

PROGRESSION OF SKILLS & KNOWLEDGE MAP

ST JOHN FISHER RC PRIMARY SCHOOL



SPANISH

SKILLS	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LISTENING	Appreciate stories, songs, poems, and rhymes in the language.	Listen attentively to spoken language and show understanding of a few familiar words and short phrases by joining in and responding. Appreciate stories, songs, poems, and rhymes in the language.	Listen to a range of familiar spoken words and short phrases.	Listen and understand the main points of a short passage made up of a few familiar words and phrases.	Listen carefully and show understanding of words, phrases and simple writing, express opinions and respond to others.
READING	Read carefully and show understanding of a few words learnt.	Read carefully and show understanding of words learnt.	Read carefully and show understanding of words, phrases and simple sentences.	Read carefully and show understanding of words, phrases and simple sentences.	Read aloud and use familiar words and phrases with a clear pronunciation and intonation. Read carefully and show understanding of words, phrases and simple sentences.
WRITING	Copy and recognise new words in short texts.	Copy new words accurately, learn them and be able to recognise them in short texts.	Describe people, places, things and actions orally and in writing.	Write simple sentences. Broaden your vocabulary and ability to understand new words that are introduced into familiar written material. Write phrases from memory and adapt these	Write phrases from memory and adapt these to create new sentences that express ideas clearly. Build own sentences and understand how they differ or are similar to English.

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				to create new sentences to express ideas clearly.	Present ideas and information orally to a range of audiences.
SPEAKING	Explore the patterns and sounds of language via songs and rhymes.	Explore the patterns and sounds of language via songs and rhymes. Link spellings, sounds, and meaning of words.	Engage in conversation, ask and answer questions. Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Develop accurate pronunciation and intonation, so that others understand when you are reading aloud or using familiar words and phrases. Present ideas and information orally to teacher / rest of class.	Develop accurate pronunciation and intonation so that others understand when you are reading aloud or using familiar words and phrases.
GRAMMAR	Listen and repeat new words	Understand how phonics work in Spanish. Learn what 'cognates' are.	Express opinions, respond to those of others. Adjective agreement with noun (feminine/masculine).	Understand basic grammar- including feminine & masculine, conjugation of high frequency verbs, key features and patterns of the language. Broaden your vocabulary by revising and practising the language.	Broaden your vocabulary by using dictionary / online dictionary.

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SPANISH						
AUTUMN 1						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1 Unit		Greetings, Numbers, Feelings and Emotions	Greetings, Numbers, Feelings and Emotions	Greetings, Numbers, Days, Months, Seasons	Greetings, Questions	Greetings, Places, Weather
Knowledge taught within unit		<p>Recognise different colours in Spanish.</p> <p>Recognise, say and use numbers from 1-10 in Spanish.</p> <p>Write their own age using numbers.</p>	<p>Able to recognise, say and write the colours. (From Y3-Y6).</p> <p>Able to recognise, say and write numbers from 1- 100 (from Y3 to Y6).</p> <p>Able to say their age.</p> <p>Able to say days, months, seasons and dates.</p> <p>Talk about Christmas around the world and how other cultures celebrate this special occasion.</p>	<p>Recognise different colours in Spanish.</p> <p>Recognise, say and use numbers from 1-100 in Spanish in Maths sums, subtractions, time and dates. Write their own age using numbers and months of the year in Spanish.</p> <p>Able to say when their birthday is, write dates, days of the week, months of the year.</p> <p>Describe themselves and their family members.</p> <p>Talk about Christmas around the world and how other cultures celebrate this special occasion.</p>	<p>Recognise different colours in Spanish.</p> <p>Recognise, say and use numbers from 1-100 in Spanish in Maths sums, subtractions, time and dates. Write their own age using numbers and months of the year in Spanish. Tell the time in Spanish by consolidating numbers and the 5 timetables. Able to say what they have at breakfast, lunch and dinner times. Talk about Christmas around the world and how other cultures celebrate this special occasion.</p>	<p>Recognise different colours in Spanish. Say and use numbers from 1-100 in Spanish in Maths sums, subtractions, time, dates. Write their own age using numbers and months of the year in Spanish. Tell the time in Spanish by consolidating numbers and the 5 timetables. Able to say what they have at breakfast, lunch and dinner times. Describe the town where they live. Describe flags from different countries consolidating flags and making sentences. Talk about Christmas around the world and how other cultures celebrate this special occasion.</p>

