

**MFL: Curriculum Overview**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>KS1 Cycle A 2020-2021</b>	Spanish speaking countries. Greetings. Numbers 1-10. Giving our age.	Introduce myself. Items in my pencil case. Saying what I have and do not have. Days of the week. Months of the year.	Pets. Animals.  Big Numbers 1-15.	Personal qualities. Family members.	Describing people.	Holiday words. Holiday Activities.
<b>KS1 Cycle B</b>	Greetings. Classroom instructions.	Ask for and give name.	Colours.	Parts of the body.	Numbers 15-30.	Zoo Animals.
<b><i>Teaching and learning of Spanish in Key Stage 1 is oral</i></b>						
<b>KS2 Cycle A</b>	Greetings. Numbers 1-20. Giving our age.	Items in my pencil case. Days of the week. Months of the year.	Animals. Colours. Numbers 1-30.	Family members.	Describing people.	Holiday destinations. Holiday words.
<b>KS2 Cycle B</b>	Classroom instructions	Ask for and give name. Days of the week.	Colours.	Parts of the body.	Numbers 13-30.	Revision
<b>KS2 Cycle C</b>	Meet & Greet - How Feeling?	Tell Me When - Birthdays What's the date? Yesterday, Today, Tomorrow.	All about School - What's in the classroom?	Shopping – Fruit, Veg, clothes	Let's Go – transport, directions, how do I get to?	Revision
<b>KS2 Cycle D</b>	Likes and Dislikes,	Jobs, what are you going to do?	My Town - In my town.	My Routine – o'clock, half past., My day, what's on TV. quarter past. School day.	Free Time – seasons, weather, sport, holidays	The way we look – the body, what do I look like?

# MFL

## Curriculum Intent

The teaching of MFL (Spanish) enables pupils to express their ideas and thoughts in another language and to understand and respond to speakers accordingly, both in speech and writing. It should also provide practical and real-life scenarios for pupils to practise another language.

### Aims

To foster a curiosity for learning another language.

To learn about Spanish speaking countries and their cultures.

To develop their knowledge in order to instil a confidence in understanding and speaking a language.

### Key Stage One

MFL is not a requirement in Key Stage One, however pupils in Key Stage One still have the opportunities to practise speaking and listening in another language. This involves basic counting (1-10), greetings, basic classroom instructions and part of the body. All of this is done verbally in Key Stage One, giving them the foundations to build upon in Key Stage Two.

### Key Stage Two

Pupils progress from the spoken Spanish they have learnt in Key Stage One. More numbers are learnt, pupils ask how others are and say how they are and begin to understand and respond to a range of familiar spoken words and short phrases. They will also join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.

**Greetings/ Numbers 1 -10/ Giving Age (Cycle A)**

		<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>
	<b>Year 1</b>	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To learn the numbers 1-10	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	<p><i>Simple greetings</i> <i>Introductions</i></p> <p>Hola – Hello Adiós – Goodbye 'Mi nombre es'- My name is</p> <p>Gracias – Thank you Por favor – Please</p> <p>Uno - One Dos - Two Tres - Three Cuatro - Four Cinco - Five Seis - Six Siete - Seven Ocho - Eight Nueve - Nine Diez - Ten</p>
	<b>Year 2</b>	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To learn to respond appropriately.	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To learn to respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	<p><i>Simple greetings</i> <i>Introductions</i> <i>Say how they are feeling</i></p> <p>Hola – Hello Adiós – Goodbye</p> <p>'Mi nombre es'- My name is Gracias – Thank you Por favor – Please ¡Buenos días! – Good morning ¡Buenas tardes! – Good afternoon Bien – good Mal – Not too well</p> <p>Uno - One Dos - Two Tres - Three Cuatro - Four Cinco - Five Seis - Six Siete - Seven Ocho - Eight Nueve - Nine Diez - Ten Once - Eleven Doce - Twelve Trece - Thirteen Catorce - Fourteen Quince - Fifteen</p>

		Listening	Speaking	Reading	Writing	Vocabulary
Items in my Pencil Case- Days of the week- Months of the Year	Year 1	To learn to say basic items from a pencil case. To learn to say the days of the week and months of the year.	To learn to say basic items from a pencil case. To learn to say the days of the week and months of the year.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	<p>una pluma- a pen un lápiz- a pencil una goma- a rubber unas Tijeras- some scissors una regla- a ruler</p> <p>Monday - lunes. Tuesday - martes. Wednesday - miércoles. Thursday - jueves. Friday - viernes. Saturday - sábado. Sunday - domingo.</p> <p>Enero- January Febrero- February Marzo- March Abril- April Mayo- May Junio- June Julio- July Agosto- August Septiembre- September Octubre- October Noviembre- November Diciembre- December</p>

	<b>Year 2</b>	To learn to say basic items from a pencil case. To learn to say the days of the week and months of the year. To learn to respond appropriately.	To learn to say basic items from a pencil case. To learn to say the days of the week and months of the year. To learn to respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	una pluma- a pen un lápiz- a pencil una goma- a rubber unas Tijeras- some scissors una regla- a ruler  Monday - lunes. Tuesday - martes. Wednesday - miércoles. Thursday - jueves. Friday - viernes. Saturday - sábado. Sunday - domingo.  Enero- January Febrero- February Marzo- March Abril- April Mayo- May Junio- June Julio- July Agosto- August Septiembre- September Octubre- October Noviembre- November Diciembre- December
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<b>Animals- (Cycle A)</b>		<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>
	<b>Year 1</b>	To learn to say some popular pets/ animals To learn to say the some of the main colours	To learn to say some popular pets/ animals To learn to say the some of the main colours	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	un perro- a dog un gato- a cat un caballo- a horse un ratón- a mouse
	<b>Year 2</b>	To learn to say some popular pets/ animals To learn to say the some of the main colours	To learn to say some popular pets/ animals To learn to say the some of the main colours To learn to respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	un perro- a dog un gato- a cat un caballo- a horse un ratón- a mouse un mono- a monkey

		To learn to respond appropriately.				un pez- a fish una jirafa- a giraffe un león- a lion un elefante- an elephant Tengo un perro negro - I have a black dog Tengo un gato naranja - I have an orange cat Tengo un ratón blanco - I have a white mouse  Grande- big Pequeño- small
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		Listening	Speaking	Reading	Writing	Vocabulary
<b>Personal Qualities-</b>	<b>Year 1</b>	To learn to say some names of immediate family	To learn to say some names of immediate family	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	padre: father madre: mother hermano: brother hermana: sister padres: parents

