



# Success in Foreign Languages - Spanish



## Intent – What do we want to achieve?

The intention of the KS2 Foreign Languages curriculum at Hardy Mill Primary School is that children are taught to develop an interest in learning a foreign language in a way that is enjoyable and stimulating. Hardy Mill School intends to use the Language Angels scheme of work and resources to ensure we offer an **exciting, creative**, relevant and broad curriculum which fosters a **lasting enjoyment of learning Spanish**. We want the children to feel willing and able to continue studying languages beyond Key Stage 2. As a feeder school, we teach Spanish as a language, which enables further language learning in our local secondary schools.

The three key language learning pillars: **phonics, grammar** and **vocabulary** covered in an age-appropriate way through a carefully selected range of units. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning. Across each unit, the key skills of **speaking, listening, reading, writing** and **grammar** progresses within each teaching type. The level of learning and progression of each pupil is also increased as pupils move across each subsequently more challenging Language Angels Teaching type from Early Learning to Intermediate and on to Progressive throughout their time in KS2.

With the intention of teaching correct pronunciation and grammar, we use Language Angels resources to ensure that children have opportunities to listen to and speak with the correct pronunciation in every lesson, no matter whether the teacher is a specialist in the language or not.

We encourage the children to have the **courage** and **confidence to step out of their comfort zone** and stimulate curiosity about language in the wider world. This develops their awareness of cultural differences in other countries, **respect** for other cultures and **cooperation**. In addition, this allows them to reflect on British values and their spiritual, moral, social and cultural capital.

## Implementation – How do we organise learning?

Our foreign language curriculum has been planned and implemented to meet the current needs of children at Hardy Mill and progressively develop their skills in languages, which the pupils can apply to the learning of a foreign language in KS3. We follow the national curriculum, alongside the Spanish Language Angels scheme of work on a two-year cycle, due to our mixed year classes. A two-year long-term overview has been carefully planned by the Foreign Language subject lead. The use of the overview and Language Angels scheme of work ensures that at least five units of Spanish (including phonics) is taught over each year by class teachers across KS2. The language curriculum for Years 5 and 6 is designed to build upon prior knowledge of vocabulary, grammar and phonics acquired in Years 3 and 4. Each lesson begins with a quick recap of previous learning, as well as chosen units that recap and build on previous skills and ensure that the children retain their learning.

Vocal repetition, practical activities, songs and games are used to help to improve memory and recall of vocabulary and each child owns a Spanish book to record written tasks when appropriate. Tasks are adapted ensuring that all children, including children with SEND, are challenged and supported. Spanish displays are a non-negotiable in KS2 classrooms to remind children of key vocabulary and phonic sounds. Spanish dictionaries and vocabulary sheets are available for children to use during lessons to support and extend their learning. We have established a link school in Asturias, Spain, called *Centro Rural Agrupado*, which will enable exchanges between pupils through different means such as photos and videos. Pupils will get to know each other's culture as well as develop their language skills. The Spanish display on the KS2 corridor further raises the children's learning and awareness of the Spanish language, and entuses them to visit some famous locations in Spain. In addition, the Duolingo Spanish extra-curricular club extends the opportunity to extend their Spanish learning further.

Regular assessment of speaking, listening, writing and reading skills at the end of each unit allows both teachers and children to be aware of the progress made. Children also have access to a child-friendly learning intention sheet and vocabulary sheet at the start of each unit, which allows them to see their progress in their learning.

## National Curriculum – Foreign Languages

### Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils 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 great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### Aims

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.

### KS2

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 spelling, 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\*
- ♣ 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 Languages – key stage 2 3
- ♣ 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.

