

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><u>A New Start</u> Ask and answer name Ask and answer simple feelings Count 0-11 6 colours</p>	<p><b>Computing Focus</b></p>	<p><b>My school, my subjects</b> Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school</p>	
Autumn 2	<p><u>Calendar and Celebrations</u> Days Months ( an respond to simple question) Asking the day / month Ask birthday month Celebrating Christmas</p>	<p><u>Welcome to our school super learners</u> Asking who someone is Asking someone's age Have you ...? I have Numbers 0-31 Classroom objects</p> <p><u>My local area, your local area</u> Where is ...?( + shops) Here is ( +shops) Left/ right/ straight ahead There is / there are</p>	<p><b>Time in the city</b> Buildings and places of interest Where is ( + shops) Here is ( + shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50</p>	
Spring 1	<p><u>Animals I like and don't like</u> Celebrating Epiphany Names of domestic animals Ask and answer a like/dislike</p>	<p><b>Computing Focus</b></p>	<p><b>Healthy eating and going to the market</b> Shopping at the market Fruit Vegetables Transactional language at the shops Numbers 0-50/ Euros Instructions to make a healthy dish</p>	
Spring 2	<p><u>Carnival colours ,playground games</u> Colours Ask what colour something is. Giving a response Likes and dislikes Celebrating Easter</p>	<p><u>Family tree and faces</u> Asking who someone is? This is ..... mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have Giving hair and eye colour</p> <p><u>Celebrating carnival/body parts</u> Parts of the body and simple descriptions colour/small / big etc) Asking: Have you ...? I have There is / there are .....</p>	<p><b>Carnival clowns and clothes</b> What are you wearing? I am wearing What's it like? It's + colour and size It has.</p>	
Summer 1	<p><u>Breakfast, fruit nouns and a hungry giant</u> Fruit and vegetables Breakfast foods Ask and answer likes/dislikes Ask for a food item politely</p>	<p><b>Computing Focus</b></p>	<p><b>Out of the world</b> Personal information at passport control Countries Planets Adjectives</p>	
Summer 2	<p><u>Going on a picnic</u> Foods for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20)</p>	<p><u>Feeling unwell/ Jungle animals</u> How are you feeling? Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective)</p> <p><u>Summer time</u> Asking /answering simple weather phrases Ice creams-asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream</p>	<p><b>Going to the seaside</b> You can Play + sports Eat + foods Wear +beach clothes</p>	

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b><u>A New Start</u></b> Ask and answer name Ask and answer simple feelings Count 0-11 6 colours</p>	<p><b><u>Welcome to our school super learners</u></b> Asking who someone is Asking someone's age Have you ...? I have Numbers 0-31 Classroom objects</p>	<p><b><u>My school, my subjects</u></b> Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school</p>	<p><b><u>Everyday life</u></b> Asking the time Giving o'clocks Describing simple daily routine</p>
Autumn 2	<p><b><u>Calendar and Celebrations</u></b> Days Months ( an respond to simple question) Asking the day / month Ask birthday month Celebrating Christmas</p>	<p><b><u>My local area, your local area</u></b> Where is ....? (+ shops) Here is ( +shops) Left/ right/ straight ahead There is / there are</p>	<p><b><u>Time in the city</u></b> Buildings and places of interest Where is ( + shops) Here is ( + shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50</p>	<p><b><u>Spooky house/space house</u></b> Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is ..? Asking: Have you +rooms Responding positively or negatively Saying what I want to be in the future. Asking politely / sandwich flavours</p>
Spring 1	<p><b><u>Animals I like and don't like</u></b> Celebrating Epiphany Names of domestic animals Ask and answer a like/dislike</p>	<p><b><u>Family tree and faces</u></b> Asking who someone is? This is ..... mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have Giving hair and eye colour</p>	<p><b><u>Healthy eating and going to the market</u></b> Shopping at the market Fruit Vegetables Transactional language at the shops Numbers 0-50/ Euros Instructions to make a healthy dish</p>	<p><b><u>Playing and enjoying sport</u></b> You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment/sports terrain/team or individual sport) Opinions. / Likes and dislikes</p>
Spring 2	<p><b><u>Carnival colours ,playground games</u></b> Colours Ask what colour something is. Giving a response Likes and dislikes Celebrating Easter</p>	<p><b><u>Celebrating carnival/body parts</u></b> Parts of the body and simple descriptions colour/small / big etc) Asking: Have you ...? I have There is / there are .....</p>	<p><b><u>Carnival clowns and clothes</u></b> What are you wearing? I am wearing What's it like? It's + colour and size It has.</p>	<p><b><u>This is me, hobbies and fun</u></b> Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes</p>
Summer 1	<p><b><u>Breakfast, fruit nouns and a hungry giant</u></b> Fruit and vegetables Breakfast foods Ask and answer likes/dislikes Ask for a food item politely</p>	<p><b><u>Feeling unwell/ Jungle animals</u></b> How are you feeling? Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective)</p>	<p><b><u>Out of the world</u></b> Personal information at passport control Countries Planets Adjectives</p>	<p><b><u>Café culture ,restaurants</u></b> Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)</p>
Summer 2	<p><b><u>Going on a picnic</u></b> Foods for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20)</p>	<p><b><u>Summer time</u></b> Asking /answering simple weather phrases Ice creams-asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream</p>	<p><b><u>Going to the seaside</u></b> You can Play + sports Eat + foods Wear +beach clothes</p>	<p><b><u>Performance Time</u></b> Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers</p>

