

MFL (Spanish) Overview

National Curriculum Coverage, Progression in Skills and Knowledge and Supporting Resources/Schemes of Work

	EYFS	Year 1	Year 2
Language Objectives	<p>Begin to be aware of some of the sounds of a new language.</p> <p>Begin to explore our listening skills to help hear sounds and words in a new language.</p> <p>Explore how to listen and join in with rhymes, songs and stories.</p> <p>Explore how to join in with games, played in a different language.</p> <p>Explore how to say some of the new sounds and words we hear in a different language.</p>	<p>Practise how to make the sounds we hear in a different language.</p> <p>Practise using listening skills to help hear sounds, words and phrases in a new language.</p> <p>Practise and experiment with skills in listening and joining in with rhymes, songs and stories.</p> <p>Join in with games, played in a different language.</p> <p>Explore how to say the new sounds, words and simple phrases we know in the target language.</p> <p>Explore how to participate in spoken performances of rhymes, songs and simple performances in the target language.</p> <p>Explore some simple written words in the target language.</p>	<p>Practise how to make the sounds we hear in a different language.</p> <p>Practise using listening skills to help hear sounds, words and phrases in a new language.</p> <p>Practise and experiment with skills in listening and joining in with rhymes, songs and stories.</p> <p>Join in with games, played in a different language.</p> <p>Explore how to say the new sounds, words and simple phrases we know in the target language.</p> <p>Explore how to participate in spoken performances of rhymes, songs and simple performances in the target language.</p> <p>Explore some simple written words in the target language.</p>
Learning Objectives Autumn 1	To listen and join in	<p>Say and write a greeting</p> <p>Say name phrase</p> <p>Say how feeling</p> <p>Numbers 1-5</p> <p>Count on from 6 to 10</p> <p>Identify and count numbers 6-10</p>	<p>Can identify and name farm animals</p> <p>Can copywrite name of a farmyard animal</p> <p>Can listen and join in with a rhyme</p> <p>Can count between 1 and 10</p> <p>Can name more than one of an animal</p> <p>Can listen to and join in with a song</p>
Learning Objectives Autumn 2	To listen and join in	<p>Listen and join in with playground game and numbers</p> <p>Listen and understand sea creature nouns</p> <p>Listen and identify days of week</p> <p>Listen and join in with playground game and days of week</p> <p>Listen and join in with clapping game</p> <p>Understand some facts about a target language breakfast</p>	<p>Can identify and name some colours</p> <p>Count between 1 and 10</p> <p>Listen and join in with a story</p> <p>Identify and name some fruits and vegetables</p> <p>Identify the characters in a story</p> <p>Listen to and enjoy a story in the target language</p>
Learning Objectives Spring 1	<p>Listen and identify nouns</p> <p>Can count 1,2,3</p> <p>Can identify colours</p> <p>Can identify face parts</p> <p>Can say words, big/small</p> <p>Can say words, hot/cold</p>	<p>Can identify minibeasts</p> <p>Attempt to read aloud minibeast nouns</p> <p>Count from 1-10</p> <p>Identify and name some familiar colours</p> <p>Listen and join in with a story</p>	<p>Can identify and understand woodland creatures</p> <p>Can listen to a story about a birthday party</p> <p>Can say numbers 1-10 and say how old I am</p> <p>Can understand the names of birthday gifts</p> <p>Can say birthday month</p> <p>Can listen to a sequence of instructions and say familiar colours</p>

		Understand and join in with butterfly cycle rhyme	
Learning Objectives Spring 2	Can join in with feelings Can join in with 1,2,3,4 Can identify and join in with colours Can listen to Teddy's names Can listen/respond to 3 commands Can listen respond to familiar numbers, colours, name	Can identify dinosaurs Can say "my name is .." Can count 1-10 Can identify familiar colours Can identify and name 3 habitats Can listen to a story	Can say my name and ask a name Can remember how to count to 10 Can listen and respond to simple physical commands Can say and name a puppy dog's favourite things Can say and understand the things a puppy likes to do Can say and understand the places a puppy likes to go
Learning Objectives Summer 1	I can say "my name is" I can say big and small I can identify and say some animal nouns I can count 1-5 I can listen and identify steps to grow a plant I can listen and respond to commands	Can listen to and understand a simple story sequence Can listen to and respond to commands Practise and perform a sequence of simple actions Listen to and understand an action rhyme Practise and perform a rhyme	Can listen and respond to colours Can understand and remember colours Can listen to and join in with the rainbow song Can understand some weather phrases Can understand and remember some weather phrases Can listen and join in with a weather song
Learning Objectives Summer 1	I can try to say mountain and beach I can try to say it is hot/it is cold I can try to say aeroplane/boat I can try to say car/bike I can count from 1 to 5 I can identify 4 colours	Can join in with games about parts of body Can join in with words and actions in a rhyme Can understand numbers between 1 and 10 Can identify and understand familiar colours Can respond to random numbers between 1 and 10 Can recall some body parts	Identify and say aloud pirate related vocabulary Listen to and join in with a pirate story Play a board game Practise counting from 1-10 in French Identify and name some body parts Listen to and join in with an action song

Year 3

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn 1 A New Start Greetings, feelings, numbers & colours	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;	Can say a greeting Can respond to a question about feelings and name Can attempt a question about name and feelings Can remember and say most numbers from 1 to 10	<u>Speaking</u> Children will say a greeting and a farewell in Spanish Children will ask answer the question "How are you?" in Spanish Children will say "my name is" and ask "What is your name?" in Spanish	¿Cómo estás? ¿Como te llamas?	'll' in Spanish is pronounced 'y' 'j' in Spanish is pronounced 'h'	Hola Buenos días Buenas tardes Buenas noches Hasta luego Adiós ¿Cómo estás? Estoy bien Estoy muy bien Estoy así así Estoy mal Estoy muy mal ¿Cómo te llamas? Me llamo... cero			Primary Languages Network - Video2Teach Stage 1

