**Spanish scheme of work – knowledge and skills progression**

**Year 3**

|  |  |  |
| --- | --- | --- |
| **Lesson**  | **Content**  | **Key skills & activity**  |
| Lesson 1 Numbers 0-10 | Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diezSí, no | • Letter strings – ua, ie, ei • Links between some sounds and spellings • Recognise number of syllables in words • Watch mouth of speaker |
| Lesson 2: Greetings, asking and saying how you are | Hola, buenos días, adios ¿Qué tal ? Muy bien, bien, regular, mal | • Listen and respond to rhymes • Imitate pronunciation • Notice accents • Notice how punctuation may vary between English and Spanish – e.g. upside down question mark • Participate in a short exchange |
| Lesson 3 Classroom instructions | ¡Hola! Escuchad, mirad, sentaos, levantaos, repetid, venid aquí, silencio | • Auditory discrimination between un/una • Enjoy making Spanish sounds and practising new letters – rr, j • Listen to and follow simple commands |
| Lesson 4 Ask for and give name | ¿Cómo te llamas? Me llamo ¿Y tú? Señor, señora, señorita | • Recognise a question form • Practise the pronunciation of the letter string – ll • Perform a simple communicative task |
| Lesson 5 Revision of numbers 0-10 Ask for and state age | : ¿Cuántos años tienes? Tengo ocho años | • Participate in chorusing a fi nger rhyme • Understand and respond to a question • Make links between some sounds and spellings and recognise familiar words in written form • Recognise how accents alter pronunciation – ñ |
| Lesson 6 Colours | Rojo, azul, blanco, negro, verde, amarillo, naranja, rosa | • Perform actions to a Spanish song • Know how to pronounce the letter j in Spanish • Read familiar words with accurate pronunciation |
| Lesson 7 Colours | Gris, marrón, morado Verb – es (is) Connective – y (and) | • Respond to a question; able children may give an extended answer • Experiment with writing by producing short sentences using verb, adjective and connective |
| Lesson 8 Names of fruit & food items  | Las naranjas, las peras, las ciruelas, Las fresas, las manzanas, los tomates, los plátanos El chocolate, el helado, las piruletas, las patatas fritas, los caramelos, la pizza | • Recognise singular and plural items and how they affect the verb – gusta/gustan • Match phonemes to graphemes • Listen for specifi c words as they occur in a song • Refl ect on healthy eating habits |
| Lesson 9 No new vocabulary |  | • Letter sounds – c, z and letter string ie • Use knowledge of sound patterns to devise a short ‘rap’ • Listen and respond to an extended text by chorusing repeated phrases and vocabulary |
| Lesson 10 Days of the week | lunes, martes, miércoles, jueves, viernes, sábado, domingo | • Join in reading a story • Match sound to the written word • Re-arrange familiar sentences into the correct word order • Copy correctly |
| Lesson 11 Months of the year | enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre | • Imitate pronunciation of a native speaker, focusing on specifi c key sounds and letter strings • Listen to a sequence of words and provide the next word in the sequence • Identify social conventions at home and in other cultures |
| Christmas lessons | Nativity play – characters in the nativity play and simple dialogue Letter to The Three Kings | • Perform a role in a class nativity play • Join in singing Spanish carols • Experiment with writing • Understand that there are cultural differences affecting how Christmas is celebrated at home and abroad |
| Easter lessons | Vocabulary relating to Spring time Los corderos, las fl ores, los huevos, los pájaros Weather conditions Hace sol, está lloviendo | • Develop an understanding of Spanish traditions and customs across the various regions of Spain • Perform a short fi nger rhyme using new vocabulary • Understand that the letter h is not pronounced at the start of Spanish words • Experiment with writing |

**Year 4**

|  |  |  |
| --- | --- | --- |
| **Lesson**  | **Content**  | **Key skills and activity** |
| Lesson 1 Parts of the body | Una cabeza, una nariz, unos dientes, unos ojos, una boca, unas orejas, el pelo Adjectives: grande, pequeño, gordo, largo, puntiagudo | Listen to and follow a short story • Identify adjectives in a text and recognise that they can change spellings • Listen for specifi c words and phrases • Pronounce some words accurately |
| Lesson 2 Parts of the body | La pierna, el pie, el estómago, la mano, el brazo (el hombro and la rodilla introduced for receptive use through song) Asking for Spanish translation: ¿Cómo se dice... en español? | Understand that all nouns have a gender • Ask how to say something in Spanish • Listen to and join in singing a Spanish song, devising actions to accompany the lyrics |
