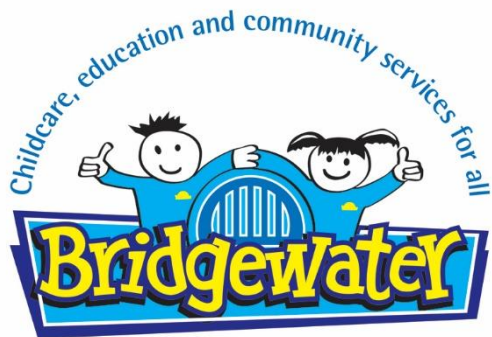


National Curriculum
Progression Document
Foreign languages - Spanish



Statutory Requirements
and school curriculum

In 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
- 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.

	NC Programme of study (Skills)	Context	Visits/Visitors	Texts/DVD	Vocabulary
Early Years	<p>Songs; Buenos dias (Frère Jaques tune) Como te llamas song (for he's a jolly good fellow tune) Bebé tiburón (baby shark- family members) Si estás feliz (If you're happy and you know it) Una papa, dos papas (One potato, two potatoes) Feliz navidad</p> <p>Games; Numbers to 10 with actions Mimi bomb - for counting</p>	<p>Join in with whole school Spanish themed day</p> <p><i>Statements taken from DM 2020/CL 3&4yrs</i> Pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction. Develop communication skills. 2020/CL <u>Rec</u> Learn new vocabulary. Use new vocabulary throughout the day. Use new vocabulary in different contexts.</p>	<p>Lingo tots Tyne and Wear centre- 0845 680 8148 northtyne@lingotot.com (Contact Michelle) Specialist teacher for 12 sessions- £50.40</p>	<p>My first words in Spanish Miss Primeras</p>	<p>Greetings Numbers to 10 Family members Colours Emotions Shapes</p>
Year 1	<p>Following Tu y yo- introduction to greetings, colours and numbers to 10 Emotions and Feelings</p>	<p>Join in with whole school Spanish themed day. Introduce children to Spanish before beginning KS2 (Using the Tu y Yo scheme of work.)</p>			<p>Greetings Colours Numbers to 10 Emotions (happy, sad etc) Feelings (hungry, thirsty etc)</p>
Year 2	<p>Consolidation of previous learning and preparation for the KS2 curriculum. Topic includes; Introductions - my name is Colours Numbers to 12 Spanish Phonics</p>				<p>Introductions Colours Numbers to 20 Days of the week Animals Pronunciation of sounds e.g. j=h</p>
Year 3	<ul style="list-style-type: none"> Listen and show understanding of single words through physical response. Listen and identify rhyming words and particular sounds in songs and 	<p>Unit 1 My Classroom (Harry Potter Theme) -routines, objects, stationary etc</p>	<p>Dance City 0191 261 0505 Cheryl Batty (engagement co ordinator) cheryl.day@dancecity.co.uk Flamenco dancing - link with</p>	<p>Unit 3- DVD First fun with Spanish Unit 2- Hola Poster</p>	<p>Routines - classroom instructions Objects - whiteboard, table Stationary Shapes</p>

