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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Year 2** | **Greetings**  **Numbers and Animals** | **Colours**  **Christmas** | **Food and Opinions**  **Stories and Songs** | **Describing faces**  **My body** | **Numbers 1-30**  **Home** | **Colours (II)**  **Holiday** |
| **Year 3** | **Greetings and Vowel sounds**  **Numbers and Age**  **My pencil case** | **Consonant sounds**  **Colours**  **Christmas** | **Our classroom**  **The animals** | **Stories and Songs**  **Days of the week and Fruits** | **The very hungry caterpillar** | **At the restaurant** |
| **Year 4** | **Greetings**  **In the classroom**  **Numbers** | **The calendar**  **Christmas** | **Happy birthday!** | **Shapes and colours**  **Prepositions of place** | **My body**  **Family** | **The Spanish alphabet**  **Describing people** |
| **Year 5** | **Why learn Spanish?**  **Greetings and Date**  **Question words** | **Describing people**  **Family** | **The time**  **Breakfast** | **Opinions**  **What do you have for breakfast?** | **Eating habits**  **Sports and Opinions** | **Music and Movement** |
| **Year 6** | **Greetings and Date**  **Question words**  **Eating habits** | **Sports and Opinions** | **Music and Movement** | **Musical instruments and Opinions** | **Weather**  **Countries and flags**  **Europe** | **Spain** |

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| **Year 2** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit 1: Greetings  Unit 2: Numbers and Animals |  | 1. To learn basic Spanish greetings  2. To learn giving your name  3. To understand and recall orally numbers 1-10  4. To learn the nouns for different pets  5. To learn how to say ‘I have…’ and ‘I don’t have…’ with pets  6. To learn the nouns for some farm animals  7. To learn the numbers 11-15 and how to count animals in Spanish | ¿Cómo te llamas? (What’s your name?)  Me llamo… (Mi name is...)  ¿Cómo estás? (How are you?)  Estoy… (I am…)  Los números 1-15 (Numbers 1-15)  Mascotas (Pets) – perro, gato, conejo, tortuga, pájaro, pez  Animales de granja (Farm animals) – caballo, cerdo, vaca, pato, oveja |
| Unit 3: Colours  Unit 4: Christmas |  | 1. To learn nouns for wild animals  2. To learn the numbers 11-20 and how to count wild animals in Spanish  3. To learn the adjectives of colour  4. To learn how to say what colour something is in Spanish  5. To learn some key Christmas vocabulary  6. To learn about Christmas in Spain  7. To make a Spanish Christmas booklet | Animales salvajes (Wild animals) – león, oso, serpiente, elefante, girafa, mono  Los números 1-20 (Numbers 1-20)  Colores (Colours) – rojo, azul, amarillo, verde, blanco, negro  La Navidad (Christmas) - Papá Noel, un pingüino, un regalo, un reno, un árbol de Navidad, un duende, un muñeco de nieve, una hada, una estrella, una campana |
| **Spring Term** | | | |
| Unit 5: Food and opinions  Unit 6: Stories and songs |  | 1. To lear the words for some fruits  2. To learn how to say ‘I love’, ‘I like’ and ‘I don’t like’ with fruits  3. To leard words for different food  4. To use the vocabulary previously learnt to order a sandwich  5. To join in with a song  6. To develop the ability to listen attentively to stories with familiar language | Las frutas (Fruits) – naranja, plátano, uva, piña, fresa, manzana, pera, sandía, mango, cereza  Me encanta (I love), Me gusta (I like), No me gusta (I don’t like)  Un bocadillo (A sándwich) – pan, mantequilla, jamón, queso, lechuga, tomate, huevo, mayonesa, pepinillo |
| Unit 7: Describing faces  Unit 8: My body |  | 1. To learn the parts of the face  2. To use words for different sizes in Spanish  3. To combine Spanish nouns and adjectives  4. To use the size words to describe a face  5. To learn the nouns for the main body parts  6. To use sizes to describe a body | Mi cara (My face) – ojos, nariz, boca, orejas, pelo  Tamaño (Size) – grande, mediano/a, pequeño/a  Mi cuerpo (My body) – la cabeza, los hombros, el brazo, el codo, la mano, el dedo, la pierna, la rodilla, el pie |
| **Summer Term** | | | |
| Unit 9: Numbers 1-30  Unit 10: Home |  | 1. To recall orally the numbers 1-20  2. To learn how to count up tp 30 in Spanish  3. To learn the nouns for some family members  4. To recall how to say ‘I have…’ and ‘I don’t have…’ and to use it to describe my family  5. To learn nouns for different rooms of the house  6. To use numbers and sizes to describe house items | Los números 1-30 (Numbers 1-30)  La familia (Family) – madre, padre, hermano/a, abuelo/a  Tengo un/una… (I have a…), no tengo… (I don’t have…)  Mi casa (My house) – la cocina, el comedor, el salón, la habitación, el baño, el jardín, el garaje |
