Logo

Description automatically generated with medium confidence

Spanish Topic Overviews and

Progression Grids

Logo

Description automatically generated with medium confidence

Lower Key stage 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 | Meet and greet | My body | Time to eat | The people around me | All about school | Tell me when |
| Year 4 | My Town | Let’s go | Shopping | The wider world | My routine | Free time |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year ¾  Cycle A | Meet and greet | My body | Time to eat | Let’s go | The wider world | Free time |
| Year ¾  Cycle B | The people around me | All about school | Tell me when | My town | Shopping | My routine |

Upper Key Stage 2

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 5 | All about me | The way we look | Eating out | My world | In the classroom | Our past |
| Year 5/6  Cycle A | All about me | Eating out | In the classroom | At the shops | What time? | Our wonderful world |
| Year 5/6  Cycle B | All about me | The way we look | Our past | Exploring a Spanish town | Discovering Spain | To the next adventure |
| Year 6 | Exploring a Spanish town | At the shops | Discovering Spain | At what time? | Our wonderful world | To the next adventure |

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|  | Autumn 1 | Autumn 2 |
| Year 3 | Meet and Greet | My Body |
| Key  Learning | Key learning includes:  • greetings  • introducing yourself  • saying how you feel  • numbers 0-10  • saying your age  • using formal and informal language | Key learning includes:  • classroom instructions  • body parts  • action words  • colours  • clothes  • using ‘un’ and ‘una’ for masculine and feminine nouns  • using ‘y’ to join words in a list |
| National Curriculum  Links | Pupils should be taught to:  • engage in conversations, ask and answer questions;  • listen attentively to spoken language and show understanding by joining in and responding;  • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;  • appreciate stories, songs, poems and rhymes in the language;  • speak in sentences, using familiar vocabulary, phrases and basic language structures | Pupils should be taught to:  • listen attentively to spoken language and show understanding by joining in and responding;  • read carefully and show understanding of words, phrases and simple writing;  • appreciate stories, songs, poems and rhymes in Spanish;  • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;  • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;  • understand basic grammar of feminine and masculine nouns. |
|  | Spring 1 | Spring 2 |
|  | Time To Eat | The People Around Me |
| Key  Learning | Key learning includes:  • food  • asking for food, including ‘please’ and ‘thank you’  • likes and dislikes  • colours and sizes  • using ‘el/la/los/las’ to mean ‘the’  • using ‘me gusta’ and ‘me gustan’ correctly  • spelling adjectives correctly according to number and gender of the nouns | Key learning includes:  • introducing family members  • pets  • the alphabet  • asking how words are spelt  • rooms of the house  • using ‘mi’ to mean ‘my’  • using the correct form of ‘tener’ to ask and answer questions  • using ‘se llama’ to name a person |
| National Curriculum  Links | Pupils should be taught to:  • appreciate stories, songs, poems and rhymes in the language;  • understand key features and patterns of basic grammar;  • describe people, places, things and actions orally and in writing;  • engage in conversations; ask and answer questions; express opinions and respond to  those of others; seek clarification and help. | Pupils should be taught to:  • present ideas and information orally to a range of audiences;  • understand basic grammar appropriate to the language being studied (conjugation of  high-frequency verbs);  • explore the patterns and sounds of language through songs and rhymes and link the  spelling, sound and meaning of words;  • develop accurate pronunciation and intonation so that others understand when they are  reading aloud or using familiar words and phrases;  • write phrases from memory, and adapt these to create new sentences;  • engage in conversations; ask and answer questions. |
|  | Summer 1 | Summer 2 |
|  | All About School | Tell Me When |
| Key  Learning | Key learning includes:  • classroom objects  • asking where things are  • subjects  • likes and dislikes  • PE verbs and giving/following commands  • places around school  • school activities  • converting ‘el’ to ‘un’ and ‘la’ to ‘una’ | Key learning includes:  • counting from 11-31  • days  • months  • birthdays  • dates and using a calendar  • using different tenses |
| National Curriculum Links | Pupils should be taught to:  • speak in sentences, using familiar vocabulary, phrases and basic language structures;  • engage in conversations; ask and answer questions; express opinions and respond to  those of others;  • listen attentively to spoken language and show understanding by joining in and  responding;  • understand basic grammar rules appropriate to the language being studied, how to  apply these, for instance, to build sentences; and how these differ from or are similar to  English;  • broaden their vocabulary and develop their ability to understand new words that are  introduced into familiar written material, including through using a dictionary. | Pupils should be taught to:  • listen attentively to spoken language and show understanding by joining in and  responding;  • read carefully and show understanding of words, phrases and simple writing;  • understand basic grammar rules appropriate to the language being studied, how to  apply these, for instance, to build sentences;  • speak in sentences, using familiar vocabulary, phrases and basic language structures;  • present ideas and information orally to a range of audiences. |

