



**Pensilva Primary School**  
**MFL (Spanish) Curriculum Knowledge and Skills**  
**Progression Map**

***(To be viewed alongside unit topic pages)***

Key Concepts			
PHONICS & PRONUNCIATION	VOCABULARY	GRAMMAR	CULTURAL UNDERSTANDING
National Curriculum Programmes of Study			
KS1	KS2		
	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Present ideas and information orally to a range of audiences.</li> <li>Read carefully and show understanding of words, phrases and simple writing.</li> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>Describe people, places, things and actions orally and in writing.</li> <li>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.</li> </ul>		

Subject Content:					
EYFS	KS1	LKS2		UKS2	
Introduction: Learning nursery rhymes.	Introduction: Basic greetings. My name is... Numbers 1-10. Colours.	Aprendo Español (I am learning Spanish) [Consolidation of basic greetings, my name is, numbers 1-10 and colours] Year 4: La fecha (The date) Consolidation and review of vocabulary learnt.		Consolidation: La fecha (The date) Consolidation and review of vocabulary learnt.	
		<ul style="list-style-type: none"> <li>• Sé...(I Know How...)</li> <li>• Los Animales (Animals)</li> <li>• Felices Pascuas (Happy Easter)</li> <li>• Me Presento (Presenting Myself)</li> <li>• Finding out about Spanish dancing and music.</li> </ul>	<ul style="list-style-type: none"> <li>• Los Instrumentos (Music and Instruments)</li> <li>• La Fruta (The Fruits)</li> <li>• Las Verduras (The Vegetables)</li> <li>• Mi Clase (In The Classroom)</li> <li>• Finding out about Spanish famous people.</li> </ul>	<ul style="list-style-type: none"> <li>• Mi familia (My Family)</li> <li>• Feliz Navidad (Christmas)</li> <li>• ¿Tienes una mascota? (Do You Have a Pet?)</li> <li>• En la cafetería (At the Café).</li> <li>• En el colegio (At School).</li> <li>• Finding out about Spanish landmarks and geography.</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Qué tiempo hace? (What Is the Weather?)</li> <li>• La ropa (Clothes)</li> <li>• Tradiciones y Celebraciones (Traditions and Celebrations).</li> <li>• Hábitats (Habitats)</li> <li>• Los Juegos Olímpicos (The Olympics)</li> <li>• Finding out about Spanish entertainment and education</li> </ul>

EYFS

Topic	Nursery Rhymes <i>Canciones infantiles</i>
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>• Know up to six traditional nursery rhymes in Spanish:               <ul style="list-style-type: none"> <li>➤ Estrellita, ¿Dónde estás? -Twinkle Twinkle Little Star (1)</li> <li>➤ Los pollitos - The Little  Chicks (2)</li> <li>➤ En la granja de mi tío - Old MacDonald (On my uncle's farm) (3)</li> <li>➤ Un elefante se balanceaba - An elephant on a swing (4)</li> <li>➤ La pequeña araña - Incy Wincy Spider (5)</li> <li>➤ Las ruedas del autobús - The wheels on the bus (6)</li> </ul> </li> <li>• That there are languages in addition to English that are used by different people and/or in different countries.</li> <li>• How to say hello and goodbye in Spanish.</li> </ul> <p>Phonics and pronunciation: (Not seen but will be heard in the nursery rhymes)</p> <ul style="list-style-type: none"> <li>• Ñ sound. Like the 'ny' sound in the English word 'canyon'. As seen in araña and pequeña in the Spanish nursery rhymes.</li> <li>• LL sound. The Spanish 'LL' sound is pronounced very similarly to the 'y' sound in the English words 'yellow' As seen in the words llamar, lluvia, pollitos, and gallina in the Spanish nursery rhymes.</li> <li>• J sound. Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'. As seen in words from the nursey rhymes like bajo, granja.</li> </ul>
<b>Cross Curricular Links</b>	<p>Learning rhymes and songs.            Learning to listen more carefully and for longer periods of time repeating what we hear with improving accuracy.            Using physical actions to help us to learn rhymes.</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p>ELG: Managing Self</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>ELG: Comprehension</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling</li> </ul> <p>ELG: Past and Present</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them.</li> </ul> <p>ELG: People, Culture and Communities</p>

		<ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Actively participate in six traditional nursery rhymes in English and Spanish.</li> <li>• Start to understand and decode more of the spoken/sung Spanish we hear.</li> <li>• Learning to listen more carefully and for longer periods of time repeating what we hear with improving accuracy.</li> <li>• Using gestures and images to help us understand more of what we hear in Spanish.</li> <li>• Understand and actively participate with physical actions in Spanish nursery rhymes.</li> <li>• I can say hello and goodbye in Spanish.</li> </ul>
	<b>School Context</b>	
	<p>Learning nursery rhymes and simple songs is an important opportunity for our children. Nursery rhymes are extremely valuable to support language and communication skills, build confidence and prepare children for reading and writing as they get older.</p> <p>Some of our children have not had the opportunities to travel widely and may not yet have experienced other languages. Learning nursery rhymes in Spanish is a great opportunity to explore the idea of language and different languages being spoken with our youngest children</p>	

<b>Key Stage 1 (Focus One)</b>	
	<p style="text-align: center;"><i>Los saludos (Greetings)</i></p>
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>➤ How to say 'hi', 'hello' and 'good morning' in Spanish.</li> <li>➤ How to say 'my name is...' in Spanish.</li> <li>➤ How to ask somebody in Spanish how they are feeling and give a reply.</li> <li>➤ How to say 'goodbye' and 'see you later' in Spanish.</li> </ul> <p>Recommended phonics focus:</p> <ul style="list-style-type: none"> <li>➤ CH J Ñ LL RR</li> <li>➤ J sound in José, Jorge &amp; Juan Pablo</li> <li>➤ LL sound in llamo</li> </ul>
<b>Cross Curricular Links</b>	<p>Understanding and talking about the lives of the people. Understanding that different languages are spoken and exploring similarities in how cultures greet each other etc.</p>
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Say 'hi', 'hello' and 'good morning' in Spanish.</li> <li>• Say 'my name is...' in Spanish.</li> <li>• Ask somebody in Spanish how they are feeling and give a reply.</li> <li>• Say 'goodbye' and 'see you later' in Spanish.</li> <li>• Listening carefully and repeating what is heard with improving accuracy.</li> <li>• Practicing with words and phrases – having simple conversations in Spanish.</li> </ul>
<b>School Context</b>	
<p>Children have had opportunities to learn Spanish nursery rhymes they build on this by learning simple greeting and how to say their name. This is revisited and practiced regularly once introduced orally to commit to memory. Some of our children have not had the opportunities to travel widely and may not yet have experienced other languages and so further develops their introduction to Spanish, prior to them formally learning it across KS2.</p>	

<b>Key Stage 1 – Year B (Focus Two)</b>	
	<p style="text-align: center;"><i>Los colores y los números (Colours &amp; Numbers)</i></p>

