

Fairlawn Primary School Linguist Curriculum Progression Map V3 2023-24



EYFS Linguist

	Term 1 - Term 2	Term 3 - Term 4	Term 5 - Term 6
Unit	Canciones infantiles	Bajo el mar	En la selva
Objective	To become more familiar with traditional nursery rhymes in Spanish	To learn 7 sea creatures in Spanish.	To learn how to recognise and recall seven jungle animals in Spanish.
Prior Knowledge		Vocabulary from the Greetings unit and the Colours & Numbers unit.	Vocabulary from the Greetings unit and numbers 1-5 from the Colours & Numbers unit.
Knowledge	Actively participate in six traditional nursery rhymes in Spanish.	Recognise and recall 7 sea creatures in Spanish.	Recognise and recall seven jungle animals in Spanish.
	Start to understand and decode more of the spoken/sung Spanish we hear	Recall numbers 1-5 more easily in Spanish.	Recall numbers 1-5 more easily in Spanish
Skills	Learning to listen more carefully and for longer periods of time repeating what we hear with improving accuracy. Using gestures and images to help us understand more of what we hear in Spanish.	Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.	Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.
Grammar	None in this unit as it is an introductory unit.	Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for 'the' in Spanish. El cangrejo but la morsa.	Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners in English. For example, as seen with the word for 'the' in Spanish. El león but la jirafa.
Phonics	Ñ sound LL sound J sound.	LL sound in la estrella de mar & el caballito de mar J sound in el cangrejo Trilled 'R'. B	J sound in jirafa. This letter is pronounced like the 'h' sound in the English word 'hot.' RR sound in corre. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in león
Vocabulary	There is no specific vocabulary for this unit but there will be a focus on the key words taken from the Spanish nursery rhyme introduced each week.	7 sea creatures and an opportunity to revise and recall numbers 1-5.	Seven jungle animals and an opportunity to revise and recall numbers 1-5.

Year 1 Linguist

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	Los saludos		Los transportes	Los colores y los números	Las minibestias	Teddy Bear Picnic
Objective	To be able to greet and hold a simple and short conversation in Spanish.		To learn 7 modes of transport in Spanish.	To learn 10 colours and count from 1-10 in Spanish.	To learn the words for ten minibeasts and learn how to follow instructions in Spanish.	Unit available from September
Prior Knowledge			Vocabulary from the Greetings unit, numbers 1-5 and colours from the Colours & Numbers unit.		Vocabulary from the Greetings unit	
Knowledge	Say 'hello' (formally and informally) in Spanish. Say 'my name is...' in Spanish. Ask somebody in Spanish how they are feeling and give a reply. Say 'goodbye' and 'see you soon' in Spanish.		Recognise and recall 7 modes of transport in Spanish. Recall numbers 1-5 and the colours yellow, red, green, orange & blue more easily in Spanish.	Say 10 common colours in Spanish. Count from 1-10 in Spanish.	Recognise and recall 10 minibeasts in Spanish. Recall greetings more easily in Spanish. Recognise and follow instructions in Spanish. Follow an animated story in Spanish.	
Skills	Learning to listen really well and repeat what we hear with improving accuracy. Working on my memory so that we are able to have a simple and short conversation in Spanish using the words and the short phrases we have learnt.		Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.	Learning to listen really carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long-term.	Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.	
Grammar	None in this unit as it is an introductory unit.		Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners in English. For example, as seen with the word for 'the' in Spanish. El coche but la motocicleta.	None in this unit as it is an introductory unit.	Nouns & articles/determiners . We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for 'the' in Spanish. El caracol but la abeja.	
Phonics	CH J Ñ LL RR		CH sound in coche. Ñ sound in niño & niña. Trilled 'R'. Becoming more familiar with the Spanish 'r' sound as seen in aeroplano, barco & tren.	CH J Ñ LL RR	LL sound in Guillermo J sound in Alejandra, abeja & relajao Ñ sound in araña Trilled 'R'	
Vocabulary	The vocabulary required to have a short conversation/ exchange when meeting somebody for the first time		Seven common modes of transport and an opportunity to revise five colours and numbers 1-5.	Ten common colours and how to count from 1 -10 in Spanish.	There will be quite a lot of language presented with a strong focus on the nouns and determiners/articles for the four seasons in Spanish	