	Year 3	Year 4	Year 5	Year 6
<b>Objectives</b>	<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 meaning of words</li> <li>♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>♣ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>♣ present ideas and information orally to a range of audiences*</li> <li>♣ read carefully and show understanding of words, phrases and simple writing</li> <li>♣ appreciate stories, songs, poems and rhymes in the language</li> <li>♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>♣ describe people, places, things and actions orally* and in writing</li> </ul>			

<b>Greetings and personal information</b>				
	Year 3	Year 4	Year 5	Year 6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To pronounce some greetings in Spanish.</li> <li>• To ask and answer questions about how I'm feeling.</li> <li>• To introduce myself in Spanish using 'my name is'</li> <li>• To ask and answer my age in Spanish</li> <li>• To say where I live.</li> <li>• To ask and answer questions about personal information (What is your name? How old are you? Where do you live?)</li> <li>• To write simple sentences about where I live and what I am called.</li> </ul>	<ul style="list-style-type: none"> <li>• To say the Spanish nouns for four family members.</li> <li>• To write personal information about a family member. (name, age and where they live).</li> <li>• To explain why I don't feel well or what hurts.</li> </ul>	<ul style="list-style-type: none"> <li>• To explain in more detail how I'm feeling (recap Y3 knowledge)</li> <li>• To give important information about myself.</li> <li>• To understand and say simple opinions about subjects.</li> <li>• To say and write simple opinions about subjects.</li> <li>• To understand words used on an ID card.</li> <li>• To ask and answer questions about someone's identity. (name, age, where they live, how many pets they have, favourite fruit, favourite colour)</li> </ul>	<ul style="list-style-type: none"> <li>• To recall phrases to talk about myself and my feelings.</li> <li>• To understand and remember some sports nouns in Spanish.</li> <li>• To talk about sports I like and dislike.</li> <li>• To create extended sentences about sports including opinions.</li> <li>• To remember and say sentences about myself.</li> <li>• To say and write sentences about myself.</li> <li>• To write a sequence of short sentence about myself.</li> </ul>

