

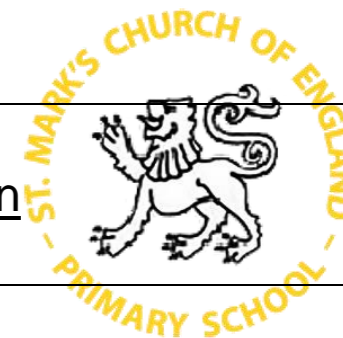
# Spanish Curriculum and Progression Map

## Spanish Curriculum Overview



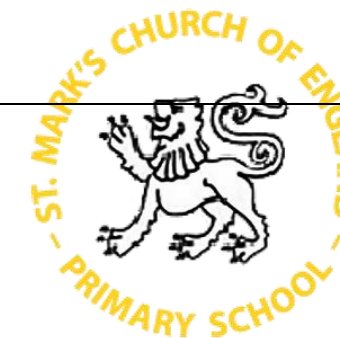
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn Term</b>								
Half Term 1	Greetings (SO)	In the Jungle (SO)	Under the Sea (SO)	Transport (SO)	Phonics 1 (X) I Am Learning (E)	Phonics 1&2 (X) Vegetables (E)	Phonics 3 (X) Family (I)	Phonics 3&4 (X) The Date (I)
Half Term 2				Nursery Rhymes (SO)	Animals (E)	Little Red Riding Hood (E)	Do You Have a Pet? (I)	What is the Weather? (I)
<b>Spring Term</b>								
Half Term 1	Colours & Numbers (SO)	Transport (SO)	In My Town (MO)	Superheroes (MO)	Instruments (E)	Presenting Myself (I)	What is the Weather? (I)	Do You Have a Pet? (I)
Half Term 2			Superheroes (MO)	In My Town (MO)	Seasons (E)	My Family (I)	My Home (I)	Clothes (I)
<b>Summer Term</b>								
Half Term 1	Under the Sea (SO)	Nursery Rhymes (SO)	Teddy Bear Picnic (MO)	Minibeasts (MO)	Fruits (E)	In the Classroom (I)	Clothes (I)	At School (P)
Half Term 2			Minibeasts (MO)	Teddy Bear Picnic (MO)	Ice-Creams (E)	At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (I)	Olympics (I)	At the Weekend (P)

# Spanish Curriculum and Progression Map



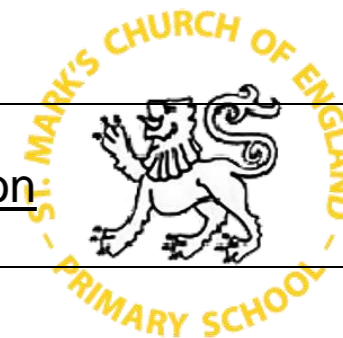
Year 3	Objectives	Phonics and pronunciation
Autumn 1- I am learning Spanish	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• Pinpoint Spain and other Spanish speaking countries on a map of the world.</li> <li>• Ask and answer the question 'How are you?' in Spanish.</li> <li>• Say 'Hello' and 'Goodbye' in Spanish.</li> <li>• Ask and answer the question 'What is your name?' in Spanish.</li> <li>• Count from 1-10 in Spanish.</li> <li>• Say 10 colours in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• CH sound in ocho.</li> <li>• J sound in rojo &amp; naranja.</li> <li>• Ñ sound in España.</li> <li>• LL sound in amarillo.</li> <li>• RR sound in marron.</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like naran-ja.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in có-mo.</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion</li> </ul>
Autumn 2- Animals	<p>In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner.</li> <li>• Understand better that articles/determiners have more options in Spanish than they do in English.</li> <li>• Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be).</li> </ul>	<ul style="list-style-type: none"> <li>• J sound in oveja, pájaro &amp; conejo.</li> <li>• LL sound in caballo.</li> <li>• Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-ne-jo and ca-na-rio.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in le-ón, pá-ja-ro and ra-tón.</li> </ul>
Spring 1 – Instruments	<p>In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• Recognise, recall and spell up to 10 instruments in Spanish with the correct definite article/determiner.</li> <li>• Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish.</li> <li>• Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular</li> </ul>	<ul style="list-style-type: none"> <li>• RR sound in guitarra.</li> <li>• stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like trom-pe-ta and gui-ta-rra.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in cím-ba-los, trián-gu-lo &amp; ba-te-rí-a</li> </ul>