Year 2 Linguist

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	Los superhéroes	En mi pueblo	Las estaciones	Los animales	Sé...	Caperucita Roja
Objective	To learn six colours in Spanish and learn how to describe yourself as a superhero	To remember and recall from memory 7 places from the town in Spanish	To learn more about seasons in Spanish	To remember and recall from memory 10 common animals in Spanish with the correct article/determiner	To remember and recall from memory 10 action verbs in Spanish and put them into positive and negative sentences.	To learn the parts of the body in Spanish via a traditional fairy tale in Spanish
Prior Knowledge	Vocabulary from the Greetings unit and the Colours & Numbers unit.	Vocabulary from the Greetings unit and Transport and/or Under the Sea	No previous knowledge is necessary as this is a starter unit designed to be used at the very beginning of a language learning journey.	The 'Greetings' and 'Colours & Numbers' / variety of other units such as 'Transport', 'Under the Sea', 'Nursery Rhymes' and 'In the Jungle'.	Transport', 'Under the Sea', 'Nursery Rhymes' and 'In the Jungle' is recommended prior to teaching this unit. • What a verb is in English.	No previous knowledge is required but the 'Greetings' unit followed by the 'Colours & Numbers' unit are recommended prior to teaching. English knowledge of the well known fairy tale would also help but it is not essential.
Knowledge	Recognise, recall, and remember the six colours presented in this unit in Spanish. Recognise and remember the high frequency verbs 'I am called', 'I have', 'I live', 'I am' and 'I know how'. Present and describe ourselves as a superhero.	Recognise, recall, and remember up to 7 places from the town in Spanish. Attempt to spell some of these nouns with their correct indefinite article/determiner. Attempt to build a sentence using the structure 'hay' (there is) plus the noun and the correct indefinite article/determiner.	Recognise all four seasons in Spanish. Learn an associated action for each season in Spanish. Understand better what happens in the world around us in each season in Spanish.	Name and recognise up to 10 animals in Spanish. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).	Recognise, remember and spell 10 action verbs in Spanish. Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how) and 'no sé' (I do not know how). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).	Sit and listen to a familiar story being told in Spanish. Learn to use picture and word cards to recognise and help retain new language. Remember key parts of the body in Spanish.
Skills	Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words and phrases we have learnt in Spanish long term and with accurate and authentic pronunciation.	Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words and phrases we have learnt in Spanish long term and with accurate and authentic pronunciation. Learning how to build a short simple sentence in Spanish using 'hay' (there is), an indefinite article/determiner (un or una) and a noun (in this unit a place from the town).	Learning to listen more carefully to what we hear in Spanish. Starting to become more familiar with the different sounds, pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language so that we can say start to remember the names of the four seasons in Spanish.	We will work on improving our memory skills so that we remember the animals in Spanish after the lesson. Remembering to always look out for cognates (such as León) using pictures to help. Learning how to build a short simple sentence in Spanish using 1st person conjugated verb (soy), an indefinite article/determiner (un or una) and a noun (in this unit an animal). Learning that the pronoun yo (I) is often omitted in Spanish.	We will work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in Spanish after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to Spanish section of a dictionary. Learning how to build sentences in Spanish using the 1st person conjugated verb sé (I know how) or no sé (I do not know how), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions y (and) & pero (but) in Spanish	To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.
Grammar	Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for 'a' in Spanish; un superhéroe but una superheroína.	Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for 'a' in Spanish. Un cine (a cinema) but una escuela (a school).	Nouns & articles/determiners. We will start to notice that in Spanish there is often an article/determiner before a noun when there is not one in English. One word in English can be two words in Spanish! For example, spring is la primavera.	Nouns, gender, articles/determiners and verbs	Modal verb plus infinitive. Learning that sé (that comes from the modal verb saber and translates as 'I know how') is ALWAYS followed by a verb in its infinitive form in Spanish. The negative sentence structure in Spanish follows the rule of no plus the conjugated MODAL verb, sé, plus the INFINITIVE verb.	Definite & indefinite articles/determiners. In the story there will be many definite and indefinite articles/determiners that we will recognise from previous units.
Phonics	LL sound in amarillo & me llamo. J sound in rojo & naranja. Accents	LL sound in me llamo. J sound in patinaje & Juan. Ñ sound in español. Accents.	Ñ sound in otoño. Starting to learn that it is very common and specific sound to Spanish. Like the 'ny' sound in the English word 'canyon'. J sound in hojas	J LL Stress Placements Accent	CH J Ñ LL RR	J LL Silent letters Stress Placement Accents Ñ tilde.
Vocabulary	Revision of six common colours and how to present ourselves as a superhero in Spanish using the high frequency verbs 'I am called', 'I have', 'I live', 'I am' and 'I know how'	The seven nouns for places in the town plus their appropriate indefinite article/determiner. Structure of 'hay' (there is) in a sentence with the nouns.	There will be quite a lot of language presented with a strong focus on the nouns and determiners/articles for the four seasons in Spanish.	10 common animals. The animal nouns in Spanish plus their appropriate indefinite article/determiner. First person conjugation of the verb ser (soy = I am).	Ten different high frequency action verbs linked to common activities. First person conjugation of the modal verb saber (to know how), in the positive and negative plus ten common infinitive verbs. A	There is a lot of new language in this unit. We will be focusing on learning from memory the parts of the body in Spanish. We will also start to recognise, understand meaning and remember other words from the story.

