



Bedford Primary School Progression Map: Suggested Spanish teaching for EYFS – Year 2

Consider delivering & keeping live during registration

Early language (E)-end of LKS2 expectations

SPEAKING:

- Repeat & recall nouns & articles from memory with good pronunciation
- Build up a bank of core vocabulary on topics taught
- Begin to create a short spoken sentences
- Understand & mimic sound patterns

LISTENING:

- Understand very short passages of spoken language
- match language they hear to images & words

READING:

- Understand the gist of a sentence by identifying key words

WRITING:

- Complete missing letters with relative accuracy
- Start to attempt to write short sentences with an article, noun and verb

Intermediate language (I)- end of UKS2 expectations

SPEAKING:

- Recall nouns from memory using correct definite/indefinite article
- Create a longer more complex spoken sentence
- Include verbs, adjectives and conjunctions in spoken sentences
- Recall sound patterns from phonics taught

LISTENING:

- Understand longer passages of spoken language

READING:

- Read short passages & understand most of what they have read

WRITING

- Start writing full sentences with increased accuracy of gender and plurality (el la, los, las, un, una, unos, unas)
- Create & write sentences using word banks

EYFS

By the end of EYFS children will be able to:

Say hello and goodbye
Repeat and recognise some colours
Repeat numbers to 10

LANG ANGELS UNITS - Greetings, colours and numbers

Key vocabulary

Hola (hello)
Adios (goodbye)

1-uno, 2-dos, 3-tres, 4-cuatro, 5- cinco,

Red-**rojo**, yellow - **amarillo**, blue- **azul**, green-**verde**,
orange-**naranja**, purple-**morado**, black-**negro**, white - **blanco**, brown- **marrón**

Year 1

By the end of year 1 children will be able to:

Say hello and goodbye
Say my name
Repeat and recognise some colours
Repeat numbers to 10
LANG ANGELS UNITS - Greetings, colours and numbers

Key vocabulary

1-uno, 2-dos, 3-tres, 4-cuatro, 5- cinco,
6-seis, 7-siete, 8-ochó, 9-nueve, 10-diez

Red-**rojo**, yellow - **amarillo**, blue- **azul**,
green-**verde**, orange-**naranja**, purple-**morado**, black-**negro**, white - **blanco**,
brown- **marrón**

Key sentences

Me llamo Bob (my name is Bob)

Year 2

By the end of year 2 children will be able to:

Say hello and goodbye
Say my name
Say how they are feeling
Know the names of 10 colours
Say numbers to 10
LANG ANGELS UNITS - Greetings, colours and numbers

Key vocabulary

1-uno, 2-dos, 3-tres, 4-cuatro, 5- cinco,
6-seis, 7-siete, 8-ochó, 9-nueve, 10-diez

Red-**rojo**, yellow - **amarillo**, blue- **azul**,
green-**verde**, orange-**naranja**, purple-**morado**, black-**negro**, white - **blanco**,
brown- **marrón**

Key sentences

¿Cómo estás? (How are you?)

Estoy bien/mal (I am well/not good)



Bedford Primary School Progression Map: Year 3 – Year 4

Curriculum Area: Spanish

Year 3

Year 4

FLASHBACK

Alphabet A-Z

Set 1 sounds - CH J Ñ LL RR

Answer register with name - yo me llamo

Colours - Naranja, azul, rojo, Amarillo, verde, gris, blanco, negro, marrón, violeta

Counting to 10 - (cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez)

Respond to 'How are you?' ¿cómo estás? - más o menos, estoy mal, estoy bien

Alphabet A-Z

Set 1 and 2 sounds - CH J Ñ LL RR CA CE CI CO CU

Answer register with name - yo me llamo

Colours - Naranja, azul, rojo, Amarillo, verde, gris, blanco, negro, marrón, morado

Counting to 10 - (cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez)

Respond to 'How are you?' ¿cómo estás? - más o menos, estoy mal, estoy bien

LA Unit

AUTUMN 1

**I am
learning Spanish**

(E)

Objectives

To say, read and write
numbers 0-10

To say, read and write 10
colours

To ask and answer the
question 'How are you?'

