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

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| **Year 2** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Unit 1: GreetingsUnit 2: Numbers and Animals |  | 1. To learn basic Spanish greetings2. To learn giving your name3. To understand and recall orally numbers 1-104. To learn the nouns for different pets 5. To learn how to say ‘I have…’ and ‘I don’t have…’ with pets6. To learn the nouns for some farm animals7. To learn the numbers 11-15 and how to count animals in Spanish | ¿Cómo te llamas? (What’s your name?)Me llamo… (Mi name is...)¿Cómo estás? (How are you?)Estoy… (I am…)Los números 1-15 (Numbers 1-15)Mascotas (Pets) – perro, gato, conejo, tortuga, pájaro, pez Animales de granja (Farm animals) – caballo, cerdo, vaca, pato, oveja |
| Unit 3: ColoursUnit 4: Christmas |  | 1. To learn nouns for wild animals2. To learn the numbers 11-20 and how to count wild animals in Spanish3. To learn the adjectives of colour4. To learn how to say what colour something is in Spanish5. To learn some key Christmas vocabulary6. To learn about Christmas in Spain7. To make a Spanish Christmas booklet | Animales salvajes (Wild animals) – león, oso, serpiente, elefante, girafa, monoLos números 1-20 (Numbers 1-20)Colores (Colours) – rojo, azul, amarillo, verde, blanco, negroLa Navidad (Christmas) - Papá Noel, un pingüino, un regalo, un reno, un árbol de Navidad, un duende, un muñeco de nieve, una hada, una estrella, una campana |
| **Spring Term** |
| Unit 5: Food and opinionsUnit 6: Stories and songs |  | 1. To lear the words for some fruits2. To learn how to say ‘I love’, ‘I like’ and ‘I don’t like’ with fruits3. To leard words for different food4. To use the vocabulary previously learnt to order a sandwich5. To join in with a song6. To develop the ability to listen attentively to stories with familiar language | Las frutas (Fruits) – naranja, plátano, uva, piña, fresa, manzana, pera, sandía, mango, cerezaMe encanta (I love), Me gusta (I like), No me gusta (I don’t like)Un bocadillo (A sándwich) – pan, mantequilla, jamón, queso, lechuga, tomate, huevo, mayonesa, pepinillo |
| Unit 7: Describing facesUnit 8: My body |  | 1. To learn the parts of the face2. To use words for different sizes in Spanish3. To combine Spanish nouns and adjectives4. To use the size words to describe a face5. To learn the nouns for the main body parts6. To use sizes to describe a body | Mi cara (My face) – ojos, nariz, boca, orejas, peloTamaño (Size) – grande, mediano/a, pequeño/aMi cuerpo (My body) – la cabeza, los hombros, el brazo, el codo, la mano, el dedo, la pierna, la rodilla, el pie |
| **Summer Term** |
| Unit 9: Numbers 1-30Unit 10: Home |  | 1. To recall orally the numbers 1-202. To learn how to count up tp 30 in Spanish3. To learn the nouns for some family members4. To recall how to say ‘I have…’ and ‘I don’t have…’ and to use it to describe my family5. To learn nouns for different rooms of the house6. To use numbers and sizes to describe house items | Los números 1-30 (Numbers 1-30)La familia (Family) – madre, padre, hermano/a, abuelo/aTengo un/una… (I have a…), no tengo… (I don’t have…)Mi casa (My house) – la cocina, el comedor, el salón, la habitación, el baño, el jardín, el garaje |
| Unit 11: Colours (II)Unit 12: HolidayRevision |  | 1. To recall the main colours in Spanish2. To learn the remaining colours3. To learn holiday vocabulary4. To learn weather expressions in Spanish5. To recall the vocabulary learnt in previous lessons6. To play games to reinforce Spanish expressions7. To make a Spanish summer booklet | Colores (Colours) – rojo, azul, amarillo, verde, blanco, negro, gris, marrón, naranja, morado, plata, oro, multicolorEl tiempo (Weather) – Hace frío, hace calor, hace sol, llueve, nievaVacaciones (Holiday) – la maleta, la toalla, el bañador, el sombrero, las chanclas |

