



<p><b>Statutory Requirements</b></p>	<p><b>Key Stage 2</b></p> <p><b>Pupils should be taught to:</b></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>• 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>• 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>Primary Foreign Languages:</b></p> <ul style="list-style-type: none"> <li>• Throughout the SOW there are opportunities to introduce and practise appropriate target language vocabulary, to identify and use nouns, adjectives, verbs, prepositions, and conjunctions in the target language, to explore and build a secure understanding of the target language phonics, and to find out more about the culture of the target language countries.</li> <li>• There is access to native speaker pronunciation in every lesson.</li> <li>• Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages.</li> <li>• Language learning skills and links between languages and literacy are explored age and stage appropriately.</li> <li>• Within the body of the lessons there are planned for /suggested opportunities to sing, play games, perform, develop extended writing (Rainbow Writing), keep a record, and make links across the curriculum.</li> </ul>
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	Skills Progression			
	Listening	Speaking	Reading	Writing
<b>Year 3</b>	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language.
<b>Year 4</b>	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases	Can ask and answer simple questions and give basic information.  Can pronounce familiar words and some new words accurately.	Can understand simple written phrases.  Can match sounds to familiar written words.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.
<b>Year 5</b>	Can understand the main points from a series of spoken sentences (including questions.) <i>May require some repetition.</i>	Can ask and answer simple questions on several topics and can express opinions.  Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can understand the main point(s) from a short, written passage in clear printed script.  Can use bilingual dictionaries independently.  Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can write two or three short sentences as a personal response, using reference materials / with support.  Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
<b>Year 6</b>	Can understand the main points and some detail from a short, spoken passage comprising familiar language.	Can take part in a simple conversation and can express simple opinions.  Generally accurate pronunciation (to a sympathetic native speaker).	Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account).  Can use a bilingual dictionary to access unfamiliar language.	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary



Teaching Sequence and progression of knowledge and vocabulary				
	Year 3	Year 4	Year 5	Year 6
<p><b>Autumn 1</b></p> <p><b>Overview of teaching sequence and progression of knowledge and vocabulary</b></p>	<p><b>A New Start</b>  <i>Beginning to be language detectives and explore language learning skills.</i></p> <p>Begin to explore the target language: greetings, asking a name, and numbers (1-10) and colours.</p> <p>Begin to explore sounds and spelling links in numbers and colours.</p> <div style="border: 1px solid red; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>Autumn 1 Phonics</b>                      'll' (llamo, amarillo)</p> </div>	<p><b>Welcome to School</b>  <i>Revisiting and developing language learning skills as "language detectives".</i></p> <p>Recall familiar language from Stage 1 – personal information questions and answers, days of week, numbers, colours, sound spelling links, and to practise the language of the school environment.</p> <p>Opportunity to explore a target language school building and make comparisons with own school.</p> <p>Children revisit and extend understanding of nouns and how to use these in simple target language sentences about classroom objects.</p> <div style="border: 1px solid red; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>Autumn 1 Phonics</b>                      "je" (unas tijeras)                      'a' (una, regla, patio)</p> </div>	<p><b>Me and my Friends at School</b>  <i>Revisiting and extending language learning skills as "language detectives".</i></p> <p>Revisit and build upon prior learning of personal information.</p> <p>Begin to explore how to form and use 3<sup>rd</sup> person singular to introduce a friend.</p> <p>Talking about feelings and generating extended sentences with reasons for feelings.</p> <p>Broadening of vocabulary, revisiting and practising expressing likes and dislikes with school subjects and extending sentences using conjunctions and opinions.</p> <div style="border: 1px solid red; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>Autumn 1 Phonics</b>                      ham - hambre                      geo - geografía                      ción - educación</p> </div>	<p><b>This is me!</b>  <i>Revisiting and enhancing language learning skills as "language detectives".</i></p> <p>Recall, revisit and use familiar language.</p> <p>Focus on the verbs to be (I am) and to have (I have) and extended feelings from stage 3.</p> <p>Recall key questions and answers about themselves.</p> <p>Learn adjectives to talk about personality.</p> <p>Recall describing eye and hair colour.</p> <p>Write a poem all about themselves.</p> <p>Learn job nouns.</p> <div style="border: 1px solid red; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>Autumn 1 Phonics</b>                      qui - tranquilo                      jos - ojos</p> </div>