Year 3/4 Linguist – Cycle A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	Aprendo español	Los instrumentos	La fruta	Los helados	Me presento	Mi familia
Objective	To find Spain on a map, say how you feel, learn 10 colours and count from 1-10 in Spanish	To say what instrument you play in Spanish.	To say what fruit we like and do not like in Spanish.	To say what ice-cream flavour I would like in Spanish.	To say your name, age and where you live in Spain.	To talk simply about your/a family in Spanish.
Prior Knowledge		The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. Vocabulary from the 'I Am Learning Spanish' unit. What a noun and article/determiner is in English. What a verb is in English.	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. Vocabulary from the 'I Am Learning Spanish' unit. What a noun and article/determiner is in English. What a verb is in English.	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. Vocabulary from the 'I Am Learning Spanish' unit.	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular numbers 1-10 and how you are feeling). What a verb is in English and knowledge of high frequency first person verbs such as soy (I am), tengo (I have) and vivo (I live)	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. Vocabulary from the 'Early Learning' and 'Me presento' units (how to say your name, age, where you live and nationality and numbers 1-20). What a verb is in English and be already familiar with the Spanish high frequency verbs in first person singular form soy (I am), tengo (I have), vivo (I live) and me llamo (I am called).
Knowledge	To locate Spain, Madrid and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish	Name and recognise up to 10 instruments in Spanish. Attempt to spell some of these nouns with their correct definite article/determiner in Spanish. Learn how to say I play an instrument in Spanish	Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish.	Name, recognise and remember up to 10 ice-cream flavours in Spanish. Attempt to spell some of these flavours. Use the structure 'quisiera...' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in Spanish.	Know how count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply	Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age and relationship. Count up to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only).
Skills	Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. Learning to always look for cognates first (such as gris for grey) and associating word and phrases to images to help	To work on improving memory skills. Learning to recognise and learn cognates such as guitarra, piano, clarinete first. Starting to build a short phrase in Spanish using conjugated verb, 1st person of the verb to play (tocar), and definite determiner/ article (la, el or los). Choosing and ordering these words accurately. Learning that in Spanish the personal pronoun I (yo) is often dropped in Spanish and just toco is used.	Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in Spanish including a simple opinion.	Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as vainilla for vanilla, chocolate for chocolate and caramelo for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in Spanish. Useful phrases such as 'I would like, 'please' and 'thank you' .	To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.	We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.
Grammar	None in this unit as it is an introductory unit.	Nouns, definite articles/determiners and high frequency verb 'tocar' in first person singular only	Nouns, gender, articles/determiners and plural form.	Nouns, gender & high frequency verb.	Adjectival agreement	Nouns, articles/determiners & possessive adjectives.
Phonics	CH J Ñ LL RR CA CE CI CO CU	CH J Ñ LL RR CA CE CI CO CU	CH J Ñ LL RR CA CE CI CO CU	CH J Ñ LL RR CA CE CI CO CU	CA CE CI CO CU	CA CE CI CO CU
Vocabulary	Language to ask how somebody is feeling and give a reply. Ten key colours and numbers 1-10. All on Vocabulary Sheet.	10 common instruments with their appropriate definite article first and then in a short phrase using the 1st person conjugation of the verb tocar (toco)	The nouns and determiners/articles for 10 common fruits in Spanish. The language required to ask a question in Spanish and how to answer the question in Spanish (using the positive and negative form). This is all listed on the Vocabulary Sheet.	Ten different flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream, cone or small pot. All on the Vocabulary Sheet.	Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Vocabulary Sheet.	We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-100 plus how to say how old we are. All on the Vocabulary Sheet.

