – tennis player</b></p> <ul style="list-style-type: none"> <li>• Know about a famous Spanish tennis player and his achievements.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• <b>Recall h, o, l, a, m, e, ll, t, n, g, ñ and s.</b></li> <li>• Know how to pronounce y, q, u, f, i, z and b (in order to build up the sentence estoy feliz/mal)</li> </ul> <p><b>Grammar</b></p>	<p><b>All children will</b> To respond to a Spanish speaker asking how they feel in English. To know one fact about a famous Spanish tennis player. Begin to correctly pronounce the sounds y, q, u, f, i, z and b. Understand that ‘estoy’ is a verb.</p> <p><b>Most children will</b> Ask someone a question and understand their answer e.g how they are feeling To share facts about a famous Spanish tennis player and their achievements. Pronounce the sounds y, q, u, f, i, z and b. Understand that ‘estoy is a verb and will change depending on who is being referred to.</p> <p><b>Some children will</b> To have a simple conversation in full sentences around feelings.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• understand basic grammar appropriate to the language being studied, including (where</li> </ul>

	<ul style="list-style-type: none"> <li>• Know and understand that verbs change in Spanish depending on who you are referring to.</li> <li>• Know and understand that estoy means I am but to refer to someone else this will need to change. (está – he/she is).</li> <li>• Know that estoy comes from the verb estar.</li> </ul>	<p>Be able to tell you how someone else is feeling. Describe and explain a famous Spanish tennis players achievements.</p> <p>Pronounce the sounds y, q, u, f, i, z and b.</p> <p>Understand that ‘estoy comes from the verb ‘estar’ and will change depending on who is being referred to.</p>	<p>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.</p>
Year 4	<p><b>Autumn term:</b></p> <p><b>Linguistic: Basic greeting/conversation/feelings</b></p> <ul style="list-style-type: none"> <li>• Know and understand the greetings hola, Buenos dias, Buenos tardes, Buenos noches, adios, hasta luego.</li> <li>• Know and understand the phrase ¿Como te llamas?</li> <li>• Know and understand the phrase me llamo.</li> <li>• Know and understand the phrase ¿que tal?</li> <li>• Know and understand how to say how they are feeling (estoy...feliz, mal, estupendo, bien)</li> </ul> <p><b>Cultural: Madrid</b></p> <ul style="list-style-type: none"> <li>• Know where Madrid is on a map of Spain.</li> <li>• Know facts about Madrid in order to compare with London.</li> <li>• Know and understand why people visit Madrid.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Know how to pronounce h, o, l, a, m, e, ll (in order to build up the sentence ‘Hola me llamo...’).</li> </ul>	<p><b>All children will</b></p> <p>To respond to a Spanish speaker in English e.g. tell someone their name after hearing the question ‘como te llamas?’</p> <p>Greet someone in Spanish by saying hello</p> <p>To respond to a Spanish speaker asking how they feel in English.</p> <p>Know where Madrid is on a map of Spain.</p> <p>Begin to correctly pronounce the sounds h, o, l, a, m, e, ll, y, q, u, f, i, z and b.</p> <p>Understand that ‘llamo’ and ‘estoy’ are verbs.</p> <p><b>Most children will</b></p> <p>Respond to a Spanish speaker using Spanish words and phrases.</p> <p>Ask someone a question and understand their answer e.g ask for their name</p> <p>Ask someone a question and understand their answer e.g how they are feeling</p> <p>Describe one similarity and one difference between Madrid and London.</p> <p>Pronounce the sounds h, o, l, a, m, e, ll, y, q, u, f, i, z and b.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• 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,</li> </ul>

