



# MFL Progression Framework

## Whitehouse Primary School

<p style="text-align: center;"><b>EYFS 2021</b></p> <p style="text-align: center;"><b>ELG - People, Culture and Communities</b></p>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>
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Year 1 -Verbal	Knowledge	<p><b>Simple greetings (verbal)</b> E.g. Saying <b>hola</b> (hello) when answering the register and <b>adios</b> (goodbye) at the end of the day</p> <p><b>Identify personal pronouns in target language (verbal)</b> E.g. yo (me), tu (you), el (he), Ella (her), vosotros (them), nosotros (us)</p> <p><b>Learn the story of The Three Kings and its significance to Spanish culture</b> The significance of the story of The Three Kings to Spanish culture. Los Reyes Magos are at the heart of the epiphany celebration in Spain. The 6<sup>th</sup> January marks the end of the festive period in Spain. Traditionally, children leave out their shoes on the 5<sup>th</sup> January and they are filled with sweets. There are also festivities in communities to celebrate <i>Día de los reyes magos</i>.</p>	<p><b>Simple greetings (verbal)</b> E.g. Saying <b>hola</b> (hello) when answering the register and <b>adios</b> (goodbye) at the end of the day.</p> <p><b>Ask and answer an informal question relating to emotion.</b> E.g. <i>Que tal?</i> (How are you?) Positive response: <i>Estoy Buena/o</i> (I'm good)- <b>identify masculine and feminine</b>- <i>bien</i> (I'm ok) Negative response: <i>No estoy bien</i> (I'm not ok)</p>	<p><b>Simple greetings (verbal)</b> E.g. Saying <b>hola</b> (hello) when answering the register, <b>adios</b> (goodbye) at the end of the day and <b>hasta luego</b> (at other departing intervals).</p> <p><b>Learn a known song/rhyme in target language (verbal)</b> E.g. <i>inci winci spider</i> (La araña pequeñita)</p> <p><b>Ask and answer an informal question relating to emotion</b> E.g. <i>Que tal?</i> (How are you?) Positive response: <i>Estoy Buena/o</i> (I'm good)- <b>identify masculine and feminine</b>- <i>bien</i> (I'm ok) Negative response: <i>No estoy bien</i> (I'm not ok)</p>																										
	Skills	<p><b>Mirroring of single word utterances of vocabulary learnt in target language</b></p>	<p><b>Mirroring of single word utterances of vocabulary learnt in target language with some independent utterances</b></p> <p><b>Recognise a personal question and respond (sometimes in native language)</b></p>	<p><b>Mirroring of single word utterances of vocabulary learnt in target language with independent utterances</b></p> <p><b>Recognise a personal question and respond (sometimes in target language)</b></p>																										
Year 2 -Verbal to Written	Knowledge	<p><b>Colours (verbal)</b> <i>Rojo</i> (Red), <i>verde</i> (green), <i>amarillo</i> (yellow), <i>azul</i> (blue), <i>negro</i> (black) and <i>blanco</i> (white)</p> <p><b>Numbers (0-5) (verbal)</b> E.g. matching numbers to pictures with verbal prompts</p> <p><b>Ask and answer an informal question relating to emotion (verbal).</b> E.g. <i>Que tal?</i> (How are you?) Positive response: <i>Estoy Buena/o</i> (I'm good)- <b>identify masculine and feminine</b>- <i>Estoy bien</i> (I'm ok) Negative response: <i>No estoy bien</i> (I'm not ok)</p>	<p><b>Numbers (0-10) (verbal and written)</b> E.g identify a quantity and say numbers. Begin to recognise the alphanumeric correspondence.</p> <p><b>Identify basic, everyday object in the classroom- it is not essential to use a gendered article. (verbal)</b> E.g. <i>la ventana</i> (window), <i>la mesa</i> (table), <i>la silla</i> (chair), <i>la pizarra</i> (whiteboard), <i>el lapiz</i> (pencil).</p>	<p><b>Months(verbal)</b> E.g identify which month their birthday is using a set phrase <b><i>Mi cumpleaños es en ...</i></b> (my birthday is in)</p>																										
				<table border="1"> <tr> <td>January</td> <td>May</td> <td>September</td> <td></td> </tr> <tr> <td><b>Enero</b></td> <td><b>Mayo</b></td> <td><b>Septiembre</b></td> <td></td> </tr> <tr> <td>February</td> <td>June</td> <td>October</td> <td></td> </tr> <tr> <td><b>Febrero</b></td> <td><b>Junio</b></td> <td><b>Octubre</b></td> <td></td> </tr> <tr> <td>March</td> <td>July</td> <td>November</td> <td></td> </tr> <tr> <td><b>Marzo</b></td> <td><b>Julio</b></td> <td><b>Noviembre</b></td> <td></td> </tr> <tr> <td>April</td> <td>August</td> <td>December</td> <td></td> </tr> </table>	January	May	September		<b>Enero</b>	<b>Mayo</b>	<b>Septiembre</b>		February	June	October		<b>Febrero</b>	<b>Junio</b>	<b>Octubre</b>		March	July	November		<b>Marzo</b>	<b>Julio</b>	<b>Noviembre</b>		April	August
