



# Pyrford C of E School Spanish Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Greetings</b>								
Listening Reading Speaking Writing					I can understand a few basic words and phrases describing who I am. I can write simple words and phrases with plausible spelling describing who I am and ask someone how they feel.		I can understand the main points of a short passage made up of familiar words and phrases describing who I am and how they feel. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, describing who I am and how I feel, and asking someone who they are and how they feel.	
Grammar and vocabulary					I can use the singular indefinite articles. I can form regular plural nouns. I show awareness of adjective and noun position and agreement.		I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences with a scaffold. I am beginning to build a basic repertoire of words and phrases related to people, places, things and simple actions.	
Intercultural understanding					I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.		I can understand and respect cultural diversity.  I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.	

# Numbers

<p>Listening Reading Speaking Writing</p>					<p>I can understand a few basic words and phrases for the numbers to 20. I can write simple words and phrases with plausible spelling for the numbers to 20 and say my age.</p>		<p>I can understand the main points of a short passage made up of familiar words and phrases for the numbers to 100. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, for the numbers to 100 and say my age.</p>	
<p>Grammar and vocabulary</p>					<p>I can use the singular indefinite articles. I can form regular plural nouns. I show awareness of adjective and noun position and agreement.</p>		<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences with a scaffold. I am beginning to build a basic repertoire of words and phrases related to people, places, things and simple actions.</p>	
<p>Intercultural understanding</p>					<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>		<p>I can understand and respect cultural diversity.  I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.</p>	

# Colours

<p>Listening Reading Speaking Writing</p>					<p>I can understand a few basic words and phrases describing simple colours. I can write simple words and phrases with plausible spelling describing simple colours.</p>		<p>I can understand the main points of a short passage made up of familiar words and phrases describing the colour of objects. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, describing the colour of objects.</p>	
<p>Grammar and vocabulary</p>					<p>I can use the singular indefinite articles. I can form regular plural nouns. I show awareness of adjective and noun position and agreement.</p>		<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences with a scaffold. I am beginning to build a basic repertoire of words and phrases related to people, places, things and simple actions.</p>	
<p>Intercultural understanding</p>					<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>		<p>I can understand and respect cultural diversity.  I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.</p>	

# My Family

<p>Listening Reading Speaking Writing</p>					<p>I can understand a few basic words and phrases describing family members. I can write simple words and phrases with plausible spelling describing family members.</p>		<p>I can understand the main points of a short passage made up of familiar words and phrases describing family members. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, describing family members.</p>	
<p>Grammar and vocabulary</p>					<p>I can use the singular indefinite articles. I can form regular plural nouns. I show awareness of adjective and noun position and agreement.</p>		<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences with a scaffold. I am beginning to build a basic repertoire of words and phrases related to people, places, things and simple actions.</p>	
<p>Intercultural understanding</p>					<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>		<p>I can understand and respect cultural diversity.  I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.</p>	

# Days and Months

<p>Listening Reading Speaking Writing</p>					<p>I can understand a few basic words and phrases for the days of the week and the months of the year. I can write simple words and phrases with plausible spelling and say the days of the week and the months of the year.</p>		<p>I can understand the main points of a short passage made up of familiar words and phrases using the days of the week and months of the year. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, using the days of the week and months of the year.</p>	
<p>Grammar and vocabulary</p>					<p>I can use the singular indefinite articles. I can form regular plural nouns. I show awareness of adjective and noun position and agreement.</p>		<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences with a scaffold. I am beginning to build a basic repertoire of words and phrases related to people, places, things and simple actions.</p>	
<p>Intercultural understanding</p>					<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>		<p>I can understand and respect cultural diversity.  I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.</p>	

