St. Andrew's
Church of England Primary School
ENRICHING LIVES

Modern Foreign Language - Spanish Curriculum Journey

1. **What is Modern Foreign Language?**

At St. Andrew's, we believe that Modern Foreign Languages are a necessary part of being a member of a multi-lingual society and that they provide valuable skills to be able to communicate effectively with others in another language.

2. **Through the eyes of our children, Modern Foreign Language is important because:**

'Learning different languages gives us the chance to share our ideas and thoughts through speaking, reading and writing in another language.'

3. **Curriculum Intent**

At St. Andrew's Church of England Primary School, we provide our pupils with a high quality Spanish provision in order to foster their curiosity of different cultures from around the world. The teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read literature in the original language. Language teaching should provide the foundation for learning further languages, equipping children to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

4. **Implementation**

The teaching and implementation of the Modern Foreign Language curriculum at St. Andrew's C.E. Primary School is based on the EYFS Development Matters and Early Learning Goals, and National Curriculum, and is supported by expectations from Chris Quigley Milestones, ensuring a well-structured approach.

We teach Spanish across Key Stages 1 and 2. Spanish is taught by a specialist Spanish teacher. The long term plan is structured to provide clear progression for the development of speaking and listening, and vocabulary acquisition.

The children use a variety of the following techniques to encourage children to have an active engagement with Spanish:

Games – in order to develop vocabulary through repetition, reading, writing, speaking and listening skills.

Role-play – these should relate to the situations the children may find themselves in the future.

Action songs and rhymes – to develop phonetic skills, memory skills and to further vocabulary.

Reading and writing quality materials.

5. Impact

Through the high quality teaching of Spanish we will see the impact of the subject in the following ways:

- Children will become aware that a language has a structure, and that the structure differs from one language to another.
- Children will develop their language and communication through development of the four key skills of speaking, listening, reading and writing.
- Children will enrich their language learning by developing an understanding of the Spanish culture.
- Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.

6. Programmes of Study

6.1 Programmes of Study - Primary

EYFS	KS1	KS2
Nursery: Speaking more than one language has lots of advantages for children. **Communication and Language** • Use a wider range of vocabulary. • Develop their communication but may continue to have problems with irregular tenses and plurals, • such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: • • some sounds: r, j, th, ch, and sh multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. **Understanding of the world** • Continue to develop positive attitudes about the differences between people. **Reception:** • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Ask questions to find out more and to check they understand what has been said to them. • Engage in storytimes. • Use new vocabulary in different contexts. • Listen carefully to	Languages is optional at Key Stage 1.	Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3. Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spellings sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

rhymes and songs, • paying attention to how they sound. • Learn rhymes, poems and songs. **Understanding of the World** • Recognise some similarities and differences between life in this country and life in other countries.		• present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express • ideas clearly describe people, places, things and actions orally* and in writing • 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. *The starred (*) content above will not be applicable to ancient languages.*

6.2 Programmes of Study - Next Steps

KS3

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Schools are not required by law to teach the example content in [square brackets].

Pupils should be taught to:

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

7. Progression of skills

- through each strand

7.1 Progression in EYFS

	Development Matters & ELG
Nursery	**Understanding of the world** • Continue to develop positive attitudes about the differences between people.
Reception	**Understanding of the World** • Recognise some similarities and differences between life in this country and life in other countries. ELG Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

7.2 Progression in EYFS

	Development Matters & ELG
Nursery	**Communication and Language** • Use a wider range of vocabulary. • Develop their communication but may continue to have problems with irregular tenses and plurals, • such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: • • some sounds: r, j, th, ch, and sh multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
Reception	**Communication and Language** • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Ask questions to find out more and to check they understand what has been said to them. • Engage in storytimes. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, • paying attention to how they sound. • Learn rhymes, poems and songs. ELG Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

7.3 Progression in KS1 & KS2 – Read Fluently

This concept involves recognising key vocabulary and phrases.

