

Year 3 Spanish Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Meet and Greet	My Body	Time to Eat	The People Around Me	All About School	Tell Me When
Main Aim of Learning	To learn to greet each other, exchange names, ask how someone is, count to ten and say how old they are.	To understand and follow instructions, name parts of the body, identify colours and say what they are wearing.	To learn the vocabulary for a range of food, to express likes and dislikes, to count and use plural nouns and to modify adjectives to describe colours.	To learn how to identify and introduce family and pets and spell their names.	To learn vocabulary for school places and classroom objects; they will take part in a PE lesson conducted mostly in Spanish and will combine learning to express preferences.	To learn to say the days of the week, months and dates and how to count on up to 31. To be introduced to past and future tenses
Learning Intention 1	Hello!	Classroom instructions	The greedy mouse	Meet my family	What's in the classroom?	Counting up to 31
Success Criteria	<p>I can say hello at different times of day</p> <p>I can use formal and informal language appropriately</p> <p>I can use gestures to support my conversation</p>	<p>I can say instruction words/phrases</p> <p>I can do the correct action for an instruction</p> <p>I can match an instruction to its illustration.</p>	<p>I can understand and join in with a story</p> <p>I can name food items in Spanish</p>	<p>I can identify family members</p> <p>I can say 'My...'</p> <p>I can use 'Aquí está(n)' to explain who's who in a picture</p>	<p>I can identify and name classroom objects</p> <p>I can use 'Dónde' to ask where things are</p> <p>I can use the phrase 'Aquí está(n)' to say where things are</p>	<p>I can count up to 31</p> <p>I can use patterns to make predictions about new vocabulary</p> <p>I can copy modelled sounds accurately</p>
New/Key Vocab	<p>¡Hola! [Hello!], ¡Adiós! [Goodbye!], buenos días [good morning], buenas tardes [good afternoon], buenas noches [good evening]</p>	<p>Siéntate [sit down], levántate [stand up], arregla las sillas [put your chairs under], cállate [be quiet], escucha [listen], mira [look], mírame [look at me], ven a la alfombra [come to the carpet], repite [repeat], recoge la</p>	<p>Una manzana [an apple], dos peras [two pears], tres ciruelas [three plums], cuatro fresas [four strawberries], cinco naranjas [five oranges], un pastel [a cake], un helado [an ice cream], un bocadillo [a sandwich],</p>	<p>¿Quién es? [Who's this?], yo [me], mi (singular)/mis (pl) [my], padres [my parents], madre [mother], padre [father], hermano [brother], hermana [sister], abuela [grandmother], abuelo [grandfather],</p>	<p>La clase [classroom], la puerta [door], la ventana [window], la mesa [table], la silla [chair], el ordenador [computer], el libro [book], las luces [lights], ¿Dónde está...? [Where is it?], ¿Dónde están...? [Where are they?], Aquí</p>	<p>Once [eleven], doce [twelve], trece [thirteen], catorce [fourteen], quince [fifteen], dieciséis [sixteen], diecisiete [seventeen], dieciocho [eighteen], diecinueve [nineteen], veinte [twenty], veintiuno [twenty-one],</p>

		<p>mesa [tidy up the desk], ¡vamos! [off you go!], vamos a jugar [let's play]</p>	<p>un trozo de queso [a piece of cheese], una salchicha [a sausage], una piruleta [a lollipop], una magdalena [a cupcake], jamón [ham], pan [bread], un trozo de sandía [a piece of watermelon].</p>	<p>abuelos [grandparents], familia [family], padrastro [stepfather], madrastra [stepmother], hermanastro [stepbrother], hermanastra [stepsister] aquí está/están [here is/are].</p>	<p>está/están [Here it is/they are]</p>	<p>veintidós [twenty-two], veintitrés [twenty-three], veinticuatro [twenty-four], veinticinco [twenty five], veintiséis [twenty-six], veintisiete [twenty-seven], veintiocho [twenty-eight], veintinueve [twenty-nine], treinta [thirty], treinta y uno [thirty-one].</p>
<p>Learning intention 2</p>	<p>What's your name?</p>	<p>Parts of the body</p>	<p>Please may I have?</p>	<p>Have you got any pets?</p>	<p>What's in your pencil case?</p>	<p>Days of the week</p>
<p>Success Criteria</p>	<p>I can introduce myself to someone else</p> <p>I can ask another person their name</p> <p>I can use gestures to support my conversation</p>	<p>I can listen to, repeat and read the names of different body parts</p> <p>I can sing a song in Spanish</p> <p>I can point to the correct part of the body for each word</p>	<p>I can count items and use 'some' for amounts</p> <p>I can ask politely for something</p>	<p>I can name a range of animals</p> <p>I understand that a verb form depends on its subject</p> <p>I can use the correct form of 'tener' to say what pets I have</p> <p>I can use the correct form of 'tener' to ask someone else if they have any pets</p>	<p>I can name objects in a pencil case</p> <p>I can convert 'el' to 'un' and 'la' to 'una'</p> <p>I can choose the appropriate indefinite article (un/una)</p> <p>I can adapt the sentence 'En mi estuche, tengo un/una...'</p>	<p>I can listen carefully to a set of vocabulary</p> <p>I can understand, say and order the days of the week</p> <p>I can sing a song in Spanish</p>
<p>New/Key Vocab</p>	<p>Me llamo... [My name is...], ¿Cómo te llamas? [What's your name?], Señor [Mr], Señora</p>	<p>Aquí está [here is], aquí están [here are], la cabeza [head], los hombros [shoulders], las piernas [legs], los</p>	<p>Me gustaría... [I would like], por favor [please], un/una [a - masculine/ feminine], unos/unas [some -</p>	<p>Un perro [dog], un gato [cat], una tortuga [tortoise], un hámster/hámsteres [a hamster/ hamsters], un</p>	<p>El/un estuche [pencil case], el/un lápiz [pencil], el/un bolígrafo [pen], el/un rotulador [felt-tip pen], el/un</p>	<p>Lunes [Monday], martes [Tuesday], miércoles [Wednesday], jueves [Thursday], viernes [Friday],</p>