Vocabulary

Naranja, azul,
rojo, amarillo, verde, gris,
blanco, negro, marrón,
morado

cero, uno, dos, tres,
cuatro, cinco, seis, siete,
ocho, nueve, diez

Key sentences

Hola - hello, adios-goodbye,
hasta luego - see you soon,

LA Unit

AUTUMN 1

**Fruits
(E)**

Objectives

To say, read and write
the names of 10 fruits

To use los or las for
plurals depending on if
the noun is masculine or
feminine

To identify if a fruit is
masculine or feminine
using Una or Un

To ask and respond to do
you like?

Key vocabulary

pera (pear), manzana
(apple), fresa
(strawberry), cereza
(cherry), naranja

Year

3 & 4

		Buenos dias - good morning Buenas tardes - good afternoon Estoy bién -I'm well, Estoy mal - I'm not good, Más o menos - so so		(orange), ciruelas (plum), kiwi (kiwi), melocotón (peach), plátano (banana), albaricoque (apricot) <u>Key sentences</u> Me gusta / Me gustan... (I like) No me gusta/n... (I do not like) Si me gusta/n... (Yes I like) ¿ Te gusta/n...? (Do you like?)
	AUTUMN 2 Animals (E)	<u>Objectives</u> To say the names of 10 animals To say the sentence 'I am' <u>Vocabulary</u> Un caballo - a horse, un ratón-a mouse, un cerdo - a pig, un león - a lion, un conejo - a rabbit, un pajarero - a bird, una oveja -a sheep, una vaca - a cow, un mono - a monkey, un pato - a duck <u>Key sentences</u> Soy- I am Soy un pato - I am a duck Soy un caballo - I am a horse	AUTUMN 2 I know how to (E)	<u>Objectives</u> To say five verbs in Spanish To say I know how/ I do not know how Use the conjunctions and & but <u>Vocabulary</u> Bailar - to dance, cantar - to sing, saltar - to jump, Cocinar-to cook, patinar - to skate, dibujar- to draw, Nadar-to swim, hablar español- to speak Spanish, tocar un instrumento- to play an instrument, montar en bicicleta- to ride a bike y - and pero - but <u>Key sentences</u> Sé.. (I know how) No sé (I don't know how)
	SPRING 1 Musical instruments	<u>Objectives</u> Determiners: To understand all nouns are either masculine or feminine	SPRING 1 Vegetables (E)	<u>Objectives</u> To say, read and write the names of 10 vegetables

	(E)	Read, write and say 10 instruments with the correct word for 'the', including plurals Read, say and write a short sentence - I play... <u>Key vocabulary</u> La trompeta (the trumpet), la batería (the drums), la guitarra (the guitar), la flauta (the flute), el clarinete (the clarinet), el arpa (harp), el piano, el triángulo (the triangle), el violín, los címbalos (the cymbals) El, La, Los, Las <u>Key sentences</u> Toco (I play)		To use los or las for plurals depending on if the noun is masculine or feminine To identify if a vegetable is masculine or feminine using Una or Un To say I would like To ask, read, write and respond to 'Do you like?' including the negative form <u>Key vocabulary</u> Quisiera - I would like Y - and Berenjena (aubergine), espinaca (spinach), cebolla (onion), calabacine (courgette), tomate (tomato), judías verdes (green bean), guisantes (peas), champiñones (mushrooms), zanahorias (carrots), patatas (potatoes) <u>Key sentences</u> Me gustan... (I like) No me gustan... (I do not like) Si me gustan... (Yes I like) ¿Te gustan...? (Do you like?)
	SPRING 2 I know how .. (E)	<u>Objectives</u> To say five verb in Spanish To say I know how/ I do not know how Use the conjunctions and and but <u>Vocabulary</u> Bailar - to dance, cantar - to sing, saltar - to jump,	SPRING 2 Presenting myself (I)	<u>Objectives</u> To ask, read, write and respond to 'How are you?' To ask, read, write and respond to 'What is your name?' To ask, read, write and respond to 'How old are you/' To ask, read, write and respond to 'Where do you live?'

