

# Spanish Matrices Years 3 - 6



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## Fossebrook Spanish Curriculum

At Fossebrook Primary School, we have carefully selected the Kapow Spanish curriculum to provide our pupils with a robust and engaging language learning experience. This choice reflects our commitment to fostering a comprehensive understanding of Spanish language and culture, ensuring that our pupils are not only able to communicate effectively but also appreciate the rich cultural contexts in which the language is used. Through Kapow, we aim to deliver a curriculum that is both rigorous and enjoyable, integrating the essential components of phonics, vocabulary, and grammar in a structured manner. This approach not only aligns with the National Curriculum but also prepares our students to thrive in an increasingly globalized world.

## Spanish Curriculum Intent

Fossebrook Primary's Spanish curriculum aims to instil a love of language learning and an awareness of other cultures. We want our pupils to develop the confidence to communicate in Spanish for practical purposes, using both written and spoken Spanish. Through our curriculum, we aim to give our pupils a foundation for language learning that encourages and enables them to apply their skills to other languages, facilitates further language study and opens future opportunities to study and work abroad. Fossebrook Primary's Spanish scheme of work supports pupils to meet the National curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for languages). Our curriculum aims to provide pupils with a firm foundation of language learning. For this reason, we have carefully planned and sequenced when to teach the three building blocks of a language system, known as the Primary knowledge strands:

- Phonics
- Vocabular
- Grammar

Pupils connect these building blocks of knowledge to create meaning in a variety of contexts, allowing them to develop their skills in the following strands:

- Language comprehension: listening and reading
- Language production: speaking and writing Ample opportunities are provided to ensure that children practise new learning across all four modalities.

## Spanish Curriculum Implementation

Through Fossebrook Primary's Spanish curriculum, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written Spanish. Pupils first develop confidence and accuracy with oral skills then increasingly apply their knowledge to extended reading and writing as they progress through Key stage 2.

The Fossebrook Primary's Spanish curriculum is a spiral curriculum, with key skills, grammar and vocabulary revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our Spanish units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our curriculum of work focuses on developing what we term 'language detective skills' and developing an understanding of Spanish grammar, rather than committing to memory vast amounts of Spanish vocabulary.

Each unit is based on a specific theme with a motivating end outcome which gives the children a context and clear purpose for their learning. Guidance for adapting the learning is available for every lesson to ensure that lessons can be accessed and enjoyed by all. To help pupils retain their Spanish learning, we provide information on incorporating Spanish into the classroom environment every day in the 'During the week' sections.

Strong subject knowledge is vital for staff to be able to deliver a highly effective language curriculum. Accordingly, each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Lessons include sections to explain key grammar and language points to the teacher before the lesson, together with key vocabulary and a pronunciation sound guide. Lesson presentations include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning. In addition, there is also a comprehensive series of phoneme videos to build teachers' and pupils' speaking confidence.

## Spanish Curriculum Impact

The impact of Fossebrook Primary's Spanish scheme can be monitored continuously through both formative and summative assessment. Pupils frequently evaluate their own and their peers' performance, respond to feedback and recognise their own progress. Every unit has a unit quiz and knowledge catcher which can be used at the end of the unit. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet will record children's progress in each lesson to enable you to build a picture of their learning through each unit. After the implementation of Kapow Primary Spanish, pupils should leave school equipped with a range of language-learning skills to enable them to study Spanish, or any other language, with confidence at Key stage 3.

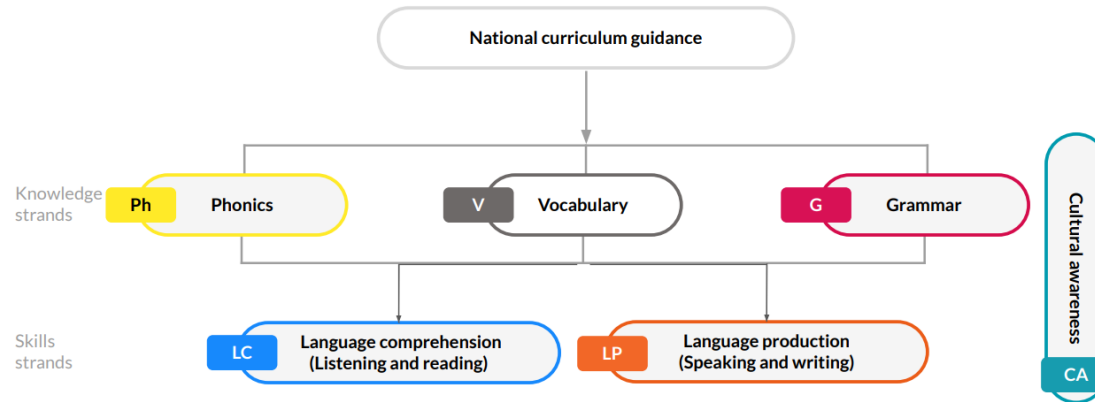
The expected impact of following the Kapow Primary Spanish scheme of work is that children will:

- Demonstrate understanding of spoken language by listening and responding appropriately.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Apply their understanding of phonics to make increasingly accurate attempts to read unfamiliar words, phrases and short texts.
- Be able to engage in purposeful dialogue in practical situations (e.g. ordering in a cafe, following directions) and express an opinion. Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed a range of language detective skills to tackle unfamiliar words in Spanish, English and other languages.
- Use a bilingual dictionary to support their language learning. Be able to construct short texts on familiar topics.
- Meet the end of Key stage 2 stage expectations outlined in the national curriculum for languages.
- Develop a greater awareness of the wider world and an appreciation for the role of language learning in promoting cross-cultural understanding

Spanish National Curriculum	
Aims	<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• understand and respond to spoken and written language from a variety of authentic sources</li> <li>• speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>• can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>• discover and develop an appreciation of a range of writing in the language studied</li> </ul>
Key Stage 2	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul>

## How the Spanish Curriculum is organised

From the Ofsted research review: languages, we have identified three knowledge strands or ‘pillars’. In each unit children will then draw upon this knowledge when comprehending and producing language to help them achieve the aims of the National curriculum.