<p>Autumn 1 continued</p> <p>Overview of teaching sequence and progression of knowledge and vocabulary</p>	<p><b>Autumn 1: Lessons 1 to 3</b>                  Hola - hello                  Buenos días - Good morning                  Buenas tardes - Good afternoon / evening                  Buenas noches - Good night                  Hasta luego - See you soon                  Adiós - Good bye                  ¿Cómo estás? - How are you?                  Estoy bien. - I am good.                  Estoy muy bien. - I am really good.                  Estoy así así. - I am okay.                  Estoy mal. - I am not good.                  Estoy muy mal. - I am feeling really bad.                  ¿Cómo te llamas? - What are you called?                  Me llamo... - I am called...</p>	<p><b>Autumn 1: Lessons 1 to 4</b>                  ¿Cómo estás? - How are you?                  ¿Cómo te llamas? - What's your name?                  ¿Dónde vives? - Where do you live?                  ¿Cuántos años tienes? - How old are you?                  ¿Y tú? - And you?                  Estoy bien - I am well                  Estoy mal - I am bad                  Estoy así así - I am OK                  Me llamo... - My name is...                  Vivo en... - I live in...                  Tengo...años - I am ... years old</p>	<p><b>Autumn 1: Lessons 1 to 3</b>                  Estoy - I am                  feliz - happy                  triste - sad                  orgullos@ - proud                  sorprendido - surprised                  confundido - confused                  cansado - tired                  Tengo hambre - I am hungry                  Tengo sed - I am thirsty                  Tengo calor - I feel hot                  Tengo frío - I feel cold</p>	<p><b>Autumn 1: Lessons 1 to 5</b>                  Soy - I am                  valiente - courageous                  fuerte - strong                  tímido/a - shy                  tranquilo/a - calm                  activo/a - active                  creativo/a - creative                  deportista - sporty                  gracioso/a - funny                  Tengo - I have                  los ojos marrones - brown eyes                  los ojos verdes - green eyes                  los ojos azules - blue eyes                  los ojos negros - dark eyes                  el pelo negro - dark hair                  el pelo rubio - blonde hair                  el pelo castaño - brown hair                  el pelo rojo - red hair                  a veces - sometimes                  siempre - always                  y - and                  pero - but</p>
	<p><b>Autumn 1: Lessons 4 to 6</b>                  cero - 0                  uno - 1                  dos - 2                  tres - 3                  cuatro - 4                  cinco - 5                  seis - 6                  siete - 7                  ocho - 8                  nueve - 9                  diez - 10                  azul - blue                  blanco - white                  rojo - red                  negro - black                  amarillo - yellow                  verde - green                  naranja - orange                  rosa - pink</p>	<p>¡Escuchad! - Listen!                  ¡Miradme! - Look at me!                  ¡Repetid! - Repeat!                  ¡Levantaos! - Stand up!                  ¡Sentaos! - Sit down!                  ¡Mostradme! - Show me!                  ¡Silencio! - Be quiet!</p>	<p><b>Autumn 1: Lesson 4</b>                  Me llamo - My name is                  Se llama - her/his name is                  Tengo ... años - I am ... years old                  Tiene ... años - she/he is ... years old                  Vivo en - I live in                  Vive en - she/he lives in                  Soy de - I am from                  Es de - she/he is from</p>	
		<p><b>Autumn 1: Lesson 5</b>                  el despacho - the office                  el colegio - the school                  el patio - the playground                  la clase - the classroom                  el baño - the toilet                  el gimnasio - the hall                  el comedor - the dining hall</p>		



<p><b>Autumn 1</b></p> <p><b>Overview of teaching sequence and progression of knowledge and vocabulary</b></p>		<p><b>Autumn 1: Lesson 6</b></p> <p><b>una goma</b> – a rubber</p> <p><b>unas tijeras</b> – a pair of scissors</p> <p><b>una regla</b> – a ruler</p> <p><b>unas pinturas</b> – colouring pencils</p> <p><b>un pegamento</b> – a glue stick</p> <p><b>un lápiz</b> – a pencil</p> <p><b>un cuaderno</b> – a notebook</p> <p><b>un boli</b> – a pen</p> <p><b>un sacapuntas</b> – a pencil sharpener</p>		
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	Year 3	Year 4	Year 5	Year 6
