



Hillstone Primary School Progression Map



Subject: MFL Spanish

Intent

The intent of Modern Foreign Language teaching at Hillstone is to provide an opportunity for children to experience and develop an interest and curiosity in foreign languages. We teach fun and engaging language lessons that inspire our learners.

We think it is important for children to gain a deep understanding of the wider world during their time at Hillstone and so we provide children with the opportunity to gain a deep insight in to the Spanish language. Children begin to be immersed in the culture from the early years and begin their formal Spanish lessons in year 3. Our lessons focus on teaching the 4 key language-learning skills: listening, speaking, writing and reading. We make use of the 'Language Angels' scheme of work to ensure children are receiving high-quality lessons and resources. Lessons offer appropriate levels of challenge and differentiation to ensure that all children can learn effectively, while building on their enthusiasm for the language. Mediums such as ICT, games, flash cards, songs and cultural exposure are used consistently in lessons. Our children develop their confidence in language learning throughout Key Stage 2 and have the foundations to continue with their language learning in Key Stage 3.

Autumn	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Learning about the country, culture and food.	Greeting songs <ul style="list-style-type: none"> Hello Goodbye 	<ul style="list-style-type: none"> Hello Goodbye What is your name? My name is... 	Autumn 1, week 1 – Phonics 1 Pronunciation of Ch, j, ñ, ll, rr Autumn 1 -I'm learning Spanish <ul style="list-style-type: none"> Hello Goodbye See you later What is your name? How are you? I am good I am bad I am so so My name is... Numbers 1-10 10 colours What is your favourite colour? My favourite colour is... 	Autumn 1, week 1 – Phonics 2 Pronunciation of Ca, ce, ci, co, cu Autumn 1 - Presenting myself <ul style="list-style-type: none"> What is your name My name is... Numbers 1-10 Numbers 11-20 How old are you? I am ... years old Where do you live? I live in... London I am English I am Spanish I am Irish 	Autumn 1, week 1 – Phonics 3 Pronunciation of Ga, ge, gi, go, gu Autumn 1 - Do you have a pet? <ul style="list-style-type: none"> Un / una A dog A cat A rabbit A hamster A fish A mouse A parrot A tortoise I have... And ...that is called... I have not got... But 	Autumn 1, week 1 – Phonics 4 Pronunciation of B, v, cc, qu, z Autumn 1 - At School <ul style="list-style-type: none"> ICT History Music Geography PE English Spanish Art Maths Science What do you like? / do you like? I like... I love... I do not like...

