

Learning Journey:

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>Children will be able to understand basic instructions in the classroom and respond to them.</p> <p>They will listen to songs and that will help them with their pronunciation.</p>	<p>Children will learn how to respond to extra instructions.</p> <p>They will learn more songs and now they should be able to answer a few basic questions in Spanish (How are you, is that red, is that a lion?).</p>	<p>Carry on their listening skills by listening to some stories that they are familiar with and will try to respond to questions to engage themselves in the story.</p> <p>To confidently listen to the date and be able to identify it.</p> <p>To confidently point a word by listening to it.</p> <p>To be able to answer a few more questions such as how old they are or</p>	<p>Can answer basic questions about themselves.</p> <p>To be able to spell the words and some sounds by listening to the teacher.</p> <p>Can recall key phonics words (and gestures), and say them aloud with good pronunciation.</p>	<p>Can understand and respond to a range of familiar spoken words and short phrases.</p> <p>Can join in the re-telling/playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.</p> <p>Can recognise key sounds and words that rhyme.</p>	<p>Can join in with familiar short songs, rhymes or poems, or parts of them.</p> <p>Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p>Can ask and answer simple questions on the current topic.</p>	<p>Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</p> <p>Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.</p> <p>Can answer simple questions on a</p>

			where they are from.		<p>Can match key sounds and words that rhyme.</p> <p>Can listen to a person describing personal information and understanding most of the information provided.</p>		few very familiar topics, including expressing opinions and responding to those of others.
Reading		They can read basic instructions and also drag the correct word by reading it to the correct picture.	They would be able to drag the correct word by reading it to the correct picture.	<p>They can read some basic sentences with vocabulary and structures that they previously learned and be able to translate them and use them in a secure context.</p> <p>Can read key words (and gestures), and read them</p>	<p>Can read and understand a range of familiar written phrases.</p> <p>Can read some text and be able to answer basic instructions related to the vocabulary that they previously learned.</p>	<p>Can read short phrases accurately that contain mostly familiar language.</p> <p>Can spot new words introduced into short sentences made up of familiar material and use the surrounding</p>	<p>Can read words and phrases from my oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.</p> <p>Can understand a short text made</p>

				aloud with good pronunciation.		words to guess their meaning. Can use alphabetical order confidently.	up of short sentences with familiar language on a familiar topic. Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.
Writing		To write basic words, such as three colours and three animals. To write also merry Christmas card.	Not only will they be able to listen to stories but later they will try to write down some sentences carrying on with it. They can write down the date, some colours, numbers and animals.	They can write some sentences about themselves without support. They can write sentences describing how they go to different places in the city changing masculine or	Can write simple words and several short phrases from memory with understandable spelling (especially information about themselves).	Can write words, phrases and short simple sentences from my own repertoire from memory with understandable spelling. Can change a range of single elements in sentences to create new	Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling. Can write sentences on a few topics using a model,

				<p>feminine accordingly.</p> <p>Can write sentences about their families with support.</p>	<p>Can substitute one element in a simple phrase or sentence to vary the meaning. E.g the colour, adjective or noun.</p> <p>Can use indefinite articles in singular and plural and definite articles in both singular and plural.</p> <p>Can use adjectives (agreement and position) with more confidence and write sentences using them.</p>	<p>sentences (e.g. change the noun or adjective or verb or qualifier).</p> <p>Can use the definite article with verbs of like / dislike.</p> <p>Understands and can use devices to make verb forms negative.</p> <p>Shows some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English.</p>	<p>e.g. a writing frame.</p> <p>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p> <p>Can use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.</p> <p>Can use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors</p>
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							and omissions in independent use Can use subordinating connectives (but, because and also)
Speaking	To sing songs and ask how are you.	To go around asking how they are, what fruit do they like and asking their name.	Asking basic questions with support such as how old they are, where are they from what is their favourite hobby and colour, describe the colour of eyes and hair. Give basic instructions to their partner.	Can ask to their partners questions confidently: Where are they from, how old they are, what is their favourite colour and hobby. Can say and ask their birthdays and the date. Can ask and say how they can go to different places in the city.	Ask questions confidently related to the vocabulary that they are learning. Confidently ask questions related to the lessons to solve a problem (What does it mean, How do you spell it?).	Can ask and answer simple questions on the current topic. Can adapt models successfully to give my own information, including simple questions, by replacing and choosing my own individual words. Can use several short phrases and	Can ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others. Can answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others. Can use a repertoire of

						<p>questions in predictable classroom interactions.</p> <p>Can produce some short phrases within a familiar topic, with good pronunciation.</p>	<p>classroom language with teacher and peers.</p> <p>Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.</p>
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Learning Journey:							
Topic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cultural and geographical references.	<p>Learn a Christmas song in Spanish.</p> <p>Sing happy birthday song in Spanish.</p> <p>Watch a video about Day of</p>	<p>Sing a Christmas song in Spanish and write a Happy Christmas card.</p> <p>Watch a video about day of the dead celebration and</p>	<p>Learn some Spanish speaking countries and differences with other cultures.</p> <p>Colour in Spanish an Easter egg.</p>	<p>Learn some basic words related to the Day of the dead and sing a song using those words.</p> <p>Colour a Day of the dead altar</p>	<p>To learn all the countries that speak Spanish and try to place them in a world map.</p> <p>Learn the continents where Spanish</p>	<p>Fill the gaps of a traditional Spanish song: La Bamba.</p>	<p>Do a project about Spanish speaking countries. They will choose a country and they will have to do the project in Spanish.</p>

