

High View Primary Learning Centre

MfL Curriculum 2021/22

	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>			
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>			
Spring 1	<p><u>Animals I like and don't like</u> Names of domestic animals. Ask and answer a like/dislike</p>	<p>Able to use porque to add more information.</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>Use Y5 A2 Time in the city as well as Y3 S2 Week 1,2,3 Y3 S2 Week 4,5,6 Y5 A2</p>		
Summer 1	<p><u>Breakfast, fruit nouns and a hungry giant.</u> Fruit and vegetables Breakfast foods Ask and answer likes/dislikes</p>	<p>Use Y3 Su1 to introduce fruits and vegetables (Week 1+2) Y5 Sp1 (Week 3,4 and 5)</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>Use Y3 Su2 Lesson 1 Teach children numbers up to 60 (Use song with numbers up to 100 in tens) To introduce themselves using full sentences Name Age Where they live</p>		

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<u>A New Start</u> Ask and answer name Ask and answer simple feelings Count 0-11 6 colours	<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	<u>My school, my subjects</u> 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	<u>Everyday life</u> Asking the time Giving o’clocks Describing simple daily routine
Autumn 2	<u>Calendar and Celebrations</u> Days Months (an respond to simple question) Asking the day / month Ask birthday month Celebrating Christmas	<u>My local area, your local area</u> Where is?(+ shops) Here is (+shops) Left/ right/ straight ahead There is / there are	<u>Time in the city</u> 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	<u>Spooky house/space house</u> 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
Spring 1	<u>Animals I like and don’t like</u> Celebrating Epiphany Names of domestic animals Ask and answer a like/dislike	<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	<u>Healthy eating and going to the market</u> Shopping at the market Fruit Vegetables Transactional language at the shops Numbers 0-50/ Euros Instructions to make a healthy dish	<u>Playing and enjoying sport</u> 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
Spring 2	<u>Carnival colours ,playground games</u> Colours Ask what colour something is. Giving a response Likes and dislikes Celebrating Easter	<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	<u>Carnival clowns and clothes</u> What are you wearing? I am wearing What’s it like? It’s + colour and size It has..	<u>This is me, hobbies and fun</u> Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes
Summer 1	<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	<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)	<u>Out of the world</u> Personal information at passport control Countries Planets Adjectives	<u>Café culture ,restaurants</u> Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)
Summer 2	<u>Going on a picnic</u> Foods for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20)	<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	<u>Going to the seaside</u> You can Play + sports Eat + foods Wear +beach clothes	<u>Performance Time</u> Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers

	Year 3	Year 4	Year 5	Year 6
Objectives	<ul style="list-style-type: none">♣ listen attentively to spoken language and show understanding by joining in and responding♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*♣ speak in sentences, using familiar vocabulary, phrases and basic language structures♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*♣ present ideas and information orally to a range of audiences*♣ read carefully and show understanding of words, phrases and simple writing♣ appreciate stories, songs, poems and rhymes in the language♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly♣ describe people, places, things and actions orally* and in writing			

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

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

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

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

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

Vocabulary	Una manzana/zanahoria/pera/naranja An apple/carrot/pear/orange Un plátano/pepino/melocóton/melon/tomate Sandía/uvas A banana/cucumber/peach/melon/tomato/water melon/grape El picnic The picnic queso/pan/leche/Agua/Un zumo de naranja/ bocadillo/Un plátano/Una manzana/Patatas fritas/Chocolate cheese/bread/milk/water/orange jucie/sandwich/banana/apple/crisps/chocolate Hay There are Quisiera... I would like Por favour Please	Me gustaría un helado de _____ I would like a _____ Ice cream. chocolate/menta/fresa/limón/vainilla frambuesa chocolate/mint/strawberry/lemon/vanilla/raspberry. I would like a _____	Revisit and extend knowledge of fruits and vegetables. Revisit and extend shopping dialogues. ¿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	Bebidas food Comidas drink Un café/té/café con leche/refresco/ bocadillo A coffee/tea/coffee with milk/fizzy pop/sandiwch Una pizza pizza Patatas fritas chips Churros <i>Build knowledge of typical Spanish snacks and drinks for a young person in a café</i> ¿Qué desea? You want? Tengo I have Quisiera I want Gracias Thank you Por favour Please Entrantes starters Comidas mains Postres deserts El menu menu El restaurant restaurant <i>Build knowledge of typical Spanish dishes on a menu</i> ¿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
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Phonics	Z/ja/uv nic/queso/zu/illo	Qui cuela vai uesad illa	Cuá Qui	Té adillo che
Grammar skills	<ul style="list-style-type: none">Nouns- masculine and feminine singularCommon use of “s” to indicate plural with nouns.Hay – means there is/there are	<ul style="list-style-type: none">Revisiting cognates and semi cognatesIdentifying a pattern: Use of “de” to precede fruit nouns.Express a flavour/s (see vocabulary)	<ul style="list-style-type: none">Identifying a pattern:Use of “de” (of) to precede fruit nouns when expressing a flavour/sPractising the conjugation in present tense of “ser”- I (to be) Changing into I am (soy), you are (eres) he is (es) she is (es)Investigating command form of verbs in a recipe. (when you are directly talking to someone else to order) Use quiero	<ul style="list-style-type: none">Recap of previous grammar skills.