				<p>Autumn 2 - Vegetables</p> <ul style="list-style-type: none"> • Los/las • A kilo of / Half a kilo of • I would like... • Spinach • Onion • Potatoes • Carrots • Aubergines • Green beans • Tomatoes • Peas • Mushrooms • Courgettes • Please • And 	<ul style="list-style-type: none"> • I am Welsh • I am Scottish • I am Mexican • I am Argentinian • I am Peruvian • I am Cuban • I am from England • I am from... <p>Autumn 2 - Family</p> <ul style="list-style-type: none"> • The grandmother • The daughter • The aunty • The mother • The father • The grandfather • The son • The uncle • The parents • The grand-parents • El/la/los • Do you have a brother? • Do you have a sister? • Yes, I have a brother • Yes, I have a sister • Yes I have 2 brothers • Yes I have 2 sister • No, I am an only son • No, I am only daughter • Multiples of 10; 10-100 • My... (Mi / mis) 	<p>Autumn 2 - What is the date?</p> <ul style="list-style-type: none"> • Months of the year • When is your birthday? • My birthday is... • What is the date? • It is the ... of ... • Numbers <p>Change for next year to planets.</p> <p>Spring 2 - Planets</p> <ul style="list-style-type: none"> • The planets • The moon • The sun • The earth • Mercury • Venus • Mars • Jupiter • Saturn • Uranus • Neptune <p>Pluto</p>	<ul style="list-style-type: none"> • I hate... • Yes/no/and/but • What time is it? • It is ... o'clock • It is midnight • It is midday • I study... <p>Autumn 2 – The Tudors</p> <ul style="list-style-type: none"> • Sit and listen attentively to Tudor history for as long as they can, concentrating on the facts told to them in Spanish, learning how to decode longer spoken and written Spanish that is harder and unknown to them. <ul style="list-style-type: none"> • Learn at least 3 adjectives in Spanish. • Give at least one key fact of Tudor history in Spanish.
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Skills	Join in with simple songs and rhymes	Join in with simple songs and rhymes	Join in with simple songs and rhymes Understand a few familiar spoken words and phrases.	<ul style="list-style-type: none"> -Listen to familiar spoken words and phrases -Listen to others using simple words, phrases and short sentences in the Spanish accent - Respond and repeat familiar spoken words and phrases using the Spanish accent - Communicate with others using simple words, phrases and short sentences - Write some familiar simple words using a model. 	<ul style="list-style-type: none"> -Listen to and identify words and short phrases - Listen for specific phonemes, words and phrases -Write some familiar simple words using a model and some from memory - Communicate with others using simple words, phrases and short sentences - Write some familiar simple words using a model. 	<ul style="list-style-type: none"> - Listen for specific phonemes, words and phrases -Listen to and identify words and short phrases -Read and understand some familiar words and phrases and pronounce them accurately. -Write some familiar simple words using a model and some from memory - Take part in short conversations using familiar structures and vocabulary. 	<ul style="list-style-type: none"> -Listen attentively and understand more complex phrases and sentences. -Use spoken language to initiate and sustain simple conversations on familiar topics and to describe - Join in with a short conversation -Read and understand some of the main points from a short text.
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Spring	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Learning about the country, culture, food	Numbers to 5 counting songs	Numbers to 10	<p>Spring 1 - Musical Instruments</p> <ul style="list-style-type: none"> • I play... • Trumpet • Drum • Flute • Guitar • Clarinet • Harp • Piano • Triangle • Violin • Cymbals • Appropriate articles (el/la/los) <p>Spring 2 - seasons</p> <ul style="list-style-type: none"> • Spring • Summer • Autumn • Winter • Articles (el/la) • In winter... • It is cold • It snows • In spring... • The flowers grow • The birds sing • In summer... • It is sunny • It is hot • In autumn • The trees lose their leaves 	<p>Spring 1 - Goldilocks (Skill based unit)</p> <ul style="list-style-type: none"> • Use the story of 'Goldilocks' in Spanish <p>Spring 2 - Habitats</p> <ul style="list-style-type: none"> • shelter • Food • Air • Water • Sun • Animals and plants need... • The arctic • The desert • The tropical rainforest • The meadow • Rabbit • Shark • Camel • Polar bear • Spider monkey 	<p>Spring 1 - The weather</p> <ul style="list-style-type: none"> • It's raining • It's snowing • There's a storm • It's sunny • It's windy • The weather's fine • The weather's not good • It's cold • It's hot • In the north it is... • In the south it is... <p>Spring 2 - At the cafe</p> <ul style="list-style-type: none"> • What would you like? • I would like... • Please • A juice • A coffee • A tea • A hot chocolate • The bill please • A croissant • Some butter • Bread • Jam • Sponge cake • Cereal 	<p>Spring 1 - Me in the world Yo en el mundo</p> <ul style="list-style-type: none"> • I am called... • I am ... years old • I live in... • My favourite festival/celebration is... • Eid • Ramadan • Christmas • Christianity • Hinduism • Islam • Sikhism • Judaism • Buddhism • I am going to use less paper/plastic/cardboard/water <p>I can name some countries that speak Spanish.</p> <p>I can talk about how we are different and yet the same in Spanish.</p> <p>I can talk about how to protect the planet in Spanish.</p>

