Spanish Progression Map – LKS2

	Year 3/4 Autumn 1	Year 3/4 Autumn 2	Year 3/4 Spring 1	Year 3/4 Spring 2	Year 3/4 Summer 1	Year 3/4 Summer 2
MFL	Pupils learn a range of greeting words and phrases using songs, games and other speaking activities. They engage in short conversations using simple question phrases and short responses. Emphasis is placed on pronouncing words and phrases with pupils being introduced to the link between sounds and their spellings. Pupils learn months of the year and numbers 1-31 and link these with ages and birthdays. Using simple sentence structures embedded throughout the topic, pupils speak, read and write short phrases giving basic personal information such as name, age and birthday	Pupils learn how to pronounce the Spanish alphabet using songs, games and listening activities. They are able to spell their names and ask how their friends' names are spelled Pupils learn how to describe themselves using adjectives describing hair/eye colour as well as hairstyle and height. They understand and create a written self-description. Pupils use information learned from the previous topic such as age and birthday to embed key word and sentence structure knowledge. Pupils are encouraged to use conjunctions and simple opinions.	Pupils learn body parts through songs, stories and other speaking/listening activities They are able to describe a monster. They learn how adjectives must agree with nouns depending on whether they are masculine, feminine, singular or plural Pupils learn how to express feeling ill and are able to listen to and speak short conversations at the doctor's	Pupils learn a range of free time activities through tasks in all language skills They learn days of the week and they can write/speak about what they do/don't do on specific days. They create sentences using opinions and reasons with a range of conjunctions and positive/negative adjectives, some of which have been introduced and used in earlier topics	Pupils learn various countries. They can recall colours from earlier topics to describe various countries' flags. They understand the difference between masculine and feminine colour and nationality adjectives. They can express where they and other people live. They use positive/negative verb forms and adjectives to express opinions of where people live. Additional vocabulary is introduced such as weather phrases. .	Pupils learn a range of animal vocabulary. They can use colours in both masculine and feminine forms to describe pets They can express what pets they have/don't have as well as saying a pet they would like to have (MFL4.6-4.8). They read about sea-creatures. Using these descriptions as a guide, pupils write and speak first person descriptions of other animals .

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Essential vocabulary	Essential vocabulary: **Hola/buenos días/buenas tardes/buenas noches/cómo te llamas/me llamo/qué tal/muy bien/mal/fatal/cuántos años tienes/tengo. Enero/febrero/ marzo etc. Cumpleaños/ números uno-treinta y uno.**	Essential vocabulary: **Tengo el pelo/los ojos negro/castaño/rubio/pelirrojo/marrones/ azules/verdes/largo/ corto/mediano/liso/ rizado/alto/pequeño. Me gusta/no me gusta … porque es divertido/guay/ interesante/aburrido/fatal**	Essential vocabulary: la cabeza/la nariz/las orejas/la boca/el brazo/la mano/el hombro/la pierna/la rodilla/el pie. Me duele/ Que pasa/Por cuanto tiempo?	Essential vocabulary: Juego al futbol/tenis/ baloncesto etc. Hago ciclismo/natación/ gimnasia etc. **Lunes/martes/ miércoles etc. y/también/pero/ porque es. Fantástico/genial/ estupendo/ interesante/guay/ difícil/aburrido/fatal.**	Essential vocabulary: etc. **Azul/negro/blanco/ rojo/verde etc. Vivo/vive en … y soy ingles/inglesa**. Hace sol/hace calor/llueve/nieve etc	Essential vocabulary: un perro/un gato/un conejo/una serpiente/un loro etc. **Tengo/no tengo/me gustaría tener. Marrón/negro/ verde/blanco/gris etc.** un tiburón/un hipocampo/un pulpo/una estrella de mar/una foca etc

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