



Statutory Requirements	Key Stage 2
	Pupils should be taught to: • 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 • 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 • 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 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 Primary Foreign Languages: • 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. • There is access to native speaker pronunciation in every lesson. • Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages. • Language learning skills and links between languages and literacy are explored age and stage appropriately. • 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.

St Ann's R.C. Primary School Progression of Skills and Knowledge - Spanish



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



Autumn 1 continued Overview of teaching sequence and progression of knowledge and vocabulary	Autumn 1: Lessons 1 to 3 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... Autumn 1: Lessons 4 to 6 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	Autumn 1: Lessons 1 to 4 ¿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 ¡Escuchad! – Listen! ¡Miradme! – Look at me! ¡Repetid! – Repeat! ¡Levantaos! – Stand up! ¡Sentaos! – Sit down! ¡Mostradme! – Show me! ¡Silencio! – Be quiet! Autumn 1: Lesson 5 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	Autumn 1: Lessons 1 to 3 Estoy– I am feliz – happy triste – sad orgulloso – 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 Autumn 1: Lesson 4 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	Autumn 1: Lessons 1 to 5 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
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Autumn 1 Overview of teaching sequence and progression of knowledge and vocabulary		Autumn 1: Lesson 6 una goma – a rubber unas tijeras – a pair of scissors una regla – a ruler unas pinturas – colouring pencils un pegamento – a glue stick un lápiz – a pencil un cuaderno – a notebook un boli – a pen un sacapuntas – a pencil sharpener		
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St Ann's R.C. Primary School Progression of Skills and Knowledge - Spanish



	Year 3	Year 4	Year 5	Year 6
Autumn 2 Overview of teaching sequence and progression of knowledge and vocabulary	Calendar and Celebrations Beginning to be language detectives and explore language learning skills. 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. Autumn 2 Phonics ma (martes) ju (junio, julio, jueves) bre (octubre, noviembre)	My Town, Your Town Revisiting and developing language learning skills as “language detectives”. 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. Autumn 2 Phonics “ci” (cine, farmacia) “ería” (cafetería, panadería)	Time in the City Revisiting and extending language learning skills as “language detectives”. 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. Autumn 2 Phonics “qui” (quisiera) “ci” (piscina) “oo” (zoo) “izqui” (izquierda)	Homes and Houses Revisiting and enhancing language learning skills as “language detectives”. 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.” Autumn 2 Phonics ha - habitación ci – cocina jar - jardín ño - pequeño

St Ann's R.C. Primary School Progression of Skills and Knowledge - Spanish



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



Spring 1	Year 3	Year 4	Year 5	Year 6
Overview of teaching sequence and progression of knowledge and vocabulary	Animals Beginning to be language detectives and explore language learning skills. 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. Begin to explore use of bilingual dictionaries as word reference tools and find new animal nouns to create fantastical animals.	Alien family Epiphany, family and faces Revisiting and developing language learning skills as "language detectives". 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.	At the Market, Fruit Salad Revisiting and extending language learning skills as "language detectives". 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.	Sports Revisiting and enhancing language learning skills as "language detectives". 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.
	Spring 1 Phonics "llo" (caballo) "ja" (pájaro, oveja) "jo" (conejo) "va" (vaca)	Spring 1 Phonics "za" (cabeza) "ja" (oreja) "jo" (ojo)	Spring 1 Phonics lla (cebolla) za (zanahoria) horia (zanahoria) ie (diez, cien) ei (veinte)	Spring 1 Phonics "ción" (natación) "ces" (baloncesto) "gim" (gimnasia)



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



Spring 1 Continued Overview of teaching sequence and progression of knowledge and vocabulary				<u>Spring 1: Lessons 5 and 6</u> con un equipo – with a team con un amigo – with a friend solo – on my own en un campo – on a field en una pista – on a court en una piscina – in a swimming pool en un gimnasio – in a gym en una Carretera – on the road con una raqueta – with a racket con un balón – with a ball con un bate – with a bat con una pelota – with a ball (small) con los pies – with the feet con las manos – with the hands con unas barras – with bars con unas gafas – with goggles con una bici – with a bike
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Spring 2	Year 3	Year 4	Year 5	Year 6
Overview of teaching sequence and progression of knowledge and vocabulary	Carnival and Numbers Beginning to be language detectives and explore language learning skills. 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.	Moving our Bodies Revisiting and developing language learning skills as “language detectives”. 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.	Clothes Revisiting and extending language learning skills as “language detectives”. 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.	My Best Day Ever Revisiting and enhancing language learning skills as “language detectives”. 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.’
	Spring 2 Phonics “ce” (once, doce, trece, catorce, quince, cesta) “ie” (dieciséis, diecisiete) “ca” (catorce, máscara) “quin” (quince)	Spring 2 Phonics “hom” (hombros) “llas” (rodillas) “ie” (pie, pierna) “gi” (gira)	Spring 2 Phonics “jer” (“jersey”) “za” (“zapatos”) “sey” (“jersey”)	Spring 2 Phonics “yu” (desayuno) “me” (me levanto, me preparo) “y” (y media)