	<p>express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>	<p>Can say at least four colours</p>	<p>Children will say some numbers between 0 and 10</p> <p>Children will say some colours in Spanish</p> <p><u>Listening</u> Children will understand the question “how are you?” in Spanish</p> <p><u>Reading</u> Children will join in with a greetings song in Spanish</p> <p><u>Writing</u> Children will write a greeting and a farewell in Spanish</p> <p>Children will remember and write some numbers between 0 and 10</p> <p><u>Grammar</u> Children will use intonation when asking a question</p>			<p>uno dos tres cuatro cinco seis siete ocho nueve diez azul blanco rojo negro amarillo verde naranja rosa ¿Qué color es?</p>			
<p>Autumn 2</p> <p>Calendar and Celebrations</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p>	<p>Can read and say adjectives of colour</p> <p>Can recognise and say days of the</p>	<p><u>Speaking</u> Children will say some colours linked to fireworks</p>	<p>¿Cuándo es tu cumpleaños?</p> <p>¿Qué día es hoy?</p>	<p>Months of the year and days of the week in Spanish do not have a capital letter.</p>	<p>dorado plateado fantastico suben bajan</p>			<p>Primary Languages Network - Video2Teach Stage 1</p>

<p>Colours, days and months, the date, Christmas</p>	<p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>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.</p>	<p>week</p> <p>Can attempt to copy-write accurately a day of the week</p> <p>Can recognise and say most months of the year</p> <p>Can attempt to write accurately an important month of the year</p>	<p>Children will say some days of the week</p> <p><u>Listening</u> Children will understand days of the week and months of the year in Spanish</p> <p>Children will learn about how Christmas is celebrated in Spain</p> <p><u>Reading</u> Children will read dates in Spanish</p> <p><u>Writing</u> Children will write some colours linked to fireworks</p> <p>Children will write some days of the week</p> <p>Children will write dates in Spanish</p> <p><u>Grammar</u> Children will use intonation when asking a question</p>		<p>Some of the Spanish days of the week are named after the planets! e.g. martes → Mars</p>	<p>hay muchas estrellas lunes martes miércoles jueves viernes sábado domingo ¿Qué día es hoy? enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre ¿Cuándo es tu cumpleaños? Es en... Feliz Navidad Feliz año nuevo</p>			
--	---	--	--	--	---	---	--	--	--

<p>Spring 1</p> <p>Animals Animal nouns, singular and plural, opinions</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>Can remember and say animal nouns</p> <p>Can attempt to write accurately a number and an animal in the plural</p> <p>Can say a simple sentence to say which animal they have</p> <p>Can say a simple sentence to say their favourite animal</p>	<p><u>Speaking</u> Children will say which animal they have</p> <p>Children will tell someone what their favourite animal is</p> <p><u>Listening</u> Children will understand some animal nouns in Spanish</p> <p>Children will recognise animal nouns in the plural</p> <p><u>Reading</u> Children will listen and join in a story about animals</p> <p><u>Writing</u> Children will use a model to write a simple story about animals</p> <p><u>Grammar</u> Children will use plural nouns</p> <p>Children will recognise and use “un” and “una”</p>	<p>¿Cuál es tu animal favorito?</p>	<p>There are two words for “a” in Spanish. These words are “un” and “una”.</p> <p>In Spanish we add an ‘s’ at the end of the nouns to form the plural.</p>	<p>un gato un perro un pez un caballo un conejo una oveja una serpiente un pájaro una vaca un ratón Me gusta... Mi animal favorito es... ¿Cuál es tu animal favorito?</p>		<p>Primary Languages Network - Video2Teach Stage 1</p>
--	--	--	--	-------------------------------------	--	---	--	--

	<p>describe people, places, things and actions orally and in writing</p> <p>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.</p>								
<p>Spring 2</p> <p>Carnival Carnival, numbers to 20, core language recap, age, commands, Easter</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p>	<p>Can remember and use core language from Autumn Term</p> <p>Can recall numbers to 10</p> <p>Can remember some numbers between 10 and 20</p> <p>Can express their age</p>	<p><u>Speaking</u> Children will say some numbers between 1 and 15</p> <p>Children will say some numbers up to 20</p> <p>Children will ask and answer "How old are you?"</p> <p>Children will take part in a simple dialogue about myself using familiar questions and answers</p> <p><u>Listening</u> Children will learn about Spanish traditions and take part in a carnival celebration</p> <p><u>Reading</u> Children will understand and use Easter vocabulary</p> <p><u>Writing</u> Children will write some numbers between 1 and 15</p>	¿Cuántos años tienes?	<p>In English we ask people "how old are you?" and in Spanish we ask people "how many years do you have?"</p>	<p>Carnaval una mascara once doce trece catorce quince dieciséis diecisiete dieciocho diecinueve veinte ¿Cuántos años tienes? Tengo _____ años una cesta un huevo un pollito una flor un conejo ¡Felices Pascuas!</p>			<p>Primary Languages Network - Video2Teach Stage 1</p>

	<p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>		<p>Children will write some numbers up to 20</p> <p><u>Grammar</u> Children will use intonation when asking a question</p>					
<p>Summer 1</p> <p>The Hungry Giant Fruit and veg nouns, counting, asking politely</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of</p>	<p>Can say and understand fruit and vegetable nouns</p> <p>Can recall numbers to 20 and count fruits and vegetables</p> <p>Can understand, enjoy and join in with a story</p> <p>Can politely ask for an item in Spanish</p>	<p><u>Speaking</u> Children will say some fruit and vegetable nouns</p> <p>Children will ask politely for fruits and vegetables</p> <p><u>Listening</u> Children will understand some fruit and vegetable nouns</p> <p>Children will recognise fruit and</p>	<p>¿Dónde están mis frutas y verduras?</p>	<p>In Spain, there's a famous festival called La Tomatina in the town of Buñol where people throw tomatoes at each other for fun! It's one of the biggest food fights in the world.</p>	<p>Una manzana Un plátano Un melocotón Un tomate Una zanahoria Una naranja Una pera Un melón Un pepino Una sandía Tengo hambre! Quiero las frutas las verduras una rodaja uvas</p>		<p>Primary Languages Network - Video2Teach Stage 1</p>

