



## Spanish Curriculum Overview

Our Ultimate End Goal: (intent statement)

What will our linguists be able to do when they leave us?

The learning of a foreign language provides a valuable educational, social and cultural experience for pupils. At Britannia, we believe in the benefit of giving pupils the opportunity to learn another language. In order to aid the transition into many of the local high schools, who predominantly teach Spanish as their core language, we teach Spanish to every class within Key Stage 2. As every child is valued as part of our school family, we recognise the significance of learning another language. We aim to raise awareness of the multilingual and multicultural world, and introduce an international dimension to learning, giving pupils an insight into their own culture and those of others. The learning of a foreign language provides opportunities to reinforce the knowledge, skills and understanding developed in other subjects. Through learning another language, pupils are able to develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore similarities and differences between Spanish and English. We help children develop their awareness of cultural differences in other countries and we strive for them to apply their learning in a variety of contexts, especially through reinforcing and expanding their knowledge and understanding of their own language, including aspects of grammar.

The children will:

- ask and answer questions.
- use correct pronunciation and grammar.
- memorise words.
- interpret meaning.
- develop understanding of Spanish vocabulary and grammar.
- use dictionaries.
- work in groups and pairs to communicate in Spanish through role plays, songs and games.
- begin to write phrases and sentences.
- explore life in another culture.

The National Curriculum for Modern Foreign Languages (Spanish) 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.

## Early Years Foundation Stage Framework and National Curriculum Coverage (Sergio UI Historic/line spacing 6)

EYFS	Key Stage 1	Key Stage 2	
Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
N/A	N/A	<p>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-listen attentively to spoken language and show understanding by joining in and responding.</li> <li>-explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and</li> </ul>	

		<p>meaning of words. -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*.</p> <p>- speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>-develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p> <p>-present ideas and information orally to a range of audiences*. - read carefully and show understanding of words, phrases and simple writing.</p> <p>-appreciate stories, songs, poems and rhymes in the language.</p> <p>- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>-write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>–describe people, places, things and actions orally* and in writing.</p> <p>-understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>The starred (*) content above will not be applicable to ancient languages.</p>
--	--	--

## Long Term Plan Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1				<p>Numbers 0-10</p> <ul style="list-style-type: none"> <li>• Saying yes/no</li> <li>• Greetings, asking and saying how you are</li> <li>• Classroom instructions</li> </ul>	<p>Revision of colours from Y3. • Parts of the body.</p> <ul style="list-style-type: none"> <li>• Adjectives.</li> <li>• Asking for Spanish translation:</li> <li>• Revision of asking for Spanish translation</li> <li>• For receptive use...</li> </ul> <p>Zoo animals:</p> <ul style="list-style-type: none"> <li>• For productive use...</li> </ul> <p>Hay</p> <ul style="list-style-type: none"> <li>• Some letters of the alphabet; introduction of vowels.</li> </ul>	<p>Hay + buildings on the high street.</p> <ul style="list-style-type: none"> <li>• Directions.</li> <li>• Revision of connectives – y, también</li> <li>• Revision of adjectives –grande, pequeño • Asking and responding to where places are.</li> </ul> <p>Pause words: Bueno, pues, vamos a ver, sí</p> <ul style="list-style-type: none"> <li>• Revision of days of the week.</li> <li>• Times of day.</li> </ul>	<p>Classroom routines:</p> <ul style="list-style-type: none"> <li>• Answering the register</li> <li>• Saying the date</li> <li>• Describing the weather</li> <li>• Asking for classroom objects</li> <li>• Following instructions</li> <li>• Recap of simple negative from Y4: No tengo</li> <li>• ¿Tienes..?</li> </ul> <p>Recap of clothes vocabulary from lesson 4</p> <ul style="list-style-type: none"> <li>• Recap of expressing opinions from Y3, Y4, Y5: Me gusta, no me gusta</li> <li>• Justifying opinions: No me gusta el rojo</li> <li>• Es + adjective • Recap of family members from Y4</li> <li>• Recap of structures from Y4 and Y5: Se llama, tiene x años, es, vive en</li> <li>• Recap of quantifiers from Y3, Y4, Y5: muy, bastante • Recap of adjectives from Y4.</li> </ul>

Autumn 2				<p>Ask for and give name</p> <ul style="list-style-type: none"> <li>• Revision of numbers 0-10</li> <li>• Ask for and state age:</li> <li>• Christmas lessons - Nativity play – characters in the nativity play and simple dialogue.</li> <li>• Letter to The Three Kings.</li> </ul>	<p>Verb – ser (to be)</p> <ul style="list-style-type: none"> <li>• Es – he/she is</li> <li>• Quantifiers: bastante, muy</li> <li>• Adjectives: revision + new adjectives.</li> <li>• Christmas theme.</li> <li>• Revision of parts of the body.</li> <li>• Vocabulary included in the play.</li> <li>• Vocabulary for playing a game:</li> <li>• Christmas theme</li> <li>• Two expressions: ¡Caramba! • Me gusta eso</li> </ul>	<p>Using vocab taught so far to understand a simple story and to write short sentences.</p> <ul style="list-style-type: none"> <li>• Revision of days of the week.</li> <li>• Revision of hobbies introduced in Y4.</li> <li>• Simple future tense: Voy a... otra vez</li> </ul> <p>Christmas theme/ Christmas vocabulary (singing songs, making a traditional sweet, understanding Christmas traditions etc)</p>	<p>Recap of verb ser from Y4 and Y5: Es</p> <ul style="list-style-type: none"> <li>• Occupations/jobs.</li> </ul> <p>Recap of phrases from Y4 and Y5: Hay; vivo en</p> <ul style="list-style-type: none"> <li>• aquí está • una casa • un piso</li> <li>• Receptive use of eight rooms of the house</li> <li>• CHRISTMAS: DO lessons 6 and 7 (singing authentic Christmas carols, understanding Christmas traditions in Spain)</li> </ul>
Spring 1				<p>Colours</p> <ul style="list-style-type: none"> <li>• Verb – es (is)</li> <li>• Connective – y (and)</li> <li>• Names of fruit</li> <li>• Food items</li> </ul>	<p>Members of the family.</p> <ul style="list-style-type: none"> <li>• Possessive adjective: mi</li> <li>• Ask and answer questions about family members.</li> <li>• Pets.</li> </ul>	<p>Revision of sports/hobbies vocabulary</p> <ul style="list-style-type: none"> <li>• Revision of numbers 0-20 + treinta, cuarenta, cincuenta</li> <li>• Revision of sports/hobbies vocabulary</li> <li>• Revision of numbers 0-50</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• Revision of immediate future – voy a + verb</li> <li>• Revision of fruit from Y3</li> <li>• Food, including revision from Y3</li> </ul>	<p>As for lesson 8 (house and home) +</p> <ul style="list-style-type: none"> <li>• Recap of adjectives from Y4: pequeño, grande, bonito, magnifico, enorme, lujoso, arriba, abajo</li> <li>• Using vocab taught so far to: - perform, identify word classes etc.</li> </ul>

