

## Eastbury Primary School: SPANISH Progression Map overview 2020

SPANISH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1 and 2</b>	Starts from Yr3					
<b>Year 3</b> <i>*Please see footnotes at the end.</i>	<p><b>Topic Title:</b> Numbers (0-10) Greetings</p> <p><b>Key Knowledge:</b></p> <p>To understand and say numbers 0-10 with correct pronunciation and recognise them in written form</p> <p>To participate in a short exchange greeting someone.</p> <p><b>Key skills:</b></p> <p>Recognise letters strings- ua, ie, ei</p> <p>Link between some sounds and spellings</p> <p>Listen and respond to rhymes</p> <p>Imitate pronunciation</p> <p>Notice accents (')</p> <p>Recognise a question sentence and notice how punctuation may vary between English and Spanish –e.g. upside down question mark</p> <p>Practise the pronunciation of the letter string-ll</p>	<p><b>Topic Title:</b> Classroom's instructions, Navidad</p> <p><b>Key Knowledge:</b></p> <p>To listen to, understand and follow simple class commands.</p> <p>To learn and understand how Christmas is celebrated in Spain.</p> <p><b>Key skills:</b></p> <p>Listen to and follow simple commands.</p> <p>Understand that there are cultural differences how Christmas is celebrated in England and Spain.</p> <p>Use books/ computers/ iPads to research, collect and record information about Christmas in Spain.</p> <p>Join in singing Spanish carols</p> <p>Experimenting with writing (Christmas cards)</p> <p><b>Key vocabulary:</b></p> <p>Escuchad, mirad, sentaos, levantaos, repetid, venid aquí, silencio</p>	<p><b>Topic Title:</b> Revision of Numbers (0-10) Age Colours</p> <p><b>Key Knowledge:</b></p> <p>To understand and say numbers 0-10 with correct pronunciation and recognise them in written form</p> <p>To participate in a short exchange/ conversation stating age with someone.</p> <p>To understand and say colours in Spanish with accurate pronunciation and recognise them in written form</p> <p><b>Key skills:</b></p> <p>Recognise letters strings- ua, ie, ei</p> <p>Link between some sounds and spellings and recognise familiar words in written form</p> <p>Imitate pronunciation</p> <p>Notice accents (')</p> <p>Recognise a question sentence and notice how punctuation may vary</p>	<p><b>Topic Title:</b> Food- Fruits Semana Santa</p> <p><b>Key Knowledge:</b></p> <p>To understand and say the names of fruit with accurate pronunciation and recognise them in written form</p> <p>To learn and understand how Easter is celebrated in Spain.</p> <p><b>Key skills:</b></p> <p>Link between some sounds and spellings and recognise familiar words in written form</p> <p>Notice accents (')</p> <p>Imitate pronunciation</p> <p>Understand that all nouns have a gender (masculine, feminine)</p> <p>Understand how plural work in Spanish</p> <p>Understand about some Spanish traditions related to Easter.</p> <p>Use books/ computers/ iPads to research, collect</p>	<p><b>Topic Title:</b> Days of the weeks Months of the year Popular Spanish holidays destinations</p> <p><b>Key Knowledge:</b></p> <p>To understand and say the days of the week/months of the year with accurate pronunciation and recognise them in written form</p> <p>To know about famous holidays destinations in Spain</p> <p><b>Key skills:</b></p> <p>Imitate pronunciation, focusing on specific key sounds and letter strings</p> <p>Notice- no capital letters in days of the week or months of the year in Spanish</p> <p>Use books/ computers/ iPads to research, collect and record information about popular holidays destinations in Spain.</p> <p>Present your findings to an audience</p>	<p><b>Topic Title:</b> Likes and dislikes (based on previous topics) Rehearsing spoken learnt language (mixing classes)</p> <p><b>Key Knowledge:</b></p> <p>To say what you like and do not like in Spanish</p> <p>To participate actively in a range of conversations</p> <p><b>Key skills:</b></p> <p>Recognise positive and negative statements</p> <p>Understand basic grammar gender (masculine/feminine) number(singular/plural)</p> <p>Recognise singular and plural items and how they affect the verb gusta/gustan</p> <p>Experimenting with writing (producing short sentences using verb +adjective + connective + adjective e.g. El tomate es rojo y verde.)</p> <p>Follow and understand a wide range of conversations</p>