KS1	• Read out loud everyday words and phrases. • Use phonic (or logographic in Mandarin) knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words.
LKS2	• Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words.
UKS2	• Read and understand the main points and some of the detail in short written texts • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials.

7.4 Progression in KS1 & KS2 – Write imaginatively

This concept involves using key vocabulary and phrases to write ideas.

KS1	• Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly.
LKS2	• Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable.
UKS2	• Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words.

7.5 Progression in KS1 & KS2 – Speak confidently

This concept involves using key vocabulary and phrases to verbally communicate ideas.

KS1	• Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.
LKS2	• Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary.
UKS2	• Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty.

7.6 Progression in KS1 & KS2 – Understand the culture of the countries in which the language is spoken

This concept involves the background knowledge and cultural capital needed to infer meaning from interaction

KS1	• Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone.
LKS2	• Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.
UKS2	• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

8. Implementation

8.1. Implementation

At St. Andrew's, Modern Foreign Language lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammatical concepts are built into lessons. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A sequence of lessons provide structure and context, as well as offering an insight into the culture of Spanish-speaking countries and communities.

The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. Teachers are supported by a specialist Spanish teacher who teaches from Y1 upwards while teachers have preparation, planning and assessment time. Spanish lessons at St. Andrew's begin in Year 1. Children in Key Stage 1 have Spanish lessons each week to allow children to build on prior learning each week. In Key Stage 2, children have Spanish lessons alternate terms. Learning in Key Stage 1 takes place on a yearly cycle while in Key Stage 2 Spanish takes place in a 4-year cycle. Children in Key Stage 1 follow the same theme every 6 weeks, differentiated according to age. Similarly, Key Stage 2 children focus on the same theme every 12 weeks which is also differentiated according to age.

8.2 Nursery & EYFS Themes

Nursery children will focus on:

- Celebrations from around the world

Reception children will continue this learning with:

- Developing their knowledge of different festivals

8.3. KS1 – yearly Summary of Coverage

T1	**Numbers 1-11** - 11's Game, Songs with numbers, Basic Greetings
T2	**Colours -** Rainbow Song, Game finding and touching coloured items in the room e.g 'azul'
T3	**Days of the week** - Learning the days of the week, Singing and rapping
T4	**Months of the year** - Song about the months of the year, Knowing how to say our birth month.
– T5	**Body Parts** - Head, shoulders, knees and toes song with actions.
T6	**The Very Hungry Caterpillar** – Fruits, Days of the Week, Food, The Rainbow Fish, The Very Hungry Caterpillar.

8.4. KS2 – 4 year Summary of Coverage

Cycle A– T1 & T2	**Weather** - The weather and the seasons. Basho song and weather cartoon. Decorate and write about the current season on a leaf/snowflake.
Cycle A – T3 & T4	**Parts of the Body & Illness** - Learning about body parts, Head, shoulders, knees and toes song with actions, Role play at the Doctors
Cycle A – T5 & T6	**Food** - Food – The verb to eat, Food vocabulary, Adonde vas clip, Role play in a café
Cycle B– T1 & T2	**Domestic Pets** - Describe and colour in a picture of your pet
Cycle B – T3 & T4	**Family** - Family – Naming family members and showing who is related to who, Simpson slideshow, Masculine/feminine/plurals.
Cycle B – T5 & T6	**Spanish Culture – Festivals** - Festivals in particular La Tomatina
Cycle C– T1 & T2	**Clothes and colours -** Colours, rainbow song, Crossword, Numbers to 31, Verb: Llevar – To wear
Cycle C – T3 & T4	**Sports** – Different sports, Sports equipment, Sports clothing
Cycle C – T5 & T6	**A Spanish City: Barcelona** - Making a passport, Nationality/date of birth/, Adonde vas clip – where are you going to, Role play at the airport – using the passports.
Cycle D – T1 & T2	**Animals of the Peruvian Rainforest** - Animals – Learning vocabulary for different types of animals. Describing a rainforest creature on a cut-out animal shape.
Cycle D – T3 & T4	**Higher Numbers and Daily Routine. (Y1-6)** **Telling the Time (Y6 Only)**
Cycle D– T5 & T6	**Spanish Culture: Ibiza**