Spring 2				<p>Easter lessons (or Spring 1 depending on when Easter is) - Vocabulary relating to Spring time</p> <ul style="list-style-type: none"> <li>• Weather conditions</li> <li>• Using vocab taught so far to recap food items/revisit pronunciation, as well as consolidating numbers 0- 12.</li> </ul>	<p>Revision of pets vocabulary</p> <ul style="list-style-type: none"> <li>• Revision of: Tengo, no tengo, y, también</li> <li>• Knowing how to say vowel sounds in Spanish.</li> <li>• Using vocab taught so far to write and read.</li> <li>• Easter theme lesson – lesson 14 when appropriate (also revision of colours and quantifier: bastante)</li> </ul>	<p>Food items – as for lesson 11 (Spring 1)</p> <ul style="list-style-type: none"> <li>• Revision of connectives: y, pero, también</li> <li>• Breakfast</li> </ul>	<p>Recap of repetition requests from Y3 and Y4: Repite por favor/Repita por favor...</p> <ul style="list-style-type: none"> <li>• Furniture vocabulary</li> <li>• Recap of alphabet</li> <li>• Recap of stalling strategies from Y5</li> <li>• Recap of days of the week and months of the year from Y3, Y4 and Y5</li> <li>• Recap of verb ir from Y5: vamos, vamos a ir, vamos a salir</li> </ul>
Summer 1				<p>Days of the week</p> <ul style="list-style-type: none"> <li>• Months of the year</li> </ul>	<p>Using vocab taught so far to: recognise word classes (noun, verb, adjective).</p> <ul style="list-style-type: none"> <li>• Be able to sort words into dictionary order by first/ second letter.</li> <li>• Become familiar with the layout of a simple bilingual dictionary.</li> <li>- Hobbies.</li> <li>- Revision of opinions phrases: Me gusta, no me gusta</li> </ul>	<p>Ingredients for a Spanish dessert.</p> <ul style="list-style-type: none"> <li>• Revision of days of the week /months of the year.</li> <li>• Weather/revision of weather phrases.</li> <li>• Seasons.</li> <li>• Extension: Normalmente, en general</li> </ul>	<p>Vamos a estar en... • Vamos a ir en...</p> <ul style="list-style-type: none"> <li>• Recap of means of transport from Y4: En barco , en avión , en coche, en tren</li> <li>• Vamos a comer</li> <li>• Vamos a visitar</li> <li>• y, luego</li> <li>• Names of places to visit</li> </ul>
Summer 2				<p>Review lessons (Identify vocabulary/phrases/new ideas and concepts learned in Y3):</p> <ul style="list-style-type: none"> <li>• To provide the opportunity to</li> </ul>	<p>¿Te gusta...?</p> <ul style="list-style-type: none"> <li>• Numbers 13-30</li> <li>• Revision of hobbies</li> <li>• Five means of transport: en barco, en</li> </ul>	<p>Saying where you live Vivo en + town</p> <ul style="list-style-type: none"> <li>• Using vocabulary taught so far to: compare daily life in the UK and Spain and</li> </ul>	<p>Using vocab taught so far to:</p> <p>Present and prepare a holiday presentation.</p> <ul style="list-style-type: none"> <li>• Perform</li> </ul>

				<p>consolidate and celebrate learning in Spanish this year, teachers may consider allowing time for children to complete some of the following activities:</p> <ul style="list-style-type: none"> <li>• Making a mind map of some of the vocabulary covered this year</li> <li>• Playing a game whereby the teacher calls out a category e.g. colours, numbers, days of the week, names and the children work in pairs to recall vocabulary</li> <li>• Making a tape or video to record...</li> <li>• A finger rhyme</li> <li>• A song</li> <li>• A short presentation</li> <li>• A question and answer sequence with a partner</li> <li>• A list of vocabulary</li> <li>• Making a display of all the words and phrases learned in Y3 for a review board</li> <li>• Preparing a presentation for an</li> </ul>	<p>coche, en autocar, en tren, en avión</p> <ul style="list-style-type: none"> <li>• Two weather expressions: Hace calor, hace frío</li> <li>• Quantifiers: Mucho, un poco</li> <li>• Clothes items for packing a suitcase.</li> <li>• Review lessons (Identify vocabulary/phrases/new ideas and concepts learned in Y4) to provide the opportunity to consolidate and celebrate learning in Spanish this year.</li> </ul>	<p>lifestyles e.g. Spanish supermarkets etc</p> <ul style="list-style-type: none"> <li>• Review lessons (Identify vocabulary/phrases/new ideas and concepts learned in Y5) to provide the opportunity to consolidate and celebrate learning in Spanish this year.</li> </ul>	<ul style="list-style-type: none"> <li>• Review lessons (Identify vocabulary/phrases/new ideas and concepts learned in Y5) to provide the opportunity to consolidate and celebrate learning in Spanish this year.</li> </ul>
--	--	--	--	---	--	--	--

				<p>assembly to demonstrate some of the learning in Spanish</p> <ul style="list-style-type: none"><li>• Performing a favourite song for a group of listeners.</li></ul> <p>Identifying the favourite lesson or activity and discussing why it was memorable.</p> <ul style="list-style-type: none"><li>• Making a presentation individually or in groups to deliver to the rest of the class which recaps some of the learning from Y3. This could be a topic area, a pronunciation rule, a rhyme or song, an aspect of intercultural understanding.</li><li>• Making a board game or quiz.</li><li>• Discussing how the children feel about language learning.</li><li>• Preparing a parents' evening with the children during which refreshments are provided and the children perform songs and rhymes for the parents and teach them</li></ul>			
--	--	--	--	---	--	--	--



				some of the language they have learned.			
--	--	--	--	---	--	--	--

## Disciplinary Knowledge (Languages Framework - skills)

The skills detailed below ensure progression in each part of the Languages Framework and provide rich opportunities for children to engage in a range of experiences.