	<p>others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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</p>	<p>Can play a board game and ask politely for an item</p> <p>Can write a short sentence in Spanish using a model</p>	<p>vegetable nouns in the plural form</p> <p><u>Reading</u> Children will understand and enjoy a story about fruits and vegetables</p> <p><u>Writing</u> Children will write a polite request</p> <p>Children will create their own Hungry Giant story</p> <p><u>Grammar</u> Children will use plural nouns</p> <p>Children will recognise and use “un” and “una”</p>			<p>Quisiera Por favor gracias</p>			
--	--	--	---	--	--	---	--	--	--

	these differ from or are similar to English.								
<p>Summer 2</p> <p>Going on a picnic in Spain</p> <p>Food items, Polite requests, explore Spain, ask and answer "Where do you live?", simple conversation</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these</p>	<p>Can say and understand nouns for picnic food and drinks</p> <p>Can remember, say and recognise 6 colours and numbers to 15</p> <p>Can understand, enjoy and join in with a story</p> <p>Can write a short sentence in Spanish using a model</p> <p>Can ask the question where do you live and give an answer</p>	<p><u>Speaking</u> Children will name some picnic food and drinks</p> <p>Children will use the verb phrase "I live in..."</p> <p>Children will ask the question "Where do you live?" and answer with "I live in..." in Spanish</p> <p>Children will create a simple conversation</p> <p><u>Listening</u> Children will understand some picnic food and drinks</p> <p><u>Reading</u> Children will listen and join in with a story about going on a picnic</p> <p><u>Writing</u> Children will create their own picnic story</p> <p><u>Grammar</u> Children will use intonation when asking a question</p> <p>Children will place a colour after a noun to create a short description</p>	¿Dónde vives?	In Spanish, colours come after the noun they describe, not before like in English. For example, you say " el río azul " ("the river blue"), not "the blue river ."	<p>el picnic</p> <p>un zumo</p> <p>un sándwich</p> <p>una ensalada</p> <p>agua</p> <p>un bocadillo</p> <p>fruta</p> <p>el campo</p> <p>el río</p> <p>la montaña</p> <p>la arena</p> <p>la playa</p> <p>el desierto</p> <p>el bosque</p> <p>a través</p> <p>cruzando</p> <p>subiendo</p> <p>bajando</p> <p>en</p> <p>para</p> <p>Vivo en...</p> <p>¿Dónde vives?</p>			Primary Languages Network - Video2Teach Stage 1

	<p>to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>								
--	--	--	--	--	--	--	--	--	--

Year 4

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
<p>Autumn 1</p> <p>Welcome to school</p> <p>Recap core language, rooms in a school, classroom objects</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are</p>	<p>Can ask and answer several questions about themselves</p> <p>Can understand and respond to classroom instructions</p> <p>Can recall most numbers to 20</p> <p>Can recall most days of the week and months of the year</p> <p>Can say and write names for rooms in a school</p> <p>Can say and write some nouns for classroom objects</p>	<p><u>Speaking</u></p> <p>Children will ask and answer several question about myself</p> <p>Children will recall and say classroom commands</p> <p>Children will say some numbers between 0 and 20</p> <p>Children will say names of rooms in a school</p> <p>Children will say nouns for classroom objects</p> <p><u>Listening</u></p> <p>Children will remember days and months in Spanish</p>	<p>¿Y tú?</p>	<p>There are two words for 'the' in Spanish : el and la.</p> <p>With plural nouns they become los and las.</p>	<p>escuchad miradme repetid sentaos levantaos mostradme silencio el colegio el patio el comedor el baño la clase el despacho el gimnasio un lápiz un boli una goma unas pinturas un sacapuntas un pegamento unas tijeras un cuaderno una regla</p>			<p>Primary Languages Network - Video2Teach Stage 2</p>

	<p>reading aloud or using familiar words and phrases</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>		<p><u>Reading</u> Children will read some numbers between 0 and 20</p> <p><u>Writing</u> Children will write names of rooms in a school</p> <p>Children will write nouns for classroom objects</p> <p><u>Grammar</u> Children will recognise and use “el” and “la”</p>						
<p>Autumn 2</p> <p>My town, your town Commands, shops, asking and giving directions</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary,</p>	<p>Can listen and respond accurately to a sequence of commands</p> <p>Can communicate some simple commands to another person</p> <p>Can recognise and read names of places in a town, and accurately match words to pictures</p> <p>Can ask where something is, and</p>	<p><u>Speaking</u> Children will say classroom commands</p> <p>Children will ask “Where is...?” and answer with “Here is...”</p> <p><u>Listening</u> Children will understand classroom commands</p> <p>Children will say some places in town</p>	¿Dónde está...?	Lots of shop names in Spanish end with the suffix –ería.	<p>morado</p> <p>marrón</p> <p>negro</p> <p>¡Cuenta conmigo!</p> <p>¡Canta conmigo!</p> <p>¡Enséñame!</p> <p>¡Escucha!</p> <p>¡Repite!</p> <p>¡Encuentra!</p> <p>¡Levántate!</p> <p>¡Siéntate!</p> <p>¡Mira!</p> <p>mi ciudad</p> <p>la cafetería</p> <p>el cine</p> <p>el colegio</p> <p>la farmacia</p> <p>la panadería</p> <p>el restaurante</p>			Primary Languages Network - Video2Teach Stage 2