## Hardy Mill Long Term Plan – Foreign languages

		Unit 1 (Phonics)	Unit 2	Unit 3	Unit 4	Unit 5
<b>LKS2</b>	<b>Cycle A</b>	Fonética (Core Vocabulary – Spanish phonetics) Lessons 1 and 2	I Can (Puedo)... (E)	Fruits (E)	Ancient Britain (E)	Presenting Myself (I)
	<b>Cycle B</b>	Fonética (Core Vocabulary – Spanish phonetics) Lessons 1 and 2	I'm learning Spanish (E)	Vegetables (E)	Musical instruments (E)	In the classroom (I)
<b>UKS2</b>	<b>Cycle A</b>	Fonética (Core Vocabulary – Spanish phonetics) Lessons 3 & 4 (With quick Lesson 1&2 recap)	What's the date? (I)	Do you have a pet? (I)	My home (I)	Weekend (P)
	<b>Cycle B</b>	Fonética (Core Vocabulary – Spanish phonetics) Lessons 3 & 4 (With quick Lesson 1&2 recap)	Family (I)	Clothes (I)	At school (P)	Vikings (P)
		Over the units, there is a reconsolidation of numbers and greetings e.g. hello, how are you? Quick recap of previous units taught that year at the start of each lesson. Need to teach at least 5 units over the space of the year, including the phonics unit.				

## Impact

To evaluate how well our children are learning and check that they are remembering more and applying more, we use a combination of formative and summative assessments (at the end of each unit), pupil interviews, work book scrutinies and lesson observations.

Whilst learning a foreign language, we want our children to know about and be respectful of the Spanish culture. We want our children to be confident in being able to ask questions, present information and give opinions in Spanish, in both speaking and written form. We also want our children to be confident when listening to and reading the Spanish language.

When children meet their end points, they are well prepared for the next stage in their education when they leave Hardy Mill and Spanish is taught in most of our feeder schools.

## How do we know our children have made progress? What are their end points?

End of  
LKS2

### **By the end of Year 3 pupils should:**

- Understand numbers 1-10 and be able to say, read and write them.
- Use simple greetings (e.g. saying hello and goodbye, saying how they are).
- Ask and answer simple questions about name and age.
- Understand and communicate familiar nouns (e.g. fruits, vegetables, musical instruments) including the correct article (dependent on gender).
- Use simple adjectives (e.g. colours).
- Use some simple verbs in the first person "I" form (e.g. I am and I play).
- Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.

### **By the end of Year 4 pupils should:**

- Understand numbers 1-20 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).
- Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. simple classroom commands etc.)
- Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, fruits, vegetables, musical instruments).
- Understand and use adjectives to describe people, places, things and themselves (e.g. their age, nationality, where they live).
- Understand and use verbs in the first person "I" form (perhaps also have a look at a fully conjugated regular verb and show where the first person "I" form is).
- Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article.

End of  
UKS2

### **By the end of Year 5 pupils should:**

- Understand and use the alphabet to assist in correct spelling and pronunciation.
- Follow and give simple instructions and descriptions (e.g. their family members, the date, what they are wearing).
- Be able to say, read and write the date including the day, number and month of the year. Numbers from 1-31 should be familiar.
- Take part in conversations and be able to make simple statements and present information (e.g. playing an instrument, the date, what they wear at different times of the year or on different occasions).
- Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place).
- Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on

different days of the week for different occasions).

- Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard.
- Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”).

**By the end of Year 6 pupils should:**

- Understand numbers 1-100 and be able to use them in context (e.g. the date, age).
- Be able to identify and tell the time (in speaking, listening, reading and writing exercises).
- Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don’t like, leisure activities they like, foods they don’t like etc.)
- Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).
- Understand and use transactional language (e.g. in a shop role play “I would like” etc.)
- Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.
- Use connectives to make sentences more descriptive and fluent (e.g. “after”, “also”, “and”, “later on”, “finally” etc.)
- Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about the Vikings).
- Study cross-curricular topics (e.g. the Vikings, Ancient Britain) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language. They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages.
- Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.

