

Knowledge and Skills Curriculum Map

| National Curriculum | | | | | | | | | | |
|---|--|---|--|---|--|--|---|---|--|---|
| <p>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.</p> <p>The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p> | | | | | | | | | | |
| KS2 pupils should be taught to: | | | | | | | | | | |
| Listen attentively to spoken language and show understanding by joining in and responding | Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | Speak in sentences, using familiar vocabulary, phrases and basic language structures | Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | Present ideas and information orally to a range of audiences | Read carefully and show understanding of words, phrases and simple writing | Appreciate stories, songs, poems and rhymes in the language | Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | Describe people, places, things and actions orally and in writing |

EYFS Content (Non Statutory)

| | Term | Autumn | Spring | Summer |
|---|------|---|--|---|
| EYFS Communication & Language ELG Strands: <ul style="list-style-type: none"> Listening attention and understanding Speaking | | <ul style="list-style-type: none"> Hello, boys and girls, Mr., Mrs., Miss & Goodbye My name is...and you? Bird poem What is your name? Nos 1-10 6 classroom commands 6 colours – red, blue, green, yellow, orange, pink | <ul style="list-style-type: none"> Revise Autumn Content How are you? Well, thank you. Body parts for 'Heads, shoulders' song 6 fruits 6 instruction verbs linked with fruits Fruit role play Please, thank you | <ul style="list-style-type: none"> Revise Spring Content 5 farm animals for cow song 'Tillie la Tortuga' story – Tilly the Tortoise Family members 'Ricitos de Oro' story - Goldilocks |

Year 1 Content (Non Statutory)

| Y1 End Points | Term | Autumn | | Spring | | Summer | |
|---|------------------------|---|---|--|--|--|---|
| | Half Term Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 1.1. Can respond to simple, known songs with gestures eg head, shoulders, knees and toes 1.2. Can follow and repeat actions for the vowels : a, e, i, o, u 1.3. Can respond with actions to stories read aloud (that they already know in English) eg: Oso marron, Ricitos de Oro, Querido Zoo 1.4. Can "play" with Spanish vowel sounds through songs and games 1.5. Can identify 7 colours: red, blue, green, yellow, orange, white, black 1.6. Can exchange simple greetings – hola, Buenos días, buenas tardes, adiós 1.7. Can understand simple praise words – estupendo, fantástico 1.8. Can understand the months and point to when their own birthday falls 1.9. Can sing the Happy Birthday song in time with the rest of the class 1.10. Can understand numbers 1 - 10 | Topic | Greetings, name and well-being | Numbers 1-20 Colours & Shapes | Days of the week Small classroom objects Animal story (1) | Body Age Large Classroom Objects | Verb Instructions Seasons Animal Story (2) | Fruits Drinks |
| | Key Knowledge | <ul style="list-style-type: none"> Simple questions and answers re name and wellbeing. Basic greetings To know 'how are you' in Spanish and know some basic replies | <ul style="list-style-type: none"> To revise numbers 1-10 To learn numbers 11-15 To learn numbers 16-20 Know some basis classroom instructions To know the Spanish words for basic colours To learn some shapes in Spanish and to be able to say their colour | <ul style="list-style-type: none"> To learn the days of the week To learn the names of some small classroom items. To listen to a well-known English story in Spanish | <ul style="list-style-type: none"> To revise parts of the body To learn how to say their age To learn the names of some large items in the classroom To listen to a story in Spanish | <ul style="list-style-type: none"> To follow simple action verb instructions Know the Spanish for winter and summer <ul style="list-style-type: none"> To listen to/read a well-known English story in Spanish | To know the Spanish words for some common fruits To introduce drinks x 5 |
| | KS1 Skills | Practise new vocabulary using – <ul style="list-style-type: none"> well known tunes role play with puppets flash cards and picture cards to support long term memory repetition including using varying voices the context of familiar and new, accessible stories with pictures mime games | | | | | |
| | Cross Curricular Links | PSHE: Greetings and Wellbeing Music: Singing | | Maths: Numbers, days of the week Music: Singing | Science: The body Music: Singing | Maths: days of the Week Literacy: Familiar Stories Music: Singing | Science: Seasons Music: Singing |

