



St Mary's Catholic Academy Spanish Progression – Knowledge, Skills and Vocabulary



	Knowledge	Skills	Vocabulary
YEAR 3 ADVENT	<ul style="list-style-type: none"> Learn key phonics vowel words Learn basic greetings and giving your name To learn numbers 1-10 Learn how to ask how old someone is and give own age Practise and embed the phonics knowledge Know how to use the question '¿Tienes? (Do you have?) in a game Learn names of items in a pencil case Embed the pencil case nouns by learning how to ask 'Do you have a..?' and respond, and 'What do you have in your pencil case?' Practise the sound-writing relationship Learn key facts about Christmas in Spain and make a Christmas card. Learn a Spanish Christmas song 	<p>L1) Listen attentively and show understanding by joining in and responding KS2 i</p> <ul style="list-style-type: none"> Respond confidently to greetings, register, classroom instructions, phonics <p>(L2) Link the spelling, sound and meaning of words (KS2ii)</p> <ul style="list-style-type: none"> Apply phonics knowledge to <i>Dr Seuss rhyming story (molillo, bolsillo), Oso Pardo story, tongue twisters and Veo veo game</i> <p>Ask and answer questions (Ks2iii)</p> <ul style="list-style-type: none"> Answer questions, including greetings, names, ages, how are you today, what is your favourite (animal) <p>Ask for clarification and help (KS2iii)</p> <ul style="list-style-type: none"> Signal a problem: Señor(a), tengo un problema <p>Speak in sentences (KS2iv)</p> <ul style="list-style-type: none"> Use the verb forms tengo (no tengo), es (no es), son, hay (no hay) + nouns + adjectives in the context of animals and pencil case items to form simple sentences. Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. Say what your favourite ... is <p>Describe people, places, things and actions orally (to a range of audiences) (KS2vi)</p> <ul style="list-style-type: none"> Describe animals with colours Choral re-telling of stories, pair work, group work, assemblies Re-tell the Hungry Caterpillar story 	<p>Phonics - las vocales A - araña, E - elefante, I - idea, O - olvidar, U – universe</p> <p>Greetings Hola ¿Cómo te llamas? Me llamo..... ¿Cómo estás muy bien, gracias, estupendo, bien, regular, mal, fatal</p> <p>Los números 1-10 (un), uno, una dos tres cuatro cinco seis siete ocho nueve diez</p> <p>1-10 and giving age ¿Cuántos años tienes? Tengo ... años.</p> <p>Phonics (2) CA - casa, CE - cerdo, CI - ciclista, CO - coche, CU - cucaracha GA - gato, GE - gemelo, GI - gimnasia, GO - gol, GU - gusano, GUE - guepardo, GUI - guitarra J - jota, H - hamburguesa, ñ - España, Z - zumo, LL – llave</p> <p>¿Tienes? Sí, tengo. No, no tengo.</p> <p>Pencil case un estuche un bolígrafo un lápiz un lápiz de memoria un sacapuntas un bote de pegamento una regla</p>



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YEAR 3 ADVENT <i>continued</i>			una goma (unos rotuladores unas tijeras (¿Tienes un/una...? Sí, No ¿Qué tienes en tu estuche? En mi estuche, tengo La Navidad en España
YEAR3 LENT	<ul style="list-style-type: none"> • To learn some key classroom language. • To learn 9 new nouns - animals - (with the indefinite article) • To learn how to make nouns plural in Spanish • To learn how to say 'a' and 'some' • To learn the adjectives of colour • To listen and read along • To know how to describe animals using colours • To join in with a song • To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language 	<p>Read and show understanding of words, phrases and simple texts</p> <ul style="list-style-type: none"> • Match sound to text with familiar words, • Read familiar words with good pronunciation • Identify rhyming words • Decode words in simple sentences ('find the word for' activities) • Identify if simple phrases are true or false <p>Appreciate stories, songs, poems and rhymes in the language</p> <ul style="list-style-type: none"> • Join in confidently with the Hola song, Los sustantivos song, Veo veo song/game, Oso pardo story, Mochila azul story/video, tongue twisters, Old Macdonald song <p>Read aloud with accurate pronunciation</p> <ul style="list-style-type: none"> • Confident use of phonic key sounds to read aloud familiar words within short texts • More able learners will already start to apply phonic links when reading new words aloud, for example when using the Hungry Caterpillar story text <p>Understand new words that are introduced into familiar written material</p> <ul style="list-style-type: none"> • Read and listen to stories, rhymes, songs and videos with language beyond level of active production <i>Numbers / Days of the week / food items in Hungry Caterpillar story</i> <p>Write words and phrases from memory</p> <ul style="list-style-type: none"> • Write simple sentences e.g. Tengo un caballo blanco with reasonable accuracy from short-term memory. 	<p>Classroom language</p> <p>¡Silencio! ¡Sacad un bolígrafo! ¡Un voluntario! ¡Abrid los cuadernos! ¡Mirad! ¡Brazos cruzados! ¡Entregad los cuadernos! ¡Escuchad! ¡Escribid!</p> <p>Colours</p> <p>azul , rojo blanco negro verde amarillo , pardo morado</p> <p>Animals</p> <p>un gato un perro un pez un oso un pájaro un pato un caballo una rana una oveja Es un/una Unos/unas</p> <p>Simple connectives</p> <p>y pero tambien</p>



