

Spanish Curriculum Progression Map

Autumn 1

	Year 3 <u>Aprendo español</u> <u>I Am Learning Spanish</u>	Year 4 <u>La fruta</u> <u>(fruits)</u>	Year 5 <u>Las estaciones</u> <u>(seasons)</u>	Year 6 <u>Me Presento</u> <u>Presenting myself</u>
Aims	Pinpoint Spain and other Spanish speaking countries on a map of the world. Ask and answer the question 'How are you?' in Spanish. Say 'Hello' and 'Goodbye' in Spanish. Ask and answer the question 'What is your name?' in Spanish. Count from 1-10 in Spanish. Say 10 colours in Spanish.	Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. Ask somebody in Spanish if they like a particular fruit. Say what fruits they like and dislike.	Recognise, recall and remember the 4 seasons in Spanish. Recognise, recall and remember a short phrase for each season in Spanish. Say which season is their favourite in Spanish and attempt to say why using the conjunctions 'y' and 'porque'.	Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.
Objectives	I can find Spain on a map of the world. I can repeat all my personal details in Spanish, and ask for the same information back, with the help of an adult or the PowerPoint used in class. I can remember some numbers from 1-10 clearly in Spanish without any help and can attempt to spell some of these correctly. I can say some of the 10 colours in Spanish without any help and can attempt to spell some of these correctly.	I can repeat and recognise most of the 10 fruits in Spanish with their correct article. I can attempt to possibly spell 5 of these words unaided from memory with good accuracy. I can ask somebody in Spanish if they like a particular fruit but I may need a reminder of the question first. I can say in Spanish which of the 10 fruits I like and dislike, but I may need a model answer.	I can name/spell all 4 seasons in Spanish with the correct article/determiner with some support. I can say/write a short phrase on at least one season in Spanish from memory with high accuracy. I may need to look at the vocabulary sheet first to support me with the spellings. I can say/write which is my favourite season in Spanish. I find it more challenging when asked to provide a justification using the conjunctions can say/write which is my favourite season in Spanish and give a reason why using the conjunctions 'y' and 'porque'.	I can understand and use set phrases to talk about myself and ask others for simple information in return. I can understand numbers 1-20, count myself, and use the numbers out of sequence. I can tell you my nationality and I am aware that the pronunciation changes if I am a girl or boy.

Spanish Curriculum Progression Map

Autumn 1

	Year 3 <u>Aprendo español</u> <u>I Am Learning Spanish</u>	Year 4 <u>La fruta</u> <u>(fruits)</u>	Year 5 <u>Las estaciones</u> <u>(seasons)</u>	Year 6 <u>Me Presento</u> <u>Presenting myself</u>
Key Vocabulary	¡Hola! ¡Buenos días! estoy bien, estoy mal, más o menos, ¡Adiós!, ¡Hasta luego!, Me llamo... uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez azul, negro, marrón, rojo, amarillo, gris, blanco, verde, morado, naranja	una manzana una cereza una ciruela una fresa un melocotón una naranja una peraun kiwi un plátano un albaricoque	el invierno la primavera el verano el otoñonieve hace frío hace calor las flores crecen los pájaros cantan hace sol los árboles pierden sus hojas	¡Hola! ¡Buenos días! ¡Adiós!/ ¡Hasta luego! Estoy bien. Estoy mal. Más o menos. Me llamo...español española inglés inglesa irlandés irlandesa Galés Galesa escocés escocesa uno dos tres cuatro cinco seis siete ocho nueve diez once doce trece catorce quince dieciséis diecisiete dieciocho diecinueve veinte

Spanish Curriculum Progression Map

Autumn 2

	Year 3 <u>A</u> (Animals)	Year 4 <u>Se...</u> I know how	Year 5 <u>Los helados</u> (Ice-creams)	Year 6 <u>Mi familia</u> My family
Aims	Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. Understand better that articles/determiners have more options in Spanish than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be)	Recognise, recall and spell 10 action verbs in Spanish. Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).	Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in Spanish using 'quisiera'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub.	Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).
Objectives	I can attempt to name up to 10 animals in Spanish with their correct articles/determiners but may need to look at the vocabulary sheet first if/when attempting all the spellings. I understand better that articles/determiners work differently in Spanish as compared to English and that I will have to always learn the article/determiner alongside the noun. I can say/write at least one short phrase using the verb 'soy' (I am) and an animal in Spanish.	I can attempt to name up to 10 verbs in Spanish but may need to look at the vocabulary sheet first if/when attempting all the spellings. I can match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first. I can say/write at least one short phrase using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus an action verb in Spanish. I can use the conjunctions 'y' (and) & 'pero' (but)	I can repeat and recognise most of the 10 ice-cream flavours in Spanish as presented in this unit. I can attempt to possibly spell five of these ice-cream flavours in Spanish unaided from memory with good accuracy. I can say in Spanish that I would like an ice-cream, using 'quisiera', but I may need a reminder of the question first. I can specify in Spanish what flavour ice-cream I would like, but I may need a model answer. I can specify in Spanish whether I would like my ice-cream in a pot or a cone or a small pot/tub if I am reminded of the language first.	I can remember most of the language covered in the 'Presenting Myself' unit but may need some prompting with words and phrases as and when they are revisited in this unit. I can give the words for family members in Spanish and, with support, say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and their names. I may need help with changing the verb from 'I am called' to 'he/she is called'. I can recognise numbers 1-100 in Spanish but will need some support when counting myself. I can use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'