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SPANISH						
AUTUMN 2						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 2 Unit		Colours, Christmas	Numbers, Age, Pencil Case, Christmas	Birthdays, Invitations, Numbers	Breakfast, Food	Points of the compass, Christmas
Knowledge taught within unit		Recognise different colours in Spanish. Recognise, say and use numbers from 1-10 in Spanish. Write their own age using numbers.	Able to recognise, say and write the colours. (From Y3-Y6). Able to recognise, say and write numbers from 1-100 (from Y3 to Y6). Able to say their age. Able to say days, months, seasons and dates. Talk about Christmas around the world and how other cultures celebrate this special occasion.	Recognise different colours in Spanish. Recognise, say and use numbers from 1-100 in Spanish in Maths sums, subtractions, time and dates. Write their own age using numbers and months of the year in Spanish. Able to say when their birthday is, write dates, days of the week, months of the year. Describe themselves and their family members. Talk about Christmas around the world and how other cultures celebrate this special occasion.	Recognise different colours in Spanish. Recognise, say and use numbers from 1-100 in Spanish in Maths sums, subtractions, time and dates. Write their own age using numbers and months of the year in Spanish. Tell the time in Spanish by consolidating numbers and the 5 timetables. Able to say what they have at breakfast, lunch and dinner times. Talk about Christmas around the world and how other cultures celebrate this special occasion.	Recognise different colours in Spanish. Say and use numbers from 1-100 in Spanish in Maths sums, subtractions, time, dates. Write their own age using numbers and months of the year in Spanish. Describe the town where they live. Describe flags from different countries consolidating colours and use them as adjectives and agreeing them to the masculine and feminine nouns. Writing sentences by using singular, masculine and feminine definite determiners "la" and "el" as well as Plural masculine and feminine determiners "los" and "las". Talk about Christmas around the world and how other cultures celebrate this special occasion.

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AUTUMN 2						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>THE 3 PILLARS (Knowledge strands) Year 2</p> <p>Introduce Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i]</p> <p>Vocabulary: basic greetings colours numbers 1-12</p> <p>Grammar: Introduction to articles (un, una)</p>	<p>THE 3 PILLARS (Knowledge strands) Year 3 and 4</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week, nouns for possessions, 'I have a present for' story</p> <p>Grammar: estar (singular) for location & temporary state, ser (singular) for permanent traits & origin, adjective endings (-o, -a, -e, -z), tener, singular indefinite articles (un, una), intonation questions, WH-questions with dónde, cómo, qué</p>		<p>THE 3 PILLARS (Knowledge strands) Year 5 and 6</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.</p> <p>Vocabulary: adjectives to describe mood, food, today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives quién, qué, cuándo, cuál, cuántos/cuántas, nouns and adjectives for places, festivals, physical description</p> <p>Grammar: estar (plural) for location & temporary state, ser (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), hay, tener, singular indefinite articles (un, una), post-nominal adjectives, intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no</p>	

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SPRING 1						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spring 1 Unit		Farm Animals Valentine's Day	Animals Adjectives	Shapes Adjectives Parts of the face / body	Meal Times Sports	Places Adjectives
Knowledge taught within unit		Farm Animals -masculine and feminine -what colour are the animals? -how many animals are there? Valentine's day.	Recognise masculine, feminine, singular and plural nouns. Use adjectives in order to describe and agree with the nouns and have a clear concept of the grammar and knowledge about the language. Reinforce grammar concepts by comparing Spanish to English grammar.	Recapping colours, sizes and then consolidating all knowledge together by describing Picasso's picture, making sure the nouns are described correctly by making sure the adjectives agree to the nouns correctly in gender as well as in number.	Identify new words and give opinions about food items. Talk about different meals during the day in school and at home and introduce some verbs. Practise to conjugate AR ending verbs e.g. practicar.	Talk and discuss Spanish festivals and their traditions. Celebrate different cultures and to compare to the other festivals celebrated around the world and in the UK. Allow children to tell other pupils to share their traditions and beliefs and to express their opinions about them.

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SPRING 2						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spring 2 Unit		Weather Clothing Mother's Day Easter	Stories Clothes Songs	Parts of Face Parts of Body Picasso's Pictures	Sports Easter	Spanish Festivals Opinions
Knowledge taught within unit		Talking about the weather and clothing. Celebrating mother's day and discussing different traditions in other countries.	Recognise masculine, feminine, singular and plural nouns. Use adjectives in order to describe and agree with the nouns and have a clear concept of the grammar and knowledge about the language. Reinforce grammar concepts by comparing Spanish to English grammar.	Recapping colours, sizes and then consolidating all knowledge together by describing Picasso's picture, making sure the nouns are described correctly by making sure the adjectives agree to the nouns correctly in gender as well as in number.	Identify new words and give opinions about food items. Talk about different meals during the day in school and at home and introduce some verbs. Practise to conjugate AR ending verbs e.g. practicar.	Talk and discuss Spanish festivals and their traditions. Celebrate different cultures and to compare to the other festivals celebrated around the world and in the UK. Allow children to tell other pupils to share their traditions and beliefs and to express their opinions about them.