9. Medium Term Plans

9.1. Progression across Cycle A

<table>
<tr><th></th><th>Nursery</th><th>Reception</th><th>KS1</th><th>Lower KS2</th><th>Upper KS2</th></tr>
<tr><td>Term 1</td><td rowspan="2">Celebrations from Around the World</td><td rowspan="2">Festivals</td><td>Numbers 1-11 - 11's Game, Songs with numbers, Basic Greetings
*Use phonic knowledge to read words
*Pronounce words showing a knowledge of sound patterns
*Understand a range of spoken phrases</td><td rowspan="2">Weather - The weather and the seasons. Basho song and weather cartoon. Decorate and write about the current season on a leaf/snowflake.
* Read short texts independently.
* Use a translation dictionary or glossary to look up new words.
* Write a few short sentences using familiar expressions.
* Take part in discussions and tasks.
* Demonstrate a growing vocabulary.
* Use a translation dictionary or glossary to look up new words.</td><td rowspan="2">Weather - The weather and the seasons. Basho song and weather cartoon. Decorate and write about the current season on a leaf/snowflake.
* Refer to recent experiences or future plans, as well as to everyday activities.
* Include imaginative and adventurous word choices.
* Take part in conversations to seek and give information.
* Refer to recent experiences or future plans, everyday activities and interests.
* Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</td></tr>
<tr><td>Term 2</td><td>Colours - Rainbow Song, Game finding and touching coloured items in the room e.g 'azul'
*Pronounce words showing a knowledge of sound patterns
*Write or copy everyday words or phrases
*Understand a range of spoken phrases</td></tr>
</table>

Term 3			**Days of the week** - Learning the days of the week, Singing and rapping *Write or copy everyday words correctly *Read out loud familiar words and phrases *Answer simple questions and give basic information *Pronounce words showing a knowledge of sound patterns	**Parts of the Body & Illness** - Learning about body parts, Head, shoulders, knees and toes song with actions, Role play at the Doctors * Express personal experiences and responses. * Use a translation dictionary or glossary to look up new words. * Take part in discussions and tasks. * Demonstrate a growing vocabulary.	**Parts of the Body & Illness** - Learning about body parts, Head, shoulders, knees and toes song with actions, Role play at the Doctors * Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). * Read and understand the main points and some of the detail in short written texts. * Take part in conversations to seek and give information.
Term 4			**Months of the year** - Song about the months of the year, Knowing how to say our birth month. *Understand a range of spoken phrases *Give responses to questions about everyday events. *Pronounce words showing a knowledge of sound patterns		
Term 5			**Body Parts** - Head, shoulders, knees and toes song with actions. *Understand a range of spoken phrases *Understand standard language	**Food** - Food – The verb to eat, Food vocabulary, Adonde vas clip, Role play in a café * Demonstrate a growing vocabulary.	**Food** - Food – The verb to eat, Food vocabulary, Adonde vas clip, Role play in a café * Describe, with interesting detail, some similarities and

			*Pronounce words showing a knowledge of sound patterns	* Take part in discussions and tasks. * Read short texts independently.	differences between countries and communities where the language is spoken and this country. * Take part in conversations to seek and give information. * Write short texts on familiar topics. * Show confidence in reading aloud, and in using reference materials.
Term 6			**The Very Hungry Caterpillar** – Fruits, Days of the Week, Food, The Rainbow Fish, The Very Hungry Caterpillar. *Read and understand short written phrases *Read and understand short written passages *Understand a range of spoken phrases *Pronounce words showing a knowledge of sound patterns		