	<p>Understand basic grammar- feminine/ masculine</p> <p>Perform a simple communicative task</p> <p><b>Key vocabulary:</b></p> <p>Los números 0-10 Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</p> <p>Sí No</p> <p>Hola, buenos días, Adiós ¿Cómo te llamas? Me llamo ¿Y tú? Señor, señora, señorita ¿Qué tal? ¿Cómo estás? Estupendo, fantastic, excelente, fenomenal, muy bien, bien, regular, mal , muy mal Gracias</p>	<p>por favor</p> <p>*Notice the vocabulary can vary depends on what children find in their research (IPads, books, dictionaries etc.) Papá Noel, Los Reyes Magos, el árbol de Navidad, los regalos, las bolas de Navidad, las luces de Navidad, los villancicos, la Nochebuena, la Nochevieja, la misa del gallo, las campanadas, las uvas, el reloj, Feliz Navidad, Feliz Año Nuevo</p>	<p>between English and Spanish –e.g. upside down question mark</p> <p>Understand and respond to a question</p> <p>Recognise how accents alter pronunciation- ñ</p> <p>Understand that all adjectives agree in gender and number with nouns they describe.</p> <p>Perform a simple communicative task</p> <p>Know how to pronounce the letter –j</p> <p>Read familiar words with accurate pronunciation</p> <p><b>Key vocabulary:</b></p> <p>Los números 0-10 Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</p> <p>¿Cuántos años tienes? Tengo + (número) + años. e.g. Tengo cuatro años. ¿Y tú?</p> <p>Los colores Rojo, azul, blanco, negro, verde, amarillo, naranja, rosa, gris, marrón, lila (morado)</p>	<p>and record information about Easter in Spain.</p> <p>Experimenting with writing (Easter cards)</p> <p><b>Key vocabulary:</b></p> <p>La naranja, la pera, la ciruela, la fresa, la manzana, el tomate, el plátano</p> <p>*Notice the vocabulary can vary depends what children find in their research (IPads, books, dictionaries etc.)</p> <p>Semana Santa, los capirotes, los caramelos, las procesiones, los tronos, la monas</p>	<p><b>Key vocabulary:</b></p> <p>Los días de la semana Lunes, martes, miércoles, jueves, viernes, sábado, domingo Los meses del año Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p> <p>*Notice the vocabulary can vary depends what children find in their research (IPads, books, dictionaries etc.)</p> <p>EL hotel, la playa, la piscina, los monumentos, la tomatina, la fallas de Valencia</p>	<p>Practise learnt language outside the classroom</p> <p><b>Key vocabulary:</b></p> <p>Me gusta, no me gusta</p>
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			Verb-es (is) Connective-y (and)			
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4</b> <i>*Please see footnotes at the end.</i>	<p><b>Topic Title:</b> Revision- Colours (year 3) Body parts</p> <p><b>Key Knowledge:</b>  To understand and say the name of colours and the parts of the body with accurate pronunciation and recognise these words in written form To recite a nursery rhyme from memory (Heads, shoulders, knees and toes) in Spanish</p> <p><b>Key skills:</b>  Understand that all nouns have a gender (masculine, feminine)  Understand how plural work in Spanish  Identify adjectives and recognise that they can change spellings  Ask how to say something in Spanish  Listen for specific words and phrases</p>	<p><b>Topic Title:</b> Animals- Zoo animals Family members Navidad</p> <p><b>Key Knowledge:</b>  To understand and say the zoo animals/family members with accurate pronunciation and recognise these words in written form  To learn and understand how Christmas is celebrated in Spain. (Food)</p> <p><b>Key skills:</b>  Listen for specific words and phrases  Pronounce most of key vocabulary accurately  Follow a story using visual clues  