

**YEAR 3**

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p>Locate Spain, Madrid on a map.</p> <p>Ask somebody how they are feeling and what their name is.</p> <p>Say how we are feeling and our names.</p> <p>Count to 10.</p> <p>Read, write, say, and recall ten different colours.</p>	<p>Read, write and say up to 10 animals in Spanish with the correct word for "a"</p> <p>Name 10 animals in Spanish</p> <p>Understand that all nouns in Spanish are either "masculine" or "feminine"</p>	<p>Name and recognise up to 10 instruments in Spanish.</p> <p>Spell some of these nouns with their correct definite article/determiner in Spanish.</p> <p>Know how to say I play an instrument in Spanish.</p>	<p>Name and recognise up to 10 fruits in Spanish.</p> <p>Attempt to spell some of these nouns.</p> <p>Ask somebody in Spanish if they like a particular fruit.</p> <p>Say what fruits they like and dislike.</p>	<p>To say 'I can...!' plus a range of activities in Spanish</p> <p>Recognise, use and remember 10 common Spanish verbs/activities.</p> <p>Use these verbs in the infinitive to make a short sentence starting with puedo.</p>	<p>Listen to a familiar story being told in Spanish.</p> <p>Learn to use picture and word cards to recognise and help retain new language.</p> <p>Know key parts of the body in Spanish.</p>
<b>END POINTS</b>					

Knowledge	Skills
<p><b>By the end of Year 3 pupils should know how/to:</b></p> <ul style="list-style-type: none"> <li>- The numbers 1-10</li> <li>- The days of the week in Spanish</li> <li>- To greet someone</li> <li>- To answer simple questions</li> <li>- Identify masculine and feminine nouns</li> <li>- Use simple adjectives (e.g. colours)</li> <li>- Use some simple verbs in the first person "I" (e.g. I am and I play)</li> <li>- That Spanish is a predominantly phonetic language</li> </ul>	<p><b>By the end of Year 3 pupils should be able:</b></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>·To say simple words, phrases and short sentences.</li> <li>·To use correct pronunciation when repeating words or simple phrases.</li> <li>·To start to see links between spelling and pronunciation.</li> </ul> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>·To listen and respond to familiar spoken words, phrases and sentences.</li> <li>·To develop understanding of the sounds of individual letters and groups of letters.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>·To recognise and understand familiar words and short phrases.</li> <li>·Read familiar words or short phrases.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>·To write some familiar simple words from memory or using supported written materials.</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>·To start to understand the concept of gender.</li> </ul>

**YEAR 4**

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p>Count to 20</p> <p>Recall the days of the week</p> <p>To say your name, age, how you are feeling and where you live in Spanish</p>	<p>Remember the nouns for family members in Spanish from memory.</p> <p>Describe our own or a fictitious family in Spanish by name, age and relationship.</p> <p>Count up to 100 in Spanish.</p> <p>Understand possessive adjectives better in Spanish ('my' form only).</p>	<p>Remember and recall 12 classroom objects with their indefinite article.</p> <p>Replace an indefinite article with a possessive adjective.</p> <p>Say and write what they have and do not have in their pencil case.</p>	<p>Say and write the key elements that animals and plants need to survive.</p> <p>Name the 5 most common types of habitats.</p> <p>Name an animal and a plant that live and grow in each type of habitat.</p>	<p>Say and write in Spanish whether we live in a house or an apartment.</p> <p>Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay...</p> <p>Use the connective/conjunction y to link two sentences together.</p>	<p>Consolidation of LKS2 objectives</p>
<b>END POINTS</b>					

Knowledge	Skills
<p><b>By the end of Year 4 pupils should know how/to:</b></p> <ul style="list-style-type: none"> <li>- The numbers 1-100 (in multiples of 10)</li> <li>- Use a wide range of vocabulary to ask and understand questions in the classroom</li> <li>- Understand and communicate using a wider range of familiar nouns</li> <li>- Understand and use adjectives to describe people, places, things and themselves</li> <li>- Understand and use some verbs in the first person "I" form</li> <li>- Write slightly longer phrases and basic sentences using a verb in the first person and a noun including the correct article</li> </ul>	<p><b>By the end of Year 4 pupils should be able to:</b></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>·To ask and answer a wider range of questions.</li> <li>·To present short pieces of information to another person.</li> <li>·To apply phonic knowledge to support speaking.</li> </ul> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>·To listen for and identify specific words and phrases in instructions, stories and songs.</li> <li>·To follow a text accurately whilst listening to it being read.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>·To accurately read and understand familiar written words, phrases and short sentences aloud.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>·To write some familiar words, phrases and simple sentences from memory or using supported written materials</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>·To further develop the concept of gender (masculine and feminine)</li> <li>Use the negative form</li> </ul>

	Begin to identify what a fully conjugated verb looks like
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### YEAR 5