	<b>Year 2</b>	To learn to say some of the main family members To learn to say the some of the main colours To learn to respond appropriately.	To learn to say some of the main family members To learn to say the some of the main colours To learn to respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	padre: father madre: mother hermano: brother hermana: sister padres: parents abuelo: grandfather abuela: grandmother
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<b>Describing People (Cycle A)</b>		<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>
	<b>Year 1</b>	To learn to say some physical features.	To learn to say some physical features.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Cabello: hair Ojos: eyes Alta/ Alto: tall Pequena/ Pequeno: Short
	<b>Year 2</b>	To learn to say some physical features, linking some of these to colour (e.g. <i>I have brown hair</i> ).	To learn to say some physical features, linking some of these to colour (e.g. <i>I have brown hair</i> ).	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Cabello: hair Ojos: eyes Alta/ Alto: tall Pequena/ Pequeno: Short

<b>D</b>	<b>es</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>
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	<b>Year 1</b>	To learn to say some physical features.	To learn to say some physical features.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Cabello: hair Ojos: eyes Alta/ Alto: tall Pequena/ Pequeno: Short
	<b>Year 2</b>	To learn to say some physical features, linking some of these to colour (e.g. <i>I have brown hair</i> ). To respond appropriately.	To learn to say some physical features, linking some of these to colour (e.g. <i>I have brown hair</i> ). To respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Cabello: hair Ojos: eyes Alta/ Alto: tall Pequena/ Pequeno: Short

<b>Holidays (Cycle A)</b>		<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>
	<b>Year 1</b>	To learn to say some holiday related vocabulary.	To learn to say some holiday related vocabulary.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	El avión: Plane La piscina: Swimming Pool El hotel: hotel La postal: Postcard La Playa: Beach El aeropuerto: Airport
	<b>Year 2</b>	To learn to say some holiday related vocabulary. To respond appropriately.	To learn to say some holiday related vocabulary. To respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	El avión: Plane La piscina: Swimming Pool El hotel: hotel La postal: Postcard El ferry: Ferry La Playa: Beach El aeropuerto: Airport El pasaporte: Passport La Maleta: Suitcase

<b>Gr e</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>
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	<b>Year 1</b>	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To understand simple classroom instructions	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To understand simple classroom instructions	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	<i>Simple greetings</i> <i>Introductions</i>  Hola – Hello Adiós – Goodbye ¿Como te llamas? – What is your name?  Gracias – Thank you Por favor – Please  Levantos- Stand up Sentaos- Sit down Vamos- Let's go Escuchadme- Listen Callos- Quiet
	<b>Year 2</b>	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To learn to respond appropriately. when asked how they are feeling, e.g. 'How are you?' 'I am feeling well' To understand simple classroom instructions and respond appropriately.	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To learn to respond appropriately. when asked how they are feeling, e.g. 'How are you?' 'I am feeling well' To understand simple classroom instructions and respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	<i>Simple greetings</i> <i>Introductions</i> <i>Say how they are feeling</i>  Hola – Hello Adiós – Goodbye  ¿Como te llamas? – What is your name? ¿Qué tal?- How are You? ¿Y tu? – And you? Gracias – Thank you Por favor – Please ¡Buenos días! – Good morning ¡Buenas tardes! – Good afternoon Bien – good Mal – Not too well  Levantos- Stand up Sentaos- Sit down Vamos- Let's go Escuchadme- Listen Colocad las sillas bien- Tuck your chair in Callos- Quiet

<b>As k/</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>
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	<b>Year 1</b>	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To ask what someone else's name is.	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To ask what someone else's name is.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Hola – Hello Adiós – Goodbye 'Mi nombre es'- My name is ¿Como te llamas? – What is your name?
	<b>Year 2</b>	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To learn to respond appropriately. To ask what someone else's name is and ask how they are.	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To learn to respond appropriately. To ask what someone else's name is and ask how they are.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Hola – Hello Adiós – Goodbye  'Mi nombre es'- My name is ¿Como te llamas? – What is your name? Gracias – Thank you Por favor – Please ¡Buenos días! – Good morning ¡Buenas tardes! – Good afternoon Bien – good Mal – Not too well

Colours (Cycle B)		Listening	Speaking	Reading	Writing	Vocabulary
	<b>Year 1</b>	To learn to say the some of the main colours	To learn to say some popular pets/ animals To learn to say the some of the main colours	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Red = Rojo. Blue = Azul. Orange = Anaranjado. Green = Verde. Yellow = Amarillo. Purple = Morado. Pink = Rosado. Black = Negro.
	<b>Year 2</b>	To learn to say the some of the main colours and link this to items, e.g. 'The book is blue.' To learn to respond appropriately.	To learn to say the some of the main colours and link this to items, e.g. 'The book is blue.' To learn to respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Red = Rojo. Blue = Azul. Orange = Anaranjado. Green = Verde. Yellow = Amarillo. Purple = Morado. Pink = Rosado. Black = Negro.

Parts of the Body (Cycle B)		Listening	Speaking	Reading	Writing	Vocabulary
	Year 1	To learn to say the some of the main parts of the body.	To learn to say the some of the main parts of the body	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	El pelo- hair La boca- Mouth La nariz- nose La pierna- leg El Pie- feet Las Orejas- ears Los Ojos- eyes La mano- hand La cabeza- face
	Year 2	To learn to say the some of the main parts of the body and link this to items, e.g. 'I have blue eyes.' To learn to respond appropriately.	To learn to say the some of the main parts of the body and link this to items, e.g. 'I have blue eyes.' To learn to respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	El pelo- hair La boca- Mouth La nariz- nose El Pie- feet Las Orejas- ears Los Ojos- eyes La mano- hand La cabeza- face

Numbers 1-30 (Cycle B)		Listening	Speaking	Reading	Writing	Vocabulary
	Year 1	To learn the numbers 1-30	To learn the numbers 1-30	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	1 uno 2 dos 3 tres 4 cuatro 5 cinco 6 seis 7 siete
	Year 2	To learn the numbers 1-30 and link this to objects, e.g. '10 pencils.' To learn to respond appropriately.	To learn the numbers 1-30 and link this to objects, e.g. '10 pencils.' To learn to respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	8 ocho 9 nueve 10 diez 11 once 12 doce 13 trece 14 catorce 15 quince 16 dieciséis 17 diecisiete 18 dieciocho 19 diecinueve 20 veinte 21 veintiuno 22 veintidós 23 veintitrés 24 veinticuatro 25 veinticinco 26 veintiséis 27 veintisiete 28 veintiocho 29 veintinueve 30 treinta