Spanish Curriculum Progression Map

Autumn 2

	Year 3 <u>A</u> (Animals)	Year 4 <u>Se...</u> I know how	Year 5 <u>Los helados</u> (Ice-creams)	Year 6 <u>Mi familia</u> My family
Key Vocabulary	un caballo un ratón un cerdo un león un conejo un pájaro una oveja una vaca un mono un pato	bailar cocinar montar en bicicleta tocar un instrumento patinar dibujar nadar hablar español	un helado de vainilla un helado de café un helado de menta un helado de limón un helado de pistachio un helado de fresa un helado de plátano un helado de chocolate un helado de caramelo un helado de mora una bola dos bolas tres bolas una tarrina un cucurucho	la madre el padre el hermano la hermana la abuela el abuelo la tía el tío

Spanish Curriculum Progression Map

Spring 1

	Year 3 <u>Los instrumentos</u> (Instruments)	Year 4 <u>Las verduras</u> (Vegetables)	Year 5 <u>Me Presento</u> Presenting myself	Year 6 <u>La fecha</u> (The date)
Aims	Recognise, recall and spell up to 10 instruments in Spanish with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. Learn to say and write 'I play an instrument' in Spanish using the highfrequency 1st person regular verb 'toco' (I play) with up to 10 different instruments	Name and recognise up to 10 vegetables in Spanish. Attempt to spell some of these nouns (including the correct article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.	Remember, recall and spell the 7 days of the week. Remember, recall and spell the 12 months of the year. Remember, recall and spell numbers 1-31. Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is.
Objectives	I can attempt to name/spell at least 5 different instruments in Spanish with the correct definite article/determiner. I understand that the instruments do not all have the same definite article/determiner. I can say/write at least 5 short phrases on 5 different instruments in Spanish but may need to look at the vocabulary sheet to support me with the spellings.	I can repeat and recognise most of the 10 vegetables in Spanish with their correct article. I can attempt to possibly spell 5 of these words unaided from memory with good accuracy. I can ask somebody in Spanish for a particular vegetable but I may need a reminder of how to specify the weight. I can perform a very simple Spanish role play about buying vegetables at a market stall, but I may need a model answer to help me and a word bank to work from.	I can understand and use set phrases to talk about myself and ask others for simple information in return. I can understand numbers 1-20, count myself, and use the numbers out of sequence. I can tell you my nationality and I am aware that the pronunciation changes if I am a girl or boy.	I can repeat, remember and attempt to spell most of the days of the week, the months of the year and numbers 1-31 in Spanish. I am able to say the date in Spanish when I am shown a few examples first and reminded what the options are. I am able to say the date of my birthday in Spanish when I am shown a few examples first and reminded what the options are.

Spanish Curriculum Progression Map

Spring 1

	Year 3 <u>Los instrumentos</u> (Instruments)	Year 4 <u>Las verduras</u> (Vegetables)	Year 5 <u>Me Presento</u> Presenting myself	Year 6 <u>La fecha</u> (The date)
Key Vocabulary	el arpa el clarinete el violín el piano el triángulo la trompeta la flauta los címbalos	los tomates los guisantes los calabacines las zanahorias las judías verdes los champiñones las patataslas las cebollas las espinacas las berenjenas	¡Hola! ¡Buenos días! ¡Adiós!/ ¡Hasta luego! Estoy bien. Estoy mal. Más o menos. Me llamo...español española inglés inglesa irlandés irlandesa Galés Galesa escocés escocesa uno dos tres cuatro cinco seis siete ocho nueve diez once doce trece catorce quince dieciséis diecisiete dieciocho diecinueve veinte	lunes martes miércoles jueves viernes domingo sábado enero febrero marzo abril mayojuniojulio agosto septiembre octubre noviembre diciembre uno dos tres cuatro cinco seis siete ocho nueve diezonce doce trece catorce quince dieciséis diecisiete dieciocho diecinueve veinte