		Cocinar-to cook, patinar - to skate, dibujar- to draw, Nadar-to swim, hablar espanol- to speak Spanish, tocar un instrumento- to play an instrument, montar en bicicleta- to ride a bike y - and pero - but <u>Key sentences</u> Sé.. (I know how) No sé (I don't know how)		<u>Key vocabulary</u> Espanol/a, Ingles / a, Espanol/a, Irlandes/a, Gales/a, Escocés/a 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- dieciseis, 17- diecisiete, 18- dieciocho, 19 - diecinueve, 20 veinte <u>Key sentences</u> Buenos días - Good morning, Adiós - Goodbye Hasta luego - See you soon, Me llamo- I am called, Estoy bién-I am well, Estoy mal - I am not good, Mas o menos- so so, ¿Cómo te llamas? (What is your name?) Me llamo... (My name is), ¿Cómo estás? (How are you?), Estoy bien (I am fine), Estoy mal (I am not well), Más o menos (OK), ¿Cuántos años tienes? (How old are you?), Tengo.. (I am .. yrs old), Vivo en.. (I live in) ¿Dónde vives? (Where do you live?)
	SUMMER 1 Fruits	<u>Objectives</u> To say, read and write the names of 10 fruits	SUMMER 1 In the classroom	<u>Objectives</u> To respond to the question 'What do you have?' To name 6 classroom objects

	(E) To use los or las for plurals depending on if the noun is masculine or feminine To identify if a fruit is masculine or feminine using Una or Un To ask and respond to do you like? <u>Key vocabulary</u> pera (pear), manzana (apple), fresa (strawberry), cereza (cherry), naranja (orange), ciruelas (plum), kiwi (kiwi), melocotón (peach), plátano (banana), albaricoque (apricot) <u>Key sentences</u> Me gusta / Me gustan... (I like) No me gusta/n... (I do not like) Si me gusta/n... (Yes I like) ¿ Te gusta/n...? (Do you like?)		(I) <u>Key vocabulary</u> Un sacapuntas (a pencil sharpener), un libro (a book), Un cuaderno (an exercise book), Un lápiz (a pencil), Un bolígrafo (a pen), Una goma (a rubber), Una regla (a ruler), Mochila (backpack), unas Tijeras (scissors) una barra de pegamento (glue stick), una calculadora (a calculator), un estuche (a pencil case) <u>Key sentences</u> Tengo (I have), No tengo (I do not have), Qué tienes en tu estuche? (What do you have in your pencil case?) En mi estuche tengo...(In my pencil case I have...), En mi estuche no tengo... (In my pencil case I do not have)
SUMMER 2 Ice creams (E)	<u>Objectives</u> To say ten icecream flavours To ask for a cone/pot of icecream <u>Key vocabulary</u> Un helado de - (an icecream of..) fresa (strawberry), plátano (banana), menta (mint), pistacho, chocolate, café (coffee) limón - lemon, caramel-caramel una bola (a scoop) una tarrina - a tub un cucurucho - a cone <u>Key ssentences</u> Quisiera- I would like	SUMMER 2 The café (I)	<u>Objectives</u> To read, write and respond to the question 'What would you like?' To name 10 items from a café To ask for the bill To perform role play <u>Key vocabulary</u> Por favour (please), Un zumo de naranja (an orange juice), Un café (a black coffee), Un café con leche (a milky coffee), Un té con leche (a tea with milk),

				Un chocolate caliente (a hot chocolate), coca-cola Un bocadillo de queso (a cheese sandwich) Un bocadillo de jamón (a ham sandwich) Un pastel de limón (lemon cake) Unos churros Unos calamares (squid) Una tortilla de patatas (Spanish omelette) Una ensalada mixta (mixed salad) Una paella Una tarta de chocolate (choc cake) Una crema catalana (creme brulee) Unas gambas (king prawns) Unas croquetas (croquettes) Unas patatas bravas (spicy potatoes) <u>Key sentences</u> ¿Qué quieres? (What would you like?) Quiero... (I would like) La cuenta por favour (the bill please)
End of KS2 expectations	• listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing Languages • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.			