<b>Vocabulary</b>	Buenos días <i>good morning</i> , Hola <i>hello</i> , Hasta luego <i>see you later</i> , Adiós <i>goodbye</i> Estoy bien/no estoy bien <i>I am good/ I am not good</i> Me llamo.. <i>My name is..</i> ¿Cuántos años tienes? <i>How old are you?</i> Tengo....años <i>I am ... years old</i> ¿Tienes...? <i>Tengo You have? I have</i> ¿Dónde vives? <i>Where do you live?</i> ¿Y tú? <i>And you?</i> Vivo en..... <i>I live in</i>	El papa/hermano/abuelo/bebé <i>Dad/brother/grandfather/baby</i> La mama/hermana/abuela <i>Mum/sister/grandmother</i>  ¿Quién eres tú? <i>Who are you?</i> Soy ..... <i>I am...</i>  ¿Qué te pasa? <i>What's the matter?</i>	Revisit feelings from Y3/4  Estoy triste/confundido/cansado/fenomenal <i>gracioso/</i> <i>I am sad/confused/tired/phenomenal/funny</i>  Tengo hambre/sed/calor/frío <i>I am hungry/thirsty/hot/cold</i>  Geografía Educación física Lectura Inglés <i>Geography/Education/physical/reading</i>	<i>Precursor in Y6 Autumn Unit 1a – revisit/retrieval-            personal information and feelings</i>  El cricket/tenis/fútbol/ baile/balóncesto <i>Cricket/tennis/football/dancing/basketball</i> La gimnasia/hípica/Natación <i>Gymnastics/horse riding/swimming</i>  <i>Y pero porque</i> <i>And but because</i>
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	El niño/La niña The boy/The girl-	No me siento bien I'm not feeling well? Me duele: it hurts La muele/ cabeza/ tripa/ el oído The tooth/head/gut/ear/ Me he cortado la rodilla I've cut my knee	Plástica Matemáticas Ciencia Español Música Historia Art / maths/science/spanish/music/history  Facil/aburrido/interesante/útil Easy/bored/interesting/useful  Porque/y/pero Es.. Because/and/but  ¿Te gusta/n...? What do you like? Me gusta/n/No me gusta/n.. I like/I don't like. Me encanta/n... I love ¿Prefieres...? What do you prefer? Preferio... I prefer.  ¿Cuál es tu fruta favorita? What is your favourite fruit? ¿Cuál es tu color favorito? What is your favourite colour?  Nombre/Apellido/Edad/Fecha de nacimiento/Dirección/Número de teléfono/Nacionalidad Color de ojos Name/surname/age/date of birth/?/phone number/nationality/eye colour.	rápido aburrido interesante difícil fast/bored/interesting/difficult  es bueno para mi salud it's good for my health  ¿Te gusta/n...? What do you like? Juegas? To play? Haces...? To do? Me gusta/n... No me gusta/n I like. I don't Like  Me llamo my name is Tengo ...años I am ... years old Vivo en I live in Ven de...I come from Tengo family/animals quien se llama.. They are called No tengo... I don't have Hay... There are No hay... There aren't Me gusta/n I like No me gustan I don't like
<b>Phonics</b>	has, lue, llam ce quin diece vein ñ	Uela á a	Iz cios hambre cción llido oj	Gim aile cesto
<b>Grammar skills</b>	<ul style="list-style-type: none"> <li>• Intonation with questions (see vocabulary)</li> <li>• Asking ages using the verb "tener" <i>to have</i>. In Spanish they use 'to have' to express their age.</li> <li>• Asking a question using "¿Y tú?" <i>and you?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Revisit and consolidate knowledge of singular masculine and feminine nouns and use of el (he) /la (she).</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement of adjectives when used with a personal pronoun. (Using the correct ending on adjectives, masculine – 'o' feminine – 'a'.)</li> <li>• Building extended sentences using conjunctions (see vocabulary).</li> <li>• Asking and answering a series of questions (see vocabulary).</li> <li>• Revisit and consolidate adjectival agreement with nouns in singular and plural. (masculine o/os and e/es feminine a/as).</li> <li>• Use of negative with soy – I am. No soy - I am not ....</li> </ul>	<ul style="list-style-type: none"> <li>• Use of 1st,2nd and 3rd person singular of verbs to describe oneself, ask questions about someone or to describe a character simply.</li> <li>• Use of mi/mis with singular/plural nouns</li> <li>• Conjugation of the verb "jugar" in present tense</li> <li>• Cognates and semi- cognates (word that sounds similar with a similar meaning in English)</li> <li>• Building extended sentences using conjunctions (see vocab for conjunctions).</li> <li>• Revisit and consolidate adjectival agreement with nouns in singular and plural. (masculine o/os and e/es feminine a/as).</li> <li>• Reinforce position of adjectives after noun. Spanish differs to English as adjective comes after the noun.</li> <li>• Build extended sentences. (see vocabulary)</li> </ul>