| Lesson 3 Revision of asking for Spanish translation | Tiene, también | Identify sound of letters rr in Spanish • Appreciate similarities between nursery rhymes in English and in Spanish • Recite a nursery rhyme • Follow a short text as it is read aloud and demonstrate understanding of the text through drawing |
| Lesson 4 Animals  | For receptive use... Zoo animals: El tigre, el elefante, el hipopótamo, el fl amenco, el oso, el ratón, el león, la jirafa, el mono, el cocodrilo, el pingüino, el cerdo For productive use... Hay Some letters of the alphabet; introduction of vowels | • Follow a story using visual clues • Scan a text to identify key words • Recognise some letters of the alphabet • Ask and answer questions |
| Lesson 5 Verb – ser (to be) | Es – he/she is Quantifi ers: bastante, muy Adjectives: revision – grande, pequeño, + feroz, simpático, divertido | • Say five vowel sounds in Spanish with teacher support • Know the sound of the letter i in Spanish • Read familiar words with accurate pronunciation • Write a short sentence adapting a model, using noun, verb and adjective |
| Lesson 6 Christmas theme  | Revision of parts of the body: la cabeza, los ojos, la nariz, la boca Vocabulary included in the play: ¿Qué es? Un muñeco de nieve, un sombrero, una bufanda, unos guantes, un abrigo, hace frío, nieva Vocabulary for playing a game: Te toca a tí, me toca a mí, el dado | • Participate in a drama in Spanish and memorise and recite a short, spoken sentence • Play a game in groups, communicating with friends in Spanish • Know about aspects of everyday life in Spain and make comparisons with their own traditions |
| Lesson 7 Christmas theme  | Two expressions:¡Caramba! Me gusta eso | • Join in singing a lively authentic Spanish Christmas song • Deduce meaning through context • Write simple words and phrases using a model |
| Lesson 8 Members of the family  |  el padre, la madre, el hermano, la hermana, el abuelo, la abuela Possessive adjective: mi | • Work co-operatively in groups to plan and prepare a language activity • Present a short role play introducing family members, asking and answering questions |
| Lesson 9 Ask and answer questions about family members  |  | • Acquire cultural knowledge about family life in Spain • Perform a South American song • Re-order words to form a short, simple sentence • Recognise plural nouns |
| Lesson 10 Pets:  | un gato, un ratón, un perro, un hamster, un conejo, un pez, un pájaro, un conejo de indias, una tortuga | • Follow a story in Spanish and join in reading repeated phrases in the text • Recognise word classes: nouns and verbs • Compare traditional stories |
| Lesson 11 Revision  | Revision of pets vocabulary Revision of: Tengo, no tengo, y, también | • Understand simple rules for converting singular nouns into plurals • Ask and answer questions about pets • Understand the gist of a short story in Spanish • Identify the sound of the letter j in several words |
| Lesson 12  | No new vocabulary | • Know how to say the 5 vowel sounds in Spanish • Read a phrase aloud with appropriate expression |
| Lesson 13  | No new vocabulary | • Ask and answer questions on several topics • Follow a short text as it is read aloud • Read some familiar words and phrases aloud with accurate pronunciation • Write simple sentences, adapting a model |
| Lesson 14 Revision of colours | Quantifi er: bastante | • Know about some Spanish traditions relating to Easter • Present a short, spoken text |
| Lesson 15  | No new vocabulary | • Recognise word classes: noun, verb, adjective • Be able to sort words into dictionary order by fi rst/ second letter • Become familiar with the layout of a simple bilingual dictionary |
| Lesson 16 Hobbies:  | Bailar, nadar, jugar al fútbol, comer en un restaurante, leer, ver la tele ir al parque | • Identify a common sound in a list of verbs • Identify strategies for learning vocabulary • Attempt to write short phrases from memory |
| Lesson 17 Revision  | Revision of hobbies Revision of opinions phrases: Me gusta, no me gusta | • Recognise positive and negative statements in English and Spanish • Read and understand a short paragraph with familiar vocabulary and structures • Memorise and present one or two spoken sentences, possibly linking sentences with a connective |
| Lesson 18 likes, numbers  | ¿Te gusta...? Numbers 13-30 | • Follow and understand an interview between two speakers talking about hobbies • Conduct a short interview in Spanish, asking and answering questions |
| Lesson 19 Revision of hobbies , transport | Five means of transport: en barco, en coche, en autocar, en tren, en avión | • Conduct a survey in Spanish • Know the names of some major airports and ports in Spain • See images from Spanish cities |