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<p>YEAR3 LENT <i>continued</i></p>		<p>Adapt phrases to create new sentences</p> <ul style="list-style-type: none"> Substitute and adapt noun-adjective collocations in simple sentences (<i>using Oso Pardo story</i>) to change colour – animal combinations in sentences with Tengo / Es un/una... Include simple connectives 'y' and 'pero' <i>More able may begin to use 'también' (also).</i> <p>Describe people, places, things and actions in writing</p> <ul style="list-style-type: none"> Describe animals with colours Write a mini-book 	
<p>YEAR 3 PENTECOST</p> <p>YEAR 3 PENTECOST <i>continued</i></p>	<ul style="list-style-type: none"> To learn nouns for different fruit To learn the names of the days of the week To learn food nouns from the Hungry Caterpillar story To consolidate the new language from lessons 1,2,3 To listen to and understand a Spanish story To develop confidence and memory by retelling the HC story To use knowledge of colours to design and describe a butterfly 	<p>Gender of nouns - definite and indefinite articles</p> <ul style="list-style-type: none"> Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (<i>exposure to definite articles and plural indefinites</i>) <p>Singular and plural forms of nouns</p> <ul style="list-style-type: none"> Form plural nouns <p>Adjectives (place and agreement)</p> <ul style="list-style-type: none"> Develop use of adjectival positioning and adjectival agreement (active use of regular singular forms) <p>Conjugation of key verbs (and making verbs negative)</p> <ul style="list-style-type: none"> Use tengo, es, hay, son accurately <p>Connectives and qualifiers, adverbs of time, prepositions of place</p> <ul style="list-style-type: none"> Use connectives – y, pero, (también) <ul style="list-style-type: none"> To write individual words from memory Use connectives – y, pero, (también) Ask and answer questions Speak in simple sentences 	<p>La oruga hambrienta (hungry caterpillar) - la fruta una manzana / las manzanas una pera / las peras una ciruela / las ciruelas una fresa / las fresas una naranja / las naranjas</p> <p>Days of the week los días de la semana - lunes, martes, miércoles, jueves, viernes, sábado, domingo</p> <p>Food from the story un trozo de pastel de chocolate un pepino 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</p>



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	<ul style="list-style-type: none"> To learn some words for snacks To learn how to ask 'What do you want?' and respond 'I want' in café situation To know how to ask / answer from memory Perform and record group café dialogues 		<p>Es/Hay</p> <p>Cafe una ensalada una hamburguesa una limonada una fruta unas patatas fritas un perrito caliente un helado un zumo un bocadillo</p> <p>¿Qué quieres? Quiero un / una Por favor Aquí tienes Gracias De nada</p>
YEAR 4 ADVENT	<ul style="list-style-type: none"> To revise key language of the classroom and basic greetings To revise numbers 1-10 and days of the week To learn numbers 11 - 31 To consolidate numbers 1-31 To learn the months of the year To know how to ask and answer 'What date is it today?' To learn the names of the seasons To join in with a Spanish song 	<ul style="list-style-type: none"> Listen attentively and show understanding by joining in and responding KS2i <ul style="list-style-type: none"> Ask and answer questions confidently about birthdays, ages, dates, time, times tables and simple calculations Link the spelling, sound and meaning of words (KS2ii) <ul style="list-style-type: none"> Develop phonics knowledge and confidence through: days in the month rhyme, Christmas songs Ask and answer questions (KS2iii) <ul style="list-style-type: none"> Ask / answer questions about birthdays, ages, dates, times, simple maths Express opinions and respond to those of others (KS2iii) <ul style="list-style-type: none"> Use: En mi opinión (In my opinion), Pienso que (I think that) Ask for clarification and help KS2iii <ul style="list-style-type: none"> Signal a problem: Señor(a), tengo un problema Ask for help: ¿Puede ayudarme? Speak in sentences KS2iv <ul style="list-style-type: none"> Use these sentence structures: Mi cumpleaños es el...de.. / Son las dos – es la una / Hoy es el ...de... (Ayer fue el...de... - Mañana 	<p>Numbers 1-31 + revision days of the week once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno</p> <p>Numbers 1-31 + months los meses - enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p> <p>Months + dates ¿Qué día es (hoy)? Hoy es martes. ¿Qué fecha es (hoy)?</p> <p>Seasons el verano, el invierno, el otoño, la primavera</p>



