

Spanish Progression of Knowledge with Outcomes

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

	<p>this will need to change. (se llama – he/she is called).</p> <ul style="list-style-type: none"> Know that llamo comes from the verb llamarse. 	<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>Spring term: Linguistic: Numbers 1-30 and age</p> <ul style="list-style-type: none"> Recall greetings Know and understand how to say the numbers 1-30 in Spanish Know and understand the question ¿Cuántos años tienes? Know and understand the phrase Tengo...años. <p>Cultural: Flamenco dancing</p> <ul style="list-style-type: none"> Know why flamenco dancing is important in Spain. Know about traditional flamenco dress and music. Know some basic flamenco dancing moves. Know about a famous Spanish flamenco dancer. <p>Phonics</p> <ul style="list-style-type: none"> Recall h, o, l, a, m, e ll. Know how to pronounce t, n, g, ñ, s (in order to build up the sentence ‘tengo.....años’). <p>Grammar</p>	<p>All 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>Most 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>Some 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"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences appreciate stories, songs, poems and rhymes in the language describe people, places, things and actions orally and in writing

	<ul style="list-style-type: none"> • Know and understand that verbs change in Spanish depending on who you are referring to. • 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. • Know that tengo comes from the verb tener and will change depending on who is being referred to. 	<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>Summer term: Linguistic: Feelings</p> <ul style="list-style-type: none"> • Recall greetings • Know and understand the phrase ¿que tal? • Know and understand how to say how they are feeling (estoy...feliz, mal, estupendo, bien) <p>Cultural: Rafael Nadal – tennis player</p> <ul style="list-style-type: none"> • Know about a famous Spanish tennis player and his achievements. <p>Phonics</p> <ul style="list-style-type: none"> • Recall h, o, l, a, m, e, ll, t, n, g, ñ and s. • Know how to pronounce y, q, u, f, i, z and b (in order to build up the sentence estoy feliz/mal) <p>Grammar</p>	<p>All 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>Most 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>Some To have a simple conversation in full sentences around feelings.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • understand basic grammar appropriate to the language being studied, including (where

	<ul style="list-style-type: none"> • Know and understand that verbs change in Spanish depending on who you are referring to. • Know and understand that estoy means I am but to refer to someone else this will need to change. (está – he/she is). • Know that estoy comes from the verb estar. 	<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>Autumn term: Linguistic: In the classroom</p> <ul style="list-style-type: none"> • Know and understand the following objects in Spanish: un lápiz, un sacapuntas, un bolí, una pluma, una hoja, una agenda, un libro, un cuaderno, una mochila, estuche, papel, clase, puerta, silla, mesa, ventana, pizarra interactiva, ordenador, Tijeras, pinturas. • Know and understand the following colours in Spanish: Azul (blue), blanco (white), rojo (red), negro (black), amarillo (yellow), verde (green), rosa (pink), marron (brown), naranja (orange), gris (grey), violeta (purple). <p>Cultural: Madrid</p> <ul style="list-style-type: none"> • Know where Madrid is in Spain <p>Know some facts about Madrid</p> <p>Phonics</p> <ul style="list-style-type: none"> • Recall alphabet <p>Grammar:</p>	<p>All be able to translate Spanish objects into English when hearing someone say their names. be able to say, read and write three colours in Spanish. Know one fact about Madrid</p> <p>Most be able to say, read and write the majority of the classroom objects in Spanish. be able to describe an object in Spanish using colour. Locate Madrid on a map of Spain.</p> <p>Some say, read and write all the classroom objects in Spanish. describe the colour of classroom objects in Spanish. Describe the difference between London and Madrid</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • 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,

	<ul style="list-style-type: none"> Know and understand the order of words when describing. (Adjectives after noun). 		<p>to build sentences; and how these differ from or are similar to English.</p>
	<p>Spring term: Linguistic: Days of the week and months of the year, My birthday</p> <ul style="list-style-type: none"> Recall number 1-30. Know and understand the days of the week – lunes, martes, miercoles, jueves, Viernes, sabado, domingo. Know and understand the phrases: Hoy es... (Today is...) Los dias de la semana (The days of the week). Know and understand the months of the year – enero, febrero, marzo, abril, mayo, junio, julio, Agosto, septiembre, octubre, noviembre, diciembre. Know and understand the phrase: Los meses del ano (The months of the year). Know and understand the question: Cuando es tu cumpleaños? (When is your birthday?) Know and understand the phrases: Mi cumpleaños es el...de... (My birthday is the ... of...) Feliz cumpleaños! (Happy birthday) <p>Cultural: Easter Know the traditions in Spain at Easter.</p> <p>Phonics</p> <ul style="list-style-type: none"> Recall alphabet <p>Grammar</p> <ul style="list-style-type: none"> Know that days and months in Spanish do not have a capital letter 	<p>All 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. Begin to correctly pronounce the sounds c, ch, d, j, k, p, r, rr, v, w and x. know about one Spanish Easter tradition.</p> <p>Most 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. be able to explain the Spanish traditions at Easter. Explain once difference between how Spanish and English write the date.</p> <p>Some To be able to say the days of the week and the months of the year in Spanish. To be able to say todays date in Spanish. To be able to say when their birthday is in Spanish and ask someone else when their birthday is.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter

	<ul style="list-style-type: none"> Know how to write the date in Spanish using 'el' and 'de' (el siete de octubre). 	<p>describe the similarities and differences between Spanish and English Easter traditions. Explain the differences between how Spanish and English write the date.</p>	<p>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>
	<p>Summer term: Linguistic: Weather</p> <ul style="list-style-type: none"> Know and understand the following phrases in Spanish: Hace sol (It's sunny), hace calor (It's hot), Esta nublado (It's cloudy) hace frio (It's cold), hace viento (It's windy), hay tormenta (It's stormy), esta lloviendo (It's raining) Know and understand the following phrase in Spanish: ¿Qué tiempo hace? (What is the weather?) <p>Cultural: Bull fighting (including running of the bulls, Pamploma)</p> <ul style="list-style-type: none"> Know what bull fighting is and why some regions of Spain have bull fighting. Know about the running of the bulls in Pamploma. <p>Phonics</p> <ul style="list-style-type: none"> Recall alphabet <p>Grammar</p> <ul style="list-style-type: none"> Know and understand that verbs change in Spanish depending on who you are referring to. 	<p>All be able to say the majority of the Spanish weather phrases. be able to answer the question ¿Qué tiempo hace? in Spanish. be able to describe bull fighting and talk about the running of the bulls in Pamploma.</p> <p>Most be able to say all the Spanish weather phrases. be able to ask and answer the question ¿Qué tiempo hace? in Spanish. be able to describe the reasons for and against bull fighting and talk about the running of the bulls in Pamploma.</p> <p>Some be able to translate the weather into English when hearing it in Spanish. be able to answer the question ¿Qué tiempo hace? in English. be able to say what bull fighting is.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly 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.
Year 5	<p>Autumn term:</p> <p>Linguistic: Food, ordering in a restaurant</p> <ul style="list-style-type: none"> • Recall greetings • 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 melon, 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. • Know and understand the following phrases in Spanish: Me gusta/n, no me gusta/n, que desea?, algo mas?, vale, si, quisiera, la cuenta por favour. <p>Cultural: Spanish chef Jose Andrés</p> <ul style="list-style-type: none"> • Know some of the achievements of Spanish chef Jose Andres. • Know some of his recipes and compare with English recipes. <p>Phonics</p>	<p>All</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>Most</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>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency

	<ul style="list-style-type: none"> • Know what an accent over a letter in Spanish means to the way you pronounce it (e.g. á, é, í, ú, ó). <p>Grammar</p> <ul style="list-style-type: none"> • Know and understand that verbs change in Spanish depending on who you are referring to. • 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). • Know that me gusta comes from the verb gustar. • Know and understand that quiero means I want but to refer to someone else this will need to change. (quiere – he/she wants). • Know that quiero comes from the verb querer. 	<p>Understand that ‘me gusta’ and ‘quiero’ are verbs that will change depending on who it is referring to.</p> <p>Some</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>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>
	<p>Spring term:</p> <p>Linguistic: Pets and describing them</p> <ul style="list-style-type: none"> • 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) • Know and understand the following describing words in Spanish: pequeno/a, rapido/a, Viejo/a, lento/a, grande, joven, colours (from year 4). 	<p>All</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>Most</p> <p>To be able to say the majority of the Spanish pets words and phrases.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

<ul style="list-style-type: none"> Know and understand the following phrases in Spanish: Mi mascota (my pet), Tengo (I have), No tengo (I don't have), tienes mascotas? Cultural: Beatriz Ferrer-Salat Serra de Migui – Show jumper Know about a famous Spanish showjumper and her achievements. <p>Phonics</p> <ul style="list-style-type: none"> Recall alphabet. <p>Grammar</p> <ul style="list-style-type: none"> Know and understand the difference between masculine and feminine words in Spanish. Know and understand how to make nouns and adjectives agree. Know and understand how to use masculine and feminine versions of adjectives when describing nouns. 	<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>To be able to describe the achievements of a famous Spanish showjumper.</p> <p>To be able to use nouns and adjectives in the correct order when describing a pet.</p> <p>Some</p> <p>To be able to say all of the Spanish pets words and phrases.</p> <p>To be able to ask and answer the questions tienes mascotas? in Spanish.</p> <p>To be able to describe a pet using more than one adjective in Spanish.</p> <p>To be able to explain and describe the achievements of a famous Spanish showjumper.</p> <p>To be able to use the correct form of an adjective when describing a pet.</p>	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly 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.
<p>Summer term:</p> <p>Linguistic: Going on holiday (transport, clothes to pack, where to stay, things to do)</p> <ul style="list-style-type: none"> Recall: greetings and feelings 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), 	<p>All</p> <p>To be able to give the English translation to words spoken to them in Spanish.</p> <p>Identify where Barcelona is on a map of Spain.</p> <p>Identify plural and singular words in Spanish.</p> <p>Most</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