Year 2 Content (Non Statutory)

| Y2 End Points | Term | Autumn | | Spring | | Summer | | |
|---|------------------------|---|--|--|--|---|--|---------------------------------|
| | Half Term Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
| <p>2.1. Can respond to a variety of known and new songs with gestures to show understanding</p> <p>2.2. Can sing along with the Alphabet song</p> <p>2.3. Can pick out key words from familiar stories read aloud, such as Caperucito Rojo, Tengo frío</p> <p>2.4. Can "play" with Spanish sounds through songs and games, including 'tricky' consonants such as j, ll, ñ</p> <p>2.5. Can correctly say the 7 colours from Year 1 plus 3 more colours: brown, pink, grey</p> <p>2.6. Can ask and respond to the question ¿Qué tal?</p> <p>2.7. Can understand simple classroom commands, such as silencio, en fila, de pie, sentaos</p> <p>2.8. Can say the month of their birthday</p> <p>2.9. Can understand a variety of descriptive adjectives, eg grande, pequeño</p> <p>2.10. Can count from 1 - 10</p> | Topic | Name, well-being & age Greetings Numbers 1-31 | Classroom Instructions Days and Months Birthday Story | Name, well-being, age and months Animal story with adjectives | Name, well-being, age and months Animal story with adjectives | Revision: Verb instructions, well-being, age and birthdays I am...hot/ cold/thirsty/hungry | The Beach, Ice Cream Flavour and Role Play | |
| | Key Knowledge | <ul style="list-style-type: none"> To revise questions and answers re name, well being and age To learn the greeting 'good night' in Spanish To revise 'how are you' question and answer and to learn other replies To revise numbers 1-10 To revise numbers 11-20 To learn numbers 21-31 | <ul style="list-style-type: none"> To revise classroom instructions To revise days of week To learn months of the year To learn how to say the month of their birthday Birthday story | <ul style="list-style-type: none"> To revise questions and answers re name, wellbeing, age and month of birthday To read and understand the story 'Brown Bear' in Spanish – Oso marron | <ul style="list-style-type: none"> To revise previous term's work To revise action verb instructions To read and understand the story 'Dear Zoo' in Spanish – Querido Zoo | <ul style="list-style-type: none"> To revise I am hot, cold, thirsty, hungry To revise fruits and drinks Introduce some drinks in Spanish To revise 'I am + temperature' and to learn 2 new phrases To introduce some foods in Spanish Enact a café role play | <ul style="list-style-type: none"> To learn some beach words To hear Spanish children talking at the beach To learn some activities at the beach To learn some ice cream favours To revise role play vocabulary/phrases Teach the new expression: 'You're welcome'. To practise ordering an ice cream | |
| | Y2 Skills | Practise new vocabulary using – <ul style="list-style-type: none"> actions alongside Spanish words roleplay with puppets and partners vocabulary matching to picture flash cards Spanish word cards to build short sentences Interactions with Spanish songs with a focus on identifying and responding to key words Familiar games in Spanish (including 'Simon Says') Recognition of cultural similarities through a Spanish video of a birthday celebration | | | | | | |
| | Cross Curricular Links | PSHE: Wellbeing and greetings/classroom instructions Maths: Numbers Music: Singing | | | Science: Living things Literacy: Familiar stories PSHE: Communicating and Recognising basic Needs Music: Singing | | Literacy: Familiar stories Music: Singing | Drama: Role Play Music: Singing |

| Year 3 | | | | | | | |
|---|---------------------------|---|--|---|---|--|---|
| Year 3 End Points 3.1.Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly 3.2.Can follow and repeat key words from a song, rhyme or poem. 3.3.Can recall key phonics words (and gestures), and say them aloud with good pronunciation. 3.4.Can read key words (and gestures), and read them aloud with good pronunciation. 3.5.Can ask and answer simple prelearned questions from memory. 3.6.Is beginning to understand the formation of questions and answer involving familiar vocabulary 3.7.Can indicate that there is a problem using a pre-learned phrase. 3.8.Can repeat and say familiar words and short simple phrases, using understandable pronunciation. 3.9.Can read aloud some very familiar words and short phrase with accurate pronunciation. 3.10.Can understand some familiar written words and short phrases. 3.11.Can use the visual cues and context to follow the gist of a short text. 3.12.Can use a word list to locate specific words. 3.13.Can use classroom prompts (such as display) as an aid to spelling. 3.14.Can write some single words from memory, with plausible spelling 3.15.Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun. 3.16.Can use indefinite articles in the singular with masculine and feminine nouns. 3.17.Can form regular plural nouns. 3.18.Can identify adjective and noun position. 3.19.Can use some singular masculine and plural adjectives correctly. 3..Can use the high-frequency verb forms (I have, it is, they are, there is/are) confidently. | Term | Autumn | | Spring | | Summer | |