Spring

				<ul style="list-style-type: none"> • My favourite season is... • And • because 		<ul style="list-style-type: none"> • A piece of tortilla • Spanish doughnuts • Tapas • Chips • A sandwich • A coke • Lemonade 	<ul style="list-style-type: none"> •
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Skills	-Join in with simple songs and rhymes	-Join in with simple songs and rhymes -Understand a few familiar spoken words and phrases	-Listen to familiar spoken words and phrases - Say and repeat single words and short simple phrase. -Answer simple questions and give basic information.	-Listen to familiar spoken words and phrases -Listen to others using simple words, phrases and short sentences in the Spanish accent - Respond and repeat familiar spoken words and phrases using the Spanish accent - Communicate with others using simple words, phrases and short sentences - Write some familiar simple words using a model.	-Listen to and identify words and short phrases - Listen for specific phonemes, words and phrases -Write some familiar simple words using a model and some from memory - Communicate with others using simple words, phrases and short sentences - Write some familiar simple words modelled and some from memory.	- Listen for specific phonemes, words and phrases -Listen to and identify words and short phrases -Read and understand some familiar words and phrases and pronounce them accurately. -Write some familiar simple words using a model and some from memory - Take part in short conversations using familiar structures and vocabulary.	-Listen attentively and understand more complex phrases and sentences. -Use spoken language to initiate and sustain simple conversations on familiar topics and to describe Join in a short conversation. -Read and understand some of the main points from a short text.
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Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Greetings songs	Greetings Numbers to 5 Songs/rhymes	Greetings Numbers to 10 How are you? I am good I am bad So so	Summer 1 - The shapes <ul style="list-style-type: none"> • A triangle • A square • An oval • A rectangle • A circle • A pentagon • A hexagon • A rhombus • A line • A star • Numbers 1-5 Summer 2 - Little Red Riding Hood <ul style="list-style-type: none"> • Eyes • Ears • Teeth • The body • The head • The mouth • The nose • The eyes • The feet • The ears • The knees • The shoulder • Head, shoulders, knees and toes song 	Summer 1 - Classroom <ul style="list-style-type: none"> • Pencil sharpener • Pencil • Exercise book • Pen • Pencil case • Reading book • Rubber • Ruler • Calculator • Scissors • Glue stick • Book bag • I have... • I have not got... • What do you have in your pencil case? • In my pencil case I have got... • In my pencil case I have not got... Classroom commands <ul style="list-style-type: none"> • Listen • Write • Read 	Summer 1 – Clothes <ul style="list-style-type: none"> • un / una / unos / unas • Swimwear • Jumper • Dress • Coat • Tee shirt • Blouse • Tie • Scarf • Skirt • Jacket • Shirt • Cap • A pair of trousers • A pair of socks • A pair of tights • A pair of boots • A pair of sandals • A pair of glasses • I wear... • Conjugate the verb 'to wear' 	Spring 2 Mi Casa Say whether they live in a house or an apartment and say where it is. ☑ Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. ☑ Tell somebody in Spanish what rooms they have or do not have in their home. ☑ Ask somebody in Spanish what rooms they have or do not have in their home. Summer 1 SATS