| Unit 11: Colours (II)  Unit 12: Holiday  Revision |  | 1. To recall the main colours in Spanish  2. To learn the remaining colours  3. To learn holiday vocabulary  4. To learn weather expressions in Spanish  5. To recall the vocabulary learnt in previous lessons  6. To play games to reinforce Spanish expressions  7. To make a Spanish summer booklet | Colores (Colours) – rojo, azul, amarillo, verde, blanco, negro, gris, marrón, naranja, morado, plata, oro, multicolor  El tiempo (Weather) – Hace frío, hace calor, hace sol, llueve, nieva  Vacaciones (Holiday) – la maleta, la toalla, el bañador, el sombrero, las chanclas |

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| **Year 3** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit 1: Greetings and Vowel sounds  Unit 2: Numbers and Age  Unit 3: My pencil case | Listen attentively to spoken language and show understanding by joining in and responding  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 | 1. To review basic greetings and giving your name  2. To learn the key phonics vowel words  3. To understand and recall orally the numbers 1-30  4. To ask how old someone is and give your own age  5. To learn the nouns for items in a pencil case  6. To ask, ‘Do you have…?’ and to respond ‘Yes, I have…/No, I don’t have…’  7. To ask, ‘What do you have in your pencil case?’ and to respond | ¿Cómo te llamas? (What’s your name?)  Me llamo… (Mi name is...)  ¿Cómo estás? (How are you?)  Estoy… (I am…)  Los números 1-30 (Numbers 1-30)  Tengo… años (I am … years old)  Mi estuche (My pencil case) - Un bolígrafo, un lápiz, un lápiz de memoria, un sacapuntas, un pegamento, una regla, una goma, unos rotuladores, unas tijeras |
| Unit 4: Consonant Sounds  Unit 5: Colours  Unit 6: Christmas | Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  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  Appreciate stories, songs, poems and rhymes in the language | 1. To know the remaining key phonics sound words  2. To practice and embed the phonics knowledge  3. To recall and practice Spanish colours  4. To learn the remaining colours  5. To use the colours to say what colour something is  6. To learn Spanish Christmas vocabulary  7. To learn some key facts about Christmas in Spain | Colores (Colours) – rojo, azul, amarillo, verde, blanco, negro, gris, marrón, naranja, morado, plata, oro, multicolor  La Navidad (Christmas) - Papá Noel, un pingüino, un regalo, un reno, un árbol de Navidad, un duende, un muñeco de nieve, una hada, una estrella, una campana |
| **Spring Term** | | | |
| Unit 7: Our classroom  Unit 8: The animals | Speak in sentences, using familiar vocabulary, phrases and basic language structures  Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms  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 | 1. To learn key classroom language  2. To respond to classroom instructions given in Spanish.  3. To learn animal nouns  4. To learn how to make nouns plural in Spanish  5. To learn how to say and use ‘a’, ‘the’ and ‘some’  6. To describe animals using colours | Instrucciones en el aula (Classroom instructions) - ¡silencio!, sacad un bolígrafo, un voluntario, abrid los cuadernos, ¡mirad!, brazos cruzados, entregad los cuadernos, ¡escuchad!, escribid  Animales (Animals) - gato, perro, pez, oso, pájaro, pato, caballo, rana, oveja  Un/una, unos/unas, el/la, los/las - a, some, the |
| Unit 9: Stories and Songs  Unit 10: Days of the week and Fruits | Appreciate stories, songs, poems and rhymes in the language  Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  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 | 1. To join in with Spanish songs  2. To develop the ability to listen attentively to stories with familiar and unfamiliar language  3. To read along in Spanish  4. To learn the names of the days of the week  5. To learn the nouns for different fruit  6. To use determiners and numbers with fruits | Los días de la semana (The days of the week) - lunes, martes, miércoles, jueves, viernes, sábado, domingo  Frutas (Fruits) - una manzana / las manzanas una pera / las peras una ciruela / las ciruelas una fresa / las fresas una naranja / las naranjas |