<p><b>Autumn 2</b></p> <p><b>Overview of teaching sequence and progression of knowledge and vocabulary</b></p>	<p><b>Calendar and Celebrations</b> Beginning to be language detectives and explore language learning skills.</p> <p>Continue to practise greetings, feelings, and name. Make links with familiar and unfamiliar colour adjectives and bonfire night celebrations. Practise target language for days of the week and months of the year. Use numbers with days and months to form the date. Explore Christmastime in target language country.</p> <p><b>Autumn 2 Phonics</b> ma (martes) ju (junio, julio, jueves) bre (octubre, noviembre)</p>	<p><b>My Town, Your Town</b> Revisiting and developing language learning skills as “language detectives”.</p> <p>Recall familiar language from Stage 1 – colours, sound spelling links, and understand/explore a simple target language Bonfire Night poem. Opportunity to explore target language shops in town and make comparisons with own town. Asking where a place is. Shopping for souvenirs. Children revisit and extend understanding of nouns and how to use these in simple target language questions and answers.</p> <p><b>Autumn 2 Phonics</b> “ci” (cine, farmacia) “ería” (cafetería, panadería)</p>	<p><b>Time in the City</b> Revisiting and extending language learning skills as “language detectives”.</p> <p>Revisit and build upon prior learning of shops. Begin to understand and develop simple descriptions of places. Explore the capital city and make comparisons Use nouns and adjectives in simple descriptive sentences about places to visit and reasons why. Revisit and extend shopping dialogues with a festive charity stall. Practise use of adjectives and unfamiliar language in festive jumper descriptions.</p> <p><b>Autumn 2 Phonics</b> “qui” (quisiera) “ci” (piscina) “oo” (zoo) “izqui” (izquierda)</p>	<p><b>Homes and Houses</b> Revisiting and enhancing language learning skills as “language detectives”.</p> <p>Recall, revisit and use familiar language in new contexts to describe orally and writing a house and furniture. Practise nouns and adjectives with items of furniture. Find out about castles in the TL country. Listen, understand, and enjoy a castle story Explore famous castles in target language country. Ask and answer the questions “Where is” with prepositions of place. Practise language of the unit with “elf on the shelf.”</p> <p><b>Autumn 2 Phonics</b> ha - habitación ci – cocina jar - jardín ño - pequeño</p>



<p><b>Autumn 2 Continued</b></p> <p><b>Overview of teaching sequence and progression of knowledge and vocabulary</b></p>	<p><b>Autumn 2: Lessons 2 to 5</b>  <b>lunes</b> - Monday  <b>martes</b> - Tuesday  <b>miércoles</b> - Wednesday  <b>jueves</b> - Thursday  <b>viernes</b> - Friday  <b>sábado</b> - Saturday  <b>domingo</b> - Sunday  <b>enero</b> - January  <b>febrero</b> - February  <b>marzo</b> - March  <b>abril</b> - April  <b>mayo</b> - May  <b>junio</b> - June  <b>julio</b> - July  <b>agosto</b> - August  <b>septiembre</b> - September  <b>octubre</b> - October  <b>noviembre</b> - November  <b>diciembre</b> - December</p>	<p><b>Autumn 2: Lessons 2 and 3</b>  <b>¡Cuenta conmigo!</b> - count with me  <b>¡Canta conmigo!</b> - sing with me  <b>¡Encuentra!</b> - find  <b>¡Enséñame!</b> - show me</p> <p><b>Autumn 2: Lessons 4 and 5</b>  <b>el cine</b> - the cinema  <b>el restaurante</b> - the restaurant  <b>el supermercado</b> - the supermarket  <b>el estadio</b> - the stadium  <b>la panadería</b> - the bakers  <b>la cafetería</b> - the café  <b>la farmacia</b> - the chemist  <b>el colegio</b> - the school  <b>¿Dónde está...?</b> - Where is ...?  <b>Aquí está...</b> - Here is ...</p>	<p><b>Autumn 2: Lessons 2 to 4</b>  <b>La ciudad</b> - the city  <b>El parque</b> - the park  <b>el zoo</b> - the zoo  <b>el museo</b> - the museum  <b>el metro</b> - the underground  <b>la galería de arte</b> - the art gallery  <b>la estación</b> - the station  <b>la piscina</b> - swimming pool  <b>el estadio</b> - the stadium  <b>el cine</b> - the cinema  <b>Hay ...</b> - There is/ there are  <b>Bienvenidos</b> - Welcome  <b>Quisiera una entrada para ...</b> - I would like a ticket for....  <b>Por favor</b> - please  <b>¿Dónde está...?</b> - Where is... ?  <b>a la izquierda</b> - to the left  <b>a la derecha</b> - to the right  <b>todo recto</b> - straight ahead  <b>bonito/bonita</b> - beautiful  <b>grande</b> - big or large  <b>pequeño/pequeña</b> - small  <b>antiguo/antigua</b> - old  <b>moderno/moderna</b> - modern  <b>interesante</b> - interesting</p>	<p><b>Autumn 2: Lessons 1 to 3</b>  <b>una casa</b> - a house  <b>una habitación</b> - a bedroom  <b>una cocina</b> - a kitchen  <b>un baño</b> - a bathroom  <b>un comedor</b> - a dining room  <b>un salón</b> - a lounge/ living room  <b>un jardín</b> - a garden  <b>una mesa</b> - a table  <b>un sillón</b> - an armchair  <b>una puerta</b> - a door  <b>una ventana</b> - a window  <b>una cama</b> - a bed  <b>una alfombra</b> - a rug  <b>bonito / bonita</b> - beautiful  <b>grande</b> - big or large  <b>pequeño / pequeña</b> - small  <b>antiguo / antigua</b> - old  <b>moderno/moderna</b> - modern  <b>comodo/ cómoda</b> - comfortable  <b>luminoso/ luminosa</b> - bright  <b>útil</b> - useful</p>



Spring 1	Year 3	Year 4	Year 5	Year 6
<p><b>Overview of teaching sequence and progression of knowledge and vocabulary</b></p>	<p><b>Animals</b> Beginning to be language detectives and explore language learning skills.</p> <p>Animals we see around us First focus on nouns in the target language. Simple investigations of singular nouns used with indefinite articles. Expressing likes using "My favourite animal is..." Speaking and writing silly sentences about animals and habitats to practise use of nouns.</p> <p>Begin to explore use of bilingual dictionaries as word reference tools and find new animal nouns to create fantastical animals.</p> <div data-bbox="302 826 712 1050" style="border: 2px solid red; padding: 5px;"> <p><b><u>Spring 1 Phonics</u></b>                      "llo" (caballo)                      "ja" (pájaro, oveja)                      "jo" (conejo)                      "va" (vaca)</p> </div>	<p><b>Alien family Epiphany, family and faces</b> Revisiting and developing language learning skills as "language detectives".