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# JOURNEY CURRICULUM

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## Modern Foreign Languages

### Our Ultimate End Goal:

What will our linguists to be able to do when they leave us?

- By the end of their time at Sharley Park Community Primary School, our pupils will have developed a respect for other languages and cultures. They will have a good understanding of Spanish phonology and be able to use their phonic knowledge to read and spell many words in Spanish accurately. Pupils will be equipped with the necessary skills to understand and communicate in Spanish, to a basic level, using the four pillars of language learning: speaking, listening, reading and writing. They will have enjoyed exploring the Spanish language through songs, rhymes, stories and everyday speech, providing them with a range of experiences in some of the different forms communication in a foreign language can take.
- They will have learnt basic Spanish vocabulary across a range of frequently-encountered topics which can be built upon in their future learning of the language. They will have an understanding of basic Spanish grammar required to develop their own sentences to convey ideas, including noun genders, noun-adjective agreement and high-frequency verb conjugations. All pupils will be able to make some links and comparisons between the English and Spanish languages which will aid them in their further study of Spanish in KS3 and any future learning of a second foreign language.

### Curriculum Coverage (NC):

What are the most basic requirements from the National Curriculum?

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing 2 Languages
- 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

#### Procedural Knowledge:

What skills do we want our linguists to have?

	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>➤ Participate in short exchanges</li> <li>➤ Understanding and responding to questions</li> <li>➤ Listen to and follow simple commands</li> <li>➤ Read familiar words with accurate punctuation</li> <li>➤ Listen and respond to rhymes</li> <li>➤ Find links between some sounds and spellings</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask and answer questions</li> <li>➤ Listen to and follow short songs and stories using visual clues</li> <li>➤ Know how to say the five vowel sounds in Spanish</li> <li>➤ To be familiar with the layout of a bilingual dictionary</li> <li>➤ Write simple sentences adapting a model</li> <li>➤ Reorder words to form a short simple sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple sentences and manipulate them by changing an element</li> <li>• Understand and use negatives</li> <li>• Recite a short text with accurate pronunciation</li> <li>• Recognise similarities and differences between Spain and England</li> <li>• Identify the position of adjectives in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Initiate and sustain conversations</li> <li>➤ Re-use previously learned language in a new context</li> <li>➤ Discuss language learning and reflect on how to memorise and recall language</li> <li>➤ Produce own piece of writing, adapting a model</li> <li>➤ Use a dictionary as appropriate</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Watch mouth of speaker, noticing accents and recognising the question form</li> <li><input type="checkbox"/> Imitate pronunciation of a native speaker, focusing on specific key sounds and letter strings</li> <li><input type="checkbox"/> Notice how punctuation may vary between English and Spanish – e.g. upside down question mark</li> <li><input type="checkbox"/> Recognise how accents alter pronunciation – ñ</li> <li><input type="checkbox"/> Letter strings – ua, ie, ei, ll</li> <li><input type="checkbox"/> Make Spanish sounds and practising new letters – rr, j</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise plural nouns and understand simple rules for converting singular nouns into plurals</li> <li><input type="checkbox"/> Scan a text to identify key words</li> <li><input type="checkbox"/> Understand that all nouns have a gender</li> <li><input type="checkbox"/> Work co-operatively in groups to plan and prepare a language activity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Memorise and present two or three sentences describing a high street</li> <li><input type="checkbox"/> Manipulate language by changing an element in a sentence</li> <li><input type="checkbox"/> Find words in a bi-lingual dictionary</li> <li><input type="checkbox"/> Take part in a conversation expressing likes/dislikes</li> <li><input type="checkbox"/> Listen to and understand a native speaker expressing likes and dislikes</li> <li><input type="checkbox"/> Develop accuracy in pronunciation and intonation</li> <li><input type="checkbox"/> Use spoken language spontaneously</li> <li><input type="checkbox"/> Look and listen for visual and aural clues in an audio recording</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the formation of a basic negative sentence</li> <li><input type="checkbox"/> Understand details including opinions from spoken passages</li> <li><input type="checkbox"/> Construct a short paragraph by adapting a model</li> <li><input type="checkbox"/> Attempt accurate spellings when writing individual new words from memory</li> <li><input type="checkbox"/> Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions</li> <li><input type="checkbox"/> Follow a story as it is read aloud, demonstrating understanding</li> <li><input type="checkbox"/> Identify the sounds of some letters of the alphabet</li> </ul>
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**Prepositional Knowledge:**

