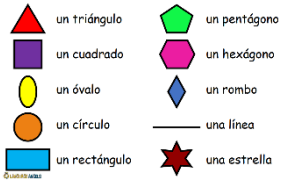
Walkern Primary School Sequence of Learning : Spanish

	Autumn 1	Spring 1	Summer 1
Year 3/4 Beginner phonics & pronunciation lesson to be taught throughout year.	**Topic:** Aprendo Español (learning Spanish) Beginner 1 **NC Big Ideas:** Listen attentively Engage in conversation – ask and answer questions. Write simple phrases. **Specific Knowledge:** To locate Spain on a map. To understand that Spanish is the first language in many countries. To understand that phonetic pronunciation can be different in Spanish. **Specific Skills:** Ask and answer the question 'How are you?' in Spanish. Say 'Hello' and 'Goodbye' in Spanish. Ask and answer the question 'What is your name?' in Spanish Count from 1-10 in Spanish. Say 10 colours in Spanish. Spell some of the above correctly.	**Topic:** Las Formas (Shapes) Beginner 2 **NC Big Ideas:** Listen attentively Broaden Vocabulary **Specific Knowledge:** Understand what nouns and definite article/determiner are. Understand different shapes have different definite articles/determiners. **Specific Skills:** Name and recognise up to 10 shapes in Spanish. Spell some shapes with their definite article/determiner correctly. Use the correct definite article/determiner associated with each shape. Use numbers 0-10 to describe how many sides a shape has.	**Topic:** Caperucita Roja (Little Red Riding Hood) Beginner 2 **NC Big Ideas:** Appreciate stories in the language. **Specific Knowledge:** Understand key vocabulary from the story and follow parts of the story in Spanish. To understand that there are different determiners for 'some' (uno/unas) and 'the' (el, la, los, las) in Spanish. **Specific Skills:** To say up to 8 body parts in Spanish. To listen for the key words to help me understand the story in Spanish. To recognise repeated refrains in Spanish. To use decoding skills to read further vocabulary in Spanish and use a dictionary to translate.
Key Phonics	Ch = like ch in Charlie J = like h in hello Rr = rolled r Ll = like y in yeast Ñ- like ny in canyon	ll = like y in yeast Stress placement -Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syallable like rom-bo and es-tre-lla. Accents indicate the vowel is stressed. As seen in the words lí-ne-a, cír-r-cu-lo, ó-va-lo and pen-tá-go-no	J = like h in hello Ñ- This changes the 'n' to a 'ny' sound like in the English word 'onion'. As seen in the Spanish word niña. Accents indicate the vowel is stressed. As seen in the word dí-a
Key Vocab	¡Buenos días! (Good Day), Me llamo… (My name is), Estoy bien (I am good), Estoy mal (I am sad),Mas o menos (I am fine) 		*Había una vez… (Once upon a time)* 
Key Grammar	-----	Un/una (a) Tiene (has) Lado / lados (side/sides)	El/ la/ los/ las (the) Un/Una (a) Unos/Unas (some)

