

Featherstone Primary School: Progression within Languages (Spanish)

Time	Days of the week Seasons	Today is... Yesterday was... Tomorrow is...	Key Stage 1 recap Months of the year Next month is... Last month was...	Today's date is, i.e. Monday 5 th September	O'clock Half past Quarter past Quarter to	No additional content knowledge. Recap if required to ensure learning is not lost
Food	State names of food types	I like...I dislike... relating to food	Ordering from a menu: Starters and mains	Ordering from a menu: Starters, mains and side dishes	Ordering from a menu: Starters, mains, side dishes and drinks	Ordering from a menu: Starters, mains, side dishes, desserts and drinks
Transport	Name basic transport, i.e. car, bike, plane, boat.	Name more transport i.e. helicopter, submarine, lorry, ship.	Describe transport in simple sentences, linking to 'Colour' content knowledge	Compare transport in full sentences using superlative adjectives (i.e. fastest)	Compare transport in full sentences using comparative adjectives (i.e. slower)	Recap if required to ensure learning is not lost
The Weather	Name basic features of weather, i.e. sun, rain, cloud, wind, snow.	Describe weather within a simple sentence i.e. It is sunny.	Give a simple weather forecast linking to Y2 and Y3 'Time' content knowledge	Give more detailed weather forecast linking to Y3 and Y4 'Time' content knowledge	No additional content knowledge. Recap if required to ensure learning is not lost	
Animals	State names of animals	Giving simple descriptions about animals	Ask and answer questions about pets	Compare animals in full sentences using superlative adjectives (i.e. biggest)	Compare animals in full sentences using comparative adjectives (i.e. smaller)	No additional content knowledge. Recap if required to ensure learning is not lost
Daily Routines	Content knowledge not introduced at Key Stage One		Name moments of daily routine i.e. Wake up, Brush Teeth, etc.	Use adverbials of time i.e. then, next, after, later, before I...	Describe daily routine linking to 'Time' content knowledge	Write a short diary entry on their day

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Skill Application: The Modalities of Languages	Content knowledge, stories, songs, poems and rhymes	Speaking	Children participate in lots of verbal and practical exercises. They sing Spanish songs and take part in rhymes, roleplay and games.		Children begin to know Spanish vowel sounds ('Las Vocales) and use this to help them with their pronunciation:	Children use Spanish vowel sounds ('Las Vocales) to help them with their pronunciation:	Children can confidently converse in short conversations with their teacher and peers focused on the content knowledge unit being studied. Pronunciation and intonation is mostly accurate.	Children begin to combine 2+ content knowledge units when conversing with their teacher and peers (i.e. About Me + My family to hold a short conversation about themselves. Or, Time + Daily Routines to briefly but clearly describe their day). Pronunciation and intonation is mostly accurate.	
		Listening: <i>With their aural skills...</i>	In a closed context, children can recognise the Spanish words that they are studying.	Children can recognise the Spanish phrases that they are studying.	Children can recognise key words within the phrases and sentences they are studying.	Children can recognise the phrases and sentences they are studying.	Children can select and identify the phrases and sentences they are studying from a wider passage.		
		Reading (incl. Reading aloud)	With support, children can recognise and read the initial sounds of very simple Spanish words.	With growing independence, children can read the initial sounds of simple Spanish words.	Children can identify key words within the phrases and sentences they are studying.	Children can read the phrases and sentences they are studying.	From authentic texts, children can read the phrases and sentences they are studying from a wider passage. Children begin to decode simple, unknown words (pronunciation and meaning).		
		Writing	Modality not introduced in Year One.	Some simple written work such as colour by number sheets, matching activities, multiple choice activities and drawing pictures.	Children label key Spanish words. Children begin to write in some simple sentences in the Summer term.	Children begin to write in longer and fuller sentences.	Children write in full sentences and begin to write short paragraphs in the Summer term.	Children write in full sentences and longer paragraphs.	

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Number of Lessons/Sessions Guide							
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content Knowledge	Greetings and Introductions	5	5	3	4		
	About Me	5	4	4	4	5	7
	My Family	5	4	4	4	4	
	Colours	4	3	3	3	4	7
	Numbers	No discrete lesson time for numbers – best practice would be to have a few minutes of number work in every lesson, either as a starter or plenary. All year groups have ‘spare’ lessons though and the option is there to have some lessons on numbers if appropriate.					
	Time	4	4	3	4	6	
	Food	4	4	4	4	5	7
	Transport	3	4	3	4	4	
	The Weather	3	4	4	4		
	Animals	3	4	4	3	4	
	Daily Routines			4	3	4	7



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Languages (Spanish) Additional Planning and Subject Knowledge Guidance								
Greetings and Introductions								
Year Group Content Knowledge	Year 1		Year 2		Year 3		Year 4 <i>(Note: No new content knowledge beyond Year 4)</i>	
	Simple greetings, i.e. hello and goodbye		Build on simple greetings, i.e. Nice to see you; Long time no see		Ask and answer questions relating to mood i.e. How are you? / I am well...		Recap Years 1 – 3 Answers to questions to be more varied, i.e. I am alright / I am ok / Are you?	
Subject Knowledge (Translations)	Hola Buenos días Buenos tardes Buenos noches Adiós	<i>Hello</i> <i>Good day / Good morning (formal)</i> <i>Good afternoon / Good evening</i> <i>Goodnight</i> <i>Goodbye</i>	Encantada/o de verte Mucho tiempo sin verte Mucho gusto Hasta luego Hasta pronto Hasta mañana Hasta el lunes	<i>Nice to see you (F/M)</i> <i>Long time, no see</i> <i>Pleased to meet you</i> <i>See you later</i> <i>See you soon</i> <i>See you tomorrow</i> <i>See you on Monday</i>	¿Cómo estás? ¿Qué tal? ¿Cómo está? Muy bien Bien No muy bien Mal Fatal	Both translate to: <i>How are you? (informal)</i> <i>How are you? (formal)</i> <i>Very well</i> <i>Well</i> <i>Not very well</i> <i>Bad</i> <i>Terrible</i>	Estoy muy bien Estoy bien No estoy muy bien ¡Estoy excelente! ¡Estoy brillante! Estoy cansada/o Estoy harta/o ¿Y tú? ¿Y usted? Gracias	<i>I am very well</i> <i>I am well</i> <i>I am not very well</i> <i>I am excellent!</i> <i>I am brilliant!</i> <i>I am tired (F/M)</i> <i>I am fed up (F/M)</i> <i>And you? (informal)</i> <i>And you? (formal)</i> <i>Thank you</i>
Subject Knowledge	If a question mark or exclamation mark is used, then an upside down one is also used in addition to begin the word/sentence. Formal greetings are often used for people that you do not know, for people who are older than you or if you are in a formal context i.e. at a meeting. The word 'estoy' (<i>I am</i>) is used to denote something that is temporary; for example, 'Estoy bien' (<i>I am well</i>) is a temporary emotion that may change. 'Soy' is permanent: i.e. Soy alta (<i>I am tall</i>) is a permanent state.							
Activity ideas (Please refer to the Skill Application: The Modalities of Languages when planning activities and lesson content).	Children take it in turns to take the register to greet and respond. Using photo/picture stimuli, greet people during different times of the day. Play this memory game		Use the content knowledge from both Year 1 and Year 2 to tick the correct answer from Spanish to English translations. Make a cartoon (speech bubbles) using a range of greetings. Play these: (note that some of these games may cross over with other units) <ul style="list-style-type: none"> • Memory game • Noughts and crosses • Crossword • Matching game 		Match emoji faces to show how people are feeling in response to '¿Cómo estás?' Use this to write short yet full sentence exchanges between people/characters.		Enjoy a range of conversations with different people, asking and answering questions and using 'gracias' within their sentences. Transfer this into written work: longer and fuller sentences.	