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YEAR 4 ADVENT <i>continued</i>	<ul style="list-style-type: none"> To learn how to ask for and say your birthday To learn to sing Happy Birthday in Spanish To listen and follow a video clip with unfamiliar vocabulary To learn some typical exclamations in Spanish Make a birthday party invitation using language of days, dates, and celebrations To learn about a typical celebratory custom from Mexico To learn new Christmas vocabulary To learn a Christmas song 	<p style="text-align: center;">será el ...de...)Empieza a las... / Termina a las...Es / No esTiene / No tieneHay / No hay</p> <p>Describe people, places, things and actions orally (to a range of audiences) KS2vi</p> <ul style="list-style-type: none"> Describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others <p>Appreciate stories, songs, poems and rhymes in the language</p> <ul style="list-style-type: none"> Sing along with numbers song, birthday and Christmas songs, Pocoyo video episodes, months / days rhymes KS2viii 	<p>Birthday Cuando es tu cumpleaños? Mi cumpleaños es... ¡Feliz Cumpleaños! ¡Felicidades! el cumpleaños una tarjeta una fiesta un regalo un globo una tarta los amigos una pelota una flor (flores) el major delicioso maravilloso magnífico</p> <p>Responding to a video story ¡Qué lastima! ¡Qué horror! ¡Oye! ¡Mira! ¡Vamos! ¡Vale!</p> <p>Christmas La Navidad Papá Noel un pinguino un regalo un reno un árbol de Navidad un duende un muñeco de nieve una hada una estrella una campana</p>
YEAR 4 LENT	<ul style="list-style-type: none"> To learn the words for key shapes To combine colour and other adjectives with shapes To learn how to describe where things are in a picture 	<p>Read and show understanding of words, phrases and simple texts KS2vii</p> <ul style="list-style-type: none"> Read and show understanding of <i>Spot the Dog</i> story, <i>Perritos</i> Read and understand details on birthday invitations, diary entries and list of things to do (to prepare for a party) <p>Appreciate stories, songs, poems and rhymes in the language KS2viii</p> <ul style="list-style-type: none"> Numbers song, birthday and Christmas songs, Pocoyo video episodes, months / days rhymes Numbers 	<p>Shapes un círculo un triángulo un cuadrado un rectángulo un óvalo un punto un ojo una estrella una espiral una estrella</p> <p>Shapes & colours colours - rojo, azul, verde, amarillo, violeta, marrón, gris, blanco, negro,</p>



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YEAR 4 LENT <i>continued</i>	<ul style="list-style-type: none"> To create own picture and describe it To learn the nouns for parts of the face To combine adjectives and nouns to describe faces To learn the nouns for parts of the body To design and describe a monster picture 	<p>Read aloud with accurate pronunciation KS2v</p> <ul style="list-style-type: none"> Read and say numbers Read and add questioning intonation <p>Understand new words that are introduced into familiar written material KS2ix</p> <ul style="list-style-type: none"> Understand the following words: Otra vez Todos preparados – qué voy Pocoyo, birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, instructions for making a piñata <p>Write words and phrases from memory KS2x</p> <ul style="list-style-type: none"> Write short exclamations and questions from memory with correct position of punctuation marks in questions (and exclamations Write ' My birthday es on the ... of ...' from memory with accurate spelling. <p>Adapt phrases to create new sentences KS2 x</p> <ul style="list-style-type: none"> Create birthday and Christmas cards Plan and write party invitations including time / date /, making plans for a party (to do list) - using 'Voy a + verbs' <p>Describe people, places, things and actions in writing gender of nouns - definite and indefinite articles KS2 xii</p> <ul style="list-style-type: none"> Revision – colours and numbers Describe Mr Men / Little Miss characters Write description of pictures/paintings in terms of shapes and their position Describe emotions – happy, sad Describe hair / eyes of self and others Write birthday cards and design invitations 	<p>rosa, naranja, recto, curvo, pequeño, grande, fino, grueso</p> <p>Prepositions of place - describing pictures Arriba Abajo A la izquierda A la derecha En el centro encima de debajo de</p> <p>Parts of the face un ojo/ los ojos, el pelo , el diente/los dientes, la cabeza, la cara, la nariz, la boca, la oreja / las orejas,</p> <p>Parts of the body la mano la pierna la garganta la espalda la rodilla el estómago el brazo el pie</p>
YEAR 4 PENTECOST	<ul style="list-style-type: none"> To learn nouns for family members To learn the alphabet and use it to spell names 	<p>Gender of nouns - definite and indefinite articles KS2xii</p> <ul style="list-style-type: none"> Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural <p>Singular and plural forms of nouns KS2xii</p> <ul style="list-style-type: none"> Use of plural nouns 	<p>Nouns for family members un hermano una hermana una madre un padre los padres un abuelo una abuela</p>