EYFS - Reception	Key Stage 1			Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Oracy			<p>O3.1: To listen and respond to simple stories, finger rhymes and songs.</p> <p>O3.2: To recognise and respond to sound patterns and words.</p> <p>O3.3: To perform simple communicative tasks using single words, phrases and short sentences.</p> <p>O3.4: To listen attentively and understand instructions, everyday classroom language and praise words.</p>	<p>O4.1: Memorise and present a short, spoken text.</p> <p>O4.2: Listen for specific words and phrases (in a song, poem or story).</p> <p>O4.3: Listen for sounds, rhyme and rhythm.</p> <p>O4.4: Ask and answer questions on several topics.</p>	<p>O5.1: Prepare and practise a simple conversation, using familiar vocabulary and structures in new contexts.</p> <p>O5.2: Understand and express simple opinions.</p> <p>O5.3: Listen attentively and understand more complex phrases and sentences.</p> <p>O5.4: Prepare a short presentation on a familiar topic.</p>	<p>O6.1: Understand the main points and simple opinions in a story, song or spoken passage.</p> <p>O6.2: Perform to an audience.</p> <p>O6.3: Understand longer and more complex phrases or sentences.</p> <p>O6.4: Use spoken language confidently to initiate and sustain conversations and to tell stories.</p>

	Literacy			<p>L3.1: To recognise some familiar words in written form.</p> <p>L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words.</p> <p>L3.3: To experiment with the writing of short words.</p>	<p>L4.1: Read and understand a range of familiar written phrases.</p> <p>L4.2: Follow a short familiar text, listening and reading at the same time.</p> <p>L4.3: Read some familiar words and phrases aloud and pronounce them accurately.</p> <p>L4.4: Write simple words and phrases using a model and some words from memory.</p>	<p>L5.1: Reread frequently a variety of short texts.</p> <p>L5.2: Make simple sentences and short texts.</p> <p>L5.3: Write words, phrases and short sentences, using a reference.</p>	<p>L6.1: Read and understand the main points and some detail from a short, written passage.</p> <p>L6.2: Identify different text types and read short, authentic texts for enjoyment or information.</p> <p>L6.3: Match sound to sentences and paragraphs.</p> <p>L6.4: Write sentences on a range of topics using a model.</p>
	Intercultural Understanding			<p>IU3.3: To identify social conventions at home and in other cultures.</p> <p>IU3.4: To make indirect or direct contact with the country of the target languages.</p>	<p>IU4.2: Know about some aspects of everyday life and compare them to their own.</p> <p>IU4.3: Compare traditional stories.</p> <p>IU4.4: To learn about ways of travelling to the country/countries.</p>	<p>IU5.1: Look at further aspects of their everyday lives from the perspective of someone from another country.</p> <p>IU5.2: Recognise similarities and differences between places.</p> <p>IU5.3: Compare symbols, objects or products which represent their own culture with those of another country.</p>	<p>IU6.1: Compare attitudes towards aspects of everyday life.</p> <p>IU6.2: Recognise and understand some of the differences between people.</p> <p>IU6.3: Present information about an aspect of culture.</p>

	Language and Learning Strategies			<ul style="list-style-type: none"> <li>• Recognise words which the teacher mouths silently.</li> <li>• Look at the face of the person speaking and listen attentively.</li> <li>• Play games to help to remember.</li> <li>• Practise saying new words aloud.</li> <li>• Practise with a friend.</li> <li>• Remember rhyming words.</li> <li>• Repeat words rhythmically.</li> <li>• Use a physical response.</li> <li>• Say words to a rhythm.</li> <li>• Analyse and compare new words/the language with known words in English or another language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use context and previous knowledge to determine meaning and pronunciation.</li> <li>• Read and memorise words.</li> <li>• Practise new language with a friend and outside the classroom.</li> <li>• Ask for repetition and clarification.</li> <li>• Discuss language learning and share experiences.</li> <li>• Plan and prepare for a language activity.</li> <li>• Sort words into categories.</li> <li>• Use mental association to help remember words.</li> <li>• Apply knowledge about letters</li> </ul>	<ul style="list-style-type: none"> <li>• Use actions and rhymes to aid memorisation.</li> <li>• Pronounce/read aloud unknown words.</li> <li>• Apply grammatical knowledge to make sentences.</li> <li>• Practise new language with a friend and outside the classroom.</li> <li>• Use a dictionary or word list.</li> <li>• Integrate new language into previously learnt language.</li> <li>• Plan and prepare – analyse what needs to be done to carry out a task.</li> <li>• Use context and previous knowledge to help understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and prepare – analyse what needs to be done to carry out a task.</li> <li>• Use language known in one context or topic in another context or topic.</li> <li>• Practise new language with a friend and outside of the classroom.</li> <li>• Discuss language learning and reflect and share ideas and experiences.</li> <li>• Compare and reflect on techniques for memorising language.</li> <li>• Use context and previous knowledge to help understanding</li> </ul>
--	----------------------------------	--	--	---	--	---	---

				<ul style="list-style-type: none"> <li>• Use gesture or mime to show understanding.</li> <li>• Try to use the language outside of the classroom.</li> <li>• Use context to determine meaning.</li> <li>• Record themselves.</li> </ul>	<p>and simple grammatical knowledge to experiment with writing.</p> <ul style="list-style-type: none"> <li>• Use a dictionary to look up spellings.</li> <li>• Access information sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Look and listen for visual and aural clues.</li> </ul>	<p>and reading skills.</p> <ul style="list-style-type: none"> <li>• Make predictions based on existing knowledge.</li> <li>• Use a dictionary or word list.</li> <li>• Evaluate work.</li> <li>• Listen for clues to meaning e.g. tone of voice, key words.</li> <li>• Apply a range of linguistic knowledge to create a simple, written production.</li> <li>• Ask for repetition and clarification.</li> </ul>
--	--	--	--	--	---	---	--