	<p>phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>	respond appropriately	<p><u>Reading</u> Children will understand more nouns of shops in Spanish</p> <p><u>Writing</u> Children will write their own fireworks poem</p> <p>Children will use classroom commands to programme a robot</p> <p>Children will write some places in town</p> <p><u>Grammar</u> Children will use an inverted exclamation mark at the beginning of a sentence or phrase, along with a regular exclamation mark at the end, to show excitement, emphasis or command</p>			<p>el supermercado el estadio ¿Dónde está...? Aquí está juguetes juguetería perfume perfumería zapatos zapatería libros librería flores floristería</p>			
Spring 1	listen attentively to spoken language and show understanding by joining in and responding	Can remember and say members of family nouns	<p><u>Speaking</u> Children will say some parts of the</p>	<p>¿Quién soy? ¿Quién es de tu familia?</p>	In Spain, some children call their grandparents "abu".	<p>el papa el hermano el bebé</p>			Primary Languages Network - Video2Teach Stage 2

<p>Alien family Epiphany, family members, personal info, face parts and numbers</p>	<p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant):</p>	<p>Can remember and understand parts of face nouns</p> <p>Can write a simple sentence with part of face noun</p> <p>Can attempt to write a simple sentence with a part of the face noun and number</p>	<p>face</p> <p><u>Listening</u> Children will learn about Epiphany celebrations in Spain</p> <p>Children will learn some nouns for family members</p> <p>Children will understand some parts of the face</p> <p><u>Reading</u> Children will understand simple sentences using numbers and part of the face</p> <p><u>Writing</u> Children will write some personal information about a family member</p> <p>Children will write some simple sentences to describe an alien</p> <p><u>Grammar</u> Children will recognise and use “el” and “la”</p>		<p>If the baby is a boy, you say “el bebé”, and if the baby is a girl, you say “la bebé”.</p>	<p>el abuelo la mamá la hermana la abuela Soy... la nariz la boca la cabeza el pelo los ojos las orejas Tengo No tengo</p>			
--	---	--	---	--	---	--	--	--	--

	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.								
<p>Spring 2</p> <p>Moving our bodies Face and body parts nouns and commands, yoga with body parts</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,</p>	<p>Can say and write a simple description using adjective and nouns to describe an alien</p> <p>Can say and write simple phrases using verbs and nouns for parts of the body to create a yoga routine</p>	<p><u>Speaking</u> Children will say nouns for parts of the body</p> <p>Children will understand how to use colours to describe an alien</p> <p>Children will create a body scan sequence</p> <p>Children will create a yoga sequence in Spanish</p> <p><u>Listening</u> Children will join in with a body scan sequence</p> <p>Children will join in with a yoga sequence in Spanish</p> <p><u>Reading</u> Children will learn and join in with “Head, shoulders, knees and toes” in Spanish</p> <p><u>Writing</u> Children will write a description of an alien including numbers and colours</p> <p><u>Grammar</u> Children will use Spanish verbs as commands</p> <p>Children will change the spelling of an</p>	¿Estás relajado?	<p>In Spanish, the song “Head, shoulders, knees and toes” is called “Head, shoulders, knees and feet”.</p> <p>When we say and write colours as adjectives after the noun in Spanish, the spelling may change to match the noun, for example: “<u>e</u>l ojo amarillo”, “<u>a</u> pierna amarilla”.</p>	<p>el hombro la rodilla el pie la pierna el brazo la mano el cuerpo el ojo los hombros las rodillas los pies las piernas los brazos Mueve Relaja Tócate Levanta Dobla Respira Quédate quieto Gira Estira</p>			Primary Languages Network - Video2Teach Stage 2

	<p>including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>		<p>adjective to match the noun it is describing</p>						
<p>Summer 1</p> <p>At the doctors and jungle animals</p> <p>Aches and pains, doctor role play, animal nouns, adjectives, simple sentences</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>Can explain what hurts/why feeling unwell</p> <p>Can take part in a roleplay at the doctors</p> <p>Can understand, remember and say some jungle animal nouns</p> <p>Can understand familiar colours and adjectives</p> <p>Can understand unfamiliar adjectives to describe jungle animals</p> <p>Can write a sentence with a noun, verb, adjectives (and a conjunction)</p>	<p><u>Speaking</u></p> <p>Children will say why I don't feel well</p> <p>Children will take part in a roleplay at the doctors</p> <p><u>Listening</u></p> <p>Children will understand some jungle animal nouns in Spanish</p> <p><u>Reading</u></p> <p>Children will listen and join in with a story about jungle animals</p> <p><u>Writing</u></p> <p>Children will write a sentence to describe a jungle animal</p> <p>Children will create their own jungle explorer story</p>	<p>¿Qué te pasa?</p> <p>¿Qué es?</p>	<p>In English we say "My ... is hurting", and in Spanish we say "I am hurting in..."</p>	<p>¿Qué te pasa?</p> <p>No me siento bien</p> <p>Me duele la cabeza</p> <p>Me duele la muela</p> <p>Me duele el oído</p> <p>Me duele la barriga</p> <p>Me rompí el brazo</p> <p>la selva</p> <p>una jirafa</p> <p>un loro</p> <p>un mono</p> <p>un tigre</p> <p>un elefante</p> <p>¿Qué es?</p> <p>Es.....</p> <p>pequeño</p> <p>grande</p> <p>alto</p> <p>largo</p> <p>rápido</p> <p>colorido</p> <p>terrible</p>			<p>Primary Languages Network - Video2Teach Stage 2</p>