| | Half Term Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Topic | Spanish Speaking Countries and Greetings | Spanish Numbers and Dates | Myself and Things I do | Designing a Monster | Me Gusta | Mi Familia |
| | Key Knowledge | <ul style="list-style-type: none"> Can greet each other, asking and answering names and about wellbeing Can recognise aurally and in written form the numbers 1 – 20 Can respond to simple classroom commands Can pronounce more or less correctly the key Spanish sounds | <ul style="list-style-type: none"> Can pronounce correctly the key Spanish sounds included in this Unit Can say how old they are and ask their partner their age Can say the day and the date Can respond to simple commands | <ul style="list-style-type: none"> Can pronounce correctly the key Spanish sounds included in this Unit Can say and ask others when their birthday is Can say and ask others what their favourite colour is Can recognise the 1st person singular of 7 -ar verbs | <ul style="list-style-type: none"> Can hold a simple conversation with a partner Can respond to and create descriptions using colour correctly, agreeing in gender and number Can demonstrate through actions an understanding of the songs in this Unit Soy, ¿Y tú? ¿Quién es?, Tiene Parts of the body Recap of colours | <ul style="list-style-type: none"> Can express simple preferences using parts of me gusta + colour and -ar verbs Can respond to a known story with gestures and mime and take part in a performance of the story Can pronounce the phonic sounds included in the Unit Can recognise multiples of numbers in tens up to 100 | <ul style="list-style-type: none"> Can hold a conversation with a partner about families and pets Can respond to a song using gestures and mime Can pronounce the phonic sounds included in the Unit |
| | Key Skills | <ul style="list-style-type: none"> Listen attentively Work effectively in pairs | <ul style="list-style-type: none"> Recall key phonic sounds Work well with a partner Respond to a variety of inputs to learn new grammar points | <ul style="list-style-type: none"> Recall key phonic sounds Work well with a partner Develop strategies to aid memorisation, such as actions linked to verbs | <ul style="list-style-type: none"> Listen attentively and demonstrate this by responding to songs Work effectively in pairs and give each other feedback Memorise language through responding to songs | <ul style="list-style-type: none"> Listen attentively and demonstrate this by responding to songs and stories Build on prior knowledge to access a new text Develop a strategy of their own to help them memorise new vocabulary | <ul style="list-style-type: none"> Listen attentively and demonstrate this by responding to songs and stories Use a bi-lingual dictionary to look up simple nouns Do a presentation about their families |
| | Grammar and Structures | <ul style="list-style-type: none"> The yo and tú forms of the verb llamarse Structures to say simple mental Maths eg 2 más 3 son 5 | <ul style="list-style-type: none"> Tengoaños The information that months do not have a capital letter (unless they start a sentence) Commands in the singular and plural The way to say 'of the' masculine form - del | <ul style="list-style-type: none"> 1st person singular of common -ar verbs and their infinitives How to ask and give information about favourite colour using Cuál. | <ul style="list-style-type: none"> Gender and number differences of nouns Adjectives describing nouns The 3rd person singular of the verb 'tener' | <ul style="list-style-type: none"> The infinitive of a selection of -ar verbs Me gusta, no me gusta, me gustan, no me gustan + colour me gusta + -ar verbs in the infinitive Masculine/feminine adjectives to describe nouns That stories in the past are written in the past tense | <ul style="list-style-type: none"> The 1st, 2nd and 3rd persons singular of the verb 'tener' Use the masculine/feminine versions 'un/una' |