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p>Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in Spanish.</p> <p>Ask and answer what the date is in Spanish.</p> <p>Ask and answer the question 'when is your birthday?' in Spanish</p>	<p>Know the nouns and indefinite articles for 8 common pets.</p> <p>Ask somebody if they have a pet and give an answer back.</p> <p>Say in Spanish what pet we have/do not have and give our pet's name.</p> <p>Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences</p>	<p>Repeat and recognise the vocabulary for weather in Spanish.</p> <p>Ask and say what the weather is like today.</p> <p>Create a Spanish weather map.</p> <p>Describe the weather in different regions of Spain using a weather map with symbols.</p>	<p>Recognise and recall items of clothing.</p> <p>Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.</p> <p>Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.</p>	<p>Order a selection of typical foods, drinks and snacks from a Spanish menu and order a breakfast in Spanish.</p>	<p>Listen attentively to a whole familiar fairy tale in Spanish.</p> <p>Remembering a new language using picture, word and phrases cards.</p> <p>Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support.</p>

### END POINTS

Knowledge	Skills
<p><b>By the end of Year 5 pupils should:</b></p> <ul style="list-style-type: none"> <li>- How the Spanish alphabet supports pronunciation</li> <li>- Follow and give simple instructions and description</li> <li>- How to say the date in Spanish including day, number and month of the year</li> <li>- Numbers 1-100 in multiples in 10 as well as 1-31 should be familiar</li> <li>- Take part in conversations and be able to make simple statements and present information</li> <li>- Understand and communicate simple descriptions orally and in writing</li> <li>- Be able to read longer passages of text and answer questions</li> </ul>	<p><b>By the end of Year 5 pupils should be able to:</b></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>·To take part in short conversations using familiar vocabulary.</li> <li>·To present information using sentences and accurate pronunciation.</li> <li>·To understand and express simple opinions.</li> </ul> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>·To listen to and understand more complex phrases and sentences in longer passages.</li> <li>·To be able to identify key words or phrases in longer listening exercises.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>·To read a variety of simple texts (e.g. stories, song lyrics, letters)</li> </ul>

<ul style="list-style-type: none"> <li>- Be able to listen to longer passages and answer questions</li> <li>- Understand what a fully conjugated verb looks like and start to examine what each of the personal pronouns to be used in speaking, listening, reading and writing activities</li> </ul>	<ul style="list-style-type: none"> <li>·To accurately read a wider range of familiar written words, phrases and short sentences aloud.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>·To write simple sentences and short paragraphs from memory or using supported writing materials.</li> <li>·To use verbs in the correct form.</li> <li>·To check spellings using a dictionary.</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>·To understand the concept of gender (masculine and feminine) and use the correct article (indirect and direct) with different nouns.</li> <li>·Use the negative form, possessives and connectives</li> <li>·To understand what a fully conjugated verb looks like.</li> </ul>
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**YEAR 6**

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p>Understand better the concept of verb stems and endings.</p> <p>Conjugate easily and with clear understanding irregular verbs like tener, ser, hacer, estar</p>	<p>Understand better what personal/subject pronouns are.</p> <p>Understand better the concept of verb stems and endings.</p> <p>Conjugate easily and with clear understanding regular -ir, -er and -ar verbs like <i>vivir, comer and hablar</i>.</p>	<p>Tell the time in Spanish using quarter past, half past and quarter to.</p> <p>Say and write in Spanish what we do at the weekend using two or more sentences.</p>	<p>About the many countries in the world that speak Spanish.</p> <p>About different festivals (religious and non-religious) around the world.</p> <p>That we are different and yet all the same.</p> <p>That we can all help to protect our planet.</p>	<p>Say and write what we eat and drink to stay healthy.</p> <p>Say and write what we do not eat and drink to stay healthy.</p> <p>Say and write the activities we do and do not do to stay in shape including a choice of physical activities.</p> <p>Follow a simple, healthy recipe in Spanish.</p>	<p>Consolidation of KS2 objectives</p>

**END POINTS**

Knowledge	Skills
<p><b>By the end of Year 6 pupils should:</b></p> <ul style="list-style-type: none"> <li>- Understand numbers 1-100 and be able to use them in context</li> <li>- Be able to identify and tell the time across the four language skills</li> <li>- Understand, express and justify opinions orally and in writing</li> </ul>	<p><b>By the end of Year 6 pupils should be able to:</b></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>·To sustain simple conversations about familiar topics.</li> <li>·To present to an audience about familiar topics.</li> <li>·To use connectives to add fluency.</li> </ul>

- Be able to express a statement in both positive and negative forms
- Understand and use transactional language
- Use relevant adjectives
- Use connectives to develop fluency
- Be able to read longer passages of text and answer questions
- Be able to listen to longer passages and answer questions
- Study cross-curricular topics and use knowledge to decode meaning
- Understand what a fully conjugated verb looks like and start to examine what each of the personal pronouns to be used in speaking, listening, reading and writing activities whilst identifying the stem and ending of a verb
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Listening

- To understand the main points of a passage spoken with authentic pronunciation and speed.
- To understand longer and more complex phrases and sentences.

Reading

- To read aloud with expression and accurate punctuation.
- To read and understand the main points and more specific details from a variety of simple texts.

Writing

- To write longer sentences and short paragraphs from memory or using supported writing materials.
- To use verbs in the correct form.
- To identify and correctly use adjectives and connectives.

Grammar

- To understand the concept of gender (masculine and feminine) and use the correct article (indirect and direct) with different nouns.
- To understand what a fully conjugated verb looks like as well as the infinitive form of the verb.
- To understand the concept of adjectival agreement (gender and plurality).