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		<p><b>Learn about the Mexican day of the dead</b> The Day of the Dead (el Día de los Muertos), is a Mexican holiday where families welcome back the souls of their deceased relatives for a brief reunion that includes food, drink and celebration. the holiday is celebrated each year from October 31-November 2. While October 31 is Halloween, November 1-2 is All Souls Day or the Day of the Dead. According to tradition, the gates of heaven are opened at midnight on October 31 and the spirits of children can rejoin their families for 24 hours. The spirits of adults can do the same on November 2. This is celebrated in Mexico. The multi-day holiday focuses on gatherings of family and friends to pray for and remember friends and family members who have died, and help support their spiritual journey</p>		Avril	Agosto	December	
	Skills	<p><b>Recognise a personal question and respond using stem sentences</b></p> <p><b>Independent single word utterances of vocabulary learnt in target language</b></p>	<p><b>Recognise a personal question and respond using set phrases</b></p> <p><b>Independent use of stem sentences learnt in target language</b></p>	<p><b>Recognise a personal question and respond, selecting from learnt phrases</b></p> <p><b>Independent selection of set phrases in target language</b></p>			
Year 3 -Verbal and Written	Knowledge	<p><b>Numbers (0- 20)</b> <i>E.g identify a quantity, say numbers sequentially and independently</i> <i>Recognise alphanumeric correspondence and begin to record in different contexts.</i></p> <p><b>Introduction of self (verbal and written)</b> <i>E.g. begin to record simple sentences using given sentence stems.</i> <i>Name: Me llamo... (My name is...)</i> <i>Age: Tengo... años (I'm ...years old)</i></p> <p><b>Greetings</b> <i>E.g. hola (hello), Buenos días (good morning), adios (bye), hasta luego (see you later)</i></p> <p><b>Ask and answer an informal question relating to emotion</b> <i>E.g. ¿Qué tal? (How are you?) ¿Cómo estas? (How are you?)</i> <i>Muy bien (very good), regular mal (so bad), no lo se (I don't know)</i></p> <p><b>Christmas in Spain- project work</b> Key vocab: feliz navidad, papa noel Children to look at food, decorations (the christmas tree and the christmas plant the poinsettia), traditions around mass. Children to create a poster including these aspects and any other information they can research.</p>	<p><b>Numbers (0- 30)</b> <i>E.g identify a quantity, say numbers sequentially and independently. Recognise the alphanumeric correspondence and begin to record in different contexts.</i></p> <p><b>Days of the week and months of the year</b> <i>E.g. verbalising and recording the date in target language</i> <i>Lunes (Monday), Martes (Tuesday), Miércoles (Wednesday), Jueves (Thursday), Viernes (Friday), Sábado (Saturday), Domingo (Sunday)</i> <i>3 de octubre (3rd of October)</i></p> <p><b>Gendered everyday objects</b> Eg classroom objects – la puerta (door), la silla (chair), el libro (book), el escritorio (desk), la pluma (pen), el lapiz (pencil)</p> <p><b>Ask and answer personal questions (recording)</b> <i>E.g. ¿Cuanto años tienes? (How old are you?)</i> <i>Tengo nueve años (I'm nine years old)</i></p> <p><b>Colours</b> <i>Rojo (Red), verde (green), amarillo (yellow), orange (naranja) azul (blue), rosa (pink) morado (purple) negro (black) gris (grey) and blanco (white)</i> <i>E.g. asking the colour of known objects and answering using stem sentences.</i> <i>¿Qué color es el libro? (What colour is the book?)</i> <i>El libro es azul (The book is blue)</i></p> <p><b>Easter in Spain-</b></p>	<p><b>Fruit and Food items</b> <i>e.g. identifying everyday fruits and food items</i> <i>La manzana: apple, Banana — el plátano, la banana, lemon – el limon,</i> <i>grapes – las uvas, pear – la pera, strawberries – las fresas, bread -el pan,</i> <i>sandwich - un bocadillo, queso – cheese, jambon – ham, un agua mineral</i> <i>– water, el zumo – juice/squash</i></p> <p><b>Revision of Knowledge taught:</b> <i>E.g children should now begin to use the language in context. They should independently approach cloze procedure activities applying the vocabulary they have used. Some children may begin to apply language taught independently in simple sentences.</i></p> <p><b>Colours</b> <i>Eg Rojo (Red), verde (green), amarillo (yellow), azul (blue), negro (black) and blanco (white)</i></p> <p><b>Days of the week</b></p> <p><b>Months of the year</b></p> <p><b>Asking and answering questions eg ¿Qué tal? (How are you?) ¿Cómo estas? (How are you?)</b> <i>¿Cuanto años tienes? (how old are you?)</i> <i>Tengo X años (I am X years old)</i></p> <p><b>Fruit and general food</b></p> <p><b>A summer festival in Spain- Tomatina- project work La Tomatina</b> what/when/why</p>			