Phonics	Vocabulary	Grammar
<p>A comprehensive Spanish phonics programme has been embedded into the Kapow Primary Spanish scheme ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link.</p> <p>Our ‘Mouth mechanics’ pupil videos, which native speakers present, support this learning by including an in-depth look at the shape of the mouth when creating each phoneme.</p>	<p>As the Ofsted research review recommended, the Kapow Primary Spanish scheme systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for students to revisit previously-learned vocabulary in different contexts.</p> <p>This approach allows the children to commit these key words to their long-term memory. Many topic words are also introduced in order to provide a variety of meaningful contexts; however, less attention is given to memorizing these. Our lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.</p>	<p>Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the Kapow Primary Spanish scheme.</p> <p>Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced. Lessons are organized to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.</p>

## National Curriculum Strands mapped with Kapow Primary Curriculum

National Curriculum Strands	Spanish Strands	Kapow Primary Topics					
		Spanish greetings with puppets	Spanish numbers and ages	Shapes, numbers & colours in Spanish	Classroom objects in Spanish	Where do you live in Spain?	Journey Around Latin America
Listen attentively to spoken language and show understanding by joining in and responding	V LC	Year 3 Year 4 Year 5	Year 3 Year 4 Year 5 Year 6	Year 3 Year 4	Year 3 Year 4 Year 6	Year 3 Year 4 Year 5 Year 6	Year 3 Year 4 Year 5 Year 6
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	PH LC	Year 3	Year 3	Year 3	Year 6	Year 3	Year 4
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	LC LP	Year 3 Year 4 Year 5	Year 3 Year 4 Year 5 Year 6	Year 4 Year 5 Year 6	Year 3 Year 4 Year 5 Year 6	Year 3 Year 4 Year 5 Year 6	Year 3 Year 5 Year 6
Speak in sentences, using familiar vocabulary, phrases and basic language structures	G V LP	Year 3 Year 4 Year 5 Year 6	Year 3 Year 4 Year 5 Year 6	Year 3 Year 4 Year 5 Year 6	Year 3 Year 4 Year 5 Year 6	Year 3 Year 5 Year 6	Year 3 Year 4 Year 5
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	PH LP	Year 3 Year 4 Year 5 Year 6	Year 4 Year 6	Year 4 Year 5	Year 3 Year 4 Year 5 Year 6	Year 5	Year 3 Year 4 Year 5
Present ideas and information orally to a range of audience	G V LP	Year 6	Year 4	Year 3 Year 4 Year 5 Year 6	Year 4	Year 6	Year 3 Year 4 Year 5
Read carefully and show understanding of words, phrases and simple writing	LC V	Year 4 Year 5 Year 6	Year 3 Year 4 Year 5	Year 3 Year 4 Year 5	Year 3 Year 4 Year 5	Year 3 Year 5	Year 3 Year 5 Year 6



					Year 6		
Appreciate stories, songs, poems and rhymes in the language	CA LC	Year 3	Year 3 Year 4	Year 4			Year 4 Year 6
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	V LC	Year 4 Year 5 Year 6	Year 4 Year 5 Year 6	Year 4 Year 5 Year 6	Year 3 Year 4 Year 5 Year 6	Year 3 Year 4 Year 5 Year 6	Year 3 Year 4 Year 5
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	G LP	Year 5 Year 6	Year 4 Year 5 Year 6	Year 5	Year 3 Year 4	Year 3 Year 4 Year 6	Year 4 Year 5 Year 6
Describe people, places, things and actions orally and in writing.	G V LP	Year 5 Year 6	Year 4 Year 5 Year 6	Year 3 Year 6	Year 6	Year 5	Year 3 Year 4
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	G LP	Year 5 Year 6	Year 4 Year 5 Year 6	Year 3 Year 4 Year 5 Year 6	Year 3 Year 4 Year 5 Year 6	Year 3 Year 4 Year 5 Year 6	Year 3 Year 4 Year 5

## Language Detective Skills

Kapow believe that it is crucial to develop engaged and independent language learners who can apply their knowledge of phonics, vocabulary and grammar to comprehend and manipulate language autonomously. They do this by encouraging children to:

- Recognise learnt vocabulary when listening or reading.
- Spot cognates (words which have the same origin or are similar) and near-cognates.
- Consider word order to anticipate the meaning of words.
- Use context and their own knowledge of the world to predict the meaning of unknown words.

This curriculum develops these skills progressively so that by Year 6, pupils can use these strategies to confidently grapple with unknown spoken and written language and search for meaning. Through these skills, pupils gain a strong foundation for further language learning as well as developing their understanding of the English language and its grammar conventions.

## Cultural Awareness

The Spanish curriculum is carefully devised to enable children to develop their language skills in authentic and stimulating contexts which simultaneously seek to deepen their understanding of the world. Drawing from the diverse cultures of Spain and the Spanish-speaking world, children will have the opportunity to encounter purposeful language whilst exploring exciting aspects of tradition and heritage, such as:

- Discovering the geography of Spain and South America.
- Understanding key festivals and celebrations.
- Gaining awareness of Spanish art and architecture.
- Appreciating traditional games, songs and dance.
- Comparing mealtimes and enjoying typical foods.
- Considering the legacy of ancient civilisations e.g. the Maya.
- Examining the impact of global issues such as climate change.

These contexts not only offer the children a range of possibilities for cross-curricular learning, but also reinforce the key role that language learning can play in developing pupils' cultural capital.

## Oracy in Spanish

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately. Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

### Learning through talk

It's crucial to provide our pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

### Learning to talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our Spanish curriculum, pupils have opportunities to develop their oracy skills by:

- Developing the physical skills required for speech by utilising their voice, body language, and facial expressions to better communicate in Spanish.
- Explicitly considering the role of syntax in communication in Spanish and reflecting on the differences with English to deepen understanding.
- Role-playing as Spanish speakers to practice conversational skills.
- Questioning and responding to each other in French to build communication skills.
- Interpreting the speech of native Spanish speakers, learning to gist and summarise meaning.
- Describing using Spanish vocabulary.
- Listening to native Spanish speakers and each other.
- Collaborating in groups and taking different roles in conversations.

### A Spiral Curriculum

Kapow Primary's Spanish scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils return to the same broad themes of 'All about me,' 'Daily life' and 'Spain and other Spanish speaking countries' each year.
- ✓ Increasing depth: Each time vocabulary and grammatical structures are revisited, they are covered with greater depth.
- ✓ Prior knowledge: Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again