</p> <p>Cultural focus on target language Epiphany celebrations. Cultural similarities and differences. Members of a family. First proper introduction to the PLN alien family and pets. Practise asking and giving a name. Use of face part nouns to describe a face. Numbers with face part nouns to describe a face.</p> <div data-bbox="757 842 1191 1050" style="border: 2px solid red; padding: 5px;"> <p><b><u>Spring 1 Phonics</u></b>                      "za" (cabeza)                      "ja" (oreja)                      "jo" (ojo)</p> </div>	<p><b>At the Market, Fruit Salad</b> Revisiting and extending language learning skills as "language detectives".</p> <p>Revisit fruit and vegetable nouns and extend with unfamiliar language. Revisit and practise shopping dialogue and extend with quantities and plural nouns. Revisit and practise classroom commands and explore and use unfamiliar verbs and commands to create own fruit salads as spoken and written descriptions. Use of bilingual dictionaries to find new language for individual creative writing.</p> <div data-bbox="1236 826 1646 1129" style="border: 2px solid red; padding: 5px;"> <p><b><u>Spring 1 Phonics</u></b>                      lla (cebolla)                      za (zanahoria)                      horia (zanahoria)                      ie (diez, cien)                      ei (veinte)</p> </div>	<p><b>Sports</b> Revisiting and enhancing language learning skills as "language detectives".</p> <p>Recall and revisit how to say and write an extended sentence about a like/dislike or preference with a conjunction and a reason and a sport noun. Cultural exploration of target language specific sports. Explore and practise use of verb to play in present tense in target language. Bilingual dictionary use.</p> <div data-bbox="1684 826 2145 1034" style="border: 2px solid red; padding: 5px;"> <p><b><u>Spring 1 Phonics</u></b>                      "ción" (natación)                      "ces" (baloncesto)                      "gim" (gimnasia)</p> </div>



<p><b>Spring 1 Continued</b></p> <p><b>Overview of teaching sequence and progression of knowledge and vocabulary</b></p>	<p><b>Spring 1: Lessons 1 and 2</b>  <b>un gato</b> – a cat  <b>un perro</b> - a dog  <b>un pez</b> – a fish  <b>un caballo</b> - a horse  <b>un conejo</b> - a rabbit  <b>una oveja</b> – a sheep  <b>una serpiente</b> - a snake  <b>un pájaro</b> – a bird  <b>una vaca</b> - a cow  <b>un ratón</b> - a mouse</p>	<p><b>Spring 1: Lessons 2 and 3</b>  <b>el papá</b> -the dad  <b>el hermano</b> – the brother  <b>el bebé</b> – the baby  <b>el abuelo</b> – the grandad  <b>la mamá</b> - the mum  <b>la hermana</b> – the sister  <b>la abuela</b>- the grandma  <b>Soy...</b> - I am ....</p>	<p><b>Spring 1: Lessons 1 and 2</b>  <b>Las frutas</b> – fruits  <b>Una manzana</b> – an apple  <b>Un mango</b> – a mango  <b>Unas uvas</b> – a bunch of grapes  <b>Una sandía</b> – a watermelon  <b>Un plátano</b>– a banana  <b>Las verduras</b>– vegetables  <b>Una lechuga</b>– a lettuce  <b>Una zanahoria</b>– a carrot  <b>Una patata</b>– a potato  <b>Una cebolla</b> – an onion  <b>Un pimiento</b>– a pepper  <b>¿Cuál es tu fruta/verdura favorita?</b>–          What is your favourite fruit/vegetable?  <b>Mi fruta/verdura favorita es...</b>– My          favourite fruit/vegetable is ...</p>	<p><b>Spring 1: Lessons 1 to 3</b>  <b>El críquet</b>- cricket  <b>El tenis</b> - tennis  <b>El fútbol</b> - football  <b>El baloncesto</b> – basketball  <b>El baile</b> - dance  <b>La gimnasia</b> - gymnastics  <b>El rugby</b> - rugby  <b>La natación</b> swimming  <b>El ciclismo</b> – cycling  <b>El balonmano</b>- handball  <b>Me gusta...</b> = I like ...  <b>No me gusta...</b> = I don't like...  <b>Me encanta...</b> = I love ...  <b>es</b> – It is ...  <b>rápido</b> - fast  <b>divertido</b> – fun  <b>genial</b> – great  <b>un reto</b> - challenging  <b>basura</b> – rubbish  <b>guay</b> - cool  <b>difícil</b> – difficult  <b>tranquilo</b> – calm/gentle  <b>cansado</b> – tiring  <b>aburrido</b>- boring</p>
	<p><b>Spring 1: Lessons 3 and 4</b>  <b>Mi animal favorito es...</b> -          My favourite animal is....  <b>¿Cuál es tu animal favorito?</b> – What is your          favourite animal?  <b>Tengo ..</b> – I have</p>	<p><b>Spring 1: Lessons 4 to 6</b>  <b>la nariz</b> – the nose  <b>la boca</b> - the mouth  <b>la cabeza</b> - the head  <b>el pelo</b> - the hair  <b>los ojos</b> – the eyes  <b>las orejas</b> - the ears  <b>Tengo...</b> – I have ...  <b>No tengo...</b> - I don't have          any...</p>	<p><b>Spring 1: Lesson 3</b>  <b>diez</b> – ten    <b>veinte</b> – twenty  <b>treinta</b> – thirty    <b>cuarenta</b> – forty  <b>cincuenta</b> – fifty    <b>sesenta</b> – sixty  <b>setenta</b> – seventy    <b>ochenta</b> – eighty  <b>noventa</b>– ninety  <b>cien</b> – one hundred</p>	<p><b>Spring 1: Lesson 4</b>  <b>jugar</b> to play  <b>Juego</b> - I play  <b>Juegas</b> - you play  <b>Juega</b> – he/she plays</p>
	<p><b>Spring 1: Lessons 5 and 6</b>  <b>Veo...</b> - I see</p>		<p><b>Spring 1: Lessons 4 and 5</b>  <b>¿Qué querías?</b> What would you like?  <b>¿Tienes...?</b>– do you have  <b>Sí, sí tengo</b> – Yes, I have  <b>No, no tengo</b> – No, I don't have  <b>¿Cuánto cuestan dos manzanas?</b>-          How much are two apples?  <b>Dos manzanas cuestan tres euros</b>–          Two apples cost three euros.  <b>¿Cuánto cuesta una lechuga?</b>          How much is a lettuce?  <b>Una lechuga cuesta cincuenta</b>  <b>céntimos</b>– a lettuce costs fifty cents.  <b>Por favor</b> - please  <b>Gracias</b> - thank you</p>	