| **Summer Term** | | | |
| Unit 11: The Very Hungry Caterpillar | Listen attentively to spoken language and show understanding by joining in and responding  Read carefully and show understanding of words, phrases and simple writing  Appreciate stories, songs, poems and rhymes in the language  Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | 1. To learn food nouns from The Very Hungry Caterpillar story  2. To consolidate the new language from previous lessons  3. To recall, retain and use food vocabulary  4. To listen to and understand a Spanish story  5. To identify and write familiar vocabulary from the story  6. To develop confidence and memory by retelling the story | Comida (Food) –  un trozo de pastel de chocolate, un pepinillo, un helado, una loncha de queso, una rodaja de salchichón, una piruela, una porción de tarta de frutas, una salchicha, una magdalena, un trozo de sandía |
| Unit 12: At the restaurant  Revision | Speak in sentences, using familiar vocabulary, phrases and basic language structures  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  Engage in conversations; ask and answer questions; express opinions and respond to those of others | 1. To learn some new words for food  2. To combine new words with the vocabulary learnt in previous lessons  3. To ask ‘What would you like?’ and to respond ‘I would like…’ with food words  4. To ask and answer from memory  5. To perform a restaurant dialogue (role play)  6. To recall the vocabulary learnt in this unit  7. To reinforce Spanish expressions learnt in Year 3 | Comida snack (Snack food) – una ensalada, una hamburguesa, una limonada, una fruta, unas patatas fritas, un perrito caliente, un helado, un zumo, un bocadillo |

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| **Year 4** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit 1: Greetings  Unit 2: In the classroom  Unit 3: Numbers | Listen attentively to spoken language and show understanding by joining in and responding  Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | 1. To revise basic Spanish greetings  2. To recall asking someone’s name and giving your own  3. To recall asking someone’s age and giving your own  4. To recall instructions in the classroom  5. To give and respond to instructions given in the classroom  6. To recall numbers up to 50  7. To learn how to count up to 80 in Spanish | ¿Cómo te llamas? (What’s your name?)  Me llamo… (Mi name is...)  ¿Cómo estás? (How are you?)  Estoy… (I am…)  Tengo… años (I am … years old)  Instrucciones en el aula (Classroom instructions) - ¡silencio!, sacad un bolígrafo, un voluntario, abrid los cuadernos, ¡mirad!, brazos cruzados, entregad los cuadernos, ¡escuchad!, escribid  Los números 1-80 (Numbers 1-80) |
| Unit 4: The calendar  Unit 5: Christmas | Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material  Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  Appreciate stories, songs, poems and rhymes in the language  Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | 1. To consolidate numbers 1-31  2. To learn the 12 months of the year  3. To ask and answer to ‘What date is it today?’ in Spanish  4. To learn the names of the seasons joining in with a Spanish song  5. To learn some key Christmas vocabulary  6. To learn about Christmas traditions in Spain  7. To learn about Christmas traditions in different Spanish speaking countries | Los números 1-31 (Numbers 1-31)  Los meses del año (Months of the year) – enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre  Fechas (Dates) – ¿Qué día es? (What day is it?), Hoy es... (Today is…)  Las estaciones (Seasons) – primavera, verano, otoño, invierno  La Navidad (Christmas) - Papá Noel, un pingüino, un regalo, un reno, un árbol de Navidad, un duende, un muñeco de nieve, una hada, una estrella, una campana |
| **Spring Term** | | | |
| Unit 6: Happy Birthday! | Listen attentively to spoken language and show understanding by joining in and responding  Write phrases from memory, and adapt these to create new sentences, to express ideas clearly  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 | 1. To learn how to ask for and say your own and other people’s birthdays  2. To sing ‘Happy Birthday’ in Spanish and learn different versions of this song  3. To learn some birthday celebration vocabulary  4. To listen and follow a vide clip with unfamiliar vocabulary  5. To use days, months and celebrations vocabulary to make a birthday party invitation  6. To learn some typical celebration exclamations in Spanish | Cumpleaños (Birthdays) –  ¿Cuándo es tu cumpleños? (When is your birthday?), Mi cumpleaños es… (Mi birthday is…)  ¡Feliz cumpleaños! (Happy birthday!) - el cumpleaños, una tarjeta, una fiesta, un regalo, un globo, una tarta, los amigos, una pelota, unas flores, el mejor, delicioso, maravilloso, magnífico |