		Listening	Speaking	Reading	Writing	Vocabulary
	<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Me llamo- My name is ¿Cómo te llamas?- What's your name? ¿Qué tal?- How are you? Bien- well Gracias- thank you,
	<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Gracias- thank you,
	<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Muy bien- very well, Fenomenal- great Regular- so-so, Mal- bad/not well Muy mal- very bad/not well at all Fatal- dreadful Gracias- thank you ¿Y tú?- and you?
	<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Muy bien- very well, Fenomenal- great Regular- so-so, Mal- bad/not well Muy mal- very bad/not well at all Fatal- dreadful Gracias- thank you ¿Y tú?- and you?
		Listening	Speaking	Reading	Writing	Vocabulary

Items in my Pencil Case (Cycle A)

<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	El/un estuche- pencil case el/un lápiz- pencil el/un bolígrafo- pen el/un rotulador- felt-tip pen el/un lápiz de color coloured pencil el/un sacapuntas- pencil sharpener la/una regla ruler la/una goma eraser ¿Qué hay en tu estuche?- What's in your pencil case?	
<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	Verdad- true Mentira- false en mi estuche- in my pencil case tengo- I have	
<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	El/un estuche- pencil case el/un lápiz- pencil el/un bolígrafo- pen el/un rotulador- felt-tip pen el/un lápiz de color coloured pencil el/un sacapuntas- pencil sharpener la/una regla ruler la/una goma eraser ¿Qué hay en tu estuche?- What's in your pencil case? Verdad- true Mentira- false en mi estuche- in my pencil case tengo- I have ¿Dónde está...?- Where is it? ¿Dónde están...?- Where are they? Aquí está/están- Here it is/ they are	
<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.		

	Listening	Speaking	Reading	Writing	Vocabulary
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**Greetings/ Numbers 1 -10/ Giving Age (Cycle A)**

<p><b>Year 1</b></p>	<p>To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To learn the numbers 1-10</p>	<p>To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name.</p>	<p>Teaching and learning of Spanish in KS1 is oral.</p>	<p>Teaching and learning of Spanish in KS1 is oral.</p>	<p><i>Simple greetings</i> <i>Introductions</i></p> <p>Hola – Hello Adiós – Goodbye 'Mi nombre es' - My name is</p> <p>Gracias – Thank you Por favor – Please</p> <p>Uno - One Dos - Two Tres - Three Cuatro - Four Cinco - Five Seis - Six Siete - Seven Ocho - Eight Nueve - Nine Diez - Ten</p>
<p><b>Year 2</b></p>	<p>To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To learn to respond appropriately.</p>	<p>To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To learn to respond appropriately.</p>	<p>Teaching and learning of Spanish in KS1 is oral.</p>	<p>Teaching and learning of Spanish in KS1 is oral.</p>	<p><i>Simple greetings</i> <i>Introductions</i> <i>Say how they are feeling</i></p> <p>Hola – Hello Adiós – Goodbye</p> <p>'Mi nombre es' - My name is Gracias – Thank you Por favor – Please ¡Buenos días! – Good morning ¡Buenas tardes! – Good afternoon Bien – good Mal – Not too well</p> <p>Uno - One Dos - Two Tres - Three Cuatro - Four Cinco - Five Seis - Six Siete - Seven Ocho - Eight Nueve - Nine Diez - Ten Once - Eleven Doce - Twelve Trece - Thirteen Catorce - Fourteen Quince - Fifteen</p>

**Items in my Pencil Case- Days of the week- Months of the Year (Cycle A)**

		<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>
	<b>Year 1</b>	To learn to say basic items from a pencil case. To learn to say the days of the week and months of the year.	To learn to say basic items from a pencil case. To learn to say the days of the week and months of the year.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	<p>una pluma- a pen un lápiz- a pencil una goma- a rubber unas Tijeras- some scissors una regla- a ruler</p> <p>Monday - lunes. Tuesday - martes. Wednesday - miércoles. Thursday - jueves. Friday - viernes. Saturday - sábado. Sunday - domingo.</p> <p>Enero- January Febrero- February Marzo- March Abril- April Mayo- May Junio- June Julio- July Agosto- August Septiembre- September Octubre- October Noviembre- November Diciembre- December</p>
	<b>Year 2</b>	To learn to say basic items from a pencil case. To learn to say the days of the week and months of the year. To learn to respond appropriately.	To learn to say basic items from a pencil case. To learn to say the days of the week and months of the year. To learn to respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	<p>una pluma- a pen un lápiz- a pencil una goma- a rubber unas Tijeras- some scissors una regla- a ruler</p> <p>Monday - lunes. Tuesday - martes. Wednesday - miércoles. Thursday - jueves. Friday - viernes. Saturday - sábado. Sunday - domingo.</p> <p>Enero- January Febrero- February Marzo- March Abril- April Mayo- May Junio- June Julio- July Agosto- August Septiembre- September Octubre- October Noviembre- November Diciembre- December</p>

**Animals- (Cycle A)**

	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>
<b>Year 1</b>	To learn to say some popular pets/ animals To learn to say the some of the main colours	To learn to say some popular pets/ animals To learn to say the some of the main colours	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	un perro- a dog un gato- a cat un caballo- a horse un ratón- a mouse
<b>Year 2</b>	To learn to say some popular pets/ animals To learn to say the some of the main colours To learn to respond appropriately.	To learn to say some popular pets/ animals To learn to say the some of the main colours To learn to respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	un perro- a dog un gato- a cat un caballo- a horse un ratón- a mouse un mono- a monkey un pez- a fish una jirafa- a giraffe un león- a lion un elefante- an elephant Tengo un perro negro - I have a black dog Tengo un gato naranja - I have an orange cat Tengo un ratón blanco - I have a white mouse  Grande- big Pequeño- small

Personal Qualities- Family Members (Cycle A)		Listening	Speaking	Reading	Writing	Vocabulary
	Year 1	To learn to say some names of immediate family	To learn to say some names of immediate family	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	padre: father madre: mother hermano: brother hermana: sister padres: parents
	Year 2	To learn to say some of the main family members To learn to say the some of the main colours To learn to respond appropriately.	To learn to say some of the main family members To learn to say the some of the main colours To learn to respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	padre: father madre: mother hermano: brother hermana: sister padres: parents abuelo: grandfather abuela: grandmother