# Animals

<p>Listening Reading Speaking Writing</p>					<p>I can understand a few basic words and phrases saying the names of animals and pets. I can write simple words and phrases with plausible spelling and say the names of animals and pets.</p>		<p>I can understand the main points of a short passage made up of familiar words and phrases discussing animals and pets. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, discussing animals and pets.</p>	
<p>Grammar and vocabulary</p>					<p>I can use the singular indefinite articles. I can form regular plural nouns. I show awareness of adjective and noun position and agreement.</p>		<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences with a scaffold. I am beginning to build a basic repertoire of words and phrases related to people, places, things and simple actions.</p>	
<p>Intercultural understanding</p>					<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>		<p>I can understand and respect cultural diversity.  I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.</p>	

# Clothes

<p>Listening Reading Speaking Writing</p>						<p>I can understand a few basic words and phrases describing what I am wearing. I can write simple words and phrases with plausible spelling describing what I am wearing.</p>		<p>I can understand the main points of a short passage made up of familiar words and phrases describing what I am wearing. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, describing what I am wearing, using simple adjectives.</p>
<p>Grammar and vocabulary</p>						<p>I can use indefinite and definite articles with a variety of simple adjectives. I can form regular plural nouns. I show awareness of adjective and noun position and agreement. I am starting to use high-frequency verb forms (I have, it is, there is/there are). I am starting to use connectives (and, but, also). I am starting to use prepositions of place.</p>		<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences independently. I have a basic repertoire of words and phrases related to people, places, things and simple actions.</p>
<p>Intercultural understanding</p>						<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>		<p>I can understand and respect cultural diversity.  I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.</p>

# Food

<p>Listening Reading Speaking Writing</p>						<p>I can understand a few basic words and phrases describing what I like and don't like to eat. I can write simple words and phrases with plausible spelling describing what I like and don't like to eat</p>		<p>I can understand the main points of a short passage made up of familiar words and phrases describing what I like and don't like to eat. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, describing what I like and don't like to eat.</p>
<p>Grammar and vocabulary</p>						<p>I can use indefinite and definite articles with a variety of simple adjectives. I can form regular plural nouns. I show awareness of adjective and noun position and agreement. I am starting to use high-frequency verb forms (I have, it is, there is/there are). I am starting to use connectives (and, but, also). I am starting to use prepositions of place.</p>		<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences independently. I have a basic repertoire of words and phrases related to people, places, things and simple actions.</p>
<p>Intercultural understanding</p>						<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>		<p>I can understand and respect cultural diversity.  I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.</p>

# What do you like doing?

<p>Listening Reading Speaking Writing</p>						<p>I can understand a few basic words and phrases describing what I like and don't like doing. I can write simple words and phrases with plausible spelling describing what I like and don't like doing.</p>		<p>I can understand the main points of a short passage made up of familiar words and phrases describing what I like and don't like to do. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, describing what I like and don't like to do.</p>
<p>Grammar and vocabulary</p>						<p>I can use indefinite and definite articles with a variety of simple adjectives. I can form regular plural nouns. I show awareness of adjective and noun position and agreement. I am starting to use high-frequency verb forms (I have, it is, there is/there are). I am starting to use connectives (and, but, also). I am starting to use prepositions of place.</p>		<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences independently. I have a basic repertoire of words and phrases related to people, places, things and simple actions.</p>
<p>Intercultural understanding</p>						<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>		<p>I can understand and respect cultural diversity.  I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.</p>

# What time is it?

<p>Listening Reading Speaking Writing</p>						<p>I can understand a few basic words and phrases describing the time on the hour. I can write simple words and phrases with plausible spelling describing the time on the hour and ask someone what time it is.</p>		<p>I can understand the main points of a short passage made up of familiar words and phrases discussing the time on the hour, half past the hour, quarter past and quarter to the hour. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, discussing the time on the hour, half past the hour, quarter past and quarter to the hour.</p>
<p>Grammar and vocabulary</p>						<p>I can use indefinite and definite articles with a variety of simple adjectives. I can form regular plural nouns. I show awareness of adjective and noun position and agreement. I am starting to use high-frequency verb forms (I have, it is, there is/there are). I am starting to use connectives (and, but, also). I am starting to use prepositions of place.</p>		<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences independently. I have a basic repertoire of words and phrases related to people, places, things and simple actions.</p>
<p>Intercultural understanding</p>						<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>		<p>I can understand and respect cultural diversity.  I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.</p>