| Lesson 20 weather and clothes  | Two weather expressions: Hace calor, hace frío Quantifi ers: Mucho, un poco Clothes items for packing a suitcase: Un pantalón, un pantalón corto, una falda, un jersey, una camisa, un sombrero, un bañador, unas gafas de sol | • Understand different possibilities for travelling abroad • Pack an imaginary suitcase for a holiday, labelling a drawing |

**Year 5**

|  |  |  |
| --- | --- | --- |
| **Lesson**  | **Content**  | **Key skills and activity** |
| Lesson 1 Hay + buildings on the high street | un mercado, una tienda, un supermercado, una oficina de correos, un banco, un café, una plaza, una tienda de ropa, una catedral | • Make simple sentences and manipulate them by changing an element • Understand and use negatives • Recite a short text with accurate pronunciation • Appreciate similarities and differences between Spanish and English high streets |
| Lesson 2 Directions  | A la izquierda, a la derecha, en el centro Revision of connectives – y, también Revision of adjectives – grande, pequeño | • Identify the position of adjectives in a sentence • Memorise and present two or three sentences describing a high street • Manipulate language by changing an element in a sentence • Use a dictionary |
| Lesson 3 Asking where places are  | ¿Hay? Está, en la esquina Pause words Bueno, pues, vamos a ver, sí | • Take part in a simple conversation, asking for and giving directions • Know how to add expression and authenticity to a short dialogue • Understand key information from a short exchange |
| Lesson 4 Revision of days of the week & Times of day  | Por la mañana, por la tarde, por la noche, a las diez, a las cuatro y media muy, bastante | • Substitute quantifiers and adjectives in a sentence • Group positive/negative adjectives • Collect and record evidence about activity on the high street at certain times of day, and express it in Spanish • Recap pronunciation of ñ |
| Lesson 5 revision  | No new vocabulary | • Understand a short story containing familiar vocabulary • Write short sentences, substituting vocabulary in model sentences |
| Lesson 6 Christmas theme  | Christmas vocabulary : Los Reyes Magos, La Nochebuena, La Nochevieja, Papá Noel La campana, las uvas, el reloj ¡Feliz Año Nuevo ! | • Learn and join in singing a Christmas song • Reconstruct a short text by re-ordering phrases • Appreciate similarities and differences between Christmas celebrations in Spain and England |
| Lesson7 Christmas theme  | No new vocabulary | • Use actions and mimes to aid memorisation • Make a traditional Spanish Christmas sweet • Perform a short Christmas play in Spanish to an audience |
| Lesson 8 Revision of days of the week Revision of hobbies introduced in Y4  | Simple future tense Voy a... otra vez | • Understand and express simple opinions • Use word cards to assemble short sentences, linking phrases with connectives • Integrate new language into previously learned language • Prepare a keep fit programme for the week ahead, using immediate future tense • Listen to a native speaker and understand more complex phrases and sentences |
| Lesson 9 Revision  | Revision of sports/hobbies vocabulary Revisions of numbers 0-20 + treinta, cuarenta, cincuenta | • Join in a playground game, reciting Spanish with accurate pronunciation • Find words in a dictionary and check spellings • Recap pronunciation of rr and j |
| Lesson 10 Revision of sports/hobbies vocabulary Revision of numbers 0-50  | Comparisons ...más que... ...more... than Revision of immediate future – voy a + verb | • Investigate the effect of exercise on pulse rate • Understand more complex phrases, including comparisons • Contribute to a classroom display illustrating the relationship between exercise and pulse rate |
| Lesson 11 Revision of fruit from Y3  | Food, including revision from Y3 - El pan, el arroz, la pasta, las patatas, el jamón, el pescado, el queso, el agua, el yogur, el chocolate, el helado, el pastel, las galletas, las patatas fritas, las patatas fritas de bolsa, las zanahorias, los guisantes, la ensalada | • Find words in a bi-lingual dictionary • Take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate • Listen to and understand a native speaker expressing likes and dislikes |
| Lesson 12 Food items – as for lesson 11  | Revision of connectives: y, pero, también | • Design a balanced meal, with foods labelled in Spanish • Extend basic sentences by using connectives • Use negatives • Express opinions in short, written sentences included in a Powerpoint presentation |
