

SPANISH End Points

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--------	---------	-----------	--------	--------	--------	--------	--------	--------

Curriculum Content

Autumn Term

Todo sobre mi - All about me

To recognise, respond to and use greetings in Spanish.

Colours; To know a range of colours. Chn will be able to combine colours and numbers vocabulary in activities like painting by number

To be able to introduce and share information about themselves; to ask and answer 4 questions: ¿Cómo estás? - How are you?

¿Cómo te llamas? – What is your name?
¿Cuántos años tienes? - How old are you?1
¿De dónde eres? – Where are you from?

NumbersTo know their numbers up to 10

Me gusta / Me encanta / No me gusta -- To be able to talk about hobbies and preferences expressing likes and dislikes with some supportive prompts

Autumn Term

Todo sobre mi - All about me

To recognise, respond to and use **greetings in Spanish**

Amigos por carta -- To be able to write the questions they think of in the previous term. To write a letter to a child from Barcelona.

To be able to **introduce and share information about themselves;** to ask and answer 4 questions: ¿Cómo estás? - How are you?

¿Cómo te llamas? – What is your name?
¿Cuántos años tienes? - How old are you?1
¿De dónde eres? – Where are you from?2

NumbersTo know their numbers up to 10

Body parts -- -To recognise the body parts. To recognise these written words and be able to match them with the correct body parts. Chn will start to know say/write some basic phrases and use colours as adjectives

Amigos por cartaIntroduction to the pen-pals project. To think of questions that they would like to ask to their future pen-pals.

Me gusta / Me encanta / No me gusta -- To be able to talk about hobbies and preferences expressing likes and dislikes with some supportive prompts

Spring Term

Todo sobre mi -- All about me

Que hay en mi estuche? What's in my pencil case Classroom objects

¿Dónde vivo?
¿Quién vive conmigo? – Where do I live? Who does live with me? To answer to the question where I live

-- -To be able to name the stationary found in a pencil case. To name objects that can be found in a school classroom.

Family -- To be able to share information about their own families. To use the verb "llamarse" (= being called) in present tense correctly, understanding the difference between 1st and 3rd person.

To be able to use the phrase **hay** - there is, confidently and identify gendered nouns. To be able to ask/answer to the question Cuántos.... Hay? How many?

Pets -- To recognise the vocabulary of some pets. To begin combining known vocabulary from previous topics and apply that to new vocabulary

Numbers; To know their numbers up to 20

To understand **instructions**, everyday classroom language and praise words with supportive prompts

Spring Term

Todo sobre mi -- All about me

Que hay en mi estuche? What's in my pencil case Classroom objects

¿Dónde vivo?
¿Quién vive conmigo? – Where do I live? Who does live with me? To answer to the question where I live

-- -To be able to name the stationary found in a pencil case. To name objects that can be found in a school classroom.

Family -- To be able to share information about their own **families**. To use the verb "llamarse" (= being called) in present tense correctly, understanding the difference between 1st and 3rd person.

Pets -- To recognise the vocabulary of some pets. To begin combining known vocabulary from previous topics and apply that to new vocabulary.

To understand **instructions**, everyday classroom language and praise words with supportive prompts

Que hay en mi estuche? What's in my pencil case Classroom objects

-- -To be able to name the stationary found in a pencil case. To name objects that can be found in a school classroom.

To be able to use the phrase '**hay**' = there is, confidently and identify gendered nouns. To be able to ask/answer to the question ¿Cuántos... hay? = how many...?

Numbers -- To know their numbers up to 20

Amigos por carta -- To respond to their pen-pal's letter.

By the end of the topic, chn will be able to build up their formation of simple sentences to create a personal profile

By the end of the topic, chn will be able to build up their formation of simple sentences to create a personal profile.⁴

Amigos por carta

To respond to their pen-pal's letter.

Summer Term

Vamos a celebrario -- Lets celebrate
To be able to recognise the **weekdays and months of the year.**

To ask and answer the question: ¿Cuándo es tu cumpleaños? – When is your birthday? - Numbers up to 31

To know about **traditional Spanish celebrations** through the year.

To ask and answer the question: ¿Qué tiempo hace? – What's the weather like? To be able to describe some weather appropriate for the seasons.

Summer Term

Vamos a celebrario -- Lets celebrate
To be able to recognise the **weekdays and months of the year.**

To ask and answer the question: -- ¿Cuándo es tu cumpleaños? – When is your birthday? - Numbers up to 50

To know about **traditional Spanish celebrations** through the year.