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Languages (Spanish) Additional Planning and Subject Knowledge Guidance											
About Me											
Year Group Content Knowledge	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
	Make simple statements about name and age		Ask short closed questions about another person's name and age Answer questions with simple statements about name and age		Key Stage 1 recap Speak about likes and dislikes relating to hobbies and interests		Express preferences in relation to hobbies and interests		Describe own appearance in full sentences		Write a descriptive passage about themselves drawing upon Years 1 – 5 content knowledge
Subject Knowledge (Translations)	Me llamo...	<i>My name is...</i> <i>I am five years old</i> <i>I am six years old</i>	¿Cómo te llamas?	<i>What is your name?</i>	Me gusta(n) mucho	<i>I like I really like</i>	Mis pasatiempos incluyen	<i>My hobbies include</i>	¿Cómo eres?	<i>What are you like?</i>	Example: ¡Hola! Me llamo Señor Douglas y tengo treinta y dos años. Mis pasatiempos incluyen leyendo, escuchando música y viendo television pero no me gusta juegos de computadora. Soy alto y Delgado. Mi pelo es corto. Soy cortés, callado y un poco torpe pero no soy atrevido. ¿Cómo eres? Note: More able children can be encouraged to combine this expectation with other content knowledge, especially: <ul style="list-style-type: none"> • Family • 'Favourites' i.e. animals, colours, food.
	Tengo cinco años Tengo seis años		Me llamo...	<i>My name is...</i>	Me encanta(n)	<i>I love</i>	Encuentro... fantástico	<i>I find... fantastic</i>	No soy	<i>I am not</i>	
			¿Cuántos años tienes?	<i>How old are you?</i>	No me gusta(n)	<i>I don't like</i>	Encuentro... horrible	<i>I find... awful</i>	Tengo	<i>I have</i>	
			Tengo seis años	<i>I am six years old</i>	¿Cuál es tu opinión de...?	<i>What is your opinion of...?</i>	Me interesa(n)	<i>I'm interested in</i>	con	<i>and</i>	
			Tengo siete años	<i>I am seven years old</i>	¿Qué piensas de...?	<i>What do you think of...?</i>	No me interesa(n)	<i>Doesn't / don't</i>	pero	<i>but</i>	
					Jugando al fútbol	<i>Playing football</i>	Prefiero	<i>I prefer</i>	o	<i>or</i>	
					Cantando	<i>Singing</i>	No me gusta(n)...	<i>I do not like... at all</i>	Alta/o	<i>Tall (F/M)</i>	
					Jugando juegos de computadora	<i>Playing computer games</i>	para nada		Baja/o	<i>Short (F/M)</i>	
					Leyendo	<i>Reading</i>	Odio	<i>I hate</i>	De altura mediana	<i>Medium height</i>	
					Escuchando música	<i>Listening to music</i>	¿Qué piensas?	<i>What do you think?</i>	Gorda/o	<i>Fat (F/M)</i>	
					Viendo television (la tele)	<i>Watching television</i>	Estoy de acuerdo	<i>I agree</i>	Delgada/o	<i>Slim (F/M)</i>	
							No estoy de acuerdo	<i>I disagree</i>	Largo	<i>Long</i>	
									Corto	<i>Short (hair)</i>	
									Liso	<i>Straight</i>	
									Rizado	<i>Curly</i>	
									Llevo gafas	<i>I wear glasses</i>	
									No llevo gafas	<i>I don't wear glasses</i>	
									Animada/o	<i>Lively (F/M)</i>	
									Alegre	<i>Happy</i>	
									Cortés	<i>Polite</i>	
									Graciosa/o	<i>Funny (F/M)</i>	
									Hablador/a	<i>Chatty (F)</i>	
									Atrevida/o	<i>Cheeky (F/M)</i>	
									Seria/o	<i>Serious (F/M)</i>	

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									Callada/o Valiente Torpe Muy Bastante Un poco	<i>Quiet (F/M)</i> <i>Brave</i> <i>Clumsy</i> <i>Very</i> <i>Quite</i> <i>A bit</i>	
Subject Knowledge	<p>In the subject knowledge translations row, you can see some letter ‘n’ in brackets (n). This is because this unit of content knowledge has some responses regarding plurals. Use ‘me gusta’ and ‘me encanta’ when you want to say you like or love a singular thing. If you want to say that you like or love a plural thing, add an ‘n’ to the end. ‘Me gustan las uvas’ translates to <i>I like grapes</i> and ‘Me encantan las películas’ is <i>I love films</i>.</p> <p>A pink ‘F’ refers to the feminine ending to a word (usually ‘a’). A blue ‘M’ refers to the masculine ending to a word (usually ‘o’). Mixed gender groups are referred to in the masculine form.</p> <p>The word ‘estoy’ (<i>I am</i>) is used to denote something that is temporary; for example, ‘Estoy bien’ (<i>I am well</i>) is a temporary emotion that may change. ‘Soy’ is permanent: i.e. Soy alta (<i>I am tall</i>) is a permanent state.</p> <p>In Spanish, adjectives usually come after the noun they are describing.</p>										
Activity ideas (Please refer to the Skill Application: The Modalities of Languages when planning activities and lesson content).	Children could have the opportunity to say their name and age. Teacher to keep count of the amount of five-year-olds compared to six-year-olds. First three five-or-six-year-olds to say their name/age wins for their team.	Children to go on a ‘greetings hunt’ and greet children in their class, i.e. must find three boys who are six and three boys who are seven by asking and answering questions about their age.	Children to play snap / matching based on hobbies and interests and use this to begin to write some simple sentences, i.e. two children match pictures of listening to music and so must then write ‘Escuchando música’ (differentiated with vocab sheets where needed). If this unit is taught in the Summer term, children would be encouraged to write a sentence such as ‘Me gusta Escuchando música.’	Children will need lots of speaking and listening time in lessons due to the content jump from Year 3 to Year 4 (it is expected that Year 3 content is also retained and used). Children could make an ‘opinion scale’ with negative preferences on the left and positive preferences on the right, i.e. ‘Odio’ and ‘Horrible’ would be strong negative preferences and would be on the far left; ‘No me interesa’ would be somewhere mid whilst ‘Me encanta’ and ‘Fantastic’ would be more on the right. Children could use this to frame their longer written work.	Use and write phrases like these from memory; adapt these to create new sentences in order to describe their appearance clearly.	Children could practise their descriptions with photographs of well-known celebrities or characters; other children could try to guess who they are. (Or, play a simple version of ‘Guess Who?’). Experiment with longer and fuller sentences, using conjunctions (but, and, with, or) rather than having short, repetitive sentences that always start in the same way.					