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SPRING 2						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>THE 3 PILLARS (Knowledge strands) Year 2</p> <p>Introduce Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [j] [h]</p> <p>Vocabulary: animals in the farm weather clothing consolidate numbers and colours Summer holidays</p> <p>Grammar: Introduction to masculine and feminine nouns</p>	<p>THE 3 PILLARS (Knowledge strands) Year 3 and 4</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-20, family and parts of the body and face.</p> <p>Grammar: -AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), adjectives for describing pencil case items, interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles</p>	<p>THE 3 PILLARS (Knowledge strands) Year 5 and 6</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is practised.</p> <p>Vocabulary: words for describing food, activities, places in town, weather, sport, instruments, things countries are famous for</p> <p>Grammar: hacer (singular/plural), jugar (singular/plural), two-verb structures - amar odiar, querer deber poder (singular) + infinitive, revisit intonation and WH- questions</p>		

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SUMMER 1						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Summer 1 Unit		Family Pets Father's Day	Days of Week Fruit Food Story	Family Body parts Adjectives	Music Instruments	Parts of Face & Body Describing Sports Opinions
Knowledge taught within unit		Introduce the family members' vocabulary including pets. Talk about Father's Day and different traditions from other countries.	Begin to recognise and manipulate Masculine and Feminine Nouns, Singular and Plural forms. Use adjectives to describe nouns and adjectival agreement.	Mi familia Como te llamas? (What is your name?) Como se llama? (What is her/his/its name?) Spelling practise using the Spanish alphabet. Siblings and pets. Use the verb I have "tengo" and "tener". More describing hair and eyes (embed colours as adjectives). Describe hair and eyes. Describe pictures. The giant turnip story. Describe my family.	Introducing Music and instruments Talking about different types of music and give opinions and reasons. Describing things by matching gender and numbers to the nouns.(use a dictionary) What instrument do you play? Say what instruments pupils play or do not play.	Cultural Spanish festivals and their traditions. Transition to Y7 and consolidation of all learning and knowledge from Y2 to Y6.

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SUMMER 2						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Summer 2 Unit		Snack Food Seasons Holidays	Food	Describing	Music Opinions and reasons	Creativity
Knowledge taught within unit		Talk about food likes and dislikes. Differentiate the 4 seasons and talk about the changes in each of them. Talk about holidays abroad, allow children to talk about their own experiences in different countries and introduce summer holidays vocabulary.	Begin to recognise and manipulate Masculine and Feminine Nouns, Singular and Plural forms. Use adjectives to describe nouns and adjectival agreement.	Mi familia Como te llamas? (What is your name?) Como se llama? (What is her/his/its name?) Spelling practise using the Spanish alphabet. Siblings and pets. Use the verb I have tengo and tener. More describing hair and eyes (embed colours as adjectives). Describe hair and eyes. Describe pictures. The giant turnip story. Describe my family.	Asking & saying which instrument you play Song - I am the music man. Conjugation of the verb to play =tocar conjugation= Toco, tocas, toca, tocamos, tocáis, tocan. Learning to give reasons with 'porque'=because. Creating own song/rap- Performing	Cultural Spanish festivals and their traditions. Transition to Y7 and consolidation of all learning and knowledge from Y2 to Y6.

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KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>THE 3 PILLARS (Knowledge strands) Year 2 Introduce Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i]</p> <p>Vocabulary: seasons, food, family and pets.</p> <p>Grammar: articles (un, una) Introduction to masculine and feminine nouns adjectival agreement using colours and numbers.</p>	<p>THE 3 PILLARS (Knowledge strands) Year 3 and 4 Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [u] [e] [i] [ca] [co] [cu] [ce] [ci] [z]</p> <p>Vocabulary: adjectives for describing animals, story creation, loves and hates, Hungry Caterpillar (rojo), Todo un año (amarillo) revisit days, months</p> <p>Grammar: revisit hay, regular plural marking on nouns (-es), revisit definite articles & adjective agreement, plural definite articles, using amar odiar + definite article, revisit intonation question</p>		<p>THE 3 PILLARS (Knowledge strands) Year 5 and 6 Phonics: the SC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns are introduced.</p> <p>Vocabulary: verbs and nouns to describe a range of food, music, activities, countries, traditions, school, free time, physical geography.</p> <p>Grammar: -AR and -ER present tense (plural), singular definite articles (el, la), intonation questions, hay, negation with no, verb IR (singular), contractions del, al</p>	