	Knowledge about Language			<ul style="list-style-type: none"> <li>• Imitate pronunciation of sounds.</li> <li>• Recognise how sounds and presented in written form.</li> <li>• Recognise questions and negatives.</li> <li>• Recognise different language conventions to express politeness.</li> <li>• Recognise the centrality of language in communication.</li> <li>• Notice the spelling of familiar words.</li> <li>• Identify specific sounds, phonemes and words, linking sounds to meanings.</li> <li>• Hear main word classes.</li> <li>• Recognise that some words occur in both English and the</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge of the language to support reading and writing.</li> <li>• Reinforce and extend recognition of word classes and understand their function.</li> <li>• Apply question forms.</li> <li>• Recognise and apply simple agreements, singular and plural (unos guantes, las manos etc).</li> <li>• Develop awareness of communication strategies.</li> <li>• Recognise the text in different languages will often have the same conventions of style and layout.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise patterns in simple sentences.</li> <li>• Manipulate language by changing an element in a sentence.</li> <li>• Understand and use negatives.</li> <li>• Apply knowledge of rules when building sentences.</li> <li>• Develop accuracy in pronunciation and intonation.</li> <li>• Notice different text types and deal with authentic texts.</li> <li>• Understand that words will not always have a direct equivalent in the language.</li> <li>• Recognise the typical conventions of word order in</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise patterns in the foreign language.</li> <li>• Devise questions for authentic use.</li> <li>• Notice and match agreements.</li> <li>• Use knowledge of words, text and structure to build simple spoken and written passages.</li> <li>• Use knowledge of word order and sentence construction to support the understanding of the written text.</li> </ul>
--	--------------------------	--	--	---	--	--	--

				foreign language although they may sound different e.g. el chocolate.	<ul style="list-style-type: none"><li>• Use question forms.</li></ul>	the foreign language.	
--	--	--	--	---	---	-----------------------	--

## Substantive Knowledge (the stuff)

### Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<ul style="list-style-type: none"> <li>Greetings – hola (hello) and adios (goodbye).</li> <li>Asking and giving name – Como te llamas? Me llamo ____.</li> <li>Numbers 0-10</li> <li>Classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>Revisit colours (see Y3 assessment sheet).</li> <li>Revisit numbers 1 – 10 (see Y3 assessment sheet).</li> <li>Parts of the body (body – el cuerpo, head – la cabeza, eye – el ojo, nose – la nariz, shoulder – el hombro, arm – el brazo, knee – la rodilla, foot – el pie, leg – la pierna, hand – la mano, mouth – la boca, teeth – los dientes, ears – las orejas, stomach - estomago).</li> <li>Adjectives to link to parts of the body and also text ‘El monstruo’ eg pequeno – small, feroz – fierce, feo – ugly, grande/enorme– big/enormous, afilado – sharp, puntiagudas – pointed, crooked – torcidas.</li> </ul>	<ul style="list-style-type: none"> <li>Hay + buildings on the high street: un mercado (market), una tienda (shop), un supermercado (supermarket), una oficina de correos (post office), un banco (bank), un café (café), una plaza (town square), una tienda de ropa (clothes shop), una catedral (cathedral).</li> <li>Directions – a la izquierda (left), a la derecha (right) , en el centro (in the middle).</li> <li>Revision of connectives – y (and), tambien (also, as well as)</li> <li>Revision of adjectives – grande (large/big), pequeno (small)</li> <li>Asking where places are... ¿ Hay? (esta – there, en la esquina – at the corner).</li> <li>Pause words – bueno (well), pues, vamos a ver,(well, let’s see) si (yes)</li> </ul>	<ul style="list-style-type: none"> <li>Revisit classroom routines and commands.</li> <li>Revisit stating the date.</li> <li>Revisit weather conditions.</li> <li>Classroom items – asking for... tienes?</li> <li>Revisit colours</li> <li>Revisit and extend clothes vocabulary (unos zapatos – shoes, unos calcetines – socks, una sudadera – hoodie) .</li> <li>Justifying opinions using adjectives to describe clothes – <i>Es bonito (It’s pretty/beautiful)– Es fabuloso (It’s fabulous). Es feo (It’s ugly).</i></li> <li>Recap simple negative from Y4 – No tengo</li> <li>Recap of expressing opinions from Y3 – Y5 – Me gusta (I like), No me gusta (I don’t like).</li> </ul>

Autumn 2	<ul style="list-style-type: none"> <li>• Stating name and age (Me llamo ____, Tengo ____ anos).</li> <li>• Recognising formal forms of being addressed.</li> <li>• Learning key verb 'tener' – see below.</li> <li>• Revisit numbers in understanding, as well as using them to state age.</li> </ul>	<ul style="list-style-type: none"> <li>• Zoo animals (el elefante – elephant, el tigre – tiger, el leon – lion, el mono – monkey, el cocodrilo – crocodile, el raton – mouse, el oso – bear, la jirafa – giraffe, el hipopótamo – hippo, el flamenco – flamingo).</li> <li>• Adjectives (see above – Autumn 1) + feroz -fierce, simpatico – friendly/nice, divertido - fun/funny.</li> <li>• Revisit parts of the body (snowman – linked to winter theme).</li> <li>• Some items of clothing for cold weather e.g. hat - sombrero, gloves - guantes, scarf - bufanda, coat - abrigo (linked to winter theme).</li> <li>• Introduce 'It's cold' – Hace frio and 'It's snowing' – Hace nevando (linked to winter theme).</li> </ul>	<ul style="list-style-type: none"> <li>• Re-visit days of the week</li> <li>• Adjectives to describe the high street at different times - Times of day: por la manana (in the morning), por la tarde (in the afternoon), por la noche (in the evening), a las diez (at ten o'clock), a las cuatro y media (at half past four).</li> <li>• Muy, bastante – quantifiers</li> <li>• Through short story and related writing task, re-visit vocabulary relating to: likes and dislikes, stalling strategies, directions, parts of the body, hobbies</li> <li>• Christmas – Los Reyes Magos (Three Kings/Wise Men), La Nochebuena (Christmas Eve), La Nochevieja (New Year's Eve), Papa Noel (Father Christmas)</li> </ul>	<ul style="list-style-type: none"> <li>• Re-visit family members</li> <li>• Re-visit adjectives to describe family members: <i>simpático/a (nice/kind) and inteligente (clever) – divertido/a (fun) – deportivo/a (sporty)</i> <ul style="list-style-type: none"> <li>• Recap of structure from Y4 and 5: Se llama... Tiene x anos, es, vive en...</li> <li>• Re-visit quantifiers: <i>muy, bastante</i></li> <li>• Traditional tale: El patio de mi casa.</li> <li>• Occupations: <i>Es...</i> medico (doctor)/vendedor(a) (salesman/woman) /camarero(a)(waiter/waitress/policia (police officer)/professor(a) (teacher).</li> </ul> </li> </ul>
----------	---	---	---	---



