

Spanish

Year 3			
	Knowledge	Vocabulary	Skills
Term 1	<p style="text-align: center;">Greetings with puppets</p> <p>Phonics: to know the key phonemes that are represented by the following letters: a, o, i</p> <p>Grammar: to know some common verbs in the present tense To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g. ¿Cuántos años tienes? And as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning e.g. ¡Muy bien!</p> <p>Cultural awareness: To know that in Spanish there are formal and informal greetings</p>	<p>¡Hola!, buenas noches, me llamo, bien, ¿Y tú?, buenos días, adiós, ¿Qué tal?, mal, sí, buenas tardes, ¿Cómo te llamas? , muy, fantástico, no</p>	<ul style="list-style-type: none"> ● Listening and responding to single words and short phrases ● Recognising some familiar Spanish words in written form ● Asking and/or answering simple questions ● Practising speaking with a partner ● Listening to songs and rhymes in the target language, repeating sounds and phrases to develop pronunciation and intonation ● Introducing self to a partner with simple phrases ● Rehearsing and performing a short role play experimenting with simple writing, copying with accuracy ● Beginning to understand and notice cognates and near cognates ● Using visual clues to make predictions about the meaning of unfamiliar vocabulary ● Using short phrases to give information ● Listening and repeating key phonemes with care ● Recognising that sounds and spelling patterns can be different from English ● Discussing strategies for remembering and applying pronunciation rules ● Building confidence by repeating short phrases with increased accuracy ● Experimenting with simple writing, copying with accuracy ● Recognising and using adjectives of colour and size ● Showing awareness of the capital and identifying some key cultural landmarks ● Forming simple statement with information including the negative ● Beginning to notice common spelling patterns ● Reading aloud some words from simple songs, stories and rhymes ● Becoming familiar with format, layout and simple use of a bilingual dictionary ● Recognising and repeat phrases from familiar rhymes and songs
Term 2	<p style="text-align: center;">Numbers and ages</p> <p>Phonics: to know the key phonemes that are represented by the following letters: u, z/c, ñ</p> <p>To know that some letters carry accents To know that a tilde is the wavy line over the 'n' (as in años) that changes the pronunciation of the 'n' from a hard sound to a softer 'ny' sound (as in canyon)</p> <p>Grammar: To know some common verbs in the present tense To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g. ¿Cuántos años tienes? And as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning e.g. ¡Muy bien!</p> <p>To know that the word order is sometimes different in Spanish compared to English</p> <p>Cultural awareness: To know some playground games playing in Spanish-speaking countries</p>	<p>Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, más, menos, ¿Cuántos?</p>	
Term 3	<p style="text-align: center;">Shapes and colours</p> <p>Phonics: to know the key phonemes that are represented by the letters e and j</p> <p>Grammar: To know that most adjectives are positioned after the noun in Spanish e.g. un gato negro - a black cat</p> <p>To know that we can use conjunctions such as y (and) and pero (but) to join clauses</p> <p>To know that the word order is sometimes different in Spanish compared to English</p> <p>Cultural awareness: To know about the architecture of Barcelona and Granada To know the names of some of the cities in Spain</p>	<p>¿Qué color es?, amarillo, azul, blanco, negro, rojo, verde, naranja, violeta, y,</p>	
Term 4	<p style="text-align: center;">Classroom objects</p> <p>Phonics: to know the key phonemes that are represented by the following letters: a, e, i, o, u and r</p>	<p>Una regla, una goma, una botella de agua, un lápiz, un bolígrafo, un cuaderno, un estuche, tengo, no</p>	

	<p>Grammar: To know every Spanish noun is either masculine or feminine. Gender affects the form of the indefinite article un or una. Feminine nouns usually (but not always) end in ‘a’ and masculine nouns usually (but not always) end in ‘o’.</p> <p>The ending of a noun can change when the noun is in the plural form. Most nouns in Spanish become plural by adding an ‘s’ at the end, as in English.</p> <p>Placing no before the verb makes it negative.</p> <p>How to use conjunctions such as y – and, and pero – but to join clauses.</p>	tengo, ¿Tienes ...?, ¿Qué tienes ...?, en mi mochila, y, pero	<ul style="list-style-type: none"> ● Recalling and writing simple words from memory ● Recognising how intonation and gesture are used to differentiate between statements and questions