- What key concepts or knowledge will our linguists have?
- What knowledge do we want to emphasise?
- How will knowledge be built on what went before and prepare our children for what is coming next?

	Year 3	Year 4	Year 5	Year 6
	<p><b><u>Phonetics 1 &amp; 2</u></b>  <b><u>Greetings</u></b>            The focus will be on listening and speaking skills but there will also be opportunities for simple reading and written tasks. Pupils will learn enough words in Spanish by the end the unit to say 'hello', 'goodbye',</p>	<p><b><u>Phonetics 1 &amp; 2</u></b>  <b><u>Fruits</u></b>            Pupils will learn 10 Spanish fruit nouns in their singular form (using the indefinite articles "una" and "un") as well as in the plural form using "las" and "los". They will then learn the language "Me gustan..." (I</p>	<p><b><u>Phonics 1 to 3</u></b>  <b><u>Vegetables</u></b>            Pupils will learn 10 Spanish vegetable nouns in their plural form using the feminine plural definite article "las" and the masculine plural definite article "los". They will then learn the language "un kilo</p>	<p><b><u>Phonetics 1 to 4</u></b>  <b><u>Presenting myself</u></b>            This unit teaches enough language to the children to enable them to present themselves accurately in Spanish. The unit covers saying who you are, how old you are, where you live and where you are from.</p>