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Languages (Spanish) Additional Planning and Subject Knowledge Guidance										
My Family										
Year Group Content Knowledge	Year 1		Year 2		Year 3		Year 4		Year 5 <i>(Note: No new content knowledge beyond Year 5)</i>	
		Name immediate, closest family, i.e. Mom, Dad, Brother, Sister, Nan & Grandad		Name closest immediate family in a simple sentence i.e. This is my Mom.		Name closest immediate family in a more complex sentence i.e. My Mom is called and she is...		Describe activities that are done with family members i.e. I go shopping with my Dad... (Present tense)		Describe activities that are done with family members i.e. I went swimming with my brother... (Past tense)
Subject Knowledge (Translations)	El padre La madre El padrastro La madrastra El hermano(s) La hermana(s) El abuelo La abuela	<i>Father</i> <i>Mother</i> <i>Step-father</i> <i>Step-mother</i> <i>Brother(s)</i> <i>Sister(s)</i> <i>Grandfather</i> <i>Grandmother</i>	Mi familia El tío La tía La / El prima/o Este es mi No tengo herman as/os	<i>My family</i> <i>Uncle</i> <i>Aunt</i> <i>Cousin (F/M)</i> <i>This is my</i> <i>I don't have</i> <i>any sisters/</i> <i>brothers</i>	En mi familia hay... Personas Muchas Ella / Él se llama llama Tengo un hermano/a que se llama...	<i>In my family there are...</i> <i>People</i> <i>Lots of</i> <i>She / He is</i> <i>called</i> <i>I have one</i> <i>sister/brother</i> <i>who is called...</i>	Yo voy / voy a Con Me lleva a En el fin de semana Una vez por semana Cada viernes	<i>I go / go to</i> <i>With</i> <i>Takes me to</i> <i>At the</i> <i>weekend</i> <i>Once a week</i> <i>Every Friday</i>	Yo fui Fui a Yo visité Yo vi	<i>I went</i> <i>I went to</i> <i>I visited</i> <i>I saw</i>
Subject Knowledge	<p>When children are talking about their own personal family, encourage them to use the pronoun 'Mi' (My) and replace the two-letter word that precedes the noun in the translations above. For example, 'el padre' (<i>father</i>) would become 'mi padre' (<i>my father</i>). If talking more generally about moms, dads, relatives, etc., follow the translations above. 'El padre' and 'la madre' are quite formal. Younger children can be encouraged to use 'papá' (<i>dad</i>) and mamá (<i>mum</i>) to begin with if preferred.</p> <p>A pink 'F' refers to the feminine ending to a word (usually 'a,' or 'la' beginning). A blue 'M' refers to the masculine ending to a word (usually 'o,' or 'el' beginning). Mixed gender groups are referred to in the masculine form.</p>									
Activity ideas (Please refer to the Skill Application: The Modalities of Languages when planning activities and lesson content).	Children can sing this song to help them remember the names of the Spanish family members (also signs too). Children could draw pictures on their whiteboards and other children have to guess who it is and say the name in Spanish.		Children could draw a picture of their family and label. Respond to teacher questioning of ¿Quién es? (<i>Who is this?</i>). Play the variety of different games i.e. hangman, pong, etc. from this website Play these games (note, there may be some words/vocab not covered above: <ul style="list-style-type: none"> • Matching game • Harder matching game 		Children could make a family tree and caption the people on the tree with simple Spanish sentences. Play this game about siblings (it is quite challenging)! Play this crossword game (again, might be tricky).		Children could be given sentences that are all cut up or jumbled (or a giant sentence with no spaces in it). Children have to recognise where the gap should be / what the right order should be and use this to write their own simple sentences.		For more able Year 5 children, depending on when you teach this content knowledge in the year, children could describe their family members. For example, 'Fui a el parquet el domingo con mi hermano porque disfrutamos el deporte.' (<i>I went to the park with my brother on Sunday because we enjoy sport</i>).	



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Languages (Spanish) Additional Planning and Subject Knowledge Guidance											
Colours											
Year Group Content Knowledge	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
	State names of colours, i.e. red, blue, orange, green, white, purple, black, etc.		State names of colours within a simple sentence i.e. The colour is blue.		Describe the process of mixing colours in a sentence i.e. White and black make grey...		State names of plural colours within a simple contextualised sentence i.e. The rabbit is white and black...The boat is red and blue		State names of colours within a longer sentence i.e. My favourite colour is but I don't like the colour...		Write a descriptive passage including a variety of colours, linking to other content knowledge
Subject Knowledge (Translations)	Azul Verde Gris Marron Blanca/o Roja/o Negra/o Amarilla/o Morad a/o Naranja Rosa Un arco iris	<i>Blue</i> <i>Green</i> <i>Grey</i> <i>Brown</i> <i>White (F/M)</i> <i>Red (F/M)</i> <i>Black (F/M)</i> <i>Yellow (F/M)</i> <i>Purple</i> <i>Orange</i> <i>Pink</i> <i>A rainbow</i>	El color es Ese color es El árbol es El cielo es El sol es La flor es	<i>The colour is</i> <i>That colour is</i> <i>The tree is</i> <i>The sky is</i> <i>The sun is</i> <i>The flower is</i>	Azul y Amarillo hacen verde	<i>Blue and yellow make green</i>	Azul Verde Gris Marron Blanca/o Roja/o Negra/o Amarilla/o Morad a/o Naranja Rosa Un arco iris El _____ es y	<i>Blue</i> <i>Green</i> <i>Grey</i> <i>Brown</i> <i>White (F/M)</i> <i>Red (F/M)</i> <i>Black (F/M)</i> <i>Yellow (F/M)</i> <i>Purple</i> <i>Orange</i> <i>Pink</i> <i>A rainbow</i> <i>The _____ is</i> <i>and</i>	¿Cuál es tu color favorito? Mi color favorito es el ¿Te gusta...? Me gusta(n) Me gusta(n) mucho No me gusta(n)	<i>What is your favourite colour?</i> <i>My favourite colour is</i> <i>Do you like...?</i> <i>I like</i> <i>I really like</i> <i>I do not like</i>	Example:  Me gustan el cielo azul oscuro y la luna amarilla es brillante. El blanco contrasta con el azul oscuro, pero el negro complementa al azul claro.
Subject Knowledge	<p>A pink 'F' refers to the feminine ending to a word (usually 'a'). A blue 'M' refers to the masculine ending to a word (usually 'o'). Mixed gender groups are referred to in the masculine form.</p> <p>For Year Four onwards, when talking about light colours, 'clara' or 'claro' follows the colour when it is <i>light</i>. For example, 'Amarillo claro' is <i>light yellow (M)</i>. It is important that the masculine/feminine match up. This is the same for dark colours: 'oscura' or 'oscuro' follows the colour when it is <i>dark</i>. For example, 'Morada oscura' is <i>dark purple (F)</i>.</p> <p>In Spanish, adjectives usually come after the noun they are describing.</p> <p>In the subject knowledge translations row, you can see some letter 'n' in brackets (n). This is because this unit of content knowledge has some responses regarding plurals. Use 'me gusta' and 'me encanta' when you want to say you like or love a singular thing. If you want to say that you like or love a plural thing, add an 'n' to the end. 'Me gusta mucho azul oscuro' would be fine to say <i>I like dark blue very much</i>, whilst 'No me gustan lima o turquesa' translates to <i>I do not like lime or turquoise</i>.</p>										
Activity ideas (Please refer to the Skill Application: The Modalities of Languages when planning activities and lesson content).	<p>This song is a good introduction to Los Colores (<i>The Colours</i>).</p> <p>There are three games here to play to test children's translations of the colours.</p> <p>Labelling game here too.</p>		<p>This song recaps the main colours but also puts them into simple sentences.</p> <p>Children can respond to the question, '¿De qué color es?' (<i>What colour is it?</i>), or the instruction '¡Busca algo verde!' (<i>Look for something</i></p>		<p>Children could revise the Y2 Art and Design curriculum in Spanish and make a Spanish colour wheel, which embeds Art and enhances Spanish.</p> <p>Children could complete 'art sums,' for example,</p>		<p>Children could create mood boards with different shades of their favourite colour. Children to be encouraged to use a Spanish-to-English dictionary to look up different shades of colour</p>		<p>Children could design a piece of artwork or linked to Design and Technology, i.e. wallpaper, etc. and talk about their likes and dislikes. They could review one another's designs with short paragraphs by writing</p>		<p>Children could be given a piece of artwork (maybe linked to the art that they are studying) and using full Spanish sentences, describe the range of colours and their preferences. Link this to</p>