Year 3/4 Linguist – Cycle B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	Las formas	Las estaciones	Las verduras	La historia de la antigua Gran Bretaña	¿Qué tiempo hace?	La clase
Objective	To remember and name 10 common shapes and count from 1-5 in Spanish.	To talk about our favourite season in Spanish.	To be able to buy vegetables at a Spanish market stall.	To be able to create short sentences with tengo, soy and vivo.	To be able to describe the weather in Spanish	To say what you have and do not have in your pencil case in Spanish
Prior Knowledge	No previous knowledge is required	Seasons in Year 2	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. Vocabulary from the 'I Am Learning Spanish' unit. What a noun and article/determiner is in English.	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. Vocabulary from the 'I Am Learning Spanish' unit. What a noun and article/determiner is in English. What a verb is in English and that soy means 'I am' in Spanish	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3. Language introduced from Early Learning units. Vocabulary from 'Me presento' unit (Intermediate), how to say your name, age, where you live and nationality.	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. • Vocabulary from the 'Early learning Units' units. • That tengo means I have and comes from the verb to have tener in Spanish. • What a noun and article/determiner is in English. • What a verb is in English.
Knowledge	Name, recognise and remember up to 10 shapes in Spanish. Attempt to spell some of these shapes in Spanish. Attempt to remember which shapes are un or una. Revise and/or learn numbers 1-5 in Spanish.	Name, recognise and remember all four seasons in Spanish. Say what our favourite season is in Spanish. Say why it is our favourite season in Spanish. Start to recognise and use the conjunction 'y' (and) in our spoken and written responses	Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.	Name in Spanish, the six key periods of Ancient Britain, introduced in chronological order. Say in Spanish three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was. Remember accurately from memory and use the Spanish for 'I am' (soy), 'I have' (tengo) and 'I live' (vivo).	Recognise and recall the 9 weather expressions in Spanish from memory. Ask what the weather is today and give a reply in Spanish. Describe the weather in Spain, in Spanish using a weather map with symbols.	Recall from memory a selection of nouns and indefinite articles for common classroom objects. • Learn how to use the negative in Spanish. • Describe what we have and do not have in our pencil case. • Respond to simple classroom commands.
Skills	Working on being able to pronounce and remember new words in Spanish using images of the shapes to help us. Learning our first words in Spanish and learning to remember the article/determiner with the noun. Using what we know in English to help us. Working on remembering the shapes in Spanish over a longer period of time.	Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.	Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for cognates first (such as patatas and tomates). Having enough language from memory to perform a short role-play.	Remember enough new language to be able to write and present orally (perhaps even from memory) a short paragraph as a person from the Stone, Bronze or Iron Age using more than one high frequency verb and a wider range of vocabulary with high accuracy. Learning to make full use of the templates and support provided.	To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map	To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. Improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a negative reply.
Grammar	Nouns, gender & articles/determiners. Un una	Nouns & articles/determiners.	Nouns and articles/determiners in plural form los / las	Verbs. We will explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo) and one regular verb vivir (vivo). We will notice that in Spanish the pronoun I (yo) is missing and just the verb is used	Use of hay & hace with weather phrases Question and exclamation marks in Spanish	Nouns, gender, articles/determiners & use of the negative
Phonics	CH J Ñ LL RR CA CE CI CO CU	CH J Ñ LL RR CA CE CI CO CU	CH J Ñ LL RR CA CE CI CO CU	CH J Ñ LL RR CA CE CI CO CU	GA GE GI GO GU	CA CE CI CO CU
Vocabulary	The nouns and determiners/articles for 10 common shapes and numbers 1-5 in Spanish.	The nouns and determiners/articles for the four seasons in Spanish. There is the opportunity to learn a short phrase in Spanish and use this to say what our favourite season is in Spanish and why, using the conjunctions 'y' (and) and 'porque' (because), featured in the Challenge section.	10 common vegetables and their plural definite article/determiner. Simple vocabulary including a kilo, a half kilo, please and thank you, hello and can I have.	The six different periods of Ancient Britain in Spanish with a focus on key language from the Stone, Bronze and Iron Age	The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a Spanish weather map. This is all listed on the Vocabulary Sheet.	11 nouns and articles for common classroom objects, 10 simple classroom commands. tengo... ('I have') will be revisited before introducing the negative reply no tengo.....(I don't have).