	<p>'see you soon', 'my name is...', 'how are you' and give a simple reply back. We will build their knowledge gradually over the unit so that they will be able to have a short oral exchange in Spanish with a partner.</p> <p><b><u>Colours and Numbers</u></b></p> <p>Pupils will learn how to say, read and write 10 colours in Spanish. Pupils will also learn the numbers 1 to 10 in Spanish.</p> <p><b><u>Animals</u></b></p> <p>introduces the children to ten nouns and articles for common animals. We will also introduce the children to the use of 'soy...' (I am...)</p> <p><b><u>Fruit</u></b></p> <p>Pupils will learn 10 Spanish fruit nouns in their singular form (using the indefinite articles "una" and "un") as well as in the plural form using "las" and "los". They will then learn the language "Me gustan..." (I like...) and "No me gustan..." (I do not like...) which they can put together with their fruit language to create basic Spanish sentences expressing their opinions.</p> <p><b><u>Seasons</u></b></p> <p>In this unit pupils will learn in Spanish how to say the four seasons, describe each season's key features and say which season is their favourite with an opportunity to justify their opinion.</p> <p><b><u>I can... (Puedo)</u></b></p>	<p>like...) and "No me gustan..." (I do not like...) which they can put together with their fruit language to create basic Spanish sentences expressing their opinions.</p> <p><b><u>Vegetables</u></b></p> <p>Pupils will learn 10 Spanish vegetable nouns in their plural form using the feminine plural definite article "las" and the masculine plural definite article "los". They will then learn the language "un kilo de..." (one kilo of...) and "medio kilo de..." (half a kilo of...) and "Quisiera..." (I would like...) which they can put together with their vegetable language to create basic Spanish sentences expressing the quantity of different vegetables they would like. We introduce extra phrases and transactional language at the end of the unit so the children can take part in a fun role-play activity where they can pretend to be buying and selling vegetables in a Spanish market.</p> <p><b><u>Presenting myself</u></b></p> <p>This unit teaches enough language to the children to enable them to present themselves accurately in Spanish. The unit covers saying who you are, how old you are, where you live and where you are from. We'll also teach the children how to ask someone else the same questions. This will allow them ample role play opportunities and offers the possibility for the children to engage in authentic Spanish conversation.</p>	<p>de..." (one kilo of...) and "medio kilo de..." (half a kilo of...) and "Quisiera..." (I would like...) which they can put together with their vegetable language to create basic Spanish sentences expressing the quantity of different vegetables they would like. We introduce extra phrases and transactional language at the end of the unit so the children can take part in a fun role-play activity where they can pretend to be buying and selling vegetables in a Spanish market.</p> <p><b><u>Presenting myself</u></b></p> <p>This unit teaches enough language to the children to enable them to present themselves accurately in Spanish. The unit covers saying who you are, how old you are, where you live and where you are from. We'll also teach the children how to ask someone else the same questions. This will allow them ample role play opportunities and offers the possibility for the children to engage in authentic Spanish conversation.</p> <p><b><u>Family</u></b></p> <p>This unit teaches the nouns and article for members of the family. Children will be able to tell someone the members and their ages for a family (factual or fictitious). They continue working with numbers (reaching 100) to enable them to say the age of various family members. They will also understand the concept of possessives (mi and mis) in relation to family members. This ultimately</p>	<p>We'll also teach the children how to ask someone else the same questions. This will allow them ample role play opportunities and offers the possibility for the children to engage in authentic Spanish conversation.</p> <p><b><u>Do you have pets?</u></b></p> <p>This unit introduces the children to the nouns and article for eight common pets. The children will also learn how to, in Spanish, tell somebody if they have or do not have a pet and tell somebody what their pet is called. This unit encourages children to communicate in Spanish using a topic they can all relate to.</p> <p><b><u>What is the weather?</u></b></p> <p>Children will learn how to describe the weather in Spanish with an emphasis on map work and oral presentation skills.</p> <p><b><u>School</u></b></p> <p>This unit is a very useful one as it allows children to bring the Spanish they are learning directly in to what they do everyday at school. It enables them to talk about their subjects in terms of expressing an opinion and at what time they study these subjects. They are also introduced to the verb 'ir' (to go).</p>
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	<p>This unit introduces the children to the Spanish verb 'poder' in the form of 'puedo' (I can). Using this verb in this form we will teach the children ten everyday activities (talking, eating, dancing etc.) It is the first introduction to the concept 'puedo...' + the infinitive version of the verb</p>	<p><b><u>Classroom</u></b>  This is a very practical unit as it contains the most relevant and desirable language for classroom teachers. All the key vocabulary required in the classroom from classroom instructions to classroom stationery. Children will also be taught how to say what they do have and do not have in their pencil case.</p> <p><b><u>My house</u></b>  In this unit pupils will learn how to: Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they have or do not have in their home. Ask somebody else in Spanish what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).</p>	<p>allows the opportunity for a presentation in Spanish and is the ideal opportunity for children to start to present and speak Spanish in front of others.</p> <p><b><u>Clothes</u></b>  This is a unit that increases the learners' range of vocabulary as 19 items of clothing are introduced with their correct gender. By also introducing the full breakdown of the verb 'llevar' (to wear) the children begin to look at regular verbs and their patterns enabling more able learners the opportunity to extend their language skills.</p> <p><b><u>My house</u></b>  In this unit pupils will learn how to: Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they have or do not have in their home. Ask somebody else in Spanish what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).</p>	
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Vocabulary:  
What key vocabulary will our linguists need? Vocabulary is important because it embodies and communicates concepts