Term 5	<p style="text-align: center;">Where do you live in Spain?</p> <p>Phonics: to know the key phonemes that are represented by the letters: ll, and b/v</p> <p>Grammar: To know every Spanish noun is either masculine or feminine. Gender affects the form of the indefinite article un or una. Feminine nouns usually (but not always) end in ‘a’ and masculine nouns usually (but not always) end in ‘o’.</p> <p style="text-align: center;">Some common verbs in the present tense</p> <p>Cultural awareness: To know the names of some of the cities in Spain</p>	¿Dónde vives?, vivo en, una casa, un castillo, un molino, un palacio, un piso, una torre	
Term 6	<p style="text-align: center;">Journey around Latin America</p> <p>Phonics: to know the key phonemes that are represented by the letters: c, and b/v</p> <p style="text-align: center;">Some letters carry accents</p> <p>Grammar: To know:</p> <p style="text-align: center;">Some common verbs in the present tense.</p> <p>In Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g. ¿Cuántos años tienes? and as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning, e.g. ¡Muy bien!</p> <p>Conjunctions such as y – and, and pero – but can be used to join clauses.</p> <p style="text-align: center;">Some prepositions in Spanish.</p> <p>That en is usually used as a preposition when the mode of transport is something you get into, e.g. en tren whereas a is usually used when you are not getting into a form of transport, e.g. a pie – on foot.</p> <p>Cultural awareness: To know that Spanish is spoken in different countries around the world.</p>	¿Adónde vas?, a, miércoles, sábado, en autobús, en bicicleta, en tren, voy, lunes, jueves, domingo, en avión, en coche, vas, martes, viernes, ¿Cómo vas?, en barco, a pie	
Year 4			
	Knowledge	Vocabulary	Skills
Term 1	<p style="text-align: center;">Dates in Spanish</p> <p>Phonics: identifying sounds created by linking some of the key phonemes</p> <p>Grammar: To know that when building 2-digit numbers above 30 (excluding the multiples of 10), we use the y (and) conjunction to say the equivalent of ‘thirty and one’ e.g. treinta y uno</p> <p>To know that numbers such as dieciséis in Spanish is a compound version of ‘diez y seis’ (ten and six) like veintiuno is a compound version of veinte y uno</p>	Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre, ¿Cuándo?, cumpleaños	<ul style="list-style-type: none"> ● Begin to notice common spelling patterns ● Recognising some familiar Spanish words when written in a short phrase ● Identifying and discussing cognates and beginning to explore various language detective strategies

	<p>To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns, and la for feminine singular nouns</p> <p>Cultural awareness: To know some similarities and differences</p>		<ul style="list-style-type: none"> ● Using contextual clues and cues to make predictions about meaning ● Recognising and answering simple questions which involve giving personal information ● Using a variety of conversational phrases ● Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. ● Listening and repeating key phonemes with care. ● Recognising that sounds and spelling patterns can be different from English ● Recognising how intonation and gesture are used to differentiate between statements and questions ● Introducing self to partner with simple phrases ● Selecting and writing short words and phrases ● Listening and responding to full sentences ● Following a short text or rhyme, listening and reading at the same time ● Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words ● Building confidence by repeating short phrases with increasing accuracy ● Using a model to form a spoken sentence ● Rehearsing and performing a short role-play ● Using different adjectives with a singular noun, with correct positioning and agreement ● Choosing appropriate adjectives from a wide range of adjectives ● Using contextual clues and gist to make predictions about meanings ● Using a range of conversational phrases ● Beginning to adapt phrases from a rhyme/song ● Making short phrases or sentences using a scaffold (e.g. word cards, knowledge organisers) ● Beginning to form opinion phrases
Term 2	<p>Pets in Spanish</p> <p>Phonics: the sounds created by linking some of the key phonemes</p> <p>Grammar: To Know:</p> <p>How to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator</p> <p>That the ending of an adjective often changes according to the gender of the noun it describes</p>	<p>Una mascota - a pet, feroz - fierce, mono - cute, pequeño - small, tímido - shy, amistoso - friendly, grande - big, obediente - obedient, rápido - fast, tranquilo - calm, energético - energetic, lento - slow, negra - black, roja - red, travieso - naughty</p>	