## Spanish Curriculum Outline

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>All About Me</b>		<b>Daily Life</b>		<b>Spanish and other Spanish speaking countries</b>	
<b>Year 3</b>	<p><b>Spanish Greetings with puppets</b></p> <p>Using puppets to practise a variety of Spanish greetings, children learn how to introduce themselves and say how they are feeling. They perform a finger rhyme based on a Spanish puppet festival tradition.</p>	<p><b>Spanish numbers and ages</b></p> <p>Through playing traditional Spanish counting games, children learn the numbers from one to twelve. They discover how to give their age in Spanish and ask others how old they are.</p>	<p><b>Shape and colours in Spanish</b></p> <p>Taking inspiration from mosaic art of Barcelona and Granada, children describe different shapes and colours and learn about the position of adjectives in relation to nouns in Spanish.</p>	<p><b>Classroom objects in Spanish</b></p> <p>By playing speaking and listening games, children learn some basic classroom instructions. They learn the vocabulary for classroom items found in their school bag, and discover that every Spanish noun is either 'masculine' or 'feminine'. Children learn how to describe what they have and do not have in their school bag, using plurals and conjunctions.</p>	<p><b>Where do you live in Spain?</b></p> <p>Identifying different cities in Spain on a map, children learn to correctly pronounce their names in Spanish. They deduce the names for different types of home and learn to ask and respond to questions about where they live. Using a bilingual dictionary, children find new vocabulary and create their own sentences.</p>	<p><b>Journey around Latin America</b></p> <p>Following in the footsteps of 'Oscar el Oso' - Oscar the bear, children look at a map of Latin America and locate Spanish-speaking countries. They find out the vocabulary for different forms of transport before creating a travel diary for Oscar the bear, detailing which country he will visit on each day of the week and describing how he will get there.</p>
<b>Year 4</b>	<p><b>Dates in Spanish</b></p> <p>Mastering the numbers to 31 and the months of the year, children learn to say the date. Children learn about some of the countries biggest festivities and the dates they occur. They learn to ask and answer the question, 'When is your birthday?' and find out about some Mexican birthday traditions</p>	<p><b>Pets in Spanish</b></p> <p>Listening to a song about pets, children learn the names of different animals. They develop their knowledge of adjectives and describe the characteristics of different animals when writing a fun story about a visit to a pet shop. Children round off the unit by performing their stories to a small audience</p>	<p><b>Weather in Spanish</b></p> <p>Identifying different locations in Spain using compass points and learning phrases for different types of weather, children prepare and present a weather forecast.</p>	<p><b>In a Spanish café</b></p> <p>Reading and creating typical Spanish café menus, the children learn to order food and drink and role-play conversations between waiting staff and customers. When practising and performing these role plays, the children evaluate and improve their conversations, making them sound as natural as possible.</p>	<p><b>Spanish celebrations</b></p> <p>Finding out about some key festivals and celebrations in Spain, children develop their knowledge of festival-related vocabulary. They learn how to express likes and dislikes when describing activities related to different celebrations.</p>	<p><b>The Amazon rainforest</b></p> <p>Identifying the geographical features found in Peru, children immerse themselves deep into the sights and sounds of the Amazon rainforest, describing the different animals they encounter in each layer.</p>
<b>Year 5</b>	<p><b>Describing family and friends in Spanish</b></p> <p>Looking at a family tree, children find out the vocabulary for different family members and describe the relationship between each of them. They use verbs in the third person singular to write a detailed description of a family member or friend outlining key information about them.</p>	<p><b>Spanish portraits</b></p> <p>Deducing the vocabulary for describing facial features, children apply their knowledge of noun-adjective agreement to plural nouns. They find out about some famous Spanish cubist artists and create portraits in the cubist style, before describing the faces in their portraits.</p>	<p><b>Sports in Spanish</b></p> <p>Learning vocabulary to describe different sports, the children ask and answer questions about sports they practise. They read and then follow instructions to play the Maya ball game before creating their own original ball game. Using the imperative form of some regular verbs, the children write a set of</p>	<p><b>Spanish food and drink</b></p> <p>Learning to express likes and dislikes about singular and plural nouns, children engage in conversations about food and play fun games guessing meal choices based on their food preferences. To develop their questioning skills further, they use a range of question types to conduct in - depth interviews on the subject of food.</p>	<p><b>A trip across Spain</b></p> <p>Finding about some significant Spanish cities and their well-known tourist attractions, the children enhance their knowledge of Spain's geography and culture. Learning to form the future tense, they engage in role-play conversations about travel plans to these important cities.</p>	<p><b>Saving South America</b></p> <p>Focusing on South America children explore its diverse geography and examine the impact of climate change, deforestation and pollution in the region. They create a campaign advert that uses comparative sentences to outline environmental changes over time and propose solutions to the region's environmental issues.</p>

			instructions to accompany their new game.			
<b>Year 6</b>	<p><b>Clothes in Spanish</b> Consolidating their knowledge of colours and learning vocabulary for items of clothes, and adjectives to describe styles, children describe different outfits that people are wearing. With an emphasis on the accuracy of the adjectival agreement, the children use dictionaries to check the gender of nouns and the correct form of the adjective.</p>	<p><b>School life in Spanish</b> Learning the names of school subjects in Spanish, children express likes and dislikes about them. They use a variety of adjectives to give their opinions about school subjects and, after answering a school survey, the class construct their own ideal school day timetable. Finally, the children write a letter to their teacher to describe their perfect day</p>	<p><b>Household tasks in Spanish</b> Designing their own robot to complete jobs around the house, children describe its features and advertise the robot by using sentence builders and adapting statements to make them more persuasive. They practise giving their opinions about household tasks and justifying their opinions.</p>	<p><b>Shopping in Spain</b> Visiting a Spanish market, children describe the name and location of the different market stalls. They play a fun board game to practise their transactional language and apply their knowledge of larger numbers and handling money.</p>	<p><b>Free time in Spain</b> Exploring verb conjugation in the present tense, children create a shared travel blog to describe activities that take place in different parts of Spain during each season. They compare travel plans and explain their preferences.</p>	<p><b>Maya city treasure hunt</b> Finding about ancient Maya cities and their amazing landmarks, children draw conclusions about the ancient Maya people. Using descriptive and directional language, children create and follow clues for a treasure hunt that navigates key landmarks within an Ancient Maya city</p>

## Substantive and Disciplinary Knowledge and Concepts in Spanish

**Disciplinary knowledge** focuses on developing the skills and concepts necessary for learning languages, such as phonics, grammar, vocabulary acquisition, and communication techniques. These aspects equip students with tools to understand and apply the language effectively. For instance, phonics instruction helps students recognize and pronounce Spanish sounds accurately, while grammar lessons give them the framework for constructing sentences.

**Substantive knowledge**, on the other hand, encompasses the specific content of the language, such as vocabulary sets, phrases, and cultural insights. This includes thematic vocabulary (e.g., greetings, numbers, colours), common phrases for everyday interactions, and cultural knowledge such as Spanish festivals, geography, and traditions. For example, in Year 3, students learn basic greetings and numbers, then progress in later years to topics like ordering food, describing family, and discussing hobbies.

Together, these elements create a comprehensive learning pathway: disciplinary knowledge provides the skills to learn languages effectively, while substantive knowledge deepens students' grasp of Spanish by engaging them with culturally and contextually relevant material

## Adapting the curriculum for pupils with SEND

Adaptive teaching takes place.

- For sensory or physically impaired pupils, art and design learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.

## Progression of Disciplinary Skills and Knowledge: Phonics

<i>Progression of knowledge</i>		Phonics		
National Curriculum	Year 3	Year 4	Year 5	Year 6
<p><b>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</b></p>	<p>To know the key phonemes that are represented by the following letters: a, e, i, o, u, c, z, r, rr, h, g, j, ñ, d, b, v, ll and y.</p> <p>To know that some letters carry accents.</p> <p>To know that a tilde is the wavy line over the 'n' (as in <b>años</b>) that changes the pronunciation of the n from a hard sound to a softer 'ny' sound (as in canyon).</p>	<p>To identify sounds created by linking some of the key phonemes. ai, ei, oi, ui, au, eu, ia, ie, io, iu, ua, ue, uo.</p>	<p>To know that phonic knowledge can be applied to pronounce unfamiliar words correctly.</p>	<p>To know some rules for where to put stress on a word.</p>