Spring 1	<ul style="list-style-type: none"> <li>Colours (rosa – pink, rojo – red, negro – black, blanco – white, verde – green, azul – blue, amarillo – yellow, gris – grey, morado – purple, marron – brown, naranja – orange)</li> <li>Revisit grapheme – z, ll</li> <li>Introduce grapheme - j</li> </ul>	<ul style="list-style-type: none"> <li>Family members (madre – mum, padre – dad, hermana – sister, hermano – brother, abuelo – grandad, abuela – grandma, tia – auntie, tio – uncle, primo – male cousin, prima – female cousin).</li> <li>Asking and answering questions about family members e.g. ¿tienes hermanos?– <b>Do you have siblings?</b> Si, tengo una hermana – <b>Yes, I have a sister etc.</b></li> <li>Using third person to give information about family members e.g. Mi madre se llama Maria. <b>(My mother is called Maria).</b></li> <li>Revisiting numbers when stating age <b>(Tengo ____ anos.)</b></li> </ul>	<ul style="list-style-type: none"> <li>Re-visit days of the week</li> <li>Re-visit leisure activities and extend with future tense: <i>voy a..(I am going to...)</i> <i>otra vez (again, over again)</i> <ul style="list-style-type: none"> <li>Re-visit likes and dislikes.</li> <li>Recap numbers 0-20</li> <li>Introduce numbers 30 – 50 (treinta – 30, cuarenta – 40, cincuenta – 50)</li> <li>Introduce comparatives with adjectives: <i>más / menos.... que</i> (more/less than)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Re-visit: <i>Hay – there is Aquí está – Here is</i></li> <li>House and home: rooms of the house (una casa – house, un piso – flat/apartment, una ventana – window, una piscina – swimming pool, un salon – living/sitting room, un comedor – dining room, una cocina – kitchen, un cuarto de baño – bathroom, un garaje – garage, un balcon – balcony, un jardin – garden, un dormitorio – bedroom.</li> <li>Re-visit preposition: en.</li> <li>Re-visit stating where you live: <i>Vivo en...</i></li> <li>Spanish alphabet.</li> <li>Adjectives to describe ideal home (pequeno – small, grande – big, bonito – pretty/beautiful, magnifico – magnificent, enorme – enormous, lujoso – luxurious, PREPOSITIONS: arriba – above/upstairs, abajo – below/downstairs)</li> </ul>
----------	---	---	---	--

Spring 2	<ul style="list-style-type: none"> <li>• Revisit colours (as above) and plural of verb ser.</li> <li>• Names of fruit and other items (manzanas – apples, platanos – bananas, naranjas – oranges, ciruelas – plums, fresas – strawberries, peras – pears, chocolate, piruela – lollipop, limonada – lemonade)</li> <li>• Exploring healthy eating choices when describing foods that are good/bad for health e.g. Es bueno/malo para la salud.</li> <li>• Revisit numbers 1-10 through a Spanish song, extend to 12 (once – 11, doce – 12)</li> <li>• Revisit graphemes – z – ll and j.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus text: El rabano gigante.</li> <li>• Pets: un gato – cat, un perro – dog, un hamster – hamster, un pez – fish, un conejo de Indias – guinea pig, un pajarito – bird, un raton – mouse.</li> <li>• Easter theme – el huevo – egg, chocolate con leche – milk chocolate, regalo – gift/present, osito – little bear, un helado – ice cream.</li> <li>• Knowledge around using the dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and extension of food item vocabulary, appreciating cultural differences in eating habits (fruit/revision from Y3 – el pan – bread, el arroz – rice, la pasta – pasta, las patatas – potatoes, el jamon – ham, el pescado – fish, el queso – cheese, el agua – water, el yoghur- yoghurt, el chocolate – chocolate, el helado – ice cream, el pastel – cake, las galletas – biscuits, las patatas fritas – chips, las patatas fritas de bolsa – crisps, las zanahorias – carrots, los guisantes – peas, la ensalada - salad</li> <li>• Re-visit opinions vocabulary</li> <li>• Re-visit stalling strategies</li> <li>• Re-visit conjunctions: <i>y (and)</i>, <i>pero (but)</i> and <i>también (also, as well as)</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Recap of repetition requests from Y3 and 4 – repite (informal)/repita(formal) por favour... ¿ Como se dice... en Espanol? – What is... in Spanish?</li> <li>• Re-visit vocabulary relating to house and home (una silla – chair, un sofa – sofa, una mesa – table, una nevera – fridge, un stereo – hifi/stereo, un microondas – microwave, una alfombra – carpet, una lampara – lamp).</li> <li>• Re-visit prepositions: <i>en, arriba, abajo, a la derecha, a la izquierda</i>.</li> <li>• Appreciation of Spanish literature: (Appropriate text).</li> <li>• Re-visit Spanish alphabet.</li> </ul>
----------	--	--	---	--

Summer 1	<ul style="list-style-type: none"> <li>• Revisit numbers 0-12</li> <li>• Revisit food items</li> <li>• Revisit grapheme ie</li> </ul>	<ul style="list-style-type: none"> <li>• Leisure activities: bailar – dance, nadar – swim, jugar al futbol – play football, comer en un restaurant – eat in a restaurant, leer – read, ver la tele – watch television, ir al parque – go to the park</li> <li>• Stating likes/dislikes in relation to hobbies – Me gusta – I like... No me gusta... I don't like</li> <li>• Conjunctions – y – and, pero – but</li> <li>• Numbers 13-30</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Spanish literature: (An appropriate text)</li> <li>• Breakfast – cereals con leche (cereal with milk), magdalenas (buns – Madeira cake), galletas Maria (Marie biscuits), chocolate con churros (churros with hot chocolate) un zumo de naranja (orange juice).</li> <li>• ¿Quieres? – Would you like...? (familiar)</li> <li>• Quisiera – I would like...</li> <li>• Ingredients for a Spanish dessert – la leche (milk), el azucar (sugar), los huevos (eggs), el agua (water)</li> <li>• Re-visit days of the week, months of the year, numbers 0-31</li> <li>• Date – Hoy es lunes 10 de octubre (Today it is Monday the 10<sup>th</sup> of October)</li> <li>• Weather expressions: Hace frio (It's cold), Hace calor (It's hot), Hace buen tiempo (it's good weather), Hace mal tiempo (It's poor weather), Hace sol (it's sunny), hace viento (it's windy), Hay niebla (There is fog), esta lloviendo (it is raining), esta nevando (it's snowing).</li> <li>• Seasons (en otono – autumn, en invierno – winter, primavera – spring, verano – summer)</li> <li>• Adverbs: <i>normalmente (normally), en general (in general)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Understand where Spanish is spoken in the world</li> <li>• Extended project: Plan a holiday to a Spanish-speaking country.</li> <li>• Re-visit days, months, dates</li> <li>• Accommodation: Vamos a estar en (I am going to stay in...) <i>un hotel – a hotel, una casa – a house, un piso – an apartment/a flat, un camping – a campsite</i></li> <li>• Re-visit preposition: en</li> <li>• Means of transport: <i>en barco (boat), en avión (plane), en coche (car), en tren (train).</i></li> </ul>
----------	---	--	---	--

