



Spanish Topic Overviews and Progression Grids



Lower Key stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Meet and greet	My body	Time to eat	The people around me	All about school	Tell me when
Year 4	My Town	Let's go	Shopping	The wider world	My routine	Free time
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year ¾ Cycle A	Meet and greet	My body	Time to eat	Let's go	The wider world	Free time
Year ¾ Cycle B	The people around me	All about school	Tell me when	My town	Shopping	My routine

Upper Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	All about me	The way we look	Eating out	My world	In the classroom	Our past
Year 5/6 Cycle A	All about me	Eating out	In the classroom	At the shops	What time?	Our wonderful world
Year 5/6 Cycle B	All about me	The way we look	Our past	Exploring a Spanish town	Discovering Spain	To the next adventure
Year 6	Exploring a Spanish town	At the shops	Discovering Spain	At what time?	Our wonderful world	To the next adventure

	Autumn 1	Autumn 2
Year 3	Meet and Greet	My Body
Key Learning	Key learning includes: • greetings • introducing yourself • saying how you feel • numbers 0-10 • saying your age • using formal and informal language	Key learning includes: • classroom instructions • body parts • action words • colours • clothes • using 'un' and 'una' for masculine and feminine nouns • using 'y' to join words in a list
National Curriculum Links	Pupils should be taught to: • engage in conversations, ask and answer questions; • listen attentively to spoken language and show understanding by joining in and responding; • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; • appreciate stories, songs, poems and rhymes in the language; • speak in sentences, using familiar vocabulary, phrases and basic language structures	Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding; • read carefully and show understanding of words, phrases and simple writing; • appreciate stories, songs, poems and rhymes in Spanish; • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; • understand basic grammar of feminine and masculine nouns.
	Spring 1	Spring 2
	Time To Eat	The People Around Me
Key Learning	Key learning includes: • food • asking for food, including 'please' and 'thank you' • likes and dislikes • colours and sizes • using 'el/la/los/las' to mean 'the' • using 'me gusta' and 'me gustan' correctly • spelling adjectives correctly according to number and gender of the nouns	Key learning includes: • introducing family members • pets • the alphabet • asking how words are spelt • rooms of the house • using 'mi' to mean 'my' • using the correct form of 'tener' to ask and answer questions • using 'se llama' to name a person
National Curriculum Links	Pupils should be taught to: • appreciate stories, songs, poems and rhymes in the language;	Pupils should be taught to: • present ideas and information orally to a range of audiences;

	• understand key features and patterns of basic grammar; • describe people, places, things and actions orally and in writing; • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	• understand basic grammar appropriate to the language being studied (conjugation of high-frequency verbs); • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; • write phrases from memory, and adapt these to create new sentences; • engage in conversations; ask and answer questions.
	Summer 1	Summer 2
	All About School	Tell Me When
Key Learning	Key learning includes: • classroom objects • asking where things are • subjects • likes and dislikes • PE verbs and giving/following commands • places around school • school activities • converting 'el' to 'un' and 'la' to 'una'	Key learning includes: • counting from 11-31 • days • months • birthdays • dates and using a calendar • using different tenses
National Curriculum Links	Pupils should be taught to: • speak in sentences, using familiar vocabulary, phrases and basic language structures; • engage in conversations; ask and answer questions; express opinions and respond to those of others; • listen attentively to spoken language and show understanding by joining in and responding; • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English;	Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding; • read carefully and show understanding of words, phrases and simple writing; • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; • speak in sentences, using familiar vocabulary, phrases and basic language structures; • present ideas and information orally to a range of audiences.

	• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	
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	Autumn 1	Autumn 2
Year 4	My Town	Let's Go
Key Learning	Key learning includes: • Spanish towns and cities • places in a town • counting in tens • counting to 100 • saying your address • features of a town/countryside • using a bilingual dictionary	Key learning includes: • types of transport/ways of travelling • asking and answering about how you get to school • give/respond to directional instructions • parts of the body • places around town • read and say words containing the Spanish spellings 'ga', 'ge', 'gi', 'go', 'gu' pronounced /h/ or /g/ • identify masculine/feminine nouns using 'un/una' • using 'al' with masculine nouns and 'a la' with feminine ones • matching a verb form to its subject
National Curriculum Links	Pupils should be taught to: • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; • listen attentively to spoken language and show understanding by joining in and responding; • present ideas and information orally to a range of audiences; • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Pupils should be taught to: • present ideas and information orally to a range of audiences; • understand basic grammar appropriate to Spanish (conjugation of high-frequency verbs); • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; • describe people, places, things and actions orally and in writing; • engage in conversations; ask and answer questions.
	Spring 1	Spring 2
	Shopping	The Wider World