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Places				
	Year 3	Year 4	Year 5	Year 6
<b>Objectives</b>		<ul style="list-style-type: none"> <li>To say and write the names of rooms in school.</li> <li>To say and write some classroom nouns.</li> <li>To recognise and say some places in town.</li> <li>To ask where something is.</li> </ul> To identify and name shops in Spanish.	<ul style="list-style-type: none"> <li>To understand some facts about a city in Spanish (Madrid)</li> <li>To give simple directions around a town or city.</li> <li>To understand sentences about the seaside.</li> <li>To read aloud sentences about the seaside.</li> <li>To create simple and persuasive sentences about the seaside.</li> <li>To understand the nouns for items I take to the beach.</li> <li>To read and understand about going to the beach.</li> <li>To follow a story about going to the beach (La Familia Alien)</li> </ul>	<ul style="list-style-type: none"> <li>To say and understand some nouns for rooms in a house.</li> <li>To understand and pronounce accurately some nouns for objects in a house. (Dictionary work)</li> <li>To use adjectives to describe rooms in a house</li> <li>To write sentences using taught verbs. (There are, wake up, go to sleep)</li> </ul>

<b>Vocabulary</b>		El salón de clase/pegamento/ Libro/lápiz/bolígrafo <i>The classroom/glue/book/pencil/pen</i> La mochila/goma /mesa/silla <i>The bag/rubber/table/chair</i> Los lápices Las tijeras <i>The pencils The scissors</i>  El café/cine/restaurant/supermercado/estadio <i>The café/cinema/resteraunt/supermarket/stadium</i> La carniceria/panaderia/escuela/farmacia <i>The butchers/bakery/school/pharmacy.</i>  ¿Dónde esta...? <i>Where is.....?</i> Aquí..... <i>Here</i>	El parque/zoo/museo/centro commercial <i>The park/zoo/museum/shopping centre</i>  La galleria de arte/estación de tren/piscina <i>The art gallery/train station/swimming pool.</i>  La ciudad <i>The city</i> Bienvenido <i>Welcome</i> ¿Qué hay en la ciudad? <i>What is there in the city?</i> ¿Hay.....? <i>Are there?</i> Hay .... <i>There are?</i> No hay... <i>There aren't</i>  La playa/mochila/crema de sol <i>The beach/backpack/sun cream</i> Los helados/castillos de arena	La casa/cocina/El baño/comedor/ salón/garaje/jardín/habitación <i>The house/kitchen/bathroom/dining room/living room/garage/garden/room</i>  Opportunity to explore nouns for furniture items  Grande/pequeño/interesante/modern/vieux <i>Big/small/interesting/modern/old/</i>  <i>y pero en</i> <i>and but in</i> Bienvenido <i>Welcome</i> ¿Hay....? <i>There are</i> ¿Qué hay en la casa? <i>What is there in the house?</i> Hay ... <i>There are</i>
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		<p>Recall personal information from Year 3</p> <p>Benvendio <b>welcome</b></p> <p>Aqui here</p> <p>¿Tienes...? <b>Do you have?</b></p> <p>Tengo <b>I have</b></p> <p>No tengo <b>I don't have</b></p>	<p><b>The Ice creams/ sand castles</b></p> <p>Las gafas de sol/frutas/chancclas <b>The sunglasses/fruits/flip flops</b></p> <p>El sol/sombrero/bañador <b>The sun/hat/swimming costume</b></p> <p>Infinitive verbs Puede/ven/va estar/hacer/comer/jugar a/nadar <b>Can/Come here/will be/do/eat/play/swim</b></p>	<p>No hay.... <b>There aren't</b> "Me gusta.... porque ....." <b>I like... because...</b></p> <p>¿ Te gusta/n...? <b>What do you like?</b> Juegas? <b>To play?</b> Haces...? <b>To do?</b> Me gusta/n... <b>No me gusta/n I like. I don't Like</b></p> <p>Me llamo <b>my name is</b> Tengo ...años <b>I am ... years old</b> Vivo en <b>I live in</b> Ven de...<b>I come from</b> Tengo family/animals quien se llama.. <b>They are called</b> No tengo... <b>I don't have</b> Hay... <b>There are</b> No hay... <b>There aren't</b> Me gusta/n <b>I like</b> No me gustan <b>I don't like</b></p>
<b>Phonics</b>		<p>Iz ces j <b>qui</b> <b>cuela</b></p>	<p>Eo oo ciu</p>	<p>Iz ces j</p>
<b>Grammar skills</b>		<ul style="list-style-type: none"> <li>Asking and answering a question using tener (sometimes in the negative)</li> <li>Revisiting cognates and semi cognates</li> </ul>	<ul style="list-style-type: none"> <li>Cognates and semi- cognates – words that sound the same in English and in other languages.</li> <li>Building extended sentences using conjunctions.</li> <li>Asking and answering a series of questions.</li> <li>Reinforce adjectival agreement</li> <li>Using the modal verb "puede" I can with infinitives of verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Cognates and semi- cognates – words that sound the same in English and in other languages.</li> <li>Building extended sentences using conjunctions.</li> <li>Asking and answering a series of questions.</li> <li>Reinforce adjectival agreement.</li> </ul>