	<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>• Know how to say 10 common colours in Spanish.</li> <li>• Know how to count from 1-10 in Spanish</li> </ul> <p>Recommended phonics focus:</p> <ul style="list-style-type: none"> <li>• CH J Ñ LL RR</li> <li>• J sound in naranja.</li> <li>• LL sound in amarillo.</li> <li>• RR sound in marrón.</li> </ul>
	<b>Cross Curricular Links</b>	<p><u>Maths:</u> Ordering and recognizing numbers to 10.</p> <p><u>Art:</u> Colours.</p>
	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Say 10 common colours in Spanish.</li> <li>• Count from 1-10 in Spanish</li> <li>• Working on memory skills so we are able to remember the new words we have learnt in Spanish long-term.</li> <li>• Learning to listen really carefully and repeat what we hear with improving accuracy.</li> </ul>
	<b>School Context</b>	
	<p>Children have had opportunities to learn Spanish nursery rhymes they build on this by learning colours and numbers 1-10. This is revisited and practiced regularly once introduced orally to commit to memory.</p> <p>Some of our children have not had the opportunities to travel widely and may not yet have experienced other languages and so further develops their introduction to Spanish, prior to them formally learning it across KS2.</p>	

Lower Key Stage 2 – Year A						
Y3 and 4 (Phase 2) Knowledge End Points:	Term	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Read fluently:</b></p> <ul style="list-style-type: none"> <li>Understand the main points in short written texts.</li> <li>How to use a translation dictionary or glossary to look up new words.</li> </ul> <p><b>Write imaginatively:</b></p> <ul style="list-style-type: none"> <li>Know a few short sentences using familiar expressions.</li> </ul> <p><b>Speak confidently:</b></p> <ul style="list-style-type: none"> <li>Understand the main points from spoken passages.</li> <li>How to ask others to repeat words or phrases if necessary.</li> <li>How to ask and answer simple questions and talk about interests.</li> <li>Demonstrate a growing vocabulary.</li> </ul> <p><b>Understand the culture of the countries in which the language is spoken:</b></p> <ul style="list-style-type: none"> <li>Know some interesting details of countries or communities where</li> </ul>	<p><b>Topic</b></p> <p><i>Aprendo Español (I am learning Spanish)</i></p> <p><b>Year 4:</b> <i>La fecha (The date)</i></p>	<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Language necessary to use key greetings, ask and answer the questions 'How are you?' and 'What is your name?' as well as numbers 1-10 and 10 key colours in Spanish</li> <li>Phonics and Pronunciation: <ul style="list-style-type: none"> <li>H sound in 'ocho'.</li> <li>J sound in 'rojo' and 'naranja'.</li> <li>Ñ sound in 'España'.</li> <li>LL sound in 'amarillo'.</li> <li>RR sound in 'marrón'.</li> <li>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in <i>cómo</i>.</li> <li>Ñ letter. It is pronounced as the 'ny' sound in the English word 'onion'</li> </ul> </li> <li>Pupils will be expected to locate Spain on a map, as well as familiarise themselves with Hispanic countries on a world map too.</li> </ul> <p><b>Year 4:</b> <i>Greater focus on writing and spelling with above.</i></p> <p>Language necessary to:</p> <ul style="list-style-type: none"> <li>recognise and recall the 7 days of the week in Spanish.</li> <li>recognise and recall the 12 months of the year in Spanish.</li> <li>recognise and recall numbers 1-31 in Spanish.</li> <li>ask what the date is and say the date in Spanish.</li> </ul> <p>Phonics and Pronunciation:</p>	<p><b>Sé...(I Know How...)</b></p> <ul style="list-style-type: none"> <li>Ten different high frequency action verbs linked to common activities. First person conjugation of the modal verb <i>saber</i> (to know how), in the positive and negative plus ten common infinitive verbs.</li> <li>How to use the conjunctions 'y' (and) &amp; 'pero' (but).</li> <li>Modal verb plus infinitive. Learning that <i>sé</i> (that comes from the modal verb <i>saber</i> and translates as 'I know how') is ALWAYS followed by a verb in its infinitive form in Spanish.</li> <li>The negative sentence structure in Spanish follows the rule of no plus the conjugated MODAL verb, <i>sé</i>, plus the INFINITIVE verb.</li> <li>CH J N LL RR</li> <li>J sound in <i>dibujar</i></li> <li>Ñ sound in <i>hablar</i></li> </ul>	<p><b>Los Animales [E] (Animals)</b></p> <p><b>Felices Pascuas (Happy Easter)</b></p> <ul style="list-style-type: none"> <li>10 common animals. The animal nouns in Spanish plus their appropriate indefinite article/determiner.</li> <li>First person conjugation of the verb <i>ser</i> (soy = I am).</li> <li>The subject pronoun 'yo' (I) is often omitted in Spanish. Just the verb is used. In Spanish, the way the verbs are conjugated often make the subject pronoun unnecessary. You will see this happen often!</li> <li>To learn that nouns in Spanish can have different articles based on their gender (masculine and feminine nouns).</li> <li>How to categorise nouns by gender (un or una).</li> <li>1st person singular conjugation of the high frequency irregular verb <i>ser</i></li> </ul>	<p><b>Me Presento (Presenting Myself)</b></p> <ul style="list-style-type: none"> <li>Basic greetings in Spanish and how to ask somebody how they are feeling and reply when asked.</li> <li>How to ask somebody their name in Spanish and reply when asked.</li> <li>Numbers 1-20 in Spanish.</li> <li>How to ask somebody how old they are in Spanish and reply when asked.</li> <li>How to ask somebody where they live in Spanish and reply when asked.</li> <li>How to express our nationalities in Spanish and understand basic gender agreement rules.</li> <li>Knowledge of high frequency first person verbs such as <i>soy</i> (I am), <i>tengo</i> (I have) and <i>vivo</i> (I live).</li> <li>Adjectival agreement. An introduction to the</li> </ul>

<p>the language is spoken.</p>		<ul style="list-style-type: none"> <li>• GO sound in <u>domingo</u> &amp; <u>agosto</u>.</li> <li>• CO sound in <u>miércoles</u> and <u>cinco</u>.</li> <li>• Letters. 'H' is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is pronounced 'oy'.</li> </ul> <p>Grammar we will learn &amp; revisit:</p> <p>Ordinal &amp; cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence. They will also learn that the only ordinal number for saying the date in Spanish is the 1st, which is written as uno or primero. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. Seeing the upside-down question mark is used at the beginning of all questions.</p>	<p>español</p> <ul style="list-style-type: none"> <li>• Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar.</li> </ul>	<p>(to be) in Spanish.</p> <ul style="list-style-type: none"> <li>• CH J Ñ LL RR</li> <li>• J sound in oveja, pájaro &amp; conejo.</li> <li>• LL sound in caballo.</li> <li>• Stress Placement like co-ne-jo and ca-na-rio.</li> <li>• Accents. Accents can le-ón, pá-ja-ro and ra-tón.</li> <li>• Easter vocabulary including an Easter song in Spanish.</li> <li>• How to use Easter vocabulary in full sentences with 5 senses.</li> </ul>	<p>concept of adjectival agreement in the simplest form in Spanish. Adding an 'a' to the end of the adjective (e.g. the nationalities 'English' or 'Spanish' to show that the person talking or being described is female.</p> <ul style="list-style-type: none"> <li>• CA CE CI CO CU</li> <li>• CA sound in catorce.</li> <li>• CE sound in once, doce, trece etc</li> <li>• CI sound in cinco and cincuenta.</li> <li>• CO sound in escocés.</li> <li>• CU sound in cuatro.</li> <li>• Accents. as seen in dó-nde and có-mo.</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound in español &amp; española.</li> </ul>	
	<p><b>Cross Curricula rLinks</b></p>	<p><u>Maths:</u> Days of the week and months sequencing. Ordering and recognizing numbers. Ordinal and cardinal numbers.</p> <p><u>Geography:</u> Location of Spain and Spanish speaking countries.</p> <ul style="list-style-type: none"> <li>• Key landmarks and geographical features of Spain.</li> </ul>	<p>English: What is a verb?</p>	<p>English: What a noun and article/determiner is in English. What a verb is and that 'I am' comes from the verb 'to be' in English.</p> <p>RE: Easter</p>		<p>Music: Spanish songs and dancing.</p> <p>Computing/English: research skills.</p>