<b>Year 4 - Verbal and Written</b>	<b>Skills</b>	<p>Easter in Spain is a religious festival, and doesn't include chocolate. Key vocab: la pascua (easter) pasos (thrones) in a parade illustrating the Easter story. La mona de pascua (easter cake) On Palm Sunday people take palm leaves to church and decorate branches On Ash Wednesday a cross made of ash is put on to people's foreheads to ask for forgiveness to God for any bad things they have done.</p>	<p><i>The Spanish Tomato Spanish Festival or La Tomatina is basically a fun food fight with tomatoes held once a year in a small town in Spain. Every year on the last Wednesday of August around 20,000 people come from all over the world to take part in what is known as 'The world's biggest food fight'.</i> <i>Children to write an advert for La Tomatina 2024 with the date it will be on</i></p>	
	<b>Knowledge</b>	<p><b>Animals</b> E.g. farm, aquatic and more exotic land animals El elefante - elephant El loro - parrot El hipopótamo - hippo El ratón - mouse El gato - cat El perro - dog El pez dorado - gold fish La rata - rat El hamster - hamster El burro - donkey El chimpancé - chimpanzee El cordero - sheep El cerdo - pig La vaca - cow La gallina - chicken La cabra - goat El caballo - horse El pato - duck El serpiente - snake El tigre - tiger El león - lion La cebra - zebra</p> <p><b>Body Parts</b> E.g. identify parts of the human body and those they have in common with other animals La nariz - nose Los ojos - eyes Las orejas - ears La boca - mouth Los dientes - teeth El hombro - shoulder Los brazos - arms Las piernas - legs La barriga - belly Los pies - feet La mano - hand Los dedos - fingers El pelo - hair Rubia - blonde Pelirrojo - red-haired Largo - long Corto - short</p> <p><b>Ask for the translation of unknown vocabulary in Spanish in English and/or their own native tongue.</b></p>	<p><b>Clothing</b> E.g. Un vestido - A dress, Unos calcetines - Socks, Unos zapatos - Shoes, Una falda - A skirt, Una camisa - A shirt, Un jersey - A jersey/jumper, Una camiseta - a T-shirt Unos pantalones cortos - Shorts, Una sudadera - Sweatshirt, Unos pantalones - Trousers</p> <p><b>Family Members</b> E.g. el padre (father) la madre (mother) el hermano (brother) la hermana (sister) el abuelo (grandfather) abuela (grandmother) madrastra (stepmother) padrastro (stepfather) hermanastra (step sister) hemanastro (step brother) tío (uncle) tía (aunt)</p> <p><b>Pets</b> E.g. un gato (a cat) un ratón (mouse) un perro (a dog) un hamster (a hamster) un conejo (a rabbit) un pez (a fish) un pájaro (a bird) una tortuga (a turtle) un conejo de indias (a guinea pig)</p> <p><b>Ask and answer questions about family members, giving descriptive detail using known vocabulary</b> E.g. ¿Quién está en tu familia? (Who is in your family?) Describe tu madre. Mi madre es/tiene... (Describe your mother. My mother is/has...)</p> <p><b>Ask and answer questions about pets, giving descriptive detail using known vocabulary</b></p>	<p><b>Pronunciation of target language graphemes</b> -ñ -c -r -z -rr -j -ll -v</p> <p><b>Discriminate between, and begin to use, possessive determiners (singular and plural)</b> E.g. mi, mis, tu, tus, su, sus</p> <p><b>Begin to record sentences that link to form extended pieces (only taught target language graphemes should be corrected at this point- children should use known graphemes from their native language (or English when own language is not Germanic or Latin based) to record)</b></p> <p><b>From Year 3 onward, asking and answering questions will be an integral part of all lessons for both teacher and learner.</b></p>
<b>Year 4 - Verbal and Written</b>	<b>Skills</b>	<p><b>Begin to link some sounds and corresponding target language graphemes in order to record independently</b></p> <p><b>Begin to recognise syllables in words to support recording</b></p> <p><b>Begin to verbally imitate pronunciation of target language graphemes</b> -ua -ie- ei</p> <p><b>Recognise question stem words both in written form and orally</b> E.g. ¿Cómo...? ¿Que...?</p> <p><b>Use regular gendered articles (singular and plural) when referring to known objects</b> E.g. la (singular feminine) las (plural feminine) el (singular masculine) los (plural masculine)</p>	<p><b>Begin to notice the use of accents and their importance in pronunciation</b></p> <p><b>Begin to notice the use of target language punctuation</b> ¿...? - questions ¡...! - exclamation/imperative</p> <p><b>Recognise and respond through action to imperative verbs</b> E.g. in instructions in the classroom Escuchad (listen), mirad (look), sentaos (sit down), levantaos (get up), repetid (repeat), venid aquí (come here), silencio (silence)</p> <p><b>Begin to pluralise nouns using known patterns</b> E.g. el libro los libros (the book the books) La ventana las ventanas (the window the windows)</p> <p><b>Discriminate between and begin to use gender determiners</b> E.g. un/una and la/el</p>	<p><b>Hobbies</b> e.g. identify the associated verb or noun such as: bailar (dance), jugar el fútbol (play football), comer en un restaurante (eat out), leer (read), ver la tele (watch TV), ir al parque (go to the park)</p> <p><b>Learn and apply language related to travel:</b> <b>Expressing modes of transport:</b> Express travelling using more common means of transport e.g. en barco (by boat), en coche (by car), en tren (by train), en avión (by plane) <b>Identify clothes needed for a journey:</b> Identify items that would more commonly be packed in a suitcase e.g. un pantalón (trousers), un pantalón corto (shorts), una falda (skirt), un jersey (jumper), una camisa (shirt) un sombrero (hat), un bañador (swimsuit), unas gafas del sol (sunglasses). <b>Identify expressions for weather variations at destination:</b> Express degrees of temperature e.g. hace calor (it's warm), hace frío (it's cold)</p> <p><b>Identify major cities in Spain (and country of cultural projects if appropriate)</b> <b>Express and ask opinions using set phrases</b> e.g. me gusta, no me gusta (I like/dislike), ¿Te gusta? (Do you like...?)</p>