## Food

	Year 3	Year 4	Year 5	Year 6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To understand and say some fruits and vegetables</li> <li>To understand and say some nouns for breakfast foods.</li> <li>To recall nouns for picnic items.</li> </ul>	<ul style="list-style-type: none"> <li>To say flavours of ice-cream.</li> <li>To pronounce flavours of Ice cream and spot known sounds in the flavours.</li> <li>To create my perfect ice cream in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>To recall nouns for fruits and vegetables and identify the gender of the nouns.</li> <li>To talk about fruit and vegetables.</li> <li>To understand and use simple recipe instructions</li> </ul>	<ul style="list-style-type: none"> <li>To know some facts about café culture (tapas, tapeo, palillos)</li> <li>To ask for snacks and drinks politely.</li> <li>To take part in café role play.</li> <li>To understand information about Spanish food and meals.</li> <li>To follow a story about going to a restaurant.</li> </ul>

<b>Vocabulary</b>	<p>Una manzana/zanahoria/pera/naranja An apple/carrot/pear/orange</p> <p>Un plátano/pepino/melocóton/melon/tomate Sandía/uvas A banana/cucumber/peach/melon/tomato/water melon/grape</p> <p>El picnic The picnic</p> <p>queso/pan/leche/Agua/Un zumo de naranja/ bocadillo/Un plátano/Una manzana/Patatas fritas/Chocolate cheese/bread/milk/water/orange</p> <p>jucie/sandwich/banana/apple/crisps/chocolate</p> <p>Hay There are</p> <p>Quisiera... I would like</p> <p>Por favour Please</p>	<p>Me gustaría un helado de _____ I would like a _____ Ice cream.</p> <p>chocolate/menta/fresa/limón/vainilla frambuesa chocolate/mint/strawberry/lemon/vanilla/raspberry.</p> <p>I would like a _____</p>	<p>Revisit and extend knowledge of fruits and vegetables. Revisit and extend shopping dialogues.</p> <p>¿Tienes...? Have? ¿Teneis..? You have? ¿Cuánto es...? How much is it? Quiero I want Tengo I have No tengo I don't have Pesa/pesan weigh/they weigh Un kilo/medio kilo A kilo/ half a kilo Euro(s) Por favour please Gracias thank you</p>	<p>Bebidas food Comidas drink</p> <p>Un café/té/café con leche/refresco/ bocadillo A coffee/tea/coffee with milk/fizzy pop/sandwich</p> <p>Una pizza pizza Patatas fritas chips Churros</p> <p><i>Build knowledge of typical Spanish snacks and drinks for a young person in a café</i></p> <p>¿Qué desea? You want? Tengo I have Quisiera I want Gracias Thank you Por favour Please</p> <p>Entrantes starters Comidas mains Postres deserts El menu menu El restaurant restaurant</p> <p><i>Build knowledge of typical Spanish dishes on a menu</i></p>
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				¿Tiene una mesa para....? Can I have a table for... El menu The menu Tengo I have Quisiera I would like Quiero mas I would really like Está delicioso It is delicious Gracias Thank you
