

## Subject Progression for Spanish

Year Group	Unit	Objectives	Skills / Knowledge Children at the expected standard can...
3	<b>Introduction to Spain</b>  <i>KEY QUESTION:</i> <i>Where is Spain and what countries are next to it?</i>  <i>How do I greet a friend at different times of the day in Spanish?</i>  <i>What Spanish words can be used to describe Halloween?</i>  <i>KEY VOCABULARY:</i> <i>Map, country, capital cities, atlas, national, international, hola, United Kingdom, France, Spain, Portugal</i> <i>Buenos dias, buenas tardes ,Buenas noches</i> <i>Halloween,</i> <i>Me llamo</i> <i>Como te llamas?</i> <i>Que tal?</i> <i>Bien, fatal, fantstico , excelente, regular</i>	<p>To recognise that Spain is another country where a different language is spoken.</p> <p>To know that the world is made up of many countries where many languages are spoken.</p> <p>To know that the U.K is an island and is next to France and Spain.</p> <p>To understand the similarities and differences between the Spanish and British values.</p> <p>To be able to say good morning, afternoon and evening as well as hello and goodbye.</p> <p>To be able to understand when someone is asking how they feel. Be able to ask someone how they feel and be able to answer in a variety of ways.</p> <p>To begin to recognise that Halloween is a very old tradition and begin to understand its origins.</p> <p>To explore Spanish vocabulary, looking at word pronunciation, in particular words with ll, j and h and n sounds in them.</p> <p>To listen to and join in with Halloween rhymes and songs.</p>	<p>Locate cities on a map.</p> <p>Say which language is spoken in Spain.</p> <p>Identify which countries Spain is next to.</p> <p>Understand the terms national and international.</p> <p>Know that different languages are spoken throughout the world.</p> <p>See that the colours of the Spanish flag tell a story and recognise the impact of both colour and symbolism to convey a meaning.</p> <p>Begin to use greetings words as part of an increasing repertoire of conversational phrases.</p> <p>Ask and answer each other how they feel.</p> <p>Build up increasing Spanish fluency and perform in whole class settings.</p> <p>Design a poster choosing from a Spanish vocabulary.</p> <p>Learn and join in with Spanish rhymes and songs to reinforce vocabulary.</p>

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	<p><b>Unit: Christmas</b></p> <p><i>KEY QUESTION:</i> <i>Is Christmas in Spain celebrated in the same way?</i></p> <p><i>KEY VOCABULARY:</i> <i>Christmas Eve, Nochebuena, Balthazar, turrón, Belén, los reyes magos, what does compare mean?</i></p>	<p>To learn how the Christmas tradition is celebrated in Spain observing that Christmas day, in particular, is not a big occasion as it is in the U.K.</p> <p>To look at special festival foods, and learn the tradition of Balthazar, not Santa, leaving a gift in a slipper on Christmas eve, not Christmas morning.</p>	<p>Develop the skill of looking for similarities and differences within two cultures.</p> <p>Understand why festivals take place, where they began and how they compare.</p> <p>Share their experiences of these and discuss feelings.</p>
	<p><b>Unit: What's your favourite colour?</b></p> <p>Numbers 1-10</p> <p>Who is St Valentine and why do the British as well as the Spanish celebrate this day?</p> <p><i>KEY QUESTION:</i> <i>Can you ask a friend their favourite colour?</i> <i>Can you answer what your favourite colour is?</i></p> <p><i>KEY VOCABULARY:</i> <i>Rojo, amarillo, azul, verde, blanco, rosa</i> <i>Querido/a el amor de Feliz día de San Valentin</i></p>	<p>To understand and name at least 5 different colours.</p> <p>To understand when someone is asking them for their favourite colour and to be able to answer in a sentence.</p> <p>To say numbers 1-10 in and out of sequence.</p> <p>To understand why Valentine's Day might be celebrated around the world and be able to write a valentine's Day card to someone they love, using Spanish Vocabulary.</p>	<p>Name and understand at least 5 Spanish colours</p> <p>Join in with a variety of colour songs and rhymes, then be able to understand and name colours.</p> <p>Understand when someone is asking them their favourite colour and answer in a sentence.</p> <p>Say and understand numbers 1-10, join in with class games, songs and participate in paired work.</p> <p>Listen to the story of St Valentin and suggest reasons why this might be a good thing</p> <p>Discuss what love means and share their ideas in small groups.</p> <p>Use Spanish vocabulary to design a card for someone they love.</p>