	[Mrs], Señorita [Miss], ¿Y tú? [And you?]	pies [feet], los ojos [eyes], las orejas [ears], la boca [mouth], la nariz [nose].	masculine/ feminine], aquí tienes [here you are], gracias [thank you], de nada [you are welcome]	pez/peces [a fish/fish (plural)], un pájaro [bird], un ratón/ratones [a mouse/ mice], una cobaya [guinea pig], un conejo [rabbit], una serpiente [snake], ¿Tienes animales? [Do you have pets?], tengo/tienes [I have/you have]	lápiz de color [coloured pencil], el/un sacapuntas [pencil sharpener], la/una regla [ruler], la/una goma [eraser], ¿Qué hay en tu estuche? [What's in your pencil case?], verdad [true], mentira [false], en mi estuche [in my pencil case], tengo [I have]	sábado [Saturday], domingo [Sunday], la semana [week], ¿Qué día es? [What day is it?]
Learning Intention 3	How are you?	Actions	Preferences	The alphabet	School subjects	Months
Success Criteria	<p>I can use '¿Qué tal?' as a question.</p> <p>I can choose the appropriate phrase to say how I feel</p>	<p>I can listen to action words and show what to do</p> <p>I can join in a game using the action vocabulary</p>	<p>I can choose the correct determiner (el/ la/los/las) when talking about food</p> <p>I can say if I like or dislike a food</p> <p>I can make the correct choice between 'me gusta' and 'me gustan'</p> <p>I can understand someone's food preferences</p>	<p>I can listen carefully to modelled pronunciation</p> <p>I can copy what I hear</p> <p>I can join in with a song to practise new language</p>	<p>I can say the names of subjects at school</p> <p>I can say whether I like/dislike subjects using '(No) me gusta(n)...'</p> <p>I can ask someone if they like a subject</p>	<p>I can read and say the months of the year</p> <p>I can show my understanding by ordering the months correctly</p>
New/Key Vocab	¿Qué tal? [How are you?], Bien [well], Muy bien [very well], Fenomenal [great], Regular [so-so], Mal [bad/not well], Muy mal [very	Aplaudes [Clap], pon [put down], patalea [stamp your feet], corre [run], levanta la mano [put your hand up], baja la mano [put your	Me gusta [I like – singular], no me gusta [I don't like – singular], me gustan [I like – plural], no me gustan [I don't like – plural], el/la/los/las [the – masc. sing./fem. sing./	La letra [letter], el alfabeto [alphabet], ¿Qué falta? [What's missing?]	Las asignaturas [subjects], el español [Spanish], el inglés [English], las ciencias [science], las matemáticas [maths], la música [music], el deporte	enero [January], febrero [February], marzo [March], abril [April], mayo [May], junio [June], julio [July], agosto [August], septiembre

	<p>bad/not well at all], Fatal [dreadful], Gracias [thank you], ¿Y tú? [and you?], Pregúntame [ask me]</p>	<p>hand down], salta [jump], cruza los brazos [cross your arms], anda [walk], toca [touch], coge [take]</p>	<p>masc. plur./fem. plur.] ¿Qué te gusta? [What do you like?]</p>		<p>[PE], la historia [history], la geografía [geography], la informática [computing], el dibujo [art], me gusta(n) [I like], no me gusta(n) [I don't like], ¿Te gusta(n)...? [Do you like...?].</p>	<p>[September], octubre [October], noviembre [November], diciembre [December], mes (m) [month], año (m) [year].</p>
<p>Learning Intention 4</p>	<p>To choose appropriate phrases for the situation</p>	<p>Colours</p>	<p>What colour is it?</p>	<p>What's their name?</p>	<p>PE Lesson</p>	<p>Birthdays</p>
<p>Success Criteria</p>	<p>I can say goodbye in a variety of ways.</p> <p>I can reply to greetings with the appropriate answer.</p>	<p>I can listen to and repeat Spanish words for colours carefully.</p> <p>I can match the correct word to the correct colour</p>	<p>I can describe what colour something is.</p> <p>I can add words to be more precise about a colour.</p> <p>I can place words in the correct order</p>	<p>I can use 'se llama' to name a person</p> <p>I can use a vocabulary bank</p> <p>I can make new sentences by swapping key vocabulary</p>	<p>I can demonstrate my understanding of instructions in Spanish</p> <p>I can follow instructions when I hear them</p>	<p>I can guess language rules by comparing English with Spanish</p> <p>I can say when my birthday is</p> <p>I can ask someone when their birthday is</p>
<p>New/Key Vocab</p>	<p>¡Adiós! [Bye!], ¡Hasta luego! [See you later!], ¡Hasta pronto! [See you soon!], ¡Hasta mañana! [See you tomorrow!], ¡Feliz fin de semana! [Have a nice weekend!]</p>	<p>¿De qué color es? [What colour is it?], azul [blue], blanco [white], rojo [red], negro [black], amarillo [yellow], verde [green], gris [grey], naranja [orange], rosa [pink], violeta [purple], marrón [chestnut brown], Es... [It's...]</p>	<p>Claro [light], oscuro [dark], brillante [bright], ¿De qué color es? [What colour is it?], Es de color... [It's...], azul [blue], blanco [white], rojo [red], negro [black], amarillo [yellow], verde [green], gris [grey], naranja [orange], rosa [pink], violeta [purple], marrón [brown]</p>	<p>¿Cómo se llama? [What's their name?], se llama [they are called], te toca a ti [it's your turn], tío [uncle], tía [aunt], primo [cousin – male], prima [cousin – female]</p>	<p>Levántate [stand up], siéntate [sit down], para [stop], camina [walk], corre [run], salta [jump], salta con una pierna [hop], corre en el sitio [run on the spot], los semáforos [traffic lights], cambia de dirección [change direction].</p>	<p>Mi [my], tu [your], el cumpleaños [birthday], ¿Cuándo es tu cumpleaños? [When is your birthday?], Mi cumpleaños es... [My birthday is...], ¿Qué fecha es? [What date is it?], Cumpleaños feliz [Happy Birthday]</p>