Year 5 Linguist

	Term 1	Term 2	Term 3	Term 4	Term 5 Term 6
Unit	¿Tienes una mascota?	La fecha	Mi casa	Los Juegos Olímpicos	La ropa
Objective	To say what pet you have and do not have in Spanish	To be able to say the date in Spanish.	To describe what rooms there are and are not in your home in Spanish	To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb practicar	To describe what clothes you are wearing by colour in Spanish.
Prior Knowledge	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units. Vocabulary from 'Me presento' and 'Mi familia' units. The difference between a definite and indefinite article/determiner. That nouns in Spanish have gender and this has an impact on the determiner.	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3. Language introduced from Early Learning units & numbers 1-31 Vocabulary from 'Me presento' unit (Intermediate), how to say your name, age, where you live and nationality.	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. Vocabulary from the Early Learning units. Vocabulary from 'Presenting Myself', 'My Family' and 'Do You Have a Pet?' Intermediate units to be able to present ourselves, talk about our/a family and pets	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3. Language introduced from Early Learning and Intermediate units. Understand what an article/determiner, noun, verb and adjective is in English and the basic rules of adjectival agreement in Spanish. How to decode longer, unknown texts in Spanish.	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units and in particular colours and simple adjectival agreement (nationality in 'Me presento'). Understand better that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective. Understand better the differences between definite and indefinite articles. The vocabulary to describe weather.
Knowledge	Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.	Recognise and recall the 12 months of the year in Spanish. Ask what the date is and say the date in Spanish. Ask somebody when their birthday is and say when their own birthday is in Spanish.	Say and write in Spanish whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... Use the conjunction y to link two sentences together.	Understand the key facts of the ancient and modern Olympics recounted in Spanish. Learn 10 nouns and articles for common Olympic sports. Explore the full present tense conjugation of the high frequency verb PRACTICAR. Look at the adjectival changes involved when you describe a male Olympian or female Olympian.	Recognise and recall from memory 21 items of clothing. Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.
Skills	To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences T.T	To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.	To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.	To improve decoding longer unfamiliar texts in Spanish using key language learning strategies that will help long term memory retention and language learning going forward. Understanding that adjectives come in different forms and when you describe a person in terms of a profession (in this case their sporting title) adjectival agreement rules will apply and spelling may change in these words depending if you are talking about a male or female Olympian.	To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences
Grammar	Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular conjugations of high frequency verbs me llamo, tengo, soy and vivo. Indefinite articles/determiners un and una. Negative structure no tengo... Differences in Spanish punctuation marks like ¿	Ordinal & cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions!	Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles un and una. Revisiting also 1st person singular high frequency verbs llamo, tengo, soy with a particular focus on vivo from the verb VIVIR a regular IR verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (hay and no hay) structure. Noting the upside-down question mark (¿) is used at the beginning of all questions - no exceptions! This also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!	Adjectival agreement & regular verb practicar. To learn that when saying you play a sport in Spanish, the verb PRACTICAR is normally used. Conjugated according to who is doing the action and followed directly by the sport, often without the need for a definite article. Exploring the present tense conjugation of the verb PRACTICAR and understanding better the adjectival changes required in the sporting professions depending on whether they are male/female	Verbs, possessive adjectives, gender, definite/indefinite articles & adjectival agreement. The possessive adjectives for the word 'my' in Spanish and gender of nouns will be revisited before the whole verb conjugation of the regular 'ar' verb LLEVAR is introduced. Adjectival agreement is also revisited and extended using colours
Phonics	GA GE GI GO GU	GA GE GI GO GU	GA GE GI GO GU	GA GE GI GO GU	GA GE GI GO GU
Vocabulary	Revisiting personal details (names/ age/where we live) and the high frequency verbs tengo, soy and vivo. 8 nouns and indefinite articles for common pets and how to ask and answer the question '¿Tienes una mascota?' using the structure que se llama and the two conjunctions y (and)	The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is. This is all listed on the Vocabulary Sheet	Basic personal details will be revisited including the high frequency 1st person singular verbs soy, me llamo, tengo and vivo. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures vivo en and en mi casa hay... and en mi casa no	The 10 nouns and articles for Olympic sports, the verb PRACTICAR and the sporting professions in both masculine and feminine form. All listed on the Vocabulary Sheet	Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'ar' verb llevar to wear. All listed in the Vocabulary Sheet.