	<ul style="list-style-type: none"> rhymes. Recognise a familiar question and respond with a simple rehearsed response. Name objects and actions and link words with a connective in a simple rehearsed statement. Join in with actions to accompany familiar songs, stories and rhymes and say some of the words. Using the knowledge of the sound of some Spanish letters, read aloud individual familiar words. Read and show understanding of familiar single words. Identify and use strategies for memorising new vocabulary. Write and say simple familiar words to describe people, places, things and actions using a model. Write single familiar words from memory with understandable accuracy. Name a noun, adjective, verb, pronoun, conjunction in the language being studied. Use the 1st and 2nd person pronouns with a regular verb. 	<p>Unit 2 My Painting (Art Theme) - Colours, shapes, numbers to 12</p> <p>Unit 3 My Birthday (Winne the Pooh Theme) -days, months, dates, birthdays, age, presents</p> <p>Unit 4 My food (Hungry Caterpillar Theme) -fruit and snacks, numbers, days of the week</p> <p>Unit 5 My Family (Meet the Robinsons Theme) - family members, opinions + physical descriptions</p> <p>Unit 6 My pets (How to train your dragon Theme) -animals, body parts, numbers, colours, personality, creating your own pet</p>	body parts		<p>Colours</p> <p>Numbers to 31</p> <p>Days of the week</p> <p>Months of the year</p> <p>Age (I am...)</p> <p>Birthday</p> <p>Name</p> <p>Fruits</p> <p>Snacks</p> <p>Family members</p> <p>Opinions - I like</p> <p>Physical descriptions</p> <p>Animals - pets in the home</p> <p>Personality descriptions</p>
Year 4	<ul style="list-style-type: none"> Listen and show understanding of short phrases through physical response Listen and demonstrate understanding of words in songs and rhymes. Ask and answer several simple and 	<p>Unit 1 My Body (Monsters Theme) - body parts, numbers, colours, revising physical description</p>	<p>Visit a restaurant: El Coto 0191 261 0555 21 Leazes Park Road</p> <p>El Torero 0191 233 1122 Milburn House</p>	<p>Unit 5- DVD First fun with Spanish</p> <p>Unit 4- Hola Poster</p> <p>Unit 3- How do I</p>	<p>Body Parts</p> <p>Numbers to 31</p> <p>Colours</p> <p>Physical descriptions</p> <p>Parts of the face</p> <p>Hair and eye colours</p> <p>Clothing</p>

	<p>familiar questions with a rehearsed response.</p> <ul style="list-style-type: none"> • Use familiar vocabulary to say simple sentences to give information using a language scaffold • Join in with the words of a rhyme, song or story sometimes from memory • Read aloud familiar short sentences using knowledge of Spanish phonics. • Read and show understanding of simple familiar phrases and short sentences. • Use a bi-lingual dictionary to find the meaning of a word or its translation. • Write and say a simple phrase to describe people, places, things and actions using a language scaffold. • Write simple familiar short phrases from memory with understandable accuracy • Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. • Demonstrate understanding of the position of the majority of adjectives 	<p>Unit 2 My Face (Book of Life Theme) -Parts of the face, hair and eye colour, 3rd person,</p> <p>Unit 3 My Clothes (The Incredibles Theme) -clothing, colours, opinions, different occasions</p> <p>Unit 4 Our weather (Frozen Theme) -types of weather, opinions, days of the week, NSEW</p> <p>Unit 5 My world (Around the World in 80 Days Theme) - countries and continents, I am from... and flags</p> <p>Unit 6 My Zoo trip (Madagascar Theme) -zoo animals, descriptions, opinions and reasons why</p>	<p>La Casa delicatessen 07594 793 494 Grainger market, Unit 39</p>	<p>say that Sue Wise</p>	<p>Opinion phrases Weather Days of the week Compass points Countries I am from Shapes Zoo animals Descriptions Reasons for opinions</p>
Year 5	<ul style="list-style-type: none"> • Listen and show understanding of more complex familiar phrases and sentences. • Follow the text of familiar rhymes and songs identifying the meaning of words. • Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help. 	<p>Unit 1 My School subjects (Finding Nemo Theme) -school subjects, opinions, time</p> <p>Unit 2 Breaktime (Playground Theme) -activities using verbs</p>	<p>Invite a Spanish speaking person to come in to talk about 'a day in the life...'</p>	<p>Unit 2- Spanish 1 Cathy Holden</p> <p>Unit 1- DVD 100 primary Spanish activities for the IWB</p>	<p>School subjects Timetable of school day Breaktime activity verb phrases e.g. to play football Days of the week Opinions Reasons why Places in town Prepositions Meals</p>