Learning Intention 5	To recognise and repeat the numbers 0-10 in Spanish	Clothes: What's in the wardrobe?	Describing food	How do you spell....?	Around our school	What's the date?
Success Criteria	<p>I can say the numbers 0-10 in Spanish</p> <p>I can listen and repeat carefully</p> <p>I can join in a song that counts in Spanish</p> <p>I can use music to help me remember new words</p>	<p>I can name clothes in Spanish</p> <p>I can use un and una appropriately for masculine or feminine nouns</p> <p>I can ask and answer questions about what's in the wardrobe</p>	<p>I know a range of adjectives to describe food items</p> <p>I can explain that adjective spelling depends on number and gender</p> <p>I can begin to spell adjectives based on grammar rules</p>	<p>I can say letters of the Spanish alphabet with good pronunciation</p> <p>I can ask for and give spellings using the Spanish alphabet</p>	<p>I can recognise and name places around school in Spanish</p> <p>I can ask the question '¿Dónde estás?'</p> <p>I can say where I am in a sentence using 'Estoy en...'</p>	<p>I can say the date using a day, number and month</p> <p>I can identify some important Spanish festivals</p>
New/Key Vocab	<p>cero [zero], uno [one], dos [two], tres [three], cuatro [four], cinco [five], seis [six], siete [seven], ocho [eight], nueve [nine], diez [ten], más [more], menos [less], son [are/make], ¡Vamos! [Let's go!], ¡A contar! [Let's count!]</p>	<p>Una falda [skirt], unos pantalones [trousers], un jersey [jumper], una camiseta [T-shirt], una camisa [shirt], unos pantalones cortos [shorts], un vestido [dress], una sudadera [sweatshirt], unos zapatos [shoes], unas zapatillas [trainers], unos calcetines [socks], ¿Qué hay en el armario? [What's in the wardrobe?], Hay... [There is/are...]</p>	<p>Dulce [sweet], salado [savoury], delicioso [delicious], horrible [horrible], sano [healthy], malsano [unhealthy], es [it is], son [they are]</p>	<p>Cómo [how], se escribe [it/that is written], mayúscula [capital letter], la tilde [accent], minúscula [lower case]</p>	<p>Los lugares de la escuela [places around school], la clase [classroom], la biblioteca [library], la clase de música [music room], el patio [playground], las canchas [playing field], el salón de actos [assembly hall], la clase de informática [IT room], la oficina del director [(male) headteacher's office], la oficina de la directora [(female) headteacher's office], el comedor [school canteen], la recepción [school reception], el pasillo [corridor], la</p>	<p>la fecha [date], ¿Qué fecha es hoy? [What's the date today?], ¿Qué fecha es? [What's the date?], El día de los Muertos [Day of the Dead], El día de Reyes [Kings Day], El día de los inocentes [the Spanish equivalent to April's Fool Day], el día del padre [Father's Day]</p>

					sala de profesores [staffroom], ¿Dónde estás? [Where are you?], Estoy en... [I am in/on...] Está en... [They are in/on...]	
Learning Intention 6	How old are you?	Clothes: What are you wearing?	I'm hungry!	Let's recap!	What do you like to do?	Yesterday, today, tomorrow
Success Criteria	<p>I can ask how old someone is.</p> <p>I can say my own age.</p> <p>I can use number words in my sentences</p>	<p>I can name clothes and accessories in Spanish.</p> <p>I can say what I am wearing.</p> <p>I can ask someone else what they are wearing.</p> <p>I can use 'y' to link several items of clothing.</p>	<p>I know the vocabulary I need to talk about food.</p> <p>I can request the food I would like.</p> <p>I can ask and answer questions about food.</p>	<p>I know the vocabulary I need to talk about family and pets</p> <p>I can apply my learning to have short conversations</p>	<p>I can name a range of school activities</p> <p>I can express opinions using 'me gusta' and infinitive verbs</p> <p>I can add extra detail using familiar vocabulary for places around school</p>	<p>I can say the date using day, number and month in a different tense</p> <p>I can change my question or answer sentence to make it past or future tense</p>
New/Key Vocab	¿Cuántos años tienes? [How old are you?], tengo ... años [I am ... years old], ¿y tú? [and you?], ¡Escucha! [Listen!], ¡Cumpleaños Feliz! [Happy birthday!]	Unos guantes [gloves], una bufanda [scarf], un abrigo [coat], un gorro [hat], un impermeable [waterproof jacket], unas gafas [glasses], un cinturón [belt], unas botas [boots], ¿Qué llevas? [What are you wearing?], Llevo... [I'm wearing...], y [and].	Abre [open], corta [cut], el agua [water], el jabón [soap], la espuma [foam], la servilleta [towel/napkin]	¿Tienes animales? [Do you have any pets?], Tengo... [I have], ¿Cómo se llama? [What's their name?], se llama [they are called], ¿Quién hay en tu familia? [Who's in your family?]	¿Qué te gusta hacer? [What do you like to do?], leer [to read], comer [to eat], correr [to run], cantar [to sing], caminar [to walk], bailar [to dance], jugar al fútbol [to play football], jugar al baloncesto [to play basketball], hablar con mis amigos [to talk with my friends], usar el ordenador [to use the computer]	el calendario [calendar], hoy [today], ayer [yesterday], mañana [tomorrow], es [it is], era [it was], será [it will be]

<p>Assessment Statements</p>	<p>All children should be able to:</p> <ul style="list-style-type: none"> • say hello and goodbye; • introduce themselves; • say how they are feeling; • count to ten; • say how old they are <p>Most children will be able to:</p> <ul style="list-style-type: none"> • use different greetings for different situations; • ask and answer simple questions for each topic area. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • use vocabulary they have learnt elsewhere to develop their sentences 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • give and respond to simple classroom instructions appropriately; • name parts of the body from a song; • identify colours; • name items of clothing. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • ask and answer questions using the topic vocabulary; • read and write simple words; • link un/una to masculine and feminine nouns; • use 'y' to link several items in a sentence. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • use vocabulary they have learnt elsewhere to develop their sentences 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • follow a story and join in the repeated parts; • say what foods from a set they like/dislike; • describe the colour of an object; • ask politely for something <p>Most children will be able to:</p> <ul style="list-style-type: none"> • predict a repeated phrase; • make a range of simple statements by substituting vocabulary; • modify a colour adjective; • respond appropriately to a polite request <p>Some children will be able to:</p> <ul style="list-style-type: none"> • recognise the correct determiner depending on gender/number; • select adjectives based on gender/number of nouns 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • identify and introduce some of their relations; • name some common pets; • recognise some of the letters of the Spanish alphabet. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • consider how verbs have different forms for different subjects; • make new sentences by substituting other vocabulary appropriately; • pronounce some of the letters of the alphabet. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • use the correct form of a verb for the subject; • use singular and plural possessive determiners; • use the Spanish alphabet to spell words. 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • listen and respond to topic vocabulary; • demonstrate understanding with actions; • write sentences converting el/la to un/una; • answer questions using the topic vocabulary; • express simple opinions. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • ask and answer questions using the topic vocabulary; • begin to know from memory if nouns from the topic are masculine or feminine; • express opinions with accurate use of '(no) me gusta(n)'. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • use a dictionary/the Internet to develop topic vocabulary further; • construct a sentence with an adverbial phrase, e.g. 'Me gusta cantar en la clase de 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • say and order the days of the week; • say and order the months of the year; • count up to 31; • say their own birthday. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • recognise how some larger numbers are made by combining words for smaller numbers; • ask other people for their birthday; • say today's date; • identify the correct language for 'yesterday' and 'tomorrow' <p>Some children will be able to:</p> <ul style="list-style-type: none"> • ask and answer questions about dates; • use simple past and future tenses.