9.2 Progression across Cycle B

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	**Celebrations from Around the World**	**Festivals**	**Numbers 1-11** - 11's Game, Songs with numbers, Basic Greetings *Use phonic knowledge to read words *Pronounce words showing a knowledge of sound patterns *Understand a range of spoken phrases	**Domestic Pets** - Describe and colour in a picture of your pet * Take part in discussions and tasks. * Demonstrate a growing vocabulary. * Write short phrases from memory with spelling that is readily understandable. * Read short texts independently.	**Domestic Pets** - Describe and colour in a picture of your pet * Take part in conversations to seek and give information. * Include imaginative and adventurous word choices. * Read and understand the main points and some of the detail in short written texts.
Term 2			**Colours -** Rainbow Song, Game finding and touching coloured items in the room e.g 'azul' *Pronounce words showing a knowledge of sound patterns *Write or copy everyday words or phrases *Understand a range of spoken phrases		
Term 3			**Days of the week** - Learning the days of the week, Singing and rapping *Write or copy everyday words correctly *Read out loud familiar words and phrases	**Family** - Family – Naming family members and showing who is related to who, Simpson slideshow, Masculine/feminine/plurals.	**Family** - Family – Naming family members and showing who is related to who, Simpson slideshow, Masculine/feminine/plurals.

			*Answer simple questions and give basic information *Pronounce words showing a knowledge of sound patterns	* Understand the main points from spoken passages. * Express personal experiences and responses. * Use a translation dictionary or glossary to look up new words. * Take part in discussions and tasks. * Demonstrate a growing vocabulary.	* Be understood with little or no difficulty. * Give a short prepared talk that includes opinions. * Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). * Show confidence in reading aloud, and in using reference materials.
Term 4			**Months of the year** - Song about the months of the year, Knowing how to say our birth month. *Understand a range of spoken phrases *Give responses to questions about everyday events. *Pronounce words showing a knowledge of sound patterns		
Term 5			**Body Parts** - Head, shoulders, knees and toes song with actions. *Understand a range of spoken phrases *Understand standard language *Pronounce words showing a knowledge of sound patterns	**Spanish Culture – Festivals** - Festivals in particular La Tomatina * Describe with some interesting details some aspects of countries or communities where the language is spoken. * Make comparisons between life in countries or communities where the language is spoken and this country. * Demonstrate a growing vocabulary.	**Spanish Culture – Festivals** - Festivals in particular La Tomatina * Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. * Be understood with little or no difficulty. * Convey meaning (although there may be some mistakes, the meaning can be
Term 6			**The Very Hungry Caterpillar** – Fruits, Days of the Week, Food, The Rainbow Fish, The Very Hungry Caterpillar.		

			*Read and understand short written phrases *Read and understand short written passages *Understand a range of spoken phrases *Pronounce words showing a knowledge of sound patterns	* **Write a few short sentences using familiar expressions.**	understood with little or no difficulty).

9.3. Progression across Cycle C

<table>
<tr><th></th><th>Nursery</th><th>Reception</th><th>KS1</th><th>Lower KS2</th><th>Upper KS2</th></tr>
<tr><td>Term 1</td><td rowspan="2">Celebrations from Around the World</td><td rowspan="3">Festivals</td><td>Numbers 1-11 - 11's Game, Songs with numbers, Basic Greetings
*Use phonic knowledge to read words
*Pronounce words showing a knowledge of sound patterns
*Understand a range of spoken phrases</td><td rowspan="2">Clothes and colours - Colours, rainbow song, Crossword, Numbers to 31, Verb: Llevar – To wear
* Take part in discussions and tasks.
* Express personal experiences and responses.
* Read and understand the main points in short written texts.</td><td rowspan="2">Clothes and colours - Colours, rainbow song, Crossword, Numbers to 31, Verb: Llevar – To wear
* Take part in conversations to seek and give information.
* Use dictionaries or glossaries to check words.
* Write short texts on familiar topics.
* Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</td></tr>
<tr><td>Term 2</td><td>Colours - Rainbow Song, Game finding and touching coloured items in the room e.g 'azul'
*Pronounce words showing a knowledge of sound patterns
*Write or copy everyday words or phrases
*Understand a range of spoken phrases</td></tr>
<tr><td>Term 3</td><td>Days of the week - Learning the days of the week, Singing and rapping
*Write or copy everyday words correctly
*Read out loud familiar words and phrases</td><td>Sports – Different sports, Sports equipment, Sports clothing
* Ask and answer simple questions and talk about interests.</td><td>Sports – Different sports, Sports equipment, Sports clothing
* Refer to recent experiences or future</td></tr>
</table>