Describing People (Cycle A)		Listening	Speaking	Reading	Writing	Vocabulary
	Year 1	To learn to say some physical features.	To learn to say some physical features.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Cabello: hair Ojos: eyes Alta/ Alto: tall Pequena/ Pequeno: Short
	Year 2	To learn to say some physical features, linking some of these to colour (e.g. <i>I have brown hair</i> ).	To learn to say some physical features, linking some of these to colour (e.g. <i>I have brown hair</i> ).	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Cabello: hair Ojos: eyes Alta/ Alto: tall Pequena/ Pequeno: Short

Describing People (Cycle A)		Listening	Speaking	Reading	Writing	Vocabulary
	Year 1	To learn to say some physical features.	To learn to say some physical features.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Cabello: hair Ojos: eyes Alta/ Alto: tall Pequena/ Pequeno: Short
	Year 2	To learn to say some physical features, linking some of these to colour (e.g. <i>I have brown hair</i> ). To respond appropriately.	To learn to say some physical features, linking some of these to colour (e.g. <i>I have brown hair</i> ). To respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Cabello: hair Ojos: eyes Alta/ Alto: tall Pequena/ Pequeno: Short

Holidays (Cycle A)		Listening	Speaking	Reading	Writing	Vocabulary
	Year 1	To learn to say some holiday related vocabulary.	To learn to say some holiday related vocabulary.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	El avión: Plane La piscina: Swimming Pool El hotel: hotel La postal: Postcard La Playa: Beach El aeropuerto: Airport
	Year 2	To learn to say some holiday related vocabulary. To respond appropriately.	To learn to say some holiday related vocabulary. To respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	El avión: Plane La piscina: Swimming Pool El hotel: hotel La postal: Postcard El ferry: Ferry La Playa: Beach El aeropuerto: Airport El pasaporte: Passport La Maleta: Suitcase

**Greetings/ Classroom Instructions (Cycle B)**

	Listening	Speaking	Reading	Writing	Vocabulary
<b>Year 1</b>	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To understand simple classroom instructions	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To understand simple classroom instructions	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	<i>Simple greetings</i> <i>Introductions</i>  Hola – Hello Adiós – Goodbye ¿Como te llamas? – What is your name?  Gracias – Thank you Por favor – Please  Levantos- Stand up Sentaos- Sit down Vamos- Let's go Escuchadme- Listen Callos- Quiet
<b>Year 2</b>	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To learn to respond appropriately. when asked how they are feeling, e.g. 'How are you?' 'I am feeling well' To understand simple classroom instructions and respond appropriately.	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To learn to respond appropriately. when asked how they are feeling, e.g. 'How are you?' 'I am feeling well' To understand simple classroom instructions and respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	<i>Simple greetings</i> <i>Introductions</i> <i>Say how they are feeling</i>  Hola – Hello Adiós – Goodbye  ¿Como te llamas? – What is your name? ¿Qué tal?- How are You? ¿Y tu? – And you? Gracias – Thank you Por favor – Please ¡Buenos días! – Good morning ¡Buenas tardes! – Good afternoon Bien – good Mal – Not too well  Levantos- Stand up Sentaos- Sit down Vamos- Let's go Escuchadme- Listen Colocad las sillas bien- Tuck your chair in Callos- Quiet

As k/	Listening	Speaking	Reading	Writing	Vocabulary
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	<b>Year 1</b>	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To ask what someone else's name is.	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To ask what someone else's name is.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Hola – Hello Adiós – Goodbye 'Mi nombre es'- My name is ¿Como te llamas? – What is your name?
	<b>Year 2</b>	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To learn to respond appropriately. To ask what someone else's name is and ask how they are.	To learn to say 'hello' and 'goodbye' To learn to introduce themselves by their name. To learn to respond appropriately. To ask what someone else's name is and ask how they are.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Hola – Hello Adiós – Goodbye  'Mi nombre es'- My name is ¿Como te llamas? – What is your name? Gracias – Thank you Por favor – Please ¡Buenos días! – Good morning ¡Buenas tardes! – Good afternoon Bien – good Mal – Not too well

Colours (Cycle B)		Listening	Speaking	Reading	Writing	Vocabulary
	<b>Year 1</b>	To learn to say the some of the main colours	To learn to say some popular pets/ animals To learn to say the some of the main colours	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Red = Rojo. Blue = Azul. Orange = Anaranjado. Green = Verde. Yellow = Amarillo. Purple = Morado. Pink = Rosado. Black = Negro.
	<b>Year 2</b>	To learn to say the some of the main colours and link this to items, e.g. 'The book is blue.' To learn to respond appropriately.	To learn to say the some of the main colours and link this to items, e.g. 'The book is blue.' To learn to respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	Red = Rojo. Blue = Azul. Orange = Anaranjado. Green = Verde. Yellow = Amarillo. Purple = Morado. Pink = Rosado. Black = Negro.

Parts of the Body (Cycle B)		Listening	Speaking	Reading	Writing	Vocabulary
	Year 1	To learn to say the some of the main parts of the body.	To learn to say the some of the main parts of the body	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	El pelo- hair La boca- Mouth La nariz- nose La pierna- leg El Pie- feet Las Orejas- ears Los Ojos- eyes La mano- hand La cabeza- face
	Year 2	To learn to say the some of the main parts of the body and link this to items, e.g. 'I have blue eyes.' To learn to respond appropriately.	To learn to say the some of the main parts of the body and link this to items, e.g. 'I have blue eyes.' To learn to respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	El pelo- hair La boca- Mouth La nariz- nose El Pie- feet Las Orejas- ears Los Ojos- eyes La mano- hand La cabeza- face

Numbers 1-30 (Cycle B)		Listening	Speaking	Reading	Writing	Vocabulary
	Year 1	To learn the numbers 1-30	To learn the numbers 1-30	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	1 uno 2 dos 3 tres 4 cuatro 5 cinco 6 seis 7 siete
	Year 2	To learn the numbers 1-30 and link this to objects, e.g. '10 pencils.' To learn to respond appropriately.	To learn the numbers 1-30 and link this to objects, e.g. '10 pencils.' To learn to respond appropriately.	Teaching and learning of Spanish in KS1 is oral.	Teaching and learning of Spanish in KS1 is oral.	8 ocho 9 nueve 10 diez 11 once 12 doce 13 trece 14 catorce 15 quince 16 dieciséis 17 diecisiete 18 dieciocho 19 diecinueve 20 veinte 21 veintiuno 22 veintidós 23 veintitrés 24 veinticuatro 25 veinticinco 26 veintiséis 27 veintisiete 28 veintiocho 29 veintinueve 30 treinta