					<p>música' (I like to sing in the music room);</p> <ul style="list-style-type: none">• express and ask for opinions using the verb 'gustar'	
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Year 4 Spanish Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	My Town	Let's Go!	Shopping	The Wider World	My Routine	Free Time
Main Aim of Learning	To learn to describe places in a town, count to 100 and give their address in Spanish	To develop conversational skills via topics: transport, direction and movement. Learn to conjugate the high-frequency verb 'to go' and use it in context.	To learn specific vocabulary of fruit, vegetables and clothes. To learn key phrases for asking the questions needed when going shopping.	To learn key vocabulary related to countries, continents and animals	To learn how to tell the time: o'clock, half past, quarter past and quarter to.	To learn key vocabulary related to holidays, weather and seasons, sports and hobbies. To revise key opinion phrases to express preferences.
Learning Intention 1	Where do you live?	Transport	Fruit	The United Kingdom	O'clock and half past	The seasons
Success Criteria	<p>I can listen to and repeat names of some Spanish - speaking towns and cities</p> <p>I can ask and answer questions to find out where someone lives</p> <p>I can locate cities on a map</p>	<p>I can name different ways of travelling</p> <p>I can identify masculine/feminine nouns and use un/una accordingly</p> <p>I can ask and answer a familiar question about transport</p>	<p>I can name and recognise a range of fruit in Spanish</p> <p>I can ask and answer the question '¿Te gustan...?'</p> <p>I can add quantifiers to my opinions</p>	<p>I can identify the countries and capitals of the United Kingdom</p> <p>I can read and say Spanish words containing the letter strings 'rr' and 'ci'</p> <p>I can use a model sentence and substitute key words to answer the question 'Where do you live?'</p>	<p>I can say and write a sentence to tell the time – o'clock</p> <p>I can say and write a sentence to tell the time – half past</p>	<p>I can identify months of the year in Spanish</p> <p>I can match seasons with the right months</p> <p>I can use 'es' in a sentence.</p> <p>I can use 'son' in a sentence</p>
New/Key Vocab	<p>¿Qué ciudad es? [What city is it?], ¿Dónde vives? [Where do you live?], Vivo en... [I live in...], Madrid, Barcelona, Sevilla, Valencia, Santander, Zaragoza, Lima, Caracas, Buenos</p>	<p>en coche [car], un autobús [bus], una bicicleta [bicycle], a pie [on foot], un tren [train], un camion [lorry], un avión [plane], un monopatín [scooter], un taxi [taxi], una moto [motorbike] los</p>	<p>¿Qué es? [What is it?], la manzana [apple], la naranja [orange], el plátano [banana], la fresa [strawberry], el melocotón [peach], el arándano [cranberry], el albaricoque [apricot], la pera</p>	<p>El Reino Unido [United Kingdom], Irlanda del Norte [Northern Ireland], Escocia [Scotland], Inglaterra [England], Gales [Wales], ¿Qué país es? [What country is it?], ¿Dónde vives? [Where do you live?], ¿Cuál es</p>	<p>¿Qué hora es? [What time is it?], es la una [it is one o'clock], son las dos/tres/cuatro/cinco/seis/siete/ochos/nueve/diez/once/doce [it is two/three/four/five/six/seven/eight/nine/ten/eleven/twelve</p>	<p>enero [January], febrero [February], marzo [March], abril [April], mayo [May], junio [June], julio [July], agosto [August], septiembre [September], octubre [October], noviembre [November], diciembre [December], la</p>

	Aires, Ciudad de México	medios de transporte [transport]	[pear], ¿Te gusta(n)? [Do you like?], me gusta(n) mucho [I like... a lot], no me gusta(n) nada [I don't like...at all]	la capital de...? [What's the capital city of...?], Londres [London], Edimburgo [Edinburgh], Belfast [Belfast], Cardiff [Cardiff]	o'clock], ...y media [half past...]	primavera [spring], el verano [summer], el otoño [autumn], el invierno [winter], ¿En qué estación es...? [Which season is ... in?], es [he/she/it is], ¿En qué estación son...? [Which season are ... in?], son [they are]
Learning intention 2	In my town	How do you go to school?	Vegetables	Where is Spanish Spoken?	My day	The weather
Success Criteria	<p>I can listen to and repeat vocabulary about places in town</p> <p>I can identify typical places in my town</p> <p>I can use 'hay' and 'no hay' to describe my town</p>	<p>I can identify different types of transport</p> <p>I can ask how someone goes to school</p> <p>I can tell someone else how I go to school</p>	<p>I can name a range of vegetables in Spanish using 'un' or 'una' appropriately</p> <p>I can change 'un' to 'unos' and 'una' to 'unas' for plural nouns</p> <p>I can write sentences starting with 'quisiera' and choose the correct form of 'a' or 'some'</p>	<p>I can name different Spanish-speaking countries in Spanish</p> <p>I can carefully listen to and repeat modelled pronunciation</p> <p>I can match Spanish-speaking countries to their capital cities</p>	<p>I can recognise and name daily activities</p> <p>I can start a sentence using a time connective, stating at what time something happens</p> <p>I can write a whole sentence choosing from a list of simple sentences</p>	<p>I can ask the question '¿Qué tiempo hace?'</p> <p>I can describe a range of weather conditions in Spanish</p> <p>I can give the weather forecast to my partner</p> <p>I can give the weather forecast to a larger group</p>
New/Key Vocab	<p>En mi ciudad [In my town] hay [there is/there are] no hay..... [there isn't/there aren't] ni [nor] ¿Qué hay en tu ciudad? [What is there in your town?] una escuela [a school] un museo [a museum] una farmacia [a pharmacy] una estación de trenes</p>	<p>¿Cómo vas a la escuela? [How do you go to school?], Voy a la escuela..... [I go to school.....]</p>	<p>las verduras [vegetables], un pimiento [pepper], una cebolla [onion], una patata [potato], un guisante [pea], una zanahoria [carrot], un calabacín [courgette], una coliflor [cauliflower], un champiñón [mushroom], quisiera [I would like],</p>	<p>Argentina [Argentina], Chile [Chile], Colombia [Colombia], Ecuador [Ecuador], España [Spain], México [Mexico], Perú [Peru], Venezuela [Venezuela], ¿Dónde se habla español? [Where is Spanish spoken?], Se habla español en... [Spanish is spoken in...], ¿Cuál es la capital de...?</p>	<p>Me levanto [I get up], desayuno [I have breakfast], me lavo los dientes [I brush my teeth], voy a la escuela [I go to school], como [I have lunch], vuelvo a casa [I go back home], veo la televisión [I watch TV], ceno [I have dinner], hago mis deberes [I do my homework], me acuesto [I go to bed]</p>	<p>El tiempo [weather], ¿Qué tiempo hace? [What's the weather like?], hace sol [it's sunny], hace calor [it's hot], hace frío [it's cold], hace viento [it's windy], hace buen tiempo [the weather is nice], hace mal tiempo [the weather is bad], llueve [it's raining], nieva [it's snowing], está nublado</p>