Term 3	<p>Weather in Spain</p> <p>Phonics: To know how to identify sounds created by linking some of the key phonemes ia, ie, io, ue</p> <p>Grammar: To know:</p> <p>That a few adjectives can be positioned in front of the noun in Spanish e.g. bueno - un buen día, malo - hace mal tiempo</p> <p>That está is another way of saying 'it is' and is used to describe position</p> <p>That compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning</p>	<p>el tiempo, está lloviendo, está nevando, está nublado, hace buen tiempo, hace mal tiempo, hace calor, hace frío, hace sol, hace viento, ¿Qué tiempo hace hoy?, el norte, el este, el sur, el oeste</p>	
Term 4	<p>In a Spanish Café</p> <p>Grammar To know:</p> <p>That a few adjectives can be positioned in front of the noun in Spanish e.g. bueno - un buen día, malo - hace mal tiempo, primero - el primer plato, tercero - la tercera persona, grande - el gran momento.</p> <p>That the infinitive of a verb in Spanish e.g. comer - to eat, means 'to do something'.</p> <p>That para is a preposition that, when followed by an infinitive, means 'in order to'.</p> <p>Cultural awareness</p> <p>To know:</p> <p>Some typical Spanish food and drink.</p> <p>About the Spanish tradition of menú del día.</p>	<p>Para, beber, comer, quiero, con, por favor, gracias, ¿Qué quieres beber?, ¿Qué quieres comer?, Aquí tienes, ¡Que aproveche!, primer plato, segundo plato, postre</p>	
Term 5	<p>Spanish Celebrations</p> <p>Grammar To know:</p> <p>That when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns and, la for feminine singular nouns.</p> <p>That when talking about a plural noun in Spanish we use the definite article los for masculine plural nouns and las for feminine plural nouns.</p> <p>That the infinitive of a verb in Spanish, e.g. comer - to eat, means 'to do something'.</p> <p>That me gusta + infinitive of a verb describes what you like to do. That the infinitive of all verbs in Spanish end in either 'ar', 'er' or 'ir'.</p> <p>Cultural awareness</p>	<p>me gusta, me gusta mucho, no me gusta, ¿te gusta ...?, bailar, cantar, comer, correr, dibujar, escuchar, hacer, jugar, lanzar, recibir, salir, tocar, ver</p>	

	To know about some Spanish festivals that happen throughout the year. To know that Sevillanas is a type of music and dance which originated in Spain.		
Term 6	<p>The Amazon Rainforest</p> <p>Phonics</p> <p>To know: How to identify sounds created by linking some of the key phonemes: ai, ui, oi, ie.</p> <p>Grammar</p> <p>To know: That me gusta + infinitive of a verb describes what you like to do. That hay can be used to mean 'there is' or 'there are'.</p> <p>Cultural awareness</p> <p>To know: About the location and wildlife of the Amazon. About different natural features of Peru.</p>	hay, muy, un poco, la selva tropical, soy	
Year 5			
	Knowledge	Vocabulary	Skills
Term 1	<p>Describing family and friends in Spanish</p> <p>Grammar</p> <p>To know that plural nouns referring to nouns of mixed gender always take the masculine form.</p> <p>To know whether to use the pronouns el – he, or ella – she (or the gender neutral pronoun elle) when describing someone.</p> <p>To know that the ending of verbs change according to the subject.</p> <p>To know how to form the first three persons of the verb tener – to have, llamarse – to be called, vivir – to live, and gustarse – to like.</p> <p>To know that there is no possessive apostrophe in Spanish but that to say 'my mother's father' the Spanish would say el padre de mi madre – the father of my mother.</p>	hermano, hermana, se llama, vive, tiene, le gusta, este/esta, ¿Tienes hermanos?	<ul style="list-style-type: none"> Listening and selecting information from short audio passages to give an appropriate response. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary. Forming a question in order to ask for information. Speaking in full sentences using known vocabulary. Speaking and reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas. Writing a short text using a model or scaffold. Using adapted phrases to describe a person. Using intonation and gestures to differentiate between statements and questions. Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. Using adjectives with correct placement and agreement. Listening and inferring information from audio passages using language detective skills. Reading short authentic texts for enjoyment or information.
