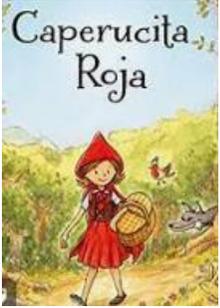




Languages Progression Overview

	Listening	Speaking			Reading	Writing	
Core skills in Reception	Can listen and join in with some parts of a song or rhyme.	Can say a few important words e.g. hello/goodbye/thank you			N/A	N/A	
Reception	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	
	Bajo del Mar 	Canciones Infantiles 	En la Selva 	Los Colores y Numeros 	Los Saludos 	Los Transportes 	
	Recognise and recall 7 sea creatures in Spanish. Recall numbers 1-5 more easily in Spanish.	Actively participate in six traditional nursery rhymes in Spanish. Start to understand and decode more of the spoken/sung Spanish we hear	Recognise and recall seven jungle animals in Spanish. Recall numbers 1-5 more easily in Spanish.	Say 10 common colours in Spanish. Count from 1-10 in Spanish.	Say 'hello' (formally and informally) in Spanish. Say 'my name is...' in Spanish. Ask somebody in Spanish how they are feeling and give a reply. Say 'goodbye' and 'see you soon' in Spanish.	<ul style="list-style-type: none"> Recognise and recall 7 modes of transport in Spanish. Recall numbers 1-5 and the colours yellow, red, green, orange & blue more easily in Spanish. 	
Objectives	<ul style="list-style-type: none"> Begin to be aware of some of the sounds of a new language. Begin to explore our listening skills to help hear sounds and words in a new language. Explore how to listen and join in with rhymes, songs and stories. Explore how to join in with games, played in a different language. 						

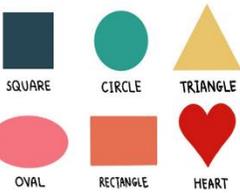
	<ul style="list-style-type: none"> Explore how to say some of the new sounds and words we hear in a different language 					
	Listening	Speaking		Reading	Writing	
Core skills in Year 1	Can listen and join in with the main parts of a song or rhyme. Can listen to and enjoy a story. Beginning to identify accurately some sounds in the target language.	Can say a few important words e.g. greetings and polite response, Can say name and how feeling. Can attempt to repeat accurately some sounds in the target language.		Beginning to recognise some important words written in the target language e.g. greetings or a number.	N/A	
Year 1	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Las Estaciones 	Anita y Osito 	En mi Pueblo 	Las Minibeastas 	Los Superheroes 	Caperucita Roja 
Content	<ul style="list-style-type: none"> Recognise, recall and remember the 4 seasons in Spanish. Recognise, recall and remember a short 	<ul style="list-style-type: none"> Recognise, recall, and remember 5 key pieces of vocabulary related to the story of Anita and Osito in Spanish. Recognise, recall, and 	<ul style="list-style-type: none"> Recognise, recall, and remember up to 7 places from the town in Spanish. Attempt to spell some of these nouns with their correct indefinite 	<ul style="list-style-type: none"> Recognise, recall and remember up to 7 different mini beasts in Spanish with the correct article/determiner and accurate pronunciation. 	<ul style="list-style-type: none"> Recognise, recall, and remember the 6 colours presented in Spanish. Recognise and remember the high frequency verbs: 	<ul style="list-style-type: none"> Sit and listen attentively to a familiar fairy tale in Spanish. Use picture and word cards to recognise

	phrase for each season in Spanish. Say which season is their favourite in Spanish.	remember how to say 'hello', 'I am called' as well as 'yes' and 'no' in Spanish. • Learn to listen attentively to a story in Spanish and be able to correctly order the stages of the story.	article/determiner. Attempt to build a sentence using the structure 'hay' (there is) plus the noun and the correct indefinite article/determiner.	Recognise, recall and remember how to say hello and goodbye in Spanish. • Learn to listen attentively to a story in Spanish. • Follow simple instructions in Spanish.	'I am called', 'I have', 'I live', 'I am' and 'I know how to...'. • Present and describe themselves as a superhero.	and retain key vocabulary from the story. • Name and spell at least three parts of the body in Spanish as seen in the story.
--	---	--	---	---	---	--

Objectives	<ul style="list-style-type: none"> • Explore some of the sounds of a new language. • Explore ways to use listening skills to help hear sounds and words in a new language. • Practise skills in listening and joining in with rhymes, songs and stories. • Practise joining in with games, played in a different language. • Explore how to say the new sounds, words and simple phrases we know in the target language. • Explore how to participate in spoken performances of rhymes, songs and simple performances in the simple target language 					
------------	---	--	--	--	--	--

