

|           | Nursery   | Reception   | Year 1   | Year 2  |
|-----------|---|---|--|---|
|           | To demonstrate an understanding of why we learn languages.                            | To demonstrate an understanding of why we learn languages.                            | To demonstrate an understanding of why we learn languages.     | To demonstrate an understanding of why we learn languages.      |
|           | To be able to say how we are feeling in Spanish.                                      | To be able to say how we are feeling in Spanish.                                      | To practice phonics of vowel sounds in Spanish.                | To be able to say all 5 vowel sounds in Spanish .               |
| iing      | To practice phonics of vowel sounds in Spanish.                                       | To practice phonics of vowel sounds in Spanish.                                       | To use phonics knowledge to pronounce numbers 1-10 in Spanish. | To use phonics knowledge to pronounce numbers 1-10 in Spanish.  |
| Listening | To use phonics knowledge to<br>pronounce numbers 1-5 and<br>animal sounds in Spanish. | To use phonics knowledge to<br>pronounce numbers 1-5 and<br>animal sounds in Spanish. | To be able to say how old we are in Spanish.                   | To be able to say how old we are in Spanish.                    |
| g and     | To be able to say how old we are in Spanish.  | To be able to say how old we are in Spanish.  | To be able to name 6 body parts in Spanish.                    | To be able to recall at least 5 colours in Spanish from memory. |
| Speaking  | To be able to name 4 body parts in Spanish.   | To be able to name 4 body parts in Spanish.   | To link body parts to the verb<br>"tener" .                    | To be able to pronounce 5 family member in Spanish.             |
| Spe       | To respond to classroom instructions in Spanish.                                      | To respond to classroom instructions in Spanish.                                      | To respond to classroom<br>instructions in Spanish.            | To respond and repeat to classroom instructions in Spanish.     |
|           | To respond to Spanish action words.   | To respond to Spanish action words.   | To respond to action words in Spanish.                         | To respond to action words in Spanish.                          |
|           | To be able to understand 4 colours in Spanish.  | To be able to understand 4 colours in Spanish.  | To be able to say 4 colours in Spanish.                        | To be able to say 4 colours in Spanish.                         |



| To listen and respond to           | To listen and respond to              | To understand and say 4 body                          | To be able to sing the song 'Head,         |
|------------------------------------|---------------------------------------|---|--|
| instructions in Spanish.           | instructions in Spanish.              | parts in Spanish.                                     | Shoulders, Knees and Toes' in              |
|                                    |                                       | To Batan and some of the                              | Spanish.                                   |
| To practice using classroom        | To practice using classroom           | To listen and respond to                              |  |
| vocabulary in Spanish.             | vocabulary in Spanish.                | instructions in Spanish.                              | To be able to say single words in Spanish. |
| To count 1-10 in Spanish.          | To count 1-10 in Spanish.             | To practice using classroom                           |  |
|                                    |                                       | vocabulary in Spanish.                                | To listen and respond to language          |
| To count objects in Spanish.       | To count objects in Spanish.          |   | with an action or single word.             |
|                                    |                                       | To count to 15 in Spanish.                            |  |
| To explore the song 5 little ducks | To explore the song 5 little ducks in |   | To listen and respond to five colours      |
| in Spanish.                        | Spanish.                              | To practice number sequences in Spanish.              | in Spanish.                                |
| To be able to say how old we are   | To be able to say how old we are in   | opanion   | To correctly pronounce 5 colours in        |
| in Spanish.                        | Spanish.                              | To listen and respond to language                     | Spanish.                                   |
|                                    |                                       | with an action.                                       |  |
| To ask the question 'How old are   | To ask the question 'How old are      |   | To identify what colour an object is in    |
| you?' in Spanish.                  | you?' in Spanish.                     | To answer the question 'How old are you?' in Spanish. | Spanish.                                   |
| To recap language.                 | To recap language.                    |   | To listen and respond to discussions       |
|                                    |                                       | To ask the question 'How old are                      | around colour preferences.                 |
| To name 3 colours in Spanish.      | To name 3 colours in Spanish.         | you?' in Spanish.                                     |  |
|                                    |                                       |   | To pronounce 5 family members in           |
| To name 5 colours in Spanish.      | To name 5 colours in Spanish.         | To learn 4 colours in Spanish.                        | Spanish correctly.                         |
| To identify what colour an object  |                                       |   |  |
| is in Spanish.                     | To identify what colour an object is  | To sing a song about colours in                       | To listen and respond to family            |
|                                    | in Spanish.                           | Spanish.  | member vocabulary.                         |
| To express an opinion about a      |                                       |   |  |
| colour in Spanish.                 | To express an opinion about a         | To identify what colour an object is                  | To be exposed to the sound of the          |
|                                    | colour in Spanish.                    | in Spanish.   |  |