# In my town/city

<p>Listening Reading Speaking Writing</p>						<p>I can understand a few basic words and phrases describing what is in my town/city. I can write simple words and phrases with plausible spelling describing what is in my town/city.</p>		<p>I can understand the main points of a short passage made up of familiar words and phrases describing what is in my town/city. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, describing what is in my town/city.</p>
<p>Grammar and vocabulary</p>						<p>I can use indefinite and definite articles with a variety of simple adjectives. I can form regular plural nouns. I show awareness of adjective and noun position and agreement. I am starting to use high-frequency verb forms (I have, it is, there is/there are). I am starting to use connectives (and, but, also). I am starting to use prepositions of place.</p>		<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences independently. I have a basic repertoire of words and phrases related to people, places, things and simple actions.</p>
<p>Intercultural understanding</p>						<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>		<p>I can understand and respect cultural diversity.  I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.</p>

# Masculine and Feminine

<p>Listening Reading Speaking Writing</p>						<p>I am beginning to understand that nouns have a masculine or feminine form. I can write, with plausible spelling, the masculine or feminine forms of simple nouns.</p>		<p>I can understand that nouns have a masculine and feminine form and I am using these mostly correctly. I can write, with plausible spelling, the masculine or feminine forms of most nouns that I use.</p>
<p>Grammar and vocabulary</p>						<p>I can use indefinite and definite articles with a variety of simple adjectives. I can form regular plural nouns. I show awareness of adjective and noun position and agreement. I am starting to use high-frequency verb forms (I have, it is, there is/there are). I am starting to use connectives (and, but, also). I am starting to use prepositions of place.</p>		<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences independently. I have a basic repertoire of words and phrases related to people, places, things and simple actions.</p>
<p>Intercultural understanding</p>						<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>		<p>I can understand and respect cultural diversity.  I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.</p>

# Plurals

<p>Listening Reading Speaking Writing</p>						<p>I am beginning to understand how to change nouns from the singular to plural form. I can write, with plausible spelling, the singular and plural forms of simple nouns.</p>		<p>I can understand how to change nouns from the singular to plural form and I am using these mostly correctly. I can write, with plausible spelling, the singular and plural form of nouns, mostly correctly.</p>
<p>Grammar and vocabulary</p>						<p>I can use indefinite and definite articles with a variety of simple adjectives. I can form regular plural nouns. I show awareness of adjective and noun position and agreement. I am starting to use high-frequency verb forms (I have, it is, there is/there are). I am starting to use connectives (and, but, also). I am starting to use prepositions of place.</p>		<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences independently. I have a basic repertoire of words and phrases related to people, places, things and simple actions.</p>
<p>Intercultural understanding</p>						<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>		<p>I can understand and respect cultural diversity.  I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.</p>

# Christmas in a Spanish-speaking country

<p>Listening Reading Speaking Writing</p>					<p>I can understand a few basic words and phrases describing the Christian Christmas traditions in a Spanish-speaking country. I can write simple words and phrases with plausible spelling describing these traditions.</p>	<p>I can understand a few basic words and phrases describing the Christian Christmas traditions in a Spanish-speaking country. I can write simple words and phrases with plausible spelling describing these traditions.</p>	<p>I can understand the main points of a short passage made up of familiar words and phrases describing the Christian Christmas traditions in a Spanish-speaking country. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, describing these traditions.</p>	<p>I can understand the main points of a short passage made up of familiar words and phrases describing the Christian Christmas traditions in a Spanish-speaking country. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, describing these traditions.</p>
<p>Grammar and vocabulary</p>					<p>I can use the singular indefinite articles. I can form regular plural nouns. I show awareness of adjective and noun position and agreement.</p>	<p>I can use indefinite and definite articles with a variety of simple adjectives. I can form regular plural nouns. I show awareness of adjective and noun position and agreement. I am starting to use high-frequency verb forms (I have, it is, there is/there are). I am starting to use connectives (and, but, also). I am starting to use prepositions of place.</p>	<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences with a scaffold. I am beginning to build a basic repertoire of words and phrases related to people, places, things and simple actions.</p>	<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences independently. I have a basic repertoire of words and phrases related to people, places, things and simple actions.</p>
<p>Intercultural understanding</p>					<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>	<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>	<p>I can understand and respect cultural diversity. I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries</p>	<p>I can understand and respect cultural diversity. I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.</p>