| | Pronunciation Focus | ll, ue, j, c, silent h and the use of the accent when it denotes stress | Ñ, ua, z, soft c, j, ei, v, i, silent h | Ñ, ai, j, v, ue and silent h. | ll, ue, ie | R, soft c, j, silent h | Z, ll, rr, ñ, silent h, hard g |
| | Cross Curricular Learning | Geography: Spanish Speaking Countries | Maths: Numbers and dates | PSHE: Sense of self and promotion of physical activity | Literacy: Speaking and listening | | |

| Year 4 | | | | | | | |
|---|---------------------------|---|--|--|--|---|---|
| Year 4 End Points 4.1.Can understand and respond to a range of familiar spoken words and short phrases. 4.2.Can join in the re-telling/playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases 4.3.Can recognise key sounds and words that rhyme. 4.4.Can match key sounds and words that rhyme. 4.5.Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation. 4.6.Is beginning to understand how to form questions/answers independently. 4.7.Can use simple pre-learned words and phrases for routine situations and interaction. 4.8.Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation. 4.9.Can match sound to print, by reading aloud familiar words and phrases. 4.10.Can read and understand a range of familiar written phrases. 4.11.Can identify the overall type of text from its layout, contextual cues and a few familiar words. 4.12.Can use a word list to check the spelling of a word. 4.13.Can use a dictionary or online resource to check the spelling of a word. 4.14.Can write simple words and several short phrases from memory with understandable spelling. 4.15.Can substitute one element in a simple phrase or sentence to vary the meaning. E.g the colour, adjective or noun. 4.16.Can use indefinite articles in singular and plural and definite articles in both singular and plural. 4.17Can use a variety of plural nouns, including some irregular ones. 4.18Can use adjectives (agreement and position) with more confidence. 4.19.Can use 'tiene' (3rd person tener) and está (3rd person estar). 4.20.Can use connectives 'and'(y), 'but' (pero), 'also' (además) | Term | Autumn | | Spring | | Summer | |
| | Half Term Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Topic | ¿Qué tiempo hace? | ¿Qué te gusta hacer? | La comida sana | Las Pescadoras Valencianas | Me gustan los animales y las frutas | Cuando llueve llevo un paraguas |
| | Key Knowledge | <ul style="list-style-type: none"> Can create and perform a dialogue about the weather Can ask and answer questions about modes of transport Can understand that Spanish is spoken in many countries Can pronounce correctly the phonic sounds included in the Unit | <ul style="list-style-type: none"> Can create a dialogue with a partner around ¿Qué te gusta hacer? Can write sentences from memory expressing opinions about what they like/do not like to do Can pronounce correctly the phonic sounds included in the Unit | <ul style="list-style-type: none"> Can create a dialogue with a partner around ¿Qué te gusta comer y beber? Can produce a description about what things they eat at meals Can classify healthy and unhealthy food and drink items Can pronounce correctly the phonic sounds included in the Unit | <ul style="list-style-type: none"> Can read and create simple or complex sentences about the painting Can memorise the poem 'La Playa' and use it as a model to write their own Can correctly pronounce key Spanish phonic sounds | <ul style="list-style-type: none"> Can follow and understand the adapted story of El Loro Tico Tango Can understand and produce correct sentences using 'me gusta/me gustan' construction with nouns and the definite article | <ul style="list-style-type: none"> Can create and perform a dialogue about the weather, including articles of clothing and temperature Can write an individual weather diary for a week Can match key sounds and words which rhyme Can pronounce correctly the phonic sounds included in the Unit |
| | Key Skills | <ul style="list-style-type: none"> Use context to estimate new words Apply phonic knowledge to support reading and writing Understand that Spanish is spoken in many countries Work with a partner | <ul style="list-style-type: none"> Use mental associations to help remember words Apply phonic knowledge to support reading and writing Read and memorise words | <ul style="list-style-type: none"> Use a dictionary Build on prior learning to determine meaning | <ul style="list-style-type: none"> Appreciate a painting by a Spanish painter Integrate new language into previously learnt language Apply grammatical knowledge to make sentences <ul style="list-style-type: none"> Memorise a poem | <ul style="list-style-type: none"> Use context to estimate new words Discuss language learning and share ideas Apply phonic knowledge to support reading and writing Work with a partner | <ul style="list-style-type: none"> Use context to estimate new words Discuss language learning and share ideas Apply phonic knowledge to support reading and writing Understand a traditional children's song in the past tense Work with a partner |