## Spanish Curriculum and Progression Map



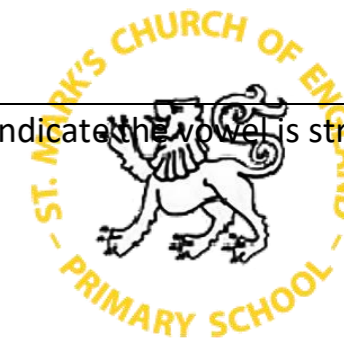
	verb 'toco' (I play) with up to 10 different instruments.	
Spring 2 - Seasons	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• Recognise, recall and remember the 4 seasons in Spanish.</li> <li>• Recognise, recall and remember a short phrase for each season in Spanish.</li> <li>• Say which season is their favourite in Spanish and attempt to say why using the conjunctions 'y' and 'porque'.</li> </ul>	<ul style="list-style-type: none"> <li>• J sound in hojas. Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'.</li> <li>• Ñ sound in otoño. Starting to learn that it is very common and specific sound to Spanish. Like the 'ny' sound in the English word 'canyon'. Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hace is pronounced without the 'h'. Hojas is also pronounced without the 'h'.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in árboles and pájaros</li> </ul>
Summer 1 - Fruits	<p>In this unit the pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 fruits in Spanish.</li> <li>• Attempt to spell some of these nouns.</li> <li>• Ask somebody in Spanish if they like a particular fruit.</li> <li>• Say what fruits they like and dislike.</li> </ul>	<ul style="list-style-type: none"> <li>• J sound in naranja. Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón</li> </ul>
Summer 2 – Ice cream	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 different flavours for ice creams.</li> <li>• Ask for an ice-cream in Spanish using 'quisiera'.</li> <li>• Say what flavour they would like.</li> <li>• Say whether they would like their ice-cream in a cone or a small pot/tub.</li> </ul>	<ul style="list-style-type: none"> <li>• CH sound in chocolate, pistachio &amp; cucurucho. • LL sound in vainilla.</li> <li>• RR sound in tarrina.</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fa-vor. For words that end in a vowel or 'n' and 's', it is normally the second to last syllable like bo-las and gra-cias.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in plá-ta-no</li> </ul>

# Spanish Curriculum and Progression Map



Year 4	Objectives	Phonics and pronunciation
Autumn 1 - Vegetables	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Name and recognise up to 10 vegetables in Spanish.</li> <li>Attempt to spell some of these nouns (including the correct article)</li> <li>Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.                             <ul style="list-style-type: none"> <li>Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>CH &amp; Ñ sound in champiñones.</li> <li>J sound in judías verdes &amp; berenjenas.</li> <li>LL sound in cebollas. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fav-or. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like ce-bo-llas.</li> <li>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ju-dí-as.</li> <li>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme. As seen in the word champiñones.</li> </ul>
Autumn 2 – Little Red Riding Hood	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Sit and listen attentively to a familiar fairy tale in Spanish.</li> <li>Use picture and word cards to recognise and retain key vocabulary from the story.</li> <li>Name and spell at least four parts of the body in Spanish as seen in the story.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics &amp; pronunciation we will see: Recommended phonics focus: CH J Ñ LL RR</li> <li>J sound in Caperucita Roja, las orejas &amp; los ojos Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in na-riz. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like a-bue-la.</li> </ul>
Spring 1 – Presenting myself	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Count to 20.</li> <li>Say their name and age.</li> <li>Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.                             <ul style="list-style-type: none"> <li>Tell you where they live.</li> <li>Tell you their nationality and understand basic gender agreement rules.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>CA sound in catorce.</li> <li>CE sound in once, doce, trece etc.</li> <li>CI sound in cinco, cincuenta &amp; cien.</li> <li>CO sound in cómo. • CU sound in cuatro &amp; cuántos.</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-gle-sa and vein-te.</li> <li>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dó-nde.</li> <li>Ñ tilde. This changes the 'n' to a 'ny' sound</li> </ul>
Spring 2 – My Family	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Tell somebody the members, names and various ages of either their own or a fictional family in Spanish.</li> <li>Continue to count in Spanish, reaching 100, enabling students to say the age of various family members.</li> </ul>	<ul style="list-style-type: none"> <li>CA sound in única</li> <li>CI sound in cien</li> <li>CO sound in único</li> <li>CU sound in cuarenta, cincuenta</li> <li>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in the word. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like her-man-o, her-man-a (remembering silent 'h' in Spanish unless a foreign origin word).</li> </ul>