Year 6 Linguist

	Term 1	Term 2	Term 3-Term 4	Term 5	Term 6
Unit	En el colegio	El fin de semana	Hábitats	Yo en el mundo	Los vikingos
Objective	To discuss what subjects you like and do not like at school and give a reason why in Spanish	To describe what activities I do at the weekend with a time and an opinion In Spanish	To learn more about different types of habitats and their plant and animal adaptations in Spanish.	To explore other Spanish speaking countries and cultures around the world	To be able to describe myself and/or another person and talk about my daily routine.
Prior Knowledge	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3. Language introduced from Early Learning and Intermediate units. How to give our personal details from memory (name, age and where we live).	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3. Language introduced from Early Learning and Intermediate units. Time on the hour as presented in the 'En el colegio' Progressive unit. How to give our personal details from memory (name, age and where we live).	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2, 3 & 4. Language from Early Learning and Intermediate units. What a verb is in English How to approach longer text in Spanish having completed units such as 'Caperucita Roja', 'Ricitos de Oro y los tres osos' and/or 'La casa Tudor'	The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3. Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc). How to give our personal details from memory (name, age & where we live).	The letter sounds (phonics & phonemes) from all four 'Phonics & Pronunciation' lessons. Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc). How to give our personal details from memory (name, age and where we live). Basic knowledge of possessive adjectives and adjectival agreement in Spanish
Knowledge	Name the subjects we study in school in Spanish with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Explore the irregular, high frequency verb 'ir' (to go) in full.	Tell the time in Spanish using quarter past, half past and quarter to. Say and write in Spanish what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.	Say and write the key elements animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat. Name an adaptation of each plant and animal mentioned in the unit. To look more closely at the regular verbs: the -er verb crecer and the -ir verb vivir and in particular the 3rd person singular conjugation.	Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. Say and write about some key celebrations in the Spanish-speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid. Say and write something we do to help the planet.	Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in Spanish. Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking.
Skills	To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.	To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.	To write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Expanding sentences to include an adaptation of each plant and/or animal in that habitat.	To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider Spanish speaking world. Consolidating shared core values that we share with other countries, nationalities and religions. Using this content to widen vocabulary and linguistic knowledge in Spanish.	Decoding longer and less familiar language in listening and reading tasks. Writing and presenting orally using longer and more accurate language based on the Viking characters presented in this unit. Learning to use a wider range of vocabulary and adjectives, more conjunctions, and reflexive verbs. Remembering to also apply the grammar previously learnt to ensure accuracy.
Grammar	Nouns, gender, definite articles & high frequency irregular verb ir. Revision of definite article el, la, los and las. Full verb conjugation of the verb IR, high frequency irregular verb. Learning how to also use opinions and justifications. Remembering that the subject pronoun 'yo' is often omitted in Spanish. Seeing that punctuation can be different with the upsidedown exclamation and question mark at the start of a sentence	Verbs, conjunctions and opinions. Revision & consolidation of of first person singular high frequency verbs such as voy and juego. Also being introduced to new verbs such as veo and leo and remembering that the subject/personal pronoun is not required. New conjunctions and opinions for joining two phrases together and opinions. Remembering punctuation is different in Spanish as they use upside-down question and exclamation marks (¿) at the start of sentences	Verbs. Exploring the two regular verbs. Th -er verb CRECER and and the -ir verb VIVIR. In particular the 3rd person conjugation of these two verbs	Verbs & near future tense. Revisiting the 1st person conjugation of the verb ir (to go) voy with the infinitive utilizar (to use) for the near future.	Adjectival agreement, high frequency regular & irregular verbs, conjunctions, possessives & reflexive verbs. Revisiting much of the grammar introduced in Early Learning and Intermediate units with a focus on the high frequency verbs tener and ser. Improving accuracy using adjectives and introducing the concept of reflexive verbs in Spanish
Phonics	B V CC QU Z	B V CC QU Z	B V CC QU Z	B V CC QU Z	B V CC QU Z
Vocabulary	Key vocabulary on 10 nouns and definite articles for school subjects. Two positive and two negative opinions in reply to the target question '¿Qué te gusta?' and a variety of justifications to expand the opinion given in reply. All listed on Vocabulary Sheet.	Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question '¿Qué haces los fines de semana?' All listed on Vocabulary Sheet	Key vocabulary connected to the 5 types of habitats and the 5 animals and plants that live in each habitat. We will also see language for an adaptation for each plant and animal. All listed on the Vocabulary Sheet	A lot of unknown, very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet. All listed on the Vocabulary Sheet	Vocabulary to describe height, hair type length and colour and eye colour. Key verbs and vocabulary to also talk about daily routine. All listed on the Vocabulary Sheet.