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|  | Autumn 1 | Autumn 2 |
| Year 4 | My Town | Let’s Go |
| Key  Learning | Key learning includes:  • Spanish towns and cities  • places in a town  • counting in tens  • counting to 100  • saying your address  • features of a town/countryside  • using a bilingual dictionary | Key learning includes:  • types of transport/ways of travelling  • asking and answering about how you get to school  • give/respond to directional instructions  • parts of the body  • places around town  • read and say words containing the Spanish spellings ‘ga’, ‘ge’, ‘gi’, ‘go’, ‘gu’ pronounced  /h/ or /g/  • identify masculine/feminine nouns using ‘un/una’  • using ‘al’ with masculine nouns and ‘a la’ with feminine ones  • matching a verb form to its subject |
| National Curriculum  Links | Pupils should be taught to:  • develop accurate pronunciation and intonation so that others understand when they are  reading aloud or using familiar words and phrases;  • listen attentively to spoken language and show understanding by joining in and  responding;  • present ideas and information orally to a range of audiences;  • explore the patterns and sounds of language through songs and rhymes and link the  spelling, sound and meaning of words;  • broaden their vocabulary and develop their ability to understand new words that are  introduced into familiar written material, including through using a dictionary. | Pupils should be taught to:  • present ideas and information orally to a range of audiences;  • understand basic grammar appropriate to Spanish (conjugation of high-frequency  verbs);  • develop accurate pronunciation and intonation so that others understand when they are  reading aloud or using familiar words and phrases;  • describe people, places, things and actions orally and in writing;  • engage in conversations; ask and answer questions. |
|  | Spring 1 | Spring 2 |
|  | Shopping | The Wider World |
| Key  Learning | Key learning includes:  • fruit and vegetables  • clothes  • shops  • colours  • shopping questions and answers  • numbers to 100  • changing ‘un’ to ‘unos’ and ‘una’ to ‘unas’ for plural nouns  • spelling adjectives correctly according to number and gender of the nouns  • using the appropriate pronoun ‘lo’, ‘la’, ‘los’ or ‘las’ | Key learning includes:  • countries  • compass points  • continents  • animals  • applying the rule where ‘a’ followed by ‘el’ changes to ‘al’ and ‘de’ followed by ‘el’ changes  to ‘del’  • say a sentence in the past tense using ‘Vi…’ |
| National Curriculum  Links | Pupils should be taught to:  • engage in conversations, ask and answer questions; express opinions and respond to  those of others;  • understand basic grammar rules appropriate to Spanish, how to apply these, for  instance, to build sentences; and how these differ from or are similar to English;  • speak in sentences, using familiar vocabulary, phrases and basic language structures. | Pupils should be taught to:  • speak in sentences, using familiar vocabulary, phrases and basic language structures;  • write phrases from memory, and adapt these to create new sentences, to express ideas  clearly.  • understand basic grammar rules appropriate to Spanish, how to apply these, for  instance, to build sentences; and how these differ from or are similar to English. |
|  | Summer 1 | Summer 2 |
|  | My Routine | Free Time |
| Key  Learning | Key learning includes:  • o’clock and half past  • daily routine  • matching analogue and digital times  • understanding a television schedule  • quarter past and quarter to  • the school timetable - times and subjects  • counting in fives  • starting a sentence with a time connective  • choosing the correct word (antes or después) when comparing two subjects | Key learning includes:  • months  • seasons  • weather  • holiday destinations  • sports and hobbies  • likes and dislikes  • using ‘es’ and ‘son’ in sentences  • using ‘a’ (to) and ‘en’ (by) in my sentences |
| National Curriculum Links | Pupils should be taught to:  • speak in sentences, using familiar vocabulary, phrases and basic language structures;  • engage in conversations, ask and answer questions;  • read carefully and show understanding of words, phrases and simple writing;  • listen attentively to spoken language and show understanding by joining in and  responding. | Pupils should be taught to:  • understand basic grammar rules appropriate to the language being studied, how to  apply these, for instance, to build sentences;  • speak in sentences, using familiar vocabulary, phrases and basic language structures;  • read carefully and show understanding of words, phrases and simple writing;  • present ideas and information orally to a range of audiences;  • engage in conversations; ask and answer questions; express opinions and respond to  those of others. |