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| **Year 3** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Unit 1: Greetings and Vowel soundsUnit 2: Numbers and AgeUnit 3: My pencil case | Listen attentively to spoken language and show understanding by joining in and respondingEngage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and helpSpeak in sentences, using familiar vocabulary, phrases and basic language structuresDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | 1. To review basic greetings and giving your name2. To learn the key phonics vowel words3. To understand and recall orally the numbers 1-304. To ask how old someone is and give your own age5. To learn the nouns for items in a pencil case6. To ask, ‘Do you have…?’ and to respond ‘Yes, I have…/No, I don’t have…’7. To ask, ‘What do you have in your pencil case?’ and to respond | ¿Cómo te llamas? (What’s your name?)Me llamo… (Mi name is...)¿Cómo estás? (How are you?)Estoy… (I am…)Los números 1-30 (Numbers 1-30)Tengo… años (I am … years old)Mi estuche (My pencil case) - Un bolígrafo, un lápiz, un lápiz de memoria, un sacapuntas, un pegamento, una regla, una goma, unos rotuladores, unas tijeras |
| Unit 4: Consonant SoundsUnit 5: ColoursUnit 6: Christmas | Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsSpeak in sentences, using familiar vocabulary, phrases and basic language structuresDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesAppreciate stories, songs, poems and rhymes in the language | 1. To know the remaining key phonics sound words2. To practice and embed the phonics knowledge3. To recall and practice Spanish colours4. To learn the remaining colours5. To use the colours to say what colour something is6. To learn Spanish Christmas vocabulary7. To learn some key facts about Christmas in Spain | Colores (Colours) – rojo, azul, amarillo, verde, blanco, negro, gris, marrón, naranja, morado, plata, oro, multicolorLa Navidad (Christmas) - Papá Noel, un pingüino, un regalo, un reno, un árbol de Navidad, un duende, un muñeco de nieve, una hada, una estrella, una campana |
| **Spring Term** |
| Unit 7: Our classroomUnit 8: The animals | Speak in sentences, using familiar vocabulary, phrases and basic language structuresUnderstand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter formsListen attentively to spoken language and show understanding by joining in and respondingDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | 1. To learn key classroom language2. To respond to classroom instructions given in Spanish.3. To learn animal nouns4. To learn how to make nouns plural in Spanish5. To learn how to say and use ‘a’, ‘the’ and ‘some’6. To describe animals using colours | Instrucciones en el aula (Classroom instructions) - ¡silencio!, sacad un bolígrafo, un voluntario, abrid los cuadernos, ¡mirad!, brazos cruzados, entregad los cuadernos, ¡escuchad!, escribidAnimales (Animals) - gato, perro, pez, oso, pájaro, pato, caballo, rana, ovejaUn/una, unos/unas, el/la, los/las - a, some, the  |
| Unit 9: Stories and SongsUnit 10: Days of the week and Fruits | Appreciate stories, songs, poems and rhymes in the languageExplore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsSpeak in sentences, using familiar vocabulary, phrases and basic language structuresDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | 1. To join in with Spanish songs2. To develop the ability to listen attentively to stories with familiar and unfamiliar language3. To read along in Spanish4. To learn the names of the days of the week5. To learn the nouns for different fruit6. To use determiners and numbers with fruits | Los días de la semana (The days of the week) - lunes, martes, miércoles, jueves, viernes, sábado, domingoFrutas (Fruits) -una manzana / las manzanasuna pera / las perasuna ciruela / las ciruelasuna fresa / las fresasuna naranja / las naranjas |
| **Summer Term** |
| Unit 11: The Very Hungry Caterpillar | Listen attentively to spoken language and show understanding by joining in and respondingRead carefully and show understanding of words, phrases and simple writingAppreciate stories, songs, poems and rhymes in the languageBroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | 1. To learn food nouns from The Very Hungry Caterpillar story2. To consolidate the new language from previous lessons3. To recall, retain and use food vocabulary4. To listen to and understand a Spanish story5. To identify and write familiar vocabulary from the story6. To develop confidence and memory by retelling the story  | Comida (Food) – un trozo de pastel de chocolate, un pepinillo,un helado, una loncha de queso, una rodaja de salchichón, una piruela, una porción de tarta de frutas, una salchicha, una magdalena, un trozo de sandía |