			<p><u>Grammar</u> Children will recognise and use “un” and “una”</p> <p>Children will change the spelling of an adjective to match the noun it is describing</p>						
<p>Summer 2</p> <p>Summertime Weather phrases, seasons, forecast, ice cream flavours, opinions, ordering politely, roleplay</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these</p>	<p>Can read, understand, write and say three simple sentences to describe the weather</p> <p>Can identify the weather being described on a map of Spain</p> <p>Can ask the question “What is the weather like?” in Spanish</p> <p>Can understand ice cream flavours and express like, loves and dislikes of ice cream flavours</p> <p>Can participate in a simple role-play at an ice cream van, ordering ice cream and responding to simple questions</p>	<p><u>Speaking</u> Children will say some weather phrases</p> <p>Children will give a weather forecast</p> <p>Children will take part in a survey about favourite ice creams</p> <p>Children will say which ice creams they like and dislike</p> <p>Children will take part in an ice cream role play</p> <p><u>Listening</u> Children will understand some weather phrases</p> <p><u>Reading</u> Children will listen to and join in with a clapping rhyme about hot chocolate</p> <p><u>Writing</u> Children will write sentences saying which ice cream flavours they like and dislike</p> <p><u>Grammar</u> Children will put “no” before the verb to create a negative sentence</p>	¿Qué tiempo hace hoy?	Did you know that the weather in Spain can be very different depending on where you are? In the north, it’s rainy and cool, while the east by the Mediterranean Sea is sunny and warm. The middle, like Madrid, gets hot summers and cold winters, and the Canary Islands are warm all year.	¿Qué tiempo hace hoy? Hace sol Hace calor Hace frío Hace viento Está lloviendo Está nevando Hay niebla Está nublado el helado el helado de chocolate el helado de limón el helado de fresa el helado de vainilla el helado de menta y chocolate el helado de chicle Mi helado favorito es... No me gusta Me encanta Quería Claro De nada Hasta pronto			Primary Languages Network - Video2Teach Stage 2

<p>to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>								
--	--	--	--	--	--	--	--	--

Year 5

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
<p>Autumn 1</p> <p>Me and my friends at school</p> <p>Extended feelings, recap personal information, introduce a friend, subjects and opinions</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they</p>	<p>Can say an extended sentence about how they are feeling and a reason</p> <p>Can say a third person singular sentence with details about someone else</p> <p>Know at least five nouns for school subjects</p> <p>Can say an extended opinion of a school subject including a reason for liking/disliking</p>	<p><u>Speaking</u></p> <p>Children will use simple conjunctions to extend their sentences saying how they feel</p> <p>Children will say some important information about themselves and someone else</p> <p>Children will say if they like or dislike a school subject</p> <p><u>Listening</u></p> <p>Children will understand some adjectives to describe their feelings</p> <p><u>Reading</u></p> <p>Children will read sentences with opinions about</p>	<p>¿Cómo estás?</p> <p>¿Te gusta...?</p>	<p>In Spanish, we don't really use personal pronouns because the ending of the verb tells us "who" we are talking about.</p>	<p>Estoy feliz triste confundido / confundida cansado / cansada sorprendido/sorprendida orgulloso/orgullosa Tengo sed Tengo hambre Tengo frío Tengo calor porque y pero Yo Tú Él Ella Se llama... Tiene...años Vive en... geografía Educación Física inglés plástica matemáticas ciencias español</p>			<p>Primary Languages Network - Video2Teach Stage 3</p>

	<p>are reading aloud or using familiar words and phrases</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>		<p>school subjects</p> <p><u>Writing</u> Children will write a short paragraph to introduce a friend</p> <p><u>Grammar</u> Children will be using the third person to describe the feelings of others</p> <p>Children will change the adjective to match the person they are talking about</p>			<p>historia religión fácil difícil aburrido interesante útil</p>			
<p>Autumn 2</p> <p>Time in the city Spanish city, buying a ticket, directions, descriptions, shopping for souvenirs, festive jumper</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to</p>	<p>Can say and write a simple sequence of sentences using nouns to describe a city or town</p> <p>Can say nouns for souvenirs</p> <p>Can say what a souvenir cost</p> <p>Can write a simple description using Christmas-themed vocabulary</p>	<p><u>Speaking</u> Children will ask for an entrance ticket</p> <p>Children will give some simple directions around the city</p> <p>Children will say a description of the city</p> <p>Children will buy a souvenir and ask for a price</p>	<p>¿Cuánto cuesta...?</p>	<p>In Spain, the money people use is called the euro. The symbol for the euro is €.</p> <p>The euro is used by many countries in Europe, not just Spain. There are 20 countries that use the euro as their money.</p>	<p>España arroyo tiendas centros comerciales parques cafeterías hoteles estaciones de tren museos galerías de arte el parque de atraccione una entrada dos entradas por la piscina el zoo</p>			<p>Primary Languages Network - Video2Teach Stage 3</p>

	<p>those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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,</p>		<p><u>Listening</u> Children will understand some simple directions around the city</p> <p><u>Reading</u> Children will understand some facts about the capital city of Spain</p> <p><u>Writing</u> Children will write a description of the city</p> <p>Children will describe a festive jumper</p> <p><u>Grammar</u> Children will use "hay" to mean "There is..." and "There are..."</p> <p>Children will change the adjective to match the noun they are talking about</p>			<p>el museo una calle una plaza una avenida un paseo todo recto a la derecha a la izquierda perdona el parque el hospital el metro</p>			
--	---	--	--	--	--	--	--	--	--