Summer 2	<ul style="list-style-type: none"> <li>Days of the week (<b>días de la semana</b>) (lunes – Monday, martes – Tuesday, miercoles – Wednesday, jueves – Thursday, viernes – Friday, sabado – Saturday, domingo – Sunday)</li> <li>Months of the year (<b>meses del año</b>) (enero – January, febrero – February, marzo – March, abril – April, mayo – May, junio – June, julio – July, Agosto – August, septiembre – September, octubre – October, noviembre – November, diciembre – December)</li> <li>Days of the week/months of the year don't have capital letters in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit leisure activities and opinions (see above).</li> <li>Means of transport: en barco – boat, en coche – car, en autocar – coach, en tren – train, en avion – aeroplane</li> <li>Revisit months of the year (see Y3 assessment).</li> <li>Points of the compass: norte – north, sur – south, este – east, oeste – west.</li> <li>Clothes items for packing a suitcase: un pantalon – pants/trousers, un pantalon corto – shorts, una falda – skirt, un jersey – sweater/jumper, una camisa – t shirt, un sombrero – hat, un banador – swimsuit/costume, unas gafas de sol – sunglasses</li> <li>Weather expressions: Hace calor – It's hot. Hace frio – It's cold.</li> </ul>	<ul style="list-style-type: none"> <li>Re-visit points of the compass</li> <li>State where you live: <i>Vivo en (I live in.... + town)</i></li> <li><i>en el norte – in the North</i></li> <li><i>en el sur – in the South</i></li> <li><i>en el oeste – in the West</i></li> <li><i>en el este – in the East</i></li> <li>de Inglaterra – of England</li> <li>Compare objects and products which represent our culture with those of another country.</li> <li>Understand stereotyping.</li> <li>Quiz to recap learning throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Extended project continued: Plan a holiday to a Spanish-speaking country (Vamos a visitar – we are going to visit...)</li> <li>Places of interest: el museo (museum), el castillo (castle), la playa (beach), el zoo (zoo), el mercado (market). Revision of la plaza – town square, la piscina – swimming pool and el parque – park.</li> <li>Re-visit conjunctions: <i>y (and), a (to), luego (then/next)</i></li> <li>Present information about an aspect of culture of the country studied during the project.</li> <li>Quiz to recap learning in Year 6 and revision activities to recall learning across the key stage.</li> </ul>
----------	--	---	--	---

--	--	--	--	--

Key Vocabulary				
EYFS	Key Stage 1	Lower Key Stage 2 (see all above too)	Upper Key Stage 2 (see all above too)	
N/A	N/A	<p><b><u>Year 3 Autumn 1</u></b></p> <p>Numbers: cero – zero, uno – one, dos – two, tres – three, cuatro – four, cinco – five, seis – six, siete – seven, ocho – eight, nueve – nine, diez – ten</p> <p>Si – yes, No – no</p> <p>Greetings: Hola – hello, buenos dias – good morning, adios – goodbye, ¿ Que tal? – how are you? Muy bien- very well, bien – well, regular – so, so, mal – poorly/not good, gracias – thank you</p> <p>Praise words: estupendo – excellent, fantastic – fantastic/super, muy bien – very good!</p> <p>Instructions: escuchad – listen, mirad – look, sentaos – sit down, levantaos – stand up, repetid – repeat, silencio – silence, venid aqui – come here.</p> <p>Asking/giving name - ¿Como te llamas? – What’s your name? Me llamo – I am called, Senor – Mr, Senora – Mrs, Senorita – Miss, ¿ y tu? – and you?</p> <p><b><u>Year 3 Autumn 2</u></b></p> <p>Revisit numbers 0 – 10</p>	<p><b><u>Year 5 Autumn 1</u></b></p> <p>Hay – there is...</p> <p>Shops: un mercado – market, una tienda – shop, un supermercado – supermarket, una oficina de correos – a post office, un banco – bank, un café – café, una plaza – town square, una tienda de ropa – clothes shop, una catedral – cathedral</p> <p>Connectives recap: y – and, tambien - also</p> <p>Adjectives recap: pequeno – small, grande – big.</p> <p>Directions – a la izquierda – on the left, a la derecha – on the right, en el centro – in the middle, en la esquina – on the corner, aqui – here.</p> <p>¿Hay? – Is there...</p> <p>Esta – it is</p> <p>Pause words for dialogue: bueno – well, mmmm – mmmm, pues, vamos a ver – well let’s see, si - yes</p> <p><b><u>Year 5 Autumn 2</u></b></p> <p>Revision of days of the week</p>	

		<p>¿ Cuantos anos tienes? – How old are you? Tengo ____ anos. – I am ____ years old.</p> <p><b><u>Year 3 Spring 1</u></b> Colours – rojo – red, azul – blue, blanco – white, negro – black, amarillo – yellow, verde – green, naranja – orange, rosa – pink, marron – brown, gris – grey, morado – purple</p> <p>Es – is <b><u>Year 3 Spring 2</u></b> Fruits: las naranjas – oranges, las peras – pears, las ciruelas – plums, las fresas – strawberries, las manzanas – apples, lo stomates – tomatoes, los platanos – bananas.</p> <p>Es bueno/malo – It's good/bad. Food items: la coca cola – coca cola, la limonada – lemonade, el helado – ice cream, la pizza -pizza, el chocolate – chocolate, los caramelos – sweets, las patatas fritas – crisps, las piruletas – lollipops, el queso – cheese, el jamon – ham.</p> <p>Revision of numbers 1 – 10 + 11 and 12 (once – 11, doce – 12).</p> <p><b><u>Year 3 Summer 1</u></b> Revision of numbers Revision of food items <b><u>Year 3 Summer 2</u></b> Days of the week: los dias de la semana – days of the week, lunes – Monday, martes – Tuesday, miercoles – Wednesday, jueves – Thursday, viernes – Friday, sabado – Saturday, domingo – Sunday NB: Days of the week in Spanish DO NOT have capital letters.</p>	<p>Times of day: por la mañana – in the morning, por la tarde – in the afternoon/evening, por la noche – at night, a las diez – at 10 o'clock, a las cuatro y media – at half past four.</p> <p>Quantifiers recap: muy – very, bastante – quite</p> <p>Christmas theme:</p> <p>Los Reyes Magos – The Three Kings, La Nochebuena – Christmas Eve, La Nochevieja – New Year's Eve, Papa Noel – Father Christmas, la campana – bell, las uvas – grapes, el reloj – watch, clock, ¡Feliz Año Nuevo! – Happy New Year!, Navidad - Christmas</p> <p><b><u>Year 5 Spring 1</u></b> Revision of days of the week. Revision of hobbies introduced in Y4 and: jugar al + sport – to play + sport, nadar – to swim Revision of likes and dislikes. Simple future tense: Voy a – I am going to, otra vez – again Revision of numbers 0-30 + treinta – thirty, cuarenta – forty, cincuenta – fifty.</p> <p>Comparisons: mas...que....more...than...</p> <p>¿Que vas a hacer? – what are you going to do? Voy a + verb – I am going to...</p> <p><b><u>Year 5 Spring 2</u></b> Revision of fruit Y3 Healthy diet: el pan – bread, el arroz – rice, la pasta – pasta, las patatas – potatoes, el jamon – ham, el pescado – fish, el queso – cheese, el agua – water, el yogur – yoghurt, el chocolate – chocolate, el helado – ice cream, el pastel – cake, las galletas –</p>
--	--	---	---