	[a train station] un supermercado [a supermarket] un cine [a cinema] una cafeteria [a cafe] un parquet [a park] un Mercado [a market] un banco [a bank]		un/una [a], unos/unas [some]	[What's the capital city of...?], La capital es... [The capital is...].		[it's cloudy], hoy [today], en [in]
Learning Intention 3	Counting in 10's	Directions	Clothes	The Equator	What's on tv?	Sports
Success Criteria	I can identify spellings or sounds I know in new words I can count up to 100 using tens	I can recognise a range of actions I can give and respond to simple directional instructions I can read and say words containing the Spanish spellings 'ga', 'ge', 'gi', 'go', 'gu' pronounced /h/ or /g/	I can name different clothes in Spanish I can modify adjectives depending on the gender and number of nouns I can ask and answer the question '¿Tienes...?' using adjectives	I can use an English/Spanish dictionary to translate a country name I can identify compass points in Spanish and use them in a sentence I can apply the rule where 'a' followed by 'el' changes to 'al' and 'de' followed by 'el' changes to 'del'	I can link analogue and digital times – o'clock and half past – to the matching Spanish time phrase I can read a TV schedule to answer the question '¿Qué hay en la televisión?' I can work out the question for a given answer	I can identify sports in Spanish I can make sentences using opinions about sports I can apply my learning to have short conversations
New/Key Vocab	Las decenas [tens], diez [10], veinte [20], treinta[30], cuarenta [40], cincuenta [50], sesenta [60], setenta[70], ochenta[80], noventa[90], cien[100],	las direcciones [directions], a la izquierda [to the left], a la derecha [to the right], todo recto [go straight], las instrucciones [instructions], gira a la derecha [turn right], gira a la izquierda [turn left],	La ropa [clothes], un vestido [a dress], un abrigo [a coat], un jersey [a jumper], unos pantalones [a pair of trousers], una camiseta [a T-shirt], una chaqueta [a jacket], una falda [a skirt], unas botas [a pair of boots], ¿Tienes...? [Do you	Los puntos cardinales [compass points], el norte [North], el sur [South], el oeste [West], el este [East], el ecuador [the equator]	¿Qué hay en la televisión a...? [What's on TV at...?], hay... [there is...]	Jugar al fútbol [to play football], jugar al baloncesto [to play basketball], jugar al tenis [to play tennis], jugar al voleibol [to play volleyball], hacer natación [to do swimming], hacer ciclismo [to do cycling], hacer yoga [to do yoga], hacer vela [to do sailing],

		gira [turn], ¡para! [stop]	have...?], Sí, tengo... [Yes, I have...], No, no tengo... [No, I don't have...			me encanta [I love], me gusta [I like], no me gusta [I don't like], odio [I hate], ¿Te gusta...? [Do you like...?]
Learning Intention 4	Counting to 100	I like to move it!	Where can I buy?	Continents	Quarter past and quarter to	Holiday destinations
Success Criteria	I can make predictions about the vocabulary I can say any number from 0-100	I can name parts of the body I can say a sequence of movements I can follow instructions I can give instructions	I can name shops in Spanish. I can match items to shops I can choose the appropriate pronoun 'lo', 'la', 'los' or 'las'. I can ask and answer the question '¿Dónde puedo comprar...?'	I can name at least ten different countries in Spanish I can identify continents in Spanish I can match countries to their continent	I can say and write a sentence to tell the time – quarter past I can say and write a sentence to tell the time – quarter to I can answer the question 'What time is it?' in Spanish	I can name a range of holiday destinations I can make a sentence about where I go during the holidays I can say how I travel to get there I can use 'a' (to) and 'en' (by) in my sentences
New/Key Vocab	cero[0], uno [1], dos [2], tres [3], cuatro[4], cinco[5], seis [6], siete[7], ocho [8], nueve [9], diez [10], once [11], doce[12], trece[13], catorce [14], quince[15], dieciséis[16], diecisiete [17], dieciocho[18], diecinueve [19], veinte [20], veintiuno[21], veintidós [22], veintitrés [23], veinticuatro[24], veinticinco [25],	La cabeza [head], el hombro [shoulder], la pierna [leg], el pie [foot], el brazo [arm], el codo [elbow], la rodilla [knee], la mano [hand], corre [run], anda [walk], salta [jump], gira en el sitio [turn on the spot], para [stop], dobla [bend/fold], estira [stretch out], enlaza [twist/link], agarra [hold], deja [let go/release]	La panadería [bakery], la pastelería [cake shop], la zapatería [shoe shop], la tienda de ropa [clothes shop], la joyería [jeweller's], la carnicería [butcher's], el mercado [market] el kiosco [newsagent's], una camisa [shirt], un pastel [cake], una salchicha [sausage], un reloj [watch], unos zapatos [shoes], un tebeo [comic], una barra de pan [loaf of bread], una coliflor	Los continentes [continents], África [Africa], Antártida [Antarctica], Asia [Asia], América del Norte [North America], América del Sur [South America], Europa [Europe], Oceanía [Oceania], ¿Qué continente es? [What continent is it?], ¿En qué continente está? [What continent is it in?], Está en... [It's in...]	¿Qué hora es? [What time is it?], es la una [it is one o'clock], son las dos/tres/ cuatro/cinco/ seis/siete/ocho/nueve/di ez/onc/ doce [it is two/three/four/five/six/ seven/eight/nine/ten/ eleven/twelve o'clock], ...y media [half past...], ...y cuarto [quarter past], ...menos cuarto [quarter to]	Adónde [where], cómo [how], durante [during], las vacaciones [holidays], voy [I go], vas [you go], Francia [France], España [Spain], Gales [Wales], Escocia [Scotland], Londres [London], la costa [coast], la montaña [mountain], el campo [countryside], a [to], en coche [by car], en tren [by train], en autocar [by coach], en avión [by plane], en bici [by bike], en ferry [by ferry], a pie [on foot]