E.g. ¿Cómo se dice ... en español? (How do you say... in Spanish?) ¿Cómo se dice ... en inglés? (How do you say...in English?) ¿Cómo se dice ... en árabe? (How do you say...in Arabic?)

**Adjectives – Quantitative, Descriptive, Qualitative or Attributive**

**This should include colour and number (cardinal)**

E.g. grande (big) pequeño (small) gordo (fat/chubby) largo (long) puntiagudo (pointed) feroz (fierce) simpatico (nice) divertido (funny)

**Use basic descriptive and comparative language**

E.g. tiene (he/she/it has) también (also) hay (there is)

**Use simple quantifiers**

E.g. bastante (enough) muy (very) un poco (a little) mucho (a lot) demasiado (too much)

**Conjugate and use SER (to be) as a verb in the third person singular and plural.**

E.g.

El hombre **es** muy gordo (the man is very fat)

Las mujeres **están** un poco locas (the ladies are a bit crazy)

**Recite a nursery rhyme in Spanish, identifying similarities and differences to English.**

E.g. this can be one familiar to the children or one traditional in a Spanish speaking country

**Christmas in Venezuela- project work**

Christmas is celebrated in Venezuela. Food, traditions, decorations and vocabulary.

Christmas in Venezuela is one of the most colourful in Latin America and the whole world! Firework shows are very popular. Nativity Scenes (Nacimiento) are very popular and in some regions they are more common than Christmas Trees. Going to Midnight Mass (Misas de Aguinaldo) is very popular and there many other masses and church services in the days before Christmas. In Caracas, the capital of Venezuela, there's a tradition of people rollerskating to the early morning church services from 16th to 24th December. The roads are often closed to traffic by 8.00am to make it safe for people to skate! Traditional Venezuelan Christmas foods include 'Hallacas' - a mixture of beef, pork, chicken, capers, raisins, and olives that is wrapped in maize and plantain leaves and tied up with string into a parcel and then boiled or steamed afterwards; the Pan de Jamón - a type of bread that's made with puff pastry, filled up with ham, raisins, olives and bacon and shaped like a 'swiss roll'! The real Christmas celebrations start on December 21st. Another important day, is Epiphany or 'El Día de los Reyes Magos' (the day of The Three Kings) on January 6th. In Venezuela presents are brought by Saint Nicholas and Nino Jesus.

E.g.¿ Tienes una mascota? (Do you have a pet?)  
¿Como es tu Mascota? Mi Mascota es/tiene... (What is your pet like? My pet is/has...)

**Easter in Venezuela- project work**

**Easter in Venezuela – food, traditions, decorations.**

Semana santa or Holy Week is a big week of celebrations in Venezuela and is similar to a carnival week. Religious people will attend Church but most people treat it as a holiday – schools and businesses are closed and many people go on holiday. Children also use the week to play pranks on their parents.

A traditional Easter food is coconut.