	to build sentences; and how these differ from or are similar to English.								
<p>Spring 1</p> <p>At the market Fruit and veg nouns, prices, market dialogue, recipe</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>Can remember and say fruit and vegetable nouns</p> <p>Can participate in a simple dialogue at the market</p> <p>Can follow and say simple instructions to make a simple fruit/veg recipe</p>	<p><u>Speaking</u> Children will take part in a survey about favourite fruits and vegetables</p> <p>Children will count in 10s up to 100 in Spanish</p> <p>Children will ask for, and give the price for a fruit or vegetable</p> <p><u>Listening</u> Children will understand simple shopping dialogue at the market</p> <p><u>Reading</u> Children will sequence a market dialogue in Spanish</p> <p>Children will understand simple recipe instructions</p> <p><u>Writing</u> Children will write the names of fruits and vegetables using the correct article</p> <p>Children will write a recipe using fruits and vegetables</p> <p><u>Grammar</u> Children will put "no" before the verb to create a negative sentence</p> <p>Children will form numbers to 100</p>	<p>¿Cuál es tu fruta/verdura favorita?</p> <p>¿Tienes...?</p>	<p>To form numbers like 21, 31, 41, you combine the tens digit with "y" (and). For example: 31 = Treinta y uno 41= cuarenta y uno.</p> <p>For numbers between 21 and 29, instead of "veinte y", we write "veinti" followed by the one: 21= veintiuno 22=veintidós etc</p>	<p>un mango una lechuga una patata una cebolla un pimiento</p> <p>¿Cuál es tu fruta/verdura favorita? Mi fruta/verdura favorita es... treinta cuarenta cincuenta sesenta setenta ochenta noventa cien</p> <p>¿Qué querías? ¿Tienes...? Sí, sí tengo No, no tengo</p> <p>¿Cuánto cuestan dos manzanas? Dos manzanas cuestan tres euros ¿Cuánto cuesta una lechuga? Una lechuga cuesta cincuenta céntimos</p> <p>Lávate los manos Lava Pela Corte Añade Mezcla Pon en el bol ¡Qué aproveche!</p>			<p>Primary Languages Network - Video2Teach Stage 3</p>

	<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>								
<p>Spring 2</p> <p>Clothes Clothes nouns, verb to wear, describe using adjectives, read descriptions</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>Can say nouns for items of clothing</p> <p>Can read descriptive sentences with nouns and colour adjectives</p> <p>Can use adjectives and nouns to write descriptive sentences</p>	<p><u>Speaking</u> Children will name items of clothing in Spanish</p> <p>Children will use adjectives of colour to describe clothes</p> <p><u>Listening</u> Children will learn vocabulary related to carnival</p> <p><u>Reading</u> Children will understand a description of a carnival outfit</p> <p><u>Writing</u> Children will describe an outfit including colours</p> <p><u>Grammar</u> Children will add an 's' at the end of a colour if the noun is in the plural</p>	<p>¿Qué hay en el armario?</p>	<p>Some colours like verde and azul never change. They stay the same for both masculine and feminine.</p> <p>The Carnival of Tenerife, in the Canary Islands, is one of the biggest and brightest carnivals in the world. Every year, thousands of people dress up in colorful costumes, dance to lively music, and join in parades that fill the streets with fun and excitement.</p>	<p>un pantalón un jersey un pantalón corto una camiseta un vestido una falda una camisa unos zapatos unas deportivas unas sandalias llevar llevo llevas lleva un astronauta un pirata un tigre un rey una reina un superhéroe una superhéroina una máscara una capa un casco un traje bigotes un sombrero un cinturón una corona joyas</p>			<p>Primary Languages Network - Video2Teach Stage 3</p>

	<p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>		Children will identify parts of the verb “to wear” in Spanish						
<p>Summer 1</p> <p>Out of this world Personal info conversations, adjectives and planet descriptions planets, prior learning recall</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Can understand words on an ID card</p> <p>Can ask and answer questions about someone’s identity</p> <p>Can understand planets in Spanish and use adjectives to describe them</p>	<p><u>Speaking</u></p> <p>Children will ask and answer several questions about myself</p> <p>Children will use adjectives to describe planets</p>	¿De dónde eres?	In Spanish, most planet names are masculine , except for “the Earth” La Tierra , which is feminine . El Sol (the Sun) is masculine, and la Luna (the Moon) is feminine.	<p>Nombre</p> <p>Apellido</p> <p>Edad</p> <p>Fecha de nacimiento</p> <p>¿De dónde eres?</p> <p>Soy de ...</p> <p>caliente</p> <p>El planeta</p> <p>Mercurio</p> <p>Vénus</p> <p>Plutón</p>			Primary Languages Network - Video2Teach Stage 3

	<p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of</p>	<p>Can read and understand simple information about planets</p> <p>Can create an imaginary planet and make a poster with information about it</p>	<p>Children will recall and use familiar vocabulary</p> <p><u>Listening</u> Children will understand questions related to personal information</p> <p>Children will understand a description of a planet</p> <p><u>Reading</u> Children will read and understand a story about planets</p> <p><u>Writing</u> Children will fill out an ID card</p> <p>Children will create a poster about an imaginary planet</p> <p><u>Grammar</u> Children will place a colour after a noun to create a short description</p>			<p>Júpiter Marte Saturno Neptuno Urano La Luna La Tierra El Sol Las astronautas Las estrellas El espacio El satélite cerca del sol</p>			
--	---	---	---	--	--	--	--	--	--

	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.								
<p>Summer 2</p> <p>Going to the seaside</p> <p>Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,</p>	<p>Can understand and say nouns for items taken to the beach</p> <p>Can use persuasive sentences to create a spoke advert about the seaside</p> <p>Can write persuasive sentences about visiting the seaside for a leaflet</p> <p>Can construct and say extended sentences about the seaside using conjunctions to join ideas</p>	<p><u>Speaking</u> Children will say what items they take to the beach</p> <p><u>Listening</u> Children will learn and understand different items which are taken to the beach</p> <p><u>Reading</u> Children will understand persuasive sentences about visiting the seaside</p> <p><u>Writing</u> Children will create a leaflet about visiting the seaside</p> <p>Children will write several sentences about the seaside</p> <p><u>Grammar</u> Children will use conjunctions such as : “y” – “and”, “también – also” to extend their sentences.</p>	¿Qué hay en mi bolso de playa?	Spain is that the country has more than 5000 kilometers (over 3100 miles) of coastline, and it borders both the Atlantic Ocean and the Mediterranean Sea. One unique spot is where the Atlantic and Mediterranean meet, at the Strait of Gibraltar, near the southern coast. Here, you can actually see the currents of the two seas mixing!	En mi bolsa de playa tengo... unas gafas de sol una pelota una gorra unas chanclas un bañador crema solar un frisbee una toalla ¡Ven a la playa! Puedes nadar Puedes hacer castillos de arena Puedes jugar a la pelota Puedes jugar a las palas Puedes saltar olas No olvides			Primary Languages Network - Video2Teach Stage 3