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	<p><b>Unit What is your favourite day?</b> <b>Cual es tu dia favorito?</b></p> <p><i>KEY QUESTION:</i> <i>Easter Week, How big is this in Spain?</i></p> <p><i>KEY VOCABULARY:</i> <i>Cual es tu dia favorito?</i> <i>Lunes, martes, miercoles, jueves, viernes, sabado, domingo</i> <i>Felices Pascuas</i> <i>Word related to the Easter story</i></p>	<p>To say the 7 days of the week and understand which day is being asked.</p> <p>To compare Christian tradition with the Mexican tradition of a Judas Hunt (Spanish speaking).</p>	<p>Listen to and join in with songs and short phrases, games and video clips to support language skills.</p> <p>Compare the image of Christian symbol of the egg, new life, with the Mexican, (Spanish speaking) theme of a Judas hunt (betrayal).</p>
	<p><b>Unit: Alphabet and Counting</b></p> <p><i>KEY QUESTION:</i> <i>Is the Spanish alphabet the same as the English?</i> <i>Can you say numbers 11-20?</i></p> <p><i>KEY VOCABULARY:</i> <i>Numbers 11-20 in Spanish</i> <i>The Spanish alphabet</i></p>	<p>Be able to recognise and pronounce all the vowels of the Spanish alphabet. To understand that there are 27 letters not 26.</p> <p>To know that some of the letter sounds are different, ll j, h, n</p> <p>To pronounce the vowel sounds.</p> <p>To understand and use numbers 11-20 in and out of sequence.</p>	<p>The vowels and some letters of the Spanish alphabet are not completely the same as the British.</p> <p>Some sounds are pronounced differently ie ll, j, h</p> <p>Begin to read simple known words ie greetings, numbers and colours with this knowledge</p> <p>Use their knowledge of numbers 1-10 to learn numbers 13-19 by following a simple pattern</p> <p>Count simple amounts and join in with counting songs.</p>
	<p><b>Unit What's the time Mr Wolf?</b> <b>Me gusta y no me gusta.</b></p> <p><i>KEY QUESTION:</i></p>	<p>To tell simple o'clock times in Spanish</p> <p>To join in with traditional playground games To use the phrases 'me gusta', 'no me gusta', I like and I don't like</p>	<p>Use their knowledge of number to learn how to ask for the time and how to respond.</p> <p>Know key vocabulary and team playing skills.</p>

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	<p><i>Can I ask for the time and give a correct answer?</i></p> <p><i>What sorts of food do the Spanish people eat?</i></p> <p><i>KEY VOCABULARY: Que hora es Señor Lobo? Es la/ son las es la hora de comer, queso, tortilla, aceitunas, pimientos, chorizo, abulita, tapas, me gusta o no me gusta</i></p>	<p>To listen to simple stories and make predictions based on the pattern and known language.</p>	<p>Use and understand the phrases 'Que hora es señor lobo?' 'me gusta', 'no me gusta'</p> <p>Know that different countries have different cultures and discuss how these compare while also discussing their own opinions and ideas.</p>
4	<p><b>Unit: Rooms of the house / Numbers</b></p> <p><i>KEY QUESTION:</i></p> <p><i>Why do we learn another language?</i></p> <p><i>How do I count in Spanish?</i></p> <p><i>KEY VOCABULARY:</i></p> <p><i>Names of Spanish Speaking countries, ie Ecuador, Mexico, Peru, Puerto rico, Uruguay, Venezuela</i></p> <p><i>Once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diezinueve, veinte</i></p> <p><i>El dormitorio, el cuarto de baño, el salón, el cocina, el jardín</i></p>	<p>To know that Spanish is spoken in well over 21 countries around the world.</p> <p>To be able to identify, label, understand and say the rooms of the house.</p> <p>To be able to understand, read and say numbers up to 20.</p> <p>To be able to write learnt phrases into a small Spanish conversation with the help of a dictionary.</p>	<p>Identify and name some of the countries where Spanish is spoken.</p> <p>Respond to questions, naming the rooms of the house and be able to say the rooms of the house. Say and write the numbers to 20 in and out of sequence.</p> <p>Use a dictionary to support language development.</p>