		<p>Months of the year: enero – January, febrero – February, marzo – March, abril – April, mayo – May, junio – June, julio – July, Agosto – August, septiembre – September, octubre – October, noviembre – November, diciembre – December NB: Days of the week in Spanish DO NOT have capital letters.</p> <p>Extra lessons:</p> <p>Christmas – Maria – Mary, Jose – Joseph, Jesus – Jesus, los pastores – shepherds, las ovejas – sheep, los Reyes – kings, un angel – angel, el posadero – innkeeper, los niños – children, Belen – Bethlehem, el bebe – baby, un regalo – present, una estrella – star, un establo – stable, una habitacion – room</p> <p>Un juego – game, un libro – a book, la ropa – clothes, un dvd – DVD, un balón de fútbol – football</p> <p>Querido(s) – Dear, Quisiera – I would like, Muchas gracias – Many thanks, Papa Noel – Santa Claus, Los Reyes Magos – The Three Kings.</p> <p>Easter: los corderos – lambs, los pajaros – birds, las flores – flowers, hace sol – It's sunny, esta lloviendo – it's raining, un arco iris – a rainbow, hay – there is/are</p> <p><b><u>Year 4 Autumn 1</u></b></p> <p>Revision of colours from Y3: rojo – red, azul – blue, morado – purple, negro – black, rosa – pink, amarillo – yellow, verde – green, blanco – white, marrón – brown, gris – grey.</p> <p>Body parts: una cabeza – a head, una nariz – a nose, unos dientes – teeth, el pelo – hair,</p>	<p>biscuits, las patatas fritas – chips, las patatas fritas de bolsa – crisps, las zanahorias – carrots, los guisantes – peas, la ensalada – salad</p> <p>Opinions revision: Me gusta (I like), No me gusta (I don't like) etc</p> <p>Connectives revision: y – and, pero – but, también - also</p> <p><b><u>Year 5 Summer 1</u></b></p> <p>Food and Spanish breakfast: cereales con leche – cereals and milk, magdalenas – buns (Madeira cake), Galletas Maria – Marie biscuits, chocolate con churros hot chocolate and churros, un zumo de naranja – an orange juice.</p> <p>¿Quieres? – would you like? (familiar)</p> <p>Quisiera – I would like...</p> <p>Spanish dessert ingredients: la leche – milk, el azúcar – sugar, los huevos – eggs, el agua – water.</p> <p>Revision of days of week/months of year: Hoy es lunes 10 de octubre.</p> <p>Weather revision: hace frío – it's cold, hace calor – it's hot, hace buen tiempo – it's good weather, hace mal tiempo – it's poor weather, hace sol – it's sunny, hace viento – it's windy, hay niebla – it's foggy, esta lloviendo – it's raining, esta nevando – it's snowing, llueve – it's raining, nieva – it's snowing</p> <p>Seasons: en otoño – in autumn, en invierno – in winter, en primavera – in spring, en verano – in summer.</p> <p>Extension: normalmente – normally, en general – generally</p> <p><b><u>Year 5 Summer 2</u></b></p> <p>Vivo en – I live in...</p>
--	--	--	--

		<p>unos ojos – eyes, una boca – mouth, unas orejas – ears, la pierna – leg, el pie – foot, el estomago – stomach, el hombro – shoulder, la rodilla – knee, la mano – hand, el brazo – arm</p> <p>¿Como se dice... en Espanol? How do we say .... in Spanish?</p> <p>Adjectives: grande – big, pequeno – small, gordo – fat, largo – long, puntiagudo – pointed</p> <p>Tiene – has Tambien - also</p> <p><b><u>Year 4 Autumn 2</u></b></p> <p>Hay – there is/are</p> <p>Zoo animals: el tigre – tiger, el elefant – elephant, el hipopotamo – hippo, el flamenco – flamingo, el oso – bear, el cerdo – pig, el raton – mouse, el leon – lion, la jirafa – giraffe, el mono – monkey, el cocodrilo – crocodile, el pinguino – penguin</p> <p>Letters of the alphabet in the above words</p> <p>Introduction of vowels.</p> <p>El/Ella es – He/she/it is...</p> <p>Quantifiers – bastante – quite, muy – very</p> <p>Adjectives recap: grande – big, pequeno/pequena – small, feroz – ferocious, simpatico/simpatico – nice, divertido/divertida – funny</p> <p>Christmas theme:</p> <p>Recap parts of the body</p> <p>¿Que es? – What is it?</p>	<p>Points of compass: en el norte – in the north, en el sur – in the south, en el oeste – in the west, en el este – in the east</p> <p>De Inglaterra – of England.</p> <p><b><u>Year 6 Autumn 1</u></b></p> <p>Classroom routines/stationery: Presente/Si senor x, senora Y – I’m present Mr/Mrs...</p> <p>No esta – He/She’s absent</p> <p>un boligrafo – pen, un lapiz – pencil, una goma – rubber, un sacapuntas – pencil sharpener, unas tijeras – scissors, un cuaderno – exercise book, una cartera – school bag</p> <p>¿Tienes? – Do you have..? Si, aqui tienes/toma – Here you are...</p> <p>Tengo – I have</p> <p>No tengo – I don’t have</p> <p>Recap of classroom commands covered in Y3</p> <p>¿Estas listo?/ ¿Estais listos? – Are you ready?</p> <p>Vamos a sacar un.... Take out a ....</p> <p>Recap of clothes vocabulary from Y4 + more: un pantalon – trousers, un jersey – jumper, una camisa – shirt, una falda – skirt, unos zapatos – shoes, unos calcetines – socks, una sudadera – sweatshirt, una corbata – tie.</p> <p>Expressing opinions - Recap from Y4/5: Me gusta – I like, No me gusta – I don’t like</p> <p>Justifying opinions: No me gusta el rojo – I don’t like red. Es feo – It’s ugly. Es horrible – It’s awful (familiar). Es fabuloso – It’s great (familiar).</p>
--	--	--	--