			*Answer simple questions and give basic information *Pronounce words showing a knowledge of sound patterns	* Express personal experiences and responses. * Read short texts independently.	plans, everyday activities and interests. * Write short texts on familiar topics. * Read and understand the main points and some of the detail in short written texts.
Term 4			**Months of the year** - Song about the months of the year, Knowing how to say our birth month. *Understand a range of spoken phrases *Give responses to questions about everyday events. *Pronounce words showing a knowledge of sound patterns		
Term 5			**Body Parts** - Head, shoulders, knees and toes song with actions. *Understand a range of spoken phrases *Understand standard language *Pronounce words showing a knowledge of sound patterns	**A Spanish City: Barcelona** - Making a passport, Nationality/date of birth/, Adonde vas clip – where are you going to, Role play at the airport – using the passports. * Describe with some interesting details some aspects of countries or communities where the language is spoken.	**A Spanish City: Barcelona** - Making a passport, Nationality/date of birth/, Adonde vas clip – where are you going to, Role play at the airport – using the passports. * Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.
Term 6			**The Very Hungry Caterpillar** – Fruits, Days of the Week, Food, The Rainbow Fish, The Very Hungry Caterpillar.	* Make comparisons between life in countries or communities where	* Vary language and produce extended responses.

			*Read and understand short written phrases *Read and understand short written passages *Understand a range of spoken phrases *Pronounce words showing a knowledge of sound patterns	the language is spoken and this country. * Ask and answer simple questions and talk about interests. * Write a few short sentences using familiar expressions.	* Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).

9.4 Progression across Cycle D

<table>
<tr><th></th><th>Nursery</th><th>Reception</th><th>KS1</th><th>Lower KS2</th><th>Upper KS2</th></tr>
<tr><td>Term 1</td><td rowspan="3">Celebrations from Around the World</td><td rowspan="3">Festivals</td><td>Numbers 1-11 - 11's Game, Songs with numbers, Basic Greetings
*Use phonic knowledge to read words
*Pronounce words showing a knowledge of sound patterns
*Understand a range of spoken phrases</td><td rowspan="2">Animals of the Peruvian Rainforest - Animals – Learning vocabulary for different types of animals. Describing a rainforest creature on a cut-out animal shape
* Describe with some interesting details some aspects of countries or communities where the language is spoken.
* Demonstrate a growing vocabulary.
* Write a few short sentences using familiar expressions.
* Use a translation dictionary or glossary to look up new words.</td><td rowspan="2">Animals of the Peruvian Rainforest - Animals – Learning vocabulary for different types of animals. Describing a rainforest creature on a cut-out animal shape
* Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.
* Refer to recent experiences or future plans, everyday activities and interests.
* Include imaginative and adventurous word choices.</td></tr>
<tr><td>Term 2</td><td>Colours - Rainbow Song, Game finding and touching coloured items in the room e.g 'azul'
*Pronounce words showing a knowledge of sound patterns
*Write or copy everyday words or phrases
*Understand a range of spoken phrases</td></tr>
<tr><td>Term 3</td><td>Days of the week - Learning the days of the week, Singing and rapping
*Write or copy everyday words correctly
*Read out loud familiar words and phrases</td><td>Higher Numbers and Daily Routine. (Y1-6)
* Write a few short sentences using familiar expressions.</td><td>Higher Numbers and Daily Routine. (Y1-6)
* Write short texts on familiar topics.</td></tr>
</table>