| Unit 7: Shapes and colours  Unit 8: Prepositions of place | Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms  Describe people, places, things and actions orally and in writing  Present ideas and information orally to a range of audiences  Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | 1. To learn nouns for shapes  2. To combine colours and other adjectives with shapes  3. To learn how to describe where things are in a picture  4. To use the language previously learn to describe pictures  5. To discuss Pablo Picasso’s art using adjectives and shapes  6. To create and describe my own picture using shapes | Las formas (Shapes) - un círculo, un triángulo, un cuadrado, un rectángulo, un óvalo, un punto, un ojo, una estrella, una espiral, una estrella  Adjetivos (Adjectives) – rojo, azul, verde, amarillo, morado, marrón, gris, blanco, negro, rosa, naranja, recto/a, curvo/a, pequeño/a, grande, fino/a, grueso/a  Preposciones de lugar (Prepositions of place) – arriba, abajo, a la izquierda, a la derecha, en el centro, encima de, debajo de, entre, delante, detrás |
| **Summer Term** | | | |
| Unit 9: My body  Unit 10: Family | Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms  Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material  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 | 1. To learn nouns for the parts of the face  2. To combine adjectives and nouns to describe faces  3. To learn some words for parts of the body  4. To design and describe a monster picture  5. To learn nouns for family members in Spanish  6. To use the vocabulary learnt this term to describe different family members | Las partes de la cara (Parts of the face) – los ojos, el pelo, los dientes, la cabeza, la cara, la nariz, la boca, las orejas  Las partes del cuerpo (Parts of the body) – la cabeza, los hombros, el brazo, el codo, la mano, el dedo, la pierna, la rodilla, el pie, el estómago  La familia (Family) – la madre, el padre, el hermano, la hermana, el abuelo, la abuela, el perro, el gato |
| Unit 11: The Spanish alphabet  Unit 12: Describing people | 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: feminine, masculine and neuter forms  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 | 1. To learn the Spanish alphabet  2. To use the alphabet to spell names in Spanish  3. To ask and answer ‘Do you have any pets/siblings?’, ‘What are they called?’ and ‘How do you spell it?’ using the alphabet  4. To learn adjectives to describe hair colour, length and shape and eye colour.  5. To use the language learn on previous lessons for describing his/her hair and eyes  6. To write my own physical description  7. To use the language from this and previous terms to describe a famous family | El abecedario Español (The Spanish alphabet)  Hermanos y mascotas (Siblings and pets) – ¿Tienes..? (Do you have..?), ¿Cómo se llama? (What is he/she called?, ¿Cómo se escribe? (How do you spell that?"  Ojos y pelo (Hair and eyes) – Tengo los ojos... azules/verdes/grises/negros/marrones. Tengo el pelo... largo/corto/liso/rizado/ondulado/rubio/castaño/marrón/negro/rojo |

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| **Year 5** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit 1: Why learn Spanish?  Unit 2: Greetings and Date  Unit 3: Question words | Listen attentively to spoken language and show understanding by joining in and responding  Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | 1. To get pupils to think about why Spanish is an important language to learn  2. To revise basic Spanish greetings, asking someone’s name and age and giving your own  3. To review numbers 1-31, days of the week and months of the year  4. To recall numbers up to 50  5. To learn how to count up to 100 in Spanish  6. To introduce Spanish question words ‘Where’, ‘When’, ‘Who’, ‘What’, ‘Which’, ‘How’, ‘How many’ and ‘How much’  7. To use question words within different situations | Saludos (Greetings) - ¿Cómo te llamas? (What’s your name?), Me llamo… (Mi name is...), ¿Cómo estás? (How are you?), Estoy… (I am…), Tengo… años (I am … years old)  Fechas (Dates) – ¿Qué día es? (What day is it?), Hoy es... (Today is…)  Los números 1-100 (Numbers 1-100)  Palabras interrogativas (Question words) – ¿Cómo?, ¿Qué?, ¿Dónde?, ¿Cuándo?, ¿Quién?, ¿Con quién?, ¿Cuánto?, ¿Cuántos?, ¿Cuál? |