To ask and answer the question: -- ¿Qué tiempo hace? – *What's the weather like?*
To be able to describe some weather appropriate for the seasons.

Amigos por carta -- To respond to their pen-pal's letters

1) LISTEN

To understand main points from short passages.

To understand longer passages

To understand specific details and opinions

To understand the main points, details and opinions

To understand personal information about another with some supportive gestures

To understand the main points and some details

To understand present and past or future events from various contexts

To understand familiar language in less familiar context

To understand the difference between present, past and future events

2) SPEAK

To begin to engage in short conversation O PSE	To have a simple structured conversation with at least 4 exchanges	To have a short conversation/presentation, including giving opinions	To start and demonstrate a variety of ways to develop a conversation
To change single words in a phrase to make a new one	To change single words and phrases	To give and ask for information, opinions and reasons	To give a short prepared talk To give opinions and answer simple questions, including descriptive details
To talk about interests PSE & O	To use a wider range of ways to express personal responses	To use the present and past or future	
To express personal responses with simple vocabulary	To pronounce words accurately and to use correct intonation consistently		To use a variety and sentences
To express likes and dislikes PSE & O			To speak using past, present and future tense
To pronounce words accurately in most instances and to increasingly use correct intonation			

3) READ

To read short texts	To read short stories	To read texts in present and past or future	To understand the difference between present, past and future events
To read short dialogues	To read factual texts		
To identify the main points	To identify the main points and some details	To identify main points and specific details	To understand familiar language in less familiar contexts
To begin to understand about likes and dislikes and feelings expressed in a text	To start working out the meaning through gist	To be more confident when reading aloud and when using reference material	To read & understand the main points and give specific details
To use a dictionary to find out meanings	To interpret handwritten and printed text		To read magazines through scanning
			To explain grammar used in texts

4) WRITE

To accurately write 2 or 3 short sentences with the help of a word bank, in a paragraph	To adapt language learnt to write individual paragraphs	To write about everyday activities from memory	To write in paragraphs
To begin to write phrases from memory	To write 5 or 6 sentences from memory	To write simple sentences and paragraphs from memory, about a range of topics	To use a variety of sentences
To express opinions PSE & O	To use the majority of present tense verbs correctly	To write about present and past or future plans, with some accuracy	To write formally and informally
Spelling is usually correct from memory	To start to use a dictionary to help conveying meaning	To make attempts to use grammar rules paragraphs	To refer to present and past or future events
			To apply grammar rules to new words

Conveying Meaning

5) INTERCULTURAL UNDERSTANDING

To know about festivals and celebrations in different cultures. (PSE/LT)	To understand and respond to materials from, or relating to Spain. (PSE/O/LT)	To find out and present information and opinions about an aspect of Spain (PSE/O/LT/MC)	To describe and comment on some similarities and differences between target language country and their own (PSE/O/LT/MC)
To compare traditional stories. (PSE/O)	To make simple comparisons between life in target language country and their own (PSE)	To begin to evaluate historical sources to establish evidence for particular enquiries (LT/MC)	To select and present information from different sources about aspects of target language country (PSE/O/LT/MC)
To have made direct or indirect contact with the target language country. (PSE/O/LT)			

KEY VOCABULARY

Strategies for Language Learning

Use flashcards to introduce new vocabulary.

Be active: Use actions and songs to aid memorisation.

Use colourful, memorable resources.

Frequent exposure to the target language rather than one longer session.

SPANISH: Useful Phrases

KS1 Numbers

cuatro, cinco, seis,
siete, ocho, nueve,

Once, doce, trece,
catorce, quince,
dieciséis, diecisiete,
dieciocho,
diecinueve, veinte

**KS1 greetings
and questions**

Hola Hello, hi

Adios Goodbye

Hasta luego See you soon

¿Cómo te llamas? What is your name?
Me llamo... My name is...

¿Qué tal? How are you?
Muy bien/ mal/ así, I am well/ not good/
así OK

¿Cuántos años tienes? Tengo ... How old are you? I
años am ... years old

¿Dónde vives? Vivo en Where do you live? I
live in...

¿De qué color es? What colour is it?