Phonics	Z/ja/uv nic/queso/zu/illo	Qui cuela vai uesca illa	Cuá Qui	Té adillo che
Grammar skills	<ul style="list-style-type: none"> <li>Nouns- masculine and feminine singular</li> <li>Common use of “s” to indicate plural with nouns.</li> <li>Hay – means there is/there are</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting cognates and semi cognates</li> <li>Identifying a pattern: Use of “de” to precede fruit nouns.</li> <li>Express a flavour/s (see vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying a pattern:</li> <li>Use of “de” (of) to precede fruit nouns when expressing a flavour/s</li> <li>Practising the conjugation in present tense of “ser”- I (to be) Changing into I am (soy), you are (eres) he is (es) she is (es)</li> <li>Investigating command form of verbs in a recipe. (when you are directly talking to someone else to order) Use quiero</li> </ul>	<ul style="list-style-type: none"> <li>Recap of previous grammar skills.</li> </ul>



## Description

	Year 3	Year 4	Year 5	Year 6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To say some colours in Spanish.</li> <li>To understand some animal nouns in Spanish</li> <li>To ask the question 'What is it?' and sat the animal noun as the answer.</li> <li>To recognise some animal nouns in the plural.</li> <li>To listen and join in with a story about animals. (Animals I see when I walk to school)</li> <li>To write sentences about animals (see vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li>To understand and say some nouns for parts of the face.</li> <li>To understand some simple sentences using numbers and parts of the face.</li> <li>I can write some simple sentences to describe an alien.</li> <li>To understand and say aloud animal nouns.</li> <li>To say nouns for parts of the body.</li> <li>To understand and respond to body part commands</li> <li>To understand and say nouns for body and face parts.</li> <li>To describe and alien using nouns, numbers and colours.</li> <li>To write parts of the body nouns.</li> <li>To understand and remember some jungle animal nouns.</li> <li>To write simple sentences to describe a jungle animal.</li> <li>To say types of weather.</li> <li>To remember weather phrases.</li> </ul>	<ul style="list-style-type: none"> <li>To write a simple description of a place.</li> <li>I can name nouns for clothing.</li> <li>I can say, remember and write nouns for clothing.</li> <li>I can read and write descriptive sentences about clothing.</li> <li>To read simple information about planets.</li> <li>To create simple sentences about imaginary planets.recipe instructions</li> </ul>	<ul style="list-style-type: none"> <li>I can give a simple description about myself.</li> <li>To identify parts of the verb to play 'jugar'</li> <li>To describe a sport using a simple sentence.</li> </ul>