<ul style="list-style-type: none"> <li>Know how to pronounce y, q, u, f, i, z and b (in order to build up the sentence estoy feliz/mal)</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Know and understand that verbs change in Spanish depending on who you are referring to.</li> <li>Know and understand that me llamo means My name is but to refer to someone else this will need to change. (se llama – he/she is called).</li> <li>Know that llamo comes from the verb llamarse.</li> <li>Know and understand that estoy means I am but to refer to someone else this will need to change. (está – he/she is).</li> <li>Know that estoy comes from the verb estar.</li> </ul>	<p>Understand that ‘llamo’ and ‘estoy’ are verbs and will change depending on who is being referred to.</p> <p><b>Some children will</b> Have a simple conversation in Spanish using full sentences. Be able to tell you someone else’s name Explain and describe why people visit Madrid. Pronounce the sounds h, o, l, a, m, e, ll, y, q, u, f, i, z and b. Understand that ‘llamo’ come from the verb ‘llamarse’ and ‘estoy’ come from the verb ‘estar’ and that they will change depending on who is being referred to.</p>	<p>to build sentences; and how these differ from or are similar to English.</p>
<p><b>Spring term:</b> <b>Linguistic: Numbers 1-30 and age</b></p> <ul style="list-style-type: none"> <li>Recall greetings</li> <li>Know and understand how to say the numbers 1-30 in Spanish</li> <li>Know and understand the question ¿Cuantos anos tienes?</li> <li>Know and understand the phrase Tengo...anos.</li> </ul> <p><b>Cultural: Easter in Spain</b></p> <ul style="list-style-type: none"> <li>Know the traditions in Spain at Easter.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Recall h, o, l, a, m, e, ll, y, q, u, f, i, z and b.</li> </ul>	<p><b>All children will</b> To be able to count to 10 in Spanish. To respond to a Spanish speaker asking their age in English. To know one Spanish Easter tradition. Begin to correctly pronounce the sounds t, n, g, ñ and s. Understand that ‘tengo’ is a verb.</p> <p><b>Most children will</b> To be able to count to 30 in Spanish. To respond to a Spanish speaker using Spanish words and phrases. Ask someone their age in Spanish and understand their answer.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when</li> </ul>

<ul style="list-style-type: none"> <li>Know how to pronounce t, n, g, ñ, s (in order to build up the sentence ‘tengo.....años’).</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Know and understand that verbs change in Spanish depending on who you are referring to.</li> <li>Know and understand that ‘tengo ocho años’ means I have eight years. Know that this is different to how we say our age in English.</li> <li>Know that tengo comes from the verb tener and will change depending on who is being referred to.</li> </ul>	<p>To be able to explain the Spanish traditions at Easter. Pronounce the sounds t, n, g, ñ and s. Understand that ‘tengo’ is a verb and will change depending on who is being referred to.</p> <p><b>Some children will</b> To be able to count up to and back from 30 in Spanish. To have a simple conversation in full sentences around ages. Be able to tell you someone else’s age. To describe the similarities and differences between Spanish and English Easter traditions. Pronounce the sounds t, n, g, ñ and s. Understand that ‘tengo’ comes from the verb tener and that it will change depending on who is being referred to.</p>	<p>they are reading aloud or using familiar words and phrases*</p> <ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
<p><b>Summer term:</b> <b>Linguistic: Days of the week and months of the year, My birthday</b></p> <ul style="list-style-type: none"> <li><b>Recall number 1-30.</b></li> <li>Know and understand the days of the week – lunes, martes, miercoles, jueves, Viernes, sabado, domingo.</li> <li>Know and understand the phrases: Hoy es... (Today is...) Los dias de la semana (The days of the week).</li> <li>Know and understand the months of the year – enero, febrero, marzo, abril, mayo,</li> </ul>	<p><b>All children will</b> To respond to a Spanish speaker in English by translating the days of the week. To be able to say what the day/month is in English after being asked in Spanish. To say when own birthday is in English after being asked in Spanish. To be able to say what bull fighting is and talk about a famous Spanish bull fighter. Begin to correctly pronounce the sounds c, ch, d, j, k, p, r, rr, v, w and x.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> </ul>