		Listening	Speaking	Reading	Writing	Vocabulary
	<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Me llamo- My name is ¿Cómo te llamas?- What's your name? ¿Qué tal?- How are you? Bien- well Gracias- thank you,
	<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Gracias- thank you,
	<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Muy bien- very well, Fenomenal- great Regular- so-so, Mal- bad/not well Muy mal- very bad/not well at all Fatal- dreadful Gracias- thank you ¿Y tú?- and you?
	<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Muy bien- very well, Fenomenal- great Regular- so-so, Mal- bad/not well Muy mal- very bad/not well at all Fatal- dreadful Gracias- thank you ¿Y tú?- and you?
		Listening	Speaking	Reading	Writing	Vocabulary

<b>Animals/ Colours (Cycle A)</b>	<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	Un perro- dog un gato- cat una tortuga- tortoise un hámster/hamsters- a hamster/ hamsters un pez/peces- a fish/fish (plural) un pájaro- bird un ratón/ratones- a mouse/ mice una cobaya- guinea pig un conejo- rabbit una serpiente- snake
	<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	¿Tienes animales?- Do you have pets? tengo/tienes- I have/you have
	<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Un perro- dog un gato- cat una tortuga- tortoise un hámster/hamsters- a hamster/ hamsters un pez/peces- a fish/fish (plural) un pájaro- bird un ratón/ratones- a mouse/ mice una cobaya- guinea pig un conejo- rabbit una serpiente- snake
	<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	¿Tienes animales?- Do you have pets? tengo/tienes- I have/you have  <i>To link colours to animals:</i> Red = Rojo. Blue = Azul. Orange = Anaranjado. Green = Verde. Yellow = Amarillo. Purple = Morado. Pink = Rosado. Black = Negro.

	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>
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<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Me llamo- My name is ¿Cómo te llamas?- What's your name? ¿Qué tal?- How are you? Bien- well Gracias- thank you,	
<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Gracias- thank you,	
<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Muy bien- very well, Fenomenal- great Regular- so-so, Mal- bad/not well Muy mal- very bad/not well at all Fatal- dreadful Gracias- thank you ¿Y tú?- and you?	
<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Muy bien- very well, Fenomenal- great Regular- so-so, Mal- bad/not well Muy mal- very bad/not well at all Fatal- dreadful Gracias- thank you ¿Y tú?- and you?	
	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>	

<b>My Family (Cycle A)</b>	<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	¿Quién es?- Who's this? Yo- me Mi (singular)/mis (pl)- my Padres- my parents Madre- mother Padre- father Hermano- brother Hermana- sister abuela- grandmother Abuelo- grandfather abuelos- grandparents familia- family
	<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	
	<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	¿Quién es? [Who's this?], Yo- me Mi (singular)/mis (pl)- my Padres- my parents Madre- mother Padre- father Hermano- brother Hermana- sister abuela- grandmother Abuelo- grandfather abuelos- grandparents familia- family padrastra- stepfather madrastro- stepmother hermanastro- stepbrother hermanastra- stepsister aquí está/están- here is/are
	<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	

	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>
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<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Me llamo- My name is ¿Cómo te llamas?- What's your name? ¿Qué tal?- How are you? Bien- well Gracias- thank you,	
<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Gracias- thank you,	
<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Muy bien- very well, Fenomenal- great Regular- so-so, Mal- bad/not well Muy mal- very bad/not well at all Fatal- dreadful Gracias- thank you ¿Y tú?- and you?	
<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Muy bien- very well, Fenomenal- great Regular- so-so, Mal- bad/not well Muy mal- very bad/not well at all Fatal- dreadful Gracias- thank you ¿Y tú?- and you?	
	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>	

Describing People (Cycle A)

<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	Soy- I am Eres- you are Es- he/she/it is ¿Cómo eres? - What do you look like? ¿Cómo eres?- What do you look like? Soy...- I am... Es- He/She is... alto/a- tall bajo/a- short  ¿Cómo tienes el pelo?- What is your hair like? Tengo el pelo- I have ... hair Corto- short Largo- long	
<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	¿Cómo tienes los ojos?- What colour are your eyes? Tengo los ojos- I have ... eyes  tengo- I have tienes- you have tiene- he/she/it has	
<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Soy- I am Eres- you are Es- he/she/it is ¿Cómo eres? - What do you look like? ¿Cómo eres?- What do you look like? Soy...- I am... Es- He/She is... alto/a- tall bajo/a- short  tengo- I have tienes- you have tiene- he/she/it has	
<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	¿Cómo tienes el pelo?- What is your hair like? Tengo el pelo- I have ... hair Corto- short Largo- long Rizado- curly Ondulado- wavy Liso- straight  ¿Cómo tienes los ojos?- What colour are your eyes?  Tengo los ojos- I have ... eyes ¿Llevas gafas? - Do you wear glasses? No, no llevo gafas - No, I don't wear glasses.	

	Listening	Speaking	Reading	Writing	Vocabulary
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<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Me llamo- My name is ¿Cómo te llamas?- What's your name? ¿Qué tal?- How are you? Bien- well Gracias- thank you,	
<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Gracias- thank you,	
<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Muy bien- very well, Fenomenal- great Regular- so-so, Mal- bad/not well Muy mal- very bad/not well at all Fatal- dreadful Gracias- thank you ¿Y tú?- and you?	
<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Muy bien- very well, Fenomenal- great Regular- so-so, Mal- bad/not well Muy mal- very bad/not well at all Fatal- dreadful Gracias- thank you ¿Y tú?- and you?	
	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>	

**Holiday Destinations (Cycle A)**

<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	Adónde- where Cómo- how las vacaciones- holidays voy- I go España- Spain la costa- coast la montaña- mountain el campo- countryside a= to	
<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	en coche- by car en tren- by train en autocar- by coach en avión- by plane	
<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Adónde- where Cómo- how Durante- during las vacaciones- holidays voy- I go vas- you go Francia- France España- Spain Gales- Wales Escocia- Scotland Londres- London	
<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	la costa- coast la montaña- mountain el campo- countryside a= to en coche- by car en tren- by train en autocar- by coach en avión- by plane en bici- by bike en ferry- by ferry a pie- on foot	