**A summer festival in Venezuela - San Francisco de Yare – project work  
San Franciso de Yare.**

Diablos Danzantes del Yare (The Dancing Devils of Yare) is the name of a religious festivity celebrated in San Francisco de Yare. Venezuela, at the Corpus Christi day festivities. Its origins are traced back to the 18th century, one of the oldest community organizations of the American continent.

On the Roman Catholic Feast Day of Corpus Christi dancers wearing devil costumes perform in the streets to recreate an African-Venezuelan tradition began in Venezuela by slaves. They wear head-to-toe red garments, grotesque masks and accessories like crosses, amulets and rosaries. Although the ritual was at first reprimanded by church officials the “dancing devils” now stop at the front of the church, listen to mass and then vow in submission to God. The dancers often dance for specific reasons such as health or family heritage and belong to small dancing clans. This annual festival draws thousands of visitors to small towns in Venezuela.

	<b>Skills</b>	<p><b>Listen to and follow a short story using auditory (identification of key language) and visual cues. Begin to read aloud.</b> E.g. <i>Caperucita Roja</i> in <i>Little red riding hood</i> – child in a red hood, key language: <i>red/rojo</i> or <i>roja</i></p> <p><b>Identify that nouns are gendered and recognise the determiners for each</b> E.g. <i>un lápiz/el lápiz</i> (pencil) - masculine <i>una silla/ la silla</i> (chair) (feminine)</p> <p><b>Identify that adjectives are gendered in correspondence with, and appear subsequent rather than prior to, the noun in Spanish (where adjectives typically end in –o ir –a)</b> E.g. <i>Un/el lápiz rojo</i> (a/the red pencil) <i>Una/la silla amarilla</i> (the yellow chair)</p> <p><b>Identify and pronounce all familiar consonant graphemes and begin to identify and pronounce vowel graphemes as an alphabet for spelling purposes.</b></p> <p><b>Begin to pronounce known vocabulary correctly using all learnt graphemes (including new target language grapheme- rr)</b></p>	<p><b>Work co-operatively in groups and independently to prepare content in target language using simple sentences</b> e.g. <i>presentation about family and home or assigned cultural project</i></p> <p><b>Written and oral: reorder known words to form short, simple sentences in target language; adapting a model where appropriate.</b></p> <p><b>Recognise word classes</b> e.g. <i>verbs, nouns and plural nouns and adjectives</i></p> <p><b>Apply simple rules for converting singular nouns into plural nouns</b></p> <p><b>Begin to pronounce the letter ‘j’ in words correctly</b></p> <p><b>Identify and utter the five vowel sounds in the target language</b></p> <p><b>Read familiar texts aloud with appropriate expression</b></p> <p><b>Identify the layout of a bilingual dictionary and sort vocabulary alphabetically</b></p>	<p><b>Begin to identify strategies for learning new vocabulary</b></p> <p><b>Begin to write short phrases from memory</b></p> <p><b>Recognise positive and negative statements in native and target language</b> e.g. <i>differentiate between me gusta and non me gusta</i></p> <p><b>Read and comprehend short paragraphs of writing that include familiar/taught vocabulary and that follow a familiar structure</b></p> <p><b>Memorise and present prepared content in target language using simple sentences (possibly joined with a conjunction)</b> e.g. <i>topic related to cultural project with conjunction ‘y (and)’</i></p>
