



# Woodside Primary Academy Progression Map



## Subject: MFL- Spanish

**Intent:** The Modern Foreign Language Education at Woodside ensures that all pupils are taught to develop an interest in and knowledge of Spanish, in a way that is enjoyable and stimulating. We encourage children’s confidence in speaking Spanish with good intonation and pronunciation and encourage children’s curiosity about the culture of the countries where the language is spoken. We also embed the skills of listening, speaking, reading and writing of Spanish necessary to enable children to use and apply their learning creatively and spontaneously in a variety of contexts in order to lay the foundations for future language learning.

The ‘Language Angel’ scheme of work has been newly introduced to the school. The units are organised by teaching types that offer the appropriate level of challenge and stretch for each year group. Year 3 will be looking at early language teaching units- entry level units- as the pupils have little previous knowledge of the language. Year 4 and 5 will be looking at Intermediate language teaching units- mid-level-units- as pupils have some previous knowledge and experience of the language.

Year 6 will be looking at Intermediate language teaching units and progressive language teaching units as pupils have good foundations and a sound understanding of the language.

Autumn	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1 Autumn	Year 2 Autumn	Year 3 Autumn	Year 4 Autumn	Year 5 Autumn	Year 6 Autumn
Knowledge		<p><b>Autumn 1</b></p> <p>Unit: LOS SALUDOS (greetings)</p> <p>Say ‘hello’ (formally and informally) in Spanish.</p> <p>Say ‘my name is...’ in Spanish.</p> <p>Ask somebody in Spanish how they are feeling and give a reply.</p> <p>Say ‘goodbye’ and ‘see you soon’ in Spanish.</p> <p><b>Autumn 2</b></p>	<p><b>Autumn 1</b></p> <p>Unit: LOS SALUDOS (greetings)</p> <p>Say ‘hello’ (formally and informally) in Spanish.</p> <p>Say ‘my name is...’ in Spanish.</p> <p>Ask somebody in Spanish how they are feeling and give a reply.</p> <p>Say ‘goodbye’ and ‘see you soon’ in Spanish.</p> <p><b>Autumn 2</b></p>	<p><b>Autumn 1</b></p> <p>Unit: Yo aprendo Espanol (I am learning Spanish)</p> <p>Unit: LOS SALUDOS (greetings)</p> <p>Identify Spain on a map of the world.</p> <p>Highlight famous Spanish cities.</p> <p>Talk about other countries where Spanish is spoken.</p> <p>Say their name and how they are feeling in Spanish.</p> <p>Count to ten in Spanish.</p> <p>Say ‘hello’, ‘goodbye’</p>	<p><b>Autumn 1</b></p> <p>Unit: Me present (presenting myself)</p> <p>Know how to count to 20 in Spanish.</p> <p>Ask somebody how they are feeling and give an appropriate response back.</p> <p>Ask somebody their age, name, where they live and reply.</p>	<p><b>Autumn 1</b></p> <p>Unit: Me present (presenting myself)</p> <p>Know how to count to 20 in Spanish.</p> <p>Ask somebody how they are feeling and give an appropriate response back.</p> <p>Ask somebody their age, name, where they live and reply.</p>	<p><b>Autumn 1</b></p> <p>Unit: Yo en el mundo (me in the world)</p> <p>Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map.</p> <p>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.</p> <p>Say and write</p>

		<p>Unit: Los colores y los numeros ( colours and numbers)</p> <p>Count to ten in Spanish.</p> <p>Say 10 common colours in Spanish.</p>	<p>Unit: Los colores y los numeros ( colours and numbers)</p> <p>Count to ten in Spanish.</p> <p>Say 10 common colours in Spanish.</p>	<p>and 'see you soon' in Spanish.</p> <p><b>Autumn 2</b></p> <p>Unit: Los animals (Animals)</p> <p>Name and recognise up to 10 animals in Spanish.</p> <p>Attempt to spell some of these nouns with their correct indefinite article.</p> <p>Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).</p>	<p><b>Autumn 2</b></p> <p>Unit: La familia (family)</p> <p>Remember the nouns for family members in Spanish from memory.</p> <p>Describe our own or a fictitious family in Spanish by name, age and relationship.</p> <p>Count up to 100 in Spanish.</p> <p>Understand possessive adjectives r in Spanish.</p>	<p><b>Autumn 2</b></p> <p>Recognise and recall the 12 months of the year in Spanish.</p> <p>Ask what the date is and say the date in Spanish.</p> <p>Ask somebody when their birthday is and say when their own birthday is in Spanish.</p>	<p>something we do to help the planet.</p> <p><b>Autumn 2</b></p> <p><b>Unit: Las olimpiadas (The Olympics)</b></p> <p>Tell somebody in Spanish the key facts of the ancient Olympics.</p> <p>Tell somebody in Spanish the key facts of the modern Olympic games.</p> <p>Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in Spanish.</p> <p>Say the nouns in Spanish for key sports in the current Olympic games.</p> <p>Conjugate the irregular verb PRACTICAR enabling the students to say what sports they play and what sports they do not play.</p> <p>Understand the concept of gender, using el and la when you say you play a sport in Spanish.</p>
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Skills		Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
		<p>Learning to listen really well and repeat what we hear with improving accuracy.</p> <p>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.</p>	<p>Learning to listen really well and repeat what we hear with improving accuracy.</p> <p>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.</p>	<p>Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory.</p> <p>Learning to always look for cognates first (such as gris for grey) and associating words and phrases to images to help.</p>	<p>Working towards holding a simple conversation with a partner, asking the question as well as being able to answer it.</p> <p>Being able to present ourselves in Spanish.</p> <p>Saying what we are called, how old we are, where we live and our nationality.</p>	<p>Working towards holding a simple conversation with a partner, asking the question as well as being able to answer it.</p> <p>Being able to present ourselves in Spanish.</p> <p>Saying what we are called, how old we are, where we live and our nationality.</p>	<p>Working on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider Spanish speaking world.</p> <p>Consolidating shared core values that we share with other countries, nationalities and religions.</p>
		<p><b>Autumn 2</b></p> <p>Learning to listen really carefully and repeat what we hear with improving accuracy.</p> <p>Working on memory skills so we are able to remember the new words we have learnt in Spanish long term.</p>	<p><b>Autumn 2</b></p> <p>Learning to listen really carefully and repeat what we hear with improving accuracy.</p> <p>Working on memory skills so we are able to remember the new words we have learnt in Spanish long term</p>	<p><b>Autumn 2</b></p> <p>Working on improving our memory skills so that we remember the animals in Spanish after the lesson.</p> <p>Remembering to always look out for cognates (such as león) using pictures to help.</p> <p>Learning how to build a short simple sentence in Spanish using 1st person conjugated verbs (soy), an article/determiner (un or una) and a noun (in this unit an animal).</p> <p>Learning that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.</p>	<p><b>Autumn 2</b></p> <p>Learning to talk and write with more accuracy, fluency and confidence on the topic of family.</p> <p>Increasing their knowledge of how the Spanish language works by understanding better the role of different words in a sentence.</p> <p>Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives.</p> <p>Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.</p>	<p><b>Autumn 2</b></p> <p>Learning how to formulate the date in Spanish.</p> <p>Saying when our birthday is using days of the week, months of the year and numbers 1-31.</p>	<p>Using this content to widen vocabulary and linguistic knowledge in Spanish.</p> <p><b>Autumn 2</b></p> <p>Learning to talk and write with more accuracy, fluency and confidence on the topic of sports.</p> <p>Increasing their knowledge of how the Spanish language works by understanding better the role of different words in a sentence.</p> <p>Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.</p>