Scan a text and identify key words  Ask and answer questions</p>	<p><b>Topic Title:</b> Animals- Pets The five vowels sounds</p> <p><b>Key Knowledge:</b>  To understand and say the names of pets with accurate pronunciation and recognise these words in written form  To say the 5 vowel sounds in Spanish with correct pronunciation</p> <p><b>Key skills:</b>  Pronounce most of key vocabulary accurately Understand simple rules for converting singular nouns into plurals  Ask and answer questions about pets  Identify the sound of the letter j in several words  Write simple sentences  Understand the gist of a short piece of writing</p>	<p><b>Topic Title:</b> Semana Santa</p> <p><b>Key Knowledge:</b>  To learn and understand how Easter is celebrated in different parts of Spain.</p> <p><b>Key skills:</b>  Develop an understanding of Spanish traditions and customs across various regions of Spain.  To use books/ computers/ iPads to research, collect and record information about Easter in Spain. To present their findings to a range of audiences  Experimenting with writing (Easter presentation- a leaflet, a powerpoint, posters etc.)</p> <p><b>Key vocabulary:</b>  *Notice the vocabulary can vary depends on what children find in their research (IPads, books, dictionaries etc.)</p>	<p><b>Topic Title:</b> Hobbies and Opinions Spanish numbers (0 -30)</p> <p><b>Key Knowledge:</b>  To understand and say the names of hobbies with accurate pronunciation and recognise these words in written form  To express opinions and preferences  To understand and say numbers 0 -30 with accurate pronunciation and recognise these words in written form</p> <p><b>Key skills:</b>  Identify a common sound for a list of verbs (ar, er ,ir)  Identify strategies for learning vocabulary  Pronounce most of key vocabulary accurately  Attempt to write sentences from memory</p>	<p><b>Topic Title:</b> Weather Consolidating learning</p> <p><b>Key Knowledge:</b>  To talk about the weather conditions in Spanish  To use the Spanish learnt in all areas of the study of a modern foreign language (listening, speaking, reading and writing)</p> <p><b>Key skills:</b>  Pronounce key vocabulary accurately  Talk, ask, answer questions on different topics  Follow a short text as it is read aloud  Read aloud with appropriate expression  Write simple sentences/paragraphs using structures learnt</p> <p><b>Key vocabulary:</b>  El tiempo</p>

	<p>Pronounce most of key vocabulary accurately</p> <p>Listen to and join in singing a Spanish song, using actions to accompany the lyrics</p> <p><b>Key vocabulary:</b></p> <p>una cabeza, una nariz, unos dientes, unos ojos, una boca, unas orejas, el pelo, la pierna, el pie, el estómago, la mano, el brazo, el hombro, la rodilla</p> <p>¿Cómo se dice .....en español?</p>	<p>Understand that there is a food culture difference at Christmas between England and Spain.</p> <p>Use books/ computers/ iPads to research, collect and record information about Christmas food in Spain.</p> <p>Join in singing Spanish carols</p> <p>Experimenting with writing (Christmas menu)</p> <p><b>Key vocabulary:</b></p> <p>El tigre, el elefante, el hipopótamo, el flamenco, el oso, el ratón, el león, la jirafa, el mono, el cocodrilo, el pingüino, el cerdo</p> <p>El padre, la madre, el hermano, la hermana, el abuelo, la abuela, yo</p> <p>*Notice the vocabulary can vary depends on what children find in their research (iPads, books, dictionaries etc.)</p> <p>El cocido de pelotas, el pavo, las uvas, el roscón de Reyes, el marisco (las gambas, el pulpo, los calamares, las almejas, los</p>	<p>Know how to say the 5 vowels sounds in Spanish</p> <p><b>Key vocabulary:</b></p> <p>Un gato, un ratón, un perro, un hámster, un conejo, un pez, un pájaro, un conejo de indias, una tortuga</p> <p>Las vocales: a, e, i, o, u</p>	<p>Semana Santa, los capirotos, los caramelos, las procesiones, los tronos, la monas, los nazarenos, las flores</p>	<p>Recognise positive and negative statements</p> <p>Read and understand a short paragraph with familiar vocabulary and structures</p> <p>Memorise and present one or two sentences, possibly with a connective</p> <p><b>Key vocabulary:</b></p> <p>Bailar, nadar, jugar al fútbol, comer en un restaurante, leer, ver la tele, ir al parque</p> <p>Me gusta, me encanta no me gusta, detesto, odio</p> <p>Los números 0-30</p> <p>Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta</p>	<p>Hace calor, hace frío, hace sol, hace viento, hay niebla, está lloviendo, está nevando</p> <p>Quantifiers- mucho, poco</p>