**Year ¾ Cycle A**

Autumn 1: Year 3: Unit 1 – Meet and Greet

Autumn 2: Year 3: Unit 2 – My Body

Spring 1: Year 3: Unit 3 – Time to Eat

Spring 2: Year 4: Unit 2 – Let’s Go!

Summer 1: Year 4: Unit 4 – The Wider World

Summer 2: Year 4: Unit 6 – Free Time

In Cycle A no prior knowledge is necessary for children to access the units of work in

this order

**Year ¾ Cycle B**

Before The People Around Me, children will need an understanding of basic greetings in

Spanish.

Autumn 1: Year 3: Unit 4 – The People Around Me

Autumn 2: Year 3: Unit 5 – All About School

Before Tell Me When, children will need an understanding of the numbers from 0-10.

Spring 1: Year 3: Unit 6 – Tell Me When

Spring 2: Year 4: Unit 1 – My Town

Before Shopping, children will need an understanding of the words for colours.

Summer 1: Year 4: Unit 3 – Shopping

Summer 2: Year 4: Unit 5 – My Routine

**Upper KS2 Progression Grids**

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|  | Autumn 1 | Autumn 2 |
| Year 5 | All About Me | The Way We Look |
| Key  Learning | Key learning includes:  • alphabet pronunciation and spelling in Spanish  • hobbies and activities  • family members and pets  • jobs and careers  • using ‘y’ and ‘pero’ to link two sentences together  • using ‘ir’ plus the infinitive to form sentences in the future tense | Key learning includes:  • body parts  • identifying verbs  • clothes  • feelings and emotions  • using the verb ‘estar’  • using ‘lleva’ to say what someone is wearing  • using adjectives in the correct place in a sentence  • spelling adjectives correctly according to the number and gender of nouns |
| National Curriculum  Links | Pupils should be taught to:  • present ideas and information orally to a range of audiences;  • understand basic grammar (key features and patterns) appropriate to the language  being studied, how to apply these, for instance, to build sentences; and how these differ  from or are similar to English;  • read carefully and show understanding of words, phrases and simple writing;  • speak in sentences, using familiar vocabulary, phrases and basic language structures;  • engage in conversations; ask and answer questions | Pupils should be taught to:  • listen attentively to spoken language and show understanding by joining in and  responding;  • speak in sentences, using familiar vocabulary, phrases and basic language structures;  • describe people, places, things and actions orally and in writing;  • understand basic grammar appropriate to the language being studied;  • key features and patterns of the language; how to apply these. |
|  | Spring 1 | Spring 2 |
|  | Eating Out | My World |
| Key  Learning | Key learning includes:  • drinks  • days and time — half past and o’clock  • expressing my opinion about food and drink  • ordering food and drink  • using ‘Quisiera…’  • using 'me gusta…' and 'no me gusta…'  • spelling adjectives correctly according to the number and gender of nouns  • asking the question ‘¿Qué quieres beber?’ and answer starting with ‘Quisiera…’ | Key learning includes:  • family  • animals  • houses and furniture  • using possessive determiners  • spelling adjectives correctly according to the number and gender of nouns  • asking and answering the question ‘¿Dónde vives?’ using adjectives  • using a bilingual dictionary  • joining two sentences using an appropriate conjunction |