Vocabulary		Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
		<p>Unit: LOS SALUDOS (greetings)</p> <p>¡Hola! = hello            ¿Cómo estás? = how are you?            Estoy bien = I am fine            Estoy mal = I am not very well            Más o menos (or así, así) = So, ¡so!            ¡Adiós! = Goodbye</p> <p><u>Names</u>            ¿Cómo te llamas? = What is your name?            Yo me llamo... = My name is ...</p>	<p>Unit: LOS SALUDOS (greetings)</p> <p>¡Hola! = hello            ¿Cómo estás? = how are you?            Estoy bien = I am fine            Estoy mal = I am not very well            Más o menos (or así, así) = So, ¡so!            ¡Adiós! = Goodbye</p> <p><u>Names</u>            ¿Cómo te llamas? = What is your name?            Yo me llamo... = My name is ...</p>	<p>Unit: Yo aprendo Español (I am learning Spanish)</p> <p>Unit: LOS SALUDOS (greetings)</p> <p>Greetings            ¡Hola! = hello            ¿Cómo estás? = how are you?            Estoy bien = I am fine            Estoy mal = I am not very well            Más o menos (or así, así) = So, ¡so!            ¡Adiós! = Goodbye</p> <p>Names            ¿Cómo te llamas? = What is your name?            Yo me llamo... = My name is ...</p> <p>Numbers 1-10            One = uno            Two = dos            Three = tres            Four = cuatro            Five = cinco            Six = seis            Seven = siete            Eight = ocho            Nine = nueve            Ten = diez</p> <p>Colours            Red= rojo            Blue = blue            Yellow= amarillo            Green= verde            Pink= rosa            Purple = violeta            Orange= naranja            White= blanco            Black= negro</p>	<p>Unit: Me present (presenting myself)</p> <p><u>Greetings</u>            ¡Hola! = hello            ¿Cómo estás? = how are you?            Estoy bien = I am fine            Estoy mal = I am not very well            Más o menos (or así, así) = So, ¡so!            ¡Adiós! = Goodbye</p> <p><u>Names</u>            ¿Cómo te llamas? = What is your name?            Yo me llamo... = My name is ...</p> <p><u>Age</u>            ¿Cuántos años tienes? = How old are you?            Tengo ... años = I am ... years old</p> <p><u>Numbers 1-20</u>            One = uno            Two = dos            Three = tres            Four = cuatro            Five = cinco            Six = seis            Seven = siete            Eight = ocho            Nine = nueve            Ten = diez            diez = ten            once = eleven doce = twelve            trece = thirteen            catorce = fourteen            quince = fifteen            dieciséis = sixteen            diecisiete = seventeen            dieciocho = eighteen            diecinueve = nineteen            veinte = twenty</p> <p><u>Places</u></p>	<p>Unit: Me present (presenting myself)</p> <p><u>Greetings</u>            ¡Hola! = hello            ¿Cómo estás? = how are you?            Estoy bien = I am fine            Estoy mal = I am not very well            Más o menos (or así, así) = So, ¡so!            ¡Adiós! = Goodbye</p> <p><u>Names</u>            ¿Cómo te llamas? = What is your name?            Yo me llamo... = My name is ...</p> <p><u>Age</u>            ¿Cuántos años tienes? = How old are you?            Tengo ... años = I am ... years old</p> <p><u>Numbers 1-20</u>            One = uno            Two = dos            Three = tres            Four = cuatro            Five = cinco            Six = seis            Seven = siete            Eight = ocho            Nine = nueve            Ten = diez            diez = ten            once = eleven doce = twelve            trece = thirteen            catorce = fourteen            quince = fifteen            dieciséis = sixteen            diecisiete = seventeen            dieciocho = eighteen            diecinueve = nineteen            veinte = twenty</p>	<p>Me llamo... I am called...            Porque... because...            Vivo en... I live...</p> <p>Hablo... I speak...            Hablo español.            I speak Spanish.            Hablo inglés. I speak English.</p> <p>Grammar</p> <p>Verbs &amp; 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.</p>