	Year 3	Year 4	Year 5	Year 6
	<p><b><u>Greetings</u></b>            Buenos dias            Hola            Me llamo...            Como estas?            Estoy bien            Estoy mal            Mas o menos            Adios            Hasta luego</p> <p><b><u>Colours and numbers</u></b>            Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</p> <p>Rojo, Amarillo, azul, verde, negro, blanco, gris, naranja, violeta, marron</p> <p><b><u>Animals</u></b>            Los animales            Un - masculine            Una – feminine            Un león A lion            Un ratón A mouse Un pájaro A bird            Una vaca A cow            Un conejo A rabbit Una oveja A sheep            Un caballo A horse Soy...(I am...)</p> <p><b><u>Fruit</u></b>            Me gusta/an – I like            No me gusta/n – I don't like...            Una manzana- An apple            Las manzanas- The apples            Una fresa -A strawberry            Las fresas -The strawberries</p>	<p><b><u>Fruit</u></b>            Me gusta/an – I like            No me gusta/n – I don't like...            Una manzana- An apple            Las manzanas- The apples            Una fresa -A strawberry            Las fresas -The strawberries            Un plátano- A banana            Los plátanos -The bananas</p> <p><b><u>Vegetables</u></b>            Un kilo de... One kilo of...            Medio kilo de... Half a kilo of...            Quisiera... I would like...            Por favor Please            Y And            Hola Hello            ¿Puedo ayudarte? Can I help you?            ¿Algo más? Is that all/anything else?            ¿Cuánto cuesta? How much is that?            Gracias Thank you            Hasta luego Goodbye            En mi cesta tengo... In my basket I have...</p> <p><b><u>Presenting myself</u></b>            ¿Cómo te llamas? What is your name?            Me llamo... My name is            ¡Hola! Hello            ¿Cómo estás? How are you?            Estoy bien I am fine            Estoy mal I am not very well            Más o menos (or así, así) So, so!            ¡Adiós! Goodbye            ¿Cuántos años tienes? How old are you?            Tengo.. I am... years old            ¿Dónde vives? Where do you live?            Vivo en.. I live in ..            Soy inglés I am English (male)            Soy inglesa I am English (female)</p> <p><b><u>Classroom</u></b>            ¿Qué tienes en tu estuche? What do you have in your pencil case?            En mi estuche (no) tengo... In my pencil case I (do not) have..</p>	<p><b><u>Vegetables</u></b>            Un kilo de... One kilo of...            Medio kilo de... Half a kilo of...            Quisiera... I would like...            Por favor Please            Y And            Hola Hello            ¿Puedo ayudarte? Can I help you?            ¿Algo más? Is that all/anything else?            ¿Cuánto cuesta? How much is that?            Gracias Thank you            Hasta luego Goodbye            En mi cesta tengo... In my basket I have...</p> <p><b><u>Presenting myself</u></b>            ¿Cómo te llamas? What is your name?            Me llamo... My name is            ¡Hola! Hello            ¿Cómo estás? How are you?            Estoy bien I am fine            Estoy mal I am not very well            Más o menos (or así, así) So, so!            ¡Adiós! Goodbye            ¿Cuántos años tienes? How old are you?            Tengo.. I am... years old            ¿Dónde vives? Where do you live?            Vivo en.. I live in ..            Soy inglés I am English (male)            Soy inglesa I am English (female)</p> <p><b><u>Family</u></b>            La familia The family            ¿Tienes un hermano/hermana? Do you have a brother/sister?            Sí, tengo un hermano/hermana            Yes, I have a brother/sister            Sí, tengo dos hermanos/hermanas            Yes, I have two brothers/sisters            No, soy hijo/hija único No, I am an only son/daughter            ¿Cómo se llama? What it he/she called?            Él/ella se llama He/she is called            Mi My (masculine and feminine singular)</p>	<p><b><u>Presenting myself</u></b>            ¿Cómo te llamas? What is your name?            Me llamo... My name is            ¡Hola! Hello            ¿Cómo estás? How are you?            Estoy bien I am fine            Estoy mal I am not very well            Más o menos (or así, así) So, so!            ¡Adiós! Goodbye            ¿Cuántos años tienes? How old are you?            Tengo.. I am... years old            ¿Dónde vives? Where do you live?            Vivo en.. I live in ..            Soy inglés I am English (male)            Soy inglesa I am English (female)</p> <p><b><u>Pets</u></b>            Tengo I have            No tengo I do not have            Tengo un I have a (masculine)            Tengo una I have a (feminine)            Que se llama... That is called            Y And            Pero But</p> <p>Un perro A dog            Un gato A cat            Un conejo A rabbit            Un hámster A hamster            Un pez A fish            Un ratón A mouse            Una cotorra A parrot / parakeet            Una tortuga A tortoise</p> <p><b><u>Weather</u></b>            El clima The weather            ¿Qué tiempo hace ? What weather is it?            Hace mal tiempo The weather is not good            Hace buen tiempo The weather is fine            Hace calor It is hot</p>