Walkern Primary School Sequence of Learning : Spanish

Year 3/4	Autumn 2	Spring 2	Summer 2
	Topic: Los Instrumentos **NC Big Ideas:** Speak in sentences Read carefully and show understanding of words, phrases and simple writing **Specific Knowledge:** Understand what nouns, verbs and definite articles/determiners are. Understand not all instruments have the same definite article/determiner (based on masculine, feminine & plurality). Understand what a conjugated verb is and that yo (I) is not used with the verb, e.g. I play = toco. Understand accents stress the vowel. **Specific Skills:** Recognise and name up to 10 instruments in Spanish. Attempt to spell some instruments with their definite article/determiner. Learn how to say 'I play + instrument' in Spanish.	**Topic:** Las estaciones (seasons) Beginner 2 **NC Big Ideas:** Present ideas Describe places and things **Specific Knowledge:** To know the translation of the four seasons into Spanish and the correct articles/determiners. To know some vocabulary used to describe each season. **Specific Skills:** To form and construct sentences about the seasons using key vocabulary. To extend sentences using conjunctions; 'y' (and) and 'porque' (because). To express an opinion verbally. To ask a question and give an appropriate response. To write key vocabulary, phrases and sentences related to topic.	**Revise & revisit**
Key Phonics	Rr = rolled r Accents indicate the vowel is stressed. As seen in vio-lín, cím-balos, tri-án-gulo and bat-er-ía	J = like h in hello Ñ- like ny in canyon 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hojas is pronounced without the 'h' as is hace. Accents indicate the vowel is stressed. As seen in the word dí-a.	
Key Vocab	 **Simple sentences e.g** Toco el violin (I play the violin)	 ***Simple sentences e.g-*** En invierno hace frío (in winter it snows). Use the conjunction 'y' (and) e.g - En invierno hace frío y nieva (in winter it snows and it is cold).	
Key Grammar	El, la, los (the) Toco (I play)	El/la (the) singular definite article Los/las (the) plural definite articles En (in) Hace (do)	

Walkern Primary School Sequence of Learning : Spanish

Year 4/5	**Autumn 1**	**Spring 1**	**Summer 1**
Beginner & intermediate phonics & pronunciation lesson to be taught throughout the year.	**Topic:** Sé (I know how) Beginner 3 **NC Big Ideas:** Describe actions Broaden vocabulary Understand basic grammar Speak in sentences using basic language structures. **Specific Knowledge:** To understand that 'sé' means 'I know how' and 'no sé' means 'I do not know how'. To understand sentences can be extended using conjunctions. **Specific Skills:** To use up to 10 high-frequency infinitive verbs. To create positive and negative sentence structures using 'sé' and 'no sé' To form and construct positive and negative simple sentences, verbally and in writing. To extend sentence using the conjuntions 'y' (and) and 'pero' (but), verbally and in writing.	**Topic: En la cafeteria (in the café)** (Intermediate 2) **NC Big Ideas:** Listen attentively to spoken language and show understanding by joining in and responding engage in conversations **Specific Knowledge:** Understand when to use the determiners 'un', 'una', 'unos' & 'unas'. Understand and translate transactional language into English (please, thank you etc) Understand the term 'plural' and how pluralisation occurs in Spanish. **Specific Skills:** Name 10 different foods, snacks and drinks in Spanish with the correct indefinite article/determiner. Take part in a role play using the key phrases.	**Topic: Ricitos de Oro y los tres osos (Golidlocks and the Three Bears)** (Intermediate 2) **NC Big Ideas:** 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 **Specific Knowledge:** Understand when to use the determiners 'el' & 'la' (singular) & 'los' & 'las' for the. Understand the story in Spanish with the support of picture cards. Understand adjectives follow nouns in Spanish. **Specific Skills:** Use phrase cards sequence & orally retell story Create a storyboard to write and re-tell the story of Goldilocks & the Three Bears in Spanish. Use a dictionary to translate vocabulary.
Key Phonics	J = like h in hello Ñ- like ny in canyon 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced 'ablar'.	Ca = like 'ka' Co = like 'ko' Accents indicate the vowels are stressed, e.g. jamón, limón and café. Stress Placement - Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable Like in cho-co-la-te.	Ca = like'ka' Ce = like the in theatre Ci = like thi in think Accents indicate the vowel is stressed. As seen in the word ta-zón.
Key Vocab	10 infinitive verbs  Negative forms - No sé patina (I do not know how to skate) Conjunction but - Sé bailar pero no sé cantar. (I know how to dance but I do not know how to sing)	20 words for food, snacks and drinks. ¿Qué deseas? (What would you like?) Quisiera (I would like) ¡La cuenta por favor! (The bill please) Key vocab to pay the bill - 	Había una vez… (Once upon a time) 
Key Grammar	Sé (I know) /no sé (I do not know) y (and), pero (but)	Understand which determiner to use – un/una (a/an), unos/unas (some). Understand how to change a singular noun to a plural form – the effect this has on the determiner and the noun.	Understand the determiner 'the' has four alternatives in Spanish – el/la (singular), los/las (plural). Relevant adjectival agreement e.g. la silla pequeña , el tazón pequeño (the small chair, the small bowl).