	veintiséis [26], veintisiete [27], veintiocho [28], veintinueve [29], y[and]		[cauliflower], unas botas [a pair of boots], ¿Dónde puedo comprar...? [Where can I buy...?], Puedes comprar [you can buy], lo/la [it – masculine/feminine], los/las [them – masculine or mixed/feminine], en [in]			
Learning Intention 5	My address	How do I get to....?	Money	Animals	A school day	Holiday activities
Success Criteria	I can listen to and repeat the vocabulary I can say my address I can ask others what their address is	I can identify different places in town in Spanish I can use the contraction ‘al’ with masculine nouns and ‘a la’ with feminine ones I can ask for and give directions to places in town	I can identify and say any number up to 100 I can ask the question ‘¿Cuánto vale(n)?’ regarding items in a shop I can answer the question, using the phrase ‘Son euros’	I can name different animals in Spanish I can say a sentence in the past tense using ‘Vi...’ I can ask and answer a question using a verb in the past tense	I can read a school timetable and understand the words for subjects and days I can choose the correct word (antes or después) when comparing two subjects I can apply the rule that ‘de’ followed by ‘el’ changes to ‘del’	I can identify holiday activities I can express my opinion about holiday activities I can say what activities I like to do on holiday and who with I can apply my learning to have short conversations
New/Key Vocab	¿Cuál es tu dirección? [What’s your address?] Mi dirección es... [My address is...] La calle [street] la avenida [avenue] la plaza [square] número [number]	¿Cómo se va a...., por favor? [How do I get to....please?] al [to the (+masculine noun)], a la [to the (+feminine noun)], está [it is], primera [first], segunda [second] tercera [third],	El dinero [money], ¿Cuánto vale? [How much is it?], ¿Cuánto valen? [How much are they?], Son ... euros [It’s ... euros], Son ... céntimos [It’s ...cents], Son ... euros con ... céntimos [It’s ... euros and ... cents], el cambio [the change], Aquí tienes el cambio [Here is the change]	Una ballena [a whale], un búfalo [an American buffalo], un canguro [a kangaroo] una cebra [a zebra], un león [a lion], una llama [a llama], un panda [a panda], un oso [a brown bear], un pingüino [a penguin], un reno [a reindeer], el zoo [zoo], vi [I saw], ¿qué viste en el zoo?	Antes de [before], después de [after], lunes [Monday], martes [Tuesday], miércoles [Wednesday], jueves [Thursday], viernes [Friday], sábado [Saturday], domingo [Sunday], la asignatura [school subject], el horario [timetable], el dibujo [art], el español [Spanish], el inglés [English], la informática	¿Qué te gusta hacer durante las vacaciones? [What do you like to do during the holidays?], sacar fotos [to take photos], tomar el sol [to sunbathe], ir a la playa [to go to the beach], ir a la piscina [to go to the pool], ir de compras [to go shopping], ir al cine [to go to the cinema], ir al restaurante [to go to the restaurant], ir de

				[what did you see at the zoo?]	[IT], la música [music], las matemáticas [maths], las ciencias [science], la historia [history], la geografía [geography], la educación física [PE], está [is], están [are]	paseo [to go for a walk], ¿Con quién? [Who with?], con [with], mi madre/padre [my mum/dad], mis padres [my parents], mi hermana/hermano [my sister/brother], mis abuelos [my grandparents], mis amigos [my friends].
Learning Intention 6	How do you say....?	We all go together	Let's go shopping!	Which Continent is it from?	A maths lesson in time	Holiday Surveys
Success Criteria	<p>I can use a bilingual dictionary to translate the word I want</p> <p>I can sort vocabulary into topic groups</p> <p>I can suggest further English words in a vocabulary set</p>	<p>I can identify differences between Spanish and English</p> <p>I can match a verb form to its subject</p> <p>I can talk about how different people travel to places in town</p>	<p>I can greet and respond in Spanish</p> <p>I can ask and answer questions in a shop</p> <p>I can ask and answer how much something is</p>	<p>I can identify animals in Spanish</p> <p>I can match animals to the continent they come from</p> <p>I can use a model sentence and substitute key words</p>	<p>I can count in fives to 60 in Spanish</p> <p>I can calculate the difference in minutes between two times and give the answer in Spanish</p>	<p>I can identify if a statement is true or false</p> <p>I can extract the main ideas from a short text, including opinions</p> <p>I can work out the meaning of some new words</p>
New/Key Vocab	¿Cómo se dice.....en español? [How do we say.....in Spanish?], ¿Qué significa.....? [What does.....mean?], la flor [Flower], el árbol [tree], la lechuga [lettuce], el instituto [high school], la nuez [nut], el toro [bull], el lago [lake], la piscina	voy [I go], vas [you go - singular], va [he/she goes, you go – singular formal], vamos [we go], vais [you go - plural], van [they go], ir [to go]	¿Cuánto vale? [How much is it?], ¿Cuánto valen? [How much are they?], Son ... euros [It's ... euros], Son ... céntimos [It's ...cents], Son ... euros con ... céntimos [It's ... euros and ... cents], el cambio [the change], Aquí tienes el cambio [Here is the change]	Una ballena [a whale], un búfalo [an American buffalo], un canguro [a kangaroo], una cebra [a zebra], un león [a lion], una llama [a llama], un panda [a panda bear], un oso [a brown bear], un pingüino [a penguin], un reno [a reindeer], África [Africa], Antártida [Antarctica], Asia [Asia], América del Norte [North]	Cinco [5], diez [10], quince [15], veinte [20], veinticinco [25], treinta [30], treinta y cinco [35], cuarenta [40], cuarenta y cinco [45], cincuenta [50], cincuenta y cinco [55], sesenta [60], ¿Cuántos minutos hay de...a...? [How many minutes are there from...to...?], Hay... minutos [There are... minutes]	Normalmente [normally], en general [generally], pero [but], durante [during]