<b>Year 5 -Verbal and Written</b>	<b>Knowledge</b>	<p><b>Everyday places</b> e.g. <i>un mercado</i> (market), <i>una tienda</i> (shop), <i>un supermercado</i> (supermarket), <i>una oficina</i> (office), <i>una oficina de correos</i> (post office), <i>un banco</i> (bank), <i>un café</i> (coffee shop), <i>una plaza</i> (town square), <i>una tienda de ropa</i> (clothes shop), <i>una cathedral</i> (cathedral), <i>una iglesia</i> (church), <i>una mezquita</i> (mosque)</p> <p><b>Identify directions and position:</b> e.g. <i>direction: a la izquierda</i> (on the/to left), <i>a la derecha</i> (on the/to right), <i>en el centro</i> (in the middle) e.g. <i>position: en la esquina</i> (in the corner)</p> <p><b>Conjunctions: y (and), también (also/too)</b></p> <p><b>Times of the day</b> e.g. <i>por la mañana</i> (in the morning), <i>por la tarde</i> (in the evening), <i>por la noche</i> (at night), <i>a las diez</i> (at ten) <i>a las cuatro y media</i> (at half four)</p> <p><b>Introduction of simple future tense</b> e.g. <i>voy a + in finitive verb</i> (I will) e.g. <i>voy a cantar mañana</i> (I will sing tomorrow)</p> <p><b>Conversation markers in target language</b> e.g. <i>pause words</i> – <i>Bueno</i> (ok), <i>pues</i> (well), <i>vamos a ver</i> (we’ll see), <i>sí</i> (yes), <i>quantifiers: muy</i> (very), <i>bastante</i> (quite)</p> <p><b>Christmas in Colombia - project work</b>  <i>Christmas in Colombia. Compare and contrast food, traditions, decorations and identify key vocabulary with one other Hispanic country.</i></p>	<p><b>Revision of sports and hobbies taught in Y4</b> e.g. <i>identify the associated verb or noun such as: bailar</i> (dance), <i>jugar el fútbol</i> (play football), <i>comer en un restaurant</i> (eat out), <i>leer</i> (read), <i>ver la tele</i> (watch TV), <i>ir al parque</i> (go to the park)</p> <p><b>Numbers:</b> <b>0-50</b> <b>Counting in tens up to one hundred</b> e.g. <i>diez</i> (ten), <i>veinte</i> (twenty), <i>treinta</i> (thirty), <i>cuarenta</i> (forty), <i>cinuenta</i> (fifty), <i>sesenta</i> (sixty), <i>setenta</i> (seventy), <i>ochenta</i> (eighty), <i>noventa</i> (ninety), <i>cien</i> (hundred)</p> <p><b>Revisit simple future tense</b> e.g. <i>voy a + infinitive verb</i> (I will...) e.g. <i>voy a bailar con mis amigas por la tarde</i> (I will dance with my friends this evening)</p> <p><b>Food:</b> <b>Revision of Fruit and general items from Y3</b></p> <p><b>Vegetables, breakfast items</b> Las verduras el tomate (tomato), la patata (potato), la zanahoria (carrot), las champiñonas (mushrooms), el brocoli (broccoli), el pan tostado (toast), los huevos (eggs), la fruta (fruit), el yogur (yogurt), el cereal</p> <p><b>Ingredients for a traditional Hispanic dish</b> e.g. <i>linked to cultural project. Children to research a hispanic dish and write a recipe for it. Arepas con queso</i> (from Encanto) <i>write a recipe</i></p> <p><b>Conjunctions: y (and), también (also/too), pero (but)</b></p> <p><b>Asking and expressing want</b> e.g. <i>¿Quieres?</i> (Would you like?) <i>Quisiera</i> (I would like)</p> <p><b>Easter in Colombia - project work</b> compare and contrast Easter in known Hispanic countries.</p>	<p><b>Weather</b> <b>Temperature</b> e.g. <i>hace frío, hace calor, hace buen tiempo</i> (it’s nice weather), <i>hace mal tiempo</i> (it’s bad weather), <i>hace sol</i> (it’s sunny), <i>hace viento</i> (it’s windy), <i>hace niebla</i> (it’s foggy), <i>está lloviendo</i> (it’s raining), <i>está nevando</i> (it’s snowing)</p> <p><b>Seasons</b> e.g. <i>en otoño</i> (in autumn), <i>en invierno</i> (in winter), <i>en primavera</i> (in spring), <i>en verano</i> (in summer)</p> <p><b>Express the days using taught language or weeks and months</b> e.g. <i>hoy es lunes 10 de octubre</i> (today is Monday 10<sup>th</sup> October)</p> <p><b>Commenting</b> e.g. <i>normalmente</i> (normally), <i>en general</i> (generally)</p> <p><b>Location: saying where you live and its location</b> e.g. <i>vivo en + town + en el location</i> (I live in ____ in ____) Location: <i>norte</i> (north), <i>sur</i> (south), <i>oeste</i> (west), <i>este</i> (east)</p> <p><b>A summer festival in Colombia – Flower Festival Medellin- project work</b>  The Flower Festival Medellin. Research and create an interactive presentation</p>