| To confidently sing a song about   |   |                                  | language at text level through a      |
|------------------------------------|---|----------------------------------|---------------------------------------|
| colours in Spanish.                | To confidently sing a song about                                  | To combine colours and numbers   | song.                                 |
|                                    | colours in Spanish.   | in Spanish.                      | , , , , , , , , , , , , , , , , , , , |
| To understand key words in a       |   |                                  | To be able to say and order the days  |
| Spanish story about colours.       | To understand key words in a Spanish story about colours.         | To describe nouns using colours. | of the week in Spanish.               |
| To pronounce 3 family members      |   | To express an opinion about a    | To learn 5 family members in          |
| in Spanish correctly.              | To pronounce 3 family members in Spanish correctly.               | colour in Spanish.               | Spanish.                              |
| To listen and respond to family    |   | To pronounce 4 family members in | To learn 6 colours in Spanish         |
| member vocabulary.                 | To listen and respond to family member vocabulary.                | Spanish correctly.               | through song.                         |
| To confidently pronounce and       |   | To listen and respond to family  |                                       |
| understand all 5 family members    | To confidently pronounce and                                      | member vocabulary.               |                                       |
| learnt so far.                     | understand all 5 family members                                   |                                  |                                       |
|                                    | learnt so far.  | To learn 6 colours in Spanish    |                                       |
| To pronounce the phrase "I have    | To propouros the phrase "I have a                                 | through song.                    |                                       |
| a house" in Spanish.               | To pronounce the phrase "I have a house" in Spanish.              |                                  |                                       |
| To describe our house using        |   |                                  |                                       |
| colours in Spanish.                | To describe our house using colours in Spanish.                   |                                  |                                       |
| To listen and respond to           |   |                                  |                                       |
| instructions in Spanish.           | To listen and respond to instructions in Spanish.                 |                                  |                                       |
| To recap everything we have        |   |                                  |                                       |
| learnt in this unit about colours. | To recap everything we have learnt<br>in this unit about colours. |                                  |                                       |
| To recap our daily routines in     |   |                                  |                                       |
| Spanish through song.              |   |                                  |                                       |



| To learn 5 family members in Spanish.             | To recap our daily routines in<br>Spanish through song. |
|---|---|
|   | To learn 5 family members in                            |
| To learn body parts in Spanish.                   | Spanish.  |
| To learn numbers from 1 to 10 in Spanish.         | To learn body parts in Spanish.                         |
|   | To learn numbers from 1 to 10 in                        |
| To learn 5 colours in Spanish through song.       | Spanish.  |
| 0 0   | To learn 5 colours in Spanish                           |
| To learn numbers and colours together in Spanish. | through song.   |
|   | To learn numbers and colours                            |
|   | together in Spanish.                                    |



|             |  | To describe our daily routine in Spanish.         | To understand adjective placement in Spanish.                         |
|-------------|--|---|---|
|             |  | To order the daily routine in Spanish.            | To count to 20 in Spanish.  |
|             |  | To recognise 3 days of the week in Spanish.       | To practice number sequences in Spanish.                              |
| ion         |  | To order the days of the week in Spanish.         | To answer simple questions in Spanish.                                |
| osit        |  |   | To ask simple questions in Spanish.                                   |
| composition |  | To learn 5 family members in Spanish.             | To order colours in terms of<br>preference using the phrases "I like" |
| 00 /        |  | To learn five body parts in Spanish.              | and "I don't like" in Spanish.  |
| Writing /   |  | To learn numbers from 1 to 10 in Spanish.         | To construct short Spanish phrases to show opinions.                  |
| M           |  | To learn numbers and colours together in Spanish. | To recap everything we have learnt in this unit about colours.        |
|             |  |   | To describe our daily routine in Spanish.                             |
|             |  |   | To place the steps of the daily routine in the correct order.         |
|             |  |   | To learn five body parts in Spanish.                                  |