## Progression of skills in Spanish at Hardy Mill

	LKS2		UKS2	
	<b>Year 3</b>	<b>Year 4</b> (Based on at least 1 year of previous foreign language learning)	<b>Year 5</b> (Based on at least 2 years of previous foreign language learning)	<b>Year 6</b> (Based on at least 3 years of previous foreign language learning)
Listening	<p>Listen to and enjoy songs. Recognise familiar words and short phrases.</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <ul style="list-style-type: none"> <li>• Follow a text accurately whilst listening to it being read.</li> </ul>	<p>Listen more attentively and for longer.</p> <p>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <ul style="list-style-type: none"> <li>• Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</li> </ul>	<p>Listen to longer text and more authentic foreign language material.</p> <p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>
Speaking	<ul style="list-style-type: none"> <li>• Communicate with others using simple words and short phrases covered in the units</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with others with improved confidence and accuracy.</li> <li>• Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</li> <li>• Apply phonic knowledge to support speaking (also reading and writing).</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate on a wider range of topics and themes.</li> <li>• Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> <li>• Take part in short conversations using sentences and familiar vocabulary.</li> <li>• Understand and express simple opinions using familiar topics and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</li> <li>• Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</li> <li>• Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</li> <li>• Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</li> <li>• Use connectives to link together what they say so as to add fluency.</li> </ul>



Reading	<ul style="list-style-type: none"> <li>• Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</li> <li>• Understand the meaning in English of short words I read in the foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'.</li> <li>• Understand most of what we read in the foreign language when it is based on familiar language.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</li> <li>• Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</li> <li>• Decode unknown language using bilingual dictionaries.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</li> </ul>	<ul style="list-style-type: none"> <li>• Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age</li> </ul>	<ul style="list-style-type: none"> <li>• Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name</li> </ul>	<ul style="list-style-type: none"> <li>• Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of an grammar covered.</li> <li>• Also start to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive adjectives e.g. a presentation or description of a typical school day including subjects, time and opinions.</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Start to understand the concept of noun gender and the use of articles.</li> <li>• Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</li> </ul>	<ul style="list-style-type: none"> <li>• Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</li> <li>• Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).</li> <li>• Understand better the rules of adjectival agreement and possessive adjectives.</li> <li>• Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate our understanding of gender and nouns, use of negative, adjectival agreement and possessive adjectives (e.g. which subjects I like at school and also which subjects I don't like)</li> <li>• Become familiar with a wider range of conjunctions and more confident with full verb conjugation – both regular and irregular EG. 'to go', 'to do', 'to have' and 'to be'.</li> </ul>

Repeats within LKS2 Cycle A and B and revisits this in UKS2

Teaches and revisits within UKS2

## Progression of “The Three Pillars of Language Learning” in Spanish at Hardy Mill

	LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B
Phonics	<p>Fonética (Core Vocabulary – Spanish phonetics) Lessons 1 &amp; 2</p> <p>I know the first set of phonics sounds / phonemes in Spanish:  <b>CH J Ñ LL RR</b>  <b>CA CE CI CO CU</b></p> <p>Silent letters e.g. “H” in hablar.</p> <p><b>Ñ tilde</b> – e.g. champiÑones</p> <p><b>Accents</b> e.g. dónde</p> <p><b>Stress placement</b></p>	<p>Fonética (Core Vocabulary – Spanish phonetics) Lessons 1 &amp; 2</p> <p>I know the first set of phonics sounds / phonemes in Spanish:  <b>CH J Ñ LL RR</b>  <b>CA CE CI CO CU</b></p> <p><b>Stress placement</b> e.g. a-zul, na-ran-ja, fav-or</p> <p><b>Ñ tilde</b> – champiÑones</p> <p><b>Accents</b> e.g. dónde</p>	<p><b>Fonética (Core Vocabulary – Spanish phonetics) Lesson 3 &amp; 4 (1 hour - With Lessons 1&amp;2 quick recap)</b></p> <p>I know the third set of phonics sounds / phonemes in Spanish:  <b>GA GE GI GO GU</b>  <b>B V CC QU Z</b></p> <p><b>Stress placement</b> (word that end in consonant (aprt from n or s) should be stressed on the last syllable in the word <b>a-bril</b>. For words that end in a vowel or ‘n’ or ‘s’ it is normally the second to last syllable e.g. sep-<b>tiem</b>-bre.</p> <p><b>Ñ tilde</b> – e.g. cumpelaÑos</p> <p><b>Silent letters</b> e.g. ‘h’ is always silent e.g. hoy = oy</p> <p><b>Accents</b> – written only over vowels in Spanish.</p>	<p><b>Fonética (Core Vocabulary – Spanish phonetics) Lesson 3 &amp; 4 (1 hour - With Lessons 1&amp;2 quick recap)</b></p> <p>I know the third set of phonics sounds / phonemes in Spanish:  <b>GA GE GI GO GU</b>  <b>B V CC QU Z</b>  <b>CA CE CI CO CU</b></p> <p><b>Stress placement</b> (word that end in consonant (aprt from n or s) should be stressed on the last syllable in the word <b>a-bril</b>. For words that end in a vowel or ‘n’ or ‘s’ it is normally the second to last syllable e.g. sep-<b>tiem</b>-bre.</p> <p><b>Ñ tilde</b> – e.g. cumpelaÑos</p> <p><b>Accents</b> – written only over vowels in Spanish.</p> <p><b>Silent letters</b> e.g. ‘h’ is always silent e.g. hola = ola</p>