	<p>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 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>Cultural: Barcelona</p> <ul style="list-style-type: none"> • Know where Barcelona is on a map of Spain. • Know facts about Barcelona in order to compare with London. • Know and understand why people visit Barcelona. <p>Phonics</p> <ul style="list-style-type: none"> • Recall alphabet. <p>Grammar</p> <ul style="list-style-type: none"> • Know how to change words to plurals. 	<p>To be able to respond to questions asked in Spanish.</p> <p>To be able to translate English words into Spanish.</p> <p>Describe one similarity and one difference between Barcelona and London.</p> <p>To be able to change a word from the singular form to the plural form in Spanish.</p> <p>Some</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"> • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • 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.
Year 6	<p>Autumn term:</p> <p>Linguistic: School (subjects, time)</p> <ul style="list-style-type: none"> • Recall numbers, days of the week • 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 	<p>All</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>Most</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

<p>Modernas, Las matemáticas, Las ciencias, Las ciencias de la tierra, te gusta?</p> <ul style="list-style-type: none"> Know and understand the following Spanish time words and phrases: en punto (o'clock), y media (half past), y cuarto (quarter past), 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>Cultural: Alonso - Racing car driver and/or Andres Iniesta – football player</p> <ul style="list-style-type: none"> Know about the achievements of Alonso and/or Andres Iniesta. <p>Phonics</p> <ul style="list-style-type: none"> Recall alphabet. <p>Grammar</p> <ul style="list-style-type: none"> 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). Know that me gusta comes from the verb gustar. 	<p>To be able to say the majority of the Spanish subject and time words and phrases. To be able to answer the questions ¿Te gusta....? and ¿Que hora es? in Spanish. To be able to describe one similarity and one difference between Spanish and English schools.</p> <p>Some To be able to say all of the Spanish subject and time words and phrases. To be able to ask and answer the questions ¿Te gusta....? and ¿Que hora es? in Spanish. 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"> Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 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.
<p>Spring term: Cultural: Celebrating the new year in Spain</p> <ul style="list-style-type: none"> Recall other Spanish celebrations learnt about – Christmas Know the Spanish traditions for celebrating the New Year in Spain. 	<p>All To name one Spanish tradition at New year. To be able to talk about the festival La Tomatina is.</p> <p>Most</p>	<p>Pupils should be taught to:</p>

<ul style="list-style-type: none"> Know the similarities and differences between English and Spanish traditions. <p>Cultural: La Tomatina</p> <ul style="list-style-type: none"> Know and understand the festival La Tomatina and why it is so popular with tourists. <p>Phonics</p> <ul style="list-style-type: none"> Recall alphabet. 	<p>To name a few Spanish traditions at New Year. To be able to describe what the festival La Tomatina is.</p> <p>Some</p> <p>To name a few Spanish traditions at New Year and compare with English traditions. To be able to describe what the festival La Tomatina is and why it is so popular with tourists.</p>	<ul style="list-style-type: none"> describe people, places, things and actions orally* and in writing
<p>Summer term: Linguistic: All about me – hobbies, my family, my personality, my appearance</p> <ul style="list-style-type: none"> Recall greetings, introducing name, age, birthday, pets, feelings, favourite food and school subjects. 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. 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. Know and understand the following Spanish words and phrases linked to personality: alegre, amable, amistoso/a, antipático/a, carinoso/a, comprensivo/a, débil, 	<p>All</p> <p>To be able to translate Spanish words for hobbies, family, personality and appearance into English where hearing them. To be able to say one hobby, one member of family and one adjective to describe personality and appearance in Spanish.</p> <p>Most</p> <p>To be able to say the majority of the Spanish words for hobbies, family, personality and appearance. 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>Some</p> <p>To be able to say all of the Spanish words for hobbies, family, personality and appearance. To be able to describe myself using hobbies, members of family and adjectives to describe</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly

<p>deportivo/a, egoista, formal, gracioso/a, hablador/a, honrado/a, loco/a, Maduro/a, maleducado/a, perezoso/a, rico/a, serio/a, simpatico/a, triste, valiente.</p> <ul style="list-style-type: none"> • 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). <p>Grammar</p> <ul style="list-style-type: none"> • Recall verb endings. • Recall noun and adjective agreements and order. • Recall plurals. • Recall masculine and feminine words. 	<p>personality and appearance in Spanish in a sentence.</p>	<ul style="list-style-type: none"> ▪ describe people, places, things and actions orally* and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
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