| Unit 12: At the restaurantRevision | Speak in sentences, using familiar vocabulary, phrases and basic language structuresListen attentively to spoken language and show understanding by joining in and respondingDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesEngage in conversations; ask and answer questions; express opinions and respond to those of others | 1. To learn some new words for food2. To combine new words with the vocabulary learnt in previous lessons3. To ask ‘What would you like?’ and to respond ‘I would like…’ with food words4. To ask and answer from memory5. To perform a restaurant dialogue (role play)6. To recall the vocabulary learnt in this unit7. To reinforce Spanish expressions learnt in Year 3 | Comida snack (Snack food) – una ensalada, una hamburguesa, una limonada, una fruta, unas patatas fritas, un perrito caliente, un helado, un zumo, un bocadillo  |

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| **Year 4** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Unit 1: GreetingsUnit 2: In the classroom Unit 3: Numbers  | Listen attentively to spoken language and show understanding by joining in and respondingEngage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and helpDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesBroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | 1. To revise basic Spanish greetings 2. To recall asking someone’s name and giving your own3. To recall asking someone’s age and giving your own4. To recall instructions in the classroom 5. To give and respond to instructions given in the classroom6. To recall numbers up to 50 7. To learn how to count up to 80 in Spanish | ¿Cómo te llamas? (What’s your name?)Me llamo… (Mi name is...)¿Cómo estás? (How are you?)Estoy… (I am…)Tengo… años (I am … years old)Instrucciones en el aula (Classroom instructions) - ¡silencio!, sacad un bolígrafo, un voluntario, abrid los cuadernos, ¡mirad!, brazos cruzados, entregad los cuadernos, ¡escuchad!, escribidLos números 1-80 (Numbers 1-80) |
| Unit 4: The calendarUnit 5: Christmas | Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materialEngage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and helpAppreciate stories, songs, poems and rhymes in the languageExplore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | 1. To consolidate numbers 1-312. To learn the 12 months of the year3. To ask and answer to ‘What date is it today?’ in Spanish4. To learn the names of the seasons joining in with a Spanish song5. To learn some key Christmas vocabulary6. To learn about Christmas traditions in Spain7. To learn about Christmas traditions in different Spanish speaking countries | Los números 1-31 (Numbers 1-31)Los meses del año (Months of the year) – enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembreFechas (Dates) – ¿Qué día es? (What day is it?), Hoy es... (Today is…)Las estaciones (Seasons) – primavera, verano, otoño, inviernoLa Navidad (Christmas) - Papá Noel, un pingüino, un regalo, un reno, un árbol de Navidad, un duende, un muñeco de nieve, una hada, una estrella, una campana |
| **Spring Term** |
| Unit 6: Happy Birthday! | Listen attentively to spoken language and show understanding by joining in and respondingWrite phrases from memory, and adapt these to create new sentences, to express ideas clearlyAppreciate stories, songs, poems and rhymes in the languageBroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | 1. To learn how to ask for and say your own and other people’s birthdays2. To sing ‘Happy Birthday’ in Spanish and learn different versions of this song3. To learn some birthday celebration vocabulary4. To listen and follow a vide clip with unfamiliar vocabulary5. To use days, months and celebrations vocabulary to make a birthday party invitation6. To learn some typical celebration exclamations in Spanish | Cumpleaños (Birthdays) – ¿Cuándo es tu cumpleños? (When is your birthday?), Mi cumpleaños es… (Mi birthday is…)¡Feliz cumpleaños! (Happy birthday!) - el cumpleaños, una tarjeta, una fiesta, un regalo, un globo, una tarta, los amigos, una pelota, unas flores, el mejor, delicioso, maravilloso, magnífico |
| Unit 7: Shapes and coloursUnit 8: Prepositions of place | Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms Describe people, places, things and actions orally and in writingPresent ideas and information orally to a range of audiencesDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | 1. To learn nouns for shapes2. To combine colours and other adjectives with shapes3. To learn how to describe where things are in a picture4. To use the language previously learn to describe pictures5. To discuss Pablo Picasso’s art using adjectives and shapes6. To create and describe my own picture using shapes | Las formas (Shapes) - un círculo, un triángulo, un cuadrado, un rectángulo, un óvalo, un punto, un ojo, una estrella, una espiral, una estrellaAdjetivos (Adjectives) – rojo, azul, verde, amarillo, morado, marrón, gris, blanco, negro, rosa, naranja, recto/a, curvo/a, pequeño/a, grande, fino/a, grueso/aPreposciones de lugar (Prepositions of place) – arriba, abajo, a la izquierda, a la derecha, en el centro, encima de, debajo de, entre, delante, detrás |