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	<ul style="list-style-type: none"> To learn how to ask and answer 'Do you have?' 'What is s/he called?' and 'How do you spell that?' To learn adjectives for describing hair & eyes To use language to describe his/her hair and eyes To listen to and follow the story of the Giant Turnip To re-tell the story with actions To use the language from this term to describe an invented or famous family 	<p>Adjectives (place and agreement) KS2 ix and xi</p> <ul style="list-style-type: none"> Use adjectives (agreement and position) with more confidence <p>Conjugate key verbs (and making verbs negative) KS2xii</p> <ul style="list-style-type: none"> Create greater variety of sentences using the key verb forms from Y3. Use tiene (3rd person tener) and está (3rd person estar) Retell story with 3rd person AR verbs (non-explicit focus) Use future tense (Voy a + infinitive verb), infinitives <p>Connectives and qualifiers, adverbs of time, prepositions of place KS2xi</p> <ul style="list-style-type: none"> Use sequencers - un día, luego, después al final Use prepositions of place (arriba, encima de etc..) 	<p>Alphabet introduction A - a, B - bé, C - thé, D - dé, E - é, F - effé, G - jé, H - aché, I - ee, J - jota, K - ka, L - ellé, M - emé, N - ené, O - o, P - pé, Q - koo, R - erré, S - esé, T - té, U - ubé, W - ubé doblé, X - ekeys, Y - yé, Z – theta</p> <p>Siblings & pets ¿Tienes..? ¿Cómo se llama? ¿Cómo se escribe?</p> <p>Describing hair & eyes Tengo los ojos azules, verdes, grises, negros, marrones</p> <p>el pelo largo, corto, mediano, liso, rizado, ondulado, rubio, moreno, castaño, marrón, negro, rojo</p> <p>Storytelling - the giant turnip el nabo gigante el padre, la madre, el hermano, la hermana, el perro, el gato, el ratón planta(n) roga(n) llega un día luego después al final</p>
YEAR 5 ADVENT	<ul style="list-style-type: none"> To recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn. To revise and extend knowledge of the numbers needed to tell the time 	<p>(L1) Listen attentively and show understanding by joining in and responding (KS2i)</p> <ul style="list-style-type: none"> Understand and respond to a specific range of classroom instructions <p>Link the spelling, sound and meaning of words KS2ii</p> <ul style="list-style-type: none"> Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge 	<p>Classroom language ¿Cómo? ¿Qué? ¿Dónde? ¿Cuándo? ¿Quién? ¿Con quién? ¿Cuánto? ¿Cuántos? ¿Cuál?</p> <p>5 x table + song cinco, diez, quince, veinte, veinticinco, treinta, treinta y cinco, cuarenta, cuarenta y cinco, cincuenta</p>