			*Answer simple questions and give basic information *Pronounce words showing a knowledge of sound patterns	* Express personal experiences and responses. * Use a translation dictionary or glossary to look up new words.	* Use dictionaries or glossaries to check words. * Show confidence in reading aloud, and in using reference materials.
Term 4			**Months of the year** - Song about the months of the year, Knowing how to say our birth month. *Understand a range of spoken phrases *Give responses to questions about everyday events. *Pronounce words showing a knowledge of sound patterns		
Term 5			**Body Parts** - Head, shoulders, knees and toes song with actions. *Understand a range of spoken phrases *Understand standard language *Pronounce words showing a knowledge of sound patterns	**Spanish Culture: Ibiza** * Write short phrases from memory with spelling that is readily understandable. * Read short texts independently.	**Spanish Culture: Ibiza** * Include imaginative and adventurous word choices. * Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). * Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.
Term 6			**The Very Hungry Caterpillar** – Fruits, Days of the Week, Food, The Rainbow Fish, The Very Hungry Caterpillar.		

			*Read and understand short written phrases *Read and understand short written passages *Understand a range of spoken phrases *Pronounce words showing a knowledge of sound patterns		

10. Vocabulary

10.1. Progression in Vocabulary

The teaching and use of appropriate vocabulary forms an important part of teaching learning. These age specific 'key word' lists identify the vocabulary that we expect teachers to be using. In addition, specific key words (must words) will be selected from these lists for each unit of work for inclusion in the knowledge organisers.

10.2 Key Stage One

	Numbers 1-11 · 11's Game · Songs with numbers · Basic Greetings	
	Year 1	Year 2
Term 1	1 Uno, 2 Dos, 3 Tres, 4 Cuatro, 5 Cinco,	Everything from Year 1
	6 Seis, 7 Siete, 8 Ocho, 9 Nueve, 10 Diez,	12Doce, 13 trece, 14 catorze,15 quince,
	11 Once	16 dieciseis, 17 diecisiete, 18 dieciocho
	Hola Hello, Adios,Good bye,	19 diecinueve, 20 veinte
	Buenos Dias Good Morning	Play Bingo
	Buenas Tardes/Noches Good afternoon/night	

	Colours Rainbow Song Game finding and touching coloured items in the room e.g 'azul'	
	Year 1	Year 2
Term 2	Blanco White, Azul Blue, Verde Green	Everything from Year 1
	Marron Brown, Amarillo Yellow	Colouring in sheets to label
	Naranja Orange, Rosa Pink, Rojo Red	
	Morado Purple, Negro Black, Gris Grey	
	Que color What Colour	
	Es is	

	Days of the week Learning the days of the week. Singing and rapping	
	Year 1	Year 2
Term 3	Lunes Monday, Martes Tuesday,	Everything from Year 1
	Miercoles Wednesday, Jueves Thursday,	Days of the week sheets to colour in
	Viernes Friday, Sabado Saturday	Hoy today, ayer yesterday,manana tomorrow
	Domingo Sunday,	
	Dias de la Semana Days of the week	
	Que dia es hoy What day is it today	

	Months of the year Song about the months of the year. Knowing how to say our birth month.	
	Year 1	Year 2
Term 4	Enero January, Febrero February	Everything from Year 1
	Marzo March, Abril April, Mayo May	Colouring in sheets with the months
	Junio June, Julio July, Agosto August	
	Septiembre September, Octubre October,	
	Noviembre November Diciembre December	
	Los doce meses del ano 12 months of year	

	Body Parts Head, shoulders, knees and toes song with actions.	
	Year 1	Year 2
Term 5	Cabeza Head, Hombros Shoulders,	Everything from Year 1
	Rodillas knees, Pies Feet, Ojos eyes,	Labeling a diagram of a body in Spanish
	Orejas ears, Boca Mouth, Nariz Nose,	
	Brazo Arm, Pierna Leg	Me duele elestomago My stomach hurts
	Tengo ojos verdes, azules, marrones	Me duele la cabeza My head hurts
	I have green, blue, brown eyes	Drs role play