	<p>Un plátano- A banana Los plátanos -The bananas</p> <p><b><u>Seasons</u></b> Las estaciones -The seasons y – and porque -because Nieva - It snows El invierno - Winter El otoño – Autumn La primavera - Spring El verano - Summer Hace sol - It is sunny Hace calor - It is warm Hace frío - It is cold ¿Cuál es tu estación favorita? - Which is your favourite season? Mi estación favorita es... My favourite season is...</p> <p><b><u>I can...</u></b> Puedo – I can Bailar- To dance Cantar- To sing Cocinar – To cook Saltar – To jump Hablar – To talk Escuchar – To listen Comer – to eat Beber – To drink Ver la tele – To watch the television Escribir – To write</p>	<p>Tengo I have No tengo I do not have Un lápiz A pencil Un bolígrafo A pen Una goma A rubber Un libro A reading book Una regla A ruler Una cartera A book bag / a school bag Escuchad ¡ Listen ¡ Escribid ! Write ¡ Repetid ! Repeat ¡ Silencio ! Silence ¡ Pensad ! Think ¡ Leed ! Read ¡ Levantad la mano ! Raise your hand</p> <p><b><u>My house</u></b> ¿ Dónde vives ? Where do you live? Vivo en... I live in... En el campo In the countryside En la ciudad In town En un pueblo In a village Un piso An apartment Una casa A house Una cocina A kitchen Un cuarto de baño A bathroom Un dormitorio A bedroom Un lavadero A utility room Un salón A living room Un garaje A garage Un jardín A garden y and pero but En mi casa hay... In my home there is... / there are... En mi casa no hay... In my home there is not... / there are no...</p>	<p>Mis My (masculine and feminine plural)  La mamá The mother El papá The father Los padres The parents La abuela The grand-mother El abuelo The grand-father Los abuelos The grand-parents La tía The aunty La hija The daughter El hijo The son Una hermana / La hermana A sister / The sister Un hermano / El hermano A brother / The brother El tío The uncle</p> <p>Diez 10 Veinte 20 Treinta 30 Cuarenta 40 Cincuenta 50 Sesenta 60 Setenta 70 Ochenta 80 Noventa 90 Cien 100</p> <p><b><u>Clothes</u></b> La ropa The clothes Una camisa A shirt Una gorra A cap Un suéter A jumper Unas botas Boots Una camiseta A tee shirt Unas medias Socks / tights Un abrigo A coat Un vestido A dress Unos pantalones A pair of trousers Unos pantalones cortos A pair of shorts</p>	<p>Hace frío It is cold Hace sol It is sunny Está lloviendo It is raining Está nevando It is snowing Hay tormenta There is a storm Hace mucho viento It is windy</p> <p><b><u>School</u></b> En el colegio At school</p> <p>¿ Qué te gusta ? What do you like? ¿ Te gusta(n)... ? Do you like...? Me gusta(n)... I like... Me encanta(n)... I love... Odio I hate... Porque Because Es It is Porque es... Because it is... Y And Pero But Sin embargo However</p> <p>El español Spanish El inglés English El arte Art La educación física P.E La música Music La geografía Geography La historia History Las matemáticas Maths Las ciencias Science La informática ICT</p> <p>Aburrido Boring Difícil Difficult Útil Useful Interesante Interesting Divertido Fun Fácil Easy</p>
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			<p>Unos zapatos A pair of shoes  Unos guantes A pair of gloves</p>	
			<p><b><u>My house</u></b>  ¿ Dónde vives ? Where do you live?  Vivo en... I live in...  En el campo In the countryside  En la ciudad In town  En un pueblo In a village  Un piso An apartment  Una casa A house  Una cocina A kitchen  Un cuarto de baño A bathroom  Un dormitorio A bedroom  Un lavadero A utility room  Un salón A living room  Un garaje A garage  Un jardín A garden  y and  pero but</p>	