					<ul style="list-style-type: none"> • Silence • Repeat • Close your books • Open your books • Think • Ask • Raise your hand <p>Summer 2 - My home</p> <ul style="list-style-type: none"> • Where do you live? • I live in... • A house • An apartment • In town • In the countryside • In the mountains • By the sea • In a village • In my home, there is/are... • A kitchen • A dining room • A bathroom • A bedroom • A utility room • And • but • A basement 	<p>Summer 2 - Olympics</p> <ul style="list-style-type: none"> • Horse riding • Fencing • Swimming • Rowing • Athletics • Boxing • Cycling • Diving • Archery • Triathlon • I Practise... (do)... • Conjugate the verb 'to practice' • He/she practices... • He/she is a... • Understand grammatical gender changes needed when describing somebody's profession (e.g. es romero / es remera) 	<p>Summer 2 - Me in the world Yo en el mundo</p> <ul style="list-style-type: none"> • I am called... • I am ... years old • I live in... • My favourite festival/celebration is... • Eid • Ramadan • Christmas • Christianity • Hinduism • Islam • Sikhism • Judaism • Buddhism • I am going to use less paper/plastic/cardboard/water <p>I can name some countries that speak Spanish.</p> <p>I can talk about how we are different and yet the same in Spanish.</p> <p>I can talk about how to protect the planet in Spanish.</p>
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					<ul style="list-style-type: none"> • A living room • An office • A garage • A garden • My name is... • I am ... years old 		
Skills	<p>-Join in with simple songs and rhymes</p> <p>-Understand a few familiar spoken words and phrases</p>	<p>-Join in with simple songs and rhymes</p> <p>-Say and repeat single words and short simple phrase.</p>	<p>-Listen to familiar spoken words and phrases</p> <p>-Respond and repeat familiar spoken words and phrases using the Spanish accent</p> <p>-Answer simple questions and give basic information.</p>	<p>-Listen to familiar spoken words and phrases</p> <p>-Listen to others using simple words, phrases and short sentences in the Spanish accent</p> <p>- Respond and repeat familiar spoken words and phrases using the Spanish accent</p> <p>- Communicate with others using simple words, phrases and short sentences</p> <p>- Write some familiar simple words using a model and some from memory.</p>	<p>-Listen to and identify words and short phrases</p> <p>- Listen for specific phonemes, words and phrases</p> <p>-Write some familiar simple words using a model and some from memory</p> <p>- Communicate with others using simple words, phrases and short sentences</p> <p>- Write some familiar simple words modelled and some from memory.</p>	<p>- Listen for specific phonemes, words and phrases</p> <p>-Listen to and identify words and short phrases</p> <p>-Read and understand some familiar words and phrases and pronounce them accurately.</p> <p>-Write some familiar simple words using a model and some from memory</p> <p>- Take part in short conversations using familiar structures and vocabulary.</p>	<p>-Listen attentively and understand more complex phrases and sentences.</p> <p>-Use spoken language to initiate and sustain simple conversations on familiar topics and to describe Join in a short conversation.</p> <p>-Read and understand some of the main points from a short text.</p>

Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children explore Spain through different resources and understand that Spain is a different country in the world.</p> <p><u>Cultural Capital</u> Children start to gain an awareness of their own identity and how identities of children in other countries may differ</p>	<p>Children in Year 1 are able to say greetings and numbers to 5 in Spanish. Children can join in with songs in Spanish.</p> <p><u>Cultural Capital</u> Children appreciate stories and songs in the Spanish language</p>	<p>Children in Year 2 Are able to say greetings in Spanish and numbers to 10. They can respond to the question 'how are you?'</p> <p><u>Cultural Capital</u> Children appreciate stories and songs in the Spanish language</p>	<p>Children in Year 3 are able to recall key vocabulary and phrases to share information linking to their lives and wider world.</p> <p><u>Cultural Capital</u> Children are introduced to the geography of Spain in the 'Hola' topic</p> <p>Children appreciate stories and songs in the Spanish language</p> <p>Children experience Spanish food and cook a Spanish omelette (DT link)</p>	<p>Children in Year 4 have built a varied Spanish vocabulary about themselves and the world around them that they can use to create conversations and to share information with others.</p> <p><u>Cultural Capital</u> Children appreciate stories and songs in the Spanish language</p> <p>Children are introduced to daily life in Spain.</p>	<p>Children in Year 5 are becoming more confident to communicate a range of Spanish words and phrases orally and written to share and describe information about themselves, animals and a variety of food and drink.</p> <p><u>Cultural Capital</u> Children begin to gain an understanding of Spain globally (linked to Americas topic)</p> <p>Children learn how to order food at a Spanish restaurant.</p> <p>Children appreciate stories and songs in the Spanish language</p>	<p>Children in Year 6 are confident to use a range of Spanish words and phrases accurately to communicate a range of information in a variety of ways. Children are confident moving on to secondary education with a foundation of Spanish.</p> <p><u>Cultural Capital</u> Children learn about healthy and unhealthy foods and drinks.</p> <p>Children learn more about daily life in Spain.</p> <p>Children learn about different festivals including Mardi Gras, Dia de Muertos, Eid, Ramadan, Christmas</p> <p>Children appreciate stories and songs in the Spanish language</p>