| National Curriculum  Links | Pupils should be taught to:  • engage in conversations; ask and answer questions; express opinions and respond to  those of others; seek clarification and help;  • read carefully and show understanding of words, phrases and simple writing;  • understand basic grammar (key features and patterns) appropriate to the language  being studied, how to apply these, for instance, to build sentences; and how these differ  from or are similar to English;  • write phrases from memory, and adapt these to create new sentences, to express ideas  clearly;  • speak in sentences, using familiar vocabulary, phrases and basic language structures;  appreciate songs, stories, poems and rhymes in the language. | Pupils should be taught to:  • explore the patterns and sounds of language through songs and rhymes and link the  spelling, sound and meaning of words; understand basic grammar appropriate to the  language;  • present ideas and information orally to a range of audiences;  • broaden their vocabulary and develop their ability to understand new words that are  introduced into familiar written material, including through using a dictionary;  • describe people, places, things and actions orally and in writing; engage in conversations;  ask and answer questions; express opinions and respond to those of others; seek  clarification and help  • understand basic grammar rules appropriate to the language being studied, how to  apply these, for instance, to build sentences; and how these differ from or are similar to  English; develop accurate pronunciation and intonation so that others understand when  they are reading aloud or using familiar words and phrases |
|  | Summer 1 | Summer 2 |
|  | In The Classroom | Our Past |
| Key  Learning | Key learning includes:  • classroom objects  • pencil case items  • school subjects  • classroom actions  • shapes  • choosing between ‘está’ and ‘están’  • using ‘al lado de’ to say where something is  • explaining that ‘de’ followed by ‘el’ becomes ‘del’  • using the adverb ‘más’  • saying where something is using the correct preposition language and verb form | Key learning includes:  • counting and recognising numbers above 1,000  • naming some key historical Spanish facts  • saying when you were born  • using ‘tener’ correctly  • using the correct form of the verb ‘nacer’  • using the correct verb tense and time expression when saying the date |
| National Curriculum Links | Pupils should be taught to:  • understand basic grammar rules appropriate to the language being studied, how to  apply these, for instance, to build new sentences; and how these differ from or are  similar to English;  • read carefully and show understanding of words, phrases and simple writing;  • speak in sentences, using familiar vocabulary, phrases and basic language structures;  • engage in conversations; ask and answer questions. | Pupils should be taught to:  • broaden their vocabulary and develop their ability to understand new words that are  introduced into familiar material; speak in sentences using familiar vocabulary, phrases  and basic language structures;  • understand basic grammar appropriate to the language being studied, how to apply  these, for instance, to build sentences; and how these differ from or are similar to English;  • speak in sentences, using familiar vocabulary, phrases and basic language structures. |