			<p>En mi casa hay... In my home there is... / there are...</p> <p>En mi casa no hay... In my home there is not... / there are no...</p>	
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Key:

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- listen attentively to spoken language and show understanding by joining in and responding
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of highfrequency 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

Year 3			
	Autumn 2	Spring 2	Summer 2
Content	<ul style="list-style-type: none"> <li><input type="checkbox"/> Numbers 0-10 are</li> <li><input type="checkbox"/> Greetings, asking and saying how you</li> <li><input type="checkbox"/> Classroom instructions</li> <li>Ask for and give name</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Revision of numbers 0-10</li> <li><input type="checkbox"/> Ask for and state age</li> <li><input type="checkbox"/> Colours</li> <li><input type="checkbox"/> Verb – es (is)</li> <li><input type="checkbox"/> Connective – y (and)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fruit</li> <li><input type="checkbox"/> Food items</li> <li><input type="checkbox"/> Days of the week</li> <li><input type="checkbox"/> Months of the year</li> </ul>
Key skills & activities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Letter strings – ua, ie, ei</li> <li><input type="checkbox"/> Links between some sounds and spellin</li> <li><input type="checkbox"/> Recognise number of syllables in words</li> <li><input type="checkbox"/> Watch mouth of speaker</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in chorusing a finger rhyme</li> <li><input type="checkbox"/> Understand and respond to a question</li> <li><input type="checkbox"/> Make links between some sounds and spellings</li> <li><input type="checkbox"/> recognise familiar words in written form</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise singular and plural items and how they affect the verb – gusta/gustan</li> <li><input type="checkbox"/> Match phonemes to graphemes</li> <li><input type="checkbox"/> Listen for specific words as they occur in a song</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Listen and respond to rhymes</li> <li><input type="checkbox"/> Imitate pronunciation</li> <li><input type="checkbox"/> Notice accents</li> <li><input type="checkbox"/> Notice how punctuation may vary between English and Spanish – e.g. upside down question mark</li> <li><input type="checkbox"/> Participate in a short exchange</li> <li><input type="checkbox"/> Auditory discrimination between un/un</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise how accents alter pronunciation – ñ</li> <li><input type="checkbox"/> Perform actions to a Spanish song</li> <li><input type="checkbox"/> Know how to pronounce the letter j in Spanish</li> <li><input type="checkbox"/> Read familiar words with accurate pronunciation</li> <li><input type="checkbox"/> Respond to a question; able children may give an extended answer</li> <li><input type="checkbox"/> Experiment with writing by producing short sentences using verb, adjective and connective</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reflect on healthy eating habits</li> <li><input type="checkbox"/> Join in reading a story</li> <li><input type="checkbox"/> Match sound to the written word</li> <li><input type="checkbox"/> Re-arrange familiar sentences into the correct word order</li> <li><input type="checkbox"/> Copy correctly</li> <li><input type="checkbox"/> Imitate pronunciation of a native speaker, focusing on specific key sounds and letter string</li> </ul>
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➤ Enjoy making Spanish sounds and practising new sequence  Listen to a sequence of words and provide the letters – rr, j next word in the