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		<p><i>green</i>)! Children then have to respond in Spanish. On this website, there are loads of colour games! Scroll down to find them.</p>	<p>'Negro más blanco es igual gris.' (<i>Black plus white equals grey</i>).</p>	<p>meaning. Ensure that written applications are within different contexts i.e. animals/transport.</p>	<p>about their favourite parts, likes and dislikes.</p>	<p>other content knowledge too i.e. animals or transport.</p>
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Languages (Spanish) Additional Planning and Subject Knowledge Guidance						
Numbers						
Year Group Content Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recite 1 to 10	Recite 1 to 20	Recite 1 to 30	Recite 1 to 50	Recite 1 to 100	Recap 1 – 100 Count in steps of 100s to 1,000
Subject Knowledge (Translations)	0 cero 1 uno 2 dos 3 tres 4 cuatro 5 cinco 6 seis 7 siete 8 ocho 9 nueve 10 diez	11 once 12 doce 13 trece 14 catorce 15 quince 16 dieciséis 17 diecisiete 18 dieciocho 19 diecinueve 20 veinte	21 veintiuno 22 veintidós 23 veintitrés 24 veinticuatro 25 veinticinco 26 veintiséis 27 veintisiete 28 veintiocho 29 veintinueve 30 treinta	31 treinta y uno 32 treinta y dos 33 treinta y tres 34 treinta y cuatro 35 treinta y cinco 36 treinta y seis 37 treinta y siete 38 treinta y ocho 39 treinta y nueve 40 cuarenta 41 cuarenta y uno 42 cuarenta y dos 43 cuarenta y tres 44 cuarenta y cuatro 45 cuarenta y cinco 46 cuarenta y seis 47 cuarenta y siete 48 cuarenta y ocho 49 cuarenta y nueve 50 cincuenta	51 cincuenta y uno 52 cincuenta y dos 53 cincuenta y tres 54 cincuenta y cuatro 55 cincuenta y cinco 56 cincuenta y seis 57 cincuenta y siete 58 cincuenta y ocho 59 cincuenta y nueve 60 sesenta 61 sesenta y uno 62 sesenta y dos 63 sesenta y tres 64 sesenta y cuatro 65 sesenta y cinco 66 sesenta y seis 67 sesenta y siete 68 sesenta y ocho 69 sesenta y nueve 70 setenta 71 setenta y uno 72 setenta y dos	100 cien 200 doscientos 300 trescientos 400 cuatrocientos 500 quinientos 600 seiscientos 700 setecientos 800 ochocientos 900 novecientos 1,000 mil

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					<p>73 setenta y tres 74 setenta y cuatro 75 setenta y cinco 76 setenta y seis 77 setenta y siete 78 setenta y ocho 79 setenta y nueve 80 ochenta 81 ochenta y uno 82 ochenta y dos 83 ochenta y tres 84 ochenta y cuatro 85 ochenta y cinco 86 ochenta y seis 87 ochenta y siete 88 ochenta y ocho 89 ochenta y nueve 90 noventa 91 noventa y uno 92 noventa y dos 93 noventa y tres 94 noventa y cuatro 95 noventa y cinco 96 noventa y seis 97 noventa y siete 98 noventa y ocho 99 noventa y nueve 100 cien</p>	
Activity ideas (Please refer to the Skill Application: The Modalities of Languages when planning activities and lesson content).	<p>Content knowledge is about ‘reciting’ the numbers from memory so lots of opportunity needs to be given for children to chant/sing numbers. Embed lots of counting opportunities within lessons, maybe as starters or plenaries as well as calculations (i.e. add and takeaway) and matching.</p> <p>This website has loads of different games on for all of the year groups. Just click on ‘numbers’ to be taken to the range of different games that the children can play in teams or on iPads. This website also has lots of numbers games on it (Years 1, 2, 5 and 6 only). Click on ‘numbers’ then choose your difficulty.</p>					
	<p>There are two good games on this website to test children’s number recognition. This game is harder and children have to add numbers to 10 in Spanish. 1 – 10 song.</p>	<p>In this game, children have to add numbers to 20 in Spanish. (Quite hard)! 1 – 20 song. 1 – 20 chant.</p>	<p>1 – 30 rap. Count forwards and backwards. Spot the missing number.</p>	<p>Three brilliant games here to test children on numbers 1 – 50. 1 – 50 song. Count forwards and backwards.</p>	<p>In this game, children have to add numbers to 100 in Spanish. (Quite hard)! Count forwards, backwards and in twos/fives.</p>	<p>Children could fill in the missing gaps on number lines/find mistakes on number lines and within calculations.</p>