		<p style="text-align: center;"><b>Autumn 2</b></p> <p><u>Numbers 1-10</u>  One = uno  Two = dos  Three = tres  Four = cuatro  Five = cinco  Six = seis  Seven = siete  Eight = ocho  Nine = nueve  Ten = diez</p> <p><u>Colours</u>  Red= rojo  Blue = blue  Yellow= amarillo  Green= verde  Pink= rosa  Purple = violeta  Orange= naranja  White= blanco  Black= negro</p>	<p style="text-align: center;"><b>Autumn 2</b></p> <p><u>Numbers 1-10</u>  One = uno  Two = dos  Three = tres  Four = cuatro  Five = cinco  Six = seis  Seven = siete  Eight = ocho  Nine = nueve  Ten = diez</p> <p><u>Colours</u>  Red= rojo  Blue = blue  Yellow= amarillo  Green= verde  Pink= rosa  Purple = violeta  Orange= naranja  White= blanco  Black= negro</p>	<p style="text-align: center;"><b>Autumn 2</b></p> <p>Unit: Los animals (Animals)</p> <p>Animals</p> <p>Un león = a lion Un pájaro = a bird  Un conejo = a rabbit  Un caballo = a horse  Un mono = a monkey  Un cerdo = a pig  Un canario = a canary  Un ratón = a mouse  Una vaca = a cow  Una oveja = a sheep</p> <p>Grammar</p> <p>First person conjugation of the verb ser (soy = I am).  The subject pronoun 'yo' (I)  Indefinite articles/determiners un (for masculine nouns) and una (for feminine nouns).</p>	<p>¿Dónde vives? = Where do you live? Vivo en... = I live in ...</p> <p style="text-align: center;"><b>Autumn 2</b></p> <p>Unit: La familia (family)</p> <p style="text-align: center;"><u>Family</u></p> <p>La mamá = the mother  El papá = the father  La abuela = grand-mother  El abuelo = the grand-father  La hija = the daughter El hijo = the son La tía = the aunty  El tío = the uncle  Los padres = the parents  Los abuelos = the grand-parents.</p> <p style="text-align: center;"><u>Grammar</u></p> <p>¿Tienes un hermano? = Do you have a brother?</p> <p>¿Tienes una hermana? = Do you have a sister?</p> <p>Si, tengo un hermano = Yes, I have a brother</p> <p>Si, tengo una hermana = Yes, I have a sister</p> <p>Si, tengo dos hermanos = Yes, I have two brothers</p> <p>Si, tengo dos hermanas = Yes, I have two sisters</p> <p>No, soy hijo único = No, I am an only son</p>	<p style="text-align: center;"><u>Places</u></p> <p>¿Dónde vives? = Where do you live? Vivo en... = I live in ...</p> <p style="text-align: center;"><b>Autumn 2</b></p> <p>Unit: Que fecha es? (What is the date?)</p> <p style="text-align: center;"><u>Month of the year</u></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 style="text-align: center;"><u>Birthdays</u></p> <p>¿Cuándo es tu cumpleaños? (When is your birthday?)</p> <p>Mi cumpleaños es el... (My birthday is...).</p>	<p style="text-align: center;"><b>Autumn 2</b></p> <p>La equitación = horse riding  La esgrima = fencing  La natación = swimming  El remo = rowing  El atletismo = athletics</p> <p>Unit - Las Olimpiadas   Page 20</p> <p>El boxeo = boxing  El ciclismo = cycling  El salto de trampolín = diving  El tiro con arco = archery  El triatlón = triathlon</p>
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No, soy hija única = No,  
I am an only daughter

Numbers 10s

Diez = 10  
Veinte = 20  
Treinta = 30  
Cuarenta = 40  
Cincuenta = 50  
Sesenta = 60  
Setenta = 70  
Ochenta = 80  
Noventa = 90  
Cien = 100

Spring	EYFS	Key Stage 1		Key Stage 2			
		Year 1 Spring	Year 2 Spring	Year 3 Spring	Year 4 Spring	Year 5 Spring	Year 6 Spring
Vocabulary		<p><b>Spring 1</b></p> <p>Unit: Las minibestias (minibeast)</p> <p>Las minibestias = The minibeasts            Hola = Hello            Adiós = Goodbye            Levantaos* = Stand up            Estiraos = Stretch            Inspirad = Inhale            Espirad = Exhale            Relajaos = Relax            Sentaos = Sit down</p> <p><b>Spring 2</b></p>	<p><b>Spring 1</b></p> <p>Unit: Las minibestias (minibeast)</p> <p>Las minibestias = The minibeasts            Hola = Hello            Adiós = Goodbye            Levantaos = Stand up            Estiraos = Stretch            Inspirad = Inhale            Espirad = Exhale            Relajaos = Relax            Sentaos = Sit down</p> <p><b>Spring 2</b></p>	<p><b>Spring 1</b></p> <p>Unit: Los instrumentos (instruments)</p> <p>Los instrumentos = the instruments            el arpa = the harp            el piano = the piano            el triángulo = the triangle            el clarinete = the clarinet            el violín = the violin            los címbalos = the cymbals            la batería = the drums            la guitarra = the guitar            la flauta = the flute            la trompeta = the trumpet</p> <p>Grammar            Nouns, definite articles/determiners and high frequency verb 'tocar' in 1st person singular only</p>	<p><b>Spring 1</b></p> <p>Unit: En mi clase (in the classroom)</p> <p><u>School objects</u></p> <p>Un sacapuntas = a pencil sharpener            Un cuaderno = an exercise book            Un lápiz = a pencil            Un bolígrafo = a pen            Un estuche = a pencil case            Un libro = a reading book            Una goma = a rubber            Una regla = a ruler            Una calculadora = a calculator            Unas tijeras * = a pair of scissors            Una barra de pegamento = a glue stick            Una cartera = a book bag / a school bag</p> <p><u>Grammar</u></p> <p>tengo = I have            no tengo = I have not got            Eg: tengo un bolígrafo = I have a pen            no tengo un bolígrafo = I do not have a pen</p> <p>¿Qué tienes en tu estuche?            = What do you have in your pencil case?</p>	<p><b>Spring 1</b></p> <p>Unit: El tiempo( the weather)</p> <p><u>Weather</u></p> <p>Está lloviendo = it is raining            Está nevando = it is snowing            Hay tormenta = there is a storm            Hace sol = it is sunny            Hace mucho viento = it is windy            Hace buen tiempo = the weather is fine            Hace mal tiempo = the weather is not good            Hace frío = it is cold            Hace calor = it is hot</p> <p>En el norte de España = in the north of Spain</p> <p>En el sur de España = in the south of Spain</p> <p>En el centro de España = in the centre of Spain</p> <p>En el oeste de España = in the west of Spain</p> <p>En el este de España = in the east of Spain</p>	<p><b>Spring 1</b></p> <p>Unit: los verbos regulares (regular verbs)</p> <p><u>Subject pronouns</u></p> <p>Yo = I            Tú = You (informal)            Usted = You (formal) (see notes below)            Él = He            Ella = She            Nosotros = We (masculine or mixed group)            Nosotras = We (feminine group)            Vosotros = You all (informal - masculine or mixed group)            Vosotras = You all (informal - feminine group)            Ustedes = You all (formal) (see notes below)            Ellos = They (masculine or mixed group)            Ellas = They (feminine group)</p> <p><u>Grammar</u></p> <p>Subject pronouns &amp; regular verb conjugation.            Introduction of subject pronouns and the patterns involved in regular verb conjugation.            Present tense full conjugation of comer (to eat), vivir (to live) and hablar (to talk).</p>