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		cangrejos etc.), los postres (el pijama)				
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b> <i>*Please see footnotes at the end.</i>	<p><b>Topic Title:</b></p> <p>Buildings</p> <p><b>Key Knowledge:</b></p> <p>To understand and say the names of buildings with accurate pronunciation and recognise these words in written form</p> <p>To know how to use the sentence structure: Hay + buildings on the high street.</p> <p><b>Key skills:</b></p> <p>Make simple sentences and manipulate them by changing an element</p> <p>Understand and use negatives</p> <p>Recite a short text with accurate pronunciation</p>	<p><b>Topic Title:</b></p> <p>Directions Navidad</p> <p><b>Key Knowledge:</b></p> <p>To understand and say directions with accurate pronunciation and recognise these words in written form</p> <p>To learn and understand how Christmas is celebrated in Spain. (los Reyes Magos)</p> <p><b>Key skills:</b></p> <p>Join in a variety of games, using directions with accurate pronunciation</p> <p>Contribute to a classroom display illustrating a busy high street</p>	<p><b>Topic Title:</b></p> <p>Revision- Hobbies/ Sports (year 4) Simple future</p> <p><b>Key Knowledge:</b></p> <p>To understand and say hobbies and sports with accurate pronunciation and recognise these words in written form</p> <p>To understand and use simple future in Spanish</p> <p><b>Key skills:</b></p> <p>Integrate new language into previously learned language</p> <p>Identify strategies for learning vocabulary</p> <p>Pronounce most of key vocabulary accurately</p>	<p><b>Topic Title:</b></p> <p>Hobbies/Sports and Opinions Numbers (0 -50) Semana Santa</p> <p><b>Key Knowledge:</b></p> <p>To understand and say the names of hobbies/sports with accurate pronunciation and recognise these words in written form</p> <p>To express opinions and preferences</p> <p>To understand and say numbers 0-50 with correct pronunciation and recognise these words in written form</p> <p>To learn and understand how Easter is celebrated in Spain. (Las procesiones)</p>	<p><b>Topic Title:</b></p> <p>Numbers Comparisons- greater than, less than</p> <p><b>Key Knowledge:</b></p> <p>To understand and say numbers (0-50) with accurate pronunciation and recognise these words in written</p> <p>To understand and use the Spanish structure to express comparison using numbers</p> <p>...más que... more than ...menos que... less than</p> <p><b>Key Skills:</b></p> <p>Join in number games, reciting Spanish numbers</p>	<p><b>Topic Title:</b></p> <p>Food and Opinions</p> <p><b>Key Knowledge:</b></p> <p>To understand and say the names of food with accurate pronunciation and recognise them in written form</p> <p>To express opinions and preferences</p> <p><b>Key skills:</b></p> <p>Find words in a dictionary and check spellings</p> <p>Pronounce most of key vocabulary accurately</p> <p>Take part in a conversation expressing likes and dislikes of certain foods, using installing strategies as appropriate.</p>