	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>
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<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Me llamo- My name is ¿Cómo te llamas?- What's your name? ¿Qué tal?- How are you? Bien- well Gracias- thank you,	
<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Gracias- thank you,	
<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Muy bien- very well, Fenomenal- great Regular- so-so, Mal- bad/not well Muy mal- very bad/not well at all Fatal- dreadful Gracias- thank you ¿Y tú?- and you?	
<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	Hola- Hello. Adiós- Goodbye. buenos días- good morning. buenas tardes- good afternoon. buenas noches- good evening. Señor- Mr, Señora Mrs Señorita- Miss, ¿Y tú? And you? ¿Qué tal?- How are you? Bien- well Muy bien- very well, Fenomenal- great Regular- so-so, Mal- bad/not well Muy mal- very bad/not well at all Fatal- dreadful Gracias- thank you ¿Y tú?- and you?	
	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Vocabulary</b>	

<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	Siéntate sit down Levántate- stand up arregla las sillas- put your chairs under collate- be quiet escucha- listen mira- look recoge la mesa- tidy up the desk ¡vamos!- off you go! vamos a jugar- let's play!	
<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.		
<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Siéntate sit down Levántate- stand up arregla las sillas- put your chairs under collate- be quiet escucha- listen mira- look mírame- look at me ven a la alfombra- come to the carpet repite- repeat recoge la mesa- tidy up the desk ¡vamos!- off you go! vamos a jugar- let's play!	
<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.		

<p><b>Year 3</b></p>	<p>To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.</p>	<p>To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.</p>	<p>To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.</p>	<p>To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.</p>	<p>'Mi nombre es'- My name is ¿Como te llamas? – What is your name?</p> <p>Monday - lunes. Tuesday - martes. Wednesday - miércoles. Thursday - jueves. Friday - viernes. Saturday - sábado. Sunday - domingo.</p>
<p><b>Year 4</b></p>	<p>To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.</p>	<p>To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.</p>	<p>To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.</p>	<p>To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.</p>	<p>Enero- January Febrero- February Marzo- March Abril- April Mayo- May Junio- June Julio- July Agosto- August Septiembre- September Octubre- October Noviembre- November Diciembre- December</p>
<p><b>Year 5</b></p>	<p>To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.</p>	<p>To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.</p>	<p>To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.</p>	<p>To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.</p>	<p>'Mi nombre es'- My name is ¿Como te llamas? – What is your name?</p> <p>Monday - lunes. Tuesday - martes. Wednesday - miércoles. Thursday - jueves. Friday - viernes. Saturday - sábado. Sunday - domingo.</p> <p>Enero- January Febrero- February Marzo- March Abril- April Mayo- May Junio- June Julio- July Agosto- August Septiembre- September Octubre- October Noviembre- November Diciembre- December</p>
<p><b>Year 6</b></p>	<p>To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.</p>	<p>To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.</p>	<p>To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.</p>	<p>To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.</p>	<p>Enero- January Febrero- February Marzo- March Abril- April Mayo- May Junio- June Julio- July Agosto- August Septiembre- September Octubre- October Noviembre- November Diciembre- December</p>

		Listening	Speaking	Reading	Writing	Vocabulary
Colours (Revision) (Cycle B)	<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	¿De qué color es?- What colour is it? Azul- blue Blanco- white rojo- red negro black Amarillo- yellow Verde- green Gris- grey Naranja- orange Rosa- pink Violeta- purple Marron- chestnut brown Es- It's
	<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	
	<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	¿De qué color es?- What colour is it? Azul- blue Blanco- white rojo- red negro black Amarillo- yellow Verde- green Gris- grey Naranja- orange Rosa- pink Violeta- purple Marron- chestnut brown Es- It's
	<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	Progression: Link colours and objects in sentences.

		Listening	Speaking	Reading	Writing	Vocabulary
<b>Parts of the Body (Cycle B)</b>	<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	Aquí está- here is aquí está- here are la cabeza- head los hombros- shoulders las piernas- legs los pies- feet los ojos- eyes las orejas- ears la boca- mouth la nariz- nose
	<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	
	<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Aquí está- here is aquí está- here are la cabeza- head los hombros- shoulders las piernas- legs los pies- feet los ojos- eyes las orejas- ears la boca- mouth la nariz- nose
	<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	<i>Progression: Link actions to body parts.</i>  Pon- put down patalea stamp your feet corre [run], levanta la mano- put your hand up baja la mano- put your hand down salta- jump cruza los brazos- cross your arms anda- walk toca- touch coge- take

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<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	1 uno 2 dos 3 tres 4 cuatro 5 cinco 6 seis 7 siete 8 ocho 9 nueve 10 diez 11 once 12 doce 13 trece 14 catorce 15 quince 16 dieciséis 17 diecisiete 18 dieciocho 19 diecinueve 20 veinte 21 veintiuno 22 veintidós 23 veintitrés 24 veinticuatro 25 veinticinco 26 veintiséis 27 veintisiete 28 veintiocho 29 veintinueve 30 treinta
<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	1 uno 2 dos 3 tres 4 cuatro 5 cinco 6 seis 7 siete 8 ocho 9 nueve 10 diez 11 once 12 doce 13 trece 14 catorce 15 quince 16 dieciséis 17 diecisiete 18 dieciocho 19 diecinueve 20 veinte 21 veintiuno 22 veintidós 23 veintitrés 24 veinticuatro 25 veinticinco 26 veintiséis 27 veintisiete 28 veintiocho 29 veintinueve 30 treinta
<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	14 catorce 15 quince 16 dieciséis 17 diecisiete 18 dieciocho 19 diecinueve 20 veinte 21 veintiuno 22 veintidós 23 veintitrés 24 veinticuatro 25 veinticinco 26 veintiséis 27 veintisiete 28 veintiocho 29 veintinueve 30 treinta  <i>Progression: Link numbers to items and objects. Place this information in sentences.</i>

	Listening	Speaking	Reading	Writing	Vocabulary
<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	¿Qué tal?- How are you? Bien- well Muy bien- very well Fenomenal great Regular- so-so Mal- bad/not well Muy mal- very bad/not well at all Fatal- dreadful Gracias- thank you
<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	¿Y tú?- and you? Pregúntame- ask me
<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Qué tal?- How are you? Bien- well Muy bien- very well Fenomenal great Regular- so-so Mal- bad/not well Muy mal- very bad/not well at all Fatal- dreadful Gracias- thank you ¿Y tú?- and you? Pregúntame- ask me
<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	