		<p>Unit: Los transportes</p> <p>El camión = The lorry  El camión pita = The lorry beeps  El tren = The train  El tren silba = The train whistles  La motocicleta = The motorcycle  La motocicleta acelera = The motorcycle accelerates  El autobús = The bus  El autobús para = The bus stops  El barco = The boat  El barco flota = The boat floats  El barco = The boat  El barco flota = The boat floats  El aeroplano = The plane  El aeroplano vuela = The plane flies  El coche = The car  El coche circula = The car drives</p>	<p>Unit: Los transportes</p> <p>El camión = The lorry  El camión pita = The lorry beeps  El tren = The train  El tren silba = The train whistles  La motocicleta = The motorcycle  La motocicleta acelera = The motorcycle accelerates  El autobús = The bus  El autobús para = The bus stops  El barco = The boat  El barco flota = The boat floats  El aeroplano = The plane  El aeroplano vuela = The plane flies  El coche = The car  El coche circula = The car drives</p>	<p><b>Spring 2</b></p> <p>Unit: Debajo del mar (under the sea)</p> <p>El pez = The fish  El cangrejo = The crab  La estrella de mar = The starfish  El caballito de mar = The sea horse  El pulpo = The octopus  El pez nada = The fish swims  El cangrejo chasquea sus pinzas = The crab clicks its claws  La estrella de mar salta = The starfish jumps  El caballito de mar salta = The seahorse turns  El pulpo baila = The octopus dances</p>	<p>En mi estuche tengo... = They list what they have in their pencil case (in Spanish).  En mi estuche no tengo... = They list what they do not have in their pencil case (in Spanish).</p> <p><u>Classroom commands</u></p> <p>¡ Escuchad ! = listen  ¡ Escribid ! = write  ¡ Repetid ! = repeat  ¡ Leed ! = read  ¡ Silencio ! = silence  ¡ Cerrad los libros ! = close your books  ¡ Abrid los libros ! = open your books  ¡ Pensad ! = think  ¡ Preguntad ! = ask  ¡ Levantad la mano ! = raise your hand</p> <p><b>Spring 2</b></p> <p>Unit: ¿Tienes una mascota? (Do you have a pet?)</p> <p><u>Pets</u></p> <p>Un perro = A dog  Un gato = A cat  Un conejo = A rabbit  Un hámster = A hamster  Un pez = A fish  Un ratón = A mouse  Una cotorra = A parrot/parakeet  Una tortuga = A tortoise</p> <p><u>Grammar</u></p>	<p><b>Spring 2</b></p> <p>Unit: La ropa (clothes)</p> <p><u>Clothes</u></p> <p>Un traje de baño = swim wear  Un suéter = a jumper  Un vestido = a dress  Un abrigo = a coat  Una camiseta = a tee shirt  Una blusa = a blouse  Una corbata = a tie  Una bufanda = a scarf  Una falda = a skirt  Una chaqueta = a jacket  Una camisa = a shirt  Unit – La Ropa   Page 5  Una gorra = a cap  Unos pantalones = a pair of trousers  Unos pantalones cortos = a pair of shorts  Unos guantes = a pair of gloves  Unos zapatos = a pair of shoes  Unos calcetines = a pair of socks  Unas medias = a pair of tights  Unas botas = a pair of boots  Unas sandalias = a pair of sandals*  Unas gafas = a pair of glasses/sunglasses</p> <p><u>Grammar</u>  llevo = I wear</p> <p><u>Pronouns</u>  Yo = I</p>	<p><b>Spring 2</b></p> <p>Unit: En el colegio (At school)</p> <p><u>Subjects</u></p> <p>Las asignaturas = School subjects  La informática = ICT  La historia = History  La música = Music  La geografía = Geography  La educación física = P.E.  El inglés = English  El español = Spanish  El arte = Art  Las matemáticas = Maths  Las ciencias = Science</p> <p><u>Adjectives</u></p> <p>Aburrido = Boring  Difícil = Difficult  Útil = Useful  Interesante = Interesting  Divertido = Fun  Fácil = Easy  Inútil = Pointless</p> <p><u>Grammar</u></p> <p>Porque = Because  Es = It is  Porque es... = Because it is...  Porque son... = Because they are...</p> <p><u>Time</u></p> <p>¿Qué hora es? = what time is it?  Es la una = it is one o'clock  Son las dos = it is two o'clock  Son las tres = it is three o'clock  Son las cuatro = it is four</p>
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					<p>Un = A (masculine form)          Una = A (feminine form)          ¿Tienes una mascota? = Do you have a pet?          Yo tengo / I have got          Yo no tengo / I haven't got          .que se llama = ...that is called...          Pero = but...</p>	<p>Tú = You          Él = He          Ella = She          Nosotros = We (masculine or mixed group)          Nosotras = We (feminine)          Vosotros = You all (masculine or mixed group)          Vosotras = You all (feminine)          Ellos = They (masculine or mixed group)          Ellas = They (feminine)</p>	<p>o'clock          Son las cinco = it is five o'clock          Son las seis = it is six o'clock          Son las siete = it is seven o'clock          Son las ocho = it is eight o'clock          Son las nueve = it is nine o'clock          Son las diez = it is ten o'clock          Son las once = it is eleven o'clock          Son las doce = it is twelve o'clock          Es medianoche = it is midnight          Es mediodía = it is midday</p>
<b>Knowledge</b>		<p><b>Spring 1</b></p> <p>Recognise and recall 10 minibeasts in Spanish.</p> <p>Recall greetings more easily in Spanish.</p> <p>Recognise and follow instructions in Spanish.</p> <p>Follow an animated story in Spanish.</p>	<p><b>Spring 1</b></p> <p>Recognise and recall 10 minibeasts in Spanish.</p> <p>Recall greetings more easily in Spanish.</p> <p>Recognise and follow instructions in Spanish.</p> <p>Follow an animated story in Spanish.</p>	<p><b>Spring 1</b></p> <p>Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner.</p> <p>Start to understand articles/determiners better in Spanish.</p> <p>Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to ten different instruments.</p>	<p><b>Spring 1</b></p> <p>Recall from memory a selection of nouns and indefinite articles for common classroom objects.</p> <p>Learn how to use the negative in Spanish.</p> <p>Describe what we have and do not have in our pencil case.</p> <p>Respond to simple classroom commands</p>	<p><b>Spring 1</b></p> <p>Recognise and recall the weather expressions in Spanish from memory.</p> <p>Ask what the weather is today and give a reply in Spanish.</p> <p>Describe the weather in Spain, in Spanish using a weather map with symbols.</p>	<p><b>Spring 1</b></p> <p>Understand better what personal/subject pronouns are.</p> <p>Understand better the concept of verb stems and endings.</p> <p>Conjugate easily and with clear understanding regular verbs like COMER.</p> <p>Conjugate easily and with clear understanding regular ir verbs like VIVIR.</p> <p>Conjugate easily and with clear understanding regular ar verbs like HABLAR.</p>
			<b>Spring 2</b>				