<p><b>LKS2 Skills End Points:</b></p> <p><b>Read fluently:</b></p> <ul style="list-style-type: none"> <li>• Read and understand the main points in short written texts.</li> <li>• Read short texts independently.</li> <li>• Use a translation dictionary or glossary to look up new words.</li> </ul> <p><b>Write imaginatively:</b></p> <ul style="list-style-type: none"> <li>• Write a few short sentences using familiar expressions</li> <li>• Express personal experiences and responses.</li> <li>• Write short phrases from memory with spelling that is readily understandable.</li> </ul> <p><b>Speak confidently:</b></p> <ul style="list-style-type: none"> <li>• Understand the main points from spoken passages</li> <li>• Ask others to repeat words or phrases if necessary.</li> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a</li> </ul>	<p><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>• Starting to work on memory skills so that language and the spelling of new words is remembered after the lesson.</li> <li>• Learning to look for cognates (<i>a cognate is a word that has the same linguistic derivation as another. For example, the word "atencion" in Spanish and the word "attention" in English are cognates originally drawn from Latin. This means that both words originated from the same root word in Latin ("attentionem")</i>) first.</li> <li>• Associating words and phrases to images.</li> <li>• Finding Spain on a map and being able to recall at least 1 Spanish-speaking country.</li> <li>• Using key greetings.</li> <li>• Ask and answer the question 'How are you?' in Spanish.</li> <li>• Ask and answer the question 'What is your name?' in Spanish.</li> <li>• Count to 10 in Spanish</li> <li>• Read, write, say and recognise 10 colours in Spanish.</li> </ul> <p><b>Year 4:</b> Greater focus on writing and spelling with above.</p> <p>To be able to formulate the date in Spanish.</p>	<ul style="list-style-type: none"> <li>• Recognise, remember and spell 10 action verbs in Spanish.</li> <li>• Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how) and 'no sé' (I do not know how).</li> <li>• Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) &amp; 'pero' (but).</li> <li>• Improving memory skills using imagery, sound, or mime to remember the new vocabulary in Spanish after the lesson.</li> <li>• Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to Spanish section of a dictionary.</li> <li>• Learning how to build sentences in Spanish using the 1st person conjugated verb sé</li> </ul>	<ul style="list-style-type: none"> <li>• Improving memory skills to remember the animals in Spanish after the lesson.</li> <li>• Remembering to always look out for cognates (such as león) using pictures to help.</li> <li>• Learning how to build a short simple sentence in Spanish using 1st person conjugated verb (soy), an indefinite article/determiner (un or una) and a noun (in this unit an animal).</li> <li>• Learning that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.</li> <li>• To learn that nouns in Spanish can have different articles based on their gender (masculine and feminine nouns).</li> <li>• Learning how to categorise nouns by gender (un or una).</li> <li>• Learning key Easter vocabulary and song.</li> <li>• Using Easter vocabulary in full sentences with our 5 senses.</li> </ul>	<ul style="list-style-type: none"> <li>• Using basic greetings in Spanish, asking somebody how they are feeling and reply when asked.</li> <li>• Asking somebody their name in Spanish and reply when asked.</li> <li>• Recall numbers 1-20 in Spanish.</li> <li>• Asking somebody how old they are in Spanish and reply when asked.</li> <li>• Asking somebody where they live in Spanish and reply when asked.</li> <li>• Expressing our nationalities in Spanish and understanding basic gender agreement rules.</li> <li>• To work towards holding a simple conversation with a partner, asking a question as well as being able to answer one.</li> <li>• Being able to present ourselves in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• To work on memory, recall and retention skills using images as well as the written word.</li> <li>• Improve oral work practicing through song.</li> <li>• Use a range of information sources to find out about Spanish dancing and songs.</li> </ul>
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<p>growing vocabulary.</p> <p><b>Understand the culture of the countries in which the language is spoken:</b></p> <ul style="list-style-type: none"> <li>Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> </ul>			<p>(I know how) or no sé (I do not know how), using pictures to help.</p> <ul style="list-style-type: none"> <li>Extending sentences with the conjunctions y (and) &amp; pero (but) in Spanish.</li> </ul>			
<ul style="list-style-type: none"> <li>Make comparisons between life in countries or communities where the language is spoken and this country.</li> </ul>	<b>School Context</b>					
	<p>This unit will introduce children to formally learning Spanish in KS2. It will help them to understand that there are different languages spoken around the world and that some languages are more widespread than others. This is important as some of the children will not have any first-hand experience of this. It consolidates and revisits language the children will have been introduced to previously in KS1.</p> <p>Year 4 children's learning is extended through exploring how to record the date and a greater focus on writing during this unit.</p>	<p>Children can use language introduced from units like 'Animals', 'Instruments', 'Fruits' and 'Vegetables' and 'I Am Learning Spanish' unit.</p>	<p>Builds upon Aprendo Español (I am learning Spanish) unit and gives children opportunities to consolidate and extend vocabulary learnt previously.</p>	<p>Builds upon Aprendo Español (I am learning Spanish) unit and gives children opportunities to consolidate and extend vocabulary learnt previously by presenting themselves in Spanish with name, age and nationality. They will extend numbers to 20 and learn how to ask and give ages and where they live.</p>		