| Unit 4: Describing people  Unit 5: Family | Write phrases from memory, and adapt these to create new sentences, to express ideas clearly  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 | 1. To learn adjectives to describe hair colour, length and shape and eye colour.  2. To use the language learn on previous lessons for describing his/her hair and eyes  3. To write my own description  4. To understand and reflect what someone looks like when listening to descriptions in Spanish  5. To listen and follow the story of The Giant Turnip in Spanish  6. To understand and re-tell the story with actions  7. To use the language from this and previous terms to describe a famous family | Ojos y pelo (Hair and eyes) – Tengo los ojos... azules/verdes/grises/negros/marrones.  Tengo el pelo... largo/corto/liso/rizado/ondulado/rubio/castaño/marrón/negro/rojo  El nabo gigante (The Giant Turnip) – el padre, la madre, el hermano, la hermana, el perro, el gato, el ratón, planta(n), llega, un día, luego, después, al final |
| **Spring Term** | | | |
| Unit 6: The time  Unit 7: Breakfast | 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  Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs and how to apply these | 1. To revise and extend knowledge of the numbers needed to tell the time  2. To learn how to ask for and give the time: o´clock, quarter past, half-past and quarter to.  3. To learn how to ask for and give the remaining times: five past, ten past, five to, ten to…  4. To say what time I and other people’s have breakfast  5. To describe what I usually have for breakfast  6. To learn about typical breakfast in Spanish-speaking countries | La tabla del 5 (The 5x table) – cinco, diez, quince, veinte, veinticinco, treinta, treinta y cinco, cuarenta, cuarenta y cinco, cincuenta  La hora (Time) – ¿Qué hora es? (What time is it?), es la una / son las... (It's one o'clock, It's … o'clock)"  El desayuno (Breakfast) – ¿A qué hora desayunas? (What time do you have breakfast?), ¿Qué desayunas? (What do you have for breakfast?), |
| Unit 8: Opinions  Unit 9: What do you have for breakfast? | Listen attentively to spoken language and show understanding by joining in and responding  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: feminine, masculine and neuter forms and the conjugation of high-frequency verbs and how to apply these  Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | 1. To learn how to communicate likes and dislikes in Spanish and to consolidate new language when giving opinions  2. To learn how to use different pronouns with the regular -AR verb ‘Desayunar’  3. To write short sentences about what different people have for breakfast  4. To learn how to say ‘I prefer…’ and what I eat and drink for lunch on different days of the week.  5. To use 3 different verbs associated with 3 different meals (breakfast, lunch and dinner) to say what I eat and what time I eat  6. To use expressions of frequency to add detail | Opiniones (Opinions) – Me gusta/n (I like), No me gusta/n (I don't like), Me encanta/n (I love), Odio  Verbo ‘Desayunar’ (Verb To have for breakfast) – (yo) desayuno, (tú) desayunas, (él / ella) desayuna, (nosotros) desayunamos, (vosotros) desayunáis, (ellos / ellas) desayunan  El desayuno (Breakfast) – Desayuno (I have for breakfast)... un yogur, cereales, pan, una tostada, fruta, mantequilla, mermelada, leche, té, café, chocolate caliente, zumo de naranja  Mi comida (My lunch) – ¿A qué hora comes en el colegio? (What time do you have lunch in school?), ¿Qué prefieres? (What do you prefer?), comida del cole / comida de casa (School dinners / packed lunch), Prefiero… (I prefer...),  Expressiones de frecuencia (Frequency words) –siempre (always), normalmente (usually), a veces (sometimes), nunca (never) |
| **Summer Term** | | | |