<p><b>Spring 1 Continued</b></p> <p><b>Overview of teaching sequence and progression of knowledge and vocabulary</b></p>				<p><b>Spring 1: Lessons 5 and 6</b> <b>con un equipo</b> – with a team <b>con un amigo</b> – with a friend <b>solo</b> – on my own <b>en un campo</b> – on a field <b>en una pista</b> – on a court <b>en una piscina</b> – in a swimming pool <b>en un gimnasio</b> – in a gym <b>en una Carretera</b> – on the road <b>con una raqueta</b> – with a racket <b>con un balón</b> – with a ball <b>con un bate</b> – with a bat <b>con una pelota</b> – with a ball (small) <b>con los pies</b> – with the feet <b>con las manos</b> – with the hands <b>con unas barras</b> – with bars <b>con unas gafas</b> – with goggles <b>con una bici</b> – with a bike</p>
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Spring 2	Year 3	Year 4	Year 5	Year 6
<p><b>Overview of teaching sequence and progression of knowledge and vocabulary</b></p>	<p><b>Carnival and Numbers</b> Beginning to be language detectives and explore language learning skills.</p> <p>Explore carnival traditions. Opportunity to revisit, practise language learning skills with familiar language and consolidate early stages of sound spelling links and core personal information. Revisit and extend numbers (1-20) and look for language links. Ask and answer age. Engage in conversation using familiar questions and answers. Understand and use Easter vocabulary.</p> <div data-bbox="302 826 712 1008" style="border: 1px solid red; padding: 5px;"> <p><b>Spring 2 Phonics</b>                      "ce" (once, doce, trece, catorce, quince, cesta)                      "ie" (dieciséis, diecisiete)                      "ca" (catorce, máscara)                      "quin" (quince)</p> </div>	<p><b>Moving our Bodies</b> Revisiting and developing language learning skills as "language detectives".</p> <p>Revisit and extend spoken and written descriptions of the faces. Apply sound spelling knowledge to new nouns for body parts. Apply rules of position and begin to look at adjective agreement with adjectives of colour. Create an alien and its spoken and written description. Explore verbs of movement with body part nouns to follow and create yoga sequences.</p> <div data-bbox="752 762 1191 995" style="border: 1px solid red; padding: 5px;"> <p><b>Spring 2 Phonics</b>                      "hom" (hombros)                      "llas" (rodillas)                      "ie" (pie, pierna)                      "gi" (gira)</p> </div>	<p><b>Clothes</b> Revisiting and extending language learning skills as "language detectives".</p> <p>Explore nouns for clothes and adjectives of colour and size to describe clothes. Use familiar and look for unfamiliar language. Use of bilingual dictionaries to find new language for individual creative writing. Practise the verb "to wear" in the present tense and create spoken and written descriptions of carnival and school outfits.</p> <div data-bbox="1238 762 1644 995" style="border: 1px solid red; padding: 5px;"> <p><b>Spring 2 Phonics</b>                      "jer" ("jersey")                      "za" ("zapatos")                      "sey" ("jersey")</p> </div>	<p><b>My Best Day Ever</b> Revisiting and enhancing language learning skills as "language detectives".</p> <p>Practise expressing likes and dislikes with funfair rides. Use language detective skills to understand funfair nouns and make links across languages and culture. Bilingual dictionary use. Explore time phrases and daily routine phrases to understand and write a description of 'my best day ever at the funfair.'</p> <div data-bbox="1686 762 2148 916" style="border: 1px solid red; padding: 5px;"> <p><b>Spring 2 Phonics</b>                      "yu" (desayuno)                      "me" (me levanto, me preparo)                      "y" (y media)</p> </div>



<p><b>Spring 2 Continued</b></p> <p><b>Overview of teaching sequence and progression of knowledge and vocabulary</b></p>	<p><b>Spring 2: Lessons 2 to 4</b>  <b>once</b> – eleven 11  <b>doce</b> – twelve 12  <b>trece</b> – thirteen 13  <b>catorce</b> – fourteen 14  <b>quince</b> – fifteen 15  <b>dieciséis</b> – sixteen 16  <b>diecisiete</b> – seventeen 17  <b>dieciocho</b> – eighteen 18  <b>diecinueve</b> – nineteen 19  <b>veinte</b> – twenty 20  <b>¿Cuántos años tienes ?-</b> How old are you?  <b>Tengo ... años.</b> – I am ... years old.</p>	<p><b>Spring 2: Lessons 2 and 3</b>  <b>Singular:</b>  <b>la cabeza</b> – the head  <b>el hombro</b> – the shoulder  <b>la rodilla</b> - the knee  <b>el pie</b> – the foot  <b>la pierna</b> the leg  <b>el brazo</b> – the arm  <b>la mano</b> – the hand  <b>el cuerpo</b> – the body  <b>un ojo</b> – one eye</p> <p><b>Plural:</b>  <b>los hombros</b> – the shoulders  <b>las rodillas</b> - the knees  <b>los pies</b> - the feet  <b>las piernas</b> - the legs  <b>los brazos</b> - the arms</p>	<p><b>Spring 2: Lessons 1 to 4</b>  <b>un pantalón</b> -trousers  <b>un jersey</b> - a jumper  <b>un pantalón corto</b> - shorts  <b>una camiseta-</b> a tshirt  <b>un vestido</b> - a dress  <b>una falda</b> - a skirt  <b>una camisa</b> - a shirt  <b>unos zapatos</b> - shoes  <b>unas deportivas</b> – trainers  <b>unas sandalias</b> – sandals  <b>llevar</b> – to wear  <b>Llevo</b> – I wear/ I'm wearing  <b>Llevas</b>– You wear / you're wearing  <b>Lleva</b>– He wears / He's wearing  <b>Lleva</b>– She wears / She's wearing</p>	<p><b>Spring 2: Lessons 1 and 2</b>  <b>el tióvivo</b>– the carousel  <b>el barco pirata</b> – the pirate boat  <b>la noria</b> – the ferris wheel  <b>la mansión encantada</b>– the haunted house  <b>las tazas</b> - the teacups  <b>las cataratas</b> – the log flume  <b>las sillas voladoras</b> – the flying chairs  <b>la montaña rusa</b> – the rollercoaster  <b>Me encanta</b> – I love  <b>Me gusta</b> – I like  <b>No me gusta</b> – I don't like  <b>Odio</b> – I hate  <b>porque</b> – because  <b>es...</b> - it is ...  <b>alto</b> – high  <b>lento</b> – slow  <b>rápido</b> – fast  <b>aburrido</b> – boring  <b>divertido</b> – fun  <b>emocionante</b> – exciting  <b>terrorífico</b> – terrifying</p>