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YEAR 5 ADVENT continued	<ul style="list-style-type: none"> To learn how to ask for and give the time (hour, half and quarter) To consolidate and extend the ability to ask for / give the time To say 'at ... o'clock.' To practise saying what you usually have for breakfast. To learn how to communicate likes and dislikes To consolidate and embed the new language. To learn to use different persons of the regular -AR verb DESAYUNAR. To know how to write short sentences about what different people eat for breakfast. To learn how to say you prefer. To practise saying what you eat and drink for lunch on different days. To practise looking up new nouns in a dictionary. To know the three verbs associated with eating different meals to say what you have for breakfast, lunch and dinner, and times you have them. To know how to use expressions of frequency to add detail. 	<p>Ask and answer questions KS2iii</p> <ul style="list-style-type: none"> Ask/answers questions about times, meals, food likes and dislikes, sports you do, sports you like, instruments you play, why you like things <p>Express opinions and respond to those of others KS2iii</p> <ul style="list-style-type: none"> To be able to ask and answer questions using gustar and preferir in relation to eating and drinking <p>Ask for clarification and help KS2iii</p> <ul style="list-style-type: none"> Signal a problem: Señor(a), tengo un problema Ask for help and give a detail: ¿Puede ayudarme con ... (número 2, el texto, el diccionario)? Ask for other things: ¿Puedo trabajar con Josh? <p>Speak in sentences (KS2iv)</p> <ul style="list-style-type: none"> Say what sports you play using 'Juego al' or 'Practico el/la' and when you do it 'Los lunes juego al fútbol' Express opinions in sentences using ' me gusta(n)' and 'me encanta(n), Give preferences using 'prefiero' and express reasons for opinions using 'porque es/son + adjectives' Say what you eat and drink and when Say what you like to each and drink using 'me gusta comer / beber' Say what you can / know how to do using 'Sé practicar el esquí' <p>Describe people, places, things and actions orally (to a range of audiences) KS2 xi</p> <ul style="list-style-type: none"> Describe actions: eating / drinking at different times, playing sports and instruments 	<p>Asking for & giving the time ¿Qué hora es? Es la una / Son las cinco.</p> <p>Asking for & giving the time ¿Qué hora es? Son las cinco y diez. (Son las cinco menos veinte.</p> <p>Breakfast ¿A qué hora desayunas? ¿Qué desayunas? Desayuno un yogur cereales (los) (cereals), pan (el) una tostada, fruta (la) mantequilla (la), mermelada (la) leche (la), té (el), café (el), chocolate caliente (el), zumo de naranja (el)</p> <p>Familiar foods & opinions (me gusta/no me gusta) Me gusta(n) (No me gusta(n)</p> <p>¿Qué desayunas? (yo) desayuno (tú) desayunas (él / ella) desayuna (nosotros) desayunamos (vosotros) desayunáis (ellos / ellas) desayunan)</p> <p>Packed lunch or school dinners? ¿A qué hora comes en el colegio?</p> <p>¿Qué prefieres? Comida del cole / Comida de casa</p>



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	<ul style="list-style-type: none"> To practise the use of -AR and -ER regular verbs in different persons. To build sentences using verbs, time expressions and food items. 		<p>Mealtimes and expressions of frequency siempre normalmente a veces nunca</p>
<p>YEAR 5 LENT</p> <p>YEAR 5 LENT <i>continued</i></p>	<ul style="list-style-type: none"> To develop use of a dictionary for nouns. To apply phonics knowledge to new language. To ask for and give opinions about sports To talk about the sports you know how to do To know how to use two key verbs in the present tense To talk about the sports you do. To learn expressions of frequency to say how often you do different sports. To write and adapt sentences to describe the sports you do and when you do them To learn the pronouns. To learn the 6 verb endings and see the formal layout of a verb table. To know how to use the different parts of practicar to talk about the actions of 	<p>Read and show understanding of words, phrases and simple texts KS2vii</p> <ul style="list-style-type: none"> Read short texts and answer questions to show understanding <p>Appreciate stories, songs, poems and rhymes in the language KS2viii</p> <ul style="list-style-type: none"> Film clips on sports and food in Spain <p>Read aloud with accurate pronunciation KS2v</p> <ul style="list-style-type: none"> Pronounce sports (including cognates) using correct sounds <p>Use a dictionary KS2ix</p> <ul style="list-style-type: none"> Know the parts of the dictionary Know what the codes (nf, nm etc) mean Be confident with alphabetical order 4) Find the meanings of new words <p>Write words and phrases from memory KS2 x</p> <ul style="list-style-type: none"> Write sentences from memory about what you eat when, and what sports you do when, and what instruments you can play. To use accurate spelling <p>Gender of nouns - definite and indefinite articles KS2 xii</p> <ul style="list-style-type: none"> Know when to omit the definite article when talking about what you eat and drink. <p>Adapt phrases to create new sentences KS2x</p> <ul style="list-style-type: none"> Adapt short text about someone else's sports / free time to write a short text about own free time. <p>Describe people, places, things and actions in writing KS2 xi</p> <ul style="list-style-type: none"> Describe actions: Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory). 	<p>Sports & likes/dislikes (me gusta/no me gusta) - survey ¿Te gusta (el rugby)? el fútbol , el rugby , el ciclismo , el tenis , el esquí , el atletismo , la natación , la gimnasia</p> <p>Saying what sports you play/do 'Juego al...' or 'Practico...'</p> <p>Saying what sports you know how to do play/do (Sé jugar al/ practicar) ¿Qué deportes sabes practicar? Sé practicar/jugar al ... (él / ella) practica (nosotros) practicamos (vosotros) practicáis (ellos / ellas) practican</p> <p>Saying how often you do something Los lunes etc with rest of the days of the week Todos los días Una vez a la semana Dos veces a la semana A veces Nunca</p> <p>Regular -AR verb Practicar (yo) practico (tú) practicas</p>



