

Spanish Progression Map Through KS2 at Forefield Junior School



<u>Year Group</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>Year 3</u>	Begin to explore the target language: greetings, asking a name, and 10 numbers (1-10) and colours. Begin to explore sounds and spelling links in numbers and colours. Continue to practise greetings, feelings and name. Practise target language for days of the week and months of the year.	Make links with familiar and unfamiliar colour adjectives. Opportunity to revisit, practise language learning skills with familiar language and consolidate early stages of sound spelling links and core personal information. Revisit and extend numbers (11-15) Animals we see around us First focus on nouns in the target language. Simple investigations of singular nouns used with indefinite articles. Expressing likes using “My favourite animal is...” Speaking and writing silly sentences about animals and habitats to practise use of nouns	Revisit and extend understanding of how to identify a noun in the target language. Explore fruits and vegetables. Look for cognates and semi cognates. Apply likes and dislikes and preferences from animals’ unit to new nouns of fruits and vegetables. Recognise and use numbers and colours in new descriptive contexts. Revisit and practise polite requests for items. Revisit numbers, fruits/vegetables, practise and extend nouns for items of food and drink to take on picnic. Explore target language food and drink picnic items. Practise the personal information question and answer “where do you live?”.
<u>Year 4</u>	Recall familiar language from Stage 1 – personal information questions and answers, days of week, numbers, colours, sound spelling links, and to practise the language of the school environment. Children revisit and extend understanding of nouns and how to use these in simple target language sentences Asking where a place is. Shopping for presents	Members of a family. First proper introduction to the PLN alien family and pets. Practise asking and giving a name. Use of face part nouns to describe a face. Numbers and colours to describe face parts. Begin to explore position of adjectives. Revisit and extend spoken and written descriptions of the faces of the alien family members. Apply sound spelling knowledge to new nouns for body parts. Apply rules of position and begin to look at adjective agreement with adjectives of colour and size. Create an alien and its spoken and written description.	Revisit and extend body parts in an unfamiliar context: the doctors surgery. Revisit use of nouns in a sentence with jungle animals. Listen to, read and join in with jungle animal story. Practise use of adjectives, position, and agreement in simple spoken and written sentences. Explore the question and simple sentences to describe the weather. Listen to and understand a simple weather forecast and temperatures- using familiar numbers. Create a spoken weather forecast and perform. Practise the nouns for ice creams and look for prior knowledge/ recall fruits. Recall and practise polite requests and preference phrases. Design your own ice cream.

<p><u>Year 5</u></p>	<p>Revisit and build upon prior learning of personal information. Begin to explore how to form and use 3rd person singular to introduce a friend Talking about feelings and generating extended sentences with reasons for feelings. Broadening of vocabulary, revisiting and practising expressing likes and dislikes with school subjects and extending sentences using conjunctions and opinions. Stress on letters í/á/ó/ú Sound spelling oy/que/ci</p>	<p>Revisit fruit and vegetable nouns and extend with unfamiliar language. Revisit and practise shopping dialogue and extend with quantities and plural nouns. Revisit and practise classroom commands and explore and use unfamiliar verbs and commands to create own fruit salads as spoken and written descriptions. Use of bilingual dictionaries to find new language for individual creative writing Revisit and build upon prior learning of shops. Begin to understand and develop simple descriptions of places. Revisit and extend shopping dialogues. Silent letters h Pronunciation z/j/ v/ñ Sound spelling ll/ce/za/que/qui/ci/ia</p>	<p>Explore nouns for clothes and adjectives of colour, size to describe clothes. Use familiar and look for unfamiliar language. Practise the verb "to wear" in the present tense and create spoken and written descriptions. Revisit and use personal information questions and answers, body parts and descriptive sentences and likes and dislikes in a new creative context – outer space and imaginary creatures.</p>
<p><u>Year 6</u></p>	<p>Recall, revisit and use familiar language in new contexts to talk about "It's okay to be me". Explore a poem and write a simple poem. Focus on the verbs to be (I am) and to have (I have) and extended feelings from stage 3. Revisit and practise numbers and apply to "o'clock" time sentences. Use "o'clock times in a spoken question and answer in 1st and 2nd person singular/and simple story cartoon about a "superhero school pupil's daily routine Revisit dialogues to buy items and apply to dialogues in a café or restaurant. Extend to unfamiliar and useful language when in a café or restaurant in the target language country. Make comparisons with own country or prior experience. Conjunctions Extended sentences Verbs of opinion – 1st/2nd person singular Time phrases – for o'clock time 1st /2nd person singular questions and answers about daily routine Silent letters: h Pronunciation of letters: v/y/j/o/e Sound spelling: vei/ce/qui/ci/ll/qu</p>	<p>Recall, revisit and use familiar language in new contexts to describe orally and writing a house and furniture. Listen, understand, and enjoy a spooky house story Practise nouns and adjectives with items of furniture Consolidate: adjectives of colour and size- agreement and position with nouns Consolidate – singular and plural nouns Silent letters d/j/ñ Sound spelling ci/je/ill</p>	<p>Recall and revisit how to say and write an extended sentence about a like/dislike or preference with a conjunction and a reason and a sport noun. Cultural exploration of target language specific sports. Explore and practise use of verb to play in present tense in target language Reading comprehension about sports and preferences Revisit, recall and extend nouns for clothes and use of adjectives to create a school sports kit Consolidate understanding of how to use verbs to express likes and dislikes Opinions to express like/dislike Identify cognates and semi-cognates Use of jugar and hacer with sports Regular present tense conjugation of verb: jugar Sentences to express likes, dislikes preference with conjunctions and opinions Silent letters d/j/ñ Sound Spellings ci/ce/on/illo/rr/áis</p>