	Listening	Speaking	Reading	Writing		
--	------------------	-----------------	----------------	----------------	--	--

Core skills in Year 2	Can listen and join in with a song. Can listen to and enjoy a story. Can identify accurately some sounds in the target language.	Can say a few important words e.g. greetings and polite response, Can say name and how feeling. Can say a sequence of items e.g. several numbers or colours. Can repeat accurately some sounds in the target language.	Can recognise some important words written in the target language e.g. greetings or a number/day of the week.	Can attempt to copy some important words written in the target language e.g. greetings or a number/day of the week.		
-----------------------	--	--	---	---	--	--

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Los Animales 	La Fruta 	Los Instrumentos 	Las Verduras 	Las Formas 	Lo Se 

	<ul style="list-style-type: none"> • Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. • Understand better that articles/determiners have more options in Spanish than they do in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be). 	<p>Name and recognise up to 10 fruits in Spanish. • Attempt to spell some of these nouns. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits they like and dislike.</p>	<ul style="list-style-type: none"> •Recognise, recall and spell up to 10 instruments in Spanish with the correct definite article/determiner. •Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. • Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to 10 different instruments. 	<p>Name and recognise up to 10 vegetables in Spanish. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</p>	<p>Name and recognise up to 10 shapes in Spanish. Attempt to spell some of these nouns. Recognise that nouns are commonly associated with an article in Spanish and in this case 'un' or 'una'. Have an opportunity to learn and/or revise numbers 1-5.</p>	<p>Recognise, recall and spell 10 action verbs in Spanish. • Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..). • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).</p>
Objectives	<ul style="list-style-type: none"> • Practise how to make the sounds we hear in a different language. • Practise using listening skills to help hear sounds, words and phrases in a new language. • Practise and experiment with skills in listening and joining in with rhymes, songs and stories. • Join in with games, played in a different language. • Explore how to say the new sounds, words and simple phrases we know in the target language. • Explore how to participate in spoken performances of rhymes, songs and simple performances in the simple target language. • Explore some simple written words in the target language 					

	Listening	Speaking		Reading	Writing	
Core skills in Year 3	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.		Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language.	
Year 3	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Aprendo Español 	La historia de la antigua Gran Bretaña 	Me Presento 	Tienes Una Mascota 	Los Helados 	En la Cafeteria 
Content	Pinpoint Spain and other Spanish speaking countries on a map of the world. • Ask and answer the question 'How are you?' in Spanish. • Say 'Hello' and 'Goodbye' in Spanish. • Ask and answer the question 'What is your name?' in Spanish. • Count from 1-10 in Spanish. • Say 10 colours in Spanish.	<ul style="list-style-type: none"> • Use the Spanish for "I am" (soy), "I have" (tengo) and "I live" (vivo). • Name in Spanish, the 6 key periods of ancient Britain, introduced in chronological order. • Be able to say in Spanish 3 of the types of people who lived in Ancient Britain. • Tell somebody in Spanish the 3 key hunting tools used during the stone age, bronze age and iron age in ancient Britain. • Name the 3 types of dwellings people lived in during 	Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules.	<ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. • Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. • Tell somebody in Spanish the name of their pet. • Attempt to create a longer phrase using the conjunctions y ("and") or pero ("but"). 	In this unit pupils will learn how to: Name and recognise up to 10 different flavours for ice creams. Ask for an ice cream in Spanish using 'quisiera'. Say what flavour they would like and say whether they would like their ice cream in a cone or small pot/tub.	Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria. • To understand better how to change a singular noun to plural form. • Perform a short role-play ordering what they would like to eat and drink.

		the stone age, bronze age and iron age.				
Phonics	Key listen out activity based on: numbers Pronunciation of o	Key listen out activity based on: days of the week Pronunciation of v	Key listen out activity based on: Key sounds in animal nouns Pronunciation of j	Key listen out activity based on: Key sounds/words in practising commands Pronunciation of z	Key listen out activity based on: Key sounds in fruits and vegetable nouns Pronunciation of ce/za	Key listen out activity based on: Key sounds/words in picnic story Pronunciation of va/ju
Grammar	Exploration of recognising and answering a question	Exploration of: recognising and understanding simple commands	Exploration of: recognising nouns asking a question		Exploration of: nouns and beginning to recognise masculine/feminine nouns	Exploration of: practising forming and structuring a polite response
Core Skills in Year 4	Listening		Speaking		Reading	
	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.		Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.		Can understand simple written phrases. Can match sounds too familiar written words.	
Year 4	Autumn A		Autumn B		Spring A	
	Los Romanos 		Ma Familia 		Ricitos de Oro y los tres osos 	
	Spring B		Summer A		Summer B	
	Los Habitats 		En la Clase 		Mi Casa 	
Content	• Tell somebody in Spanish the key facts and key people involved in the history	Tell somebody the members, names and various ages of either their own or a fictional	• Not only sit and listen attentively to the story but to recognise, understand and	• Explain in Spanish the key elements animals and plants need to survive in their habitat. • Give	Remember and recall 12 classroom objects with their indefinite article. • Replace an	• Say whether they live in a house or an apartment and say