Term 2	<p>Spanish Portraits</p> <p>Grammar</p> <p>To know that the ending of an adjective often changes according to the gender and number of the noun it describes.</p> <p>To know that a statement can be made into a question simply by changing your intonation and punctuation, e.g. ¿Tiene ojos azules? ¿Es Ana?</p> <p>Cultural awareness</p> <p>To know about the Cubist movement and key Cubist artists in Spain.</p>	los ojos, el pelo, corto, largo, liso, ondulado, rizado, una barba, un bigote, una boca, una ceja, una nariz, una oreja, Lleva gafas	
Term 3	<p>Sports in Spanish</p> <p>Grammar</p> <p>To know: That we use the verb jugar (to play) with some sports and hacer (to make) with other sports.</p> <p>How to recognise the first person, second person and third person of common verbs.</p> <p>The rules for forming the imperative form of some regular verbs.</p>		

	<p>That some American and English words are borrowed by the Spanish such as el tenis and el beísbol.</p> <p>That when the preposition a is followed by el, the contraction al is used e.g. juego al tenis.</p> <p>Cultural awareness</p> <p>To know about the Ancient Maya civilisation and its traditions. To know some traditional sports that are played in the Spanish-speaking world.</p>		<ul style="list-style-type: none"> Identifying and extracting key information. Reading and using language detective skills to assess meaning including context, text type and sentence structure. Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary. Adapting model sentences to express different ideas. Using a range of language detective strategies to decode new vocabulary including context and text type. Identifying key information in simple writing. Listening and selecting information from short audio passages to give an appropriate response. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Beginning to use conversational phrases for purposeful dialogue. Rehearsing and recycling extended sentences orally. Speaking and reading aloud with increasing confidence and fluency. Creating and presenting a monologue, dialogue or role play. Reading and responding to a range of authentic texts. Presenting factual information in extended sentences. Formulating their own strategies to remember and apply pronunciation rules. Giving a presentation drawing upon learning from a number of previous topics.
Term 4	<p>Spanish food and drink</p> <p>Phonics To know: That phonic knowledge can be applied to pronounce unfamiliar words.</p> <p>Grammar To know: That when expressing likes and dislikes about a noun, me gusta is followed by the definite article (el or la) then the noun e.g. Me gusta el pescado. That when expressing likes and dislikes about plural nouns, me gustan is followed by the definite articles (los or las) then the noun, e.g. Me gustan los tomates.</p>	<p>Me gusta(n), No me gusta(n), Me gusta(n) mucho, ¿Te gusta(n)? Le gusta(n), ¿A quien le gusta(n)?, A John., ¿Qué me recomiendas?, Te recomiendo ¿Qué te gusta(n) más: ... o ...?, ¿Qué tipo de ... ?</p>	
Term 5	<p>A trip across Spain</p> <p>Grammar To know: That voy a + infinitive is a way of constructing the future tense as in 'I am going to do something.'</p> <p>Cultural awareness To know: About some key Spanish cities and how to describe their location within Spain. Some important cultural landmarks in the Spanish-speaking world.</p>	<p>Está, el noreste, el sureste, el noroeste, el suroeste, cerca de, también, descansar, nadar, pasear, subir, visitar</p>	
Term 6	<p>Saving South America</p> <p>Grammar To know: How to use más or menos que to make comparisons, e.g. Hay menos glaciares que antes – There are fewer glaciers than before.</p> <p>Cultural awareness To know: Key geographical features of the South American continent. Global environmental problems affecting South America.</p>	<p>América del Sur, hoy en día, más, menos, que, antes, el calentamiento global, la contaminación la deforestación, apagar, caminar, limpiar plantar, reciclar, reutilizar, tirar, usar</p>	
Year 6			
	Knowledge	Vocabulary	Skills
Term 1	<p>Clothes in Spanish</p> <p>Grammar To know that if a word is plural, we cannot use un or una and instead use unos and unas – some. To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes.</p>	<p>unos - some unas - some lleva - he/she is wearing ¿Qué lleva? - What is he/she wearing? porque - because bonito - pretty cómodo - comfortable</p>	<ul style="list-style-type: none"> Identifying and extracting key information in a range of authentic texts. Using a bilingual dictionary to select alternative vocabulary for independent sentence building.