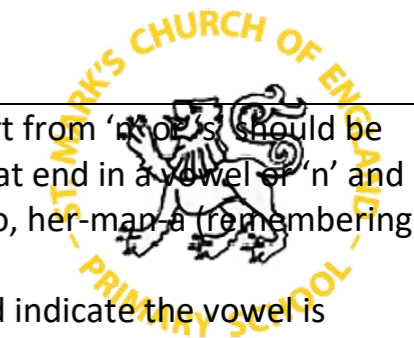
## Spanish Curriculum and Progression Map



	<ul style="list-style-type: none"> <li>• Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish.</li> <li>• Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).</li> </ul>	<ul style="list-style-type: none"> <li>• Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tí-o and úni-ca.</li> </ul>
Summer 1 - In the classroom	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• Remember and recall 12 classroom objects with their indefinite article.</li> <li>• Replace an indefinite article with a possessive adjective.</li> <li>• Say and write what they have and do not have in their pencil case.</li> </ul>	<ul style="list-style-type: none"> <li>• CA sound in calculadora &amp; cartera.</li> <li>• CE sound in cerrad.</li> <li>• CI sound in silencio.</li> <li>• CU sound in escuchad.</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ti-je-ras.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules. They can also indicate a question as in the word qué. Therefore, used as a question word – not an answer.</li> </ul>
Summer 2 – At the cafe	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería.</li> <li>• To understand better how to change a singular noun to plural form.</li> <li>• Perform a short role-play ordering what they would like to eat and drink.</li> </ul>	<ul style="list-style-type: none"> <li>• CA sound in calamares &amp; catalana &amp; caliente</li> <li>• CO sound in chocolate &amp; con &amp; cola cola</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué deseas?</li> </ul>

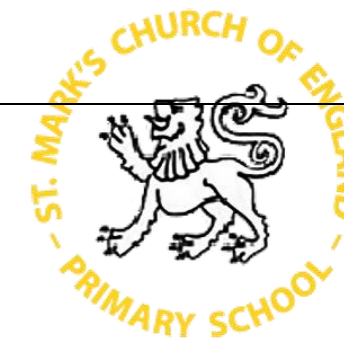
Year 5	<u>Objectives</u>	<u>Phonics and pronunciation</u>
Autumn 1 – My Family	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• Tell somebody the members, names and various ages of either their own or a fictional family in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• CA sound in única</li> <li>• CI sound in cien</li> <li>• CO sound in único</li> <li>• CU sound in cuarenta, cincuenta</li> </ul>