	[swimming pool], la oveja [sheep], la montaña [mountain], el bosque el arándano [wood/forest], el arándano [blueberry], la cigüeña [stork], la biblioteca [library]			America], América del Sur [South America], Europa [Europe], Oceanía [Oceania], ¿De qué continente es? [What continent is it from?], es [he/she/it is], de [from]		
Assessment Statements	<p>All children should be able to:</p> <ul style="list-style-type: none"> say and order the days of the week; say and order the months of the year; count up to 31; say their own birthday. <p>Most children will be able to:</p> <ul style="list-style-type: none"> recognise how some larger numbers are made by combining words for smaller numbers; ask other people for their birthday; say today's date; identify the correct language for 'yesterday' and 'tomorrow' <p>Some children will be able to:</p>	<p>All children should be able to:</p> <ul style="list-style-type: none"> name some types of transport; use the 1st and 2nd person singular of the verb 'ir' (to go) correctly in a simple sentence; respond to simple instructions for direction and movement; follow simple directions to find a place on a map <p>Most children will be able to:</p> <ul style="list-style-type: none"> use the correct article to precede a noun according to gender; use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun; 	<p>All children should be able to:</p> <ul style="list-style-type: none"> Listen and respond to topic vocabulary. Answer questions using the topic vocabulary. Take part in role play as a shopper/shopkeeper, speaking in Spanish. Greet and respond. <p>Most children will be able to:</p> <ul style="list-style-type: none"> Choose the correct verb form 'me gusta/me gustan' according to the number of nouns. Use the appropriate indefinite articles un, una, unos and unas. Use adjectives (colours) and place them after the noun. Ask questions using the topic vocabulary. 	<p>All children should be able to:</p> <ul style="list-style-type: none"> Listen and respond to topic vocabulary; Answer questions orally using the topic vocabulary; Write an answer in a sentence using the topic vocabulary; Recognise capitals, countries and continents; Name some animals in Spanish <p>Most children will be able to:</p> <ul style="list-style-type: none"> Identify continents and countries in Spanish; Match capital cities to their countries; Name animals in Spanish; Ask and answer questions using the topic vocabulary; 	<p>All children should be able to:</p> <ul style="list-style-type: none"> say and write a sentence to tell the time (o'clock); count in fives to at least 30; understand and use the terms 'antes' and 'después'; answer questions about a TV schedule. <p>Most children will be able to:</p> <ul style="list-style-type: none"> say and write a sentence to tell the time (o'clock and half past). count in fives to 60 with support <p>Some children will be able to:</p> <ul style="list-style-type: none"> say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to); 	<p>All children should be able to:</p> <ul style="list-style-type: none"> listen and respond to topic vocabulary; answer questions orally using the topic vocabulary; identify vocabulary about sports, weather, seasons and holiday activities <p>Most children will be able to:</p> <ul style="list-style-type: none"> express their opinion about sports and holiday activities; write and say a sentence saying what activities they like to do in summer; describe the weather in Spanish; present ideas and information orally to a range of audiences; extract the main ideas from a short written text

	<ul style="list-style-type: none"> • ask and answer questions about dates; • use simple past and future tenses. 	<ul style="list-style-type: none"> • give and respond to simple movement/ direction instructions; • give simple directions by substituting vocabulary as necessary; • follow simple directions to find a place on a map. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • talk about types of transport in full sentences; • use correct subject/verb agreement for all parts of the verb 'to go'; • read and say words containing the Spanish spellings 'ga', 'ge', 'gi', 'go', 'gu' pronounced /h/ or /g/; • give and respond to a sequence of movements; • give 2-step directions by substituting vocabulary as necessary; • follow 2-step direction instructions for finding places on a map. 	<p>Count up 100 in Spanish.</p> <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Add modifiers to their opinions. • Change adjectives to feminine and plural when needed. • Use the appropriate direct object pronoun lo/la/los/las to replace a noun 	<ul style="list-style-type: none"> • Adapt sentences with support to create new ones <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Write phrases from memory; • Substitute key words to create new sentences; • Ask and answer a question using a verb in the past tense. 	<ul style="list-style-type: none"> • devise questions about a TV schedule. • count in fives to 60. 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> • use the appropriate form of a verb in the third person – singular or plural - in sentences; • write and say a sentence saying what activities they like to do and who they like to do them with; • apply their learning to have short conversations; • work out the meaning of new words.
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Year 5 Spanish Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	All about Me					
Main Aim of Learning	To recognise and use different key phrases related to the topic of introducing yourself					
Learning Intention 1	Welcome back!					
Success Criteria	<p>I can use different skills to revise previous vocabulary</p> <p>I can ask for and give spellings using the Spanish alphabet</p> <p>I can understand the main points of someone's presentation introducing themselves</p>					
New/Key Vocab	(Revisiting vocab from year 3 and year 4 learning)					
Learning intention 2	My likes and dislikes					
Success Criteria	<p>I can name free time activities in Spanish</p> <p>I can express my opinion about hobbies</p> <p>I can use 'y' and 'pero' to link two short sentences together</p>					
New/Key Vocab						

	<p>Cocinar [to cook], patinar [to skate], montar en bici [to ride a bike], viajar [to travel], y [and], pero [but]</p>					
<p>Learning Intention 3</p> <p>Success Criteria</p> <p>New/Key Vocab</p>	<p>Who do you live with?</p> <p>I can use the Spanish alphabet to spell names containing accents</p> <p>I can name a range of family members and pets</p> <p>I can ask and respond to questions about where and who I live with</p> <p>Una tilde [accent], Á con tilde [A with an accent], É con tilde [E with an accent], Í con tilde [I with an accent], Ó con tilde [O with an accent], Ú con tilde [U with an accent], Inés, Lucía, Rocío (a selection of girl's first names), Aarón, Raúl, Iván, (a selection of boy's first names), Salamanca, Sevilla, Bilbao, Barcelona, Alicante (a selection of Spanish cities).</p>					