Bedford Primary School Progression Map: Year 5 - Year 6

Curriculum Area: Spanish

	Year 5	Year 6
FLASHBACK Year 5 & 6	Alphabet A-Z Set 1 , 2 & 3 sounds - CH J Ñ LL RR CA CE CI CO CU GA GE GI GO GU Answer register with name - yo me llamo Colours - Naranja, azul, rojo, Amarillo, verde, gris, blanco, negro, marrón, morado Counting to 10 - (cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez) Respond to 'How are you?' ¿cómo estás? - más o menos, estoy mal, estoy bien	Alphabet A-Z Set 1 , 2 , 3 & 4 sounds - CH J Ñ LL RR CA CE CI CO CU GA GE GI GO GU B V CC QU Z Answer register with name - yo me llamo Colours - Naranja, azul, rojo, Amarillo, verde, gris, blanco, negro, marrón, morado Counting to 10 - (cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez) Respond to 'How are you?' ¿cómo estás? - más o menos, estoy mal, estoy bien
	LA Unit	LA Unit
	PRESENTING MYSELF - ME PRESENTO (I)	
	AUTUMN 1 Year 5 & 6 ME PRESENTO	Objectives To ask, read, write and respond to 'How are you?' To ask, read, write and respond to 'What is your name?' To ask, read, write and respond to 'How old are you?' To ask, read, write and respond to 'Where do you live?' Key vocabulary Espanol/a, Ingles / a, Espanol/a, Irlandes/a, Gales/a, Escocés/a 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- dieciseis, 17- diecisiete, 18- dieciocho, 19 - diecinueve, 20 veinte Key sentences Buenos días - Good morning, Adiós - Goodbye Hasta luego - See you soon, Me llamo- I am called, Estoy bién-I am well, Estoy mal - I am not good, Más o menos- so so, ¿Cómo te llamas? (What is your name?) Me llamo... (My name is), ¿Cómo estás? (How are you?), Estoy bien

		(I am fine), Estoy mal (I am not well), Más o menos (OK), ¿Cuántos años tienes? (How old are you?), Tengo.. (I am .. yrs old), Vivo en.. (I live in) ¿Dónde vives? (Where do you live?)
LA FAMILIA (I) Y5 Focus: key vocabulary for family members with determiners (el/la, los/las Mi tu su Lessons 1-3 Y6: Key Vocab plus Key sentences	Year 5 Objectives To use El/ La Los/Las Mi/Mis to identify feminine, masculine , possessive and plural nouns To name key members of the family Key vocabulary La familia (the family), La mama (the mother), La abuela (the grand mother), La tía (the Auntie), La hija (the daughter), El hijo (the son), Una hermana / La hermana (a / the sister), Un hermano / El hermano)a / the brother), El tío (the uncle), El papa (the father), El abuelo (the grand father), Los padres (the parents), Los abuelos (the grand parents), Mi / Mis (my) Year 6 Objectives: recap and build on with Key sentences To ask, read, write and respond to 'Do you have a...?' 'What is he / she called?' ¿Cómo se llama? (What is he / she called/) Él se llama (He is called) Ella se llama (She is called) ¿Tienes un hermano? (Do you have a brother?) ¿Tienes una hermana? (Do you have a sister?) Sí, tengo un hermano (Yes I have a brother) Sí, tengo una hermana (yes I have a sister) Sí, tengo dos hermanos(yes I have 2 brothers) Sí, tengo dos hermanas (yes I have 2 sisters) No, soy hijo único(No I am an only son) No, soy hija única (No I am an only daughter)	
SPRING 1 Qué tiempo hace (I)	Objectives To be able to describe the weather To apply this vocabulary to the weather around Spain Key vocabulary ¿Qué tiempo hace? What is the weather? Hace frío. It is cold. Está lloviendo. It is raining. Hace calor. It is hot. Está nevando. It is snowing. En el norte de España... In the north of Spain... Hay tormenta. There is a storm. En el sur de España... In the south of Spain... Hace sol. It is sunny. En el centro de España... In the centre of Spain... Hace mucho viento. It is windy. En el oeste de España... In the west of Spain... Hace buen tiempo. The weather is fine. En el este de España... In the east of Spain... Hace mal tiempo. The weather is not good. el clima the weather	
SPRING 2 La Ropa	Objectives To learn to read and say 10 items of clothing	