Year 6 - Verbal and Written	Skills	<p>Easter in Colombia is known as semana santa or holy week. There may be Holy Week processions and schools are closed for at least a week.</p> <p><b>Create and manipulate simple sentences</b></p> <p><b>Identify and use negatives</b> e.g. <i>tiene (it has), no tiene (it doesn't have)</i></p> <p><b>Recite a short text that contains known vocabulary with increasingly more accurate pronunciation in target language</b></p> <p><b>Identify position of adjectives in sentences in comparison to native language</b> e.g. <i>in Spanish the adjective comes after the noun whereas in English it comes before as in 'flor azul - blue flower'</i></p> <p><b>Use a bilingual dictionary</b></p> <p><b>Take part in a conversation taking and giving directions</b> e.g. <i>¿Hay un banco por aquí? (Is there a bank here?) Sí, a la derecha (Yes, on the right)</i></p> <p><b>Comprehend key information from a short verbal exchange and from an audio text (spoken by a native speaker)</b></p> <p><b>Include quantifiers and adjectives in sentences uttered</b> e.g. <i>la cathedral es <u>muy hermosa</u> (the cathedral is very beautiful)</i></p> <p><b>Consolidate pronunciation of ñ</b></p> <p><b>Write short sentences using a model to integrate new and previously taught language.</b></p>	<p>Find words and check spellings in a bilingual dictionary</p> <p><b>Consolidate pronunciation of 'rr' and 'j'</b></p> <p><b>Develop accuracy in pronunciation and intonation in target language</b></p> <p><b>Understand more complex phrases</b></p> <p><b>Take part in conversation</b> e.g. <i>expressing likes and dislikes and using conversation markers</i></p> <p><b>Extend sentences using learnt conjunctions</b> e.g. <i>y (and), también (also/too), pero (but)</i></p> <p><b>Express positive and negative opinions in short sentences</b> e.g. <i>lo que me gusta (what I like), lo que no me gusta (what I don't like)</i></p> <p><b>Develop and share strategies for learning new vocabulary</b></p> <p><b>Use learnt language in spontaneous oral exchange</b> e.g. <i>in a role play</i></p> <p><b>Write simple and more complex sentences about a known subject</b></p> <p><b>Write phrases from memory</b></p>	<p><b>Retrieve information from an audio text</b></p> <p><b>Use simple sentences to comment on the weather across the seasons</b></p> <p><b>Consolidate pronunciation of 'c' and 'll'</b></p> <p><b>Skim and scan a text with some unfamiliar language to retrieve information</b></p> <p><b>Re-order given sentences with known language to create a coherent paragraph</b></p> <p><b>Complete a written assessment in target language</b> e.g. <i>a multiple-choice-type quiz</i></p>																															
	Knowledge	<p><b>Revisit and build on vocabulary for:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Clothing (Y4)</b> e.g. <i>Un vestido – A dress, Unos calcetines – Socks, Unos zapatos – Shoes, Una falda – A skirt, Una camisa – A shirt, Un jersey – A jersey/jumper, Una camiseta – a T-shirt Unos pantalones cortos – Shorts, Una sudadera – Sweatshirt, Unos pantalones – Trousers, la americana (blazer), la corbata (tie), el polo (polo tshirt)</i></li> <li>➤ <b>Expressing opinions and using them to justify (Y3-5)</b> e.g. <i>me gusta, no me gusta (I like/dislike), ¿Te gusta? (Do you like...?) Porque (because)</i></li> <li>➤ <b>Family Members (Y4)</b> e.g. <i>including introductions se llama (they're called) tiene x años (they're x years old)</i></li> <li>➤ <b>Adjectives for description (Y4)</b> e.g. <i>for people: simpatico (nice), inteligente (clever), divertido (funny)</i></li> </ul> <p><b>Classroom routine</b> e.g. <i>register routines, identifying the time and date, requesting classroom objects and following instructions</i> <i>Si (yes), ¿Qué hora es? (what time is it?), ¿Qué día es (hoy)?</i> <i>Es 13 de enero de 2024, La fecha abreviada 13/1/2024,</i></p> <p><b>Occupations</b> e.g. <i>Medico (doctor), Vendedor/a (salesman/woman), Camarero/a (waiter/waitress), Policía (police officer), Profesor/a (professor)</i></p> <p><b>Christmas in Mexico – project work</b></p>	<p><b>Revisit and build on vocabulary for:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Adjectives for description (Y4)</b> e.g. <i>for objects: pequeño (small), grande (big), enorme (huge) bonito (beautiful), magnífico (magnificent), lujoso (luxurious)</i></li> </ul> <p><b>In the home vocabulary</b> e.g. <i>rooms and their functions</i> <i>La cocina = the kitchen</i> <i>El living / la sala = the living room</i> <i>El cuarto / la habitación / dormitorio = the bedroom</i> <i>El jardín = the garden</i> <i>El pasillo = the hallway</i> <i>El comedor = the dining room</i> <i>El ático = the attic</i> <i>El sótano = the basement</i> <i>El baño = the bathroom</i> <i>Yo duermo (i sleep), yo como (i eat) yo juego (i play)</i></p> <p><b>Easter time in Mexico – project work</b></p>	<p><b>Revisit and build on vocabulary for:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Requests for clarity (y3-4)</b> e.g. <i>repite/repita por favour (please repeat)</i></li> <li>➤ <b>Alphabet for spelling</b> e.g. <i>the letter-sound correspondence</i></li> <li>➤ <b>Simple future</b> <i>Instead of using two words "will + infinitive," in Spanish, you just need one word—a verb conjugated in future simple form.