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

Vocabulary	<p>¿De qué color es? <i>What colour is it?</i> azul/rojo/amarillo/verde/blanco/negro <i>blue/red/yellow/green/white/black</i> Un gato/perro/pez/caballo/conejo/serpiente/ratón/ <i>A cat/dog/fish/horse/rabbit/snake/mouse</i> Una vaca/oveja <i>A cow/sheep</i> ¿Cuál es tu animal favorito? Mi animal favorito es... <i>What is your favourite animal? My favourite animal is...</i></p>	<p>El nariz/pelo <i>The nose/hair</i> La cabeza/boca <i>The head/mouth</i> Los ojos <i>The eyes</i> Las orejas <i>The ears</i> Revisit and extend colours as adjectives</p> <p>¿De qué color es...? <i>What colour is it?</i> ¿De qué color son...? <i>What colour are they?</i></p> <p>Revisit and extend colours as adjectives. Pequeño/Grande <i>small/big</i> Mostradme... <i>Show me</i> Tocad.... <i>play</i> Muevad <i>move</i> Bailad con.... <i>Dance with</i> el oído <i>hearing</i></p> <p>¿Qué ves? <i>What do you see?</i> La selva/jirafa/serpiente <i>The jungle/giraffe/snake</i></p>	<p>El regalo/CD/juego/ teléfono móvil/DVD/ peluche <i>The gift/CD/game/mobile phone/DVD/teddy</i> Los flores <i>flowers</i> Los bomones (de chocolate) <i>Chocolates</i></p> <p>Los pantalones <i>trousers</i> Los pantalones cortos <i>shorts</i> Los vaqueros Los calcetines <i>socks</i> Los zapatos <i>shoes</i> El jersey/tshirt/abrigo Sombrero The jersy/shirt/coat/hat La susadera/ropa/falda/camisa/corbata <i>The sweatshirt/dress/skirt/shirt/necktie</i></p> <p>Revisit and extend adjectives of colour and size.</p>	<p><i>Precursor in Y6 Autumn Unit 1a – revisit/retrieval- personal information and feelings</i></p> <p>El cricket/tenis/fútbol/ baile/balóncesto <i>Cricket/tennis/football/dancing/basketball</i> La gimnasia/hípica/Natación <i>Gymnastics/horse riding/swimming</i></p> <p><i>Y pero porque</i> <i>And but because</i></p> <p>rápido aburrido interesante difícil <i>fast/bored/interesting/difficult</i></p> <p>es bueno para mi salud <i>it’s good for my health</i></p> <p>¿ Te gusta/n...? <i>What do you like?</i> Juegas? <i>To play?</i> Haces...? <i>To do?</i></p>
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		<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>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 starts Espacio space El cohete rocket</p>	<p>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">Identifying words that are adjectivesExploring the 2 types of singular Spanish nounsIdentifying plural nouns	<ul style="list-style-type: none">Singular and plural nouns and common plural ending “s”Adjectives after noun and change of spelling to agree with gender of noun. (he – o/e she-a)Adjectives and spellings to agree with gender of nouns and whether singular or plural. (he – o/e she-a)	<ul style="list-style-type: none">Revisit and consolidate adjectival agreement with nouns in singular and plural. (he – o/e she-a)Reinforce position of adjectives before and after noun.Build extended sentences.Present tense of the verb “tener” – to have	<ul style="list-style-type: none">Cognates and semi- cognates – words that sound the same in Spanish as they do in other languages.Building extended sentences using conjunction (see vocabulary)Asking and answering a series of questions.Revisit and extend personal information dialogues. (see personal information vocabulary)Add opinions and likes/dislikes of sportConjugation of the verb “jugar “in present tensel play - juego you play – juegas he/she plays - juega

Everyday				
	Year 3	Year 4	Year 5	Year 6
Objectives	<ul style="list-style-type: none">I can say and remember the days of the week in Spanish.I can say and remember the months in Spanish.To say numbers 1-10To recall numbers 1-10I know some facts about carnival in Spain.I can join in with a song about colours and days of the week.To play games with days and months.To ask politely for an itemTo understand and enjoy a story (Hungry Giant)To listen and join in with a story (Gingerbread man)	<ul style="list-style-type: none">To understand and say some nouns for parts of I can read and understand simple commands.I can write and say simple commands.Recap numbers 1-10Recap days and monthsTo say numbers 10-20	<ul style="list-style-type: none">To buy and item and ask for the price.To recall and use numbers up to 100 asking for prices of fruits and vegetables.To read along with a story (pirate story)	<ul style="list-style-type: none">To remember and use numbers between zero and sixty.To understand new nouns and use them to play a game.To use my language skills to understand unfamiliar nouns.
Vocabulary	<p>¿ Qué día es hoy? What day is it today? Lunes/martes/miércoles/jueves/viernes/sábado/domingo Monday/Tuesday/Wednesday/Thursday/Friday/Saturday/Sunday ¿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>Por favor - please</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 levantete you get up? Desayunas you wake up? vas a../al....you'll/you go to the A la una hora/ at one hour A lahoras</p> <p>Revisit and extend personal information dialogues to include simple daily routine and times.</p>

Phonics	Z Ce, cin, cua, seis J, v, l, ciem	Ez ous é	Ňa illos jug va	hora
Grammar skills	<ul style="list-style-type: none">• Intonation with questions (words that sound similar to English)• Cognates and semi- cognates – words that sound similar to English.• Upside down question marks at start of written questions.	<ul style="list-style-type: none">• Using imperative and understanding/giving commands to others. – When you tell someone else to do something.• Beginning to understand commands. (see vocabulary)	<ul style="list-style-type: none">• Asking and answering a series of questions (see vocabulary).	<ul style="list-style-type: none">• Forming time with o’clock from 1-12• Building extended sentences using conjunctions.• Asking and answering a series of questions.• Use of 1st and 2nd person singular to ask and answer questions.