| **Summer Term** |
| Unit 9: My body Unit 10: Family | Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materialWrite phrases from memory, and adapt these to create new sentences, to express ideas clearlyDescribe people, places, things and actions orally and in writing | 1. To learn nouns for the parts of the face2. To combine adjectives and nouns to describe faces3. To learn some words for parts of the body4. To design and describe a monster picture5. To learn nouns for family members in Spanish6. To use the vocabulary learnt this term to describe different family members | Las partes de la cara (Parts of the face) – los ojos, el pelo, los dientes, la cabeza, la cara, la nariz, la boca, las orejas Las partes del cuerpo (Parts of the body) – la cabeza, los hombros, el brazo, el codo, la mano, el dedo, la pierna, la rodilla, el pie, el estómagoLa familia (Family) – la madre, el padre, el hermano, la hermana, el abuelo, la abuela, el perro, el gato |
| Unit 11: The Spanish alphabetUnit 12: Describing people | Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesUnderstand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms Write phrases from memory, and adapt these to create new sentences, to express ideas clearlyDescribe people, places, things and actions orally and in writing | 1. To learn the Spanish alphabet2. To use the alphabet to spell names in Spanish3. To ask and answer ‘Do you have any pets/siblings?’, ‘What are they called?’ and ‘How do you spell it?’ using the alphabet4. To learn adjectives to describe hair colour, length and shape and eye colour.5. To use the language learn on previous lessons for describing his/her hair and eyes6. To write my own physical description7. To use the language from this and previous terms to describe a famous family | El abecedario Español (The Spanish alphabet)Hermanos y mascotas (Siblings and pets) – ¿Tienes..? (Do you have..?), ¿Cómo se llama? (What is he/she called?, ¿Cómo se escribe? (How do you spell that?"Ojos y pelo (Hair and eyes) – Tengo los ojos... azules/verdes/grises/negros/marrones. Tengo el pelo... largo/corto/liso/rizado/ondulado/rubio/castaño/marrón/negro/rojo |

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| **Year 5** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Unit 1: Why learn Spanish?Unit 2: Greetings and DateUnit 3: Question words | Listen attentively to spoken language and show understanding by joining in and respondingEngage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and helpDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesBroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | 1. To get pupils to think about why Spanish is an important language to learn2. To revise basic Spanish greetings, asking someone’s name and age and giving your own3. To review numbers 1-31, days of the week and months of the year4. To recall numbers up to 50 5. To learn how to count up to 100 in Spanish6. To introduce Spanish question words ‘Where’, ‘When’, ‘Who’, ‘What’, ‘Which’, ‘How’, ‘How many’ and ‘How much’7. To use question words within different situations | Saludos (Greetings) - ¿Cómo te llamas? (What’s your name?), Me llamo… (Mi name is...), ¿Cómo estás? (How are you?), Estoy… (I am…), Tengo… años (I am … years old)Fechas (Dates) – ¿Qué día es? (What day is it?), Hoy es... (Today is…)Los números 1-100 (Numbers 1-100)Palabras interrogativas (Question words) – ¿Cómo?, ¿Qué?, ¿Dónde?, ¿Cuándo?, ¿Quién?, ¿Con quién?, ¿Cuánto?, ¿Cuántos?, ¿Cuál? |