## Spanish Curriculum and Progression Map



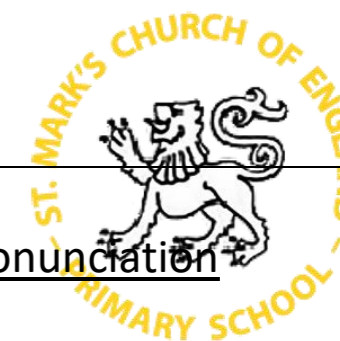
	<ul style="list-style-type: none"> <li>• Continue to count in Spanish, reaching 100, enabling students to say the age of various family members.</li> <li>• Understand the concept of the possessive adjective's 'mi' and 'mis' in Spanish.</li> <li>• Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have)</li> </ul>	<ul style="list-style-type: none"> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like her-man-o, her-man-a (remembering silent 'h' in Spanish unless a foreign origin word).</li> <li>• Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tí-o and ú</li> </ul>
Autumn 2 – Do you have a pet?	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish.</li> <li>• Tell somebody in Spanish if they have or do not have a pet.</li> <li>• Ask somebody else in Spanish if they have a pet.</li> <li>• Tell somebody in Spanish the name of their pet.</li> <li>• Attempt to create a longer phrase using the conjunctions y ("and") or ("pero") but.</li> </ul>	<ul style="list-style-type: none"> <li>• GA sound in gato &amp; tortuga.</li> <li>• GO sound in tengo. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tortu-ga and pe-rro.</li> </ul>
Spring 1 – What is the weather?	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for weather in Spanish.</li> <li>• Ask and say what the weather is like today.</li> <li>• Create a Spanish weather map.</li> <li>• Describe the weather in different regions of Spain using a weather map with symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommended phonics focus: GA GE GI GO GU</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme as in España.</li> <li>• Accents. Accents can be placed on some words like qué to indicate a question word.</li> </ul>
Spring 2 – My home	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• Say whether they live in a house or an apartment and say where it is.</li> <li>• Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommended phonics focus: GA GE GI GO GU</li> <li>• GA sound in garaje.</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-dero and ga-ra-je.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón.</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter not just another phoneme as in baño and montaña</li> </ul>

# Spanish Curriculum and Progression Map



	<ul style="list-style-type: none"> <li>• Tell somebody in Spanish what rooms they have or do not have in their home.</li> <li>• Ask somebody in Spanish what rooms they have or do not have in their home.</li> <li>• Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul>	
<p>Summer 1 – Clothes</p>	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for a variety of clothes in Spanish.</li> <li>• Use the appropriate genders and articles for these clothes.</li> <li>• Use the verb LLEVAR in Spanish with increasing confidence.</li> <li>• Say what they wear in different weather/situations.</li> <li>• Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>• Use the possessives with increased accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• GA sound in gafas.</li> <li>• GO sound in gorra &amp; abrigo.</li> <li>• GU sound in guantes Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like guan-tes, a-bri-go, blu-sa, san-da-lia and cha-que-ta.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lle-váis.</li> <li>• Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion. It is another letter in Spanish not just another phoneme as in baño.</li> </ul>
<p>Summer 2 - Olympics</p>	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• Listen attentively to longer passages in Spanish about the ancient and modern Olympic Games.</li> <li>• Look for cognates and highlight key words when learning how to decode longer texts in gist listening and reading in Spanish.</li> <li>• Recall the nouns in Spanish for 10 key sports in the current Olympic games with their articles/determiners.</li> <li>• Form positive and negative sentences using the verb practicar (to practise/do) in Spanish.</li> <li>• Recognise the concept of gendered nouns in Spanish in regard to the male and female Olympians.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommended phonics focus: GA GE GI GO GU</li> <li>• GO sound in juegos.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed! As seen in o-lím-pi-cos, tram-po-lín, triat-lón, e-qui-ta-ción &amp; na-ta-ción.</li> </ul>