		<p><b>Spring 2</b></p> <p>Recognise and recall 7 modes of transport in Spanish.</p> <p>Recall numbers 1-5 and the colours yellow, red, green, orange &amp; blue.</p>	<p>Recognise and recall 7 modes of transport in Spanish.</p> <p>Recall numbers 1-5 and the colours yellow, red, green, orange &amp; blue.</p>	<p><b>Spring 2</b></p> <p>Recognise and recall 7 sea creatures in Spanish.</p> <p>Recall numbers 1-5 more easily in Spanish.</p>	<p><b>Spring 2</b></p> <p>Unit: ¿Tienes una mascota? (Do you have a pet?)</p> <p>Know the nouns and indefinite articles for 8 common pets.</p> <p>Ask somebody if they have a pet and give an answer back.</p> <p>Say in Spanish what pet we have/do not have and give our pet's name.</p> <p>Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.</p>	<p><b>Spring 2</b></p> <p>Recognise and recall from memory 21 items of clothing.</p> <p>Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.</p> <p>Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.</p>	<p><b>Spring 2</b></p> <p>Unit: En el colegio (At school)</p> <p>Name the subjects we study in school in Spanish with the correct definite article/determiner.</p> <p>Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.</p> <p>Start to tell the time by learning how to say time by the hour.</p> <p>Say at what time and on what day we study certain school subject</p>
<b>Skills</b>		<p><b>Spring 1</b></p> <p>Learning to listen carefully and repeat what we hear with improving accuracy.</p> <p>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.</p>	<p><b>Spring 1</b></p> <p>Learning to listen carefully and repeat what we hear with improving accuracy.</p> <p>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.</p>	<p><b>Spring 1</b></p> <p>Working on improving memory skills. Learning to recognise and learn cognates such as guitarra, piano, clarinete first.</p> <p>Starting to build a short phrase in Spanish using a conjugated verb, 1st person of the verb 'to play' (tocar) and definite determiner/article (el, la or los).</p> <p>Learning that in Spanish the personal pronoun 'I' (yo) is often dropped</p>	<p><b>Spring 1</b></p> <p>Working on memory, recall and retention skills using images as well as the written word.</p> <p>Improving spellings in Spanish by completing a variety of written based activities.</p> <p>Improving oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a negative reply.</p>	<p><b>Spring 1</b></p> <p>Learning how to describe the weather in Spanish using nine key phrases.</p> <p>Using this new knowledge to read and understand a Spanish weather map.</p>	<p><b>Spring 1</b></p> <p>Working on becoming more familiar and confident using verbs in Spanish.</p> <p>Understanding better the rules involved with regular verb conjugation and getting used to using more than just the first person singular of a verb (the yo/I form).</p> <p>Completing all the activities and verb booklet with high accuracy so when necessary it can be used as a reference.</p>