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Languages (Spanish) Additional Planning and Subject Knowledge Guidance										
Time										
Year Group Content Knowledge	Year 1		Year 2		Year 3		Year 4		Year 5 <i>(Note: No new content knowledge beyond Year 5)</i>	
		Days of the week Seasons		Today is... Yesterday was... Tomorrow is...		Key Stage 1 recap Months of the year Next month is... Last month was...		Today's date is, i.e. Monday 5 th September		O'clock Half past Quarter past Quarter to
Subject Knowledge (Translations)	lunes martes miércoles jueves viernes sábado domingo la primavera el verano el otoño el invierno	<i>Monday Tuesday Wednesday Thursday Friday Saturday Sunday Spring Summer Autumn Winter</i>	Hoy es Ayer fue Mañana es Pasado mañana Anteayer	<i>Today is Yesterday was Tomorrow is The day after tomorrow The day before yesterday</i>	enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre El proximo mes es El mes pasado fue	<i>January February March April May June July August September October November December Next month is Last month was</i>	¿Qué fecha es? El primero de El uno de Es el...de... Es el dos de marzo Es el veintisiete de junio Es lunes 11 de noviembre Es miércoles 7 de agosto	<i>What is the date? It's the first of It's the first of It's the...of... It's the 2nd March It's the 27th June It's Monday 11th November It's Wednesday 7th August</i>	¿Qué hora es? Es la luna Son las dos Son las tres Son las cuatro Son las cinco Son las seis y cuarto Son las siete y media Son las dos menos ocho Es mediodía Es medianoche	<i>What time is it? It's one o'clock It's two o'clock It's three o'clock It's four o'clock It's five o'clock It's quarter past six It's half past seven It's quarter to eight It's midday It's midnight</i>
Subject Knowledge	Days of the week and months of the year are always masculine and lower case. In Spanish, you don't say <i>The third of May</i> (for example). It translates to <i>The three of May</i> . The exception is for the first of the month where you can say, 'El primero de' or, 'El uno de.' To say the time, 'es' is used for one o'clock only. Every other time starts with 'son.'									
Activity ideas (Please refer to the Skill Application: The Modalities of Languages when planning activities and lesson content).	Children could help with the Daily Dashboard/Visual Timetable and say what day it is/the name of the season. Children can chant the days of the week and learn this song .		Children can make a basic calendar with the days of the week labelled in Spanish. Use the calendar to respond to teacher questions such as: • ¿Que día fue ayer? <i>What day was it yesterday?</i> • ¿Que día es hoy? <i>What day is it today?</i>		Children can learn this song (also good to revise seasons). Building on their Y2 calendar work, children can do a yearly calendar and use it to write simple Spanish sentences.		Children can write the date in Spanish in other lessons (i.e. above LO grid) to get them used to the spellings/structure of writing the date. (Just miss off the word 'es' when doing so).		Children can match times to clocks and play games such as bingo.	

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		<ul style="list-style-type: none">• ¿Qué día es mañana? <i>What day is it tomorrow?</i> <p>If confident, children could ask these questions themselves.</p>			
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Languages (Spanish) Additional Planning and Subject Knowledge Guidance												
Food												
Year Group Content Knowledge	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	State names of food types*		I like...I dislike... relating to food		Ordering from a menu: Starters and mains		Ordering from a menu: Starters, mains and side dishes		Ordering from a menu: Starters, mains, side dishes and drinks		Ordering from a menu: Starters, mains, side dishes, desserts and drinks	
	*Indicative content											
Subject Knowledge (Translations)					KS2 Key Translations to be repeated year-on-year							
					La carta El primer plato El Segundo plato El camarero El camarera ¿Qué te gustaría? ¿Puedo tomar su orden? Voy a tomar ¿Cuánto es? Cinco euros				<i>The menu</i> <i>Starter</i> <i>Main course</i> <i>Waiter</i> <i>Waitress</i> <i>What would you like?</i> <i>Can I take your order?</i> <i>I would like/ I am going to have</i> <i>How much is that?</i> <i>Five euros</i>			
	La manzana	<i>Apple</i>	Me gusta(n)	<i>I like</i>	Sopa	<i>Soup</i>	Sopa	<i>Soup</i>	Sopa	<i>Soup</i>	Sopa	<i>Soup</i>
	La fresa	<i>Strawberry</i>	Me gusta(n)	<i>I really like</i>	Nachos	<i>Nachos</i>	Nachos	<i>Nachos</i>	Nachos	<i>Nachos</i>	Nachos	<i>Nachos</i>
	La naranja	<i>Orange</i>	mucho		Champiñones	<i>Mushrooms</i>	Champiñones	<i>Mushrooms</i>	Champiñones	<i>Mushrooms</i>	Champiñones	<i>Mushrooms</i>
	Las uvas	<i>Grapes</i>	Me encanta(n)	<i>I love</i>	Halloumi	<i>Halloumi</i>	Halloumi	<i>Halloumi</i>	Halloumi	<i>Halloumi</i>	Halloumi	<i>Halloumi</i>
	La carne de vaca	<i>Beef</i>	No me gusta(n)	<i>I don't like</i>	Ensalada	<i>Salad</i>	Ensalada	<i>Salad</i>	Ensalada	<i>Salad</i>	Ensalada	<i>Salad</i>
	La carne de cordero	<i>Lamb</i>			La carne de vaca	<i>Beef</i>	La carne de vaca	<i>Beef</i>	La carne de vaca	<i>Beef</i>	La carne de vaca	<i>Beef</i>
	La carne de cerdo	<i>Pork</i>			La carne de cordero	<i>Lamb</i>	La carne de cordero	<i>Lamb</i>	La carne de cordero	<i>Lamb</i>	La carne de cordero	<i>Lamb</i>
	El pollo	<i>Chicken</i>			La carne de cerdo	<i>Pork</i>	La carne de cerdo	<i>Pork</i>	La carne de cerdo	<i>Pork</i>	La carne de cerdo	<i>Pork</i>
	El pescado	<i>Fish</i>			El pollo	<i>Chicken</i>	El pollo	<i>Chicken</i>	El pollo	<i>Chicken</i>	El pollo	<i>Chicken</i>
	La zanahorias	<i>Carrots</i>			El pescado	<i>Fish</i>	El pescado	<i>Fish</i>	El pescado	<i>Fish</i>	El pescado	<i>Fish</i>
	La patatas	<i>Potatoes</i>			El pescado	<i>Fish</i>	El pescado	<i>Fish</i>	El pescado	<i>Fish</i>	El pescado	<i>Fish</i>
					Guarnición	<i>Side dish</i>	Guarnición	<i>Side dish</i>	Guarnición	<i>Side dish</i>	Guarnición	<i>Side dish</i>
					La zanahorias	<i>Carrots</i>	La zanahorias	<i>Carrots</i>	La zanahorias	<i>Carrots</i>	La zanahorias	<i>Carrots</i>
					La patatas	<i>Potatoes</i>	La patatas	<i>Potatoes</i>	La patatas	<i>Potatoes</i>	La patatas	<i>Potatoes</i>
					Patatas fritas	<i>Chips</i>	Patatas fritas	<i>Chips</i>	Patatas fritas	<i>Chips</i>	Patatas fritas	<i>Chips</i>
					Las bebidas	<i>Drinks</i>	Las bebidas	<i>Drinks</i>	Las bebidas	<i>Drinks</i>	Las bebidas	<i>Drinks</i>
					Pan de ajo	<i>Garlic bread</i>	Pan de ajo	<i>Garlic bread</i>	Pan de ajo	<i>Garlic bread</i>	Pan de ajo	<i>Garlic bread</i>
									Agua	<i>Water</i>		
									Zumo de naranja	<i>Orange juice</i>		
											Agua	<i>Water</i>