# Spanish Curriculum and Progression Map



<u>Year 6</u>	<u>Objectives</u>	<u>Phonics and pronunciation</u>
Autumn 1 – The date	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Remember, recall and spell the 7 days of the week.</li> <li>Remember, recall and spell the 12 months of the year.</li> <li>Remember, recall and spell numbers 1-31.</li> <li>Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</li> <li>Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is.</li> </ul>	<ul style="list-style-type: none"> <li>Recommended phonics focus: GA GE GI GO GU</li> <li>GO sound in domingo &amp; agosto. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lio, vein-tiu-no and trein-ta.</li> <li>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sá-ba-do and miér-co-les.</li> <li>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in cumpleaños.</li> <li>Silent Letters. 'H' is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is pronounced 'oy'.</li> </ul>
Autumn 2 – What is the weather?	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for weather in Spanish.</li> <li>Ask and say what the weather is like today.</li> <li>Create a Spanish weather map.</li> <li>Describe the weather in different regions of Spain using a weather map with symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Recommended phonics focus: GA GE GI GO GU</li> <li>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme as in España.</li> <li>Accents. Accents can be placed on some words like qué to indicate a question word</li> </ul>
Spring 1 – Do you have a pet?	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish.</li> <li>Tell somebody in Spanish if they have or do not have a pet.</li> <li>Ask somebody else in Spanish if they have a pet.</li> <li>Tell somebody in Spanish the name of their pet.</li> </ul>	<ul style="list-style-type: none"> <li>GA sound in gato &amp; tortuga.</li> <li>GO sound in tengo. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tortu-ga and pe-rro.</li> </ul>



## Spanish Curriculum and Progression Map



	<ul style="list-style-type: none"> <li>Attempt to create a longer phrase using the conjunctions y (“and”) or (“pero”) but.</li> </ul>	
Spring 2 – Clothes	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for a variety of clothes in Spanish.</li> <li>Use the appropriate genders and articles for these clothes.</li> <li>Use the verb LLEVAR in Spanish with increasing confidence.</li> <li>Say what they wear in different weather/situations.</li> <li>Describe clothes in terms of their colour and apply adjectival agreement.</li> <li>Use the possessives with increased accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>GA sound in gafas.</li> <li>GO sound in gorra &amp; abrigo.</li> <li>GU sound in guantes Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like guan-tes, a-bri-go, blu-sa, san-da-lias and cha-que-ta.</li> <li>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lle-váis.</li> <li>Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion. It is another letter in Spanish not just another phoneme as in baño.</li> </ul>
Summer 1 – At School	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for school subjects.</li> <li>Say what subjects they like and dislike at school.</li> <li>Say why they like/ dislike certain school subjects.</li> <li>Tell the time (on the hour) in Spanish.</li> <li>Say what time they study certain subjects at school.</li> </ul>	<ul style="list-style-type: none"> <li>Recommended phonics focus: B V CC QU Z</li> <li>B sound in aburrido &amp; QU sound in porque</li> <li>Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like in-te-re-san-te and di-ver-ti-do.</li> <li>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas.</li> <li>Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español.</li> <li>Silent letters. ‘H’ is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola.</li> </ul>
Summer 2 – At the weekend	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Ask what the time is in Spanish.</li> <li>Tell the time accurately in Spanish.</li> <li>Learn how to say what they do at the weekend in Spanish.</li> <li>Learn to integrate conjunctions into their work.</li> </ul>	<ul style="list-style-type: none"> <li>Recommended phonics focus: B V CC QU Z</li> <li>B sound in aburrido</li> <li>V sound in voy, veo, divertido &amp; levanto</li> <li>Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable like dor-mir and ge-nial. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to</li> </ul>

## Spanish Curriculum and Progression Map

	<ul style="list-style-type: none"><li>• Present an account of what they do and at what time at the weekend.</li></ul>	<p>last syllable like le-van-to, di-ver-ti-do and a-bu-ri-do.</p> <ul style="list-style-type: none"><li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-cre-í-ble.</li><li>• Silent letters. H is always silent in Spanish as in the word horrible (unless it is a word of foreign origin). It is pronounced orrible</li></ul>
--	---	--

