

Foreign Languages | Curriculum Mapping

Spanish is currently only taught in KS2.

Units of Study

Taken from the Language Angels programme, to which the school subscribes.

	Year 3	Year 4	Year 5	Year 6
Aut 1	Phonetics 1 & I'm Learning Spanish (E)	Phonetics 2 & Presenting Myself (I)	Phonetics 3 & Do You Have A Pet? (I)	Phonetics 4 & At School (P)
Aut 2	Animals (E)	Family (I)	What Is The Date? (I)	Regular Verbs (P)
Spr 1	Fruits (E)	My Home (I)	The Weather (I)	The Weekend (P)
Spr 2	Musical Instruments (E)	Habitats (I)	Clothes (I)	Habitats (P)
Sum 1	Ancient Britain (E)	Classroom (I)	Romans (I)	The Planets (P)
Sum 2	I Can... (E)	Tudors (I)	Olympics (I)	Me In The World (P)

C	Core Vocabulary Unit
E	Early Language Unit
I	Intermediate Language Unit
P	Progressive Language Unit

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Skills Progression Overview

To be achieved by the end of each year. Taken from the Language Angels programme.

	Year 3	Year 4	Year 5	Year 6
Core Learning				
By the end of the year, pupils should:	<p>Understand numbers 1-10 and be able to say, read and write them.</p> <p>Be familiar with the days of the week and be able to say them and recognise them in written form.</p> <p>Use simple greetings (e.g. hello/goodbye, saying how they are).</p> <p>Ask and answer simple questions about name and age.</p> <p>Understand and communicate familiar nouns, including the correct article (dependent on gender).</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</p>	<p>Understand numbers 1-100 (in multiples of 10) & be able to say, read and write them (e.g. dates).</p> <p>Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, the time, classroom commands).</p> <p>Understand and communicate using a wider range of familiar nouns (including correct article).</p> <p>Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story, 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>Understand & use the alphabet for correct spelling and pronunciation.</p> <p>Follow & give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).</p> <p>Be able to say, read and write the date including the day, number and month of the year; all numbers from 1-100 in multiples of 10 and all numbers from 1-31.</p> <p>Take part in conversations and be able to make simple statements and present information (e.g. weather, date, what they wear).</p> <p>Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather).</p> <p>Be able to read and listen to longer passages of text and answer questions about it either orally or in writing.</p>	<p>Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices).</p> <p>Be able to identify and tell the time, including full hour, quarter past, half past and quarter to.</p> <p>Express and justify opinions. Be able to express a statement in the positive and the negative.</p> <p>Understand and use transactional language (e.g. in a café role play "I would like", "how much" etc.).</p> <p>Use adjectives to make sentences more descriptive. Make sure the adjectives agree with the noun.</p> <p>Use connectives to make sentences more descriptive/fluent</p> <p>Be able to read or listen to longer passages of text and answer more detailed questions (orally/ written)</p> <p>Understand what a conjugated verb looks like.</p>

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	letters and speak them aloud, individually and in chorus.		Understand what a conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”).	Identify personal pronouns; the stem of a verb, the ending of the verb in its infinitive form and how this categories the verb and the impact this will have on the endings of the verb for each personal pronoun.
Core Skills				
Speaking	<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation/spelling</p>	<p>Communicate by asking and answering a range of questions, using longer phrases & sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply phonic knowledge to support speaking, reading and writing.</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person/group of people using sentences & authentic pronunciation, gesture & intonation to convey accurate meaning.</p> <p>Understand/express simple opinions using familiar topics and vocabulary.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use connectives to link together what they say so as to add fluency.</p>
Listening	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand & identify longer/more complex phrases and sentences (e.g. descriptions/information/instructions) in listening exercises and be able to answer questions about this.</p>
Reading	Recognise and understand familiar written words and short phrases (e.g. basic nouns and	Accurately read and understand familiar written words, phrases &	Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar	Read aloud with expression and accurate pronunciation.

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	<p>first person “I” form of simple verbs) in written text.</p> <p>Read aloud familiar words or short phrases in chorus.</p>	<p>short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p>	<p>topics), reading exercises with set questions, emails or letters from a partner school).</p>	<p>Read and understand the main points and more specific details from a variety of simple, authentic texts (e.g. stories, reading exercises with set questions, emails or letters from a partner school).</p>
Writing	<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary.</p>	<p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. word bank).</p> <p>Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.)</p> <p>Identify and correctly use adjectives and connectives, placing them correctly in a sentence & understand the concept of adjectival agreement.</p>
Grammar	<p>Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.</p>	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Introduce and use the negative form.</p> <p>Begin to look at what a fully conjugated verb looks like.</p>	<p>Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Use the negative form, possessives and connectives.</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</p>	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Be able to identify and correctly use adjectives and connectives and</p>

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				understand the concept of adjectival agreement (where relevant).
Inter-cultural Understanding	<p>Appreciate stories, songs, poems and rhymes in the target language.</p> <p>Identify well-known countries that speak the target language (e.g. Spain, Mexico). They can locate these countries on maps of the world and identify their flags.</p>	<p>Appreciate stories, songs, poems and rhymes in the target language.</p> <p>Draw similarities and differences between British culture and that of countries that speak the target language. They show respect when talking about different cultures.</p>	<p>Appreciate stories, songs, poems and rhymes in the target language.</p> <p>Explore differences across countries that speak the target language. They can reflect on similarities and differences within the culture of the target language.</p> <p>Begin to look at contemporary culture specific to countries that speak the target language, e.g. modern songs.</p>	<p>Appreciate stories, songs, poems and rhymes in the target language.</p> <p>Continue to explore global and regional differences in countries that speak the target language.</p> <p>Experience contemporary culture specific to countries that speak the target language. For instance, newspaper reports; modern songs; current events.</p>