<ul style="list-style-type: none"> <li>➤ Listen to and follow simple commands</li> <li>➤ Recognise a question form in different cultures</li> <li>➤ Practise the pronunciation of the letter string – ll</li> <li>➤ Perform a simple communicative task</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify social conventions at home and in other</li> </ul>	<p style="background-color: #FF00FF; padding: 5px;">[Redacted]</p>
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### Year 4

	Autumn 1	Spring 1	Summer 1
Content	<ul style="list-style-type: none"> <li>• Revision of colours <input type="checkbox"/> Hay <input type="checkbox"/> Quantifier: Bastante/mucho/un poco</li> <li>• Parts of the body <input type="checkbox"/> Some letters of the alphabet; introduction of vowels <input type="checkbox"/> Bilingual dictionary work</li> <li>• Adjectives (grande, pequeño, gordo, largo, puntiagudo) <input type="checkbox"/> Family members <input type="checkbox"/> Hobbies</li> <li>• Asking for Spanish translation: ¿Cómo se dice... en autocar, en tren, en avión <input type="checkbox"/> Possessive adjective: mi <input type="checkbox"/> ¿Te Gusta?</li> <li>• El hombre and La Rodilla (song) <input type="checkbox"/> Tengo/no tengo/y/tambien <input type="checkbox"/> Asking about family members <input type="checkbox"/> Five means of transport: en barco, en coche, en español? <input type="checkbox"/> Pets</li> <li>• Zoo animals <input type="checkbox"/> Clothes items for packing a suitcase</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pronounce some words accurately</li> <li>➤ Understand that all nouns have a gender</li> <li>➤ Ask how to say something in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listen to and join in singing a Spanish song, devising actions to accompany the lyrics</li> <li>➤ Follow a story using visual clues</li> <li>➤ Scan a text to identify key words</li> </ul>
Skills & activities	<ul style="list-style-type: none"> <li>➤ Listen to and follow a short story</li> <li>➤ Identify adjectives in a text and recognise that they can change spellings</li> <li>➤ Listen for specific words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>➤ [Redacted]</li> <li>➤ [Redacted]</li> <li>➤ [Redacted]</li> </ul>	<ul style="list-style-type: none"> <li>➤ [Redacted]</li> <li>➤ [Redacted]</li> <li>➤ [Redacted]</li> </ul>

- Pack an imaginary suitcase for a holiday, labelling a drawing
  - Direction
  - Asking where places are

- Take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate
- Listen to and understand a native speaker

## Year 5

Year 5			
	Autumn 2	Spring 2	Summer 2
Content	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hay</li> <li><input type="checkbox"/> buildings on the high street</li> <li><input type="checkbox"/> Revision of connectives – y, también</li> <li><input type="checkbox"/> Revision of adjectives – grande, pequeño</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Numbers 0-50</li> <li><input type="checkbox"/> Food items – revision and new vocabulary Breakfast foods ¿Quieres?</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Revision of days of the week/months of the year</li> <li><input type="checkbox"/> Weather</li> <li><input type="checkbox"/> Seasons</li> <li>Saying where you live</li> </ul>

- Recognise some letters of the alphabet
- Ask and answer questions
- Work co-operatively in groups to plan and prepare a language activity
- Present a short role play introducing family members, asking and answering questions

- Times of day : mañana, tarde, noche, a las diez, a las cuatro y media
- Make simple sentences and manipulate them by changing an element
- Understand and use negatives

- expressing likes and dislikes
- Design a balanced meal, with foods labelled in Spanish
- Consider different types of breakfast food at home and abroad
- Develop accuracy in pronunciation and intonation

- Acquire cultural knowledge about family life in Spain
- Perform a South American song
- Re-order words to form a short, simple sentence

