



Modern Foreign Languages – Spanish at the Gem Federation

Our Progression Map is reflective of children's language knowledge. At present, KS2 is following a curriculum designed for inexperienced learners. This will change for each year group as they progress in their language learning.

Key Stage 2 National Curriculum

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.

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.

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Phonetics	I'm Learning Spanish By the end of this unit, we will be able to:	Animals (Sci cross-curric) By the end of this unit we will be able to:	Seasons By the end of this unit we will be able to:	Fruits By the end of this unit we will be able to:	I know how... By the end of this unit we will be able to:

		• Locate Spain, Madrid, and a few key cities on a map. • Understand the Hispanic world better. • Ask somebody how they are feeling and what their name is. • Say how we are feeling and our names. • Count to 10. • Read, write, say, and recall ten different colours.	• Name and recognise up to 10 animals in Spanish. • Attempt to spell some of these nouns with their correct indefinite article/determiner. • Pretend that we are a particular animal using the 1st person singular form of the verb ser (to be), soy (I am)	• Recognise, recall and remember the 4 seasons in Spanish. • Express what their favourite season is in Spanish. • Understand 2 descriptive phrases about each season in Spanish. • Link these phrases together with the conjunction 'y' (and).	• Name, recognise and remember up to 10 fruits in Spanish. • Attempt to spell some of these nouns with their correct article/determiner. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits we like and dislike in Spanish.	• Recognise, use and remember 10 common Spanish verbs/activities. • Use these verbs in the infinitive to make a short sentence starting with puedo
	Year 4					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Phonetics	Presenting Myself By the end of this unit, we will be able to: • Count to 20 in Spanish. • Ask somebody how they are feeling, their age, name and where they live in Spanish.	At the café (Topic cross-curric, food) By the end of this unit we will be able to: • Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. • To understand better how to	My family By the end of this unit we will be able to: • Remember the nouns for family members in Spanish from memory.	Classroom By the end of this unit we will be able to: • Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. • Learn how to replace an indefinite article/determiner with	Weather By the end of this unit we will be able to: • Recognise and recall the 9 weather expressions in Spanish from memory. • Ask what the weather is today and give a reply in Spanish.

		• find Spain on a map and be able to recall at least 1 Spanish-speaking country. • use key greetings. • ask and answer the question 'How are you?' in Spanish. • ask and answer the question 'What is your name?' in Spanish. • count to 10 in Spanish. • read, write, say, and recognise 10 colours in Spanish.	change a singular noun to plural form. • Perform a short role-play ordering what they would like to eat and drink.		the appropriate possessive adjective. • Learn how to use the negative in Spanish. • Describe what we have and do not have in our pencil case/rucksack	• Describe the weather in Spain, in Spanish using a weather map with symbols.
	Year 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Phonetics	The Date By the end of this unit we will be able to: • Recognise and recall the 7 days of the week in Spanish. • Recognise and recall the 12 months of the year in Spanish. • Recognise and recall numbers 1-31 in Spanish. •	Pets By the end of this unit we will be able to: • Know the nouns and indefinite articles for 8 common pets. • Ask somebody if they have a pet and give an answer back. • Say in Spanish what pet we have/do not have and give our pet's name.	Clothes By the end of this unit we will be able to: • Recognise and recall from memory 21 items of clothing. • Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you	My home By the end of this unit we will be able to: • Say and write in Spanish whether we live in a house or an apartment. • Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay...	Habitats (Topic cross-curric) By the end of this unit we will be able to: • Explain in Spanish the key elements animals and plants need to survive in their habitat. • Give examples in Spanish of the most common habitats for plants and animals and

		Ask and answer the question '¿Qué fecha es hoy?' (What is the date today?) in Spanish. • Ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish	• Start to use the simple connectives y (	and possibly somebody else is wearing. • Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.	• Use the connective/conjunction y to link two sentences together.	name an example of these habitats. • Explain in Spanish which animals live in these different habitats. • Give examples in Spanish of which plants live in these different habitats.
Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Around the town By the end of this unit we will be able to: - Recall 10 key places in a town in Spanish with their respective definite articles/determiners. - Follow 5 different directional instructions in Spanish. - Ask where a place is in Spanish and respond with a description of relative distance (nearby/far away) in Spanish. - Use prepositions to give	Healthy lifestyle (PSHE cross-curric) By the end of this unit we will be able to: - Recall 10 sentences expressing good habits for a healthy lifestyle in Spanish. - Apply adverbs of frequency and conjunctions to extend our sentences. - Apply the negative adverb 'nunca' in Spanish to the 10 sentences. - Apply the impersonal	At school By the end of this unit we will be able to: - Recall 10 key school subjects in Spanish with their respective definite articles/determiners and use them with the verb 'estudio'. - Tell the time in Spanish and express at what time they study different subjects at school. - Apply the days of the week in Spanish within the context of a school timetable. - Express opinions on different subjects in Spanish and extend sentences using	At the weekend By the end of this unit we will be able to: - Ask what the time is in Spanish. - Tell the time accurately in Spanish. - Learn how to say what they do at the weekend in Spanish. - Learn to integrate conjunctions into their work. - Present an account of what they do and at what time at the weekend.	Me and the world (PSHE cross-curric, living in the wider world) By the end of this unit we will be able to: - About the many countries in the world that speak Spanish. - About different festivals (religious and non-religious) around the world. - That we are different and yet all the same. - That we can all help to protect our planet.	

	the precise location of a key place around town in relation to another in Spanish. • Use transactional language to facilitate a dialogue with a partner about where places are in a town in Spanish.	structure 'hay que' to express the sentences in general terms.	adjectives accurately to justify these opinions.		
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