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									Limonada	Lemonade	Zumo de naranja Limonada El postre Helado Pastel Dónut	Orange juice Lemonade Dessert Ice cream Cake Donut
Subject Knowledge	<p>In English, we ask for a 'cup of coffee.' In Spanish, we do the same thing <i>Una taza de café</i>. You also use 'de' when you're describing what type of food something is, i.e. <i>Una hamburguesa de pescado</i> is a fish burger and <i>un jugo de naranja</i> is an orange juice.</p> <p>In the subject knowledge translations row, you can see some letter 'n' in brackets (n). This is because this unit of content knowledge has some responses regarding plurals. Use 'me gusta' and 'me encanta' when you want to say you like or love a singular thing. If you want to say that you like or love a plural thing, add an 'n' to the end. 'Me gustan las uvas' translates to <i>I like grapes</i> and 'Me encantan la patatas' is <i>I love potatoes</i>.</p> <p>A pink 'F' refers to the feminine ending to a word (usually 'a'). A blue 'M' refers to the masculine ending to a word (usually 'o'). Mixed gender groups are referred to in the masculine form.</p>											
Activity ideas (Please refer to the Skill Application: The Modalities of Languages when planning activities and lesson content).	<p>Children have to match the food to the Spanish</p> <ul style="list-style-type: none"> Food and drink game Fruit and veg game <p>This website also has four games on. There's a matching game and a memory game of fruit and veg.</p>	<p>Children could sort (by drawing/labelling) their preferences of foods/drinks into a table (or onto a continuum) and use this as aid for verbal speaking and listening of their likes/dislikes of food.</p>	<p>Children could make a 'going out meal' plate made up from their choice of starter and main meal. Children could label their food and write about what they liked/disliked (good opportunity to recap Y2).</p>	<p>Children could set up their own restaurant/café and take turns to order and place orders. Children could then apply this in writing, i.e. a sentence that is said by the waiter and a sentence that is said by the customer, etc.</p>	<p>Children should be given opportunities to speak and write with increasing length and difficulty regarding their expanding orders. When speaking and listening, children should know when/how to take turns between the waiter/waitress and the customer. For Y6 children who have been identified as above ARE in Spanish, they could include opinions when justifying their choices i.e. why they want to order a certain food.</p>							



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Languages (Spanish) Additional Planning and Subject Knowledge Guidance										
Transport										
Year Group Content Knowledge	Year 1		Year 2		Year 3		Year 4		Year 5 <i>(Note: No new content knowledge beyond Year 5)</i>	
		Name basic transport, i.e. car, bike, plane, boat.		Name more transport i.e. helicopter, submarine, lorry, ship.		Describe transport in simple sentences, linking to 'Colour' content knowledge		Compare transport in full sentences using superlative adjectives (i.e. fastest)		Compare transport in full sentences using comparative adjectives (i.e. slower)
Subject Knowledge (Translations)	Coche Autobús Bicicleta Moto Avión Barco	<i>Car</i> <i>Bus</i> <i>Bicycle</i> <i>Motorbike</i> <i>Aeroplane</i> <i>Boat</i>	Helicóptero Embarcacion (barco) Submarine Camion Tranvía	<i>Helicopter</i> <i>Ship</i> <i>Submarine</i> <i>Lorry</i> <i>Tram</i>	El...es... El barco es azul El coche es rojo El moto es verde	<i>The...is...</i> <i>The boat is blue</i> <i>The car is red</i> <i>The motorbike is green</i>	El...es... Más rápida/o La/El más lenta/o La/El mas grande Pequeñísima/o Más brillante La/El mejor	<i>The...is...</i> <i>Fastest (F/M)</i> <i>Slowest (F/M)</i> <i>Biggest (F/M)</i> <i>Smallest (F/M)</i> <i>Brightest</i> <i>The best (F/M)</i>	El...es... Más rápida/o Mas lenta/o Mas grande pequeña/o que la en comparación con el	<i>The...is...</i> <i>Faster (F/M)</i> <i>Slower (F/M)</i> <i>Bigger</i> <i>Smaller (F/M)</i> <i>than the compared to the</i>
Subject Knowledge	A pink 'F' refers to the feminine ending to a word (usually 'a,' or 'la' beginning). A blue 'M' refers to the masculine ending to a word (usually 'o,' or 'el' beginning). Mixed gender groups are referred to in the masculine form and in Spanish, adjectives usually come after the noun they are describing.									
Activity ideas (Please refer to the Skill Application: The Modalities of Languages when planning activities and lesson content).	Children could have physical toys and verbally say the name of the transport in Spanish. More able readers can be pushed further to match the toys with labels.		This game is a simple match the word to the picture game. Good for fast recall.		Children could roll 2 dice: 1 with transport on and one with colours. Children must then put the rolls into verbal Spanish sentences and transfer these into writing.		Children could play a version of 'top trumps' whereby there is a superlative adjective that is the focus, i.e. fastest. Play a card (transport) that is fastest. If they win, they must verbally say it in Spanish to gain the point. Transfer into writing.		Children, when secure with comparative sentences, could be pushed onto using the conjunction 'pero' (but). For example: <i>El helicóptero es mas grande que la coche pero la coche es mas grande en comparación con el la bicicleta.</i>	