	Term	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Y3 and 4 (Phase 2) Knowledge End Points:</b></p> <p><b>Read fluently:</b></p> <ul style="list-style-type: none"> <li>Understand the main points in short written texts.</li> <li>How to use a translation dictionary or glossary to look up new words.</li> </ul> <p><b>Write imaginatively:</b></p> <ul style="list-style-type: none"> <li>Know a few short sentences using familiar expressions.</li> </ul> <p><b>Speak confidently:</b></p> <ul style="list-style-type: none"> <li>Understand the main points from spoken passages.</li> <li>How to ask others to repeat words or phrases if necessary.</li> <li>How to ask and answer simple questions and talk about interests.</li> <li>Demonstrate a growing vocabulary.</li> </ul> <p><b>Understand the culture of the countries in which the language is spoken:</b></p> <ul style="list-style-type: none"> <li>Know some interesting details of countries or communities where</li> </ul>	<p><b>Topic</b></p> <p><i>Aprendo Español (I am learning Spanish)</i></p> <p><b>Year 4:</b> <i>La fecha (The date)</i></p>	<p><i>Los Instrumentos (Music al Instruments)</i></p>	<p><i>La Fruta (The Fruits)</i></p>	<p><i>Las Verduras (The Vegetables)</i></p>	<p><i>Mi Clase (In The Classroom) [I]</i></p> <p><i>Consolidation and review of vocabulary learnt.</i></p> <p><i>Finding out about Spanish famous people.</i></p>	
	<p><b>Key Knowledge</b></p>	<p>Language necessary to use key greetings, ask and answer the questions 'How are you?' and 'What is your name?' as well as numbers 1-10 and 10 key colours in Spanish</p> <p><b>Phonics and Pronunciation:</b></p> <ul style="list-style-type: none"> <li>H sound in 'ocho'.</li> <li>J sound in 'rojo' and 'naranja'.</li> <li>Ñ sound in 'España'.</li> <li>LL sound in 'amarillo'.</li> <li>RR sound in 'marrón'.</li> <li>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in <i>cómo</i>.</li> <li>Ñ letter. It is pronounced as the 'ny' sound in the English word 'onion'</li> </ul> <p>Pupils will be expected to locate Spain on a map, as well as familiarise themselves with Hispanic countries on a world map.</p> <p><b>Year 4:</b> <i>Greater focus on writing and spelling with above.</i></p> <p>Language necessary to:</p> <ul style="list-style-type: none"> <li>recognise and recall the 7 days of the week in Spanish.</li> <li>recognise and recall the 12 months of the year in Spanish.</li> <li>recognise and recall numbers 1-31 in Spanish.</li> <li>ask what the date is and say the date in Spanish.</li> </ul> <p><b>Phonics and Pronunciation:</b></p>	<p>Language necessary to name and recognise up to 10 instruments in Spanish and how to say 'I play' + an instrument.</p> <p>Grammar:</p> <p>In Spanish the personal pronoun I (yo) is often dropped and just 'toco' is used.</p> <p>Nouns in Spanish can have different articles based on their gender (masculine/feminine nouns) and plurality. Learning that this has nothing to do with what things look like.</p> <p>Introduction to 3 definite articles (la, el and los).</p> <p><b>Phonics and Pronunciation:</b></p>	<p>Grammar: Nouns, gender, articles/determiners and plural form.</p> <p>Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una.</p> <p>Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender.</p> <p>How to make the fruits plural in Spanish.</p> <p><b>Phonics and Pronunciation:</b></p> <ul style="list-style-type: none"> <li>J sound in <i>naranja</i>.</li> <li>Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like <i>pe-ra, ce-re-za, ci-rue-la</i></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary to recognize and recall from memory up to 10 common vegetables and their plural definite article/determiner.</li> <li>Simple vocabulary including a kilo, a half kilo, please and thank you, hello and can I have.</li> <li>Know that 'y' and can be used to extend what is being asked for.</li> <li>Know how to spell some vegetables with their plural article/determiner.</li> <li>Know how to use the high frequency verb <i>quisiera</i> from the verb <i>querer</i>, to want in Spanish.</li> <li>Know the article/determiner is dependent on the whether the vegetable is a</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary to recall from memory a selection of nouns and indefinite articles for common classroom objects.</li> <li>How to use the negative in Spanish.</li> <li>How to respond to simple classroom commands.</li> <li>How to use 'y' and 'pero' but to extend responses.</li> <li>That <i>tengo</i> means I have and comes from the verb to have <i>tener</i> in Spanish.</li> <li>Gender affects the choice of article/determiner.</li> <li>Introduce <i>tengo...</i> ('I have') and the negative option <i>no tengo...</i> ('I do not have').</li> <li>The subject</li> </ul>

<p>the language is spoken.</p>		<ul style="list-style-type: none"> <li>• GO sound in <u>domingo</u> &amp; <u>agosto</u>.</li> <li>• CO sound in <u>miércoles</u> and <u>cinco</u>.</li> <li>• Letters. 'H' is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is pronounced 'oy'.</li> </ul> <p>Grammar we will learn &amp; revisit:</p> <ul style="list-style-type: none"> <li>• Ordinal &amp; cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence.</li> <li>• They will also learn that the only ordinal number for saying the date in Spanish is the 1st, which is written as uno or primero. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date.</li> <li>• Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question.</li> </ul>	<ul style="list-style-type: none"> <li>• CH J Ñ LL RR</li> <li>• RR sound in guitarra</li> <li>• Accents: as seen in címba-los, tri-án-gu-lo, el vi-o-lín &amp; ba-te-rí-a.</li> </ul>	<p>and al-ba-ri-co-que.</p> <p>VOCABULARY:</p> <p>The nouns and determiners/articles for 10 common fruits in Spanish.</p> <p>The language required to ask a question in Spanish and how to answer (using the positive and negative form).</p>	<p>masculine or feminine noun (gender).</p> <ul style="list-style-type: none"> <li>• Know the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question.</li> </ul> <p>Phonics and Pronunciation:</p> <ul style="list-style-type: none"> <li>• CH J Ñ LL RR</li> <li>• CH &amp; Ñ sound in champiñones.</li> <li>• J sound in judías verdes &amp; berenjenas.</li> <li>• LL sound in cebollas.</li> <li>• Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fav-or. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like ce-bo-llas.</li> <li>• Accents. as seen in ju-dí-as.</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another</li> </ul>	<p>pronoun 'yo' is often omitted in Spanish. You can tell who is doing the action from the verb.</p> <ul style="list-style-type: none"> <li>• Punctuation can be different with the upside down exclamation [and question mark] at the start of a sentence.</li> <li>• Knowledge of famous Spanish people: <ul style="list-style-type: none"> <li>- Royal family (comparison to British Royal Family)</li> <li>- Football players &amp; teams.</li> </ul> </li> </ul> <p>Phonics and Pronunciation:</p> <ul style="list-style-type: none"> <li>• CA CE CI CO CU</li> <li>• CA sound in calculadora &amp; cartera.</li> <li>• CE sound in cerrad.</li> <li>• CI sound in silencio.</li> <li>• CU sound in escuchad.</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in</li> </ul>
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					phoneme. As seen in the word champiñones	<ul style="list-style-type: none"> <li>a vowel or 'n' and 's' it is normally the second to last syllable like ti-jeras.</li> <li>Accents can also indicate a question as in the word qué. Therefore used as a question word – not an answer.</li> </ul>
	<b>Cross Curricular Links</b>	<p><u>Maths:</u> Days of the week and months sequencing. Ordering and recognizing numbers. Ordinal and cardinal numbers.</p> <p><u>Geography:</u> Location of Spain and Spanish speaking countries. Key landmarks and geographical features of Spain.</p>	<p><u>English:</u> What a noun and article/determiner is in English.  What a verb is in English</p> <p><u>Music:</u> Names of different musical instruments.</p>	<p><u>English:</u> What a noun and article/determiner is in English.  What a verb is in English</p>	<p><u>English:</u> What a noun and article/determiner is in English.  <u>Maths:</u> Measurements and quantities for buying vegetables e.g. kilo and half kilo.</p>	<p><u>Maths:</u> Carry out a survey about what peers do or do not have in their pencil case (pack)</p> <p><u>English:</u> What a noun and article/determiner is in English.  What a verb is in English</p> <p>Use of conjunctions 'and' &amp; 'but'.</p>
<p><b>LKS2 Skills End Points:</b></p> <p><b>Read fluently:</b></p> <ul style="list-style-type: none"> <li>Read and understand the main points in short written texts.</li> <li>Read short texts independently.</li> <li>Use a translation dictionary or glossary to look up new words.</li> </ul> <p><b>Write imaginatively:</b></p> <ul style="list-style-type: none"> <li>Write a few short</li> </ul>	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>Starting to work on memory skills so that language and the spelling of new words is remembered after the lesson.</li> <li>Learning to look for cognates (a cognate is a word that has the same linguistic derivation as another. For example, the word "atencion" in Spanish and the word "attention" in English are cognates originally drawn from Latin. This means that both words originated from the same root word in Latin ("attentionem") first.</li> <li>Associating words and phrases to images.</li> <li>Finding Spain on a map and being able to recall at least 1 Spanish-speaking country.</li> <li>Using key greetings.</li> <li>Ask and answer the question 'How are you?' in Spanish.</li> <li>Ask and answer the question 'What is</li> </ul>	<ul style="list-style-type: none"> <li>Attempt to spell some nouns with their definite article/determiner in Spanish.</li> <li>Working on improving memory skills and learning to recognise cognates such as 'guitarra', 'piano', 'clarinete'.</li> <li>Starting to build a short phrase in Spanish using a conjugated verb in the 1st person:</li> </ul>	<ul style="list-style-type: none"> <li>Working on memory, recall and retention skills using images to help.</li> <li>Learning how to ask a question and answer it in Spanish including a simple opinion.</li> <li>Name, recognise and remember up to 10 fruits in Spanish.</li> <li>Attempt to spell some nouns with their correct article/determiner.</li> </ul>	<ul style="list-style-type: none"> <li>Working on improving memory skills.</li> <li>Remembering more spellings from memory and using a variety of activities to help this.</li> <li>Remembering to always look for cognates first (such as patatas and tomates).</li> <li>Having enough language from memory to perform a short</li> </ul>	<ul style="list-style-type: none"> <li>To work on memory, recall and retention skills using images as well as the written word.</li> <li>To improve spellings in Spanish by completing a variety of written based activities.</li> <li>Improve oral work by learning to ask questions in Spanish as well as answering including with a</li> </ul>