KS1 Register

Presente Present/ here

Ausente Absent

Bocadillo Packed lunch

Almuerzo caliente Hot dinner

KS1 Colours

Rojo Red

Azul Blue

Amarillo Yellow

Verde Green

Naranja Orange

Violeta Purple

Language

Si, no Yes, no

Por favor Please

Gracias Thank you [very
much]

De nada You are welcome

Bailad Dance

Andad Walk

Saltad Jump

Aplaudid Clap

Da la vuelta Turn

Repetid Repeat

Tocad Tap/ hit

KS1 Praise

Bravo Well done

Excelente Excellent

Super estrella Superstar

Muy bien Very good

Fantástico Fantastic

Rosa	Pink	Escuchad	Listen
Blanco/a	White	Mirad	Look
Negro/a	Black	Levantaos	Stand up
Gris	Grey	Sentaos	Sit down
Marrón	Brown	Entrad	Come in
		Salid	Go out
		Silencio	Silence/ be quiet
		Levantad la mano	Hands up
		Bajad la mano	Hands down
		Enseñame	Show me
		Una fila por favor	Make a line
		Haced un círculo	Make a circle
		Venid aquí	Come here

KEY STAGE TWO

KS2 Numbers

veintitres, 21-31

KS2 Questions

Diez, veinte, treinta,
cuarenta, cincuenta,
sesenta, setenta,
ochenta, noventa,
cien, mil 10, 20, 30, 40, 50,
60, 70, 80, 90, 100

¿Cómo se llama?
1000 Se llama...

What is his/ her
name? He/ she is
called...

KS2 Classroom Language

Escribid

Write

Instructions Language

Lunes, Martes,
Miércoles, Jueves,
Viernes, Sábado,
Domingo [always
written in lower case
unless they start a
sentence] Monday, Tuesday,
Wednesday,
Thursday, Friday,
Saturday, Sunday

¿Cuándo es tu
cumpleaños? Mi
cumpleaños es el...

When is your
birthday? My
birthday is the...

Abrid los libros/ los
ojos

Open your
books/eyes

Leed

Read

KS2 Written Feedback for Written Work

Enero, Febrero,
 Marzo, Abril, Mayo,
 Junio, Julio, Agosto,
 Septiembre,
 Octubre,
 Noviembre,
 Diciembre
 [always written in
 lower case unless
 they start a
 sentence]

January, February,
 March, April, May,
 June, July, August,
 September,
 October, November,
 December

¿Tienes hermanas o
 hermanos? Tengo...
 Do you have any
 brothers or sisters? I
 have...

Buen trabajo Good work

¿Tienes un animal?
 Tengo...
 Do you have a pet/
 animal? I have...

Cerrad los libros/ los
 ojos Close your books/
 eyes

Para cada imagen For each image

Buen intento Good effort

¿Qué hora es?
 What time is it?

Ordenad los
 escritorios Tidy your desks

Completad la frase Complete the phrase

Mucho mejor Much better

¿Qué tiempo hace?
 What is the weather
 like?

Ordenad Tidy your things
 [away]

Conectad la
 palabra... Join the word to...

¿Qué llevas? Llevo...
 What are you
 wearing? I am
 wearing...

Andad lentamente Walk slowly

Dibujad un círculo
 alrededor de la
 palabra... Circle the word

¿Te gusta...?
 Me gusta/n, Me
 encanta/n, No me
 gusta/n, odio...
 Do you like...?
 I like, I love, I
 dislike, I hate...

Prestad atención Pay attention

Utilizando Using...

Tocad la cabeza/ la
 nariz Touch your
 head/nose

En el orden correcto In the right order

Hablad más fuerte Speak louder

**KS2 Speaking
 Test Questions**

Hablad más bajo Talk quietly

¿Cuántos hay? Hay
 ... How many ... are
 there? There are ...

Un voluntario, por
 favor A volunteer, please

¿Qué hay en la
 foto? Hay ...
 What is on the
 photo? There is/
 are...

Rápido Hurry up

¿De qué color es?
 Es... What colour is it? It
 is...

Repetid Repeat

Tranquilo Calm down

dos/de a tres	Work in pairs/threes
Pasad la página ...	Turn to page ...
Bajad los bolígrafos /	Put down your pens
Lo siento	Sorry
Perdona	Excuse me
De acuerdo	OK
Tengo un problema	I have a problem
Tengo una pregunta	I have a question
He terminado	I have finished
¿Favor?	Can you help me?
¿Cómo se dice...en inglés/en español...?	How do you say in French/ English...?
Puedo ir al baño?	Can [may] I go to the toilet?
No entiendo	I don't understand
No sé	I don't know
Repetid por favor	Repeat please
Quiero....por favor	I would like... please
¿Qué significa en inglés?	What does that mean in English?