St Ann's R.C. Primary School Progression of Skills and Knowledge - Spanish



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



Summer 1	Year 3	Year 4	Year 5	Year 6
Overview of teaching sequence and progression of knowledge and vocabulary	The Hungry Giant Beginning to be language detectives and explore language learning skills. 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. Summer 1 Phonics "za" (zanahoria, manzana) "ho" (zanahoria) "qui" (quisiera, quiero) "ci" (gracias, cinco)	At the doctors and jungle animals Revisiting and developing language learning skills as "language detectives". 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. Summer 1 Phonics "ji" (jirafa) "gre" (tigre) "pien" (serpiente)	Out of this world Revisiting and extending language learning skills as "language detectives". 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 in a new context. Use of bilingual dictionary. Summer 1 Phonics lli (apellido) ci (ciudad, espacio) mien (nacimiento)	Café culture / Tapas culture Revisiting and enhancing language learning skills as "language detectives". 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. Summer 1 Phonics que (queso, croquetas, querías) lla (tortilla) zo (chorizo)



Summer 1 Continued Overview of teaching sequence and progression of knowledge and vocabulary	Summer 1: Lessons 1 and 2 una manzana –an apple una zanahoria - a carrot una naranja - an orange una pera - a pear una sandía – a watermelon nouns: un plátano - a banana un melocotón - a peach un tomate- a tomato un melón – a melon un pepino – a cucumber Summer 1: Lessons 3 to 6 Quisiera - I would like... Por favor – please Gracias – thank you ¡Tengo hambre! – I am hungry! Quiero – I want frutas– fruits verduras - vegetables uvas–grapes	Summer 1: Lessons 1 and 2 ¿Qué te pasa?- What's wrong? No me siento bien- I don't feel well Me duele la cabeza - I have a headache Me duele la muela - I have toothache Me duele el oído - I have earache Me duele la barriga - I have tummy ache Me rompí el brazo – I broke my arm Summer 1: Lessons 3 to 6 la selva - the jungle una jirafa - a giraffe una serpiente - a snake un loro - a parrot un mono - a monkey un tigre- a tiger un elefante - an elephant Es – It is es – is pequeño - small grande - big alto - tall largo - long rápido – quick, fast colorido – colourful terrible- fierce/frightening	Summer 1: Lessons 1 and 2 Nombre- First name Apellido- Surname Edad- Age Fecha de nacimiento - Date of birth Ciudad – Town/city ¿Cómo te llamas?– What's your name? Me llamo....- I am called... ¿Dónde vives?- Where do you live? Vivo en.... I live in... ¿De dónde eres? – Where do you come from? Soy de.... I come from ¿Cuántos años tienes?– How old are you? Tengo....años.- I amyears old ¿Cuándo es tu cumpleaños? – When is your birthday? Mi cumpleaños es el... My birthday is ... ¿Y tú? – And you? Summer 1: Lessons 3 to 6 Mercurio- Mercury Venus- Venus Plutón- Pluto Júpiter- Jupiter Marte- Mars Saturno- Saturn Neptuno- Neptune Urano – Uranus La Luna- the Moon La Tierra the Earth El Sol – the Sun El planeta - the planet frío/fría- cold pequeño/pequeña- small grande- big caliente– hot azul- blue blanco/blanca– white naranja - orange rojo/roja - red La Luna es pequeña - The moon is small. El Sol es grande – The Sun is big. La Tierra es azul – The Earth is blue.	Summer 1: Lessons 1 to 3 (el) chorizo – (the) pork sausage (el) queso – (the) cheese (la) tortilla – (the) Spanish omelette (las) albóndigas – (the) meatballs (las) patatas bravas – (the) bravas potatoes (las) gambas – (the) prawns (las) croquetas – (the) croquettes (los) calamares – (the) squid rings Coca-cola – Coke Fanta de naranja – orange fanta Fanta de limón – lemon fanta Zumo – juice Mosto – grape juice Me encanta – I love Me gusta – I like No me gusta - I don't like Odio – I hate
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St Ann's R.C. Primary School Progression of Skills and Knowledge - Spanish



Summer 1 Continued Overview of teaching sequence and progression of knowledge and vocabulary				Summer 1: Lessons 4 to 6 Hola - hi Buenos días – good morning Buenas tardes – good afternoon/evening ¿Que querías? – what would you like? Quería una tapa de... - I'd like a tapa of... Quería dos tapas de... - I'd like two tapas of... Por favor - please ¿Y tú? – and you? ¿Cuánto es? – how much is it? Son ... euros con ... céntimos – it's...euros and...cents ¡Claro! – of course! Muchas gracias – thank you very much De nada – you are welcome Adiós – good bye Hasta pronto – see you soon
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Summer 2	Year 3	Year 4	Year 5	Year 6
Overview of teaching sequence and progression of knowledge and vocabulary	Going on a Picnic Beginning to be language detectives and explore language learning skills. 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. Summer 2 Phonics "zu" (zummo) "gua" (agua) "llo" (bocadillo) "vi" (vivo, vives) "que" (bosque)	Summertime Revisiting and developing language learning skills as "language detectives". 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 Summer 2 Phonics "ha" (hace) "ce" (hace, Barcelona) "vien" (viento) "hay" (hay) "llo" (lloviendo) "van" (nevando)	Going to the Seaside Revisiting and extending language learning skills as "language detectives". 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. Summer 2 Phonics "lla" (toalla) "ña" (bañador) "cre" (crema) "pla" (playa) "pue" (puedes) "re" (arena)	Let's Celebrate Revisiting and enhancing language learning skills as "language detectives". 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. Summer 2 Phonics "v" (vivo, creativa, divertido) "ñ" (añade, cumpleaños, castaño) "hi", "ho" (hielo, hoja)

St Ann's R.C. Primary School Progression of Skills and Knowledge - Spanish



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