- Recite a short text with accurate pronunciation
- Appreciate similarities and differences between Spanish and English high streets
- Identify the position of adjectives in a sentence

- Use spoken language spontaneously during a breakfast role play
- Identify the date from an audio recording

- Recognise plural nouns
- Understand simple rules for converting singular nouns into plurals
- Ask and answer questions about pets
- Know how to say the 5 vowel sounds in Spanish
- Write simple sentences, adapting a model
- Be able to sort words into dictionary order by first/second letter
- Become familiar with the layout of a simple bilingual dictionary
- Follow and understand an interview between two speakers talking about hobbies
- Conduct a short interview in Spanish, asking and answering questions

- Memorise and present two or three sentences describing a high street
- Manipulate language by changing an element in a sentence
- Use a dictionary
- Recap pronunciation of ñ

- Use short sentences to give a description of the weather
- Look and listen for visual and aural clues in an audio recording
- Recap pronunciation of letters c and ll in Spanish
- Use knowledge of pronunciation to make up a short rap using phrases for weather conditions
- Use simple sentences to present a mini weather report in Spanish
- Write two or more sentences describing the weather in each season in Spanish
- Recognise similarities and differences between places; understand that the climate in Spain is very varied

- Understand different possibilities for travelling abroad

- Recap pronunciation of rr and j
- Revision of connectives: y, pero, también
- Find words in a bi-lingual dictionary

Key skills & activities

## Year 6

	Autumn 1	Spring 1	Summer 1
Content	<ul style="list-style-type: none"> <li>Classroom routines: (Answering the register, Saying the date, Describing the weather, Asking for classroom objects, Following instructions)</li> <li>No tengo</li> <li>¿Tienes...?</li> <li>Clothing</li> <li>Opinions (with justification)</li> <li>Revision of family members</li> </ul>	<ul style="list-style-type: none"> <li>Rooms of the house</li> <li>Types of housing</li> <li>Revision – Where do you live?</li> <li>¿Cómo se dice en español...? □ Furniture vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Revision               <ul style="list-style-type: none"> <li>Alphabet</li> <li>Days of the week/month of the year</li> <li>Weather</li> <li>Clothes</li> <li>Transport</li> </ul> </li> <li>Plan a holiday – vamos!</li> </ul>
Key skills & activities	<ul style="list-style-type: none"> <li>□ Initiate and sustain conversations</li> <li>➤ Re-use previously learned language</li> <li>➤ Discuss language learning</li> <li>➤ memorise and recall language</li> <li>➤ Understand the formation of a word</li> <li>➤ Revise pronunciation of ll and rr</li> <li>➤ Understand details including names and places in passages</li> <li>➤ Construct a short paragraph based on a model</li> <li>➤ Attempt accurate spellings when writing words from memory</li> <li>➤ Understand the main point or tone of voice expressed in a short, written text</li> <li>➤ answering true/false questions</li> <li>➤ Follow a story as it is read</li> <li>understanding □ Listen for clear instructions</li> </ul>	<ul style="list-style-type: none"> <li>□ Match sound to individual word in a list of words</li> <li>□ Work out how to pronounce unknown words</li> <li>□ I can identify the sounds of some letters of the alphabet</li> <li>□ Be aware of cultural differences in housing at home and abroad</li> <li>□ Contribute to a shared writing task, describing an ideal home</li> <li>□ Consolidate understanding of the position of words in a sentence</li> <li>□ Produce own piece of writing, adapting a model</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand that Spanish is spoken in many countries throughout the world</li> <li>➤ Use the internet to research climate</li> <li>➤ Choose a country for the holiday and select dates</li> <li>➤ Make predictions about meaning based on existing knowledge</li> <li>➤ Write short sentences, using a model</li> <li>➤ Use the internet to research different types of accommodation</li> <li>➤ Write a short letter to book accommodation, adapting a model</li> <li>➤ Use a dictionary as appropriate</li> </ul>