| | Grammar and Structures | <ul style="list-style-type: none"> 1st and 2nd person singular of 'ir' - voy, vas Hace, hay and está as constructions to use when describing weather Use of 'en' or 'a' with modes of transport | <ul style="list-style-type: none"> The infinitive form of several AR verbs and the 1st person singular form The indirect object pronoun with gustar and encantar | <ul style="list-style-type: none"> The 1st person singular form of a range of verbs Infinitive phrases with 'me gusta' Recognise and apply simple adjectival agreements | <ul style="list-style-type: none"> Adjectival agreements using correct gender and number Imperative form of key verbs 3rd person singular and plural of verbs in present tense | <ul style="list-style-type: none"> The construction 'me gusta/me gustan' with sing <ul style="list-style-type: none"> The use of the accent on a word to show the stress on a syllable | <ul style="list-style-type: none"> Hace, hay and está as constructions to use when describing weather Connectives to manipulate language and produce more complex sentences |
| | Pronunciation Focus | V, ue, c, ll | J, soft c, i, ue | z, soft c, silent h, ch, o, j | Pupils will be (re)introduced to the following sounds: Ue, ll, ñ, silent h, soft c | C, j, z, v, silent h | c, ll, j, e, v, silent h |
| | Cross Curricular Learning | Science: Seasons Geography: Spanish speaking countries | PSHE: Hobbies and interests/promoting physical activity PSHE/Science: Healthy Living | Literacy: Poetry Art: Famous Paintings | Science: Animals | Science: Seasons Literacy: Diaries | |

| Year 5 | | | | | | | |
|--|---|---|---|--|---|---|--|
| Year 5 End Points 5.1.Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. 5.2.Can join in with familiar short songs, rhymes or poems, or parts of them. 5.3.Can write high-frequency familiar words from my oral vocabulary when I hear them spoken slowly and clearly. 5.4.Uses understandable spelling for highfrequency familiar words from my oral vocabulary when I hear them spoken slowly and clearly. 5.5.Can ask and answer simple questions on the current topic. 5.6.Can adapt models successfully to give my own information, including simple questions, by replacing and choosing my own individual words. 5.7.Can use several short phrases and questions in predictable classroom interactions. 5.8.Can produce some short phrases within a familiar topic, with good pronunciation. 5.9.Can read short phrases accurately that contain mostly familiar language. 5.10.Can understand familiar words and simple sentences. 5.11.Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. 5.12.Can use alphabetical order confidently. 5.13.Can recognise and use the main dictionary codes for nouns. 5.14.Can appreciate that there may be more than one definition for each word. 5.15.Can write words, phrases and short simple sentences from my own repertoire from memory with understandable spelling. 5.16.Can change a range of single elements in sentences to create new sentences (e.g. change the noun or adjective or verb or qualifier). 5.17.Can use the definite article with verbs of like / dislike. 5.18.Understands and can use devices to make verb forms negative. 5.19.Shows some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English. 5.20.Can use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame). 5.21.Can use the days of the week in sentence formation, with sequencers eg 'después', 'luego'. | Term | Autumn | | Spring | | Summer | |
| | Half Term Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Topic | ¿Qué te gusta comer? | I am the Music man | Mi Ciudad | Raúl viaja en el tiempo | Las Estaciones | Los Planetas |