|  |  | To learn numbers from 1 to 10 in Spanish.         |
|--|--|---|
|  |  | To learn numbers and colours together in Spanish. |



| y we learn<br>peat particular | To introduce ourselves confidently<br>in Spanish and introduce other<br>people.   | To hold a conversation in pairs about names and ages.  | To confidently participate in an  |
|-------------------------------|---|--|---|
| peat particular               | •   | about names and ages.  | introductory conversation in  |
| peat particular               | neonle  | 0  | introductory conversation in  |
| peat particular               | people.   | <b>-</b>   | Spanish.  |
|                               | To Batan and some adds about  | To say when my birthday is in  | To see Galaxitha describes arms share   |
| ind rnymes in                 | simple questions in Spanish.  | Spanisn.   | To confidently describe ourselves and others in Spanish.  |
|                               |   | To be able to say what chores we   |   |
|                               | To listen and show understanding  | do at home in Spanish.   | To tell the time to the hour in   |
| ers 1-10.                     |   |  | Spanish.  |
|                               | response.   |  |   |
|                               | <b>-</b>  | describes our homes.   | To perform our cafe role plays in   |
| n from memory.                |   | Deed cloud many asymptoty familian   | groups.   |
| five femily                   | or the week in Spanish.   |  | To learn about Christmas food and   |
| •                             | To be able to say what we are   | <b>v v</b>   | drinks in Spain.  |
|                               |   | priorites.   |   |
|                               |   | To listen, read and show   | To be able to say what chores we  |
| 5 food items in               | To be able to name 4 fruits in  |  | do at home in Spanish.  |
|                               | Spanish.  | familiar phrases and sentences in  | ·   |
|                               |   | texts.   | To write our daily routine in Spanish   |
|                               | To be able to name 5 vegetables in  |  | including chores we do at home.   |
|                               | Spanish.  |  |   |
| ces.                          | +   | question in Spanish.   | To express our opinions about   |
| r noto and                    |   |  | hobbies in Spanish.   |
|                               |   | i o give our opinions on our towns.  | To extend our opinions by   |
|                               | טומשטוומוצש.  | To explore different countries and   | explaining why we like / dislike  |
|                               |   |  | certain hobbies.  |
|                               | and rhymes in<br>nowledge to<br>ers 1-10.<br>a minimum of 5<br>h from memory.<br>five family<br>ish from<br>5 food items in<br>mory.<br>of vowel sounds<br>nal vocabulary to<br>ces.<br>r pets and<br>cribe them in | simple questions in Spanish.nowledge to<br>ers 1-10.a minimum of 5<br>h from memory.a minimum of 5<br>h from memory.five family<br>nish from5 food items in<br>mory.of vowel sounds<br>nal vocabulary to<br>ces.r pets and | simple questions in Spanish.nowledge to<br>pers 1-10.a minimum of 5<br>h from memory.a minimum of 5<br>h from memory.To be able to pronounce the days<br>of the week in Spanish.To be able to pronounce the days<br>of the week in Spanish.To be able to pronounce the days<br>of the week in Spanish.To be able to pronounce the days<br>of the week in Spanish.To be able to pronounce the days<br>of the week in Spanish.To be able to say what we are<br>wearing in Spanish.5 food items in<br>mory.of vowel sounds<br>nal vocabulary to<br>ces.To participate in a conversation<br>about Zoo animals withTo pets and |



| To understand and to read<br>phrases containing animal<br>vocabulary in Spanish.      | To discuss their opinions and personal preferences about animals.       | To learn to talk about the weather in the different seasons in Spanish. |
|---|---|---|
| To construct short Spanish phrases using familiar words.                              | To learn to talk about the weather in the different seasons in Spanish. | To re-cap holiday vocabulary and prepare a summer diary in Spanish.     |
| To order familiar words to create sentences in Spanish.                               |   |   |
| To write a short phrase and hold<br>a short conversation about<br>animals in Spanish. |   |   |
| To blend sounds to produce words.   |   |   |