Vocabulary	<p>See individual unit vocabulary mats (lesson 1 for each unit)</p> <p>Numbers 1-20 Ten high frequency common activity verbs 10 common fruits High frequency verbs e.g. soy, tengo, vivo Express feelings Personal details (e.g. name, age, where you live, nationality)</p>	<p>See individual unit vocabulary mats (lesson 1 for each unit)</p> <p>How are you? 10 key colours Numbers 1-10 10 common vegetables Please, thank you, hello Kilo, half kilo 10 common instruments 11 nouns and articles for common classroom objects High frequency verbs e.g. tengo/ no tengo</p>	<p>See individual unit vocabulary mats (lesson 1 for each unit)</p> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>- From 'Me presento' e.g. how to say your name, age and where you live.</li> <li>- Numbers 1-10</li> <li>- High frequency verbs e.g. Tengo, Soy, Vivo</li> </ul> <p><b>New teaching</b></p> <p>Days of the week, the months Asking and saying the date How to ask when birthday is. Numbers 11-31 8 nouns and indefinite articles for common pets. Ask somebody if they have a pet and give an answer back. Say what pet we have/ do not have. Say and write whether we live in a house or apartment Rooms we have and do not have at home e.g. <b>En mi casa (no) hay</b> Conjunctions and opinions for joining two phrases together. Ten phrases on activities to do at the weekend. Tell the time in Spanish using quarter past, half past and quarter to.</p>	<p>See individual unit vocabulary mats (lesson 1 for each unit)</p> <p><b>Revision</b></p> <p>Personal details e.g. name, age, where you live, nationality Numbers 1-10 Colours Days of the week</p> <p><b>New teaching</b></p> <p>Family members. Count numbers (up to 31) to 100. Describing the weather 21 items of clothing. Full conjugation for the regular 'ar' verb. 10 nouns and definite articles for school subjects Variety of justifications to expand opinion. 6 key periods of ancient Britain Describe ourselves using height, hair type length and colour and eye colour. Daily routine.</p>
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Grammar	<p><b><u>LKS2 Cycle A</u></b></p> <ul style="list-style-type: none"> <li>- Have better knowledge and recall of 1st person singular of high frequency verbs.</li> <li>- Use modal verb plus infinitive (e.g. puedo + bailar = I can dance)</li> <li>- Explore the concept of gender to understand masculine or feminine nouns</li> <li>- The use of singular/ plural indefinite articles/ determiners e.g. un or una, los or las</li> <li>- Understand the upside down questions mark used at the beginning of a sentence that is a question.</li> <li>- Verbs. Explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo) and one regular verb vivir (vivo).</li> <li>- Introduction to adjectival agreement e.g. adding an 'a' to the end of an adjective if noun is feminine. E.g. nationality e.g. soy ingles(a)</li> </ul>	<p><b><u>LKS2 Cycle B</u></b></p> <ul style="list-style-type: none"> <li>- Explore the concept of gender to understand masculine or feminine nouns</li> <li>- Plural definite article/ determiner is either <b>los</b> or <b>las</b> in Spanish depending whether noun is masculine or feminine noun (gender).</li> <li>- Understand the upside down questions mark used at the beginning of a sentence that is a question.</li> <li>- Build a short phrase in Spanish using a conjugated verb, 1<sup>st</sup> person of the verb 'to play' (tocar) and definite determine/article.</li> <li>- Use of the negative e.g. No tengo</li> <li>- Notice that in Spanish the pronoun I (yo) is missing and just the verb is used e.g. soy, tengo</li> </ul>	<p><b><u>UKS2 Cycle A</u></b></p> <p><b><u>Revision</u></b> Upside down question mark used at the beginning of all questions. Revisit 1<sup>st</sup> person singular conjugations of high frequency verbs e.g. me llamo, tengo, soy, voy, juego Indefinite articles/determiners <b>un</b> and <b>una</b> Negative structure e.g. No tengo</p> <p><b><u>New teaching:</u></b> Ordinal and cardinal numbers: Noting that the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> etc is not used in the Spanish date. Negative structure e.g. hay and no hay <b>Use simple connectives/ conjunctions e.g. y and pero</b></p>	<p><b><u>UKS2 Cycle B</u></b></p> <p><b><u>Revision</u></b> Gender of nouns Adjectival agreement Definite articles el, la, los and las. High frequency regular and irregular verbs</p> <p><b><u>New teaching</u></b> <b>Exploring possessive adjectives with focus on 'my'.</b> <b>Conjunctions</b> Understanding there are two words in Spanish 'mi' and 'mis'. Moving from "I am" and "I have" to 'he/she is' and 'he/she has'. Conjugation of the regular 'ar' verb <b>LLEVAR</b>. Focus on 1<sup>st</sup> person singular conjugation or verb '<b>estudiar</b>'. Introduce reflexive verbs.</p>
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**LKS2 (Cycle A)****I can... (Puedo) (E)**