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	Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> others. To learn the command form of verbs to give instructions. To create a simple exercise/dance routine 	<ul style="list-style-type: none"> Using the command form of a verb to give simple movement instructions 	<p>Command form Dad la vuelta (Turn around), ¡Saltad! (Jump!), Dad un paso a la derecha (Take a step to the right), Toca los pies (Touch your feet), Poned las manos arriba (Put your hands up), Dad un paso a la izquierda (Take a step to the left), Poned las manos abajo (Put your hands down)</p>
YEAR 5 PENTECOST	<ul style="list-style-type: none"> To learn how to extend the range of language to give levels of like / dislike. To know how to use gustar /encantar with singular and plural nouns. To listen to different types of music and give likes / dislikes To look up new nouns and find their meaning using online dictionary To learn how to ask about and say which instrument you play. To listen and understand the Spanish version of a popular children's song To learn some new adjectives and how to use them to give reasons for liking / disliking music or instruments To practise dialogues asking / answering questions about music and instruments To develop confidence in performance and develop memory skills. 	<p>Gender of nouns - definite and indefinite articles KS2 xii</p> <ul style="list-style-type: none"> Focus on active use of definite articles with verbs of like / dislike. Know how to use the definite article with the verbs jugar (al / a la), and practicar (el / la) <p>Adjectives (place and agreement) KS2xi & xii</p> <ul style="list-style-type: none"> Agree adjectives in reasons after porque es / son, remembering to match number and gender. <p>Conjugation of key verbs (and making verbs negative) as above</p> <ul style="list-style-type: none"> Use all persons DESAYUNAR Use 1st/2nd person COMER / BEBER Use 1st person JUGAR Use all persons PRACTICAR Use Sé jugar, practicar, tocar Use Me gusta + comer / beber / jugar / practicar <p>Connectives and qualifiers, adverbs of time, prepositions of place KS2ix</p> <ul style="list-style-type: none"> Use days of the week (los lunes etc.) 	<p>Revision of likes / dislikes me gusta/no me gusta - encanta / odio</p> <p>Different types of music el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional En mi opinión Pienso que</p> <p>Instruments and asking what you play el teclado, el piano, el saxófono, el tambor, el cajón, la flauta, la batería, la trompeta, la guitarra, la zampoña ¿Qué instrumento tocas? ¿Qué instrumento sabes tocar?</p> <p>Toco, tocas, toca, tocamos, tocáis, tocan</p> <p>Reasons with 'porque' tranquilo / ruidoso emocionante / aburrido divertido / serio tradicional / moderno</p>



St Mary's Catholic Academy Spanish Progression – Knowledge, Skills and Vocabulary