<b>Vocabulary</b>	<p>¿De qué color es? What colour is it? azul/rojo/amarillo/verde/blanco/negro blue/red/yellow/green/white/black Un gato/perro/pez/caballo/conejo/serpiente/ratón/ A cat/dog/fish/horse/rabbit/snake/mouse Una vaca/oveja A cow/sheep ¿Cuál es tu animal favorito? Mi animal favorito es... What is your favourite animal? My favourite animal is...</p>	<p>El nariz/pelo The nose/hair La cabeza/boca The head/mouth Los ojos The eyes Las orejas The ears Revisit and extend colours as adjectives</p> <p>¿De qué color es...? What colour is it? ¿De qué color son...? What colour are they?</p> <p>Revisit and extend colours as adjectives. Pequeño/Grande small/big Mostradme... Show me Tocad.... play Muevad move Bailad con.... Dance with el oído hearing</p>	<p>El regalo/CD/juego/ teléfono móvil/DVD/ peluche The gift/CD/game/mobile phone/DVD/teddy Los flores flowers Los bomones (de chocolate) Chocolates</p> <p>Los pantalones trousers Los pantalones cortos shorts Los vaqueros Los calcetines socks Los zapatos shoes El jersey/tshirt/abrigo Sombrero The jersy/shirt/coat/hat La susadera/ropa/falda/camisa/corbata</p>	<p><i>Precursor in Y6 Autumn Unit 1a – revisit/retrieval- personal information and feelings</i></p> <p>El cricket/tenis/fútbol/ baile/balóncesto Cricket/tennis/football/dancing/basketball La gimnasia/hípica/Natación Gymnastics/horse riding/swimming</p> <p>Y pero porque And but because</p> <p>rápido aburrido interesante difícil fast/bored/interesting/difficult</p> <p>es bueno para mi salud it's good for my health</p>
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		<p>¿Qué ves? What do you see? La selva/jirafa/serpiente The jungle/giraffe/snake</p> <p>El loro/mono/tigre/elefante The parrot/monkey/tiger/elephant Parts of “ser” verb to be es/son (is/are) ¿Qué tiempo hace? What is the weather like?</p> <p>Hace sol/viento/niebla/calor/frío/ It’s sunny/windy/foggy/hot/cold</p> <p>Está nevando/lloviendo It’s snowing/raining</p>	<p>The sweatshirt/dress/skirt/shirt/necktie</p> <p>Revisit and extend adjectives of colour and size.</p> <p>grande big pequeño small colours colour</p> <p>y Tambien and also</p> <p>Mercurio/Júpiter/Marte/Venus/Saturne/Neptuno Mercury/Jupiter/Mars/Venus/Saturn/Neptune El sol the sun La luna/la tierra the moon/the Earth Los astronautas the astronauts Las estrellas The stars Espacio space El cohete rocket</p>	<p>¿ Te gusta/n...? What do you like? Juegas? To play? Haces...? To do? Me gusta/n... No me gusta/n I like. I don’t Like</p> <p>Me llamo my name is Tengo ...años I am ... years old Vivo en I live in Ven de...I come from Tengo family/animals quien se llama.. They are called No tengo... I don’t have Hay... There are No hay... There aren’t Me gusta/n I like No me gustan I don’t like</p>
Phonics	Z/ja/ Llo, zul, ver, jo O J, v	Qué jas riz sien za illa qué	Llev Zap Vaq llas autas acio	jar je hay ci gim aile cesto
Grammar skills	<ul style="list-style-type: none"> <li>Identifying words that are adjectives</li> <li>Exploring the 2 types of singular Spanish nouns</li> <li>Identifying plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Singular and plural nouns and common plural ending “s”</li> <li>Adjectives after noun and change of spelling to agree with gender of noun. (he – o/e she-a)</li> <li>Adjectives and spellings to agree with gender of nouns and whether singular or plural. (he – o/e she-a)</li> </ul>	<ul style="list-style-type: none"> <li>Revisit and consolidate adjectival agreement with nouns in singular and plural. (he – o/e she-a)</li> <li>Reinforce position of adjectives before and after noun.</li> <li>Build extended sentences.</li> <li>Present tense of the verb “tener” – to have</li> </ul>	<ul style="list-style-type: none"> <li>Cognates and semi- cognates – words that sound the same in Spanish as they do in other languages.</li> <li>Building extended sentences using conjunction (see vocabulary)</li> <li>Asking and answering a series of questions.</li> <li>Revisit and extend personal information dialogues. (see personal information vocabulary)</li> <li>Add opinions and likes/dislikes of sport</li> <li>Conjugation of the verb “jugar “in present tense play - juego you play – juegas he/she plays - juega</li> </ul>