	<p>junio, julio, Agosto, septiembre, octubre, noviembre, diciembre.</p> <ul style="list-style-type: none"> <li>• Know and understand the phrase: Los meses del año (The months of the year).</li> <li>• Know and understand the question: Cuando es tu cumpleaños? (When is your birthday?)</li> <li>• Know and understand the phrases: Mi cumpleaños es el...de... (My birthday is the ... of...) Feliz cumpleaños! (Happy birthday)</li> </ul> <p><b>Cultural: Famous matador – Manolete, Bull fighting (including running of the bulls, Pamplona)</b></p> <ul style="list-style-type: none"> <li>• Know about a famous matador and his achievements.</li> <li>• Know what bull fighting is and why some regions of Spain have bull fighting.</li> <li>• Know about the running of the bulls in Pamplona.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Recall h, o, l, a, m, e, ll, y, q, u, f, i, z, b, t, n, g, ñ and s.</li> <li>• Know how to pronounce c, ch, d, j, k, p, r, rr, v, w and x.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Know that days and months in Spanish do not have a capital letter</li> <li>• Know how to write the date in Spanish using ‘el’ and ‘de’ (el siete de octubre).</li> </ul>	<p>Explain that days and months do not need capital letters in Spanish.</p> <p><b>Most children will</b></p> <p>To be able to say the days of the week in Spanish.  To be able to say what day it is today in Spanish.  To know the majority of the months of the year in Spanish.  To be able to say when their birthday is in Spanish.  To be able to describe bull fighting and talk about the running of the bulls in Pamplona.  Pronounce the sounds c, ch, d, j, k, p, r, rr, v, w and x.  Explain once difference between how Spanish and English write the date.</p> <p><b>Some children will</b></p> <p>To be able to say the days of the week and the months of the year in Spanish.  To be able to say today's date in Spanish.  To be able to say when their birthday is in Spanish and ask someone else when their birthday is.  To be able to describe the reasons for and against bull fighting and talk about the running of the bulls in Pamplona.  Pronounce the sounds c, ch, d, j, k, p, r, rr, v, w and x.</p>	<ul style="list-style-type: none"> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
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		Explain the differences between how Spanish and English write the date.	
Year 5	<p><b>Autumn term:</b></p> <p><b>Linguistic: Food, ordering in a restaurant</b></p> <ul style="list-style-type: none"> <li>• <b>Recall greetings</b></li> <li>• Know and understand the following words in Spanish: La fruta, Una pera, Una manzana, Un tomate, La naranja, La verdura, La leche, Un huevo, Una sopa, una hamburguesa, La carne, Un queso, El almuerzo, Una papa, El azúcar, El té, Una caramelo, Una galleta salada, Una pizza, Una uva, Una fresa, Un plátano, El melón, Un jugo, Un ensalada, El arroz, Un pastel, Un café, Un pan, Una mantequilla, El desayuno, La cena, La sal, La pimienta, Una crema, Una galleta, Un donut.</li> <li>• Know and understand the following phrases in Spanish: Me gusta/n, no me gusta/n, que desea?, algo más?, vale, sí, quisiera, la cuenta por favour.</li> </ul> <p><b>Cultural: Spanish chef Jose Andrés</b></p> <ul style="list-style-type: none"> <li>• Know some of the achievements of Spanish chef Jose Andres.</li> <li>• Know some of his recipes and compare with English recipes.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Know what an accent over a letter in Spanish means to the way you pronounce it (e.g. á, é, í, ú, ó).</li> </ul>	<p><b>All children will</b></p> <p>To be able to translate Spanish foods into English where hearing them.</p> <p>To be able to answer the question te gusta? In English.</p> <p>To be able to answer the question que desea? In English.</p> <p>To be able to name a few traditional Spanish foods and compare with own food.</p> <p>To be able to name a famous Spanish chef.</p> <p>To be able to say why words have accents in Spanish.</p> <p>Understand that 'me gusta' and 'quiero' are verbs.</p> <p><b>Most children will</b></p> <p>To be able to say the majority of the Spanish food words and phrases.</p> <p>To be able to answer the questions te gusta? and que desea? in Spanish.</p> <p>To be able to name some traditional Spanish foods and compare with English foods.</p> <p>To be able to describe the achievements of a famous Spanish chef.</p> <p>To be able to say words with accents by stressing the accented letter/syllable.</p> <p>Understand that 'me gusta' and 'quiero' are verbs that will change depending on who it is referring to.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance,</li> </ul>