| Unit 4: Describing people Unit 5: Family | Write phrases from memory, and adapt these to create new sentences, to express ideas clearlyPresent ideas and information orally to a range of audiencesAppreciate stories, songs, poems and rhymes in the languageDescribe people, places, things and actions orally and in writing | 1. To learn adjectives to describe hair colour, length and shape and eye colour.2. To use the language learn on previous lessons for describing his/her hair and eyes3. To write my own description4. To understand and reflect what someone looks like when listening to descriptions in Spanish 5. To listen and follow the story of The Giant Turnip in Spanish6. To understand and re-tell the story with actions7. To use the language from this and previous terms to describe a famous family | Ojos y pelo (Hair and eyes) – Tengo los ojos... azules/verdes/grises/negros/marrones. Tengo el pelo... largo/corto/liso/rizado/ondulado/rubio/castaño/marrón/negro/rojoEl nabo gigante (The Giant Turnip) – el padre, la madre, el hermano, la hermana, el perro, el gato, el ratón, planta(n), llega, un día, luego, después, al final |
| **Spring Term** |
| Unit 6: The timeUnit 7: Breakfast | Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and helpSpeak in sentences, using familiar vocabulary, phrases and basic language structuresUnderstand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs and how to apply these | 1. To revise and extend knowledge of the numbers needed to tell the time2. To learn how to ask for and give the time: o´clock, quarter past, half-past and quarter to.3. To learn how to ask for and give the remaining times: five past, ten past, five to, ten to…4. To say what time I and other people’s have breakfast5. To describe what I usually have for breakfast6. To learn about typical breakfast in Spanish-speaking countries | La tabla del 5 (The 5x table) – cinco, diez, quince, veinte, veinticinco, treinta, treinta y cinco, cuarenta, cuarenta y cinco, cincuentaLa hora (Time) – ¿Qué hora es? (What time is it?), es la una / son las... (It's one o'clock, It's … o'clock)"El desayuno (Breakfast) – ¿A qué hora desayunas? (What time do you have breakfast?), ¿Qué desayunas? (What do you have for breakfast?),  |
| Unit 8: OpinionsUnit 9: What do you have for breakfast? | Listen attentively to spoken language and show understanding by joining in and respondingWrite phrases from memory, and adapt these to create new sentences, to express ideas clearlyUnderstand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs and how to apply theseBroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | 1. To learn how to communicate likes and dislikes in Spanish and to consolidate new language when giving opinions2. To learn how to use different pronouns with the regular -AR verb ‘Desayunar’3. To write short sentences about what different people have for breakfast4. To learn how to say ‘I prefer…’ and what I eat and drink for lunch on different days of the week.5. To use 3 different verbs associated with 3 different meals (breakfast, lunch and dinner) to say what I eat and what time I eat6. To use expressions of frequency to add detail | Opiniones (Opinions) – Me gusta/n (I like), No me gusta/n (I don't like), Me encanta/n (I love), OdioVerbo ‘Desayunar’ (Verb To have for breakfast) – (yo) desayuno, (tú) desayunas, (él / ella) desayuna, (nosotros) desayunamos, (vosotros) desayunáis, (ellos / ellas) desayunanEl desayuno (Breakfast) – Desayuno (I have for breakfast)... un yogur, cereales, pan, una tostada, fruta, mantequilla, mermelada, leche, té, café, chocolate caliente, zumo de naranjaMi comida (My lunch) – ¿A qué hora comes en el colegio? (What time do you have lunch in school?), ¿Qué prefieres? (What do you prefer?), comida del cole / comida de casa (School dinners / packed lunch), Prefiero… (I prefer...),Expressiones de frecuencia (Frequency words) –siempre (always), normalmente (usually), a veces (sometimes), nunca (never) |
| **Summer Term** |
| Unit 10: Eating habitsUnit 11: Sports and opinions | Speak in sentences, using familiar vocabulary, phrases and basic language structuresDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesPresent ideas and information orally to a range of audiencesUnderstand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs how to apply these, for instance, to build sentences | 1. To practise the use of -AR and -ER regular verbs with different pronouns2. To build sentences using verbs, time expressions and food items3. To ask for and give opinions about sports4. To talk about the sports you know how to do and to use two key verbs in the present tense when doing so5. To learn expressions of frequency to say how often you do different sports6. To write and adapt sentences to describe the sports you do and when you do them | Deportes (Sports) ¿Te gusta…? (Do you like…?, el fútbol, el rugby, el ciclismo, el tenis, el esquí, el atletismo, la natación, la gimnasiaJuego al… (I play…)Practico… (I do…)Expressiones de frecuencia (Frequency words) –siempre (always), normalmente (usually), a veces (sometimes), nunca (never) |