# Progression of Disciplinary Skills and Knowledge: Year 3 Vocabulary

Progression of knowledge		Vocabulary				
Year 3	Autumn 1 Spanish greetings with puppets		Spring 1 Shapes and colours in Spanish		Summer 1 Where do you live in Spain?	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	¡Hola! Buenos días. Buenas tardes. Buenas noches. Adiós.	Hello! Good morning. Good afternoon. Goodnight. Goodbye.	¿Qué es esto? Es un ... ¿Qué color es? y	What is this? It is a ... What colour is it? and	dónde vivo vives	Where I live You live
	¿Cómo te llamas? Me llamo	What's your name? My name is...	amarillo azul blanco naranja negro rojo verde violeta	yellow blue white orange black red green purple	¿Dónde vives? Vivo en	Where do you live? I live in
	¿Qué tal? muy bien mal fantástico ¿Y tú?  Sí No	How are you? very good bad fantastic And you?  Yes No			España	Spain  <b>Names of places to live</b>
	Autumn 2 Spanish numbers and ages		Spring 2 Classroom objects in Spanish		Summer 2 Journey around Latin America	
cuántos años tengo / tienes más menos	how many years I have / you have more / add less / minus	no tengo una  pero en mi mochila	I do not have Indefinite article 'a' for feminine nouns  but in my rucksack	voy vas a  ¿Adónde vas?  ¿Cómo vas? Voy en/a	I go/I am going you go/you are going to  Where are you going?  How are you going? I'm going by ...	
¿Cuántos años tienes? Tengo...años.	How old are you? I am ... years old.	¡Escuchad! ¡Mirad! ¡Hablad! ¡Leed! ¡Escribid! ¡Repetid! ¡Sentaos! ¡Levantaos!	Listen! Look! Speak! Read! Write! Repeat! Sit down! Stand up!	lunes martes miércoles jueves viernes sábado domingo	Monday Tuesday Wednesday Thursday Friday Saturday Sunday  <b>Names of some Spanish-speaking regions and countries</b>	
uno dos tres cuatro cinco seis siete ocho nueve diez once doce	one two three four five six seven eight nine ten eleven twelve	¿Qué tienes...?	What do you have?  <b>Classroom objects</b>			



# Progression of Disciplinary Skills and Knowledge: Year 4 Vocabulary

Progression of knowledge		Vocabulary				
Year 4	Autumn 1 Dates in Spanish		Spring 1 Weather in Spain		Summer 1 Spanish celebrations	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	cuándo mi tu cumpleaños el/la de	when my your birthday the of	el tiempo hoy está	the weather today it is	me gusta no me gusta me gusta mucho bailar cantar comer correr dibujar escuchar música hacer jugar lanzar recibir tocar la guitarra ver salir ¿Te gusta ...?	I like I don't like I like a lot to dance to sing to eat to run to draw to listen to music to do to play to throw to receive to play the guitar to see/watch to go out Do you like ...?
	¿Qué mes es? Es...? Sí./No. ¿Cuál es la fecha? ¿Cuándo es tu cumpleaños? Mi cumpleaños es el 4 de diciembre. ¿Cuándo es el día de San ...? Cumpló... años.	What month is it? Is it...? Yes./No. What is the date? When is your birthday? My birthday is the 4th of December. When is St ...'s day? I am turning ... years old.  Numbers 13-31 Months of the year	el norte el sur el este el oeste	the north the south the east the west	¿Qué tiempo hace hoy?  Names of different types of weather.	
	Autumn 2 Pets in Spanish		Spring 2 In a Spanish café		Summer 2 The Amazon rainforest	
	pequeño /a grande lento/a rápido/a travieso/a obediente mono/a feroz tranquilo/a energético/a amistoso/a tímido/a ¿Tienes una mascota? Tengo un/una ...	small big slow fast naughty obedient cute fierce calm energetic friendly shy Do you have a pet? I have a ... Names of animals.	quiero quieres beber comer para por favor gracias con	I want you want to drink to eat for /in order to please thank you with	hay un poco soy  la selva tropical	there is/are a little bit I am  the rainforest  Names of rainforest animals.  Animal body parts.
			¿Qué quieres beber/comer? Quiero ... ¿Y para comer? Aquí tienes. primer plato segundo plato ¡Qué aproveche!	What do you want to drink/eat? I want ... And to eat? Here you are. first course second course Enjoy your meal!  Names of café food and drink		

# Progression of Disciplinary Skills and Knowledge: Year 5 Vocabulary

Progression of knowledge		Vocabulary				
Year 5	Autumn 1 Describing family and friends in Spanish		Spring 1 Sports in Spanish		Summer 1 A trip across Spain	
<p><b>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</b></p>	<p>quién se llama tiene vive en le gusta él ella elle</p> <p>pintar dormir lavar los platos limpiar cocinar leer libros escribir ¿Quién es? Este/a es mi... Es el padre de mi madre. ¿Tienes hermanos?</p> <p>Soy hijo/a único/a.</p>	<p>who he/she is called he/she has he/she lives in he/she likes he she they (a gender neutral pronoun used by some Spanish speakers) to paint to sleep to wash the dishes to clean to cook to read books to write Who is it? This is my... It's my mother's father</p> <p>Do you have any brothers or sisters? I'm an only child.</p> <p><b>Names of different family members.</b></p>	<p>deporte juego al/a la juegas al/a la juega al/a la hago haces hace anotar animar atrapar botar cabecear golpear meter patear rodar</p> <p>¿Juegas al/a la...? ¿Haces...?</p>	<p>sport I play you play he/she plays I do you do he/she does to score to encourage to catch to bounce to head to hit to get (in) to kick to roll</p> <p>do you play...? do you do...? <b>Names of different sports.</b></p>	<p>el noreste el sureste el noroeste el suroeste cerca de descansar pasear por subir ir nadar visitar también</p> <p>voy a + infinitive</p>	<p>the northeast the southeast the northwest the southwest near to relax to stroll along or around to go up to go to swim to visit also</p> <p>I am going to + infinitive</p>
	Autumn 2 Spanish portraits		Spring 2 Spanish food and drink		Summer 2 Saving South America	
	<p>los ojos el pelo calvo castaño rubio corto largo liso ondulado rizado Lleva gafas.</p> <p><b>Names of different facial features.</b></p>	<p>eyes hair bald brown/chestnut blond short long straight wavy curly She/he wears glasses.</p>	<p>Me gusta(n). No me gusta(n). Me gusta(n) mucho. ¿Te gusta(n) ...? Le gusta(n) ¿A quien le gusta(n)? A John. ¿Qué me recomiendas?</p> <p>Te recomiendo... ¿Qué te gusta(n) más ... o...? ¿Qué tipo de ... ?</p>	<p>I like it/them. I don't like it/them. I like it/them a lot. Do you like it/them? He/she/it likes it/them. Who likes it/them? John does. What do you recommend? I recommend ... What do you like more: ... or ...?? What type of ...?</p> <p><b>Names of different types of food and drink.</b></p>	<p>antes hoy en día que apagar caminar limpiar plantar reciclar reutilizar tirar usar</p> <p>Hay más/menos + [noun] que antes.</p>	<p>before nowadays than to switch off to walk to clean to plant to recycle to reuse to throw away to use</p> <p>There is/are more + [noun] than before.</p>