</i></li> </ul> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #c8e6c9;"> <th colspan="4">Future simple – Regular verbs</th> </tr> <tr style="background-color: #e8f5e9;"> <th></th> <th>Hablar</th> <th>Comer</th> <th>Vivir</th> </tr> </thead> <tbody> <tr style="background-color: #e8f5e9;"> <td>Yo</td> <td>Hablar-é</td> <td>Comer-é</td> <td>Vivir-é</td> </tr> <tr style="background-color: #e8f5e9;"> <td>Tú</td> <td>Hablar-ás</td> <td>Comer-ás</td> <td>Vivir-ás</td> </tr> <tr style="background-color: #e8f5e9;"> <td>Él / ella / usted</td> <td>Hablar-á</td> <td>Comer-á</td> <td>Vivir-á</td> </tr> <tr style="background-color: #e8f5e9;"> <td>Nosotros/as</td> <td>Hablar-emos</td> <td>Comer-emos</td> <td>Vivir-emos</td> </tr> <tr style="background-color: #e8f5e9;"> <td>Vosotros/as</td> <td>Hablar-éis</td> <td>Comer-éis</td> <td>Vivir-éis</td> </tr> <tr style="background-color: #e8f5e9;"> <td>Ellas /ellas / ustedes</td> <td>Hablar-án</td> <td>Comer-án</td> <td>Vivir-án</td> </tr> </tbody> </table> <p><b>Names of places in Hispanic countries to visit and things they can do there</b> e.g. <i>Mexico – Chichen Itza</i> <i>Peru – Machu Picchu</i> <i>Colombia – the lost city</i> <i>Galapagos Islands</i> <i>Iguazu falls – Argentina</i> <i>Salt flats - Bolivia</i></p> <p><i>Research and present the information</i></p>	Future simple – Regular verbs					Hablar	Comer	Vivir	Yo	Hablar-é	Comer-é	Vivir-é	Tú	Hablar-ás	Comer-ás	Vivir-ás	Él / ella / usted	Hablar-á	Comer-á	Vivir-á	Nosotros/as	Hablar-emos	Comer-emos	Vivir-emos	Vosotros/as	Hablar-éis	Comer-éis	Vivir-éis	Ellas /ellas / ustedes	Hablar-án	Comer-án
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		<p>Christmas in Mexico – food, traditions, decorations. How has Christmas in Mexico changed over time?</p>	<p>Easter in Hispanic countries – compare and contrast traditions, food, decorations and celebrations.</p>	<p><b>A summer festival in Mexico – Cinco de Mayo – project work</b>  <i>Cinco de Mayo. How is it celebrated by US Mexicans and Mexicans south of the border? Compare and contrast.</i></p>
	<b>Skills</b>	<p><b>Apply taught language and structures to new contexts</b></p> <p><b>Begin to initiate and sustain conversation</b></p> <p><b>Form basic negative sentences using known language</b></p> <p><b>Present knowledge orally with clear audible voice and good pronunciation of target language</b></p> <p><b>Apply knowledge of gender to nouns of occupation</b></p> <p><b>Identify key points from a written text including simple opinions</b>  <i>e.g. answering using true/false questions or simple multiple choice</i></p> <p><b>Identify key points from an audio text</b>  <i>e.g. answering using true/false questions</i></p> <p><b>Develop initiation of and sustain spontaneous conversation</b></p> <p><b>Independently use a bilingual dictionary to aid in understanding and construct written texts</b></p> <p><b>Construct a basic paragraph using known language and a model</b></p>	<p><b>Consolidate pronunciation</b></p> <p><b>Apply knowledge of pronunciation to new unfamiliar vocabulary</b></p> <p><b>Identify and substitute nouns in sentences</b></p> <p><b>Consolidate understanding of noun adjective placement and identify these in a text</b></p> <p><b>Classify words according to the word class using abbreviations in a bilingual dictionary to assist</b></p> <p><b>Begin to identify the role accents place in adding stress to a given letter</b></p> <p><b>Perform a memorised piece of work</b>  <i>e.g. poem</i></p> <p><b>Develop initiation of and sustain spontaneous conversation</b>  <i>e.g. for at least four exchanges</i></p> <p><b>Read text aloud with familiar and unfamiliar vocabulary) with increased accuracy in pronunciation, intonation and expression</b></p> <p><b>Produce independent writing using a model about a familiar topic with known vocabulary</b></p> <p><b>Act on feedback given to self-correct basic errors in the target language</b></p>	<p><b>Spell most known vocabulary correctly</b></p> <p><b>Actively use a bilingual dictionary for reading, writing and speaking purposes</b></p> <p><b>Begin to research online in target language</b>  <i>e.g. with specific webpages assigned</i></p> <p><b>Read authentic language-level-appropriate texts for a range of purposes</b>  <i>e.g. to extract information and for enjoyment</i></p> <p><b>Write different texts types using a model and the immediate future tense</b>  <i>e.g. a holiday agenda</i></p> <p><b>Perform a sustained narrative to an audience in the target language</b>  <i>e.g. presentation on a given topic relating to a Hispanic area of culture</i></p> <p><b>Initiate and sustain conversation</b>  <i>e.g. for at least six exchanges</i></p> <p><b>Complete verbal and written assessment in target language</b>  <i>e.g. 1:1 conversational questioning and short a multiple-choice-type quiz</i></p>