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	<b>Unit: Clothing / Grammar</b>  <i>KEY QUESTION:</i> <i>How can I describe what I am wearing in Spanish?</i> <i>What is the definite article?</i>  <i>How does Christmas in Spain compare with the U.K?</i>  <i>KEY VOCABULARY:</i> <i>La Ropa</i> <i>Unos pantalones, unos vaqueros, una camiseta, una camisa, unos zapatos, una falda</i> <i>Tengo/tienes</i> <i>uno unos, una , unas, tengo/tienes</i>	<p>To understand, say and write at least 5 items of clothing.</p> <p>To begin to use the verb to have in the 1<sup>st</sup> and 2<sup>nd</sup> person.</p> <p>To learn how to use the definite article.</p> <p>To say what is different and what is the same is the festival of Christmas.</p>	<p>Join in with paired work. Begin to read simple vocabulary in Spanish. Begin to answer simple questions.</p> <p>Begin to recognise the verb to have tener in the 1<sup>st</sup> and 2<sup>nd</sup> person.</p> <p>Begin to see that nouns in Spanish are classified as masculine and feminine. Compare the traditions of food, gifting giving, decorations, and how people celebrate Christmas.</p>
	<b>Unit: Adjectives</b>  <i>KEY QUESTION:</i> <i>How Do you feel?</i>  <i>KEY VOCABULARY:</i> <i>Me siento feliz, me siento triste, me siento contenta, me siento cansado/a</i> <i>tengo hambre/soy</i>	<p>To say how they feel using 5 different adjectives.</p> <p>To know at least 5 different verbs.</p> <p>To join the adjectives and verbs to write a short sentence, ie When I am happy I dance.</p>	<p>Work in pairs to repeat and know the adjectives</p> <p>Combine adjectives to make a small book.</p>
	<b>Unit: Telling the time</b>  <i>KEY QUESTION:</i>	<p>To read and say the time for o'clock and half past.</p>	<p>Know the Spanish vocabulary related to time.</p> <p>Extend their knowledge of colours.</p>

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	<p>How do we tell the time in Spanish?</p> <p><i>KEY VOCABULARY:</i>  <i>Numbers 1-12 in Spanish, que hora es?, es la /son las</i>  <i>Lunes, martes, miercoles, jueves, Viernes, sabado, domingo</i>  <i>Negro, morado, marron,</i></p>	<p>To know the days of the week and learn how to say when is their birthday.</p>	<p>Say in Spanish, When is your birthday? My birthday is ....</p>
	<p><b>Unit: Families</b></p> <p><i>KEY QUESTION:</i>  Who do you think you are?</p> <p><i>KEY VOCABULARY:</i>  <i>Hermano/a abuela/o, madre, padre, tia/o, los padres</i></p>	<p>To describe the members of the family.</p> <p>To use a dictionary to create new sentences.</p>	<p>Say the members of the family in Spanish.</p> <p>Join in with games and help one another with pronunciation.</p> <p>Perform in a whole class setting.  Extend their ideas by building on known vocabulary.</p>
	<p><b>Unit: Salvador Dali</b></p> <p><i>KEY QUESTION:</i>  <i>Who is Salvador Dali?</i>  <i>What's in your pencil case?</i></p> <p><i>KEY VOCABULARY:</i>  <i>Surrealism, transformation, dislocation</i>  <i>diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien</i>  <i>un boligrapho, una mesa, una regla, una silla, una lapis, unas Tijeras, una goma, una mochila</i></p>	<p>To learn about the life of Salvador Dali and surrealism.</p> <p>To learn numbers beyond 20.</p> <p>To name at least six objects inside your pencil case.</p> <p>To ask what is inside a friend's pencil case and understand what is being said.</p> <p>To answer what is inside a pencil case when asked.</p>	<p>Create a piece of art work in the style of Salvador Dali, using key features such as transformation and dislocation.</p> <p>Know the multiples of 10 up to 100 and be able to say numbers out of sequence.</p> <p>Correctly respond to nouns when called out.</p> <p>Begin to read and write simple nouns.</p> <p>Ask and answer questions saying whether they do or do not have an object.  Conjugate the verb to have in the 2<sup>nd</sup> person to ask questions.</p>