| | Key Knowledge | <ul style="list-style-type: none"> Can ask and answer questions about what foods they like Can give opinions about food likes and dislikes using extended sentences Can recognise the 1st, 2nd and 3rd person singular of the past tense – pretérito of the verbs comer and beber | <ul style="list-style-type: none"> Can produce and perform a rap and role play in pairs Can use their musical skills to relate this to language learning Can talk about different music genres in simple Spanish Can correctly pronounce the phonic sounds covered in this unit | <ul style="list-style-type: none"> Can read and create simple sentences about places in a town. Can produce with a partner a dialogue about a variety of personal information Can correctly pronounce key Spanish phonic sounds | <ul style="list-style-type: none"> Can create a dialogue with a partner using questions and complex sentences Can write sentences expressing opinions about what they like/do not like to do Can understand and read the story out loud | <ul style="list-style-type: none"> Can say what the weather is like in different seasons Can access new texts Can correctly read aloud phrases from a poem Can write short phrases using rhyming words Can correctly pronounce key Spanish phonic sounds | <ul style="list-style-type: none"> Can produce complex sentences about the planets Can access new texts Can understand the different word classes Can correctly pronounce key Spanish phonic sounds Skills – Pupils will develop the ability to: Grammar and Structures – Pupils will understand: |
| Key Skills | <ul style="list-style-type: none"> Listen attentively and follow the story of La pequeña oruga glotona Create role plays in pairs Work in teams | <ul style="list-style-type: none"> Recall key phonic sounds Work well with a partner Recycle previously learnt structures into new sentences | <ul style="list-style-type: none"> Recall key phonic sounds Work well with a partner Combine all 4 language skills Understand places in Spain | <ul style="list-style-type: none"> Build on prior learning and clues to determine meaning Use a simple glossary to locate specific words | <ul style="list-style-type: none"> Estimate unknown words drawing on actions and contexts Use a bilingual dictionary Use empathy and imagination to understand other people's experiences Appreciate songs and poems to help with language learning | <ul style="list-style-type: none"> Manipulate language by changing one element in a sentence Recognise the conventions of word order Appreciate the origins of words Decipher the meaning of cognates and near cognates | |
| Grammar and Structures | <ul style="list-style-type: none"> The indefinite article un/una and definite article el/la Me gusta, no me gusta, me gustan, no me gustan with food items Extended sentences using the connectives y, pero and porque The 1st, 2nd and 3rd person singular of the pretérito (past) of the verbs comer and beber | <ul style="list-style-type: none"> ¿A quién le gusta...? The verb tocar Me gustaría comprar ... Imperative forms of cambiar and enseñar | <ul style="list-style-type: none"> ¿Dónde está? Está + directions ¿Qué hay? un/una; el/la | <ul style="list-style-type: none"> The 1st person singular form of a range of verbs Infinitive phrases with 'me gusta/no me gusta' Connectives | <ul style="list-style-type: none"> Understand word classes – verbs, nouns, adjectives Recognise patterns in simple language | <ul style="list-style-type: none"> When 'es' and 'está' should be used And be able to identify word classes – verbs, nouns, adjectives, adverbs, connectives And be able to use adjectival agreements with nouns | |
| Pronunciation Focus | ⌘ ll, z, o | ⌘ U, v, ge, gui, rr | ⌘ The whole alphabet + in particular v, z, ll, e, c, g | • J, z, o u | • Pupils will be (re)introduced to the following sounds: • Z, ñ, ión, i | • Phonic focus – Pupils will be (re)introduced to the following sounds: • ñ, v, j, c, e | |
| Cross Curricular Learning | Literacy: Familiar Text | Music: Devising | Geography: Local places | History: Understanding historical concepts | Literacy: Poetry Science: Seasons | Science: Planets | |

| Year 6 | | | | | | |
|--|---------------------------|--|---|--|---|--------|
| <p>Year 6 End Points</p> <p>6.1.Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</p> <p>6.2.Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.</p> <p>6.3.Can write individual words accurately, building them from written syllables.</p> <p>6.4.Can write individual words from his/her oral vocabulary, with understanding spelling, when delivery is slow, clear and repeated</p> <p>6.5.Can ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</p> <p>6.6.Can answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</p> <p>6.7.Can use a repertoire of classroom language with teacher and peers</p> <p>6.8.Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.</p> <p>6.9.Can read words and phrases from my oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.</p> <p>6.10.Can understand a short text made up of short sentences with familiar language on a familiar topic.</p> <p>6.11.Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.</p> <p>6.12.Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.</p> <p>6.13.Can appreciate that Spanish words do not always have a direct equivalent in English.</p> <p>6.14.Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p> <p>6.15.Can write sentences on a few topics using a model, e.g. a writing frame.</p> <p>6.16.Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p> <p>6.17.Can use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.</p> <p>6.18.Can use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use</p> <p>6.19.Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors. ☹ Can use subordinating connectives (if, because)</p> | Term | Autumn | | Spring | | Summer |