Spanish Curriculum Progression Map

Spring 2

	Year 3 <u>Se...</u> <u>I know how</u>	Year 4 <u>Me Presento</u> <u>Presenting myself</u>	Year 5 <u>Mi familia</u> <u>My family</u>	Year 6 <u>¿Tienes una mascota?</u> <u>(Do you have a pet?)</u>
Aims	Recognise, recall and spell 10 action verbs in Spanish. Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).	Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.	Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).	Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. Tell somebody in Spanish if they have or do not have a pet. Ask somebody else in Spanish if they have a pet. Tell somebody in Spanish the name of their pet. Attempt to create a longer phrase using the conjunctions y ("and") or pero ("but").
Objectives	I can attempt to name up to 10 verbs in Spanish but may need to look at the vocabulary sheet first if/when attempting all the spellings. I can match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first. I can say/write at least one short phrase using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus an action verb in Spanish. I can use the conjunctions 'y' (and) & 'pero' (but)	I can understand and use set phrases to talk about myself and ask others for simple information in return. I can understand numbers 1-20, count myself, and use the numbers out of sequence. I can tell you my nationality and I am aware that the pronunciation changes if I am a girl or boy.	I can remember most of the language covered in the 'Presenting Myself' unit but may need some prompting with words and phrases as and when they are revisited in this unit. I can give the words for family members in Spanish and, with support, say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and their names. I may need help with changing the verb from 'I am called' to 'he/she is called'. I can recognise numbers 1-100 in Spanish but will need some support when counting myself. I can use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'	I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest. I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply back, including use of the negative if I have time to work out what I want to say and see an example to remind me. I can tell you the name of my pet using a full sentence in Spanish if the teacher shows me an example first to remind me of the language. I can attempt to improve my spoken and written Spanish using the conjunctions y ("and") or pero ("but").

Spanish Curriculum Progression Map

Spring 2

	Year 3 <u>Se...</u> <u>I know how</u>	Year 4 <u>Me Presento</u> <u>Presenting myself</u>	Year 5 <u>Mi familia</u> <u>My family</u>	Year 6 <u>¿Tienes una mascota?</u> <u>(Do you have a pet?)</u>
Key Vocabulary	bailar cocinar montar en bicicleta tocar un instrumento patinar dibujar nadar hablar español	¡Hola! ¡Buenos días! ¡Adiós!/ ¡Hasta luego! Estoy bien. Estoy mal. Más o menos. Me llamo...español española inglés inglesa irlandés irlandesa Galés Galesa escocés escocesa uno dos tres cuatro cinco seis siete ocho nueve diez once doce trece catorce quince dieciséis diecisiete dieciocho diecinueve veinte	la madre el padre el hermano la hermana la abuela el abuelo la tía el tío	un perro un gato un ratón un conejo un hámster una tortuga un pez una cotorra

Spanish Curriculum Progression Map

Summer 1

	Year 3 <u>La fruta</u> (fruits)	Year 4 <u>La clase</u> (The classroom)	Year 5 <u>En la cafetería</u> (In the café)	Year 6 <u>Mi casa</u> (My home)
Aims	Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. Ask somebody in Spanish if they like a particular fruit. Say what fruits they like and dislike.	Remember and recall 12 classroom objects with their indefinite article. Replace an indefinite article with a possessive adjective. Say and write what they have and do not have in their pencil case	Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink	Say whether they live in a house or an apartment and say where it is. Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they have or do not have in their home. Ask somebody in Spanish what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).
Objectives	I can repeat and recognise most of the 10 fruits in Spanish with their correct article. I can attempt to possibly spell 5 of these words unaided from memory with good accuracy. I can ask somebody in Spanish if they like a particular fruit but I may need a reminder of the question first. I can say in Spanish which of the 10 fruits I like and dislike, but I may need a model answer.	I can repeat, remember and attempt to spell most of the 12 classroom objects in Spanish with their correct indefinite article/determiner. I am able to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are. I can recall in spoken and written form what I have and do not have in my pencil case.	I can repeat, remember, and attempt to spell most of the items typically offered in a Spanish cafetería with their correct article/determiner but I may need a word bank to support me. I can attempt changing a singular noun to a plural noun in Spanish. I can ask for items I would like to eat and items I would like to drink in a cafetería but may need my Vocabulary Sheet to remind me of all the options.	I can say and write whether I live in a house or an apartment with high accuracy. I can say and write where my house or apartment is after I have heard the options available to me. I can repeat and recognise most of the ten rooms of the house with their correct gender in Spanish. I can possibly spell over half of these words unaided from memory with good accuracy. I can ask somebody what rooms they have in their home and answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me.