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|  | Autumn 1 | Autumn 2 |
| Year 6 | Exploring A Spanish Town | At The Shops |
| Key  Learning | Key learning includes:  • Spanish cities  • places in a town  • labelling a map  • identifying adjectives  • recognising different forms of the verb ‘to live’  • using ‘de la’ with feminine nouns and the contraction ‘del’ with masculine nouns  • using the conjunction ‘porque’ | Key learning includes:  • greetings/basic phrases  • shopping list  • shops  • clothes  • colours  • numbers 0-500  • money  • identifying the correct form of the verb ‘to buy’ in a sentence  • using a dictionary to find the meaning of new words  • spelling adjectives correctly according to the number and gender of nouns  • using adjectives in the correct order |
| National Curriculum  Links | Pupils should be taught to:  • understand basic grammar appropriate to the language being studied, how to apply  these, for instance, to build sentences; and how these differ from or are similar to English;  • present ideas and information orally to a range of audiences;  • describe people, places, things and actions orally\* and in writing;  • write phrases from memory, and adapt these to create new sentences, to express ideas  clearly. | Pupils should be taught to:  • engage in conversations; ask and answer questions, express opinions and respond to  those of others;  • listen attentively to spoken language and show understanding by joining in and  responding;  • develop accurate pronunciation and intonation so that others can understand. |
|  | Spring 1 | Spring 2 |
|  | Discovery Spain | At What Time? |
| Key  Learning | Key learning includes:  • countries  • distances  • four-digit numbers  • directions and compass points  • what to do in Madrid  • famous Spanish people  • using a bilingual dictionary to find the translation of words | Key learning includes:  • time - o’clock, half past, quarter past, quarter to, a.m. and p.m., 5 minute intervals, 24  hour clock  • reading and interpreting airport arrivals and departures board  • identifying key activities at a hotel  • making sentences using the correct adverb and verb (‘está’ or ‘están’) |
| National Curriculum  Links | Pupils should be taught to:  • write phrases from memory, and adapt these to create new sentences to express ideas  clearly;  • engage in conversations; ask and answer questions;  • broaden their vocabulary and develop their ability to understand new words;  • describe people, places, things and actions in writing;  • appreciate stories, songs, poems and rhymes. | Pupils should be taught to:  • speak in sentences, using familiar vocabulary, phrases and basic language structures;  • describe people, places, things and actions orally and in writing;  • understand basic grammar rules appropriate to the language being studied, how to  apply these, for instance, to build sentences; and how these differ from or are similar to  English;  • read carefully and show understanding of words, phrases and simple writing;  • engage in conversations; ask and answer questions. |
|  | Summer 1 | Summer 2 |
|  | Our Wonderful World | To The Next Adventure |
| Key  Learning | Key learning includes:  • identifying environmental challenges  • identifying actions we could take to help the planet  • using the correct form of the near future tense to match the subject of the sentence  • using ‘pienso que…’ and the near future to say what people might do  • linking sentences with ‘y’, ‘también’ and ‘pero’ | Key learning includes:  • countries  • learning vocabulary  • pronunciation  • culture  • reading/writing/speaking/listening skills  • using a bilingual dictionary  • using nouns, adjectives and adverbs correctly  • using high-frequency verbs in Spanish  • using different verb forms to refer to past, present and future |
| National Curriculum Links | Pupils should be taught to:  • broaden vocabulary and develop ability to understand new words;  • speak in sentences, using familiar vocabulary, phrases and basic language structures;  • listen attentively to spoken language and show understanding by joining in and  responding;  • describe people, places, things and actions orally and in writing;  • write phrases from memory, and adapt these to create new sentences, to express ideas  clearly;  • present ideas and information orally to a range of audiences | Pupils should be taught to:  • develop accurate pronunciation and intonation so that others can understand;  • appreciate stories, songs, poems and rhymes;  • broaden their vocabulary and develop their ability to understand new words that are  introduced into familiar written material, including through using a dictionary;  • listen attentively to spoken language and show understanding by joining in and  responding;  • read carefully and show understanding of words, phrases and simple writing;  • understand basic grammar appropriate to the language being studied. |

**Year 5/6**

**Cycle A**

Autumn 1: Year 5: Unit 1 — All About Me

Autumn 2: Year 5: Unit 3 — Eating Out

Spring 1: Year 5: Unit 5 — In the Classroom

Spring 2: Year 6: Unit 2 — At the Shops

Summer 1: Year 6: Unit 4 — At What Time?

Summer 2: Year 6: Unit 5 — Our Wonderful World

**Cycle B**

Autumn 1: Year 5: Unit 2 — All About Me

Autumn 2: Year 5: Unit 4 — The Way We Look

Spring 1: Year 5: Unit 6 — Our Past

Spring 2: Year 6: Unit 1 — Exploring a Spanish Town

Summer 1: Year 6: Unit 3 — Discovering Spain

Summer 2: Year 6: Unit 6 — To the Next Adventure