		<p>Un muñeco de nieve – a snowman, un sombrero – hat, una bufanda – scarf, unos guantes – gloves, un abrigo – coat</p> <p>Weather linked to Christmas: hace frío/nieva – it's cold/snowing.</p> <p>Te toca a ti – It's your turn</p> <p>Me toca a mi – It's my turn</p> <p>El dado – the dice</p> <p>Caramba! – ¡ My word!</p> <p>Me gusta eso – I like that.</p> <p><b><u>Year 4 Spring 1</u></b></p> <p>¿Quién es? Es.... Who is it? It is...</p> <p>Family members: el padre – father/dad, papa – dad, madre – mother/mum, mama – mum, el hermano – brother, la hermana – sister, el abuelo – grandfather/dad, la abuela – grandmother/ma, mi – my</p> <p>¿Tienes hermanos? – Have you any brothers/sisters?</p> <p>Dos hermanos – two brothers</p> <p>Tres hermanas – three sisters</p> <p>Si, tengo... - Yes, I have...</p> <p>No tengo hermanos – I have no brothers</p> <p>ALSO can mean siblings.</p> <p>No tengo hermanas – I have no sisters.</p> <p>No tengo hermanos ni hermanas – I have no brothers or sisters.</p> <p><b><u>Year 4 Spring 2</u></b></p> <p>Pets: el gato – cat, el ratón – mouse, un perro – dog, un hamster – hamster, un conejo – rabbit, un pez – fish, un pajarito – bird, un conejo de indias – guinea pig, una tortuga – tortoise</p> <p>Tengo – I have</p>	<p>Es bonito – It's pretty.</p> <p><b><u>Year 6 Autumn 2</u></b></p> <p>Revision from Y4/5 – members of the family: mi padre – father, mi madre – my mother, mi hermana – my sister, mi hermano – my brother, mi abuelo – grandfather, mi abuela – grandmother</p> <p>Se llama – He/she is called...</p> <p>Tiene ____ años - He/she is....years old.</p> <p>Es – He/she is...</p> <p>Quantifiers – bastante – quite, muy – very</p> <p>Adjectives recap from Y4: simpático/simpática – nice, inteligente – intelligent, divertido/divertida – funny, deportivo/deportiva – sporty, hermoso/hermosa – beautiful</p> <p>Occupations: Es + occupation Remember, no article is used with jobs).</p> <p>Es médico – doctor, vendedor/vendedora – salesman/saleswoman, policía – policeman/policewoman, camarero/camarera – waiter/waitress, profesor/profesora – teacher.</p> <p>Christmas theme – recap of previous years.</p> <p><b><u>Year 6 Spring 1</u></b></p> <p>House and home: Aquí está – Here is</p> <p>Hay – There is</p> <p>una casa – house, un piso – flat</p> <p>Receptive use of: un salón – sitting/living room, un comedor – dining room, una cocina – kitchen, un cuarto de baño – bathroom, un garaje – garage, un balcón – balcony, un jardín – garden, un</p>
--	--	--	--

		<p>No tengo – I don't have Connectives: y – and, tambien – also</p> <p>Easter theme: bastante – quite, el huevo – egg, chocolate con leche – milk chocolate, regalo – gift/present, osito – little bear, un helado – ice cream.</p> <p><b><u>Year 4 Summer 1</u></b> Leisure activities: bailar – dance, nadar – swim, jugar al futbol – play football, comer en un restaurante – eat at a restaurant, leer – read, ver la tele – watch TV, ir al parque – go to the park.</p> <p>Opinions: Me gusta mucho – I love, Me gusta – I like, No me gusta – I don't like...</p> <p>¿Te gusta...? – Do you like...?</p> <p>Numbers 13 – 30: trece – 13, catorce – 14, quince – 15, dieciseis – 16, diecisiete – 17, dieciocho – 18, diecinueve – 19, veinte – 20, veintiuno – 21, veintidos – 22, veintitres – 23, veinticuatro – 24, veinticinco – 25, veintiseis – 26, veintisiete – 27, veintiocho – 28, veintinueve – 29, treinta - 30</p> <p>Conjunctions – y – and, pero – but</p> <p><b><u>Year 4 Summer 2</u></b> ¿Donde? – where? Means of transport: en barco – by boat, en coche – by car, en autocar – by coach, en tren – by train, en avion – by plane.</p> <p>Weather: hace calor – it's hot, hace frio – it's cold</p>	<p>dormitorio – bedroom, la ventana – a window, la piscina – a swimming pool.</p> <p>Revision of adjectives: pequeno – small, grande – big, bonito – pretty, magnifico – magnificent, enorme – enormous, lujoso – luxurious, arriba – upstairs, abajo – downstairs</p> <p><b><u>Year 6 Spring 2</u></b> Furniture items: una silla – chair, un sofa – sofa, una mesa – table, una nevera – fridge, un estereo – hi fi/stereo, un microondas – microwave, una alfombra – carpet, una lampara – lamp Revision of: Repite por favor (informal) Repita por favor (formal) – repeat please. ¿Como se dice ... en Espanol? – What is... in Spanish? Revision of Spanish alphabet</p> <p><b><u>Year 6 Summer 1</u></b> Planning a holiday: Vamos a – We are going to... Nos vamos – We're going to leave, ir – to go, salir – to leave, estar – to be/stay, comer – to take Recap days of the week and months of the year. Preposition: en – in Places to stay: un hotel – hotel, un piso – flat, una casa – house, un camping – a campsite Transport recap from Y4/5: en barco – by boat, en avion – by plane, en coche – by car, en tren – by train a las nueve – at nine o'clock.</p> <p><b><u>Year 6 Summer 2</u></b> Visitar – to visit Connectives – y – and, luego – then/next</p>
--	--	---	--

