

# St Helena's Church of England Primary School

## KS2 Spanish Language Progression Framework



### Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### Aims

The national curriculum for languages aims to ensure that all pupils:

- ♣ understand and respond to spoken and written language from a variety of authentic sources
- ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- ♣ discover and develop an appreciation of a range of writing in the language studied.

Lockdown learning	2020-21 All KS2	2021-22 All KS2		
	LKS2 Year A	LKS2 Year B	UKS2 Year A	UKS2 Year B
<b>Context</b>	<p><b>Unit 1: Así soy yo</b> Saying my name Describing myself Saying my age Saying which month my birthday is in Finding out about the use of capital letters on the months</p> <p><b>Unit 2: ¿Dónde vives?</b> Saying which Spanish-speaking country you live in Saying your nationality Saying what languages you speak Using negative verbs with no Recap of age Recap of saying your name Finding out about the use of capital letters on nationalities</p>	<p><b>Unit 3: Eso, ¿qué es?</b> Identifying objects understanding grammatical gender describing masculine and feminine nouns with some adjectives adjectival position (after the noun) saying what animal it is or isn't using es and no es creating strange animals using the conjunction y</p> <p><b>Unit 4: Me visto</b> Saying the names of Clothes Understanding the difference between singular and plural Describing masculine, feminine and plural nouns adjectival position</p>	<p><b>Unit 5. Describo un monstruo</b> Describing masculine, feminine and plural parts of the head and face using colours and size/shape adjectives using intensifiers muy and bastante using the 3rd person forms tiene, es to describe a monster</p> <p><b>Unit 6: ¡A comer!</b> Talking about food Giving your opinions of drinks Giving the opinions of other people about foods Saying you or someone else is hungry, hot or cold Saying what you want to have Joining your sentences with conjunctions definite articles</p>	<p><b>Unit 7: Hago deporte</b> Saying the sports you do and play Saying the sports you don't do or play Giving your opinions of Sports</p> <p><b>Unit 8: Mi pueblo</b> Saying what places there are and aren't in your town Describing the places in your town Saying where you go in your town Saying how you get to different places in your town Giving opinions of the places in town and using adjectives to explain the opinions</p>

Grammar	<p>Unit 1 tengo soy es me llamo masculine and feminine adjectives (o&gt;a, adding a)</p> <p>Unit 2 (no) hablo (no) soy (no) vivo en tengo masculine and feminine adjectives (o&gt;a, adding a)</p>	<p>Unit 3 nouns gender indefinite articles un/una (no) es adjectival agreement m.sg. and f.sg. (o&gt;a, no change) conjunction y</p> <p>Unit 4 indefinite articles un, una (unos, unas) gender adjectival agreement singular and plural (o&gt;a,os,as, adding s) (no) tengo (no) es</p>	<p>Unit 5 tiene es intensifiers muy and bastante adjectival agreement (o&gt;a,os,as, e&gt;es, a&gt;as, adding es) definite articles el, la, los, las conjunctions y and también</p> <p>Unit 6 me encanta(n), le encanta(n) (no) me gusta(n), (no) le gusta(n) odio / odia tengo hambre / tiene hambre tengo calor / tiene calor tengo frío / tiene frío quiero / quiere conjunctions y, pero, también, sin embargo</p>	<p>Unit 7 a + el (no) juego (no) hago me encanta(n) (no) me gusta(n) odio</p> <p>Unit 8 (no) hay voy notion of gender indefinite articles definite articles pluralisation numbers adjectival agreement (masculine, feminine, singular, plural) a + el, la</p>
Vocabulary	Unit 1 tengo...años months	Unit 3 nouns: pets: perro, gato,	Unit 5 grande, pequeño, largo,	Unit 7 playing sports: fútbol,

	<p>mi cumpleaños es en...</p> <p><b>adjectives:</b> alto, bajo, inglés, escocés, galés, irlandés</p> <p><b>question forms</b> ¿cómo te llamas? ¿cuántos años tienes?</p> <p>¿cómo eres? ¿cuándo es tu cumpleaños?</p> <p>Unit 2 español(a) británico/a, mexicano/a, hondureño/a, chileno/a, boliviano/a en el Reino Unido, en España, en México, en Honduras, en Chile, en Bolivia inglés numbers tengo...años question form: ¿dónde vives? / ¿de qué nacionalidad eres? / ¿qué idioma hablas?</p>	<p>conejo, pájaro, cobaya, tortuga</p> <p>colours: rojo, negro, amarillo, rosa, verde, naranja</p> <p>es</p> <p>question forms: eso, ¿qué es? / ¿de qué color es?</p> <p>Unit 4 adjectives: grande, pequeño, elegante, rojo, negro, amarillo, rosa, verde, naranja nouns: sombrero, jersey, falda, camiseta, calcetines, pantalones, zapatillas, mallas</p> <p>y</p>	<p>corto rojo, amarillo, negro, verde, rosa, naranja, azul, marrón</p> <p>cuello, pelo, nariz, cabeza, boca, ojos, dientes, orejas</p> <p>question form: ¿cómo es el monstruo?</p> <p>Unit 6 queso, helado, ensalada, sopa, caramelos, plátanos, manzanas, patatas fritas question forms: ¿te gusta(n)? / ¿tienes hambre? etc</p>	<p>tenis, baloncesto, balonmano</p> <p>doing sports: baile, ciclismo, natación, gimnasia</p> <p>hace calor/frío/sol/viento</p> <p>Unit 8 supermercado, cine, parque, colegio piscina, tienda, casa, estación grande, pequeño, bonito, interesante, tranquilo, moderno, histórico, limpio pueblo en coche, en autobús, en tren, en bici a pie question forms: ¿cómo vas? / ¿cómo es?</p>
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