<p>sentences using familiar expressions</p> <ul style="list-style-type: none"> <li>Express personal experiences and responses.</li> <li>Write short phrases from memory with spelling that is readily understandable.</li> </ul> <p><b>Speak confidently:</b></p> <ul style="list-style-type: none"> <li>Understand the main points from spoken passages</li> <li>Ask others to</li> </ul>		<p>your name?' in Spanish.</p> <ul style="list-style-type: none"> <li>Count to 10 in Spanish</li> <li>Read, write, say and recognise 10 colours in Spanish.</li> </ul> <p><b>Year 4:</b> Greater focus on writing and spelling with above.</p> <ul style="list-style-type: none"> <li>To be able to formulate the date in Spanish.</li> </ul>	<p>to play (tocar), along with the definite determiner/article (la, el or los).</p>	<ul style="list-style-type: none"> <li>Ask somebody in Spanish if they like a particular fruit.</li> <li>Say what fruits we like and dislike in Spanish.</li> </ul>	<p>role-play.</p>	<p>negative reply.</p> <ul style="list-style-type: none"> <li>Use a range of information sources to find out about Spanish education and famous people.</li> </ul>
<b>School Context</b>						

<p>repeat words or phrases if necessary.</p> <ul style="list-style-type: none"> <li>• Ask and answer simple questions and talk about interests.</li> <li>• Take part in discussions and tasks.</li> <li>• Demonstrate a growing vocabulary.</li> </ul> <p><b>Understand the culture of the countries in which the language is spoken:</b></p> <ul style="list-style-type: none"> <li>• Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> <li>• Make comparisons between life in countries or communities where the language is spoken and this country.</li> </ul>	<p>This unit will introduce children to formally learning Spanish in KS2. It will help them to understand that there are different languages spoken around the world and that some languages are more widespread than others. This is important as some of the children will not have any first-hand experience of this. It consolidates and revisits language the children will have been introduced to previously in KS1.</p> <p>Year 4 children's learning is extended through exploring how to record the date and a greater focus on writing during this unit..</p>	<p>Children have prior knowledge of a range of instruments from music lessons. They can use this to identify cognates and similarities and differences between vocabulary.</p>	<ul style="list-style-type: none"> <li>• Children are able to learn vocabulary needed to express likes and dislikes about fruits. They begin to understand that there are similarities and differences between languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to learn and remember vocabulary to participate in role plays.</li> <li>• They begin to understand that there are cognates due to how language originates and that some common items can be found in different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have a good understanding of classroom objects. Once they have learn Spanish for these items they can confidently describe what they have in their own pencil pack/bag.</li> </ul>
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**Upper Key Stage 2 – Year A**

Upper Key Stage 2 – Year A							
Y5 and 6 Knowledge End Points:	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Read fluently:</b></p> <ul style="list-style-type: none"> <li>Know how to use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>Have the required knowledge of grammar, vocabulary and phonics to understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> </ul> <p><b>Write imaginatively:</b></p> <ul style="list-style-type: none"> <li>Have a knowledge of grammar to enhance or change the meaning of phrases.</li> <li>Know how to use dictionaries or glossaries to check words.</li> <li>Have the required knowledge of grammar, vocabulary and</li> </ul>	<b>Topic</b>	Consolidate prior learning: <i>La fecha</i> The Date  Mi familia (My Family)	Feliz Navidad (Christmas)  <i>Investigating and comparing how Christmas is celebrated in Spain</i>	¿Tienes una mascota? (Do You Have a Pet?)	En la cafetería (At the Café)	En el colegio (At School)	Consolidation and review of vocabulary learnt.  Finding out about Spanish landmarks and geography.
	<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>Language necessary to:</li> <li>recognise and recall the 7 days of the week in Spanish.</li> <li>recognise and recall the 12 months of the year in Spanish.</li> <li>recognise and recall numbers 1-31 in Spanish.</li> <li>ask what the date is and say the date in Spanish.</li> </ul> <p>Phonics and Pronunciation:</p> <ul style="list-style-type: none"> <li>GO sound in <u>domingo</u> &amp; <u>agosto</u>.</li> <li>CO sound in <u>miércoles</u> and <u>cinco</u>.</li> <li>Letters. 'H' is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is</li> </ul>	<ul style="list-style-type: none"> <li>How Christmas is celebrated in Spain and other Spanish speaking countries along with key cultural traditions..</li> <li>Key vocabulary e.g. presents, Father Christmas.</li> <li>A Christmas song and related vocabulary.</li> <li>How to tell Father Christmas what presents they would like for Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting personal details (names/ age/where we live) and the high frequency verbs tengo, soy and vivo.</li> <li>8 nouns and indefinite articles for common pets and how to ask and answer the question '¿Tienes una mascota?' using the structure que se llama and the two conjunctions y (and) and pero (but).</li> <li>Know how to ask somebody if they have a pet and give an answer back.</li> <li>How to say in Spanish what pet we have/do not have and give our pet's name.</li> <li>How to use the simple conjunctions 'y'</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary for a wide range of common food, snacks and drinks available in a typical Spanish cafeteria.</li> <li>The transactional language required to order and pay for food.</li> <li>Cultural knowledge of cafes in Spain and related food and drink.</li> <li>Know how to make nouns plural in Spanish.</li> <li>Spanish currency.</li> <li>Know how to order in Spanish what we would like to eat and drink in a role-play.</li> <li>CA sound in <u>calamares</u> &amp; <u>catalana</u> &amp; <u>caliente</u>.</li> <li>CO sound in <u>chocolate</u> &amp; <u>con</u> &amp; <u>cola</u> <u>cola</u>.</li> </ul>	<ul style="list-style-type: none"> <li>10 nouns and definite articles for school subjects.</li> <li>Two positive and two negative opinions in reply to the target question ¿Qué te gusta? and a variety of justifications to expand the opinion given in reply.</li> <li>Know how to tell the time by the hour.</li> <li>The irregular, high frequency verb 'ir' (to go). Full verb conjugation of the verb IR, high frequency irregular verb.</li> <li>The definite article el, la, los and las.</li> <li>The subject pronoun 'yo' is often omitted in Spanish.</li> <li>B V CC QU Z</li> <li>B sound in <u>aburrido</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Spanish landmarks and geography.</li> </ul>