|             | To use single words and phrases                        | To construct a basic sentence            | To describe how we are feeling.      | To follow linguistic patterns to            |
|-------------|--|--|--------------------------------------|---|
|             | in Spanish.  | describing themselves with the use       |                                      | create sentences.                           |
|             |  | of a language scaffold.                  | To describe others in Spanish.       |   |
|             | To explore the story 'The very                         |  |                                      | To use reflexive verbs to describe          |
|             | hungry caterpillar' in Spanish.                        | To express our opinions and              | To ask and answer familiar           | our daily routines.                         |
|             | To depend to the difference of the second              | preferences about food in Spanish.       | questions with a scaffold of         | To secole a secole should supply a          |
|             | To describe food items using                           | To experience reading a many in          | responses.                           | To create a speech about ourselves          |
|             | colours.   | To experience reading a menu in Spanish. | To use a reflexive verb in a         | in Spanish.                                 |
|             | To express our opinions and                            | Spanish.                                 | sentence.                            | To become familiar with places that         |
| ō           | preferences about food in                              | To describe mealtimes in Spanish.        | Sentence.                            | sell food in Spain.                         |
| siti        | Spanish.   |  | To be able to name 5 fruits in       |   |
| composition |  | To learn about Christmas food and        | Spanish.                             | To respond to questions about               |
| d           | To understand mealtimes in                             | drinks in Spain.                         |                                      | shopping for food using previous            |
| u<br>U      | Spanish.   |  | To be able to name 5 vegetables in   | knowledge about question form and           |
| ŭ           |  | To be able to name 4 rooms in the        | Spanish.                             | time.                                       |
| ) (         | To learn about Christmas in                            | house in Spanish.                        |                                      |   |
| bû          | Spain.   | <b>— — — — — — — — — —</b>               | To express our opinions and          | To use our food and drinks                  |
| Writing     | To overlage the general of generalized                 | To use adjectives to describe the        | preferences about food and drink in  | vocabulary to create a Café Menu.           |
| N           | To explore the names of rooms in the house in Spanish. | rooms in my house.                       | Spanish.                             | To proote a pariet for our cafe role        |
| -           | the house in Spanish.                                  | To use rooms of a home in                | To use the conditional tense to      | To create a script for our cafe role plays. |
|             | To label our homes in Spanish.                         | sentences.                               | order what we would like to eat in a | piays.                                      |
|             |  |  | restaurant.                          | To write our own diary extracts in          |
|             | To explore the story of the 3 little                   | To link family members and               |                                      | Spanish.                                    |
|             | pigs in Spanish.                                       | numbers to our home topic.               | To describe meal times using         |   |
|             |  |  | previous knowledge about daily       | To recap times and hobbies.                 |
|             | To link family members and                             | To say what hobbies we have in           | routine.                             |   |
|             | numbers to our home topic.                             | Spanish.                                 | To learn about Christmas food and    |   |
|             |  |  | drinks in Spain.                     |   |