Walkern Primary School Sequence of Learning : Spanish

Year 4/5	**Autumn 2**	**Spring 2**	**Summer 2**
	Topic: Me Presento (presenting mysef) Intermediate 1 **NC Big Ideas:** Engage in conversation. Speak in sentences. Describe people. **Specific Knowledge:** Understand the high-frequency verbs 'soy' (I am), tengo (I have) and vivo (I live). Begin to understand the adjectival agreement. Understand numbers to 20, Understand how to ask name, age and nationality. **Specific Skills:** To ask the questions: How are you feeling? What is your name? How old are you? Where do you live? Respond appropriately. To use the adjectival agreement correctly for gender.	**Topic:** La Fecha (the date) Intermediate 2 **NC Big Ideas:** Listen attentively Develop accurate pronunciation and intonation **Specific Knowledge:** Recognise and use the 12 months of the year. Understand and use numbers to 31. Know that h is always a silent letter in Spanish. Understand that when a word ends in a consonant (except n or s) the last syllable of the word is stressed. Recognise that in Spanish months of the year are not capitalised unless at the beginning of a sentence. **Specific Skills:** Say the 12 months of the year Ask the date in Spanish & respond appropriately Ask somebody when their birthday is & respond appropriately Write birthday and other given dates	Revise & Revisit
Key Phonics	Ca = like'ka' Ce = like the in theatre Ci = like thi in think Co = like 'ko' Cu = like 'ku'	Go = like 'goh' Co = like 'ko' Accents to stress the vowel - As seen in the words sábado and miércoles. Ñ = like in the English word 'onion'. As in the Spanish word cumpleaños.	
Key Vocab	 ¿Cómo estás? (How are you?) ¿Cómo te llamas? (What is your name?) ¿Cuántos años tienes? (How old are you?) ¿Dónde vives? (Where do you live?) 	 Hoy (today) ¿Qué fecha es hoy? (What is the date today?) ¿Cuándo es tu cumpleaños? (When is your birthday?)	
Key Grammar	Soy (I am) Tengo (I have) Vivo (I live) Adjectival agreement for gender.	Days of the week & months do not have capital letters in Spanish – only if they are at the start of a sentence.	

Walkern Primary School Sequence of Learning : Spanish

Year 5/6	**Autumn 1**	**Spring 1**	**Summer 1**
Intermediate & progressive phonics & pronunciation lesson to be taught throughout the year.	**Topic:** ¿Tienes una mascota? (Do You Have a Pet?) **NC Big Ideas:** Speak in sentences Engage in conversation Write phrases from memory **Specific Knowledge:** Know the nouns and indefinite articles for 8 common pets. Understand the conjunctions 'y' and 'pero' to connect ideas **Specific Skills:** 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. Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences	**Topic:** Mi Familia (my family) Intermediate 2 **NC Big Ideas:** Speak in sentences Write sentences, to express ideas clearly **Specific Knowledge:** Understand that the determiner for nouns in Spanish are dependent on the gender. Understand 'tengo' is 'I have'/'tiene' is 'he/she has'. **Specific Skills:** Use the la or el appropriately when naming key family members. Use mi for singular family members & mis for plural Ask and answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?) Introduce family members, learning to use 'se llama' (he/she is called).	
Key Phonics	Ga = like ga in garage Ge = like 'he' in hey Gi = like the pronoun he Go = like 'go' in golf Gu = like 'ghoo' in ghoul	Ca = like ka , Ci = like 'thi in theif' Co =like ko Cu = like 'coo in cool' Accents indicate the vowel is stressed - As seen in the words tí-o and ú-ni-ca Stress placement - Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like her-ma-no.	
Key Vocabulary	¿Tienes una mascota? (do you have a pet?) Pero (but) 	Nouns and determiners for family members Mi / mis (my) Numbers 0-70 Se llama (he/she is called) Tiene (he/she has)	
Key Grammar	Understand role of gender Un salon (masculine)/ una conina (feminine) 1st person conjugation 'tengo' (I have) Negative form 'no tengo' (I do not have)	Understand role of gender and plurality - Mi hermano / mi hermana Mis abuelos To move from the 1st person tengo (I have) to the 3rd person tiene (he/she has)	