	<p>including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>								
--	---	--	--	--	--	--	--	--	--

Year 6

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn 1 This is me! Personal info recap, adjectives to describe personality and appearance, aspirations and professions	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary,</p>	<p>Can participate in brief conversations about themselves and others</p> <p>Can understand and use several adjectives about personality</p> <p>Can understand and write several sentences about their personality and physical appearance</p> <p>Can use strategies to decipher unknown words</p>	<p><u>Speaking</u> Children will recall phrases to talk about themselves and their feelings</p> <p>Children will recall how to describe eye and hair colour</p> <p>Children will use adjectives to talk about their personalities</p> <p><u>Listening</u> Children will understand adjectives to describe personality</p>	<p>¿De qué color tienes los ojos?</p> <p>¿De qué color tienes el pelo?</p>	<p>The word “castaño” derives from “castaña”, which means chesnut. So in Spanish, we refer to brown hair as “chesnut (colour) hair”.</p>	<p>tímido</p> <p>tranquilo</p> <p>activo</p> <p>valiente</p> <p>creativo</p> <p>deportista</p> <p>gracioso</p> <p>fuerte</p> <p>rubio</p> <p>castaño</p> <p>Aquí estoy</p> <p>siempre</p> <p>a veces</p>			Primary Languages Network - Video2Teach Stage 4

	<p>phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>	<p>and phrases including using a bilingual dictionary</p>	<p><u>Reading</u> Children will read and understand a text about their personality and physical appearance</p> <p>Children will understand and sing along with the 'Rocket song'</p> <p><u>Writing</u> Children will write a text about their personality and physical appearance</p> <p><u>Grammar</u> Children will change the adjective to match the person they are talking about</p>						
--	---	---	---	--	--	--	--	--	--

<p>Autumn 2</p> <p>Homes and houses</p> <p>Rooms in a house, furniture, describe rooms, castles</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>Can use a sequence of simple sentences with nouns and adjectives to describe a house</p> <p>Can ask and answer where something is using prepositions</p>	<p><u>Speaking</u> Children will use adjectives to describe rooms in a house</p> <p>Children will use prepositions to say where things are</p> <p><u>Listening</u> Children will understand new nouns and use them to play a game</p> <p><u>Reading</u> Children will read and understand descriptive sentences</p> <p><u>Writing</u> Children will describe a house in Spanish</p> <p>Children will create a story</p> <p><u>Grammar</u> Children will use “hay” to mean “There is...” and “There are...”</p> <p>Children will use ‘la’ or ‘el’ when talking about something specific, and ‘una’ or ‘un’ when talking about something non-specific</p>	<p>¿Cuántas habitaciones tiene tu casa?</p>	<p>In Spanish, when we use 'la' or 'el', we're referring to something specific. For example, 'la cocina' means 'the kitchen' (we know <i>exactly</i> which one we're talking about).</p> <p>When we want to talk about something non-specific, we use 'una' or 'un'. For instance, 'una cocina' means 'a kitchen' (it could be <i>any</i> kitchen).</p>	<p>En mi casa hay</p> <p>una casa habitación una cocina un baño un comedor un salón un jardín</p> <p>En mi habitación hay</p> <p>una mesa un sillón una puerta una ventana una cama una alfombra bonito/ bonita grande pequeño / pequeña antiguo / antigua moderno/moderna comodo/ comoda luminoso/ luminosa útil</p> <p>Un castillo Un caballero Un fantasma Una espada Una torre Un rastrillo Cuidado con.... las serpientes las ranas los murciélagos las arañas El elfo está delante de détras de encima de debajo de en</p>		<p>Primary Languages Network - Video2Teach Stage 4</p>
---	--	---	---	---	---	--	--	--

	<p>describe people, places, things and actions orally and in writing</p> <p>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.</p>								
<p>Spring 1</p> <p>Sports Sport nouns, opinions, verb to play, sports descriptions</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words,</p>	<p>Can say and write nouns for sports</p> <p>Can express a like or dislike of a sport</p> <p>Can say and write a simple description of a sport</p>	<p><u>Speaking</u> Children will talk about sports they like and dislike</p> <p><u>Listening</u> Children will understand and remember some sports nouns in Spanish</p> <p><u>Reading</u> Children will understand a description of a sport using simple sentences</p> <p><u>Writing</u> Children will create extended sentences about sports including an opinion</p> <p>Children will describe a sport using simple sentences</p> <p><u>Grammar</u> Children will use conjunctions such as : “y” – “and”, “con – with” to extend their sentences.</p>	¿Donde juegas...?	The national sport in Spain is football.	<p>El críquet</p> <p>El tenis</p> <p>El fútbol</p> <p>El baloncesto</p> <p>El baile</p> <p>La gimnasia</p> <p>El rugby</p> <p>La natación</p> <p>El ciclismo</p> <p>El balonmano</p> <p>genial</p> <p>basura</p> <p>cansado</p> <p>divertido</p> <p>un reto</p> <p>guay</p> <p>tranquillo</p> <p>jugar</p> <p>juego</p> <p>juegas</p> <p>Juega</p> <p>Jugamos</p> <p>Jugáis</p> <p>Juegan</p> <p>con un equipo</p> <p>con un amigo</p> <p>solo</p> <p>en un campo</p> <p>en una pista</p> <p>en una piscina</p> <p>en un gimnasio</p> <p>en una Carretera</p> <p>con una raqueta</p> <p>con un balón</p> <p>con un bate</p> <p>con una pelota</p> <p>con los pies</p> <p>con las manos</p>			<p>Primary Languages Network - Video2Teach Stage 4</p>