		<p><b>Spring 2</b></p> <p>Learning to listen carefully and repeat what we hear with improving accuracy.</p> <p>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.</p>	<p><b>Spring 2</b></p> <p>Learning to listen carefully and repeat what we hear with improving accuracy.</p> <p>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</p>	<p>and just toco is used.</p> <p><b>Spring 2</b></p> <p>Learning to listen carefully and repeat what we hear with improving accuracy.</p> <p>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.</p>	<p><b>Spring 2</b></p> <p>Working on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero.</p> <p>Incorporating the personal details previously learnt with our new knowledge.</p> <p>Moving to phrase level and creating extended sentences.</p>	<p><b>Spring 2</b></p> <p>Learning nouns for clothes with their appropriate article.</p> <p>Exploring the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing.</p> <p>Starting to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences</p>	<p><b>Spring 2</b></p> <p>Unit: En el colegio (At school)</p> <p>Being able to provide positive and negative opinions and justifications to questions on school subjects.</p> <p>Learning 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.</p> <p>Learning how to extend our sentences, making them longer and more interesting.</p>
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Summer	EFYS	Key Stage 1		Key Stage 2			
	Year R	Year 1 Summer	Year 2 Summer	Year 3 Summer	Year 4 Summer	Year 5 Summer	Year 6 Summer
Vocabulary		<p><b>Summer 1</b> Unit: Caperucita roja ( Red Riding Hood)</p> <p>Ojos = eyes Orejas = ears Dientes = teeth ( El cuerpo = the body La cabeza = the head La boca = the mouth La nariz = the nose Los ojos = the eyes Los pies = the feet Las orejas = the ears Las rodillas = the knees El hombro = the shoulder</p> <p>la abuela / la abuelita = the grandmother (formal) / the granny (familiar) el lobo = the wolf el cazador = the woodcutter Caperucita Roja = Little Red Riding Hood el bosque = the forest los padres = parents los dientes = teeth la casa = a house</p>	<p><b>Summer 1</b> Unit: Caperucita roja ( Red Riding Hood)</p> <p>Ojos = eyes Orejas = ears Dientes = teeth ( El cuerpo = the body La cabeza = the head La boca = the mouth La nariz = the nose Los ojos = the eyes Los pies = the feet Las orejas = the ears Las rodillas = the knees El hombro = the shoulder</p> <p>la abuela / la abuelita = the grandmother (formal) / the granny (familiar) el lobo = the wolf el cazador = the woodcutter Caperucita Roja = Little Red Riding Hood el bosque = the forest los padres = parents los dientes = teeth la casa = a house</p>	<p><b>Summer 1</b> Unit: Las fruta (the fruits)</p> <p><u>Fruits</u></p> <p>La fruta = The fruits Una manzana = An apple Una fresa = A strawberry Una naranja = An orange Una pera = A pear Una cereza = A cherry Las ciruelas = the plums Los melocotones = the peaches Los plátanos = the bananas Los kiwis = the kiwis Los albaricoques = the apricots</p> <p><u>Likes and dislikes</u></p> <p>Me gustan... = I like... No, me gustan= I don't like Sí = Yes No = No y = and pero = but ¿Te gustan... ? = Do you like...? Sí, me gustan... = Yes, I</p>	<p><b>Summer 1</b> Unit: Mi casa (my home)</p> <p><u>Places</u></p> <p>¿ Dónde vives ? = Where do you live? Vivo en... = I live in... Una casa = A house Un piso = An apartment En la ciudad = In town En el campo = In the countryside En la montaña = In the mountains En la costa = By the sea En un pueblo = In a village</p> <p><u>Home</u></p> <p>En mi casa hay... = In my home there is... / there are... Una cocina = A kitchen Un comedor = A dining room Un cuarto de baño = A bathroom Un dormitorio = A bedroom Un lavadero = A utility room Y = And Un sótano = A basement Un despacho = An office / a study Un salón = A living room Un garaje = A garage</p>	<p><b>Summer 1</b> Unit: Los planetas (planets)</p> <p>Los planetas = the planets La Luna = the Moon El Sol = the Sun La Tierra = the Earth Marte = Mars Mercurio = Mercury Neptuno = Neptune Plutón = Pluto Saturno = Saturn Urano = Uranus Venus = Venus Júpiter = Jupiter</p>	<p><b>Summer 1</b> Unit: En el fin de semana ( at the weekend)</p> <p>Y cuarto = quarter past Y media = half past Menos cuarto = quarter to</p> <p>Me levanto = I get up Desayuno = I have my breakfast Veo la tele = I watch television Leo = I read Escucho música = I listen to music Juego a videojuegos = I play computer games Juego al fútbol = I play football Voy a la piscina = I go to the swimming pool Voy al cine = I go to the cinema Voy a dormir = I go to sleep</p> <p>¡Es increíble! = It's amazing / incredible! ¡Es genial! = It's great! ¡Es divertido! = It's fun! ¡Es agotador! = It's tiring / exhausting! ¡Es aburrido! = It's boring! ¡Es horrible! = It's horrible / awful!</p>

