

Spanish Topic Overviews and

Progression Grids



Lower Key stage 2

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|  | 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 ¾Cycle A | Meet and greet | My body | Time to eat | Let’s go | The wider world | Free time |
| Year ¾Cycle 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 5/6Cycle A | All about me | Eating out | In the classroom | At the shops | What time? | Our wonderful world |
| Year 5/6Cycle 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 |
| KeyLearning | 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 CurriculumLinks | 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 |
| KeyLearning | 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 CurriculumLinks | 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 tothose 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 ofhigh-frequency verbs);• explore the patterns and sounds of language through songs and rhymes and link thespelling, sound and meaning of words;• develop accurate pronunciation and intonation so that others understand when they arereading 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 |
| KeyLearning | 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 tothose of others;• listen attentively to spoken language and show understanding by joining in andresponding;• understand basic grammar rules appropriate to the language being studied, how toapply these, for instance, to build sentences; and how these differ from or are similar toEnglish;• broaden their vocabulary and develop their ability to understand new words that areintroduced 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 andresponding;• read carefully and show understanding of words, phrases and simple writing;• understand basic grammar rules appropriate to the language being studied, how toapply 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 |
| KeyLearning | 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 CurriculumLinks | Pupils should be taught to:• develop accurate pronunciation and intonation so that others understand when they arereading aloud or using familiar words and phrases;• listen attentively to spoken language and show understanding by joining in andresponding;• present ideas and information orally to a range of audiences;• explore the patterns and sounds of language through songs and rhymes and link thespelling, sound and meaning of words;• broaden their vocabulary and develop their ability to understand new words that areintroduced 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-frequencyverbs);• develop accurate pronunciation and intonation so that others understand when they arereading 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 |
| KeyLearning | 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’ changesto ‘del’• say a sentence in the past tense using ‘Vi…’ |
| National CurriculumLinks | Pupils should be taught to:• engage in conversations, ask and answer questions; express opinions and respond tothose of others;• understand basic grammar rules appropriate to Spanish, how to apply these, forinstance, 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 ideasclearly.• understand basic grammar rules appropriate to Spanish, how to apply these, forinstance, to build sentences; and how these differ from or are similar to English. |
|  | Summer 1 | Summer 2 |
|  | My Routine | Free Time |
| KeyLearning | 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 andresponding. | Pupils should be taught to:• understand basic grammar rules appropriate to the language being studied, how toapply 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 tothose 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 |
| KeyLearning | 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 CurriculumLinks | 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 languagebeing studied, how to apply these, for instance, to build sentences; and how these differfrom 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 andresponding;• 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 |
| KeyLearning | 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 CurriculumLinks | Pupils should be taught to:• engage in conversations; ask and answer questions; express opinions and respond tothose 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 languagebeing studied, how to apply these, for instance, to build sentences; and how these differfrom or are similar to English;• write phrases from memory, and adapt these to create new sentences, to express ideasclearly;• 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 thespelling, sound and meaning of words; understand basic grammar appropriate to thelanguage;• present ideas and information orally to a range of audiences;• broaden their vocabulary and develop their ability to understand new words that areintroduced 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; seekclarification and help• understand basic grammar rules appropriate to the language being studied, how toapply these, for instance, to build sentences; and how these differ from or are similar toEnglish; develop accurate pronunciation and intonation so that others understand whenthey are reading aloud or using familiar words and phrases |
|  | Summer 1 | Summer 2 |
|  | In The Classroom | Our Past |
| KeyLearning | 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 toapply these, for instance, to build new sentences; and how these differ from or aresimilar 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 areintroduced into familiar material; speak in sentences using familiar vocabulary, phrasesand basic language structures;• understand basic grammar appropriate to the language being studied, how to applythese, 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 |
| KeyLearning | 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 CurriculumLinks | Pupils should be taught to:• understand basic grammar appropriate to the language being studied, how to applythese, 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 ideasclearly. | Pupils should be taught to:• engage in conversations; ask and answer questions, express opinions and respond tothose of others;• listen attentively to spoken language and show understanding by joining in andresponding;• develop accurate pronunciation and intonation so that others can understand. |
|  | Spring 1 | Spring 2 |
|  | Discovery Spain | At What Time? |
| KeyLearning | 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, 24hour 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 CurriculumLinks | Pupils should be taught to:• write phrases from memory, and adapt these to create new sentences to express ideasclearly;• 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 toapply these, for instance, to build sentences; and how these differ from or are similar toEnglish;• 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 |
| KeyLearning | 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 andresponding;• describe people, places, things and actions orally and in writing;• write phrases from memory, and adapt these to create new sentences, to express ideasclearly;• 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 areintroduced into familiar written material, including through using a dictionary;• listen attentively to spoken language and show understanding by joining in andresponding;• 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