	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Know and understand that verbs change in Spanish depending on who you are referring to.</li> <li>• Know and understand that me gusta means I like is but to refer to someone else this will need to change. (le gusta – he/she likes).</li> <li>• Know that me gusta comes from the verb gustar.</li> <li>• Know and understand that quiero means I want but to refer to someone else this will need to change. (quiere – he/she wants).</li> <li>• Know that quiero comes from the verb querer.</li> </ul>	<p><b>Some children will</b></p> <p>To be able to say the all of the Spanish food words and phrases.</p> <p>To be able to ask and answer the questions ¿Qué desea? and te gusta? in Spanish.</p> <p>To be able to name and describe some traditional Spanish foods and compare with English foods.</p> <p>To be able to explain and describe the achievements of a famous Spanish chef.</p> <p>To be able to say words with accents by stressing the accented letter/syllable and explain how this is different to English.</p> <p>Understand that ‘me gusta’ comes from the verb ‘gustar’ and ‘quiero’ comes from the verb ‘querer’ and that these will change depending on who it is referring to.</p>	<p>to build sentences; and how these differ from or are similar to English.</p>
	<p><b>Spring term:</b> <b>Linguistic: Pets and describing them</b></p> <ul style="list-style-type: none"> <li>• Know and understand the following words in Spanish: un gata (cat), un perro (dog), un pajarito (bird), un conejo (rabbit), un hamster (hamster), una tortuga (tortoise), un pez (fish), una cobaya (Guinea pig), un raton (rat), un caballo (horse)</li> <li>• Know and understand the following describing words in Spanish: pequeno/a, rapido/a, Viejo/a, lento/a, grande, joven, colours (from year 4).</li> <li>• Know and understand the following phrases in Spanish: Mi mascota (my pet), Tengo (I have), No tengo (I don’t have), tienes mascotas?</li> </ul>	<p><b>All children will</b></p> <p>To be able to translate Spanish pets into English where hearing them.</p> <p>To be able to answer the question tienes mascotas? In English.</p> <p>To be able to name a famous Spanish showjumper.</p> <p>To give an example of a masculine word and a feminine word in Spanish.</p> <p><b>Most children will</b></p> <p>To be able to say the majority of the Spanish pets words and phrases.</p> <p>To be able to answer the questions tienes mascotas? in Spanish.</p> <p>To be able to describe a pet using one adjective in Spanish.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Cultural: Beatriz Ferrer-Salat Serra de Migui – Show jumper</b></li> <li>• Know about a famous Spanish showjumper and her achievements.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Recall alphabet.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Know and understand the difference between masculine and feminine words in Spanish.</li> <li>• Know and understand how to make nouns and adjectives agree.</li> <li>• Know and understand how to use masculine and feminine versions of adjectives when describing nouns.</li> </ul>	<p>To be able to describe the achievements of a famous Spanish showjumper. To be able to use nouns and adjectives in the correct order when describing a pet.</p> <p><b>Some children will</b></p> <p>To be able to say all of the Spanish pets words and phrases. To be able to ask and answer the questions tienes mascotas? in Spanish. To be able to describe a pet using more than one adjective in Spanish. To be able to explain and describe the achievements of a famous Spanish showjumper. To be able to use the correct form of an adjective when describing a pet.</p>	<p>they are reading aloud or using familiar words and phrases*</p> <ul style="list-style-type: none"> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