		<p style="text-align: center;"><b>Summer 2</b></p> <p>Unit: Las formas (shapes)</p> <p>Dibujad = Draw  Un triángulo = A triangle  Un cuadrado = A square  Un óvalo = An oval  Un círculo = A circle  Un rectángulo = A rectangle  Un pentágono = A</p>	<p style="text-align: center;"><b>Summer 2</b></p> <p>Unit: Las formas (shapes)</p> <p>Dibujad = Draw  Un triángulo = A triangle  Un cuadrado = A square  Un óvalo = An oval  Un círculo = A circle  Un rectángulo = A rectangle  Un pentágono = A pentagon  Un hexágono = A</p>	<p>like...  No, no me gustan... =  No, I do not like...</p> <p style="text-align: center;"><u>Grammar</u></p> <p>Definite articles  El - to use before masculine singular nouns.  La - to use before feminine singular nouns.  Los - to use before masculine plural nouns.  Las - to use before feminine plural nouns.</p> <p style="text-align: center;"><b>Summer 2</b></p> <p>Unit: Yo puedo ( I can)</p> <p>Bailar = to dance  Cantar = to sing  Cocinar = to cook  Saltar = to jump  Hablar = to talk  Escuchar = to listen  Comer = to eat  Beber = to drink  Ver la tele = to watch TV  Escribir = to write</p>	<p>Un jardín = a garden</p> <p style="text-align: center;"><u>Grammar</u></p> <p>En mi casa hay... = In my home there is... / there are...  En mi casa no hay... = In my home there is not... / there are no...  Y = and  Pero = but</p> <p style="text-align: center;"><u>Key Questions / Phrases</u></p> <p>¿ Cómo te llamas ? = What are you called?  ¿ Cuántos años tienes ? = How old are you?  ¿ Dónde vives ? = Where do you live?  ¿ Cómo es tu casa ? = What is your home like?</p> <p style="text-align: center;"><b>Summer 2</b></p> <p>Unit: Los vegetales (the vegetables)</p> <p style="text-align: center;"><u>Vegetables</u></p> <p>Las judías verdes = The green beans  Los tomates = The tomatoes  Los guisantes = The peas  Los champiñones = The mushrooms  Los calabacines = The</p>	<p style="text-align: center;"><u>Grammar</u></p> <p>Verbs, conjunctions and opinions. Revision &amp; consolidation of of first person singular high frequency verbs such as voy and juego</p> <p style="text-align: center;"><b>Summer 2</b></p> <p>Unit: En el café ( At the cafe)</p> <p>Quiero... = I would like  Por favor = Please  Un trozo de tortilla = a piece of tortilla  De churros = Spanish doughnuts  Tapas = tapas (Spanish starters)  Patatas fritas = chips  Un sándwich = a</p> <p style="text-align: center;"><u>Food</u></p> <p>Comer = to eat Comer sano = to eat healthily Pescado = fish  Pollo = chicken  Queso = cheese  Leche desnatada = skimmed milk  Pan integral = wholemeal bread  Agua = water  Cereales = cereal Vegetales = vegetables Fruta = fruit</p>
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		<p>pentagon Un hexágono = A hexagon Un rombo = A rhombus Una línea = A line Una estrella = A star Uno = 1 Dos = 2 Tres = 3 Cuatro = 4 Cinco = 5</p>	<p>hexagon Un rombo = A rhombus Una línea = A line Una estrella = A star Uno = 1 Dos = 2 Tres = 3 Cuatro = 4 Cinco = 5</p>	<p>Grammar Modal verb plus infinitive. Learning that puedo (that comes from the modal verb poder and translates 'as I am able') is ALWAYS followed by a verb in its infinitive form in Spanish</p>	<p>courgettes Las verduras = The vegetables Las espinacas = The spinach Las cebollas = The onions Las zanahorias = The carrots Las berenjenas = The aubergines Las patatas = The potatoes</p> <p><u>Key vocabulary</u> Quisiera... = I would like ... Un kilo de... = A kilo of... Medio kilo de... = Half a kilo of... Y = And Por favor = Please</p> <p><u>Grammar</u> Definite articles El - to use before masculine singular nouns. La - to use before feminine singular nouns. Los - to use before masculine plural nouns. Las - to use before feminine plural nouns.</p>	<p>sandwich Una coca-cola = a coke Una limonada con gas = a fizzy lemonade La cuenta por favor = the bill please</p>	<p><u>Grammar</u> Para tener una buena salud como... = To stay healthy I eat... Para tener una buena salud bebo... = To stay healthy I drink... Para tener una buena salud no como... = To stay healthy I do not eat... Para tener una buena salud no bebo... = To stay healthy I do not drink...</p> <p><u>Hobbies</u> Juego al baloncesto = I play basketball Paseo a mi perro = I walk my dog Hago natación = I go swimming Monto en bicicleta = I go cycling Hago judo = I do judo Juego al tenis = I play tennis No veo la tele = I do not watch television No juego con juegos electrónicos = I do not</p>
Knowledge		<p><b>Summer 1</b> Unit: Caperucita roja ( Red Riding Hood) Listen to a familiar story being told in Spanish. Learn to use picture and word cards to recognise and help retain new</p>	<p><b>Summer 1</b> Unit: Caperucita roja ( Red Riding Hood) Listen to a familiar story being told in Spanish. Learn to use picture and word cards to recognise and help retain new language.</p>	<p><b>Summer 1</b> Unit: Las fruta (the fruits) 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.</p>	<p><b>Summer 1</b> Unit: Mi casa (my home) 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</p>	<p><b>Summer 1</b> Name and recognise the planets in Spanish on a solar system map. Spell at least five of the planets in Spanish. Say an interesting fact about at least four of the planets in Spanish.</p>	<p><b>Summer 1</b> Ask what the time is in Spanish. Tell the time accurately in Spanish. Learn how to say what they do at the weekend in Spanish. Learn to integrate</p>