# Progression of Disciplinary Skills and Knowledge: Year 6 Vocabulary

Progression of knowledge			Vocabulary			
Year 6	Autumn 1 Clothes in Spanish		Spring 1 Household tasks in Spanish		Summer 1 Free time in Spain	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	unos/unas porque	some because	bastante demasiado	quite too	¿Qué haces en...?  invierno primavera verano otoño	What do you do in...?  winter spring summer autumn
	deportivo cómodo suelto bonito elegante impermeable formal tradicional ¿Qué lleva?	sports comfortable loose/baggy pretty elegant/stylish/smart waterproof formal traditional What is he/she wearing? <b>Items of clothing.</b>	peligroso desagradable	dangerous unpleasant  <b>Jobs around the house</b>	yo nosotros vosotros ellos/ellas  normalmente siempre	I we you (plural) they  normally always
	Autumn 2 School life in Spanish		Spring 2 Shopping in Spain		Summer 2 Maya city treasure hunt	
	encantar ser son	to love to be they are	¿Dónde está la panadería? Está aquí. Está al lado de la carnicería.	Where is the bakery? It's here. It's next to the butcher.	la primera la segunda la tercera a la izquierda a la derecha gira toma sigue todo recto ¿Qué hay allí? allí está... un área un sitio desde	the first the second the third to the left to the right turn take continue straight on What is there? there is ... an area a place from
	¿Por qué?	Why?	aquí al lado de entre	here next to between		
	divertido aburrido lógico interesante útil inútil fácil difícil	fun boring logical interesting useful useless easy difficult	¿Cuánto/a/os/as quieres?  ¿Algo más?  Un kilo de... ¿Cuánto es?	How much/many do you want? Anything else?  A kilo of ... How much is it?		
		<b>Names of school subjects</b>		<b>Multiples of 10 Numbers 31-100</b>		

## Progression of Disciplinary Skills and Knowledge Grammar

### Progression of knowledge

### Grammar

	Year 3	Year 4	Year 5	Year 6
<b>Terminology</b>	noun cognate masculine feminine adjectives conjunction negative verb	compound words adjectival agreement indefinite article infinite future tense definite article	subject pronouns first, second, third person singular imperative verbs preposition plural comparative adjectives	adverbs prepositional phrases.
<b>Feminine and masculine forms:</b>  <b>Nouns</b>  (including articles, pronouns and plural formation)	To know that every Spanish noun is either masculine or feminine.  To know that the gender affects the form of the indefinite article <b>un</b> or <b>una</b> .  To know that feminine nouns often (but not always) end in a and masculine nouns often (but not always) end in o.  To know that the ending of a noun can change when the noun is in the plural form.  To know that most nouns in Spanish become plural by adding an 's' at the end, as in English.	To know that when talking about a singular noun in Spanish we use the definite article <b>el</b> for masculine singular nouns, and <b>la</b> for feminine singular nouns.  To know that when talking about a plural noun in Spanish we use the definite article <b>los</b> for masculine plural nouns and <b>las</b> for feminine plural nouns.  To know how to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator.	To know that plural nouns referring to nouns of mixed gender always take the masculine form.  To know that I can use <b>más</b> or <b>menos que</b> to make comparisons e.g. <b>Hay menos glaciares que antes</b> - there are fewer glaciers than before.  To know whether to use the pronouns <b>el</b> 'he' or <b>ella</b> 'she' (or the gender neutral pronoun <b>elle</b> ) when describing someone.	To know that if a word is plural, we cannot use <b>un</b> or <b>una</b> and instead use <b>unos</b> and <b>unas</b> (some).
<b>Feminine and masculine forms:</b>  <b>Adjectives</b>  (position and agreement)	To know that most adjectives are positioned after the noun in Spanish e.g. <b>un gato negro</b> - a black cat.	To know that the ending of an adjective often changes according to the gender of the noun it describes.  To know that a few adjectives can be positioned in front of the noun in Spanish e.g. <b>bueno</b> - <b>un buen día</b> , <b>malo</b> - <b>hace mal tiempo</b> , <b>primero</b> - <b>el primer plato</b> , <b>tercero</b> - <b>la tercera persona</b> , <b>grande</b> - <b>el gran momento</b> .	To know that the ending of an adjective often changes according to the gender and number of the noun it describes.	To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes.  To know a range of prepositions to describe the position of objects.

	Year 3	Year 4	Year 5	Year 6
<b>Verbs (including conjugation and negation)</b>	<p>To know some common verbs in the present tense.</p> <p>To know that placing <b>no</b> before the verb makes it negative.</p>	<p>To know that the infinitive of a verb in Spanish e.g. <b>comer (to eat)</b> means 'to do something'.</p> <p>To know that <b>me gusta</b> + infinitive of a verb describes what you like to do.</p> <p>To know that the infinitive of all verbs in Spanish end in either -ar, -er or -ir.</p> <p>To know that <b>está</b> is another way of saying 'it is' and is used to describe position.</p>	<p>To know that the ending of verbs change according to the subject.</p> <p>To know how to form the first person, second person and third person of the verb <b>vivir</b>.</p> <p>To know how to form the first person, second person and third person of the verb <b>tener, llamarse and gustar</b>.</p> <p>To know that we use the verb <b>jugar</b> (to play) with some sports and <b>hacer</b> (to make) with other sports.</p> <p>To know how to recognise the first person, second person and third person of common verbs.</p> <p>To know the rules for forming the imperative form of regular verbs.</p> <p>To know that when expressing likes and dislikes about a noun, <b>me gusta</b> is followed by the definite article (<b>el</b> or <b>la</b>) then the noun e.g. <b>Me gusta el pescado</b>.</p> <p>To know that when expressing likes and dislikes about plural nouns, <b>me gustan</b> is followed by the definite articles (<b>los</b> or <b>las</b>) then the noun e.g. <b>Me gustan los tomates</b>.</p> <p>To know that <b>voy a</b> + infinitive is a way of constructing the future tense as in 'I am going to do something.'</p>	<p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know the rules for conjugating a range of regular verbs in the present tense.</p> <p>To know that some verbs do not follow regular patterns, such as <b>tener</b> (to have), <b>ser</b> (to be) and <b>ir</b> (to go).</p> <p>To know that I can express preferences about two nouns by placing <b>más/menos que</b> between the two items being compared e.g. <b>Me gusta la historia más que el arte</b>.</p>