	<p>Appreciate similarities and differences between Spanish and English high streets</p> <p><b>Key vocabulary:</b></p> <p>Un Mercado, una tienda, un supermercado, una oficina de correos, un banco, un café, una plaza, una tienda de ropa, una catedral</p>	<p>Memorise and present two or three sentences describing a high street</p> <p>Manipulate language by changing an element in a sentence</p> <p>Understand that there are cultural differences at Christmas between England and Spain.</p> <p>Use books/ computers/ iPads to research, collect and record information about Christmas in Spain.</p> <p>Join in singing Spanish carols</p> <p>Experimenting with writing (letter to Los Reyes Magos)</p> <p><b>Key vocabulary:</b></p> <p>A la izquierda, a la derecha, en el centro</p> <p>*Notice the vocabulary can vary depends on what children find in their research (iPads, books, dictionaries etc.)</p> <p>Los Reyes Magos, (Melchor, Gaspar y Baltasar), la cabalgata de los Reyes Magos, los regalos, el roscón de reyes, la haba, la carta a los Reyes Magos</p>	<p>Attempt to write sentences from memory</p> <p>Recognise positive and negative statements</p> <p>Read and understand a short paragraph with familiar vocabulary and structures</p> <p><b>Key vocabulary:</b></p> <p>Jugar + sport Jugar al rugby, jugar al tenis, jugar al fútbol, jugar al badminton, jugar al netball bailar, nadar, ver la tele, leer, ir al parque</p> <p>Simple future tense Voy a + hobby/sport No voy a + hobby/sport</p>	<p><b>Key skills:</b></p> <p>Identify strategies for learning vocabulary</p> <p>Find new words in a dictionary and check spellings</p> <p>Pronounce most of key vocabulary accurately</p> <p>Understand and express simple opinions</p> <p>Attempt to write sentences from memory</p> <p>Recognise positive and negative statements</p> <p>Read and understand a short paragraph with familiar vocabulary and structures</p> <p>Develop an understanding of Spanish traditions and customs</p> <p>Use books/ computers/ iPads to research, collect and record information about Easter processions in Spain</p> <p>Experimenting with writing (Diary – a day in the processions)</p>	<p>with accurate pronunciation</p> <p>Make simple sentences and manipulate them by changing some elements Understand and use comparative sentences</p> <p>Appreciate similarities between Spanish and English</p> <p><b>Key vocabulary:</b></p> <p>Los números (0-50) Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta Treinta, cuarenta, cincuenta</p> <p>Note that afterwards (treinta, cuarenta and cincuenta) use “y” then the numbers from 1 to 9 e.g. Treinta y uno, treinta y dos, treinta y tres etc. so, the numbers are formed using three words.</p> <p>El comparativo ...más que... more than</p>	<p>Listen to and understand a native speaker expressing likes and dislikes</p> <p>Attempt to write sentences from memory</p> <p>Extend basic sentences using connectives e.g. And- y But-pero</p> <p>Recognise positive and negative statements</p> <p>Read and understand a short paragraph with familiar vocabulary and structures</p> <p>Recognise that some words occur in both English and Spanish although they may sound different- e.g. El chocolate</p> <p><b>Key vocabulary:</b></p> <p>*Notice the vocabulary can vary depends on what children find in the dictionary</p> <p>El pan, el arroz, la pasta, las patatas, el jamón, el pescado, el queso, el agua, el yogur, el chocolate, el helado, el pastel, las galletas, las patatas fritas, las patatas fritas de bolsa,</p>
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				<p><b>Key vocabulary:</b></p> <p>Jugar + sport  jugar al rugby, jugar al tenis, jugar al fútbol, jugar al badminton, jugar al netball</p> <p>bailar, nadar, comer en un restaurante, leer, ver la tele, ir al parque</p> <p>Me gusta, me encanta, no me gusta, detesto, odio</p> <p>Los números 0-50  Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta</p> <p>Treinta, cuarenta, cincuenta</p> <p>Note that afterwards (treinta, cuarenta and cincuenta) use “y” then the numbers from 1 to 9 e.g. Treinta y uno, treinta y dos, treinta y tres etc. so, the numbers are formed using three words.</p>	<p>...menos que... less than e.g. Cincuenta es más que cuarenta y cuatro.</p>	<p>las zanahorias, los guisantes, la ensalada</p>