<p><b>Summer term:</b> <b>Linguistic: Going on holiday (transport, clothes to pack, where to stay, things to do)</b></p> <ul style="list-style-type: none"> <li>• Recall: greetings and feelings</li> <li>• Know and understand the following words in Spanish el avion (plane), el piloto (pilot), la azafata (flight attendant – female), la maleta (suitcase), el pasaporte (passport), el barco (boat), el ferry (ferry), el hotel (hotel), el mapa (map), la playa (beach), la piscina (swimming pool), la isla (island), la postal (postcard), la camara de fotos (camera), el aeropuerto (airport), unos</li> </ul>	<p><b>All children will</b></p> <p>To be able to give the English translation to words spoken to them in Spanish. Identify where Barcelona is on a map of Spain. Identify plural and singular words in Spanish.</p> <p><b>Most children will</b></p> <p>To be able to respond to questions asked in Spanish. To be able to translate English words into Spanish. Describe one similarity and one difference between Barcelona and London.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> </ul>

	<p>pantalones cortos (shorts), una camiseta de interior (vest), un jersey (jumper), un vestido (dress), la camisa (shirt), la camiseta (t-shirt), la chaqueta (jacket), unos pantalones (trousers), unos zapatos (shoes)</p> <p><b>Cultural: Barcelona</b></p> <ul style="list-style-type: none"> <li>• Know where Barcelona is on a map of Spain.</li> <li>• Know facts about Barcelona in order to compare with London.</li> <li>• Know and understand why people visit Barcelona.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Recall alphabet.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Know how to change words to plurals.</li> </ul>	<p>To be able to change a word from the singular form to the plural form in Spanish.</p> <p><b>Some children will</b></p> <p>To be able to speak in simple sentences in Spanish using learnt vocabulary.</p> <p>To be able to use a dictionary to translate most words from Spanish to English.</p> <p>Explain and describe why people visit Barcelona.</p> <p>To be able to explain how to change singular words to plural and vice versa in Spanish.</p>	<ul style="list-style-type: none"> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
Year 6	<p><b>Autumn term:</b></p> <p><b>Linguistic: School (subjects, time)</b></p> <ul style="list-style-type: none"> <li>• Recall numbers, days of the week</li> <li>• Know and understand the following Spanish words and phrases: el arte, el frances, el ingles, el espanol, el aleman, el arte dramatico, la quimica, La física, La biología, La educación física, La informática, La religion, La geografía, La historia, La tecnología, Las lenguas extranjeras Modernas, Las matemáticas, Las ciencias, Las ciencias de la tierra, te gusta?</li> <li>• Know and understand the following Spanish time words and phrases: en punto (o'clock), y media (half past), y cuarto (quarter past),</li> </ul>	<p><b>All children will</b></p> <p>To be able to translate Spanish subjects and times into English where hearing them.</p> <p>To be able to answer the questions ¿Te gusta....? and ¿Que hora es? in English.</p> <p>To be able to name one similarity and one difference between Spanish and English schools.</p> <p><b>Most children will</b></p> <p>To be able to say the majority of the Spanish subject and time words and phrases.</p> <p>To be able to answer the questions ¿Te gusta....? and ¿Que hora es? in Spanish.</p> <p>To be able to describe one similarity and one difference between Spanish and English schools.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>

	<p>menos cuarto (quarter to), las una (one), las dos (two), las tres (three), las cuatro (four), las cinco (five), las seis (six), las siete (seven), las ocho (eight), las nueve (nine), las diez (ten), las once (eleven), las doce (twelve), que hora es? (what time is it).</p> <p><b>Cultural: Alonso - Racing car driver and/or Andres Iniesta – football player</b></p> <ul style="list-style-type: none"> <li>Know about the achievements of Alonso and/or Andres Iniesta.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Recall alphabet.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Know and understand that me gusta means I like is but to refer to someone else this will need to change. (le gusta – he/she likes).</li> <li>Know that me gusta comes from the verb gustar.</li> </ul>	<p><b>Some children will</b></p> <p>To be able to say all of the Spanish subject and time words and phrases.</p> <p>To be able to ask and answer the questions ¿Te gusta....? and ¿Que hora es? in Spanish.</p> <p>To be able to describe one similarity and one difference between Spanish and English schools and give own opinions.</p>	<ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