	<p>phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>		Children will identify parts of the verb “to play” in Spanish			<p>con unas barras</p> <p>con unas gafas</p> <p>con una bici</p>			
<p>Spring 2</p> <p>My best day ever</p> <p>Time, activities during the day, favourite things</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>Can say nouns for funfair rides</p> <p>Can use adjectives in descriptive sentences with nouns to express an opinion</p> <p>Can understand and say several ‘o’clock’ and ‘half past’ time phrases</p> <p>Can understand and sequence events in a</p>	<p><u>Speaking</u></p> <p>Children will talk about funfair rides they like and dislike</p> <p>Children will talk about their daily routine</p> <p>Children will understand how to tell the time in Spanish</p> <p><u>Listening</u></p> <p>Children will understand extended</p>	¿Qué hora es?	Spain is one hour ahead of England, so when it is 8 o’clock in England it is 9 o’clock in Spain.	<p>el tiovivo</p> <p>el barco pirata</p> <p>la noria</p> <p>la mansion encantada</p> <p>las tazas</p> <p>las cataratas</p> <p>las sillas voladoras</p> <p>Odio</p> <p>lento</p> <p>emocionante</p> <p>terrorífico</p> <p>Me levanto</p> <p>Desayuno</p> <p>Me prepare</p> <p>Voy a la feria</p> <p>Vuelvo a casa</p> <p>a una en punto</p> <p>las dos en punto</p>			Primary Languages Network - Video2Teach Stage 4

	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>	<p>description of a day at the funfair</p> <p>Can say and write a sequence of daily routine phrases and opinions about the funfair</p>	<p>sentences about fun fair rides</p> <p><u>Reading</u> Children will understand a description of a typical day at the funfair</p> <p><u>Writing</u> Children will understand how to write the time in Spanish</p> <p>Children will describe a typical day at the funfair</p> <p><u>Grammar</u> Children will use “porque es” and “porque son” to create extended sentences</p>			<p>las tres en punto las cuatro en punto las cinco en punto ...y media</p>			
--	--	--	---	--	--	--	--	--	--

<p>Summer 1</p> <p>Tapas culture Typical Spanish Tapas, opinions, ordering politely, menus, cafe conversation</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>Can say and write nouns for food and drinks</p> <p>Can express a like or dislike of a food or drink</p> <p>Can ask for three drinks and three snacks politely</p> <p>Can participate in a simple conversation at the tapas bar</p>	<p><u>Speaking</u> Children will say some nouns for Spanish tapas</p> <p>Children will express opinions about food and drinks</p> <p>Children will politely order food and drinks</p> <p><u>Listening</u> Children will understand a conversation at the tapas bar</p> <p><u>Reading</u> Children will read and understand a cafe menu</p> <p><u>Writing</u> Children will create their own tapas menu</p> <p>Children will write a script of a cafe conversation</p> <p><u>Grammar</u> Children will add intensifiers after the verb such as "very" or "a lot" (muy) to the verbs to add emphasis to the verb phrases.</p>	<p>¿Cuánto es?</p>	<p>Tapas are often paired with a drink. In some regions, especially in the south, the tapa comes free with your drink. A true tapas experience often involves moving from one bar to the next, trying a specialty at each place.</p> <p>In some tapas bars, you can order different sizes: Tapa: A small portion, often served with drinks. Media ración: A half portion, good for sharing. Ración: A full portion, great for a group</p>	<p>el chorizo el queso la tortilla las albóndigas las patatas bravas las gambas las croquetas los calamares Coca-cola Fanta de naranja Fanta de limón Zummo Mosto Quería una tapa de... Quería dos tapas de... ¿Cuánto es? Son ... euros con ... céntimos Muchas gracias</p>		<p>Primary Languages Network - Video2Teach Stage 4</p>
---	--	---	---	--------------------	--	--	--	--

	<p>describe people, places, things and actions orally and in writing</p> <p>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.</p>								
<p>Summer 2</p> <p>Let's Celebrate!</p> <p>Read/Hear all about it!</p> <p>Language recall, personal information, family, favourites</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words,</p>	<p>Can understand a text and identify key information</p> <p>Can say a short presentation about themselves using previously learnt vocabulary</p> <p>Can write a simple mocktail recipe with ingredients and instructions</p> <p>Can understand and use nature-related vocabulary during a scavenger hunt</p>	<p><u>Speaking</u></p> <p>Children will say several sentences about themselves in Spanish</p> <p><u>Listening</u></p> <p>Children will understand when others talk about themselves in Spanish</p> <p><u>Reading</u></p> <p>Children will understand a text in Spanish covering a variety of topics</p> <p>Children will understand a recipe for a mocktail</p> <p>Children will understand vocabulary about nature for a scavenger hunt</p> <p><u>Writing</u></p> <p>Children will create a presentation in Spanish about themselves</p> <p>Children will create a recipe for a mocktail in Spanish</p>	<p>¿Cuál es tu color favorito?</p>	<p>Spanish and French are similar because they are both derived from Latin, sharing a common alphabet and much of their grammar and vocabulary.</p>	<p>con mis amigos en el colegio Mi cumpleaños es en... Mi color favorito es... Mi número favorito es... añade exprime corta mezcla sirve la batidora a tu gusto un vaso con hielo ¡Delicioso! una hoja un árbol una nube una flor un palo una piedra un insecto un banco</p>			<p>Primary Languages Network - Video2Teach Stage 4</p>

	<p>phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>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.</p>		<p><u>Grammar</u> Children will apply their language skills to learn another language</p>						
--	---	--	---	--	--	--	--	--	--