		<p>language.</p> <p>Remember key parts of the body in Spanish.</p> <p><b>Summer 2</b></p> <p>Name, recognise and remember up to 10 shapes in Spanish.</p> <p>Attempt to spell some of these shapes in Spanish.</p> <p>Attempt to remember which shapes are un or una.</p> <p>Revise and/or learn numbers 1-5 in Spanish.</p>	<p>Remember key parts of the body in Spanish.</p> <p><b>Summer 2</b></p> <p>Name, recognise and remember up to 10 shapes in Spanish.</p> <p>Attempt to spell some of these shapes in Spanish.</p> <p>Attempt to remember which shapes are un or una.</p> <p>Revise and/or learn numbers 1-5 in Spanish.</p>	<p>Say what fruits we like and dislike in Spanish.</p> <p><b>Summer 2</b></p> <p>Recognise, use and remember 10 common Spanish verbs/activities.</p> <p>Use these verbs in the infinitive to make a short sentence starting with puedo.</p>	<p>connective/conjunction y to link two sentences together.</p> <p><b>Summer 2</b></p> <p>Unit: Los vegetables (the vegetables)</p> <p>Name, recognise and recall from memory up to 10 vegetables in Spanish.</p> <p>Attempt to spell some of these nouns with their plural article/determiner.</p> <p>Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.</p>	<p>Explain the rules of adjectival agreement clearly in Spanish.</p> <p><b>Summer 2</b></p> <p>Order a selection of typical foods, drinks and snacks from a Spanish menu and order a breakfast in Spanish.</p> <p>Perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.</p>	<p>connectives into their work.</p> <p>Present an account of what they do and at what time at the weekend.</p> <p><b>Summer 2</b></p> <p>Unit: La comida sana (Healthy lifestyle)</p> <p>Say and write what we eat and drink to stay healthy.</p> <p>Say and write what we do not eat and drink to stay healthy.</p> <p>Say and write the activities we do and do not do to stay in shape including a choice of physical activities.</p> <p>Follow a simple, healthy recipe in Spanish.</p>
Skills		<p><b>Summer 1</b></p> <p>Unit: Caperucita roja ( Red Riding Hood)</p> <p>Working on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first.</p> <p>Using previous knowledge of the story to decode and work out the</p>	<p><b>Summer 1</b></p> <p>Unit: Caperucita roja ( Red Riding Hood)</p> <p>Working on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first.</p> <p>Using previous knowledge of the story to decode and work out the meaning of</p>	<p><b>Summer 1</b></p> <p>Unit: Las fruta (the fruits)</p> <p>Working on memory, recall and retention skills using images to help.</p> <p>Learning how to question and answer it in Spanish.</p>	<p><b>Summer 1</b></p> <p>Speaking and writing using longer, interesting sentences, that include the key structures presented in the unit.</p> <p>Learning to remember and using accurately previous language from memory alongside our new knowledge</p>	<p><b>Summer 1</b></p> <p>Working on improving memory skills.</p> <p>Remembering more spellings from memory and using a variety of activities to help this.</p> <p>Remembering to always look for cognates first (such as venus, mars, mercury, etc).</p> <p>Having enough language from memory to perform a short role play.</p>	<p><b>Summer 1</b></p> <p>Being 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.</p> <p>Linking ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.</p>

		<p>meaning of unfamiliar language, using word and picture cards to also help achieve this</p> <p><b>Summer 2</b></p> <p>Working on being able to pronounce and remember new words in Spanish using images of the shapes to help us.</p> <p>Learning to remember the article/determiner with the noun.</p> <p>Using what we know in English to help us.</p> <p>Working on remembering the shapes in Spanish over a longer period of time.</p>	<p>unfamiliar language, using word and picture cards to also help achieve this.</p> <p><b>Summer 2</b></p> <p>Working on being able to pronounce and remember new words in Spanish using images of the shapes to help us.</p> <p>Learning to remember the article/determiner with the noun.</p> <p>Using what we know in English to help us.</p> <p>Working on remembering the shapes in Spanish over a longer period of time.</p>	<p><b>Summer 2</b></p> <p>Learning to remember new vocabulary by using an image, sound or mime.</p> <p>Remembering more and knowing more by using a greater variety of high frequency verbs with the puedo.</p> <p>Being able to create longer sentences. Learning to expand, looking up other verbs in their infinitive form not covered in the lesson using the English to Spanish section of a dictionary.</p>	<p><b>Summer 2</b></p> <p>Working on improving memory skills.</p> <p>Remembering more spellings from memory and using a variety of activities to help this.</p> <p>Remembering to always look for cognates first (such as patatas and tomates).</p> <p>Having enough language from memory to perform a short role play.</p>	<p><b>Summer 2</b></p> <p>Improving memory, recall and retention skills from Early learning as there will be more vocabulary to learn and remember for the final role play.</p> <p>Being able to say from memory the language needed for ordering drinks, food and snacks.</p>	<p><b>Summer 2</b></p> <p>Unit: La comida sana (Healthy lifestyle)</p> <p>Being 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.</p> <p>Linking ideas together using conjunctions.</p> <p>Creating longer, interesting replies including an opinion.</p>
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**Impact (End Points)**

Impact (End Points)						
EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	By the end of Year 1 pupils should:	By the end of Year 2 pupils should:	By the end of Year 3 pupils should:	By the end of Year 4 pupils should:	By the end of Year 5 pupils should:	By the end of Year 6 pupils should:
	<p>Appreciate and actively participate in songs and short stories.</p> <p>Learn to repeat and reproduce the language I hear with accurate pronunciation.</p> <p>Consolidate letter formation skills by copying words in the foreign language from a model.</p> <p>Start to understand that foreign languages can have different structures to English.</p>	<p>Appreciate short stories &amp; songs and start to understand some of the familiar words.</p> <p>Learn to articulate key words introduced in the lesson and understand their meaning.</p> <p>Start to reproduce nouns and determiners/articles from a model.</p> <p>Start to understand that foreign languages can have different structures to English.</p>	<p>Understand numbers 1-10 and be able to say, read and write them.</p> <p>Use simple greetings (e.g., saying hello and goodbye, saying how they are).</p> <p>Ask and answer simple questions about name and age.</p> <p>Understand and communicate familiar nouns (e.g., animals,).</p> <p>Use simple adjectives (e.g., colours).</p> <p>Use some simple verbs in the first person "I" form (e.g., I am and I play).</p> <p>Understand the sounds of individual letters and groups of letters and speak to them aloud individually and in chorus.</p>	<p>Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them.</p> <p>Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, simple classroom commands etc.)</p> <p>Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g., animals, food, etc.).</p> <p>Understand and use adjectives to describe people, places, things and themselves (e.g., characters in a story or their family members, their age, nationality, where they live).</p> <p>Understand and use verbs in the first person "I" form</p> <p>Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article.</p>	<p>Take part in conversations and be able to make simple statements and present information.</p> <p>Understand and communicate simple descriptions orally and in writing (e.g., of a person, a place).</p> <p>Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g., reading a short and simple story or completing a reading exercise about familiar topics, etc.).</p> <p>Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard.</p> <p>Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities.</p>	<p>Understand numbers 1-100 and be able to use them in context (e.g. the date, age, etc.).</p> <p>Be able to identify and tell the time (in speaking, listening, reading and writing exercises).</p> <p>Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc.)</p> <p>Use adjectives (e.g., colour or size etc.) to make their sentences more descriptive.</p> <p>Use connectives to make sentences more descriptive and fluent.</p> <p>Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read.</p> <p>Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities.</p>