		<p><b>Spring 2: Lessons 4 to 6</b>  <b>mueve</b> - Move  <b>relaja</b> – relax  <b>tócate</b> - Touch</p> <p><b>levanta</b> – Liff  <b>dobla</b> – Bend  <b>respira</b> - Breathe  <b>Quédate quieto</b> – Stand still  <b>gira</b> – Turn  <b>estira</b> – Stretch</p>		<p><b>Spring 2: Lessons 3 and 4</b>  <b>Me levanto</b> – I get up  <b>Desayuno</b> – I eat breakfast  <b>Me preparo</b> – I get ready  <b>Voy a la feria</b> – I go to the funfair  <b>Vuelvo a casa</b> – I go back home  <b>¿Qué hora es?</b> – What time is it?  <b>Es / Son</b> - it is .....</p> <p><b>la una en punto</b> - one o'clock  <b>las dos en punto</b> - two o'clock  <b>las tres en punto</b> - three o'clock  <b>las cuatro en punto</b> - four o'clock  <b>las cinco en punto</b> - five o'clock  <b>...y media</b> - and a half (half past)</p>



Summer 1	Year 3	Year 4	Year 5	Year 6
<p><b>Overview of teaching sequence and progression of knowledge and vocabulary</b></p>	<p><b>The Hungry Giant</b> Beginning to be language detectives and explore language learning skills.</p> <p>Revisit and extend understanding of how to identify a noun in the target language. Explore fruits and vegetables. Look for cognates and semi cognates. Apply likes and dislikes and preferences from animals' unit to new nouns of fruits and vegetables. Recognise and use numbers and colours in new descriptive contexts. Listen, read and join in with the Hungry Giant story. Practise polite requests saying and writing polite requests. Create own version of the Hungry Giant story.</p> <div data-bbox="358 863 647 1273" style="border: 2px solid red; padding: 5px;"> <p><b>Summer 1 Phonics</b>                      "za" (zanahoria, manzana)                      "ho" (zanahoria)                      "qui" (quisiera, quiero)                      "ci" (gracias, cinco)</p> </div>	<p><b>At the doctors and jungle animals</b> Revisiting and developing language learning skills as "language detectives".</p> <p>Revisit and extend body parts in an unfamiliar context: the doctors surgery. Generate spoken performances at the doctors. Revisit use of nouns in a sentence with jungle animals. Look for cognates and semi cognates. Listen to, read and join in with jungle animal story. Practise use of adjectives, position, and agreement in simple spoken and written sentences. Create descriptive jungle animal shape sentences. Create own version of the jungle story.</p> <div data-bbox="779 831 1167 1038" style="border: 2px solid red; padding: 5px;"> <p><b>Summer 1 Phonics</b>                      "ji" (jirafa)                      "gre" (tigre)                      "pien" (serpiente)</p> </div>	<p><b>Out of this world</b> Revisiting and extending language learning skills as "language detectives".</p> <p>Revisit and use personal information questions and answers, body parts and descriptive sentences and likes and dislikes in a new creative context – outer space and space travellers. Practise and revisit descriptive sentences to describe planets using nouns, adjectives and the verb "to be". Listen to, read and follow a story about planets. Design and create a spoken / written description of a brand-new planet and retrieve and use prior learning un a new context. Use of bilingual dictionary.</p> <div data-bbox="1234 895 1653 1086" style="border: 2px solid red; padding: 5px;"> <p><b>Summer 1 Phonics</b>                      lli (apellido)                      ci (ciudad, espacio)                      mien (nacimiento)</p> </div>	<p><b>Café culture / Tapas culture</b> Revisiting and enhancing language learning skills as "language detectives".</p> <p>Revisit dialogues to buy items and apply to dialogues in a café or restaurant. Extend to unfamiliar and useful language when in a café / restaurant / tapas bar in the target language country. Explore the café / tapas culture of the target language country. Find out more about authentic dishes and foods. Make comparisons with own country or prior experience. Revisit polite request and apply to the café / tapas bar context. Understand and create conversations at the café / tapas bar.</p> <div data-bbox="1686 831 2148 978" style="border: 2px solid red; padding: 5px;"> <p><b>Summer 1 Phonics</b>                      que (queso, croquetas, querías)                      lla (tortilla)                      zo (chorizo)</p> </div>