| Unit 10: Eating habits  Unit 11: Sports and opinions | 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  Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs how to apply these, for instance, to build sentences | 1. To practise the use of -AR and -ER regular verbs with different pronouns  2. To build sentences using verbs, time expressions and food items  3. To ask for and give opinions about sports  4. To talk about the sports you know how to do and to use two key verbs in the present tense when doing so  5. To learn expressions of frequency to say how often you do different sports  6. To write and adapt sentences to describe the sports you do and when you do them | Deportes (Sports) ¿Te gusta…? (Do you like…?, el fútbol, el rugby, el ciclismo, el tenis, el esquí, el atletismo, la natación, la gimnasia  Juego al… (I play…) Practico… (I do…)  Expressiones de frecuencia (Frequency words) –siempre (always), normalmente (usually), a veces (sometimes), nunca (never) |
| Unit 12: Music and Movement | Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material  Present ideas and information orally to a range of audiences  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 | 1. To learn the Spanish pronouns  2. To learn the 6 verb endings and see the formal layout of a verb table  3. To use the different parts of the verb ‘Practicar’ to talk about the actions of others  4. To use verbs to give instructions  5. To extend the range of language to give different levels of likes and dislikes  6. To use the verbs ‘Gustar’ and ‘Encantar’ with singular and plural nouns  7. To identify different types of music and give opinions | Verbo ‘Practicar’ (Verb ‘To do’) – (yo) practico, (tú) practicas, (él / ella) practica, (nosotros) practicamos, (vosotros) practicáis, (ellos / ellas) practican"  Instrucciones de movimiento (Movement instructions) – Dad la vuelta, ¡Saltad!, dad un paso a la derecha, tocad los pies, poned las manos arriba, dad un paso a la izquierda, poned las manos abajo  Tipos de música (Tyes of music) – el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional  En mi opinión... (In my opinión...)  Pienso que… (I think that…) |

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| **Year 6** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Unit 1: Greetings and Dates  Unit 2: Question words  Unit 3: Eating habits | Listen attentively to spoken language and show understanding by joining in and responding  Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | 1. To review basic greetings and Spanish dates  2. To use Spanish question words ‘Where’, ‘When’, ‘Who’, ‘What’, ‘Which’, ‘How’, ‘How many’ and ‘How much’  3. To learn how to say ‘I prefer…’ and what I eat and drink for lunch on different days of the week.  4. To use 3 different verbs associated with 3 different meals (breakfast, lunch and dinner) to say what I eat and what time I eat  5. To use expressions of frequency to add detail  6. To practise the use of -AR and -ER regular verbs with different pronouns  7. To build sentences using verbs, time expressions and food items | Saludos (Greetings) - ¿Cómo te llamas? (What’s your name?), Me llamo… (Mi name is...), ¿Cómo estás? (How are you?), Estoy… (I am…), Tengo… años (I am … years old)  Fechas (Dates) – ¿Qué día es? (What day is it?), Hoy es... (Today is…)  Palabras interrogativas (Question words) – ¿Cómo?, ¿Qué?, ¿Dónde?, ¿Cuándo?, ¿Quién?, ¿Con quién?, ¿Cuánto?, ¿Cuántos?, ¿Cuál?  Mi comida (My lunch) – ¿A qué hora comes en el colegio? (What time do you have lunch in school?), ¿Qué prefieres? (What do you prefer?), comida del cole / comida de casa (School dinners / packed lunch), Prefiero… (I prefer...),  Expressiones de frecuencia (Frequency words) –siempre (always), normalmente (usually), a veces (sometimes), nunca (never) |
| Unit 4: Sports and Opinions | 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  Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs how to apply these, for instance, to build sentences | 1. To ask for and give opinions about sports  2. To talk about the sports you know how to do and to use two key verbs in the present tense when doing so  3. To learn expressions of frequency to say how often you do different sports  4. To write and adapt sentences to describe the sports you do and when you do them  5. To learn the Spanish pronouns  6. To learn the 6 verb endings and see the formal layout of a verb table  7. To use the different parts of the verb ‘Practicar’ to talk about the actions of others | Deportes (Sports) ¿Te gusta…? (Do you like…?, el fútbol, el rugby, el ciclismo, el tenis, el esquí, el atletismo, la natación, la gimnasia  Juego al… (I play…)  Practico… (I do…)  Expressiones de frecuencia (Frequency words) – siempre (always), normalmente (usually), a veces (sometimes), nunca (never)  Verbo ‘Practicar’ (Verb ‘To do’) – (yo) practico, (tú) practicas, (él / ella) practica, (nosotros) practicamos, (vosotros) practicáis, (ellos / ellas) practican" |