	<ul style="list-style-type: none"> Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold. Follow the simple text of a familiar song or story and sing or read aloud. Read aloud more complex sentences using knowledge of Spanish phonics. Read and show understanding of a complex sentence using familiar language. Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs. Write and say a more complex sentence to describe people, places, things and actions using a language scaffold. Write familiar complex sentences from memory with understandable accuracy. Apply the rules of the agreement of adjectives in the singular and plural with some accuracy. Produce positive and negative sentences with high frequency verbs and pronouns. 	<p>-opinions -Days of the week</p> <p>Unit 3 My Town (Up Theme) -places in town, prepositions, opinions</p> <p>Unit 4 My food (Ratatouille Theme) - Meals of the day, times - Verb comer + beber - Food and drink menu</p> <p>Unit 5 My cinema trip (Toy Story Theme) -genres of film, opinions, reasons why</p> <p>Unit 6 My house (3 little pigs Theme) - Rooms and levels (1st floor etc) , who I live with, rooms descriptions and negatives, prepositions</p>			<p>Food verbs comer, beber Variety of foods Genres of film Rooms in a house Adjectives and negatives</p>
Year 6	<ul style="list-style-type: none"> Listen and show understanding of more complex sentences containing familiar words and unfamiliar words. Read aloud the text of familiar rhymes and songs. Engage in a short conversation using familiar questions and express opinions. Manipulate familiar language to present own ideas and information in 	<p>Unit 1 My bedroom (Chicken Run Theme) -items of furniture, colours, size, prepositions, possession (my bed etc)</p> <p>Unit 2 Daily Routine (Cinderella Theme)</p>	<p>Visit a restaurant: El Coto 0191 261 0555 21 Leazes Park Road</p> <p>El Torero 0191 233 1122 Milburn House</p> <p>La Casa delicatessen 07594 793 494 Grainger market, Unit 39</p>	<p>Unit 3 & 4- Spanish 1 Cathy Holden</p>	<p>Items of furniture Colours Size - big, small Prepositions Possession (my bed) Daily routine verb phrases Days of the week Housework tasks Opinions Negatives</p>

	<p>more complex sentences.</p> <ul style="list-style-type: none"> • Understand the gist of an unfamiliar text using some familiar language. • Pronounce unfamiliar words in a sentence using knowledge of Spanish phonics. • Read and show understanding of a series of complex sentences using familiar language. • Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.. • Write and say a complex sentence manipulating familiar language, using a dictionary for new language. • Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy. • Use the correct form of the definite article in singular and plural sentences. • Apply the knowledge of all grammar covered from Y3 - Y6 to build complex sentences 	<p>-daily routine, housework tasks, negatives, days of the week, opinions</p> <p>Unit 3 My Sports (Kung-Fu Panda Theme) - sports (verb jugar, hacer etc), opinions, negatives, days of the week</p> <p>Unit 4 My Illness (Tom and Jerry Theme) - bodyparts, pain e.g, my head hurts, illness symptoms e.g. I feel sick / cold etc</p> <p>Unit 5 My Future (Despicable Me Theme) - different jobs, masculine/feminine spellings, opinions (would like to be), negatives, personalities</p> <p>Unit 6 My Holiday (Moana Theme) -transport, countries, opinions (would like to travel to), reasons why</p>			<p>Sports Verbs jugar and hacer Body parts My ___ hurts Illness symptoms Different jobs Personalities I would like to be... Countries and continents Transport I would like to travel to...</p>
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Spanish artists:

Antoni Gaudi (Architect from Barcelona)

Pablo Picasso (painter, sculptor, printmaker, ceramicist and stage design)

Salvador Dali (Spanish Surrealist artist, famous for his paintings of melting clocks)

Diego Velazquez (Leading artist in the court of King Philip IV)

Francisco Goya (associated with Romanticism, famous for portraits and war paintings)

Joan Miro (modern artist, representatives of surrealism)

El Greco (Painter who incorporated architecture)

Juan Gris (cubist painter)

Other resources:

Spanish music CD's

Laminated vocabulary

Spanish dictionaries

Child's Flamenco dress

Early start games and worksheets

NTC scheme of work

Spanish stories CD

Spanish flag