	<p>of the Roman Empire. • Say the days of the week in Spanish and learn how these are related to the Roman gods and goddesses. • Tell somebody in Spanish what the most famous Roman inventions were. • Learn what life was like for a rich and a poor child in Roman times. • Introduce the children to the concept of the negative form in Spanish.</p>	<p>family in Spanish. • Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).</p>	<p>remember more of the new language. • Increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish. • Increase their thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases. • Attempt to spell in Spanish.</p>	<p>examples in Spanish of the most common habitats for plants and animals and name an example of these habitats. • Explain in Spanish which animals live in these different habitats. • Give examples in Spanish of which plants live in these different habitats.</p>	<p>indefinite article with a possessive adjective. • Say and write what they have and do not have in their pencil case.</p>	<p>where it is. • Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. • Tell somebody in Spanish what rooms they have or do not have in their home. • Ask somebody in Spanish what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).</p>
Phonics	<p>Key listen out activity based on: numbers and colours Pronunciation of o/z</p>	<p>Key listen out activity based on: shop nouns Pronunciation of fa/qui</p>	<p>Key listen out activity based on: numbers Pronunciation of vei/ie</p>	<p>Key listen out activity based on: parts of the body Pronunciation of i/illa</p>	<p>Key listen out activity based on: questions Pronunciation of cuá</p>	<p>Key listen out activity based on: weather Pronunciation of qué/hace</p>
Grammar	<p>Exploration of nouns: masculine/feminine</p>	<p>Exploration of: recognising and using commands recognising and using "there is/are"</p>	<p>Exploration of: identifying parts of language which are adjectives recognising and using "I have "</p>	<p>Exploration of: identifying / producing singular and plural forms of nouns identifying parts of</p>	<p>Exploration of: identifying/producing singular and plural</p>	<p>Exploration of: identifying verbs in simple present tense sentences</p>

				language which are adjectives	masculine/feminine nouns	polite requests :-"I would like ...
Core Skills in Year 5	Listening	Speaking		Reading		Writing
	Can understand the main points from a series of spoken sentences (including questions) may require some repetition.	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.		Can understand the main point(s) from a short-written passage in clear printed script. Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.		Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Year 5	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Los Planetas 	La Fetcha 	¿Qué tiempo hace? 	En el Colegio 	Los Juegos Olimpicos 	La Ropa 
Content	Name and recognise the planets in Spanish on a solar system map. <ul style="list-style-type: none"> • Spell at least 5 of the planets in Spanish. • Say an interesting fact about at least 4 of the planets in Spanish. • Explain the rules of 	<ul style="list-style-type: none"> • Remember, recall and spell the 7 days of the week. • Remember, recall and spell the 12 months of the year. • Remember, recall and spell numbers 1-31. • Use their knowledge of the days of the week, 	Repeat and recognise the vocabulary for weather in Spanish. <ul style="list-style-type: none"> • Ask and say what the weather is like today. • Create a Spanish weather map. • Describe the weather in different regions of Spain using a 	Repeat and recognise the vocabulary for school subjects. <ul style="list-style-type: none"> • Say what subjects they like and dislike at school. • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in Spanish. • Say what time 	<ul style="list-style-type: none"> • Tell somebody in Spanish the key facts of the ancient Olympics. • Tell somebody in Spanish the key facts of the modern Olympic games. • Look for cognates and highlight 	Repeat and recognise the vocabulary for a variety of clothes in Spanish. <ul style="list-style-type: none"> • Use the appropriate genders and articles for these clothes. • Use the