<p><b>Summer 1 Continued</b></p> <p><b>Overview of teaching sequence and progression of knowledge and vocabulary</b></p>	<p><b>Summer 1: Lessons 1 and 2</b>  <b>una manzana</b> –an apple  <b>una zanahoria</b> - a carrot  <b>una naranja</b> - an orange  <b>una pera</b> - a pear  <b>una sandía</b> – a watermelon  <b>nouns:</b>  <b>un plátano</b> - a banana  <b>un melocotón</b> - a peach  <b>un tomate</b>- a tomato  <b>un melón</b> – a melon  <b>un pepino</b> – a cucumber</p> <p><b>Summer 1: Lessons 3 to 6</b>  <b>Quisiera</b> - I would like...  <b>Por favor</b> – please  <b>Gracias</b> – thank you  <b>¡Tengo hambre!</b> – I am hungry!  <b>Quiero</b> – I want  <b>frutas</b>– fruits  <b>verduras</b> - vegetables  <b>uvas</b>–grapes</p>	<p><b>Summer 1: Lessons 1 and 2</b>  <b>¿Qué te pasa?</b>- What's wrong?  <b>No me siento bien</b>- I don't feel well  <b>Me duele la cabeza</b> - I have a headache  <b>Me duele la muela</b> - I have toothache  <b>Me duele el oído</b> - I have earache  <b>Me duele la barriga</b> - I have tummy ache  <b>Me rompí el brazo</b> – I broke my arm</p> <p><b>Summer 1: Lessons 3 to 6</b>  <b>la selva</b> - the jungle  <b>una jirafa</b> - a giraffe  <b>una serpiente</b> - a snake  <b>un loro</b> - a parrot  <b>un mono</b> - a monkey  <b>un tigre</b>- a tiger  <b>un elefante</b> - an elephant  <b>Es</b> – It is  <b>es</b> – is  <b>pequeño</b> - small  <b>grande</b> - big  <b>alto</b> - tall  <b>largo</b> - long  <b>rápido</b> – quick, fast  <b>colorido</b> – colourful  <b>terrible</b>- fierce/frightening</p>	<p><b>Summer 1: Lessons 1 and 2</b>  <b>Nombre</b>- First name  <b>Apellido</b>- Surname  <b>Edad</b>- Age  <b>Fecha de nacimiento</b> - Date of birth  <b>Ciudad</b> – Town/city  <b>¿Cómo te llamas?</b>– What's your name?  <b>Me llamo....</b>- I am called...  <b>¿Dónde vives?</b>- Where do you live?  <b>Vivo en....</b>- I live in...  <b>¿De dónde eres?</b> – Where do you come from?  <b>Soy de....</b> - I come from  <b>¿Cuántos años tienes?</b>– How old are you?  <b>Tengo...años.</b>- I am ....years old  <b>¿Cuándo es tu cumpleaños?</b> – When is your birthday?  <b>Mi cumpleaños es el...</b> - My birthday is ...  <b>¿Y tú?</b> – And you?</p> <p><b>Summer 1: Lessons 3 to 6</b>  <b>Mercurio</b>- Mercury  <b>Venus</b>- Venus  <b>Plutón</b>- Pluto  <b>Júpiter</b>- Jupiter  <b>Marte</b>- Mars  <b>Saturno</b>- Saturn  <b>Neptuno</b>- Neptune  <b>Urano</b> – Uranus  <b>La Luna</b>- the Moon  <b>La Tierra</b> the Earth  <b>El Sol</b> – the Sun  <b>El planeta</b> - the planet  <b>frío/fría</b>- cold  <b>pequeño/pequeña</b>- small  <b>grande</b>- big  <b>caliente</b>– hot  <b>azul</b>- blue  <b>blanco/blanca</b>– white  <b>naranja</b> - orange  <b>rojo/roja</b> - red  <b>La Luna es pequeña</b> - The moon is small.  <b>El Sol es grande</b> – The Sun is big.  <b>La Tierra es azul</b> – The Earth is blue.</p>	<p><b>Summer 1: Lessons 1 to 3</b>  <b>(el) chorizo</b> – (the) pork sausage  <b>(el) queso</b> – (the) cheese  <b>(la) tortilla</b> – (the) Spanish omelette  <b>(las) albóndigas</b> – (the) meatballs  <b>(las) patatas bravas</b> – (the) bravas potatoes  <b>(las) gambas</b> – (the) prawns  <b>(las) croquetas</b> – (the) croquettes  <b>(los) calamares</b> – (the) squid rings  <b>Coca-cola</b> – Coke  <b>Fanta de naranja</b> – orange fanta  <b>Fanta de limón</b> – lemon fanta  <b>Zumo</b> – juice  <b>Mosto</b> – grape juice  <b>Me encanta</b> – I love  <b>Me gusta</b> – I like  <b>No me gusta</b> - I don't like  <b>Odio</b> – I hate</p>
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<p>Summer 1 Continued</p> <p>Overview of teaching sequence and progression of knowledge and vocabulary</p>				<p><b>Summer 1: Lessons 4 to 6</b></p> <p><b>Hola</b> - hi</p> <p><b>Buenos días</b> – good morning</p> <p><b>Buenas tardes</b> – good afternoon/evening</p> <p><b>¿Que querías?</b> – what would you like?</p> <p><b>Quería una tapa de...</b> - I'd like a tapa of...</p> <p><b>Quería dos tapas de...</b> - I'd like two tapas of...</p> <p><b>Por favor</b> - please</p> <p><b>¿Y tú?</b> – and you?</p> <p><b>¿Cuánto es?</b> – how much is it?</p> <p><b>Son ... euros con ... céntimos</b> – it's...euros and...cents</p> <p><b>¡Claro!</b> – of course!</p> <p><b>Muchas gracias</b> – thank you very much</p> <p><b>De nada</b> – you are welcome</p> <p><b>Adiós</b> – good bye</p> <p><b>Hasta pronto</b> – see you soon</p>
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Summer 2	Year 3	Year 4	Year 5	Year 6
<p><b>Overview of teaching sequence and progression of knowledge and vocabulary</b></p>	<p><b>Going on a Picnic</b> Beginning to be language detectives and explore language learning skills.</p> <p>Revisit and practise polite requests for items. Revisit numbers, fruits/vegetables, practise and extend nouns for items of food and drink to take on picnic. Explore target language food and drink picnic items. Listen and join in with story about going on a picnic, create own story. Explore target language country with the aliens. Practise the personal information question and answer “where do you live?” Revisit personal information questions and answers to create a simple conversation.</p> <div data-bbox="304 927 714 1206" style="border: 2px solid red; padding: 5px;"> <p><b>Summer 2 Phonics</b>                      “zu” (zumo)                      “gua” (agua)                      “llo” (bocadillo)                      “vi” (vivo, vives)                      “que” (bosque)</p> </div>	<p><b>Summertime</b> Revisiting and developing language learning skills as “language detectives”.</p> <p>Explore the question and simple sentences to describe the weather. Look for language links. Listen to and understand a simple weather forecast. Create a spoken weather forecast and perform. Practise the nouns for ice creams and look for prior knowledge/ recall fruits. Recall and practise polite requests and preference phrases. Take part in a survey about favourite ice creams, and a role play ‘at the ice cream van</p> <div data-bbox="754 927 1193 1249" style="border: 2px solid red; padding: 5px;"> <p><b>Summer 2 Phonics</b>                      “ha” (hace)                      “ce” (hace, Barcelona)                      “vien” (viento)                      “hay” (hay)                      “llo” (lloviendo)                      “van” (nevando)</p> </div>	<p><b>Going to the Seaside</b> Revisiting and extending language learning skills as “language detectives”.