	Year 3	Year 4	Year 5	Year 6
<p><b>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</b></p>	<p>To know that, in Spanish, as well as question/ exclamation marks being used at the end of the relevant sentence an inverted question/exclamation mark is used at the beginning e.g. ¿Cuántos años tienes?/ ¡Muy bien!</p> <p>To know that the word order is sometimes different in Spanish compared to English.</p> <p>To know that we can use conjunctions such as <b>y</b> (and) and <b>pero</b> (but) to join clauses.</p> <p>To begin to recognise some prepositions in Spanish.</p> <p>To know that <b>en</b> is usually used as a preposition when the mode of transport is something you get into e.g. <b>en tren</b> whereas <b>a</b> is usually used when you are not getting into a form of transport e.g. <b>a pie</b> which means 'on foot'.</p>	<p>To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the <b>y</b> (and) conjunction to say the equivalent of 'thirty and one' e.g. <b>treinta y uno</b>.</p> <p>To know that numbers such as <b>dieciseis</b> in Spanish are basically a compound version of 'diez y seis' (ten and six) like <b>veintiuno</b> is a compound version of <b>veinte y uno</b>.</p> <p>To know that I can use <b>hay</b> to mean 'there is' or 'there are'.</p> <p>To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning.</p> <p>To know that <b>para</b> is a preposition that, when followed by an infinitive, means 'in order to'.</p>	<p>To know that there is no possessive apostrophe in Spanish but that to say 'my mother's father' the Spanish would say <b>el padre de mi madre</b> (the father of my mother).</p> <p>To know that you can make a statement into a question simply by changing your intonation and punctuation e.g. ¿Tiene ojos azules? ¿Es Ana?</p> <p>To know that some American and English words are borrowed by the Spanish such as <b>el tenis</b> and <b>el beisbol</b>.</p> <p>To know that when the preposition <b>a</b> is followed by <b>el</b>, the contraction <b>al</b> is used e.g. <b>juego al tenis</b>.</p>	<p>To know that <b>porque</b> (because) can be used to extend a sentence and give a justification.</p> <p>To know that <b>demasiado</b>, <b>muy</b> and <b>bastante</b> are all adverbs that are placed before an adjective to express its intensity e.g. <b>es demasiado aburrido</b>.</p> <p>To know that there are four forms of the question word <b>cuánto</b> that changes according to whether the noun is singular feminine, masculine feminine, plural feminine and masculine feminine.</p> <p>To know that an adverb is formed in Spanish by taking the adjective in its feminine form and adding suffix <b>-mente</b>.</p> <p>To know that some prepositional phrases can function as time adverbials e.g. <b>durante el recreo</b> - during the break.</p>

## Progression of Disciplinary Skills and Knowledge Language Comprehension

### *Progression of skills*

### Language comprehension (Listening & reading)

National Curriculum	Year 3	Year 4	Year 5	Year 6
<b>Listen attentively to spoken language and show understanding by joining in and responding.</b>	Listening and responding to single words and short phrases.	Listening and responding to full sentences.	Listening and selecting information from short audio passages to give an appropriate response.	Listening and following the gist of information from an extended audio passage using language detective skills.
<b>Appreciate stories, songs, poems and rhymes in the language.</b>	Reading aloud some words from simple songs, stories and rhymes.	Following a short text or rhyme, listening and reading at the same time.	Reading and responding to a range of authentic texts.	Reading short authentic texts for enjoyment or information.
<b>Read carefully and show understanding of words, phrases and simple writing.</b>	Recognising some familiar Spanish words in written form.  Beginning to understand and notice cognates.	Recognising some familiar Spanish words when written in a short phrase.  Identifying and discussing cognates and beginning to explore various language detective strategies.	Identifying key information in simple writing.  Using a range of language detective strategies to decode new vocabulary including context and text type.	Identifying and extracting key information in a range of authentic texts.  Reading and using language detective skills to assess meaning including sentence structure.
<b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b>	Becoming familiar with format, layout and simple use of a bilingual dictionary.  Using visual clues to make predictions about the meaning of unfamiliar vocabulary.	Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.  Using contextual clues and cues to gist and make predictions about meanings.	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.  Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	Using a bilingual dictionary to select alternative vocabulary for independent sentence building.  Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.

*Progression of skills*

**Language production (Speaking & writing)**

National Curriculum	Year 3	Year 4	Year 5	Year 6
<b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b>	<p>Asking and/or answering simple questions.</p> <p>Forming simple statements with information including the negative.</p> <p>Practising speaking with a partner.</p>	<p>Recognising and answering simple questions which involve giving personal information.</p> <p>Beginning to form opinion phrases.</p> <p>Using a variety of conversational phrases.</p>	<p>Forming a question in order to ask for information.</p> <p>Presenting factual information in extended sentences.</p> <p>Beginning to use conversational phrases for purposeful dialogue.</p>	<p>Planning, asking and answering extended questions.</p> <p>Developing extended sentences to justify a fact or opinion.</p> <p>Engaging in conversation and transactional language.</p>
<b>Explore the patterns and sounds of languages through songs and rhymes and link the spelling, sound and meaning of words.</b>	<p>Listen to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation.</p> <p>Beginning to notice common spelling patterns.</p>		<p>Beginning to predict spelling patterns.</p>	
<b>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</b>	<p>Using short phrases to give information.</p> <p>Recognising and repeating phrases from familiar rhymes and songs.</p>	<p>Using a model to form a spoken sentence.</p> <p>Beginning to adapt phrases from a rhyme/song.</p>	<p>Rehearsing and recycling extended sentences orally.</p> <p>Speaking in full sentences using known vocabulary.</p>	<p>Planning and giving a short oral presentation.</p> <p>Modifying, expressing and comparing opinions.</p>
<b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</b>	<p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p>		<p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Formulating their own strategies to remember and apply pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p>	
<b>Present ideas and information orally to a range of audiences.</b>	<p>Introducing self to a partner with simple phrases.</p> <p>Rehearsing and performing a short role-play.</p>		<p>Creating and presenting a monologue, dialogue or role-play.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p>	



*Progression of skills*

Language production (Speaking & writing)

National Curriculum	Year 3	Year 4	Year 5	Year 6
<b>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</b>	Recalling and writing simple words from memory.  Experimenting with simple writing, copying with accuracy.	Selecting and writing short words and phrases.  Making short phrases or sentences using word cards.	Adapting model sentences to express different ideas.  Writing a short text using a model or scaffold.	Using existing knowledge of vocabulary and phrases to create new sentences.  Constructing a short text on a familiar topic.
<b>Describe people, places and things and actions orally and in writing.</b>	Recognising and using adjectives of colour and size.	Using different adjectives with a singular noun, with correct positioning and agreement.  Choosing appropriate adjectives from a wider range of adjectives.	Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.  Using adapted phrases to describe an object or person.	Generating the correct form of an adjective that agrees with the singular or plural noun it describes.  Recognising and using a wide range of descriptive phrases.

Progression of Disciplinary Skills and Knowledge Language Comprehension

*Progression of knowledge*

Cultural awareness

Year 3	Year 4	Year 5	Year 6
To know that in Spanish there are formal and informal greetings.  To know about traditional festivals in Pamplona, Spain.  To know some playground games played in Spanish-speaking countries.  To know about the architecture of Barcelona and Granada.  To know the names of some of the cities in Spain.  To know that Spanish is spoken in different countries around the world.  To know the names of some Spanish-speaking countries in Latin America.	To know some similarities and differences between Mexican and British birthday celebrations.  To know some typical Spanish food and drink.  To know about the Spanish tradition of <b>menú del día</b> .  To know about some Spanish festivals happen throughout the year.  To know that Sevillanas is a type of music and dance which originated in Spain.  To know some of the geographical features of Spain.  To know about the location and wildlife of the Amazon.  To know about different natural features of Peru.	To know some traditional sports that are played in the Spanish-speaking world.  To know about the Cubist movement and key Cubist artists in Spain.  To know about some key cultural activities in Spain and Latin America.  To know about the Ancient Maya civilisation and its traditions.  To know about some key Spanish cities and how to describe their location within Spain.  To know some important cultural landmarks in the Spanish-speaking world.  To know key geographical features of the South American continent.  To know about global environmental problems affecting South America.	To know about a traditional Spanish market.  To know that the currency used in Spain is Euros and to recognise some of the notes and coins.  To know about typical seasonal activities in Spain.  To know about the cities of the Ancient Maya and their key landmarks.