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5	<b>Unit: Monster body parts</b>  <i>KEY QUESTION:</i> <i>What are the names of the facial body parts in Spanish?</i>  <i>KEY VOCABULARY:</i> <i>Una cabeza, unos dientes, una boca, el pelo, una nariz, unos orejas, unos ojos.</i>	To be able to understand and write head, hair, nose, eyes, ears, mouth and teeth.  To use the verb to have in the 3 <sup>rd</sup> person.  To describe the body parts using already known vocabulary.  To be able to put the adjective after the noun.	Understand and write head, hair, nose, eyes, ears, mouth and teeth.  Use the verb to have in the 3 <sup>rd</sup> person.  Describe the body parts using already known vocabulary.  Put the adjective after the noun.  Use known vocabulary to write in simple sentences.
	<b>Unit: Halloween / Day of the Dead</b>  <i>KEY QUESTION</i> <i>What is Day of the Dead?</i>  <i>KEY VOCABULARY:</i> <i>Day of the Dead, Halloween, Tengo/ienes</i> <i>Dia del muertos, caravela,</i>	To compare the festival <i>Day of the Dead</i> , with <i>Halloween</i> and say how it is similar or different.  To compare the traditional conventions in both Spain and Britain and look for similarities and differences.	Compare the festival <i>Day of the Dead</i> , with <i>Halloween</i> and say how it is similar or different.  Discuss in pairs/small groups things that are the same and different.
	<b>Unit: Food</b>  <i>KEY QUESTION:</i> <i>What is your favourite food?</i>  <i>KEY VOCABULARY:</i> <i>El queso, el pepino, la enslada, el tomate, la cebella</i>	To use a dictionary to find nouns and their classes (m / f).  To understand and name 5 different foods.  To say whether they do or do not like a food.  To use the conjunctions <i>and</i> and <i>but</i> .	Understand, say and write which food they like and do not like.  Begin to extend their sentences by using conjunctions to express the opinions of other children.

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	<i>Tengo/tienes y pero si no</i>		
	<b>Unit: Pets</b>  <i>KEY QUESTION: What's your favourite pet?</i>  <i>KEY VOCABULARY: Un perro, un gato, una serpiente, un hamster, un pez, un conejo, un conejillo de indias</i>	<p>To understand and say the names of pets.</p> <p>To write sentences describing what pets they can see.</p>	<p>Name and understand at least 5 pets.</p> <p>Use their knowledge of new vocabulary with previous learnt knowledge to form written sentences.</p>
	<b>Unit When is your birthday?</b>  <i>KEY QUESTION: Can you say when your birthday is and put it into a conversation?</i>  <i>KEY VOCABULARY: Cuando es tu cumpleaños? All the months of the year in Spanish and numbers to 31.</i>	<p>To say when your birthday is and ask a person when their birthday is.</p> <p>To rearrange Spanish sentences, including questions, to form a conversation.</p>	<p>Ask a range of questions as part of a conversation.</p> <p>Read, make sense of and rearrange sentences for meaning.</p> <p>Read aloud sentences.</p>
	<b>Unit Picasso</b>  <i>KEY QUESTION: Who is Pablo Picasso and why is he so famous?</i>  <i>KEY VOCABULARY: Cubism, fragmentation</i>	<p>To know who Pablo Picasso was and the style of art he is most famous for?</p> <p>To produce art work in the style of Pablo Picasso.</p>	<p>Recognise features found in the art movement known as cubism, features such as geometric shapes, bright colours, and lines.</p>