	The Very Hungry Caterpillar Fruits Days of the Week Food The Rainbow Fish The Very Hungry Caterpillar.	
	Year 1	Year 2
Term 6	Numeros, dias de la semana, comida	Everything from Year 1
	Comida Food, Tengo hambre I am hungry,	Acting out a dramatic adaptation to perform in front of the school.
	Frutas Fruit, Manzana, Peras Pears,	

	Ciruelas Plums, Fresas Strawberries	
	Naranjas Oranges, Sandia Watermelon	
	Pastel de chocolate chocolate cake	

10.3 Key Stage Two

	Weather The weather and the seasons. Basho song and weather cartoon. Decorate and write about the current season on a leaf/snowflake. Spanish Word Mat - Numbers 1-10 Basic Greetings Days of the week – song/rap & crossword. Months of the year, song – writing our Birthdate.	
	LKS2	UKS2
Cycle A Term 1 & 2	Qual es la estacion? What is the season?	Everything from LKS2
	Que tiempo hace? What is the weather doing?	Niebla fog, Nieve snow,
	Primavera Spring, Verano Summer	Llueve it rains
	Otono Autumn, Invierno Winter	Work sheets on weather
	Hace frio, sol, calor It is cold, sunny, hot	More detail on final weather leaf/snowflake
	Hace viento it is windy	

	Parts of the Body & Illness Learning about body parts. Head, shoulders, knees and toes song with actions. Role play at the Drs.	
	LKS2	UKS2
Cycle A Term 3 & 4	Cabeza Head, Hombros Shoulders	Everything from LKS2
	Rodillas knees, Pies Feet, Ojos eyes	La pierna esta rota The leg is broken
	Orejas ears, Boca Mouth, Nariz Nose	El brazo esta roto The arm is broken
	Brazo Arm, Pierna Leg	Tienes fiebre You have a fever
	Tengo dolor de I have a pain in	Me duele la cabeza/el estomago
	Dr role play	My head aches/stomach hurts

	Food Food – The verb to eat Food vocabulary Adonde vas clip Role play in a café	
	LKS2	UKS2
Cycle A Term 5 & 6	Tengo hambre I am Hungry, Comer to eat	Everything from LKS2
	Beber to drink, comida food, bebida drink	More complex script for café
	Café menu la carta, coca cola, limonda lemonade, agua water, zumo squash	Quiero I would like, Me gusta(n) I like it I like them
	Bocadillo sandwich	Tapas menu
	De queso, jamon, chorizo cheese, ham, chorizo	
	Helado ice-cream de of Fresa, Vainilla, chocolate, strawberry, Vanilla	

	Domestic Pets Describe and colour in a picture of your pet	
	LKS2	UKS2
Cycle B Term 1 & 2	Tengo I have, No tengo I don't have	Everything from LKS2
	Gato cat, perro dog, pez fish, hamster hamster, cobayo guinea pig, caballo horse,	Feroz fierce, timido shy, divertido fun
	Rata mouse, raton rat, Tortuga tortoise	Tiene escalas It has scales, tiene pelo it has hair, Es liso it is smooth
	Serpiente snake	
	Tiene ..anos It is ..years old	

	Family Family – Naming family members and showing who is related to who. Simpson slideshow. Masculine/feminine/plurals.	
	LKS2	UKS2
Cycle B Term 3 & 4	Tienes hermanos? Do you have siblings? No tengo hermanos soy hijo unico	Everythng from LKS2
	Tengo dos hermanos I have 2 brothers/siblings	More in depth family tree and the ability to say who is Mona's sister, cousin etc.
	Tengo dos hermanas I have 2 sisters	Primo cousin, prima female cousin, primos plural cousins
	Mi Madre My Mother, Mi padre My father, Mis Padres My parents	
	Tio uncle, tia Aunty, Tios aunts/uncles Abuela Grandma, abuelo Grandpa, abuelos grandparents	
	Family tree Arbol Genialogico	