	To know that porque – because, can be used to extend a sentence and give a justification.	deportivo - sports elegante - elegant/stylish/smart formal - formal impermeable - waterproof suelto - loose/baggy tradicional - traditional	<ul style="list-style-type: none"> Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Planning and giving a short oral presentation. Speaking and reading aloud with increasing confidence and fluency. Using existing knowledge of vocabulary and phrases to create new sentences. Recognising and using a wide range of descriptive phrases. Giving a presentation drawing upon learning from a number of previous topics. Listening and gisting information from an extended audio passage using language detective skills. Modifying, expressing and comparing opinions. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Constructing a short text on a familiar topic. Reading short authentic texts for enjoyment or information. Creating and presenting a monologue, dialogue or role-play. Listening and following the gist of information from an extended audio passage using language detective skills. Beginning to predict spelling patterns. Engaging in conversation and transactional language. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Identifying and extracting key information in a range of authentic texts.
Term 2	<p>School Life in Spanish</p> <p>Grammar To know:</p> <p>That I can express a preference by placing más/menos que between the two items being compared, e.g. Me gusta la historia más que el arte – I like history more than art.</p> <p>That some prepositional phrases can function as time adverbials e.g. durante el recreo – during the break.</p>	después del recreo, difícil, divertido, durante el recreo, educativo, el español, en la hora de comer, en la última clase, fácil, interesante, por la mañana, por la tarde	
Term 3	<p>Household tasks in Spanish</p> <p>Grammar To know:</p> <p>That porque (because) can be used to extend a sentence and give a justification.</p> <p>That demasiado, muy and bastante are all adverbs that are placed before an adjective to express its intensity e.g. es demasiado aburrido.</p> <p>The rules for changing the ending of an adjective according to the gender and number of the noun it describes.</p> <p>That an adverb is formed in Spanish by taking the adjective in its feminine form and adding suffix -mente.</p>	Bastante, completamente, demasiado, desagradable, hacer la cama, limpiar, para, peligroso, pasar la aspiradora, planchar la ropa	
Term 4	<p>Shopping in Spain</p> <p>Phonics To know:</p> <p>Some rules for where to put stress on a word.</p> <p>Grammar To know:</p> <p>That there are four forms of the question word cuánto that changes according to whether the noun is singular feminine, masculine feminine, plural feminine and masculine feminine.</p> <p>A range of prepositions to describe the position of objects.</p> <p>Cultural awareness To know:</p> <p>About a traditional Spanish market.</p> <p>That the currency used in Spain is Euros and to recognise some of the notes and coins.</p>	¿Dónde está?, aquí, al lado de, entre, ¿Cuánto/a/os/as? ¿Algo más? un kilo de ¿Cuánto es?	
Term 5	<p>Free time in Spain</p> <p>Grammar To know:</p> <p>That the way verbs change to match the pronoun is called conjugation.</p> <p>The rules for conjugating a range of regular verbs in the present tense.</p> <p>That some verbs do not follow regular patterns, such as tener (to have), ser (to be) and ir (to go).</p> <p>That I can express preferences about two nouns by placing más/menos que between the two items being compared e.g. Me gusta la historia más que el arte.</p>	invierno, primavera, verano, otoño, normalmente, nunca, siempre	

	<p>Cultural awareness To know: About typical seasonal activities in Spain.</p>		
Term 6	<p>Maya city treasure hunt Grammar To know: The rules for changing the ending of an adjective according to the gender and number of the noun it describes. That porque – because, can be used to extend a sentence and give a justification. Cultural awareness To know: About the cities of the Ancient Maya and their key landmarks.</p>	<p>la primera, la segunda, la tercera, a la izquierda, a la derecha, gira, toma, sigue todo recto, ¿Qué hay allí?, allí está, un área, un sitio, desde</p>	