| To practice 'I like' and 'I don't like' | To practice giving our opinions on   |                                     | To recap animal vocabulary and        |
|---|--------------------------------------|-------------------------------------|---------------------------------------|
| in Spanish.                             | hobbies.                             | To learn how to describe our        | identify if an unfamiliar word is     |
|   |                                      | homes in Spanish.                   | masculine or feminine.                |
| To be able to give our opinions on      | To recap animal vocabulary and       |                                     |                                       |
| our hobbies.                            | masculine and feminine words.        | To use adjectives to describe the   | To use a connecting word to           |
|   |                                      | rooms in my house.                  | connect two phrases together in       |
| To understand latter strings and        | To recognize when to use "al" or     | Tooms in my nouse.                  | i ü                                   |
| To understand letter strings and        | To recognise when to use "el" or     | To use means of a home in           | Spanish.                              |
| use a bilingual dictionary to find      | "la" by looking at a noun they have  | To use rooms of a home in           | <b>-</b>                              |
| meanings.                               | never seen before.                   | sentences.                          | To re-cap pets/ genders of pets and   |
|   |                                      |                                     | construct a conversation with this    |
| To write and say a sentence with        | To recognise the difference          | To practice household chores in     | vocabulary.                           |
| single familiar words.                  | between nouns and adjectives in      | Spanish.                            |                                       |
|   | written Spanish.                     |                                     | To order words correctly in a         |
| To compose a question using a           |                                      | To write our daily routine in       | sentence in Spanish.                  |
| familiar phrase and a noun.             | To construct short Spanish phrases   | Spanish including chores we do at   |                                       |
| •                                       | using familiar words.                | home.                               | To order words correctly in a         |
| To understand the first person          | g                                    |                                     | sentence in Spanish.                  |
| singular of an irregular verb when      | To build a sentence to describe our  | To recap animal vocabulary and      |                                       |
| presenting in a sentence.               | homes.                               | masculine and feminine words.       | To decode a familiar text about       |
| presenting in a sentence.               | nomes.                               | mascume and terminite words.        | animals.                              |
| To understand and construct             | To understand latter strings and     | To use opinione to discuss opimals  | animais.                              |
| To understand and construct             | To understand letter strings and     | To use opinions to discuss animals  | To manufacture the fact of a familian |
| short sentences containing new          | use a bilingual dictionary to find   | in Spanish.                         | To read aloud the text of a familiar  |
| vocabulary.                             | meanings.                            |                                     | song.                                 |
|   |                                      | To construct a sentence made up     |                                       |
| To explore different countries in       | To build a positive and negative     | of an opinion and a reason in       | To understand the meaning of an       |
| Spanish.                                | sentence with single familiar words. | Spanish.                            | unfamiliar text using some familiar   |
|   |                                      | To fill in the gaps in sentences by | language.                             |
| To show understanding of simple         | To understand the formation of a     | recognising the placement of        |                                       |
| phrases about holidays in               | question in Spanish.                 | words.                              | To understand the formal use of       |
| Spanish using "ir".                     |                                      |                                     | "you".                                |
| 1 0                                     |                                      |                                     |                                       |



| To show understanding of simple<br>phrases about Summer holidays<br>in Spanish using "llevar" and | To understand the first person<br>singular of an irregular verb when<br>presenting in a sentence.                     | To order words correctly in a sentence in Spanish.<br>To decode a familiar text about                     | To use a dictionary to determine which definite article is to be used.                                    |
|---|---|---|---|
| "llevar puesto".  | To give our opinions on our towns.  | animals.  | To understand the formation of a question in Spanish.   |
| To ask and answer questions<br>about what we like and don't like<br>in Spanish.                   | To explore different countries and nationalities in Spanish.<br>To show understanding of simple                       | To write and say a more complex sentence containing familiar vocabulary.                                  | To give our opinions and talk about our towns in Spanish.   |
| To learn our body parts in<br>Spanish.  | phrases about holidays in Spanish using "ir".   | To show understanding of simple<br>phrases about holidays in Spanish<br>using "ir".                       | To explore different countries and nationalities in Spanish.  |
| To create a holiday journal in<br>Spanish.  | To show understanding of simple<br>phrases about Summer holidays in<br>Spanish using "llevar" and "llevar<br>puesto". | To show understanding of simple<br>phrases about Summer holidays in<br>Spanish using "llevar" and "llevar | To show understanding of simple phrases about holidays in Spanish using "ir".                             |
|   | To ask and answer questions about what we like and don't like   | puesto".  | To show understanding of simple<br>phrases about Summer holidays in<br>Spanish using "llevar" and "llevar |
|   | doing during the holidays in<br>Spanish.  | To ask and answer questions<br>about what we like and don't like<br>doing during the holidays in          | puesto".  |
|   |   | Spanish.<br>To learn to talk about the weather  | To ask and answer questions about<br>what we like and don't like doing<br>during the holidays in Spanish. |
|   |   | in the different seasons in Spanish.  | during the holidays in Spanish.   |
|   |   | To re-cap holiday vocabulary and prepare a summer diary in Spanish.                                       |   |