<p>phonics to convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p> <p><b>Speak confidently:</b></p> <ul style="list-style-type: none"> <li>Have the required knowledge of grammar, vocabulary and phonics to understand the main points and opinions in spoken passages.</li> <li>Have the required knowledge of grammar, vocabulary and phonics to give a short prepared talk that includes opinions and be able to take part in conversations to seek and give information.</li> </ul> <p><b>Understand the culture of the countries in which the language is spoken:</b></p> <ul style="list-style-type: none"> <li>Have a well-developed knowledge of the customs, history and culture</li> </ul>		<p>pronounced 'oy'.</p> <ul style="list-style-type: none"> <li>Grammar we will learn &amp; revisit:</li> <li>Ordinal &amp; cardinal numbers.</li> <li>To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence.</li> <li>They will also learn that the only ordinal number for saying the date in Spanish is the 1st, which is written as uno or primero. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date.</li> <li>Vocabulary for basic personal details (name/age/where you live/nationality) and learn the nouns and articles /determiners for family members, he/she is called and how to say how old we are.</li> <li>Numbers up to 100.</li> </ul> <ul style="list-style-type: none"> <li>CA sound in <i>única</i></li> <li>CI sound in <i>cien</i></li> <li>CO sound in <i>único</i></li> </ul>		<p>(and) and 'pero' (but) to make more complex and interesting sentences.</p> <ul style="list-style-type: none"> <li>Indefinite articles, high frequency verbs &amp; negative. Revisiting 1st person singular conjugations of high frequency verbs me llamo, tengo, soy and vivo.</li> <li>Indefinite articles/determiners un and una.</li> <li>Negative structure no tengo...</li> <li>Differences in Spanish punctuation marks like ¿i</li> <li>GA sound in <i>gato</i> &amp; <i>tortuga</i>.</li> <li>GO sound in <i>tengo</i>.</li> <li>Stress Placement. <i>co-to-rra, tor-tu-ga</i> and <i>pe-rr-o</i>.</li> <li>Accents as seen in <i>rat-ón</i></li> </ul>	<ul style="list-style-type: none"> <li>Accents as seen in <i>¿qué deseas?</i></li> </ul>	<ul style="list-style-type: none"> <li>QU sound in <i>porque</i>.</li> <li>Stress Placement. E.g. <i>in-te-re-san-te</i> and <i>di-ver-ti-do</i>.</li> <li>Accents as seen in <i>in-glés, fá-cil</i> and <i>ma-te-má-ti-cas</i>.</li> <li>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in <i>español</i>.</li> <li>Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin).</li> </ul>	
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<p>of the countries and communities where the language is spoken.</p>		<ul style="list-style-type: none"> <li>• CU sound in cuarenta, cincuenta</li> <li>• Stress Placement. man-o, her-man-a (remembering silent 'h' in Spanish unless a foreign origin word).</li> <li>• Accents as seen in tí-o and ú-ni-ca.</li> <li>• Understand possessive adjectives better in Spanish ('my' form only).</li> <li>• High frequency verbs in first person singular form soy (I am), tengo (I have), vivo (I live) and me llamo (I am called).</li> <li>• The role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives.</li> <li>• Nouns, articles/determiners &amp; possessive adjectives. Exploring possessive adjectives in Spanish with a focus only on 'my. Understanding that there are 'two words in Spanish</li> </ul>					
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		mi and mis for our one word 'my' in English.					
	<b>Cross Curricular Links</b>	<p>Maths: Days of the week and months sequencing. Ordering and recognizing numbers. Ordinal and cardinal numbers.</p> <p>English: Word classes – verbs.</p> <p>PSHE: Family structures – similarities and differences.</p>	<p>RE: How Christians celebrate Christmas.</p> <p>Differences and similarities between how Christian festivals are celebrated in different countries.</p>	<p>English: The difference between a definite and indefinite article/determiner.</p>	<p>English: What a noun and article/determiner is in English. What making a noun 'plural' means.</p> <p>PSHE: Cultural understanding of visiting a café.</p> <p>Maths: Currency. Money. Conversion – exchange rates.</p>	<p>English: Speaking and listening – justifying ideas. Word classes.</p> <p>Maths: Telling the time.</p>	<p>Geography: Geographical vocabulary linked to settlements, countries and human and physical features.</p>