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Languages (Spanish) Additional Planning and Subject Knowledge Guidance								
Weather								
Year Group	Year 1		Year 2		Year 3		Year 4	
Content Knowledge							<i>(Note: No new content knowledge beyond Year 4)</i>	
	Name basic features of weather, i.e. sun, rain, cloud, wind, snow.		Describe weather within a simple sentence i.e. It is sunny.		Give a simple weather forecast linking to Y2 and Y3 'Time' content knowledge		Give more detailed weather forecast linking to Y3 and Y4 'Time' content knowledge	
Subject Knowledge (Translations)	El sol La lluvia La nube El viento La nieve El hielo	<i>The sun</i> <i>Rain</i> <i>Cloud</i> <i>Wind</i> <i>Snow</i> <i>Ice</i>	Hace sol Está lloviendo Está nublado Hace viento Está nevando Hace calor Está húmedo Está tormentoso Está seco Hay hielo Hay tormenta	<i>It's sunny</i> <i>It's raining</i> <i>It's cloudy</i> <i>It's windy</i> <i>It's snowing</i> <i>It's hot</i> <i>It's humid</i> <i>It's stormy</i> <i>It's dry</i> <i>There is ice</i> <i>It's stormy</i>	Hoy va a ser Hoy sera Mañana va a ser Mañana será Pasado mañana va a ser Pasado mañana será La semana que viene va a ser La proxima semana sera Pero y	<i>Today is going to be</i> <i>Today will be</i> <i>Tomorrow is going to be</i> <i>Tomorrow will be</i> <i>The day after tomorrow is going to be</i> <i>The day after tomorrow will be</i> <i>Next week is going to be</i> <i>Next week will be</i> <i>But and</i>	Necesitará un paraguas un abrigo cálido un sombrero gafas de sol porque El lunes va a estar soleado 4 de mayo Va a llover el martes 5 de mayo Va a estar nublado el miércoles 6 de mayo	<i>You will need an umbrella</i> <i>a warm coat</i> <i>a hat</i> <i>sunglasses</i> <i>because</i> <i>It is going to be sunny on Monday 4th May</i> <i>It is going to rain on Tuesday 5th May</i> <i>It is going to be cloudy on Wednesday 6th May</i>
Subject Knowledge	You don't translate the preposition 'on' at the start of dates in Spanish. So, for example, both <i>On the third of May</i> and <i>The third of May</i> would translate to 'el tres de mayo.' For Year 2, take care with the different verb forms of 'Está,' 'Hace' and 'Hay' that come before the description of the weather. It's important these match.							
Activity ideas (Please refer to the Skill Application: The Modalities of Languages when planning activities and lesson content).	Children could help with the Daily Dashboard/Visual Timetable and say what type of weather they can see outside.		Children could label pictures of the weather with the simple sentences that they are focusing on. Cross-curricular link with Geography: children could describe the weather in the country they are studying.		For Years 3 and 4, because the expectation is that the children give a simple weather forecast, children will need plenty of opportunities to verbally practise the sentence constructions before taking it in turns to practise and present their forecasts. For progression, ensure that Year 4 children speak in extended sentences (i.e. <i>In Birmingham</i> 'en Birmingham,' etc. could be added) and use the specific dates from their 'Time' content knowledge.			



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Languages (Spanish) Additional Planning and Subject Knowledge Guidance										
Animals										
Year Group Content Knowledge	Year 1		Year 2		Year 3		Year 4		Year 5 <i>(Note: No new content knowledge beyond Year 5)</i>	
	State names of animals*		Giving simple descriptions about animals <i>(Recap colours if needed)</i>		Ask and answer questions about pets		Compare animals in full sentences using superlative adjectives (i.e. biggest)		Compare animals in full sentences using comparative adjectives (i.e. smaller)	
Subject Knowledge (Translations)	*Indicative content									
		Un león	<i>A lion</i>	El...es...	<i>The...is...</i>	¿Tienes un animal en casa?	<i>Do you have a pet at home?</i>	El...es...	<i>The...is...</i>	El...es...
	Un tigre	<i>A tiger</i>	Alta/o	<i>Tall (F/M)</i>	Si, tengo...	<i>Yes, I've got...</i>	Más rápida/o	<i>Fastest (F/M)</i>	Más rápida/o	<i>Faster (F/M)</i>
	Un mono	<i>A monkey</i>	Pequeña/o	<i>Small (F/M)</i>	No, no tengo un animal.	<i>No, I haven't got a pet.</i>	La/El más lenta/o	<i>Slowest (F/M)</i>	Mas lenta/o	<i>Slower (F/M)</i>
	Un cerdo	<i>A pig</i>	Pesada/o	<i>Heavy (F/M)</i>	¿Quién tiene... un animal	<i>Who's got...? An animal</i>	lenta/o	<i>Biggest (F/M)</i>	Más grande	<i>Bigger</i>
	Una vaca	<i>A cow</i>	Ligera/o	<i>Light (F/M)</i>	Un gato/s	<i>A cat/s</i>	La/El mas grande	<i>Smallest (F/M)</i>	Mas	<i>Smaller (F/M)</i>
	Una cabre	<i>A goat</i>	Linda/o	<i>Cute(F/M)</i>	Un perro/s	<i>A dog/s</i>	Pequeñísima/o	<i>Cutest</i>	pequeña/o	
	Un elefante	<i>An elephant</i>	Peluda/o	<i>Furry (F/M)</i>	Un pájaro	<i>A bird/s</i>	Más lindo	<i>Scariest</i>	Más lindo	<i>Cuter</i>
			y	<i>and</i>	Un caballo/s	<i>A horse/s</i>	Más aterrador	<i>My favourite animal is</i>	Más aterrador que la	<i>Scariest than the compared to the</i>
			Maullar	<i>Miaow</i>	Un pez/peces	<i>A fish/Plural</i>	Mi animal favorito es		en comparación con el	
			Ladrar	<i>Bark</i>	Un conejo/s	<i>A rabbit/s</i>				
			Mugir	<i>Moo</i>	Un ratón/es	<i>A mouse/mice</i>				
			Rugir	<i>Roar (lion/tiger)</i>	Un hamster/s	<i>A hamster/s</i>				
					Una cobaya/s	<i>A guinea pig/s</i>				
					Ella / Él se llama	<i>She / He is called</i>				
Subject Knowledge	<p>A pink 'F' refers to the feminine ending to a word (usually 'a,' or 'la' beginning). A blue 'M' refers to the masculine ending to a word (usually 'o,' or 'el' beginning). Mixed gender groups are referred to in the masculine form.</p> <p>For Year 2, the animal noises are all verb forms of the word. The noun (for example) of <i>bark</i>, is 'ladrad,' which is a different translations. When teaching these verbs, ensure that the children start their short description with the noun, i.e. 'Tigres rugir' <i>Tigers roar</i>.</p> <p>In Spanish, adjectives usually come after the noun they are describing.</p>									
Activity ideas (Please refer to the Skill Application: The Modalities of Languages when	If farmyard animals are your focus, this website has lots of games on for the children to practise the names of the animals. Crickweb also has a good matching game too.		Children could make sounds and noises to describe the animals in both English and Spanish. Other children must guess the animal that they are		There are lots of games on this website where children can have the opportunity to practise pet names.		Children could play a 'whodunnit' animal line up whereby they choose an animal that stole some food and children have to guess the animal by asking questions		Children, when secure with comparative sentences, could be pushed onto using the conjunction 'pero' (<i>but</i>). For example: <i>El delfin es más lindo</i>	