| | Half Term Coverage | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | - |
| | Topic | Geographical Features | Raúl en Sutton House, una casa Tudor | En el café | Las vacaciones | - |
| | Key Knowledge | <ul style="list-style-type: none"> Can produce a weather forecast using the immediate future Can use “está” and “es” correctly in the context of geographical features Can pronounce correctly the identified phonic sounds Can use a bilingual dictionary and understand a longer text about geographical features. | <ul style="list-style-type: none"> Can access the story and are able to translate some sentences into English Can describe a picture using the 3rd persons singular and plural in the pretérito tense Can pronounce correctly the phonic sounds included in the Unit | <ul style="list-style-type: none"> Can create and perform a role play set in a café Can follow the recipe for a milk shake Can discuss what they ate and drank in the past using the pretérito Can pronounce correctly the phonic sounds included in the Unit Skills – Pupils will develop the ability to: Grammar and Structures – Pupils will understand and will be able to use: 1st and 2nd person singular of pretérito of ‘comer’, ‘beber’ Connectives to manipulate language and produce more complex sentences | <ul style="list-style-type: none"> Can speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of holidays activities. Can ask and answer what holiday activities you like to do and who you like to do them with Can pronounce correctly the phonic sounds included in the Unit | - |
| | Key Skills | <ul style="list-style-type: none"> Estimate meaning, based on prior knowledge Summarise key points Work in pairs and develop a dialogue with a partner which can be acted out and written Use a simple bilingual dictionary | <ul style="list-style-type: none"> Use context and previous knowledge to estimate new words Use a bilingual glossary and identify the word classes Work with a partner and give peer feedback | <ul style="list-style-type: none"> Use context and previous knowledge to estimate new words Use knowledge of words, text and structures to build simple spoken and written passages Apply phonic knowledge to support reading and writing Work with a partner | <ul style="list-style-type: none"> Discuss and reflect on language learning Use context and previous knowledge to estimate new words Use language known in one context in another context Work in a group | |
| | Grammar and Structures | Pupils will understand and be able to use: <ul style="list-style-type: none"> The immediate future using “va a ..” Masculine/feminine nouns with great confidence Differences between “es” and “está” “Más” when differentiating between features | Pupils will understand and will be able to use: <ul style="list-style-type: none"> 3rd person singular and plural of pretérito of a range of -AR and -ER verbs 3rd person singular and plural of the verb ‘decir’ ☹ ‘Había’ as the past (imperfect tense) of ‘hay’ | Pupils will understand and will be able to use: <ul style="list-style-type: none"> 1st and 2nd person singular of pretérito of ‘comer’, ‘beber’ Connectives to manipulate language and produce more complex sentences | Pupils will understand and will be able to use: <ul style="list-style-type: none"> The immediate future using “voy a + infinitive” Connectives to manipulate language and produce more complex sentences | |
| | Pronunciation Focus | Pupils will have been reintroduced to the following sounds: <ul style="list-style-type: none"> V, g, ue, ñ | Pupils will revisit the following sounds: <ul style="list-style-type: none"> J, c, ó, v | Pupils will revisit the following sounds: <ul style="list-style-type: none"> z, ll, rr, ay, silent h | Pupils will revisit the following sounds: <ul style="list-style-type: none"> v, z, ue, soft c, soft g, ñ, cc (as in sección) | |
| | Cross Curricular Learning | Geography | History: Tudor Houses | Drama | Literacy: Newspaper Reports | |