<p><b>UKS2 Skills End Points:</b></p> <p><b>Read fluently:</b></p> <ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul> <p><b>Write imaginatively:</b></p> <ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Be able to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or</li> </ul>	<p><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>• To be able to formulate the date in Spanish.</li> <li>• Remember the nouns for family members in Spanish from memory.</li> <li>• Describe our own or a fictitious family in Spanish by name, age and relationship.</li> <li>• Count up to 100 in Spanish.</li> <li>• Understand possessive adjectives better in Spanish ('my' form only).</li> <li>• Talk and write with more accuracy, fluency and confidence on the topic of family.</li> <li>• Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing Christmas songs and learn key vocabulary related to them.</li> <li>• Learn and remember key vocabulary related to Christmas.</li> <li>• Be able to tell Father Christmas what presents they would like for Christmas (spoken and writing).</li> <li>• Find out how people in Spain celebrate Christmas along with key cultural traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to use nouns and indefinite articles for 8 common pets.</li> <li>• Asking somebody if they have a pet and give an answer back.</li> <li>• Say in Spanish what pet we have/do not have and give our pet's name.</li> <li>• Using the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.</li> <li>• To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to recall from memory a wider range of nouns and indefinite articles/ determiners for common foods, snacks and drinks in a typical Spanish cafeteria.</li> <li>• Understand better how to make nouns plural in Spanish.</li> <li>• Research and develop our knowledge of Spanish currency.</li> <li>• Be able to order in Spanish what we would like to eat and drink in a role-play.</li> <li>• To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language.</li> <li>• Improving oral work by learning to ask more questions in Spanish and creating more personalised responses.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to name the subjects we study in school in Spanish with the correct definite article/determiner.</li> <li>• To start to tell the time by learning how to say time by the hour.</li> <li>• To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic.</li> <li>• Learning how to extend our sentences, making them longer and more interesting.</li> </ul>	<ul style="list-style-type: none"> <li>• To work on memory, recall and retention skills using and developing a range of strategies.</li> <li>• To improve spellings in Spanish by completing a variety of written based activities.</li> <li>• Improve oral work by applying language learnt in role plays.</li> <li>• Use a range of information sources to find out about Spanish geography and landmarks.</li> <li>• Choose how to present and share findings, e.g. a travel brochure for visiting and staying in Spain.</li> </ul>
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<p>future plans, as well as to everyday activities.</p> <ul style="list-style-type: none"> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> </ul>					<ul style="list-style-type: none"> <li>• Recalling and using greetings and conjunctions from previous units.</li> </ul>		
<b>School Context</b>							
<p><b>Speak confidently:</b></p> <ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul> <p><b>Understand the culture of the</b></p>		<p>Children have the opportunity to consolidate how to read, write and speak the date.</p> <p>They can develop their language skills whilst talking about either their own or a fictitious family, which they all have prior knowledge or experience of.</p>	<p>Children have first-hand experience of Christmas within the RE curriculum and annual school activities e.g. Christmas performance. They can use these experiences to compare and contrast and develop an understanding that some families may celebrate Christmas differently and different cultures may have a different focus when marking the celebration.</p>	<p>Pets are a widely experienced and understood concept that can be explored by the children to develop new vocabulary.</p> <p>The children will be able to recall and apply the vocabulary they have learnt in the <i>Mi familia</i> unit previously to extend their speaking, listening, reading and writing skills.</p>	<p>The children will be able to recall and apply the vocabulary they have learnt previously in the 'Presenting Myself' unit and greetings e.g. how to say 'hello', 'goodbye', 'please' and 'thank you' in Spanish. unit previously to extend their speaking, listening, reading and writing skills.</p> <p>Setting up a café and giving the children opportunities to role play will help them deepen their understanding as some may not have experienced visiting a café.</p>	<p>Children all have first-hand, shared experiences discussing what subjects they like and do not like at school to draw upon.</p> <p>The children will be able to recall and apply the vocabulary they have learnt in prior units relating to personal details (name, age and where they live) to extend their speaking, listening, reading and writing skills.</p> <p>It is also an opportunity to revisit Spanish learnt in LKS2 lined to <i>Mi Clase (In The Classroom)</i>.</p>	<p>Children need to opportunity to reflect on and consolidate their prior learning.</p> <p>The research project provides a purposeful writing context opportunity and enables children to merge subject knowledge and skills, e.g. using geographical vocabulary and understanding to find out more about Spain.</p>

<p><b>countries in which the language is spoken:</b></p> <ul style="list-style-type: none"><li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li></ul> <p>Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>							
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**Upper Key Stage 2 – Year B (2024 – 2025)**

Y5 and 6 Knowledge End Points:	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Read fluently:</b></p> <ul style="list-style-type: none"> <li>Know how to use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>Have the required knowledge of grammar, vocabulary and phonics to understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> </ul> <p><b>Write imaginatively:</b></p> <ul style="list-style-type: none"> <li>Have a knowledge of grammar to enhance or change the meaning of phrases.</li> <li>Know how to use dictionaries or glossaries to check words.</li> <li>Have the required knowledge of grammar, vocabulary and phonics to</li> </ul>	<b>Topic</b>	Consolidate prior learning: La fecha (The Date)  ¿Qué tiempo hace? (What Is the Weather?)	La ropa (Clothes)	Tradiciones y Celebraciones (Traditions and Celebrations).	Hábitats (Habitats)	Los Juegos Olímpicos (The Olympics)	Consolidation and review of vocabulary learnt.  Finding out about Spanish entertainment and education
	<b>Key Knowledge</b>	<p>Language necessary to:</p> <ul style="list-style-type: none"> <li>recognise and recall the 7 days of the week in Spanish.</li> <li>recognise and recall the 12 months of the year in Spanish.</li> <li>recognise and recall numbers 1-31 in Spanish.</li> <li>ask what the date is and say the date in Spanish.</li> </ul> <p>Phonics and Pronunciation:</p> <ul style="list-style-type: none"> <li>GO sound in <u>domingo</u> &amp; <u>agosto</u>.</li> <li>CO sound in <u>miércoles</u> and <u>cinco</u>.</li> <li>Letters. 'H' is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is pronounced 'oy'.</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting colours and the vocabulary to describe weather.</li> <li>21 items of clothing.</li> <li>The full conjugation for the regular 'ar' verb llevar to wear.</li> <li>Verbs, possessive adjectives, gender, definite/indefinite articles &amp; adjectival agreement.</li> <li>Revisiting the possessive adjectives for the word 'my' in Spanish and gender of nouns.</li> <li>Revisit/extend adjectival agreement using colours.</li> </ul>	<ul style="list-style-type: none"> <li>High frequency question words such as ¿Cuándo? (When?), ¿Dónde? (Where?) and ¿Por qué? (Why?).</li> <li>Know the high frequency verb 'ser' (to be) and content-relevant verbs such as 'celebrar' (to celebrate).</li> <li>Various nouns and adjectives related to the traditions and celebrations learnt in the unit.</li> <li>The vocabulary needed to respond to questions related to famous traditions and celebrations in Spanish-speaking countries.</li> <li>How to use 'Es una fiesta +</li> </ul>	<ul style="list-style-type: none"> <li>Verbs - the two regular verbs. The -er verb CRECER and the -ir verb VIVIR. In particular the 3rd person conjugation of these two verbs.</li> <li>Key vocabulary connected to the 5 types of habitats and the 5 animals and plants that live in each habitat.</li> <li>Language for an adaptation for each plant and animal.</li> <li>B V CC QU Z</li> <li>B sound in brazos, arbustos &amp; árboles.</li> <li>V sound in vive &amp; viven.</li> <li>QU sound in parque.</li> <li>Z sound in luz.</li> <li>Stress Placement second to last syllable like de-sier-to.</li> </ul>	<ul style="list-style-type: none"> <li>Key facts of the ancient and modern Olympic Games recounted in Spanish.</li> <li>10 nouns with their articles/determiners for common Olympic sports.</li> <li>The full present tense conjugation of the high frequency verb 'practicar'.</li> <li>GA GE GI GO GU</li> <li>GO sound in <u>juegos</u>.</li> <li>Accents as seen in o-lím-pi-cos, tram-po-lín, triat-lón, e-qui-ta-ción &amp; na-ta-ción.</li> </ul>	<p>Knowledge of Spanish schools: Structure of day Subjects studied.</p>