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planning activities and lesson content).	Children could have physical toys and verbally say the name of the animal in Spanish. More able readers can be pushed further to match the toys with labels.	by saying it in Spanish and translating it to English. Children could draw a picture of a certain animal and write basic adjectives around the picture.	Follow this link , click on 'Pets,' and you have lots of games to play on this website. Children could be given pictures with several pets on in order to describe the pets in a certain household. Play pet 'snap' with cards.	about its description. For example: <ul style="list-style-type: none">• ¿Era el ... animal? <i>Was it the...animal?</i> Children could write about what their favourite animal is and why.	<i>que el tiburón, pero el tiburón es más aterrador que el pez.</i>
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Languages (Spanish) Additional Planning and Subject Knowledge Guidance							
Daily Routines							
Year Group	Year 3		Year 4		Year 5		Year 6
Content Knowledge	<i>(Note: Content knowledge not taught at Key Stage One)</i>						
	Name moments of daily routine i.e. Wake up, Brush Teeth, etc.		Use adverbials of time i.e. then, next, after, later, before I...		Describe daily routine linking to 'Time' content knowledge		Write a short diary entry on their day
Subject Knowledge (Translations)	Me despierto Desayunar Llegar El recreo Almorzar Salir Ver la television Merendar Cenar Bañarse Leer Acostarse Dormir Colegio Casa/Hogar	<i>Get/wake up Eat breakfast Arrive Playtime Eat lunch Leave Watch television Have an afternoon snack Eat dinner/tea Have a bath Read Go to bed Go to sleep School Home</i>	De la mañana De la tarde De la noche Después de Antes de Luego Próximo yo	<i>In the morning In the afternoon / early evening In the evening / at night After Before Then Next I</i>	A la luna A las dos A las tres A las cuatro A las cinco A las seis y cuarto A las siete y media A las ocho menos cuarto	<i>At 1 o'clock At 2 o'clock At 3 o'clock At 4 o'clock At 5 o'clock At quarter past 6 At half past 7 At quarter to 8</i>	Example: Me desperté a las seis y media y desayuné porque tenía hambre. Fui a la escuela y mi lección favorita fue Historia. De la tarde hicimos Geografía y fue muy interesante. Me fui a casa y vi televisión. Después, cené y me fui a la cama más tarde a las nueve.
Subject Knowledge	For Year 5, 'a la luna' is the only time you would say 'la' in front of the time; for all other times apart from 1 o'clock, it's 'las.'						
Activity ideas (Please refer to the Skill Application: The Modalities of Languages when planning activities and lesson content).	Children could make a pictorial diary of some of the things they have done on a certain day. Diary to have labels and simple sentences that show the events of the day.		Children combine their knowledge from Year 3 with their new knowledge from Year 4 to write longer sentences about the activities that they have done and the order in which they did them. If appropriate, children could also write about certain subjects (to revise Year 3 content knowledge).		Children could be given a small clock each and make a time on it (o'clock, quarter past, half past or quarter to). Working in pairs, children could take it in turns to look at their partner's clock, and ask: ¿Qué hiciste a las cinco? (<i>What did you do at 5 o'clock?</i>) (Example). Partner then has to reply with an appropriate activity. Apply in writing.		Children to bring their learning together from Years 3 – 5, and rather than focusing on separate sentences, children to write a cohesive passage about a typical day. If appropriate, children could also write about certain subjects (Year 3 content knowledge) within the passage.

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Appendix: Additional subject knowledge regarding subject-verb agreements

In Spanish, verb forms change depending on who is doing the action. We do the same thing in English (I am/You are/He is, etc.).

To be – ‘Ser’ and ‘Estar’

Subject	Permanent state			Temporary state (location/feelings/emotions/condition)		
	Present Tense Verb (Ser)	Past Tense Verb (Ser)	Future Tense Verb (Ser)	Present Verb (Estar)	Past Tense Verb (Estar)	Future Tense Verb (Estar)
Yo I	soy am	era was/used to be	voy a ser am going to be	Estoy (Yo not needed) I am	estaba was/used to be	voy a estar am going to be
Tú You	eres are	eras were/used to be	vas a ser are going to be	estás are	estabas were/used to be	vas a estar are going to be
Él He	es is	era was/used to be	va a ser is going to be	está is	estaba was/used to be	va a estar is going to be
Ella She	es is	era was/used to be	va a ser is going to be	está is	estaba was/used to be	va a estar is going to be

- Está and es both mean ‘is.’
- If you want to say where someone or something is located, you say *está*.
- *Está* is also used when you’re talking about something that is temporarily true.



For example:

El taxi **es** amarillo. *The taxi is yellow.* Yellow is a permanent state.

El taxi **está** aquí! *The taxi is here.* The taxi won’t stay forever!

- *Estoy*, *estás* and *está* are all used to talk about locations, conditions and how people are doing i.e. their temporary feelings and emotions.

To have – ‘Tener’

Subject	Present Tense	Past Tense	Future tense
I	Tengo have	Tenía had	Voy a tener am going to have
You	Tienes have	Tenías had	Vas a tener are going to have
He	Tiene has	Tenía had	Va a tener is going to have
She	Tiene	Tenía	Va a tener

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has	had	is going to have
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- Tener (to have) is to show possession or to say what you have.

To go – ‘Voy’

Subject	Present Tense	Past Tense	Future tense
I	Yo voy go	Yo fuí went	Voy a ir will go
You	Anda tu go	Tu fuiste went	Irás will go
He	El va goes	Él fue went	Él irá will go
She	Ella va goes	Ella fue went	Ella irá will go
We	Nosotras vamos (f) Nosotros vamos (m) go	Nosotras fuimos (f) Nosotros fuimos (m) went	Nosotras iremos (f) Nosotros iremos (m) will go

The present tense

Verb endings change depending on who is doing the action. Verb endings are *usually* -o for the personal pronoun I (Yo), -es for you (Tú) and -e for he/she (él/ella). Here are some examples:

Subject	Verb (to speak)	Verb (to eat)	Verb (to drink)	Verb (to live)	Verb (to need)	Verb (to want)
Yo I	hablo	como	bebo	vivo	necesito	quiero
Tú You	hablas	comes	bebes	vives	necesitas	quieres
Él He	habla	come	bebe	vive	necesita	quiere
Ella She	habla	come	bebe	vive	necesita	quiere

Infinitives

In English, infinitives are words that are preceded by the word ‘to.’ In Spanish, that is not the case; infinitive verbs don’t require any extra words. Here are three main examples you will probably need to refer to in your teaching.

Subject	Verb (to study)	Verb (to write)	Verb (to read)
Yo I	estudiar	escribir	leer

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Tú You	estudias	escribes	lees
Él He	estudia	escribe	lee
Ella She	estudia	escribe	lee

So, to say *I want to write*, it would translate to Yo quiero estudiar.

I need to study would be Yo necesito estudiar.

No translation of the word 'to' is needed.

Tú vs. Tu!

- Tú = You
- Tu = Your

'Usted' also means 'you' but is much more formal than 'tú.'

Making a negative statement

It's easy to make a negative statement in Spanish: simply say 'no' before the verb. Examples:

- Yo no estudio inglés. *I don't study English.*
- Yo no comprendo. *I don't understand.*