	Knowledge	Skills	Vocabulary
	To practise evaluating own and others' performances and giving feedback		¿Te gusta...? ¿Por qué te gusta..? Porque es + adjective
YEAR 6 ADVENT	<ul style="list-style-type: none"> To recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn. To learn how to describe a variety of weathers in the present tense. To know how to use the language of weather to describe typical climates in different places, combining with familiar expressions of frequency. To learn the names of five countries and describe their flags. To revise adjectival agreement. 	<p>(L1) Listen attentively and show understanding by joining in and responding (KS2i)</p> <ul style="list-style-type: none"> Understand a range of spoken opinions heard in sentences and short texts. Respond to spoken language by ordering cards, identifying positive/negative opinions and by picking out details from short texts. <p>(L2) Link the spelling, sound and meaning of words KS2ii</p> <ul style="list-style-type: none"> Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge <p>Ask and answer questions KS2iii</p> <ul style="list-style-type: none"> Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places/events are well-known, main details about particular festivals <p>Express opinions and respond to those of others ¿Te gusta...? (Do you like...?) KS2iii ¿Por qué te gusta..? (Why do you like..?) ¿Qué opinas de...? (What do you think of...?)</p> <p>Ask for clarification and help KS2iii</p> <ul style="list-style-type: none"> Signal a problem: Señor(a), tengo un problema 	<p>Describing weather ¿Qué tiempo hace? Hace buen tiempo, hace calor. hace frío, hace mal tiempo, hace sol, hace viento, hay niebla, hay tormenta, llueve, nieva, el invierno, el otoño, la primavera, el verano</p> <p>Describing weather En .. en invierno siempre hace frío. en invierno , en otoño, en primavera, en verano, a veces, normalmente</p> <p>¿Qué país es? el país / los países Inglaterra, Alemania, Francia, España, Irlanda</p> <p>¿De qué color es la bandera? Es blanca y roja.</p> <p>What countries are famous for ¿Por qué es ... famoso/a? Es famoso/a por 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</p> <p>Focus on Spain - Hay + plural nouns + mucho(s)</p>
YEAR 6 ADVENT <i>continued</i>	<ul style="list-style-type: none"> To learn some key vocabulary to describe why countries are well-known. To learn some key language to describe features of Spain. To learn how to say a lot / many To read and understand a text about Spain with some unfamiliar language. To become more confident with using 'mucho' To work out from visual and textual clues the meaning of new words 		



St Mary's Catholic Academy **Spanish** Progression – Knowledge, Skills and Vocabulary



	Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> To pronounce accurately new words from text. To say exactly where you live. To learn words to say what is in a town. To create sentences to say / write there is / there is not To embed the new vocabulary for places in the town and have a short conversation. To practise alphabetising new language and memorising vocabulary. <p>To use language with more independence to describe places.</p> <p>To know key verbs in the 3rd person (Hay, Tiene, Está) and key verbs of like / dislike with reasons, recycling language from Y5</p>	<ul style="list-style-type: none"> Ask for help and give a detail: ¿Puede ayudarme con ... (número 2, el texto, el diccionario)? Ask for other things: ¿Puedo trabajar con Josh? <p>Speak in sentences KS2iv</p> <ul style="list-style-type: none"> Express opinions in sentences using 'me gusta(n)' and 'me encanta(n) Give preferences using 'prefiero' and express reasons for opinions using 'porque es/son + adjectives' Use the 3rd person of key verbs to say what happens at different festivals <p>Describe people, places, things and actions orally (to a range of audiences) KS2xi</p> <ul style="list-style-type: none"> Describe the key geographical features of Spain Describe where things are Describe the key features of famous festivals 	<p>un río / muchos ríos un puerto / muchos puertos un aeropuerto / muchos aeropuertos una playa / muchas playas una montaña / muchas montañas mucho/a/os/as</p> <p>Geography - main cities in Spain and points of the compass la ciudad / las ciudades Bilbao, Pamplona, Barcelona, Madrid, Valencia, Granada, Cádiz norte, noreste, este, sureste, sur, suroeste, oeste, noroeste en la costa</p> <p>Saying where you live ¿Dónde vives? Vivo en... ¿Dónde vives exactamente? Vivo en un pueblo en el este de Inglaterra que se llama.....</p> <p>Places in the town ¿Qué hay en (Nottingham)?</p> <p>un castillo, un mercado , un estadio, un centro comercial , un polideportivo, un cine una piscina, una universidad, muchas tiendas, muchos museos, muchos parques, muchos restaurantes</p> <p>Describing photos & giving opinions ¿Te gusta...? Me gusta No me gusta Me encanta Odio Prefiero ¿Te gusta...? ¿Por qué te gusta..? Porque me parece ...</p>



St Mary's Catholic Academy Spanish Progression – Knowledge, Skills and Vocabulary