| Unit 12: Music and Movement | Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materialPresent ideas and information orally to a range of audiencesSpeak in sentences, using familiar vocabulary, phrases and basic language structuresDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | 1. To learn the Spanish pronouns2. To learn the 6 verb endings and see the formal layout of a verb table3. To use the different parts of the verb ‘Practicar’ to talk about the actions of others4. To use verbs to give instructions5. To extend the range of language to give different levels of likes and dislikes6. To use the verbs ‘Gustar’ and ‘Encantar’ with singular and plural nouns7. To identify different types of music and give opinions | Verbo ‘Practicar’ (Verb ‘To do’) – (yo) practico, (tú) practicas, (él / ella) practica, (nosotros) practicamos, (vosotros) practicáis, (ellos / ellas) practican"Instrucciones de movimiento (Movement instructions) – Dad la vuelta, ¡Saltad!, dad un paso a la derecha, tocad los pies, poned las manos arriba, dad un paso a la izquierda, poned las manos abajoTipos de música (Tyes of music) – el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicionalEn mi opinión... (In my opinión...)Pienso que… (I think that…) |

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| **Year 6** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** |
| Unit 1: Greetings and DatesUnit 2: Question wordsUnit 3: Eating habits | Listen attentively to spoken language and show understanding by joining in and respondingEngage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and helpDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesBroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material | 1. To review basic greetings and Spanish dates2. To use Spanish question words ‘Where’, ‘When’, ‘Who’, ‘What’, ‘Which’, ‘How’, ‘How many’ and ‘How much’3. To learn how to say ‘I prefer…’ and what I eat and drink for lunch on different days of the week.4. To use 3 different verbs associated with 3 different meals (breakfast, lunch and dinner) to say what I eat and what time I eat5. To use expressions of frequency to add detail6. To practise the use of -AR and -ER regular verbs with different pronouns7. To build sentences using verbs, time expressions and food items | Saludos (Greetings) - ¿Cómo te llamas? (What’s your name?), Me llamo… (Mi name is...), ¿Cómo estás? (How are you?), Estoy… (I am…), Tengo… años (I am … years old)Fechas (Dates) – ¿Qué día es? (What day is it?), Hoy es... (Today is…)Palabras interrogativas (Question words) – ¿Cómo?, ¿Qué?, ¿Dónde?, ¿Cuándo?, ¿Quién?, ¿Con quién?, ¿Cuánto?, ¿Cuántos?, ¿Cuál?Mi comida (My lunch) – ¿A qué hora comes en el colegio? (What time do you have lunch in school?), ¿Qué prefieres? (What do you prefer?), comida del cole / comida de casa (School dinners / packed lunch), Prefiero… (I prefer...),Expressiones de frecuencia (Frequency words) –siempre (always), normalmente (usually), a veces (sometimes), nunca (never) |
| Unit 4: Sports and Opinions | Speak in sentences, using familiar vocabulary, phrases and basic language structuresDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesPresent ideas and information orally to a range of audiencesUnderstand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs how to apply these, for instance, to build sentences | 1. To ask for and give opinions about sports2. To talk about the sports you know how to do and to use two key verbs in the present tense when doing so3. To learn expressions of frequency to say how often you do different sports4. To write and adapt sentences to describe the sports you do and when you do them5. To learn the Spanish pronouns6. To learn the 6 verb endings and see the formal layout of a verb table7. To use the different parts of the verb ‘Practicar’ to talk about the actions of others | Deportes (Sports) ¿Te gusta…? (Do you like…?, el fútbol, el rugby, el ciclismo, el tenis, el esquí, el atletismo, la natación, la gimnasiaJuego al… (I play…)Practico… (I do…)Expressiones de frecuencia (Frequency words) – siempre (always), normalmente (usually), a veces (sometimes), nunca (never)Verbo ‘Practicar’ (Verb ‘To do’) – (yo) practico, (tú) practicas, (él / ella) practica, (nosotros) practicamos, (vosotros) practicáis, (ellos / ellas) practican" |