		Listening	Speaking	Reading	Writing	Vocabulary
	<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	Mi- my Tu- your el cumpleaños- birthday ¿Cúando es tu cumpleaños?- When is your birthday? Mi cumpleaños es- My birthday is ¿Qué fecha es?- What date is it? Cumpleaños feliz- Happy Birthday
	<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	a fecha- date hoy- today ayer- yesterday mañana- tomorrow
	<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Mi- my Tu- your el cumpleaños- birthday ¿Cúando es tu cumpleaños?- When is your birthday? Mi cumpleaños es- My birthday is ¿Qué fecha es?- What date is it? Cumpleaños feliz- Happy Birthday  a fecha- date ¿Qué fecha es hoy? What's the date today? ¿Qué fecha es?- What's the date? el día del padre- Father's Day
	<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	el calendario calendar hoy [today], ayer yesterday- mañana- tomorrow es- it is era- it was será- it will be

	Listening	Speaking	Reading	Writing	Vocabulary
<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	La clase- classroom la Puerta- door la Ventana- window la mesa- table la silla- chair el ordenador- computer el libro- book las luces- lights ¿Dónde está...?- Where is it? ¿Dónde están...?- Where are they? Aquí está/están- Here it is/ they are
<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	
<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	La clase- classroom la Puerta- door la Ventana- window la mesa- table la silla- chair el ordenador- computer el libro- book las luces- lights ¿Dónde está...?- Where is it? ¿Dónde están...?- Where are they? Aquí está/están- Here it is/ they are
<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	

		Listening	Speaking	Reading	Writing	Vocabulary
	<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	¿Cuánto vale?- How much is it? ¿Cuánto valen?- How much are they? Son ... euros- It's ... euros
	<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	
	<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	¿Cuánto vale?- How much is it? ¿Cuánto valen?- How much are they? Son ... euros- It's ... euros Son ... céntimos-It's ... cents Son ... euros con ... céntimos- It's ... euros and ... cents el cambio- the change Aquí tienes el cambio- Here is the change.
	<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	

		Listening	Speaking	Reading	Writing	Vocabulary
Transport (Cycle C)	<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	El barco- ship El coche- car Navegar- yacht El helicóptero- Helicopter La moto- Motorcycle El camión- Lorry El autobús- Bus La Bicicleta- Bike
	<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	
	<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	El barco- ship El coche- car Navegar- yacht El helicóptero- Helicopter La moto- Motorcycle El camión- Lorry El autobús- Bus La Bicicleta- Bike  en coche- by car en tren- by train en autocar- by coach
	<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	en avión- by plane en bici- by bike en ferry- by ferry a pie- on foot  Agua- Water Tierra- Land El aire- Air

		Listening	Speaking	Reading	Writing	Vocabulary
Like and Dislikes (Cycle D)	<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	<i>Hobbies, for instance:</i> Cocinar- to cook Patina- to skate montar en bici- to ride a bike viajar- to travel y- and pero- but  me gusta- I like no me gusta- I don't like
	<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	
	<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	<i>Hobbies, for instance:</i> Cocinar- to cook Patina- to skate montar en bici- to ride a bike viajar- to travel y- and pero- but  Los pasatiempos- hobbies ¿Qué es?- What's this? usar el ordenador- to use the computer jugar al tenis- to play tennis leer- to read bailar- to dance ir al cine- to go to the cinema andar- to walk las opiniones- opinions me encanta- I love me gusta- I like no me gusta- I don't like odio- I hate
	<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	

		Listening	Speaking	Reading	Writing	Vocabulary
<b>Jobs (Cycle D)</b>	<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	<i>Jobs- sample:</i> Los trabajos- jobs profesor/profesora- teacher doctor/doctora- doctor peluquero/peluquera- hairdresser mecánico/mecánica- mechanic enfermero/enfermera- nurse granjero/ granjer- farmer bombero/bombero- firefighter cocinero/cocinera- chef
	<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	¿Qué trabajo es?- What job is it? Es- he/she is ¿En qué trabaja?- What does he/she do (for a living)?
	<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	<i>Jobs- sample:</i> Los trabajos- jobs profesor/profesora- teacher doctor/doctora- doctor peluquero/peluquera- hairdresser mecánico/mecánica- mechanic enfermero/enfermera- nurse granjero/ granjer- farmer bombero/bombero- firefighter cocinero/cocinera- chef
	<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	¿Qué trabajo es?- What job is it? Es- he/she is ¿En qué trabaja?- What does he/she do (for a living)?  <i>Progression- jobs of family members:</i> mi- my tu- your madre- mother padre- father Hermano- brother hermana- sister tío- uncle tía- aunt

		Listening	Speaking	Reading	Writing	Vocabulary
	<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	¿Qué ciudad es?- What city is it? ¿Dónde vives?- Where do you live? Vivo en- I live in...  En mi ciudad- In my town Hay- there is/ there are no hay- there isn't/there aren't ni nor ¿Qué hay en tu ciudad? What is there in your town? una escuela- a school un museo- a museum una farmacia - a pharmacy una estación de trenes- a train station un supermercado- a supermarket un cine- a cinema una cafetería- a café un parque- a park un Mercado- a market un banco- a bank
	<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	¿Qué ciudad es?- What city is it? ¿Dónde vives?- Where do you live? Vivo en- I live in...  En mi ciudad- In my town Hay- there is/ there are no hay- there isn't/there aren't ni nor ¿Qué hay en tu ciudad? What is there in your town? una escuela- a school un museo- a museum una farmacia - a pharmacy una estación de trenes- a train station un supermercado- a supermarket un cine- a cinema una cafetería- a café un parque- a park un Mercado- a market un banco- a bank
	<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	¿Qué ciudad es?- What city is it? ¿Dónde vives?- Where do you live? Vivo en- I live in...  En mi ciudad- In my town Hay- there is/ there are no hay- there isn't/there aren't ni nor ¿Qué hay en tu ciudad? What is there in your town? una escuela- a school un museo- a museum una farmacia - a pharmacy una estación de trenes- a train station un supermercado- a supermarket un cine- a cinema una cafetería- a café un parque- a park un Mercado- a market un banco- a bank
	<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	¿Cuál es tu dirección?- What's your address? Mi dirección es- My address is... la calle- street la Avenida- avenue la plaza- square número- number