## Year 3 Substantive Knowledge

Unit Title	Spanish greetings with puppets	Spanish numbers and ages	Shapes and colours in Spanish
Substantive Knowledge	<ul style="list-style-type: none"> <li>Form short phrases to say hello and introduce themselves.</li> <li>Follow a sequence of phonemes and begin to notice key phonemes in Spanish words.</li> <li>Recognise and respond to different greetings.</li> <li>Use actions to show their understanding of different feelings phrases.</li> <li>Join in with and perform a finger rhyme.</li> <li>Begin to relate written captions to the words that they hear.</li> </ul>	<ul style="list-style-type: none"> <li>Count to 12 in Spanish, focusing on good pronunciation.</li> <li>Recognise and sound out phonemes for letters 'u' and 'ñ'.</li> <li>Identify the structure for saying how old they are and modify the sentence using different number words.</li> <li>Begin to recognise the verb 'to have' in first person present (<b>Tengo</b>).</li> <li>Explain what a cognate is and suggest examples.</li> <li>Apply and describe different detective skills: using logic, context and knowledge of language.</li> <li>Compare Christmas traditions from Spain with other countries.</li> </ul>	<ul style="list-style-type: none"> <li>Point to a colour that matches a spoken word.</li> <li>Say the names of some colours in Spanish.</li> <li>Read and recognise descriptive phrases and match them to an image.</li> <li>Identify shapes with their name and colour in Spanish, placing the colour adjective after the noun.</li> <li>Write or copy shape and colour names with accuracy.</li> <li>Recall and produce some key vocabulary from memory.</li> </ul>
Unit Title	Classroom objects in Spanish	Where do you live in Spain?	Journey around Latin America
Substantive Knowledge	<ul style="list-style-type: none"> <li>Match spoken classroom instructions with a corresponding symbol; respond to most classroom instructions with an action.</li> <li>Name the seven classroom items in Spanish, usually remembering which article, <b>un</b> or <b>una</b>, is needed; sort classroom items into two groups of either masculine or feminine and understand how we might identify the gender of each noun.</li> <li>Speak in short sentences, starting with <b>Tengo</b> and including a plural noun phrase by choosing a number in Spanish to quantify and adding an 's' at the end of the noun.</li> </ul>	<ul style="list-style-type: none"> <li>Attempt correct pronunciation of some cities in Spain and notice those that contain key phoneme <b>b/v</b>.</li> <li>Recognise different questions and select an appropriate phrase to answer them.</li> <li>Use a bilingual dictionary resource to research nouns.</li> <li>Listen and identify key information from a short text.</li> <li>Locate and read information within a known phrase structure.</li> <li>Create a short written paragraph using phrases adapted from a model.</li> </ul>	<ul style="list-style-type: none"> <li>Locate and name the Spanish-speaking countries of Latin America on their maps; identifying the regions of Mexico, Ctral America and South America.</li> <li>Ask the question <b>¿Adónde vas?</b> – Where are you going?, with appropriate intonation; recognise the difference between <b>voy a</b> – I am going and <b>vas a</b> – you are going; speak in short sentences with reasonable accuracy to describe where they or a partner are going.</li> <li>Ask the question <b>¿Cómo vas?</b> – How are you going?, with appropriate intonation; identify, say and begin to write several types of transport in Spanish; recognise the different usage of the prepositions <b>en</b> and <b>a</b> when describing travel.</li> </ul>

	<ul style="list-style-type: none"><li>• Answer a question in Spanish using the negative, <b>No tengo...</b> – I do not have..., followed by a classroom item.</li><li>• Read and understand short sentences in Spanish, including conjunctions, to match the labels with each rucksack picture with reasonable levels of success.</li><li>• Write a short paragraph to describe what they have in a rucksack, which meets most of the success criteria.</li></ul>		<ul style="list-style-type: none"><li>• Repeat each of the seven days of the week in Spanish with accuracy; begin to build spoken sentences that start with a day of the week.</li><li>• Write a travel diary, with some support from available scaffolds, that describes where Oscar the bear is going and how he is getting there, with one entry for each day of the week.</li><li>• Use generally accurate pronunciation when speaking aloud; identify and use ways to improve a performance; use natural-sounding intonation; learning some lines by heart.</li></ul>
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## Year 4 Substantive Knowledge

Unit Title	Dates in Spanish	Pets in Spanish	Weather in Spain
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Identify and say the numbers 13 to 31.</li> <li>Identify and say the months of the year.</li> <li>Recognise and answer the question, <b>¿Qué mes es?</b> – What month is it?</li> <li>Identify and say dates.</li> <li>Ask and answer the question, <b>¿Cuándo es tu cumpleaños?</b> – When is your birthday?</li> <li>Identify key information on a calendar.</li> <li>Recognise and answer the question, <b>¿Cuándo es el día de ...?</b> When is ... day? by giving the day and date of a particular event.</li> <li>Understand the gist of short texts by recognising familiar words and cognates.</li> <li>Listen to a short audio passage and identify key information.</li> <li>Complete a birthday invitation using familiar phrases</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer the question, <b>¿Tienes una mascota?</b> – Do you have a pet? using the correct pronunciation.</li> <li>Identify some animal names.</li> <li>Identify a noun’s gender by looking at the preceding indefinite article.</li> <li>Select the correct form of an adjective to ensure it agrees with the noun it describes.</li> <li>Choose suitable adjectives to describe an animal’s characteristics.</li> <li>Show understanding of a story by making plausible predictions.</li> <li>Select appropriate words and phrases to adapt sentences and write their own story.</li> <li>Read aloud using accurate pronunciation.</li> <li>Change intonation to differentiate between statements and questions.</li> <li>Vary their tone to express emotion and engage their audience.</li> </ul>	<ul style="list-style-type: none"> <li>Pronounce the seven weather types on the spinner with a good level of accuracy; select <b>hace</b> or <b>está</b> to begin each weather phrase, mostly accurately.</li> <li>Ask and answer the question <b>¿Qué tiempo hace...?</b> – What is the weather like...?, with mainly accurate pronunciation, using some visual prompts as a reminder.</li> <li>Name and identify the four compass points in Spanish; labelling a map of Spain with weather symbols based on information extracted from the comprehension text.</li> <li>Follow a written Spanish text while listening, keeping up with the pace of the audio.</li> <li>Write a weather forecast that includes the majority of the success criteria, alongside a labelled map of Spain with weather symbols.</li> <li>Use accurate pronunciation when speaking aloud; identify some cities on a map of Spain.</li> </ul>
Unit Title	In a Spanish Cafe	Spanish Celebrations	The Amazon Rainforest
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Form sentences to express what they want using <b>quiero</b>.</li> <li>Ask others what they want using the question <b>¿Qué quieres ...?</b></li> <li>Use <b>por favor</b> – please and <b>gracias</b> – thank you when making polite requests.</li> <li>Use greetings and courtesy phrases such as <b>¿Qué tal?</b> – How are you? as part of a natural conversation.</li> <li>Write and perform a typical café conversation.</li> <li>Use accurate pronunciation when speaking aloud.</li> <li>Vary tone to express emotion and engage an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the meaning of festival-related vocabulary.</li> <li>Use a bilingual dictionary to translate some verbs into Spanish.</li> <li>Express what they like and dislike to do.</li> <li>Listen to spoken language and identify meaning.</li> <li>Identify appropriate nouns to give more detail about a particular action.</li> <li>Write paragraphs describing what they like and dislike to do at specific celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Build sentences about Peru using the model <b>hay/no hay + [plural noun]</b>.</li> <li><b>Repeat animal names with increasing accuracy.</b></li> <li>Apply an understanding of nouns to create the plural form.</li> <li>Create original, written sentences adapted from a model, including some vocabulary from memory.</li> <li>Form adjectives to agree with the gender of the noun that they describe.</li> <li>Speak complete, descriptive phrases with clear pronunciation.</li> <li>Use tone of voice where appropriate to engage their audience.</li> </ul>