</p> <p>Practise beach bag nouns. Practise how to identify and use nouns and place with adjectives to describe items. Practise reading comprehension skills with text about the beach. Use of cognates to understand unfamiliar nouns, use of bilingual dictionaries to verify meaning. Explore extended sentences to describe time at the beach. Listen to, read and join in with “Let’s go to the beach” story. Use the language practised to build extended persuasive sentences to advertise in a spoken and written persuasive advert about a trip to the beach.</p> <div data-bbox="1240 927 1659 1058" style="border: 2px solid red; padding: 5px;"> <p><b>Summer 2 Phonics</b>                      “lla” (toalla)    “ña” (bañador)                      “cre” (crema)    “pla” (playa)                      “pue” (puedes)    “re” (arena)</p> </div>	<p><b>Let’s Celebrate</b> Revisiting and enhancing language learning skills as “language detectives”.</p> <p>A celebration and reflection series of lessons. Lessons 1-3 Read all about it Over 3 lessons, children explore a text ‘All about me’ covering a variety of topics, and create a presentation of several sentences about themselves. Lesson 4 Create a mocktail – explore reading comprehension, memory, and word reference tool skills. Produce a written recipe for a cocktail. Lesson 5 A scavenger hunt outside with some unfamiliar nouns. Lesson 6 Language Puzzle Stage 4 learners can apply their language detective skills to learn another language.</p> <div data-bbox="1760 884 2107 1370" style="border: 2px solid red; padding: 5px;"> <p><b>Summer 2 Phonics</b>                      “v” (vivo, creativa, divertido)                      “ñ” (añade, cumpleaños, castaño)                      “hi”, “ho” (hielo, hoja)</p> </div>



<p><b>Summer 2 Continued</b></p> <p><b>Overview of teaching sequence and progression of knowledge and vocabulary</b></p>	<p><b>Summer 2: Lessons 1 to 3</b>  <b>el picnic</b> - the picnic  <b>un zumo</b> - a juice  <b>un sándwich</b>- a sandwich  <b>una ensalada</b> - a salad  <b>agua</b> - water  <b>un bocadillo</b> - a baguette  <b>fruta</b> - fruit  <b>el campo</b> - the field  <b>el río</b> - the river  <b>la montaña</b> - the mountain  <b>la arena</b> - the sand  <b>la playa</b> - the beach  <b>el desierto</b> - the desert  <b>el bosque</b> - the forest  <b>a través</b> - Through  <b>cruzando</b> - Crossing  <b>subiendo</b> - climbing up  <b>bajando</b> - down  <b>en</b> - on  <b>para</b> - to</p>	<p><b>Summer 2: Lessons 1 and 2</b>  <b>¿Qué tiempo hace hoy?</b>                  what's the weather like today?  <b>Hace sol</b> - It's sunny  <b>Hace calor</b> - It's hot  <b>Hace frío</b> - It's cold  <b>Hace viento</b> - It's windy  <b>Está lloviendo</b> - It's raining  <b>Está nevando</b> - it's snowing  <b>Hay niebla</b> - It's foggy  <b>Está nublado</b> - It's cloudy</p>	<p><b>Summer 2: Lessons 2 to 6</b>  <b>¡Ven a la playa!</b> - Come to the beach!  <b>Puedes nadar.</b> - You can swim.  <b>Puedes hacer castillos de arena.</b> - You can build suncastles.  <b>Puedes jugar a la pelota.</b> - You can play with the beach ball.  <b>Puedes jugar a las palas.</b> - You can play with rackets.  <b>Puedes saltar olas.</b>- You can jump in the waves.</p> <p><b>Hace calor.</b> - It is hot  <b>Hace sol.</b> - It is sunny  <b>No olvides</b> - Don't forget...</p>	<p><b>Summer 2: Lessons 1 to 3</b>  <b>Me llamo</b> - My name is  <b>Tengo ... años.</b> - I am ... years old.  <b>Vivo en</b> - I live in <b>con</b> - with  <b>mi padre</b> - my father <b>mi madre</b> - my mum  <b>Tengo</b> - I have  <b>el pelo castaño</b> - brown hair  <b>los ojos marrones</b> - brown eyes  <b>Soy creativo / creativa.</b> - I am creative.  <b>Soy deportista.</b> - I am sporty.  <b>Soy divertido / divertida.</b>- I am funny.  <b>Soy activo / activa.</b> - I am active.  <b>Me gusta jugar</b> - I like playing  <b>es divertido</b> - it's fun  <b>es aburrido</b> - it's boring  <b>Juego</b> - I play  <b>con mis amigos</b> - my friends  <b>en el colegio</b> - at school  <b>Mi cumpleaños es en...</b> - My birthday is in...  <b>Mi color favorito es...</b> - My favourite colour is...  <b>Mi número favorito es...</b> - My favourite number is...  <b>y</b> - and <b>pero</b> - but  <b>porque</b> - because  <b>a veces</b> - sometimes <b>siempre</b> - always</p>
	<p><b>Summer 2: Lessons 1 to 3</b>  <b>¿Dónde vives?</b> - Where do you live?  <b>Vivo en...</b> - I live in...</p>	<p><b>Summer 2: Lessons 4 to 6</b>  <b>el helado</b> - the ice cream  <b>el helado de chocolate</b> - the chocolate ice cream  <b>el helado de limón</b> - the lemon ice cream  <b>el helado de fresa</b> - the strawberry ice cream  <b>el helado de vainilla</b> - the vanilla ice cream  <b>el helado de menta y chocolate</b> - the mint chocolate ice cream  <b>el helado de chicle</b> - a bubble gum ice cream  <b>Mi helado favorito es...</b> - My favourite ice cream is...  <b>Me gusta</b> - I like  <b>Me encanta</b> - I love  <b>No me gusta</b>- I don't like  <b>Hola</b> - Hello  <b>Quería</b>- I would like  <b>Por favor</b> - please  <b>Claro</b> - OK  <b>Gracias</b> - Thank you  <b>De nada</b> - You're welcome  <b>Adiós</b> - Goodbye  <b>Hasta pronto</b> - See you soon</p>		