- I can name up to ten common Spanish verbs/activities.
  - I can also spell up to ten of these verbs accurately.
  - I can match up to ten verbs/activities to their picture easily, and attempt more if I have time to remind myself of the language first.
  - I can say I am able to do some of these activities in Spanish by using puedo.
- Use these verbs with the infinitive to make a short sentence starting with 'puedo'.

**Fruits (E)**

- I can repeat and recognise most of the ten fruits in Spanish with their correct article.
- I can attempt to possibly spell up to ten of these words unaided from memory with good accuracy.
- I can ask somebody in Spanish if they like a particular fruit but I may need a reminder of the question first.
- I can say in Spanish which of the ten fruits I like and dislike, but I may need a model answer.

**Ancient Britain (E)**

- I can tell you and use correctly the Spanish for two of the following three; "I am" (Soy), "I have" (Tengo) and "I live" (Vivo). • I can tell you most of the words for the six key periods of ancient Britain (attempting them in the correct chronological order) in Spanish and attempt to spell them with relative accuracy. I work better with a model first.
- I can tell you that I am a man or woman from the stone age, bronze age or iron age in Spanish from memory and attempt to spell this too. I find it a challenge.
- I can say I have at least one hunting tool as a man or woman from the stone age, bronze age or iron age in Spanish.
- I can attempt to say where I live as a man or woman from the stone age, bronze age or iron age but may need an example or to hear the words said to me clearly first.

**Presenting Myself (I)**

- I can understand and use set phrases to talk about myself and ask others for simple information in return.
- I can understand numbers 1-20, count and use them out of sequence.
- I can tell you my nationality and I am aware that the pronunciation changes if I am a girl or boy.

**LKS2 (Cycle B)****I'm learning Spanish (E)**

- I can find Spain on a map of the world if I am shown Europe first.
- I can repeat all my personal details in Spanish, and ask for the same information back, with the help of an adult or the PowerPoint used in class.
- Ask and answer the question "How are you?"
- I can remember some numbers from 1-10 clearly in Spanish without any help and can attempt to spell some of these correctly.
- I can say some of the ten colours in Spanish without any help and can attempt to spell some of these correctly.

**Vegetables (E)**

- I can repeat and recognise most of the ten vegetables in Spanish with their correct article.
- I can attempt to possibly spell five of these words unaided from memory with good accuracy.
- I can ask somebody in Spanish for a particular vegetable but I may need a reminder of how to specify the weight.
- I can perform a very simple Spanish role play about buying vegetables at a market stall, but I may need a model answer to help me and a word bank to work from.
- Learn and use the high frequency verb 'quisiera' from the verb 'querer'

**Musical instruments (E)**

- I can attempt to name/spell at least five different instruments in Spanish with the correct definite article/determiner.
- I understand that the instruments do not all have the same definite article/determiner.
- I can say/write at least five short phrases on five different instruments in Spanish but may need to look at the vocabulary sheet to support me with the spellings.
- Learn to say and write "I play an instrument" in Spanish using the high frequency 1<sup>st</sup> person regular verb 'toco' with up to 10 instruments.