		Listening	Speaking	Reading	Writing	Vocabulary
My Routine (Cycle D)	Year 3	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	¿Qué hora es?- What time is it? es la una- it is one o'clock son las dos/tres/cuatro/cinco/seis/siete/ocho/nueve/diez/once/doce- it is two/three/four/five/six/seven/eight/nine/ten/eleven/twelve o'clock ...y media- half past  Me levanto- I get up Desayuno- I have breakfast me lavo los dientes- I brush my teeth
	Year 4	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	voy a la escuela- I go to school], como- I have lunch vuelvo a casa- I go back home veo la television- I watch TV ceno- I have dinner hago mis deberes- I do my homework me acuesto- I go to bed
	Year 5	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	¿Qué hora es?- What time is it? es la una- it is one o'clock son las dos/tres/cuatro/cinco/seis/siete/ocho/nueve/diez/once/doce- it is two/three/four/five/six/seven/eight/nine/ten/eleven/twelve o'clock ...y media- half past  Me levanto- I get up Desayuno- I have breakfast me lavo los dientes- I brush my teeth
	Year 6	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	voy a la escuela- I go to school], como- I have lunch vuelvo a casa- I go back home veo la television- I watch TV ceno- I have dinner hago mis deberes- I do my homework me acuesto- I go to bed  ¿Qué hay en la televisión a...?- What's on TV at...? hay- there is  y cuarto- quarter past menos cuarto- quarter to

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	<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	voy a la escuela- I go to school], como- I have lunch vuelvo a casa- I go back home veo la television- I watch TV ceno- I have dinner hago mis deberes- I do my homework me acuesto- I go to bed
	<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	¿Qué hora es?- What time is it? es la una- it is one o'clock son las dos/tres/cuatro/cinco/seis/siete/ocho/nueve/diez/once/doce- it is two/three/four/five/six/seven/eight/nine/ten/eleven/twelve o'clock ...y media- half past  Me levanto- I get up Desayuno- I have breakfast me lavo los dientes- I brush my teeth
	<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	voy a la escuela- I go to school], como- I have lunch vuelvo a casa- I go back home veo la television- I watch TV ceno- I have dinner hago mis deberes- I do my homework me acuesto- I go to bed  ¿Qué hay en la televisión a...?- What's on TV at...? hay- there is  y cuarto- quarter past menos cuarto- quarter to

	Listening	Speaking	Reading	Writing	Vocabulary
<b>Year 3</b>	To understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly To follow and repeat key words from a song, rhyme or poem.	To ask and answer simple pre-learned questions from memory. To begin to understand the formation of questions and answers involving familiar vocabulary.	To understand some familiar written words and short phrases. To use the visual cues and context to follow the gist of a short text. To use a word list to locate specific words.	To write some single words from memory, with plausible spelling. To, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in the singular with masculine and feminine nouns. To form regular plural nouns.	Enero- January Febrero- February Marzo- March Abril- April Mayo- May Junio- June Julio- July Agosto- August Septiembre- September Octubre- October Noviembre- November Diciembre- December
<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	la primavera- spring el Verano- summer el otoño- autumn el invierno- winter ¿En qué estación es...?- Which season is ... in? es- he/she/it is ¿En qué estación son...?- Which season are ... in? Son- they are  El tiempo- weather, ¿Qué tiempo hace?- What's the weather like? hace sol- it's sunny, hace calor- it's hot, hace frío- it's cold.  Jugar al fútbol- to play football], jugar al Baloncesto- to play basketball, jugar al tenis- to play tennis, jugar al voleibol- to play volleyball hacer natación- to do swimming
<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Enero- January Febrero- February Marzo- March Abril- April Mayo- May Junio- June Julio- July Agosto- August Septiembre- September Octubre- October Noviembre- November Diciembre- December  la primavera- spring el Verano- summer el otoño- autumn el invierno- winter ¿En qué estación es...?- Which season is ... in? es- he/she/it is ¿En qué estación son...?- Which season are ... in? Son- they are
<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	la primavera- spring el Verano- summer el otoño- autumn el invierno- winter ¿En qué estación es...?- Which season is ... in? es- he/she/it is ¿En qué estación son...?- Which season are ... in? Son- they are  El tiempo- weather, ¿Qué tiempo hace?- What's the weather like? hace sol- it's sunny, hace calor- it's hot, hace frío- it's cold, hace viento- it's windy, hace buen tiempo- the weather is nice, hace mal tiempo- the weather is bad, llueve- it's raining, nieva- t's snowing, hoy- today En- in  Jugar al fútbol- to play football], jugar al Baloncesto- to play basketball, jugar al tenis- to play tennis, jugar al voleibol- to play volleyball hacer natación- to do swimming hacer ciclismo- to do cycling, hacer yoga- to do yoga hacer vela- to do sailing.  me encanta- I love], me gusta- I like, no me gusta- I don't like, odio- I hate, ¿Te gusta...?- Do you like...?

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	<b>Year 4</b>	To understand and respond to a range of familiar spoken words and short phrases. To join in the retelling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	To rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation To begin to understand how to form questions/answers independently.	To read and understand a range of familiar written phrases. To identify the overall type of text from its layout, contextual cues and a few familiar words. To use a word list to check the spelling of a word.	To write simple words and several short phrases from memory with understandable spelling. To substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun. To use indefinite articles in singular and plural and definite articles in both singular and plural. To recognise qualifiers, adverbs of time and prepositions of place.	tengo- I have tienes- you have tiene- he/she/it has
	<b>Year 5</b>	To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. To join in with familiar short songs, rhymes or poems, or parts of them.	To ask and answer simple questions on the current topic. To adapt models successfully to give own information, including simple questions, substituting individual words. To produce some short phrases within a familiar topic, with good pronunciation.	To understand familiar words and simple sentences. To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning. To use alphabetical order confidently. To recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.	To write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. To change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier). To use the definite article with verbs of like / dislike. To understand and use devices to make verb forms negative.	Soy- I am Eres- you are Es- he/she/it is ¿Cómo eres? - What do you look like? ¿Cómo eres?- What do you look like? Soy...- I am... Es- He/She is... alto/a- tall bajo/a- short  tengo- I have tienes- you have tiene- he/she/it has
	<b>Year 6</b>	To understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly. To produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.	To answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. To use a repertoire of classroom language with teacher and peers. To use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation. To read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.	To understand a short text made up of short sentences with familiar language on a familiar topic. To spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. To use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words. To appreciate that Spanish words do not always have a direct equivalent in English.	To write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. To write sentences on a few topics using, e.g. a model, a writing frame, sentence starters. To use high frequency verb forms, nouns, articles and adjectives to form simple sentences. To use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use. To use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.	¿Cómo tienes el pelo?- What is your hair like? Tengo el pelo- I have ... hair Corto- short Largo- long Rizado- curly Ondulado- wavy Liso- straight  ¿Cómo tienes los ojos?- What colour are your eyes?  Tengo los ojos- I have ... eyes ¿Llevas gafas? - Do you wear glasses? No, no llevo gafas - No, I don't wear glasses.