

## Spanish Progression Planner

As our Willows pupils leave their primary education, we hope that we have inspired them with a love for languages. We want them to feel confident in sharing their knowledge with other Spanish speakers and to venture into travels abroad. We hope to foster pupils' curiosity and deepen their understanding of the world we live in. By looking at Spanish culture, we hope that they will look into study / career opportunities too. By learning another language, the children will have a wider perspective on the world we live in, and will be able to express their ideas and thoughts to a wider audience. We hope that our Willows pupils will continue to respect the people they meet - wherever they are in the world.

	<b>EXPLORE</b> NC Objectives	<b>DISCOVER</b> Skills	<b>Vocabulary</b>	<b>Resources/Other Topics</b>
<b>Year 1</b>				
<b>Year 2</b>				
<b>Year 3</b>	<ul style="list-style-type: none"> <li>- to greet and say goodbye to another person appropriately</li> <li>- to say what their name is</li> <li>- to ask someone else's name</li> <li>- how people meet and greet in Spain compared to the UK</li> <li>- to say how they feel when asked</li> <li>- ask someone else how they feel</li> <li>- to count from 1 to 15 in Spanish with correct pronunciation</li> <li>- which letters or combinations of letters make the [th], [b] and [kw] sounds in Spanish</li> <li>- the sounds of the vowels in Spanish</li> <li>- to say yes and no</li> <li>- To identify the gender of nouns ending in o or a</li> <li>- To identify the gender of nouns using the indefinite article un / una</li> </ul>	<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> </ul>	Hola Buenos días Adiós ¿Cómo te llamas? Me llamo....  ¿Qué tal? Muy bien Bien Regular Mal  uno       seis       once dos       siete       doce tres       ocho       trece cuatro       nueve       catorce cinco       diez       quince  más / menos  Sí / No  Un, una (el, la) (unos, unas, los, las)	<b>Sport in Spain</b>  <b>Spanish Easter</b>  <b>Spanish Songs</b>

	<ul style="list-style-type: none"> <li>- To identify the gender of nouns ending in o or a</li> <li>- To identify the gender of nouns using the indefinite article un / una</li> <li>- To find the English meaning of a Spanish noun using a bilingual dictionary</li> <li>- to say 12 nouns - 6 fruits and 6 vegetables - in Spanish</li> <li>- to identify the gender and number of these nouns</li> <li>- to use (no) me gusta(n) and me encanta(n) and prefiero correctly - to express their own likes and dislikes</li> <li>- ask someone else what they like</li> </ul>	<ul style="list-style-type: none"> <li>- describe people, places, things and actions orally and in writing Languages 195</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>	<p>El, la, los, las</p> <p>Me gusta / me gustan No me gusta / no me gustan Me encanta / me encantan</p> <p>¿Te gusta(n) .....?</p> <p>Prefiero</p> <p>es tiene y</p>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>- To say and recognise the days of the week</li> <li>- To join in with the repeated sections of "La oruga muy hambrienta"</li> <li>- To count from 16-31</li> <li>- To form simple plurals</li> <li>- To say the months of the year in Spanish with correct pronunciation</li> <li>- to identify one Spanish fiesta that happens in each month of the year</li> <li>- to say which months they do and don't like</li> <li>- to ask someone else which month their birthday is and say which month their own birthday is</li> <li>- To say and write dates using the formula "[day] el [number] de [month]"</li> <li>- to say and understand 6 classroom items</li> <li>- To say and recognise animal words</li> <li>- To say and understand pet words</li> </ul>	As above	<p>lunes martes miércoles jueves viernes sábado domingo</p> <p>dieciséis      veintiuno      veintiséis treinta y uno diecisiete      veintidós veintisiete dieciocho      veintitrés veintiocho diecinueve      veinticuatro veintinueve      veinticinco      treinta</p> <p>enero      julio febrero      agosto marzo      se(p)tiembre abril      octubre mayo      noviembre junio      diciembre</p> <p>el de</p>	<p><b>Spanish Christmas</b></p> <p><b>Spanish food</b></p> <p><b>Spanish-speaking countries</b></p> <p><b>Fiestas (relating to months)</b></p>

	<ul style="list-style-type: none"> <li>- To write and say sentences saying which pet they have and what its name is</li> <li>- To make plurals of nouns ending in vowels and nouns ending in consonants</li> <li>- To describe shape pictures using correctly agreed adjectives and actions</li> </ul>		Adjectival agreement Plurals and numbers Y, pero, sin embargo, también Vowel sounds Es, tiene En mi opinión	
<b>Year 5</b>	<ul style="list-style-type: none"> <li>- To say and recognise family words</li> <li>- To apply previously learned gender rules to family words and adjectives</li> <li>- To count upwards from 31, using tens, hundreds and thousands</li> <li>- To say and recognise parts of the body</li> </ul>	As above	possessive adjectives mi / mis notion of adjectival agreement (colours) es tengo tiene ... años  vivo con... se llama(n).... mayor (older) pequeño (younger) numbers colours  Tengo / no tengo Un / una Que se llama Pluralisation Numbers  Numbers 1-9                      doscientos Euro(s) Treinta                              trescientos céntimo(s) Cuarenta                            cuatrocientos Cincuenta                          quinientos Sesenta                             seiscientos Setenta                              setecientos Ochenta                             ochocientos Noventa                            novecientos Cien / ciento                      mil  brazo mano pierna pie rodilla dedo cuerpo estómago hombro cabeza	<b>Spanish Dance</b>  <b>Spanish Festivals</b>  <b>Spanish cities</b>

	<ul style="list-style-type: none"> <li>- To express opinions about different styles of music</li> <li>- To justify their opinions using adjective</li> </ul>		Me gusta Me encanta Me da igual No me gusta Odio  Porque Es / no es	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>- To say and write the time in Spanish on the hour</li> <li>- to say and write the time in Spanish on the quarter hours</li> <li>- to say and write the time in Spanish every five minutes</li>   <li>- To say and recognise weather phrases in Spanish</li> <li>- To say what the weather is like</li>   <li>- To work out the gender of a given noun</li> <li>- To identify singular and plural nouns</li> <li>- To find appropriate Spanish words in a bilingual dictionary</li> </ul>	As above	Es la una y / menos cinco mediodía Son las dos -> doce y / menos diez medianoche Y cuarto y / menos veinte Y media y / menos veinticinco Menos cuarto  Hace Hay Está En (el) ¿Dónde está? Está  Indefinite articles un / una / unos / unas Definite articles el / la / los / las Adjectival agreement by gender and number	<b>Spanish money</b>  <b>Spanish artists</b>  <b>French practice in preparation for the trip to France</b>

## DREAM

### Jobs

Travel agent/Holiday rep
Language teacher
Cabin crew
Hotel staff
Entertainer
Sports coach
Translator
Secretary