Key Learning	Key learning includes: • fruit and vegetables • clothes • shops • colours • shopping questions and answers • numbers to 100 • changing 'un' to 'unos' and 'una' to 'unas' for plural nouns • spelling adjectives correctly according to number and gender of the nouns • using the appropriate pronoun 'lo', 'la', 'los' or 'las'	Key learning includes: • countries • compass points • continents • animals • applying the rule where 'a' followed by 'el' changes to 'al' and 'de' followed by 'el' changes to 'del' • say a sentence in the past tense using 'Vi...'
National Curriculum Links	Pupils should be taught to: • engage in conversations, ask and answer questions; express opinions and respond to those of others; • understand basic grammar rules appropriate to Spanish, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; • speak in sentences, using familiar vocabulary, phrases and basic language structures.	Pupils should be taught to: • speak in sentences, using familiar vocabulary, phrases and basic language structures; • write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • understand basic grammar rules appropriate to Spanish, how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
	Summer 1	Summer 2
	My Routine	Free Time
Key Learning	Key learning includes: • o'clock and half past • daily routine • matching analogue and digital times • understanding a television schedule • quarter past and quarter to • the school timetable - times and subjects • counting in fives • starting a sentence with a time connective • choosing the correct word (antes or después) when comparing two subjects	Key learning includes: • months • seasons • weather • holiday destinations • sports and hobbies • likes and dislikes • using 'es' and 'son' in sentences • using 'a' (to) and 'en' (by) in my sentences
National Curriculum Links	Pupils should be taught to: • speak in sentences, using familiar vocabulary, phrases and basic language structures; • engage in conversations, ask and answer questions;	Pupils should be taught to: • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences;

	• read carefully and show understanding of words, phrases and simple writing; • listen attentively to spoken language and show understanding by joining in and responding.	• speak in sentences, using familiar vocabulary, phrases and basic language structures; • read carefully and show understanding of words, phrases and simple writing; • present ideas and information orally to a range of audiences; • engage in conversations; ask and answer questions; express opinions and respond to those of others.
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Year ¾ Cycle A

Autumn 1: Year 3: Unit 1 – Meet and Greet

Autumn 2: Year 3: Unit 2 – My Body

Spring 1: Year 3: Unit 3 – Time to Eat

Spring 2: Year 4: Unit 2 – Let's Go!

Summer 1: Year 4: Unit 4 – The Wider World

Summer 2: Year 4: Unit 6 – Free Time

In Cycle A no prior knowledge is necessary for children to access the units of work in this order

Year ¾ Cycle B

Before The People Around Me, children will need an understanding of basic greetings in Spanish.

Autumn 1: Year 3: Unit 4 – The People Around Me

Autumn 2: Year 3: Unit 5 – All About School

Before Tell Me When, children will need an understanding of the numbers from 0-10.

Spring 1: Year 3: Unit 6 – Tell Me When

Spring 2: Year 4: Unit 1 – My Town

Before Shopping, children will need an understanding of the words for colours.

Summer 1: Year 4: Unit 3 – Shopping

Summer 2: Year 4: Unit 5 – My Routine

Upper KS2 Progression Grids

	Autumn 1	Autumn 2
Year 5	All About Me	The Way We Look
Key Learning	Key learning includes: • alphabet pronunciation and spelling in Spanish • hobbies and activities • family members and pets • jobs and careers • using 'y' and 'pero' to link two sentences together • using 'ir' plus the infinitive to form sentences in the future tense	Key learning includes: • body parts • identifying verbs • clothes • feelings and emotions • using the verb 'estar' • using 'lleva' to say what someone is wearing • using adjectives in the correct place in a sentence • spelling adjectives correctly according to the number and gender of nouns
National Curriculum Links	Pupils should be taught to: • present ideas and information orally to a range of audiences; • understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; • read carefully and show understanding of words, phrases and simple writing; • speak in sentences, using familiar vocabulary, phrases and basic language structures; • engage in conversations; ask and answer questions	Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding; • speak in sentences, using familiar vocabulary, phrases and basic language structures; • describe people, places, things and actions orally and in writing; • understand basic grammar appropriate to the language being studied; • key features and patterns of the language; how to apply these.
	Spring 1	Spring 2
	Eating Out	My World
Key Learning	Key learning includes: • drinks • days and time — half past and o'clock • expressing my opinion about food and drink • ordering food and drink • using 'Quisiera...' • using 'me gusta...' and 'no me gusta...' • spelling adjectives correctly according to the number and gender of nouns	Key learning includes: • family • animals • houses and furniture • using possessive determiners • spelling adjectives correctly according to the number and gender of nouns • asking and answering the question '¿Dónde vives?' using adjectives • using a bilingual dictionary

	• asking the question '¿Qué quieres beber?' and answer starting with 'Quisiera...'	• joining two sentences using an appropriate conjunction
National Curriculum Links	Pupils should be taught to: • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; • read carefully and show understanding of words, phrases and simple writing; • understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; • write phrases from memory, and adapt these to create new sentences, to express ideas clearly; • speak in sentences, using familiar vocabulary, phrases and basic language structures; appreciate songs, stories, poems and rhymes in the language.	Pupils should be taught to: • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; • understand basic grammar appropriate to the language; • present ideas and information orally to a range of audiences; • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; • describe people, places, things and actions orally and in writing; engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
	Summer 1	Summer 2
	In The Classroom	Our Past
Key Learning	Key learning includes: • classroom objects • pencil case items • school subjects • classroom actions • shapes • choosing between 'está' and 'están' • using 'al lado de' to say where something is • explaining that 'de' followed by 'el' becomes 'del' • using the adverb 'más'	Key learning includes: • counting and recognising numbers above 1,000 • naming some key historical Spanish facts • saying when you were born • using 'tener' correctly • using the correct form of the verb 'nacer' • using the correct verb tense and time expression when saying the date