| **Spring Term** | | | |
| Unit 5: Music and Movement | 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  Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  Appreciate stories, songs, poems and rhymes in the language | 1. To use verbs to give instructions  2. To extend the range of language to give different levels of likes and dislikes  3. To use the verbs ‘Gustar’ and ‘Encantar’ with singular and plural nouns  4. To identify different types of music and give opinions  5. To look up new nouns to check for meaning using an online dictionary  6. To listen and understand (and join in with) the Spanish version of a popular children's song. | Instrucciones de movimiento (Movement instructions) – Dad la vuelta, ¡Saltad!, dad un paso a la derecha, tocad los pies, poned las manos arriba, dad un paso a la izquierda, poned las manos abajo  Tipos de música (Tyes of music) – el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional  En mi opinión... (In my opinión...)  Pienso que… (I think that…) |
| Unit 6: Musical instruments and Opinions | 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  Present ideas and information orally to a range of audiences | 1. To ask about and say which instrument you play  2. To learn some new adjectives to describe instruments  3. To use adjectives to give reasons for liking / disliking music or instruments  4. To practise dialogues asking and answering questions about music and instruments  5. To use language learnt for a new purpose  6. To develop confidence in performance and develop memory skills | Instrumentos musicales (Musical instruments) – el teclado, el piano, el saxófono, el tambor, el cajón, la flauta, la batería, la trompeta, la guitarra, la zampoña  ¿Qué instrumento tocas? (What instrument do you play?)  ¿Qué instrumento sabes tocar? (What instrument can you play?)  ¿Te gusta…? (Do you like…?)  ¿Por qué te gusta..? (Why do you like...?)  Porque es (because it is…) + adjective |
| **Summer Term** | | | |
| Unit 7: Weather  Unit 8: Countries and flags  Unit 9: Europe | Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs how to apply these, for instance, to build sentences  Speak in sentences, using familiar vocabulary, phrases and basic language structures  Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | 1. To describe a variety of weathers in the present tense  2. To use the language of weather to describe typical climates in different places  3. To combine weather vocabulary with familiar expressions of frequency  4. To learn the Spanish names of five countries and describe their flags  5. To revise adjectival agreement  6. To learn some key vocabulary to describe why countries are well-known | El tiempo (Weather) – ¿Qué tiempo hace? (What's the weather like?), hace buen tiempo, hace calor, hace frío, hace mal tiempo, hace sol, hace viento, hay niebla, hay tormenta, llueve, nieva  Países (Countries) – ¿Qué país es? (What country is it?), el país / los países, Inglaterra, Alemania, Francia, España, Irlanda  ¿De qué color es la bandera? (What colour is the flag)  ¿Por qué son famosos estos países? (What are these countries famous for?) – las patatas, la lluvia, el baile irlandés, el té, pescado y patatas fritas, la familia real, las salchichas, los coches, la cerveza, el queso, el pan, el vino, el flamenco, la playa, el sol |
| Unit 10: Spain | Describe people, places, things and actions orally and in writing  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 | 1. To learn some key language to describe features of Spain  2. To learn how to say and use ‘a lot’ and ‘many’  3. To read and understand a text about Spain with some unfamiliar language  4. To become more confident with using ‘mucho’  5. To work out from visual and textual clues the meaning of new words  6. To pronounce accurately new words from a text  7. To say exactly where you live | España (Spain) – un río/muchos ríos, un puerto/muchos puertos, un aeropuerto/muchos aeropuertos, una playa/muchas playas, una montaña/muchas montañas  Describir España (Describing Spain) – la ciudad/las ciudades, Bilbao, Pamplona, Barcelona, Madrid, Valencia, Granada, Cádiz  ¿Dónde vives? (Where do you live?)  Vivo en… (I live in...) |