	Spanish Culture - Festivals Festivals in particular La Tomatina – Slide show and questions.	
	LKS2	UKS2
Cycle B Term 5 & 6	La Cultura Culture, comida food, lingua language, ropa clothing, religion religion,	Everything from LKS2
	Arte art, musica music	
	Festivales Espanoles Spanish festivals,	

	Clothes and colours Colours, rainbow song Crossword Numbers to 31 Verb: Llevar – To wear	
	LKS2	UKS2
Cycle C Term 1 & 2	La Ropa Clothes	Everything from LKS2
	Camisa Shirt, Camiseta T-shirt, pantalones trousers, pantalones cortos shorts	Algodon cotton, cuero/piel leather, nylon nylon, goma rubber, plastic plastic,
	Falda skirt, vestido dress	Bolas dots, rayas stripes,
	Tenis trainers, Zapatos shoes, sandalias sandals	Design and label an outfit and describe in Spanish the materials, patterns and colours.

	Design and label an outfit	

	Sports	
	LKS2	UKS2
Cycle C Term 3 & 4	Cual es tu deporte favorito? What is your favourite sport	Everything from LKS2
	Mi deporte favorito es My favourite sport is	Greater depth more detailed investigation in ipad lesson
	Esqui ski, Equitacion riding, tenis tennis, padel padel, futbol football,rugby rugby	Extension for some to say history of the sport, name famous players from Spain
	Natacion swimming	More in depth questions regarding La Tomatina
	Ipad lesson researching clothing/equipment	
	Design and label clothing or equipment	

	A Spanish City: Barcelona Making a passport: Nationality/date of birth/ Adonde vas clip – where are you going to. Role play at the airport – using the passports.	
	LKS2	UKS2
Cycle C Term 5 & 6	Nacionlidad Nationality, Ingles/a English male/female	Same as LKS2
	Fecha de Nacimiento Date of birth	Voy a I am going, Voy a visitar I am going to visit, voy a nadar I am going to swim
	Fecha de emission Date of issue	Describe the place you are visiting in Barcelona and write about it
	Hola adonde vas? Hello where are you going to?	Make a Gaudi inspired clay lizard
	Voy a Barcelona I am going to Barcelona	
	Role play at the airport using passports	

	Animals of the Peruvian Rainforest Animals – Learning vocabulary for different types of animals. Describing a rainforest creature on a cut-out animal shape.	
	LKS2	UKS2
Cycle D Term 1 & 2	Criatura/animal creature animal	Same as LKS2
	Serpiente,anaconda, capibarra, mariposa, hormiga, caiman, perezoso bayo, pirana, mono aullador	Insectos insects, serpiente, mamifero mammal, reptile reptile,

	Name and colour of the chosen creature	Come it eats,
		Tiene it has
		Ipad lesson researching the amazon creature
		Hechos interesantes interesting facts

	Higher Numbers and Daily Routine. Telling the Time (Y6 Only)	
	LKS2	UKS2
Cycle D Term 3 & 4	Learning higher numbers 1-31 sheet	Same as LKS2
	Daily routine verbs	More detailed verbs explain reflexive verbs
	Me levnto I get up, Desayuno I breakfast, Me visto	Que hora es? What time is it? Verb Ser to be
	Voy a la escuela I go to school	Es la una It is 1, Son las dos it is 2
	Duermo I sleep	Y and for past the hour, menos for to the hour
	Drawing pictures of the daily routine with labels	Final piece draw times on clock face with action picture and describe the action at that time in Spanish. A las siete me levanto At 7am I get up

	Spanish Culture: Ibiza	
	LKS2	UKS2
Cycle C Term 5 & 6	Learn about the island of Ibiza	Same as LKS2
	Describe what you can do there	Ipad lesson researching things to do
	Ir a la playa to go to the beach	Design a poster or an information leaflet
	Andar de barco to go by boat	Se puede one can
	Ir al museo to go to the museum	Hay there is or there are
	Comer paella to eat paella Final piece poster of Ibiza	