<p>Learning Intention 4</p> <p>Success Criteria</p> <p>New/Key Vocab</p>	<p>Jobs</p> <p>I can name different jobs in Spanish</p> <p>I can apply masculine and feminine agreement rules to my sentences</p> <p>I can ask and answer what someone does for a living</p> <p>Los trabajos [jobs], profesor/profesora [teacher], doctor/doctora [doctor], peluquero/peluquera [hairdresser], mecánico/mecánica [mechanic], enfermero/enfermera [nurse], granjero/granjera [farmer], bombero/bombero [firefighter], cocinero/cocinera [chef], ¿Qué trabajo es? [What job is it?], es [he/she is], ¿En qué trabaja? [What does he/she do (for a living)?]</p>					
<p>Learning Intention 5</p> <p>Success Criteria</p>	<p>What are you going to do?</p> <p>I can name a range of jobs in Spanish</p>					

<p>New/Key Vocab</p>	<p>I can explain how the future tense is made of 'ir' plus the infinitive</p> <p>I can say what I'm going to do for a living</p> <p>¿Qué vas a hacer? [What are you going to do?], Voy a ser... [I'm going to be a...].</p>					
<p>Learning Intention 6</p> <p>Success Criteria</p> <p>New/Key Vocab</p>	<p>Let me introduce myself</p> <p>I can recall Spanish vocabulary and key questions and answers from the unit</p> <p>I can listen to a personal introduction and understand the key information</p> <p>I can write key information about myself and present it orally</p> <p>¿Cómo te llamas? [What's your name?], Me llamo... [My name is...], ¿Cuántos años tienes? [How old are you?], Tengo...años [I'm...years old], ¿Dónde vives? [Where</p>					

	<p>do you live?), Vivo en... [I live in...], ¿Qué te gusta hacer? [What do you like to do?], ¿Con quién vives? [Who do you live with?], Vivo con [I live with...], ¿Qué vas a hacer? [What are you going to do?], Voy a ser... [I'm going to be a...], ¿En qué trabaja...? [What does...do (for a living)?].</p>					
<p>Assessment Statements</p>	<p>All children should be able to:</p> <ul style="list-style-type: none"> • demonstrate their prior learning from previous units; • say a simple sentence in the future tense; • present information about themselves with support; • link two sentences with a conjunction <p>Most children will be able to:</p> <ul style="list-style-type: none"> • explain how job names are different according to the person's gender; • substitute vocabulary to change a sentence; • orally make a short personal presentation, 					

including opinions and future aspirations;
• spell out words using the correct letter names

Some children will be able to:

- explain how the immediate future tense is formed in Spanish;
- predict unknown words using their reading strategies;
 - make a longer personal presentation by combining a range of topic knowledge;
- ask how to spell a word and spell words out, including accents

LT Spanish Coverage using Twinkle Planning

	2020-2021	2021-2022	2022-2023	2023-2024
Year 3	Yr3 Planning	Yr 3 Planning	Yr 3 Planning	Yr 3 Planning
Year 4	Yr 3 Planning	Yr 4 Planning	Yr 4 Planning	Yr 4 Planning
Year 5	Yr 3 Planning	Yr 4 Planning	Yr 5 Planning	Yr 5 Planning
Year 6	Yr 3 Planning	Yr 4 Planning	Yr 5 Planning	Yr 6 Planning

MFL National Curriculum Objectives

	LKS2	UKS2
Listening and speaking/Oracy	<p>KS2 Languages National Curriculum Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response. 	<p>KS2 Languages National Curriculum Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in Spanish; c listen and understand the main points and some detail from short, spoken material in Spanish.
	<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response. 	<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts.
	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name objects and actions and may link words with a simple connective; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans. 	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses.
	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; d show awareness of accents; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.

Listening and speaking/Oracy	<p>KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	<p>KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a manipulate familiar language to present ideas and information in simple sentences; b present a range of ideas and information, using prompts, to a partner or a small group of people; c present a range of ideas and information, without prompts, to a partner or a group of people.
	<p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say simple familiar words to describe people, places, things and actions using a model; b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
Reading and Writing/Literacy	<p>KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of familiar single words; b read and show understanding of simple phrases and sentences containing familiar words. 	<p>KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material; c read and understand the main points and some detail from short, written material.
	<p>KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use strategies for memorisation of vocabulary; b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words; d begin to use a bilingual dictionary to find the meaning of individual words in Spanish and English. 	<p>KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); b use a bilingual dictionary to identify the word class; c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and in English.

Reading and Writing/Literacy	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; identify differences between Spanish and English punctuation; d show awareness of accents; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage.
	<p>KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write single familiar words from memory with understandable accuracy; b write familiar short phrases from memory with understandable accuracy; c replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write a simple sentence from memory using familiar language; b write several sentences from memory with familiar language with understandable accuracy; c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	<p>KS2 Languages National Curriculum Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy simple familiar words to describe people, places, things and actions using a model; b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
Stories, Songs, Poems and Rhymes	<p>KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify specific words in songs and rhymes and demonstrate understanding; b listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify rhyming words and specific sounds in songs and rhymes; b follow the text of familiar songs and rhymes, identifying the meaning of words; c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

Stories, Songs, Poems and Rhymes	<p>KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a join in with actions to accompany familiar songs, stories and rhymes; b join in with words of a song or storytelling. 	<p>KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a follow the text of a familiar song or story; b follow the text of a familiar song or story and sing or read aloud; c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
Grammar	<p>KS2 Languages National Curriculum Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; c use the correct form of some regular and high frequency verbs in the present tense in first and second person; compare with English; d use the present tense of some high frequency verbs in the third person singular; e use a simple negative form; f show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; g recognise and use the first person possessive determiners (mi, mis); h recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; i conjugate a high frequency verb (ir – to go) in the present tense; show awareness of subject-verb agreement; j use simple prepositions in their sentences; k use the verb ‘ser’ in the present tense in the third person singular and plural; l use the present tense of the verb ‘estar’ in a set phrase to introduce singular and plural nouns; m use the present tense of the verb ‘gustar’ in the first person singular with singular and plural nouns. 	<p>KS2 Languages National Curriculum Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify word classes; b demonstrate understanding of gender and number of nouns and use appropriate determiners; c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; d name and use a range of conjunctions to create compound sentences; e use some adverbs; f use some regular and high frequency verbs in present tense in the first, second and third person singular applying subject-verb agreement; g use the verb ‘estar’ to locate places, things or people; h recognise and use the simple future tense of a high frequency verb; compare with English; i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it’s formed; j recognise and use the first and third person singular possessive determiners (mi, mis, su, sus); k recognise and use a range of prepositions; l use the third person plural of a few high frequency verbs in the present tense; m conjugate a high frequency verb in the present tense; n recognise and use a high frequency verb in the perfect tense; compare with English; o follow a pattern to conjugate a regular verb in the present tense; p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.