	<p><b>Spring term:</b></p> <p><b>Cultural: Celebrating the new year in Spain</b></p> <ul style="list-style-type: none"> <li>Recall other Spanish celebrations learnt about – Christmas</li> <li>Know the Spanish traditions for celebrating the New Year in Spain.</li> <li>Know the similarities and differences between English and Spanish traditions.</li> </ul> <p><b>Cultural: La Tomatina</b></p>	<p><b>All children will</b></p> <p>To name one Spanish tradition at New year.</p> <p>To be able to talk about the festival La Tomatina is.</p> <p><b>Most children will</b></p> <p>To name a few Spanish traditions at New Year.</p> <p>To be able to describe what the festival La Tomatina is.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe people, places, things and actions orally* and in writing</li> </ul>

	<ul style="list-style-type: none"> <li>Know and understand the festival La Tomatina and why it is so popular with tourists.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Recall alphabet.</li> </ul>	<p><b>Some children will</b></p> <p>To name a few Spanish traditions at New Year and compare with English traditions.</p> <p>To be able to describe what the festival La Tomatina is and why it is so popular with tourists.</p>	
	<p><b>Summer term:</b> <b>Linguistic: All about me – hobbies, my family, my personality, my appearance</b></p> <ul style="list-style-type: none"> <li>Recall greetings, introducing name, age, birthday, pets, feelings, favourite food and school subjects.</li> <li>Know and understand the following Spanish words and phrases linked to hobbies: la fotografía, la cocina, los juegos de mesa, el dibujo, los paseos, la música, la informática, la lectura, el camping, el baile, Una cosa me gusta, una cosa no me gusta.</li> <li>Know and understand the following Spanish words and phrases linked to family: madre, padre, hijo, hija, hermana, hermano, tia, tío, prima, primo, sobrina, sobrino, abuelo, abuela, padrastra, madrastra, esta es mi familia.</li> <li>Know and understand the following Spanish words and phrases linked to personality: alegre, amable, amistoso/a, antipático/a, carinoso/a, comprensivo/a, débil, deportivo/a, egoísta, formal, gracioso/a, hablador/a, honrado/a, loco/a, Maduro/a, maleducado/a, perezoso/a, rico/a, serio/a, simpático/a, triste, valiente.</li> </ul>	<p><b>All children will</b></p> <p>To be able to translate Spanish words for hobbies, family, personality and appearance into English where hearing them.</p> <p>To be able to say one hobby, one member of family and one adjective to describe personality and appearance in Spanish.</p> <p><b>Most children will</b></p> <p>To be able to say the majority of the Spanish words for hobbies, family, personality and appearance.</p> <p>To be able to say one hobby, one member of family and one adjective to describe personality and appearance in Spanish in a sentence.</p> <p><b>Some children will</b></p> <p>To be able to say all of the Spanish words for hobbies, family, personality and appearance.</p> <p>To be able to describe myself using hobbies, members of family and adjectives to describe personality and appearance in Spanish in a sentence.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where</li> </ul>

<ul style="list-style-type: none"><li>• Know and understand the following Spanish words and phrases linked to appearance: calvo/a, castano/a, corto/a, fuerte, grande, joven, largo/a, liso/a, pelirrojo/a, pequeno/a, rizado/a, rubio/a, guapo/a, Moreno/a, los ojos, el pelo, gafas, barba, colours (from year 4).</li></ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• Recall verb endings.</li><li>• Recall noun and adjective agreements and order.</li><li>• Recall plurals.</li><li>• Recall masculine and feminine words.</li></ul>		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.
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