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				<p>*Notice the vocabulary can vary depends on what children find in their research (IPads, books, dictionaries etc.)</p> <p>Semana Santa, los capirotos, los nazarenos, los marrajos, las saetas, los caramelos, las procesiones, los tronos, las flores, la gente, los churros con chocolate</p>		
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 6</b>  <i>*Please see footnotes at the end.</i></p>	<p><b>Topic Title:</b></p> <p>Food- Spanish Breakfast</p> <p><b>Key Knowledge:</b></p> <p>To understand and say the name of different types of breakfast food/drink with accurate pronunciation and recognise these words in written form</p> <p>To take part in a breakfast role-play situation, offering/asking for/ accepting, refusing items in Spanish</p> <p><b>Key skills:</b></p> <p>Consider different types of breakfast here in England and Spain</p>	<p><b>Topic Title:</b></p> <p>Food- Spanish Dessert Navidad</p> <p><b>Key Knowledge:</b></p> <p>To understand and say the name of ingredients to make a Spanish dessert with accurate pronunciation and recognise these words in written form</p> <p>To learn and understand how Christmas is celebrated in Spain. (El Gordo de Navidad)</p> <p><b>Key skills:</b></p> <p>Follow/watch and understand a demonstration in Spanish</p>	<p><b>Topic Title:</b></p> <p>Days of the week Months of the year Weather</p> <p><b>Key Knowledge:</b></p> <p>To give the date in Spanish</p> <p>To understand and say weather conditions with accurate pronunciation and recognise these words in written form</p> <p><b>Key skills:</b></p> <p>Identify the date/weather conditions from an audio recording</p> <p>Use short sentences to give a description of the weather</p>	<p><b>Topic Title:</b></p> <p>Weather Revision Seasons Semana Santa</p> <p><b>Key Knowledge:</b></p> <p>To recap weather vocabulary/phrases</p> <p>To understand and say the name of the seasons of the year with accurate pronunciation and recognise these words in written form</p> <p>To learn and understand how Easter is celebrated in Spain. (Food)</p> <p><b>Key skills:</b></p>	<p><b>Topic Title:</b></p> <p>Say where you live Cardinal Directions</p> <p><b>Key Knowledge:</b></p> <p>To say where you live and state your place (town) with the point of the compass</p> <p><b>Key skills:</b></p> <p>Pronounce key vocabulary accurately</p> <p>Attempt to write sentences from memory</p> <p>Read and understand a short paragraph with familiar vocabulary and structures</p>	<p><b>Topic Title:</b></p> <p>Classroom routines (revision) Classroom objects</p> <p><b>Key Knowledge:</b></p> <p>To answer the register/saying, writing the date/following instructions/describing the weather...</p> <p>To understand and say classroom objects with accurate pronunciation and recognise these words in written form</p> <p>To show/express possession of classroom objects</p> <p><b>Key skills:</b></p>



	<p>Use spoken language during a breakfast role play</p> <p>Develop accuracy in pronunciation and intonation</p> <p><b>Key vocabulary:</b></p> <p>Los cereales con leche, las magdalenas, las galletas María, el chocolate con churros, el zumo de naranja, el chocolate caliente, el café (for adults)</p> <p>¿Quieres? Quisiera... Por favor Gracias No, gracias</p>	<p>of the method of making a dessert</p> <p>Participate in making a dessert</p> <p>Order sentence cards to recreate the method</p> <p>Write a simple shopping list of ingredients to make a dessert</p> <p>Use a dictionary to find words and check spellings</p> <p>Develop accuracy in pronunciation and intonation</p> <p>Develop an understanding of Spanish traditions and customs</p> <p><b>Key vocabulary:</b></p> <p>*Notice the vocabulary can vary depends on the recipe chosen and the ingredients needed</p> <p>e.g. El flan de caramelo La leche, el azúcar, los huevos, el agua</p> <p>*Notice the vocabulary can vary depends on what children find in their research (IPads, books, dictionaries etc.)