	<ul style="list-style-type: none"><li>• Answer a question in Spanish using the negative, <b>No tengo...</b> – I do not have..., followed by a classroom item.</li><li>• Read and understand short sentences in Spanish, including conjunctions, to match the labels with each rucksack picture with reasonable levels of success.</li><li>• Write a short paragraph to describe what they have in a rucksack, which meets most of the success criteria.</li></ul>		
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## Year 5 Substantive Knowledge

Unit Title	Describing Family & Friends in Spanish	Spanish Portraits	Sport in Spanish
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Ask and answer questions to find out personal information.</li> <li>Understand a variety of answers to the question, <b>¿Tienes hermanos?</b> – Do you have any brothers or sisters?</li> <li>Identify the names of family members.</li> <li>Use <b>de</b> to indicate possession.</li> <li>Describe relationships between family members.</li> <li>Identify the difference between the first, second and third person forms of some familiar verbs.</li> <li>Describe what someone likes to do.</li> <li>Write a description giving personal information about someone in the third person.</li> <li>Identify a person from a written description.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use context to deduce the meaning of new vocabulary.</li> <li>Select the correct vocabulary to describe a person’s hair and face.</li> <li>Read and translate a description of a portrait.</li> <li>Listen and select information from a short passages to give an appropriate response.</li> <li>Describe a portrait orally.</li> <li>Use a variety of language to describe both hair and facial features.</li> <li>Create a detailed written description of a portrait.</li> </ul>	<ul style="list-style-type: none"> <li>Use the correct form of verbs <b>jugar</b> – to play, and <b>hacer</b> – to do, when asking and answering questions about sport.</li> <li>Form the imperative of regular verbs.</li> <li>Translate written instructions into English.</li> <li>Follow instructions to play the Maya ball game.</li> <li>Use imperative verbs and praise words to encourage others during a game.</li> <li>Identify key information in a written text.</li> <li>Write instructions for an original ball game.</li> </ul>
Unit Title	Spanish Food & Drink	A Trip Across Spain	Saving South America
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Express likes and dislikes about singular and plural food items.</li> <li>Ask and answer questions about food likes and dislikes.</li> <li>Listen and select key information about food preferences.</li> <li>Deduce meal choices by finding out about food preferences</li> <li>Conduct an interview about food preferences.</li> <li>Ask questions in a variety of formats to find out about food preferences.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the geographical location of some Spanish cities.</li> <li>Describe some Spanish cities.</li> <li>Use the future tense to outline future plans.</li> <li>Ask and answer questions about travel plans.</li> <li>Create role-play conversations about travel plans.</li> <li>Perform role-play conversations about travel plans.</li> </ul>	<ul style="list-style-type: none"> <li>Read and interpret locational language in a description of South America’s geography.</li> <li>Write sentences about animal habitats in South America, comparing them now and in the past.</li> <li>Identify causes of environmental problems in South America and possible solutions.</li> <li>Give instructions using imperative verbs on how to protect South America’s environment.</li> <li>Script and present an advert campaigning for action to address South America’s environmental problems.</li> </ul>

## Year 6 Substantive Knowledge

Unit Title	Clothes in Spanish	School Life in Spanish	Household Tasks in Spanish
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Identify cognates and use the context to deduce the meaning of new words.</li> <li>• Identify the appropriate time to use a dictionary to look up unfamiliar words.</li> <li>• Apply rules to generate all forms of an adjective.</li> <li>• Use a range of adjectives and descriptive phrases to describe clothing.</li> <li>• Describe an outfit and its purpose in multi-clause sentences using <b>porque</b> – because.</li> <li>• Create an outfit by following the description in a design brief accurately</li> <li>• Read or say sentences aloud using the correct pronunciation when giving a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Express likes and dislikes about school subjects.</li> <li>• Give opinions about school subjects using a wide range of adjectives.</li> <li>• Compare school subjects using comparative adjectives.</li> <li>• Plan, ask and answer extended questions about school timetables.</li> <li>• Asking and answering questions about preferences during the school day.</li> <li>• Write using existing knowledge of vocabulary to create new sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Translate and generate a range of sentences using a sentence builder as a model.</li> <li>• Extract key information from a short text.</li> <li>• Select and convert different adjectives into adverbs.</li> <li>• Write a short paragraph from a model and check against agreed success criteria.</li> <li>• Adapt a statement to make it persuasive.</li> <li>• Express and justify opinions.</li> </ul>
Unit Title	Shopping in Spain	Free Time in Spain	Saving South America
<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• Recognise which part of a word is stressed; identify and apply pronunciation rules.</li> <li>• Build and say which phrases which include the use of prepositions</li> <li>• Ask how much something costs and answer using different amounts of money.</li> <li>• Show understanding of grammar by choosing an appropriate question form.</li> <li>• Listen for key information from an extended dialogue.</li> <li>• Choose and use appropriate phrases to complete a shopping transaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and apply verb endings in the present tense.</li> <li>• Ask and answer questions using different verb forms.</li> <li>• Extract key information from written texts.</li> <li>• Recognise and translate a range of descriptive phrases.</li> <li>• Construct a descriptive text based on a model.</li> <li>• Express opinions and preferences in comparative sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• To translate sentences to find out about Ancient Maya cities.</li> <li>• To describe the Ancient Maya people.</li> <li>• To deduce and follow simple directions to different Maya city landmarks.</li> <li>• To interpret directional language to navigate around a Maya city.</li> <li>• To create written clues for a treasure hunt around an Ancient Maya city.</li> <li>• To evaluate the use of language used in giving directions.</li> </ul>