Walkern Primary School Sequence of Learning : Spanish

Year 5/6	**Autumn 2**	**Spring 2**	**Summer 2**
Intermediate & progressive phonics & pronunciation lesson to be taught Autumn 1 and recapped throughout the year.	**Topic:** La Clase (the classroom) (Intermediate 2) **NC Big Ideas:** Listen attentively to spoken language and show understanding by joining in and responding 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 **Specific Knowledge:** Understand which determiner to use for classroom nouns Respond to simple classroom instructions Understand how to use the negative Recognise 'yo' is often omitted in Spanish **Specific Skills:** Recall, say and write common classroom nouns Describe what we have and do not have in our pencil cases	**Topic:** Ricitos de Oro y los tres osos (Golidlocks and the Three Bears**)** (Intermediate 2) **NC Big Ideas:** 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 **Specific Knowledge:** Understand the story in Spanish with the support of picture cards. Understand adjectives follow nouns in Spanish. **Specific Skills:** Translate key vocabulary Create a storyboard to write and re-tell the story of Goldilocks & the Three Bears in Spanish. Use a dictionary to translate vocabulary.	**Topic :** Mi Casa (My house) Intermediate 3 **NC Big Ideas:** describe people, places, things and actions orally* and in writing and information orally 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 **Specific Knowledge:** Understand the conjunction 'y' will connect ideas Understand the negative structure with the use of 'no' **Specific Skills:** Say and write whether they live in an apartment or house Describe own home verbally and in writing using key language structures Orally present this information Revisit the verbs – soy, me, llamo y tengo
Key Phonics	Ca = like ka Cu = like coo in cool Accents indicate the vowel is stressed. As seen in the word lá-piz. They can also be used to indicate a question as seen in: '¿Qué tienes en tu estuche?'	Ca = like'ka' Ce = like the in theatre Ci = like thi in think Accents indicate the vowel is stressed. As seen in the word ta-zón.	Ga = like ga in garage Accents indicate the vowels are stressed, e.g. As seen in the word salón. Stress Placement - Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable Like ga-ra-je Ñ = changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish words baño and montaña.
Key Vocabulary	Nouns and determiners for 12 common classroom items  Mi/mis (my) En mi estuche tengo (in my pencil case I have) En mi estuche no tengo (in my pencil case I do not have)	Había una vez… (Once upon a time) 	Nouns and determiners for house, apartment and rooms within a house Key phrases to describe En mi casa hay (in my house there is) En mi casa no hay (in my house there is not)
Key Grammar	Understand when to use the correct possessive adjective based on gender and plurality. Mi (singular masculine/feminine) Mis (plural) Negative structure for 'I have'. Tengo (I have) No tengo (I have not)	Understand the determiner 'the' has four alternatives in Spanish – el/la (singular), los/las (plural). Relevant adjectival agreement e.g. la silla pequeña , el tazón pequeño (the small chair, the small bowl).	Understand role of gender Un salon (masculine)/ una conina (feminine) Understand how to use the negative in Spanish En mi casa no hay 1st person verb vivo (I live)