Everyday				
	Year 3	Year 4	Year 5	Year 6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>I can say and remember the days of the week in Spanish.</li> <li>I can say and remember the months in Spanish.</li> <li>To say numbers 1-10</li> <li>To recall numbers 1-10</li> <li>I know some facts about carnival in Spain.</li> <li>I can join in with a song about colours and days of the week.</li> <li>To play games with days and months.</li> <li>To ask politely for an item</li> <li>To understand and enjoy a story (Hungry Giant)</li> <li>To listen and join in with a story (Gingerbread man)</li> </ul>	<ul style="list-style-type: none"> <li>To understand and say some nouns for parts of I can read and understand simple commands.</li> <li>I can write and say simple commands.</li> <li>Recap numbers 1-10</li> <li>Recap days and months</li> <li>To say numbers 10-20</li> </ul>	<ul style="list-style-type: none"> <li>To buy an item and ask for the price.</li> <li>To recall and use numbers up to 100 asking for prices of fruits and vegetables.</li> <li>To read along with a story (pirate story)</li> </ul>	<ul style="list-style-type: none"> <li>To remember and use numbers between zero and sixty.</li> <li>To understand new nouns and use them to play a game.</li> <li>To use my language skills to understand unfamiliar nouns.</li> </ul>

<b>Vocabulary</b>	<p>¿Qué día es hoy? What day is it today? Lunes/martes/miércoles/jueves/viernes/sábado/domingo Monday/Tuesday/Wednesday/Thursday/Friday/Saturday/Sunday</p> <p>¿Cuándo es tu cumpleaños? When is your birthday? enero – diciembre/ Mi cumpleaños es en.... My birthday is on</p> <p>enero - January febrero - February marzo - March abril - April mayo - May junio - June julio - July agosto - August septiembre - September octubre - October noviembre - November diciembre – December</p> <p>Numbers 0-10</p>	<p>Mirad/mira look Escuchad/escucha listen Repétid/repite repeat Sentaos/sentate sit down Levantaos/levantate stand up Cantad/canta sing Contad/cuenta count Mostradme/mostrame show me Buscad/busca search</p> <p>once - 11 doce - 12 trece - 13 catorce - 14 quince - 15 dieciséis - 16 diecisiete - 17 dieciocho - 18 diecinueve - 19 viente - 20</p>	<p>¿Cuánto es? How much is? Cuesta... It is</p> <p>20 twenty – veinte 21 twenty one – veintiuno 22 twenty two – veintidós 23 twenty three – veintitrés 24 twenty four – veinticuatro 25 twenty five – veinticinco 26 twenty six – veintiséis 27 twenty seven – veintisiete 28 twenty eight – veintiocho 29 twenty nine – veintinueve 30 thirty – treinta 31 thirty one – treinta y uno 40 forty – cuarenta 50 fifty – cincuenta 60 sixty – sesenta 70 seventy – setenta 80 eighty – ochenta 90 ninety – noventa 100 hundred – cien</p>	<p>¿Qué hora es? What time is it? Es una hora Use for 1 o'clock Son 2-12 horas plus revisit numbers 1-12 ¿A qué hora....? What time do... tu levántate you get up? Desayunas you wake up? vas a../al....you'll/you go to the A la una hora/ at one hour A la ....horas</p> <p>Revisit and extend personal information dialogues to include simple daily routine and times.</p>
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	Por favor - please			
<b>Phonics</b>	Z Ce, cin, cua, seis J, v, l, ciem	Ez ous é	Ňa illos jug va	hora
<b>Grammar skills</b>	<ul style="list-style-type: none"> <li>• Intonation with questions (words that sound similar to English)</li> <li>• Cognates and semi- cognates – words that sound similar to English.</li> <li>• Upside down question marks at start of written questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Using imperative and understanding/giving commands to others. – When you tell someone else to do something.</li> <li>• Beginning to understand commands. (see vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering a series of questions (see vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li>• Forming time with o'clock from 1-12</li> <li>• Building extended sentences using conjunctions.</li> <li>• Asking and answering a series of questions.</li> <li>• Use of 1<sup>st</sup> and 2<sup>nd</sup> person singular to ask and answer questions.</li> </ul>