<p>convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p> <p><b>Speak confidently:</b></p> <ul style="list-style-type: none"> <li>Have the required knowledge of grammar, vocabulary and phonics to understand the main points and opinions in spoken passages.</li> <li>Have the required knowledge of grammar, vocabulary and phonics to give a short prepared talk that includes opinions and be able to take part in conversations to seek and give information.</li> </ul> <p><b>Understand the culture of the countries in which the language is spoken:</b></p> <ul style="list-style-type: none"> <li>Have a well-developed knowledge of the customs, history and culture of the countries and communities where</li> </ul>		<p>Grammar we will learn &amp; revisit:</p> <ul style="list-style-type: none"> <li>Ordinal &amp; cardinal numbers.</li> <li>To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence.</li> <li>They will also learn that the only ordinal number for saying the date in Spanish is the 1st, which is written as uno or primero. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date.</li> <li>The 9 weather phrases and structures involved for asking and saying a question about the date today.</li> <li>Compass points.</li> <li>Spanish climate and weather.</li> <li>GA GE GI GO GU.</li> <li>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just</li> </ul>		<p>adjective' (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement.</p> <ul style="list-style-type: none"> <li>Develop an appreciation of traditions and celebrations different to our own culture.</li> <li>How to use the structure 'Es una fiesta + adjective'.</li> <li>Adjectival agreement, high frequency verbs &amp; opinion structures.</li> <li>Introduction to 3rd person singular conjugations of high frequency verbs such as 'es' (it is) and relevant verbs to the unit such as 'se celebra' (it is celebrated).</li> <li>CA CE CI CO CU</li> <li>CA sound in calavera.</li> <li>CO sound in cofradía and costaleros.</li> <li>CE sound in procesión.</li> <li>Accents For example '¿Por qué?' means 'Why?' but 'porque' means 'because'. The use of the accent here changes the meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Accents lle-váis.</li> <li>Ñ tilde. This changes the 'n' to a 'ny' sound like in araña.</li> </ul>		
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<p>the language is spoken.</p>		<p>another phoneme as in España.</p> <ul style="list-style-type: none"> <li>• Accents can be placed on some words like qué to indicate a question word.</li> <li>• Know hay &amp; hace with weather phrases.</li> <li>• To know that that often in different languages, like in Spanish, structures can be unique to that language.</li> <li>• Know that there cannot always be a word for word translation and that there can be fixed expressions to learn.</li> <li>• Punctuation marks.</li> </ul>					
	<p><b>Cross Curricular Links</b></p>	<p>Maths: Days of the week and months sequencing. Ordering and recognizing numbers. Ordinal and cardinal numbers.</p> <p>Geography:</p>	<p>English: Word classes.</p>	<p>English: Word classes.</p> <p>RE/PSHE: Traditions and Celebrations</p>	<p>Science: Habitats and adaptation.</p> <p>English: Word classes.</p> <p>Geography: Location of different</p>	<p>History: Ancient Greeks</p> <p>English: Understand what an article/determiner, noun, verb and adjective is.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

		Weather and climate.			environments.		
<p><b>UKS2 Skills End Points:</b></p> <p><b>Read fluently:</b></p> <ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul> <p><b>Write imaginatively:</b></p> <ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Be able to enhance or change the meaning of phrases.</li> <li>• Use dictionaries</li> </ul>	<p><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>• To be able to formulate the date in Spanish.</li> <li>• To learn how to describe the weather in Spanish using nine key phrases.</li> <li>• Use this new knowledge to read and understand a Spanish weather map.</li> <li>• Use hay &amp; hace with weather phrases.</li> <li>• Understand structures can be unique to a language and that there is not always a word for word translation and there can be fixed expressions to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn 21 nouns for clothes with their appropriate article.</li> <li>• To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing.</li> <li>• To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.</li> <li>• GA GE GI GO GU</li> <li>• GA sound in gafas.</li> <li>• GO sound in gorra &amp; abrigo..</li> <li>• GU sound in guantes</li> <li>• Stress Placement. the second to last syllable like guantes, a-bri-go, blusa, san-da-lias and cha-que-ta.</li> <li>• Accents As seen in lle-váis..</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound, as in</li> </ul>	<ul style="list-style-type: none"> <li>• Using Spanish question words related to famous traditions and celebrations in Spanish-speaking countries'.</li> <li>• Responding to questions related to famous traditions and celebrations in Spanish-speaking countries.</li> <li>• To be able to express an opinion on a tradition or celebration in Spanish using the structure 'Es una fiesta + adjective' (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement.</li> <li>• Developing an appreciation of traditions and celebrations different to our own culture.</li> <li>• To interact with authentic spoken and written Spanish that is relevant to the traditions and celebrations studied.</li> </ul>	<ul style="list-style-type: none"> <li>• To write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat.</li> <li>• Be able to expand sentences to include an adaptation of each plant and/or animal in that habitat.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve decoding longer unfamiliar texts in Spanish using key language learning strategies that will help long term memory retention and language learning going forward.</li> <li>• Understanding that when you describe a person in terms of a profession (in this case their sporting title) agreement rules will apply and spelling may change in these words depending if you are talking about a male or female Olympian.</li> </ul>	<ul style="list-style-type: none"> <li>• To work on memory, recall and retention skills using and developing a range of strategies.</li> <li>• To improve spellings in Spanish by completing a variety of written based activities.</li> <li>• Improve oral work by applying language learnt in role plays.</li> <li>• Use a range of information sources to find out about Spanish schools and entertainment.</li> <li>• Choose how to present and share findings.</li> </ul>

<p>or glossaries to check words.</p> <ul style="list-style-type: none"> <li>Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>Include imaginative and adventurous word choices.</li> <li>Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> </ul>			baño				
<b>School Context</b>							
<p><b>Speak confidently:</b></p> <ul style="list-style-type: none"> <li>Understand the main points and opinions in spoken passages.</li> <li>Give a short prepared talk that includes opinions.</li> <li>Take part in conversations to seek and give information.</li> <li>Refer to recent experiences or future plans, everyday activities and interests.</li> <li>Vary language and produce extended responses.</li> <li>Be understood with little or no</li> </ul>		<p>The children will have opportunities to recall and apply the vocabulary they have learnt previously in the 'Me presento' unit along with recall of how to say their name, age, where they live and nationality and how to read, write and speak the date, to further extend their speaking, listening, reading and writing skills.</p>	<p>This unit will build upon prior learning, e.g. 'Me presento' unit and use the vocabulary to describe weather. The children will be helped to understand better that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective. They will also consolidate the differences between definite and indefinite articles.</p>	<p>This unit builds upon children's prior knowledge and skills in 'Me presento' and 'La fecha' units.</p>	<p>Children look at habitats and adaptation in Science, they can use and review this knowledge to develop Spanish.</p>	<p>Buzzards explore Ancient Greeks in History at this time so exploring the Olympics in Spanish can be used alongside to deepen interest and understanding in both subjects.</p>	

<p>difficulty.</p> <p><b>Understand the culture of the countries in which the language is spoken:</b></p> <ul style="list-style-type: none"> <li>Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> </ul> <p>Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>							
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