Spanish Curriculum Progression Map

Summer 1

	Year 3 <u>La fruta</u> (fruits)	Year 4 <u>La clase</u> (The classroom)	Year 5 <u>En la cafeteria</u> (In the café)	Year 6 <u>Mi casa</u> (My home)
Key Vocabulary	una manzana una cereza una ciruela una fresa un melocotón una naranja una pera un kiwi un plátano un albaricoque	un libro un cuaderno un sacapuntas un lápiz una mochila una regla una barra de pegamento una goma una calculadora un estuche unas Tijeras un bolígrafo	un bocadillo de jamón unos calamares un bocadillo de queso un pastel de limón una tortilla de patatas una ensalada mixta una crema catalana una paella unos churros una tarta de chocolate unas gambas unas croquetas unas patatas bravas un café un café con leche un té un zumo de naranja un chocolate caliente una coca cola una limonada	una casa un piso en la ciudad un dormitorio en el campo en un pueblo en la costa en la montaña una cocina un comedor un cuarto de baño un garaje un jardín un salón un lavadero un despacho un sótano

Spanish Curriculum Progression Map

Summer 2

	Year 3 <u>Los helados</u> (Ice-creams)	Year 4 <u>En la cafetería</u> (In the café)	Year 5 <u>Mi casa</u> (My home)	Year 6 <u>La ropa</u> (Clothes)
Aims	Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in Spanish using 'quisiera'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub.	Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink	Say whether they live in a house or an apartment and say where it is. Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they have or do not have in their home. Ask somebody in Spanish what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).	Repeat and recognise the vocabulary for a variety of clothes in Spanish. Use the appropriate genders and articles for these clothes. Use the verb LLEVAR in Spanish with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.

Spanish Curriculum Progression Map

Summer 2

	Year 3 <u>Los helados</u> (Ice-creams)	Year 4 <u>En la cafetería</u> (In the café)	Year 5 <u>Mi casa</u> (My home)	Year 6 <u>La ropa</u> (Clothes)
Objectives	I can repeat and recognise most of the 10 ice-cream flavours in Spanish as presented in this unit. I can attempt to possibly spell five of these ice-cream flavours in Spanish unaided from memory with good accuracy. I can say in Spanish that I would like an ice-cream, using 'quisiera', but I may need a reminder of the question first. I can specify in Spanish what flavour ice-cream I would like, but I may need a model answer. I can specify in Spanish whether I would like my ice-cream in a pot or a cone or a small pot/tub if I am reminded of the language first.	I can repeat, remember, and attempt to spell most of the items typically offered in a Spanish cafetería with their correct article/determiner but I may need a word bank to support me. I can attempt changing a singular noun to a plural noun in Spanish. I can ask for items I would like to eat and items I would like to drink in a cafetería but may need my Vocabulary Sheet to remind me of all the options.	I can say and write whether I live in a house or an apartment with high accuracy. I can say and write where my house or apartment is after I have heard the options available to me. I can repeat and recognise most of the ten rooms of the house with their correct gender in Spanish. I can possibly spell over half of these words unaided from memory with good accuracy. I can ask somebody what rooms they have in their home and answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me.	I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me. I can use un/una/unos/unas with improving accuracy. I can say what I am wearing in Spanish if I have time to prepare and can attempt to tell you what my friend is wearing if I have the full verb conjugation of LLEVAR in front of me. I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing. I can describe clothing by colour and am beginning to understand the concept of adjectival agreement. I am becoming increasingly more confident using MI and MIS.
Key Vocabulary	un helado de vainilla un helado de café un helado de menta un helado de limón un helado de pistachio un helado de fresa un helado de plátano un helado de chocolate un helado de caramelo un helado de mora una bola dos bolas tres bolas una tarrina un cucurucho	un bocadillo de jamón unos calamares un bocadillo de queso un pastel de limón una tortilla de patatas una ensalada mixta una crema catalana una paella unos churros una tarta de chocolate unas gambas unas croquetas unas patatas bravas un café un café con leche un té un zumo de naranja un chocolate caliente una coca cola una limonada	una casa un piso en la ciudad un dormitorio en el campo en un pueblo en la costa en la montaña una cocina un comedor un cuarto de baño un garaje un jardín un salón un lavadero un despacho un sótano	unos pantalones un traje de baño una gorra una camiseta un abrigo unos pantalones cortos un vestido una corbata una chaqueta una falda una bufanda una camisa un suéter unos guantes unas medias unas sandalias unas botas unas gafas una blusa unos zapatos unos calcetines