# Easter in a Spanish-speaking country

<p>Listening Reading Speaking Writing</p>					<p>I can understand a few basic words and phrases describing the Christian Easter traditions in a Spanish-speaking country. I can write simple words and phrases with plausible spelling describing these traditions.</p>	<p>I can understand a few basic words and phrases describing the Christian Easter traditions in a Spanish-speaking country. I can write simple words and phrases with plausible spelling describing these traditions.</p>	<p>I can understand the main points of a short passage made up of familiar words and phrases describing the Christian Easter traditions in a Spanish-speaking country. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, describing these traditions.</p>	<p>I can understand the main points of a short passage made up of familiar words and phrases describing the Christian Easter traditions in a Spanish-speaking country. I can ask and answer simple questions and produce short phrases and sentences independently, with plausible spelling, describing these traditions.</p>
<p>Grammar and vocabulary</p>					<p>I can use the singular indefinite articles. I can form regular plural nouns. I show awareness of adjective and noun position and agreement.</p>	<p>I can use indefinite and definite articles with a variety of simple adjectives. I can form regular plural nouns. I show awareness of adjective and noun position and agreement. I am starting to use high-frequency verb forms (I have, it is, there is/there are). I am starting to use connectives (and, but, also). I am starting to use prepositions of place.</p>	<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences with a scaffold. I am beginning to build a basic repertoire of words and phrases related to people, places, things and simple actions.</p>	<p>I can use indefinite and definite articles with a variety of adjectives. I can form regular plural nouns and irregular plural nouns. I understand adjective and noun position and agreement. I can use high-frequency verb forms (I have, it is, there is/there are). I can use connectives (and, but, also). I can use prepositions of place. I use high-frequency verb forms, nouns, articles and adjectives to form simple sentences independently. I have a basic repertoire of words and phrases related to people, places, things and simple actions.</p>
<p>Intercultural understanding</p>					<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>	<p>I can understand and respect that there are people and places in the world that are different to where I live. I can understand that some people speak a different language to my own and that these differences should be respected. I am beginning to show an awareness of the cultural differences and traditions between my culture and that of other Spanish-speaking countries.</p>	<p>I can understand and respect cultural diversity. I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries</p>	<p>I can understand and respect cultural diversity. I can talk about and discuss information about a country's culture in relation to festivals and traditions in other Spanish-speaking countries, for example, Christmas and Easter in Spanish-speaking countries.</p>

# Curriculum Enrichment

					<p>Introduction to Spain and where the Spanish-speaking countries are in the world.</p> <p>Numbers - how old are you?</p> <p>My family - my Family tree.</p> <p>Life in a Spanish city – Barcelona (Geography)</p> <p>Animals – pets</p>	<p>Clothes – shopping for clothes.</p> <p>Food - shopping for food.</p> <p>What do you like to do? - hobbies</p> <p>Time - timetables and routines (Maths)</p> <p>In my Town/City - buildings and shops in my town/city</p> <p>Travel/going on holiday</p>	<p>Greetings - how are you?</p> <p>Naming the planets (Science)</p> <p>Colour - describing food/clothes/objects</p> <p>My Family - family and friends</p> <p>Months – seasons</p> <p>Animals - visiting a zoo</p> <p>Parts of the body and feeling unwell</p>	<p>Clothes - what is in my wardrobe?</p> <p>Food - ordering food at a café/restaurant (DT)</p> <p>What do you like doing? - hobbies and sports</p> <p>Time - daily routines (Maths)</p> <p>In my Town/City - journeys and transport</p> <p>Going on holiday</p> <p>Using a dictionary</p>
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