| Lesson 13 revision  | No new vocabulary | • Memorise and present a short rhyme • Recap pronunciation of rr and j • Investigate the similarities and differences between Spanish and English eating habits by looking at Spanish school lunch menus • Investigate and share strategies for learning new vocabulary |
| Lesson 14 Breakfast  | Cereales con leche, magdalenas, galletas María, chocolate con churros, un zumo de naranja ¿Quieres ? Quisiera… | • Consider different types of breakfast food at home and abroad • Develop accuracy in pronunciation and intonation • Use spoken language spontaneously during a breakfast role play |
| Lesson 15 Ingredients for a Spanish dessert  | La leche, el azúcar, los huevos, el agua | • Watch and understand a demonstration in Spanish of the method of making a dessert • Participate in making a dessert • Order sentence cards to re-create the method • Write words and phrases using a reference |
| Lesson 16 Revision of days of the week/months of the year  | Hoy es lunes 10 de octubre Weather: Hace frío, hace calor, hace buen tiempo, hace mal tiempo, hace sol, hace viento, hay niebla, está lloviendo, está nevando | • Identify the date from an audio recording • Use short sentences to give a description of the weather • Look and listen for visual and aural clues in an audio recording • Recap pronunciation of letters c and ll in Spanish |
| Lesson 17 Revisions of weather phrases  | Seasons : En otoño, en invierno, en primavera, en verano Extension Normalmente, en general | • Use knowledge of pronunciation to make up a short rap using phrases for weather conditions • Use simple sentences to present a mini weather report in Spanish • Write two or more sentences describing the weather in each season in Spanish • Recognise similarities and differences between places; understand that the climate in Spain is very varied |
| Lesson 18 Saying where you live  | Vivo en + town en el norte en el sur en el oeste en el este ...de Inglaterra | • Scan a more detailed text with unknown language for details • Re-order sentences to form a coherent paragraph |
| Lesson 19 revision | No new vocabulary | • Understand that there are stereotypical images associated with countries • Consider key similarities and differences in daily life in the UK and Spain • Collect items which relate to our lifestyle • Investigate Spanish supermarket websites to find out in what ways they differ from English supermarkets |
| Lesson 20 Revision | No new vocabulary | • Take part in a quiz which revises many topics and skills learnt during the year |

**Year 6**

|  |  |  |
| --- | --- | --- |
| **Lesson**  | **Content**  | **Key skills and activity** |
| Lesson 1 Classroom routines:  | Answering the register Saying the date Describing the weather Asking for classroom objects Following instructions Recap of simple negative from Y4: No tengo | • Initiate and sustain conversations • Re-use previously learned language in a new context • Discuss language learning and reflect on how to memorise and recall language • Understand the formation of a basic negative sentence |
| Lesson 2 As for lesson 1  | ¿Tienes...? | • Perform a sketch in Spanish to an audience • Present oral work confidently, speaking clearly and audibly with good pronunciation • Understand key details from an authentic text • Make predictions based on existing knowledge • Use a dictionary • Evaluate work |
| Lesson 3 Recap of clothes  | vocabulary from lesson 4 + unos zapatos, unos calcetines, una sudadera Recap of expressing opinions from Y3, Y4, Y5: Me gusta, no me gusta Justifying opinions: No me gusta el rojo Es + adjective | • Understand that different countries have differences in education systems and that a school day may vary for a child attending a school in England/Spain • Revise pronunciation of ll and j • Understand details including opinions from spoken passages • Construct a short paragraph by adapting a model • Attempt accurate spellings when writing individual new words from memory |
| Lesson 4 Recap of family members from Y4 Recap of structures from Y4 and Y5:  | Se llama, tiene x años, es, vive en Recap of quantifiers from Y3, Y4, Y5: muy, bastante Recap of adjectives from Y4: simpático, inteligente, divertido + deportivo hermoso | • Join in two playground games in Spanish • Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions • Follow a story as it is read aloud, demonstrating understanding • Listen for clues to meaning – e.g. tone of voice |
| Lesson 5 Recap of verb ser from Y4 and Y5: Es | Occupations vocabulary: Médico Vendedor vendedora Camarero camarera Policía Profesor profesora | • Use a dictionary and existing knowledge to solve riddles • Work out meanings using knowledge of English • Understand that some nouns for occupations change their spelling in relation to gender • Understand key details from a short, spoken passage • Recognise that word order may vary between languages • Use a dictionary to find additional nouns to construct short sentences – es enfermero |