	adjectival agreement clearly in Spanish.	months of the year and numbers 1-31 in order to say the date. • Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is.	weather map with symbols.	they study certain subjects at school.	key words when learning how to decode longer texts in gist listening and reading in Spanish. • Say the nouns in Spanish for 10 key sports in the current Olympic games. • Conjugate the irregular verb practicar enabling the students to say what sports they play and what sports they do not play. • Understand the concept of gender, using el and la when you say you play a sport in Spanish.	verb LLEVAR in Spanish with increasing confidence. • Say what they wear in different weather/situations . • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy.
Phonics	Key listen out activity based on: Key sounds in feelings Pronunciation of oy	Key listen out activity based on: Key sounds in numbers 0-50 Pronunciation of ce/ci	Key listen out activity based on: Key sounds in class survey questions Pronunciation of qué/quien/cuál	Key listen out activity based on: Key sounds in carnival parade phrases Pronunciation of ver/hay	Key listen out activity based on: Key sounds in identity card vocabulary Pronunciation of ci/illi	Key listen out activity based on: Key sounds in beach story Pronunciation of ve/va/ju
Grammar	Exploration of: Asking and answering simple question about someone else (3rd person singular) Conjunctions to create extended sentences	Exploration of: Commands Verb to have- present tense	Exploration of: Verb to be – present tense	Exploration of: Verb to wear – present tense Adjectival agreement with nouns	Exploration of: Conjunctions to create extended sentences. Writing independently extended sentences.	Exploration of: Using the modal verb structure : You can + verbs

Core Skills in Year 6	Listening		Speaking		Reading		Writing	
	Can understand the main points and some detail from a short-spoken passage with comprising of familiar language.		Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).		Can understand the main points and simple opinion of a longer written passage (e.g. letter, recipe, poem, story, an account. Can use a bilingual dictionary to access unfamiliar language.		Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verb in the present tense on a familiar topic using reference materials, support if necessary	
Year 6	Autumn A		Autumn B		Spring A		Spring B	
	Comer Saludable 		Yo en el Mundo 		El Fin de Semana 		La Segunda Guerra 	
	Summer A		Summer B		Los Vikingos		Los Habitats (2)	
								
Content	Name and recognise 10 foods and drinks considered good for your health. • Name and recognise 10 foods and drinks not considered good for your health. • Say what activities they do to keep in shape during the week. • Say in general what they do to maintain a healthy lifestyle. • Learn how to make a healthy recipe in Spanish.		• About the many countries in the world that speak Spanish. • About different festivals (religious and non-religious) around the world. • That we are different and yet all the same. • That we can all help to protect our planet.		Ask what the time is in Spanish. • Tell the time accurately in Spanish. • Learn how to say what they do at the weekend in Spanish. • Learn to integrate conjunctions into their work. • Present an account of what they do and at what time at the weekend.		Group/order unknown vocabulary to help decode texts in Spanish. • Improve their listening and reading skills. • Name the countries and languages involved in WW2. • Say what the differences were in city and country life during the war. • Learn to integrate all new and previous language writing a letter home from the countryside as an evacuee.	
	• Name in Spanish, the key periods in ancient Britain, in chronological order. • Describe themselves physically by pretending to be a member of a fictitious Viking family. • Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.		• Tell somebody in Spanish some key facts about things that animals and plants need to survive in their various habitats. • Tell somebody in Spanish examples of the most common habitats for particular plants and animals and give an example of where these habitats can					

					<ul style="list-style-type: none"> • Use two irregular high frequency verbs 'ser' (to be) and 'tener' (to have) more fluently. • Describe their typical daily routine as either/both a Viking man and/or Viking woman using the first person singular (I ...), with an opportunity to move to third person singular (he/she). • Recognise and start to understand commonly used reflexive verbs and pronouns. 	<ul style="list-style-type: none"> be found. • Tell somebody in Spanish what types of animals live in different habitats and what their particular adaptations are to best suit their environment. • Tell somebody in Spanish what types of plants live in different habitats and what their particular adaptations are to best suit their environment.
Phonics	Key listen out activity based on: Key sounds in daily routine phrases Pronunciation of voy/jue	Key listen out activity based on: Key sounds in nouns and adjectives linked to the house Pronunciation of mi/vi/ñ	Key listen out activity based on: Key sounds in sports and hobbies Pronunciation of ñ/me	Key listen out activity based on: Key sounds in funfair rides Pronunciation of ch/vur	Consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud	Consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud
Grammar	Exploration of time phrases extended sentences with conjunctions and opinions	Exploration of: verb to have verb to be adjectival agreement with nouns	Exploration of: verb to play in the present tense	Exploration of: expressing likes and dislikes with nouns and verbs descriptive sentences using 1 st,2nd and 3rd person regular present tense	Consolidation of prior learning – nouns, adjectives, verbs, questions and answers	Consolidation of prior learning – nouns, adjectives, verbs, questions and answers