| **Spring Term** |
| Unit 5: Music and Movement | Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesBroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionaryAppreciate stories, songs, poems and rhymes in the language | 1. To use verbs to give instructions2. To extend the range of language to give different levels of likes and dislikes3. To use the verbs ‘Gustar’ and ‘Encantar’ with singular and plural nouns4. To identify different types of music and give opinions5. To look up new nouns to check for meaning using an online dictionary6. To listen and understand (and join in with) the Spanish version of a popular children's song. | Instrucciones de movimiento (Movement instructions) – Dad la vuelta, ¡Saltad!, dad un paso a la derecha, tocad los pies, poned las manos arriba, dad un paso a la izquierda, poned las manos abajoTipos de música (Tyes of music) – el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicionalEn mi opinión... (In my opinión...)Pienso que… (I think that…) |
| Unit 6: Musical instruments and Opinions | Listen attentively to spoken language and show understanding by joining in and respondingExplore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsEngage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and helpPresent ideas and information orally to a range of audiences | 1. To ask about and say which instrument you play2. To learn some new adjectives to describe instruments3. To use adjectives to give reasons for liking / disliking music or instruments4. To practise dialogues asking and answering questions about music and instruments5. To use language learnt for a new purpose6. To develop confidence in performance and develop memory skills  | Instrumentos musicales (Musical instruments) – el teclado, el piano, el saxófono, el tambor, el cajón, la flauta, la batería, la trompeta, la guitarra, la zampoña¿Qué instrumento tocas? (What instrument do you play?)¿Qué instrumento sabes tocar? (What instrument can you play?)¿Te gusta…? (Do you like…?)¿Por qué te gusta..? (Why do you like...?)Porque es (because it is…) + adjective  |
| **Summer Term** |
| Unit 7: WeatherUnit 8: Countries and flagsUnit 9: Europe | Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs how to apply these, for instance, to build sentencesSpeak in sentences, using familiar vocabulary, phrases and basic language structuresWrite phrases from memory, and adapt these to create new sentences, to express ideas clearly | 1. To describe a variety of weathers in the present tense2. To use the language of weather to describe typical climates in different places3. To combine weather vocabulary with familiar expressions of frequency4. To learn the Spanish names of five countries and describe their flags5. To revise adjectival agreement6. To learn some key vocabulary to describe why countries are well-known | El tiempo (Weather) – ¿Qué tiempo hace? (What's the weather like?), hace buen tiempo, hace calor, hace frío, hace mal tiempo, hace sol, hace viento, hay niebla, hay tormenta, llueve, nievaPaíses (Countries) – ¿Qué país es? (What country is it?), el país / los países, Inglaterra, Alemania, Francia, España, Irlanda¿De qué color es la bandera? (What colour is the flag)¿Por qué son famosos estos países? (What are these countries famous for?) – las patatas, la lluvia, el baile irlandés, el té, pescado y patatas fritas, la familia real, las salchichas, los coches, la cerveza, el queso, el pan, el vino, el flamenco, la playa, el sol |
| Unit 10: Spain | Describe people, places, things and actions orally and in writingListen 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 wordsEngage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | 1. To learn some key language to describe features of Spain2. To learn how to say and use ‘a lot’ and ‘many’3. To read and understand a text about Spain with some unfamiliar language4. To become more confident with using ‘mucho’5. To work out from visual and textual clues the meaning of new words6. To pronounce accurately new words from a text7. To say exactly where you live | España (Spain) – un río/muchos ríos, un puerto/muchos puertos, un aeropuerto/muchos aeropuertos, una playa/muchas playas, una montaña/muchas montañasDescribir España (Describing Spain) – la ciudad/las ciudades, Bilbao, Pamplona, Barcelona, Madrid, Valencia, Granada, Cádiz¿Dónde vives? (Where do you live?)Vivo en… (I live in...) |