	the dead celebration in Mexico and listen to a song.	colour a traditional skull.	Learn some basic words related to the Day of the dead celebration and sing a song Learn about Picasso and his art and put in practise the shapes and colours that we previously learned..	with some instructions in Spanish.	is spoken. Talk about traditional food in Spanish speaking countries.		Learn a traditional song from the Day of the Dead and sing along. Read some basic text about Hispanic traditions and celebrations.
Animals	Learn a song with animals in Spanish. Listen to the animal and make its sound.	Learn a song with animals in Spanish. Listen to the animal and make its sound.	To read and understand the story 'Dear Zoo' in Spanish - Querido Zoo To sing "en la granja de pepito" and refresh animals in the farm and their sounds.	To focus on the animals from the farm and learn masculine, feminine gender and also plurals. Write down the places where those animals live using HAY.	To refresh animals from the farm and learn the products that they produce in Spanish.	Refresh animals and learn new ones.Listen a song about them and habitats and produce a text describing animals and habitats.	They can write about animals in the project about Spanish speaking countries.

			To listen to the story Brown Bear - Oso marrón and learn the colour together with an animal.				
Fruits and food	Learn some fruits and dance a song to enjoy them	Refresh the fruits that we learned previously and add some colours with them.	Refresh the fruits and learn some more and later talk about likes and dislikes. Learn some food that is healthy and unhealthy. Learn how to say I am hungry and thirsty.	Add to the food their gender and write their plurals. Refresh likes and dislikes, ask questions about it and use a new connector of contrast (pero).	Learn different meals of the day and new food vocabulary. Produce a menu in Spanish and learn some traditional food from Spanish speaking countries. Create a role play where you need to order some food from a restaurant.	Listen to the story about the Hungry caterpillar and answer some comprehension questions in Spanish about it. Write the story without any help (SEND and lower abilities children will have support on that) Use connectors such as Pero or porque in sentences.	Identify likes and dislikes and connectors related to food in a more complex text.

Hobbies	Follow some basic instructions such as Jump and run.		Learn hobbies in Spanish and be able to focus on their correct pronunciation. Ask children what are the hobbies that like or dislike.		To be able to write down some activities that they do during the week in Spanish and ask their partner about their activities.	<p>Can produce and perform a rap and role play in pairs (I am a music man).</p> <p>Can use their musical skills to relate this to language learning.</p> <p>Can talk about different music genres in simple Spanish and why they like it.</p>	Write down in their project about a third person whose hobbies are their favourites.
Parts of the body and personal features.	Listen some of the parts of the body in a song		<p>Learn the basic parts of the face and be able to identify them.</p> <p>Learn other parts of the body by listening to a song and be able to touch the part they</p>	<p>Identify different parts of the body and describe them.</p> <p>Learn basic descriptions using colours and sizes.</p> <p>Describe their colour of hair and eyes with</p>	<p>Revise the parts of the face.</p> <p>Learn new parts of the body.</p> <p>Describe a monster using third person (Tiene o no tiene). Ask</p>	Use some parts to describe animals.	<p>Use some adjectives to describe characteristics of some people.</p> <p>Compare people using the adjectives that we learned.</p>

			mention.	matching adjective	questions to the partner to know how to draw a monster. Practise matching adjectives with nouns according to gender and number.		
Personal information and feelings.	Learn how to say your name.	Identify your birthday among a list and be listening it.	To be able to say how are you feeling, say your age and your name. Ask people their name and age. To learn some members of the family.	Refresh personal information that we learned in the past. To ask for people's birthdays. Listen to a song and understand the personal information that they shared. Introduce their name, age, nationality,	Refresh how to ask for personal information. To write down sentences about themselves without any support and help (SEND will have support if needed). PROJECT	Refresh personal information and ask information to others. Introduce a friend using the third person. Describe more feelings to talk about themselves and ask to people. Talk about their daily routine activities.	Describe famous people using 3rd person.

				<p>favourite colour and birthday.</p> <p>To write down sentences describing their families.</p>			
Places in the city and ways of transport.	Sing a song about ways of transport.	Sing a song about ways of transport and add some characteristics such as slow or fast.	To revise ways of transport and add some places in the city and basic directions such as right and left.	<p>Describe which transport we use to come to school and other places or Spanish speaking countries.</p> <p>Use the places in the city with gender.</p>		<p>Listen to a song that describes a city and answer some comprehension questions.</p> <p>Learn more places in the city and be able to describe Hackney by using quantitative adjectives.</p> <p>Use connectors of contrast and addition to write more complex sentences.</p>	<p>To revise some basic directions and be able to give basic directions to find places in the city.</p> <p>Ask and give commands.</p>
Instructions and greetings	Learn to say basic greetings	Respond to basic questions	Learn different ways to reply	To ask basic permissions in	To learn how to use instructions	To use independently	To use independently

	<p>and respond to them</p> <p>Understand basic instructions such as: sit down, stand up and listen.</p>	<p>and greetings.</p> <p>To be able to ask a partner how do they feel.</p>	<p>how they fell.</p> <p>Do the register in Spanish confidently depending on the part of the day.</p>	<p>the classroom such as: water and toilet.</p>	<p>and basic questions in the classroom.</p> <p>(What does it mean, how do you say, can you repeat?)</p> <p>To confidently ask to go to the toilet in Spanish.</p> <p>To learn some more farewells.</p>	<p>the questions in the classroom and use them in order to get what they want.</p>	<p>the questions in the classroom and use them in order to get what they want.</p>
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