</p>	<p>Look and listen for visual and aural clues in an audio recording</p> <p>Recap pronunciation of letters- c and ll in Spanish</p> <p><b>Key vocabulary:</b></p> <p>Los días de la semana Lunes, martes, miércoles, jueves, viernes, sábado, domingo</p> <p>Los meses del año Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p> <p>El tiempo Hace calor, hace frío, hace buen tiempo, hace mal tiempo, hace sol, hace viento, hay niebla, está lloviendo, está nevando</p> <p>Quantifiers- mucho, poco</p>	<p>Use a knowledge of pronunciation to make up a rap about weather conditions</p> <p>Use simple sentences to present a mini weather report</p> <p>Write sentences describing the weather in each season</p> <p>Recognise similarities and differences between places, understand that the climate in Spain is very varied</p> <p>Develop an understanding of Spanish traditions and customs</p> <p>Use books/ computers/ IPads to research, collect and record information about traditional Easter cuisine in Spain.</p> <p>Experimenting with writing (design an advert to promote a typical Spanish Easter food product in England)</p> <p><b>Key vocabulary:</b></p> <p>El tiempo Hace calor, hace frío, hace buen tiempo, hace mal tiempo, hace sol, hace</p>	<p>Reorder sentences to form a coherent paragraph</p> <p>Scan a more complex text with unknown language for details</p> <p><b>Key vocabulary:</b></p> <p>Saying where you live Vivo en + town e.g. Vivo en Londres.</p> <p>Los puntos cardinales En el norte, en el sur, en el oeste, en el este</p> <p>Inglaterra- England Londres- London</p> <p>-Vivo en + town + cardinal directions (points of the compass) + de + Inglaterra</p> <p>E.g. Vivo en Southampton, en el sur de Inglaterra.</p>	<p>Reuse previously learned language in a new context</p> <p>Discuss language learning and reflect on how to memorise and recall language</p> <p>Initiate and sustain conversations</p> <p>Pronounce most of key vocabulary accurately</p> <p>Find words in a dictionary and check spellings</p> <p>Take part in a conversation expressing possession, using strategies as appropriate.</p> <p>Listen to and understand a short text about possession of classroom objects</p> <p>Attempt to write sentences from memory Use the phrase structure to express possession</p> <p>Extend basic sentences using connectives e.g. y (and) pero (but)</p> <p>Recognise positive and negative statements</p> <p>Read and understand a short paragraph with</p>
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		El gordo de Navidad, la lotería, los niños de San Idelfonso, la suerte, los premios, el primer premio, el segundo premio etc., el bombo, las bolas		<p>viento, hay niebla, está lloviendo, está nevando</p> <p>Quantifiers- mucho, poco</p> <p>Las estaciones del año El otoño, el invierno, la primavera, el verano</p> <p>En + estacion del año + el tiempo e.g. En + verano + hace calor.</p> <p>Normalmente- normally En general- generally</p> <p>Llueve- it's raining Nieva- it's snowing</p> <p>*Notice the vocabulary can vary depends on what children find in their research (IPads, books, dictionaries etc.)</p> <p>Las torrijas, los pestiños, las monas de Pascua, los buñuelos, las flores fritas, la sopa de ajo, el potaje de Vigilia</p>		<p>familiar vocabulary and structures</p> <p><b>Key vocabulary:</b></p> <p>Notice the vocabulary can vary depends on what children find in the dictionary</p> <p>Un bolígrafo, un lápiz, una goma, un sacapuntas, unas tijeras, un cuaderno, una cartera, un estuche, una regla, los colores, los rotuladores Tienes? – Do you have? Sí – yes</p> <p>La posesión Tengo... I have No tengo... I don't have</p>
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\*Note on key knowledge

The progression plan incorporates the Four areas of learning a foreign language (half termly) in every topic learnt: speaking, listening, reading and writing in which The National Curriculum objectives are presented in line with the KS2 Languages programmes of study where 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.