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6	<b>Unit: Weather presentation</b>  <i>KEY QUESTION:</i> <i>How can I describe the weather in Spanish?</i>  <i>KEY VOCABULARY:</i> <i>Hace calor, hace sol, hace frio, hay tormenta, esta lloviendo, hace viento, que tiempo hace hoy?</i>	<p>To give a short presentation in the style of a weather presenter.</p> <p>To work in pairs, support their peers, and follow the information of their peers.</p> <p>To learn the relevant vocabulary to describe the weather.</p>	<p>Continue to speak with increasing fluency.</p> <p>Continue to improve pronunciation.</p> <p>Perform a presentation to their peers.</p> <p>Develop their written vocabulary from phrases into sentences.</p>
	<b>Unit: Time</b>  <i>KEY QUESTION:</i> <i>Can you tell the time, quarter to and past.</i>  <i>KEY VOCABULARY:</i> <i>Que hora es?</i> <i>Numbers 1-12</i> <i>Son las, es la, y media, menos cuarto, y quince</i>	<p>To understand, say and write the time for o'clock, half past, quarter past and quarter to.</p>	<p>Say the numbers around the clock</p> <p>Count in multiples of 5 around the clock</p> <p>Correctly read times in Spanish and add hands on a clock to show this</p> <p>Understand the question Que hora es?</p>
	<b>Unit: Clothing</b>  <i>KEY QUESTION: What will I wear today?</i>  <i>KEY VOCABULARY:</i> <i>La Ropa. Que me pongo hoy?</i>	<p>To name at least 5 items of clothing.</p> <p>To accurately use a bilingual dictionary to increase vocabulary.</p> <p>To extend sentences by using conjunctions and and but and give reasons why ie when it is cold I wear gloves but when it is hot I wear a T.shirt.</p>	<p>Continue to speak with confidence and accuracy</p> <p>Listen to Spanish speakers and self-correct pronunciation</p> <p>Ask and answer questions correctly</p> <p>Say what is being worn (from a picture or of themselves)</p>

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	<i>Un goro, una bufunda, un abrigo, una camiseta, una comisa, un par de botas, gafas de sol</i>		Use their journal to find familiar words and phrases to create extended sentences.
	<b>Unit Sports</b>  <b>KEY QUESTION:</b> What sports do and don't you like?  <b>KEY VOCABULARY:</b> <i>Me gusta/no me gusta, baloncesto/a, futbol, tenis, atletismo, gymnasia, rapido, demasiado lenta/o, aborrida/a</i> <i>Es divertido</i>	To say what sport you like and say why.  To say what sport you don't like and say why.  To join sentences using conjunctions and and but.	Speak with confidence and accuracy  Listen to Spanish speakers and self- correct pronunciation  Ask and answer questions correctly  Say and write their opinions.  Select two sports, express what they like or do not like about it.
	<b>Unit Gaudi</b>  <b>KEY QUESTION:</b> Who was Antonia Guadi and what is he famous for?  <b>KEY VOCABULARY:</b> <i>Architectural style, Modernism, Art Nouveau, free flowing, curving, organic forms.</i>	To write about the life and work of Antonio Gaudi.  To create a piece of art work in the style of art nouvea.  To write a leaflet on any area of any Spanish speaking country. The will be given a criteria that each leaflet must have.	Discuss in groups of 3 the life and work of Gaudi.  Know about the style of art and give their opinions and ideas about the work.  Take on a specific roles when they are in group work ie, scribe, recorder and the observer.  Use laptops to research their chosen holiday destination and work in teams to produce a holiday leaflet.