	Knowledge	Skills	Vocabulary
			<p>Porque creo que es... sucio / limpio tranquilo / ruidoso divertido / aburrido bonito / feo tradicional / moderno turístico famoso / conocido</p>
<p>YEAR 6 LENT</p> <ul style="list-style-type: none"> To use a word list to write a text in response to a picture. To apply grammar (articles, adjectives (agreement and place), key verb forms, linking words) To explore a Spanish poem To practise memory and performance skills To understand longer sentences. To practise writing longer sentences from memory. To understand language presented in sentences, some of which is unfamiliar. To listen to passages of 15 - 25 words and identify the gist to identify the festival. (Passages include some new language, mostly cognates). To read and understand a short text about the Carnaval de Cádiz. To use a dictionary, if needed, to help identify unknown words. 	<p>Read and show understanding of words, phrases and simple texts KS2ii</p> <ul style="list-style-type: none"> Complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out <p>Appreciate stories, songs, poems and rhymes in the language KSviii</p> <ul style="list-style-type: none"> Watch and appreciate film clips on traditional Spanish festivals <p>Read aloud with accurate pronunciation KS2v</p> <ul style="list-style-type: none"> Pronounce countries, things that countries are famous for, names of Spanish festivals, locations in Spain, when reading aloud from text or from a map <p>Understand new words that are introduced into familiar written material KS2 ix</p> <ul style="list-style-type: none"> Adjectives of reasons to support opinions, using 'porque' to provide reasons, language for countries, locations, directions <p>Use a dictionary KS2 ix</p> <ul style="list-style-type: none"> Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (NB: using a dictionary for verbs will be picked up in secondary). <p>Write words and phrases from memory KS2x</p> <ul style="list-style-type: none"> Label pictures (village and coast) – using hay / no hay with confidence to write sentences from memory <p>Adapt phrases to create new sentences KS2 x</p> <ul style="list-style-type: none"> Write a holiday postcard, adapting a model. 	<p>Exploring a Spanish poem <i>La plaza tiene una torre - Antonio Machado</i></p> <p>Introduction to 5 festivals & sentence-building E.g. <i>En julio en Pamplona hay una fiesta que se llama San Fermín</i></p> <p>España es famosa por sus fiestas: Fiestas celebran la tradición y la cultura española En muchas fiestas la gente baila, canta y toca instrumentos En muchas fiestas también hay fuegos artificiales</p> <p>Carnaval de Cadiz ¿Cuándo es? Es en (julio) ¿Cuántos días dura la fiesta? Dura (seis) días. ¿Dónde está? Está en.. ¿Qué lleva la gente? La gente lleva...¿Qué hay...? ¿Qué opinas de..? fuegos artificiales, canciones, petardos, figuras de papel maché / el encierro, la corrida de toros</p> <p>Las fallas Key language for all 5 x festivals</p>	
<p>YEAR 6 LENT <i>continued</i></p>			



St Mary's Catholic Academy **Spanish** Progression – Knowledge, Skills and Vocabulary



	Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> To give opinions and reasons for liking / disliking / preferring this festival to the Cádiz Carnival. To work out from visual and textual clues the meaning of whole sentences. To pronounce accurately new words from text. To write (independently) sentence answers to familiar questions to produce a description of the San Fermín festival. To give opinions and justify those reasons. To read and understand a short text about the Tomatina. To know how to use reading strategies to work out the overall meaning and some detail. To know key language from this module to describe a festival in the UK. 	<p>Describe people, places, things and actions in writing KS2xi</p> <ul style="list-style-type: none"> Express opinions and giving reasons (from memory) Describe places and compare locations (from memory) Describe actions: describe festivals at home and in FL country (with resources) <p>Gender of nouns - definite and indefinite articles KS2xii</p> <ul style="list-style-type: none"> Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood). <p>Adjectives (place and agreement) KS2xii</p> <ul style="list-style-type: none"> Agree adjectives in reasons after porque es / son, remembering to match number and gender. <p>Conjugation of key verbs (and making verbs negative) xii</p> <ul style="list-style-type: none"> Use 'hay Use the verb ESTAR (receptive use of some reflexive verbs) <p>Connectives and qualifiers, adverbs of time, prepositions of place xii</p> <ul style="list-style-type: none"> Use subordinating connectives (if, because) (some pupils will be using relative clauses with 'que') 	<p>me gusta(n) / me encanta(n) / odio / prefiero me parece / creo hay / se llama baila(n) / toca(n) / canta(n) se celebra(n) / lleva(n) dura(n) / la fiesta / las fiestas / la gente / un instrumento / la tradición / la cultura / sombreros, gafas, pelucas, un pañuelo, una camiseta, un traje tradicional, un disfraz/ fuegos artificiales, canciones, petardos, figuras de papel maché el encierro, la corrida de toros</p> <p>Describe a UK festival ¿Cuándo es? Es en (julio) ¿Cuántos días dura la fiesta? Dura (seis) días. ¿Dónde está? Está en..(It is in) ¿Qué lleva la gente? La gente lleva... ¿Qué hay...? ¿Qué opinas de..?</p>
YEAR 6 PENTECOST	<ul style="list-style-type: none"> Research task - holiday destinations (web quest) Describing a holiday picture Holiday reading tasks Writing a holiday postcard Revision + transition tasks 		