| Lesson 6 revision  | No specific new vocabulary | • Identify known words in a song • Undertake internet research relating to Christmas traditions in Spanishspeaking countries • Prepare songs and sketches for a performance • Listen for clues to meaning – tone of voice, key words |
| Lesson 7 revision | No specific new vocabulary | • Sing Spanish songs with accurate pronunciation when performing to an audience • Understand an authentic, short story and follow it as it is read aloud • Produce work for display relating to Christmas celebrations |
| Lesson 8 Recap of phrases from Y4 and Y5:  | Hay; vivo en aquí está una casa un piso Receptive use of eight rooms of the house | • Match sound to individual word in a list of sentences • Work out how to pronounce unknown words • Identify the sounds of some letters of the alphabet • Be aware of cultural differences in housing at home and abroad |
| Lesson 9 As for lesson 8 + Recap of adjectives from Y4:  | pequeño, grande, bonito, magnífico + enorme, lujoso arriba, abajo | • Recognise and practise the Spanish vowel sounds • Identify and substitute nouns in a sentence • Contribute to a shared writing task, describing an ideal home • Consolidate understanding of the position of adjectives • Produce own piece of writing, adapting a model |
| Lesson 10  | una ventana una piscina | • Memorise and perform a verse from a song • Evaluate work • Understand the gist of an audio recording, matching adjectives to nouns • Identify different text types |
| Lesson 11 Revision  | No specific new vocabulary | • Identify nouns and adjectives contained in a text • Sort word cards into nouns, verbs, adjectives, prepositions • Be familiar with abbreviations used in a dictionary to identify nouns, verbs, adjectives, adverbs • Recognise potential hazards when using dictionaries and how abbreviations can help • Read phrases with accurate pronunciation and with appropriate intonation and expression |
| Lesson 12 Recap of repetition requests from Y3 and Y4: Furniture | Repite por favor Repita por favor... ¿Cómo se dice en español...? Furniture vocabulary | • Ask for repetition/clarification in Spanish • Understand how accents on words in Spanish affect stress and pronunciation • Consider techniques for committing vocabulary to memory • Use knowledge of pronunciation patterns to create a rap |
| Lesson 13 Revision | No new vocabulary Recap of alphabet Recap of stalling strategies from Y5 | • Sustain an unrehearsed conversation of at least four exchanges • Use stalling strategies as appropriate |
| Lesson 14 Recap of days of the week and months of the year from Y3, Y4 and Y5 Recap of verb ir from Y5:  | vamos vamos a ir vamos a salir | • Understand that Spanish is spoken in many countries throughout the world • Use the internet to research climate • Choose a country for the holiday and select dates • Make predictions about meaning based on existing knowledge • Write short sentences, using a model |
| Lesson 15 holidays | Vamos a estar en... Un hotel, un piso, una casa, un camping | • Use the internet to research different types of accommodation • Write a short letter to book accommodation, adapting a model • Use a dictionary as appropriate |
| Lesson 16 Transport | Vamos a ir en... Recap of means of transport from Y4: En barco, en avión, en coche, en tren Vamos a comer | • Use the internet to research travel options • Use the internet to research food typical of the country • Write short sentences outlining holiday plans, adapting a model • Read authentic texts for enjoyment and for information |
| Lesson 17 Visiting places  | Vamos a visitar y, luego Names of places to visit | • Use the internet to research places of interest at holiday destination • Write a programme of activities for a week on holiday, adapting a model and using the immediate future tense • Use a dictionary as appropriate |
| Lesson 18 Revision  | No new vocabulary | • Prepare presentation for next lesson in relation to holiday plans and the area to be visited • Consider material to be used in the presentation/performance: cultural information – food, climate, places of interest, festivals; songs, dances, music • Use support material appropriately and adapt suggested models • Plan and prepare collaboratively and analyse what needs to be done to carry out the task |
| Lesson 19 Revision and application  | No new vocabulary | • Perform to an audience |
| Lesson 20 Revision and application  | No new vocabulary | • Recall key vocabulary and structures learned during the year • Work collaboratively to answer quiz-type questions |