	• saying where something is using the correct preposition language and verb form	
National Curriculum Links	Pupils should be taught to: • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build new sentences; and how these differ from or are similar to English; • read carefully and show understanding of words, phrases and simple writing; • speak in sentences, using familiar vocabulary, phrases and basic language structures; • engage in conversations; ask and answer questions.	Pupils should be taught to: • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar material; speak in sentences using familiar vocabulary, phrases and basic language structures; • understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; • speak in sentences, using familiar vocabulary, phrases and basic language structures.

	Autumn 1	Autumn 2
Year 6	Exploring A Spanish Town	At The Shops
Key Learning	Key learning includes: • Spanish cities • places in a town • labelling a map • identifying adjectives • recognising different forms of the verb 'to live' • using 'de la' with feminine nouns and the contraction 'del' with masculine nouns • using the conjunction 'porque'	Key learning includes: • greetings/basic phrases • shopping list • shops • clothes • colours • numbers 0-500 • money • identifying the correct form of the verb 'to buy' in a sentence • using a dictionary to find the meaning of new words • spelling adjectives correctly according to the number and gender of nouns • using adjectives in the correct order
National Curriculum Links	Pupils should be taught to: • understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; • present ideas and information orally to a range of audiences;	Pupils should be taught to: • engage in conversations; ask and answer questions, express opinions and respond to those of others; • listen attentively to spoken language and show understanding by joining in and responding;

	• describe people, places, things and actions orally* and in writing; • write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	• develop accurate pronunciation and intonation so that others can understand.
	Spring 1	Spring 2
	Discovery Spain	At What Time?
Key Learning	Key learning includes: • countries • distances • four-digit numbers • directions and compass points • what to do in Madrid • famous Spanish people • using a bilingual dictionary to find the translation of words	Key learning includes: • time - o'clock, half past, quarter past, quarter to, a.m. and p.m., 5 minute intervals, 24 hour clock • reading and interpreting airport arrivals and departures board • identifying key activities at a hotel • making sentences using the correct adverb and verb ('está' or 'están')
National Curriculum Links	Pupils should be taught to: • write phrases from memory, and adapt these to create new sentences to express ideas clearly; • engage in conversations; ask and answer questions; • broaden their vocabulary and develop their ability to understand new words; • describe people, places, things and actions in writing; • appreciate stories, songs, poems and rhymes.	Pupils should be taught to: • speak in sentences, using familiar vocabulary, phrases and basic language structures; • describe people, places, things and actions orally and in writing; • understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; • read carefully and show understanding of words, phrases and simple writing; • engage in conversations; ask and answer questions.
	Summer 1	Summer 2
	Our Wonderful World	To The Next Adventure
Key Learning	Key learning includes: • identifying environmental challenges • identifying actions we could take to help the planet • using the correct form of the near future tense to match the subject of the sentence • using 'pienso que...' and the near future to say what people might do • linking sentences with 'y', 'también' and 'pero'	Key learning includes: • countries • learning vocabulary • pronunciation • culture • reading/writing/speaking/listening skills • using a bilingual dictionary • using nouns, adjectives and adverbs correctly • using high-frequency verbs in Spanish

		• using different verb forms to refer to past, present and future
National Curriculum Links	Pupils should be taught to: • broaden vocabulary and develop ability to understand new words; • speak in sentences, using familiar vocabulary, phrases and basic language structures; • listen attentively to spoken language and show understanding by joining in and responding; • describe people, places, things and actions orally and in writing; • write phrases from memory, and adapt these to create new sentences, to express ideas clearly; • present ideas and information orally to a range of audiences	Pupils should be taught to: • develop accurate pronunciation and intonation so that others can understand; • appreciate stories, songs, poems and rhymes; • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; • listen attentively to spoken language and show understanding by joining in and responding; • read carefully and show understanding of words, phrases and simple writing; • understand basic grammar appropriate to the language being studied.

Year 5/6

Cycle A

Autumn 1: Year 5: Unit 1 — All About Me

Autumn 2: Year 5: Unit 3 — Eating Out

Spring 1: Year 5: Unit 5 — In the Classroom

Spring 2: Year 6: Unit 2 — At the Shops

Summer 1: Year 6: Unit 4 — At What Time?

Summer 2: Year 6: Unit 5 — Our Wonderful World

Cycle B

Autumn 1: Year 5: Unit 2 — All About Me

Autumn 2: Year 5: Unit 4 — The Way We Look

Spring 1: Year 5: Unit 6 — Our Past

Spring 2: Year 6: Unit 1 — Exploring a Spanish Town

Summer 1: Year 6: Unit 3 — Discovering Spain

Summer 2: Year 6: Unit 6 — To the Next Adventure