**In the classroom (I)**

- I can repeat, remember and attempt to spell most of the 12 classroom objects in Spanish with their correct indefinite article/determiner.
- I am able to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are.
- I can recall in spoken and written form what I have and do not have in my pencil case.

**UKS2 (Cycle A)****What's the date? (I)**

- I can repeat, remember and attempt to spell most of the days of the week, the months of the year and numbers 1-31 in Spanish.
- I am able to say the date in Spanish when I am shown a few examples first and reminded what the options are.
- I am able to say the date of my birthday in Spanish when I am shown a few examples first and reminded what the options are.

**Do you have a pet? (I)**

- I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest.
- I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply back, including use of the negative if I have time to work out what I want to say and see an example first to remind me.
- I can tell you the name of my pet using a full sentence in Spanish if the teacher shows me an example first to remind me of the language.
- I can attempt to improve my spoken and written Spanish using the connectives Y ("and") or PERO ("but").

**My home (I)**

- I can say and write whether I live in a house or an apartment with high accuracy.
- I can say and write where my house or apartment is after I have heard the options available to me.
- I can repeat and recognise most of the ten rooms of the house with their correct gender in Spanish.
- I can possibly spell over half of these words unaided from memory with good accuracy.
- I can ask somebody what rooms they have or do not have in their home and also answer this question in return, including use of the negative if I have time to work out what I want to say and see an example first to remind me.

**Weekend (P)**

- I can ask what the time is in Spanish and attempt to tell the time accurately, including using quarter past, half past and quarter to. I may need time to work it out first or check the language.
- I have learnt a range of phrases in Spanish to talk about the activities that I do at the weekend and can remember at least half of them by heart.
- I am able to highlight the verb in these sentences if I have a choice of the verbs in front of me first.
- I can give you an account of what I do at the weekend and at what time, integrating connectives into my work when I have a few minutes to prepare first.

**UKS2 (Cycle B)****Family (I)**

- I can remember most of the language covered in the 'Presenting Myself' unit but may need some prompting with odd words and phrases as and when they are revisited in this unit. Unit - La Familia
- I can tell you the words for family members in Spanish and, with support, tell you what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and what they are called.
- I may need help with changing the verb from from 'I am called' to 'he/she is called'.
- I can recognise numbers 1-100 in Spanish but will need some form of support when counting them myself. I can use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'.

**Clothes (I)**

- I can repeat most of the clothes vocabulary presented to me in class with good pronunciation and attempt to spell some of these words from memory, but I work better with the vocabulary written down in front of me, with some pictures to prompt me.
- I can use un/una/unos/unas with improving accuracy.
- I can say what I am wearing in Spanish if I have time to prepare and can attempt to tell you what my friend is wearing if I have the full verb conjugation of LLEVAR in front of me.
- I can tell you what I wear in different weather/scenarios but find it harder to tell you what my friend is wearing.
- I can describe clothing by colour and am beginning to understand the concept of adjectival agreement.
- I am becoming increasingly more confident using MI and MIS.

**At school (P)**

- I can repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell some, correctly, without help. I can attempt to use the correct article.
- I can say what subjects I like and dislike at school.
- I can tell you what time I have a particular subject at school.

**Vikings (P)**

- I can describe myself physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation after seeing a model answer and possibly using a word bank to support.
- I can describe someone else physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation after seeing a model answer and possibly using a word bank to support.
- I can describe my daily routine as a typical Viking man or woman using a word bank and can also attempt to write this with relative accuracy. I can also include a connective, a reflexive verb, and the correct pronoun if I am given a selection to choose from first.
- I can start to decode more complex texts in Spanish using a dictionary and with a word bank in front of me.