	(I)	To use uno / unas as 'some' To correctly use 'my' (passive adjective) Recap my home - one lesson To read, write and say My blue shirt etc. To construct, say, read and write sentences using vocabulary from the topic <u>Key vocabulary</u> La ropa (The clothes), Unos pantalones (a pair of trousers), Unos pantalones cortos (a pair of shorts), Un traje de baño (swim wear), Un suéter (jumper), Una camiseta (t shirt), Un abrigo (coat), Un vestido (dress), Una bufanda (scarf), Una falda (skirt), Unos calcetines (Pair of socks), Unos zapatos (pair of shoes), Unas gafas (sunglasses) unas medias (tights) unas botas (boots) unas sandalias (sandals) unos guantes (gloves) una gorra (a hat) una chaqueta (a jacket), a camisa (a shirt) una corbata (a tie) Colour names <u>Key sentences</u> Para la escuela llevo...(for school I wear..), Cuando hace buen tiempo llevo... (When it is nice weather I wear), Cuando nieva llevo... (when it snows I wear..), Llevo (I wear), Tú llevas (You wear), Él lleva (He wears), Ella lleva (She wears)	
	SUMMER 1 The café (I)	<u>Objectives</u> To read, write and respond to the question 'What would you like?' To name 10 items from a café To ask for the bill To perform role play <u>Key vocabulary</u> Por favour (please), Un zumo de naranja (an orange juice), Un café (a black coffee), Un café con leche (a milky coffee), Un té con leche (a tea with milk), Un chocolate caliente (a hot chocolate), coca-cola Un bocadillo de queso (a cheese sandwich)	SUMMER 1 En el colegio (P) <u>Objectives</u> To say the names of 10 subjects To express which subjects you like or don't like <u>Vocabulary</u> Las asignaturas - the subjects La informática - ICT, La historia, La musica, La geografía, La educación física, el inglés, el español, el arte, las matemáticas, Las ciencias, El/la Los/las Me gusta/Me gustan.. Te gusta/Te gustan.. <u>Key sentences</u> Me gusta/Me gustan..

		Un bocadillo de jamón (a ham sandwich) Un pastel de limón (lemon cake) Unos churros Unos calamares (squid) Una tortilla de patatas (Spanish omelette) Una ensalada mixta (mixed salad) Una paella Una tarta de chocolate (choc cake) Una crema catalana (creme brulee) Unas gambas (king prawns) Unas croquetas (croquettes) Unas patatas bravas (spicy potatoes) <u>Key sentences</u> ¿Qué quieres? (What would you like?) Quiero... (I would like) La cuenta por favour (the bill please)		Te gusta/Te gustan.. <u>Key sentences</u> Me gusta el arte No me gusta la Geografia Extension: pero/ porque/y
	SUMMER 2 En el colegio (P)	<u>Objectives</u> To say the names of 10 subjects To express which subjects you like or don't like <u>Vocabulary</u> Las asignaturas - the subjects La informática - ICT, La historia, La musica, La geografía, La educación física, el inglés, el español, el arte, las matemáticas, Las ciencias, El/la	SUMMER 2 The Café (I)	<u>Objectives</u> To read, write and respond to the question 'What would you like?' To name 10 items from a café To ask for the bill To perform role play <u>Key vocabulary</u> Por favour (please), Un zumo de naranja (an orange juice), Un café (a black coffee), Un café

		Los/las Me gusta/Me gustan.. Te gusta/Te gustan.. <u>Key sentences</u> Me gusta/Me gustan.. Te gusta/Te gustan.. <u>Key sentences</u> Me gusta el arte No me gusta la Geografía Extension: pero/ porque/y		con leche (a milky coffee), Un té con leche (a tea with milk), Un chocolate caliente (a hot chocolate), coca-cola Un bocadillo de queso (a cheese sandwich) Un bocadillo de jamón (a ham sandwich) Un pastel de limón (lemon cake) Unos churros Unos calamares (squid) Una tortilla de patatas (Spanish omelette) Una ensalada mixta (mixed salad) Una paella Una tarta de chocolate (choc cake) Una crema catalana (creme brulee) Unas gambas (king prawns) Unas croquetas (croquettes) Unas patatas bravas (spicy potatoes) <u>Key sentences</u> ¿Qué quieres? (What would you like?) Quiero... (I would like) La cuenta por favour (the bill please)
OPTIONAL EXTRA Ice creams (E)	<u>Objectives</u> To learn ten icecream flavours To ask for a cone/pot of icecream <u>Key vocabulary</u> Un helado de - (an icecream of..) fresa (strawberry), plátano (banana), menta (mint), pistacho, chocolate , café (coffee) limón - lemon, caramel-caramel, una bola (a scoop) una tarrina - a tub un cucurucho - a cone <u>Key sentences</u> Quisiera- I would like			