

# Cantrell Primary School Spanish Curriculum

	Autumn	Spring	Summer
Year 3	<p>Introducing yourself – <i>Me presento: Hola ¿qué tal?</i></p> <p>Colours – <i>Los colores y es de color</i></p>	<p>Numbers – <i>Números 1-31</i></p> <p>At school – <i>En el colegio</i></p>	<p>The weather – <i>El tiempo</i></p> <p>Mi family – <i>Mi familia y yo</i></p>
Year 4	<p>My birthday – <i>Mi cumpleaños</i></p> <p>School subjects – <i>Las asignaturas</i></p>	<p>Pets – <i>Mis animales domésticos</i></p> <p>Sports – <i>Los deportes</i></p>	<p>Ordering food – <i>Comida en un restaurante</i></p> <p>Weather and clothes – <i>El tiempo y la ropa</i></p>
Year 5	<p>Parts of the body – <i>El cuerpo</i></p> <p>Monsters – <i>Mi monstruo</i></p>	<p>In my city or town – <i>Mi ciudad</i></p> <p>My home – <i>Mi casa</i></p>	<p>Describe yourself – <i>Me describo ¿Cómo soy?</i></p> <p>Bigger numbers and telling the time – <i>Números y la hora</i></p>
Year 6	<p>In my spare time – <i>En mi tiempo libre</i></p> <p>Describing my family – <i>Describo a mi familia</i></p>	<p>Means of transport and holidays – <i>Mis vacaciones</i></p> <p>Daily routine – <i>La rutina diaria</i></p>	<p>Jobs – <i>Trabajos y profesiones</i></p> <p>Describing my bedroom – <i>En mi dormitorio</i></p>

# Cantrell Primary School Spanish Curriculum

## Progression Map of Knowledge and Skills in Spanish

	National Curriculum Objective	Year 3	Year 4	Year 5	Year 6
<b>1. Listening and Speaking</b>	<p><b>Listen attentively to spoken language and show understanding by joining in and responding.</b></p> <p><b>Engage in conversations; ask and answer questions; express opinions and respond to those of others.</b></p> <p><b>Seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures.</b></p>	<p>Communicate with others using simple words and key phrases.</p> <p>Use the correct pronunciation in spoken work.</p> <p>Recognise question forms and negatives.</p> <p>Respond to familiar questions.</p> <p>Link sounds to meanings.</p> <p>Identify specific sounds, phonemes and words.</p>	<p>Use question forms.</p> <p>Use phonic knowledge to support accurate pronunciation and to say simple words and phrases.</p> <p>Listen to and identify words and short phrases.</p> <p>Communicate by answering a wider range of questions.</p> <p>Sort words according to sounds.</p> <p>Recognise negative statements.</p> <p>Recognise categories of words (e.g. colours) and word classes.</p>	<p>Communicate by asking and answering a wider range of questions.</p> <p>Express and understand simple opinions.</p> <p>Make a short presentation using a model.</p> <p>Develop accuracy in pronunciation and intonation.</p> <p>Manipulate language by changing a single element in a sentence.</p> <p>Understand and use negative statements.</p> <p>Apply knowledge of language rules and conventions when building short sentences.</p> <p>Recognise typical conventions of word order and compare with English.</p> <p>Pick out some of the main points from short spoken passages.</p> <p>Join in a short conversation.</p>	<p>Join in a short conversation.</p> <p>Give a clear presentation in a clear audible voice.</p> <p>Recognise the importance and significance of intonation.</p> <p>Notice and manipulate agreements.</p> <p>Use knowledge of words, text and structure to make meaning, using simple language.</p> <p>Listen to and understand the main points and some detail from a short, spoken passage.</p>

# Cantrell Primary School Spanish Curriculum

## Progression Map of Knowledge and Skills in Spanish

	National Curriculum Objective	Year 3	Year 4	Year 5	Year 6
<b>2. Reading and Writing</b>	<p><b>Read carefully and show understanding of words, phrases and simple writing.</b></p> <p><b>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</b></p>	<p>Make links between some phoneme, rhymes and spellings and read aloud familiar words.</p> <p>Notice the spelling of familiar words.</p> <p>Notice accents, inverted exclamation and question marks.</p> <p>Recognise how sounds are represented in written form.</p> <p>Identify specific sounds, phonemes and words.</p> <p>Write some familiar simple words accurately using a model (copy).</p> <p>Write some familiar simple words from memory.</p> <p>Use 1<sup>st</sup> person singular form of familiar verbs.</p>	<p>Read and understand familiar words and short written phrases.</p> <p>Follow a short text while listening and reading, saying some of the text.</p> <p>Read a wider range of words, phrases and sentences aloud.</p> <p>Apply phonic knowledge to decode text.</p> <p>Recognise and apply simple agreements (e.g. gender, plural, singular)</p> <p>Recognise negative statements.</p> <p>Recognise categories of words (e.g. colours) and word classes.</p> <p>Write some familiar words and phrases (noun &amp; gender and adjectives) without help (from memory)</p> <p>Copying simple structures</p>	<p>Read and understand some of the main points from a short text.</p> <p>Recognise typical conventions of word order and compare with English.</p> <p>Understand and use negative statements.</p> <p>Understand how a simple sentence is written.</p> <p>Write words, phrases and a few sentences using a model.</p> <p>Remembering simple structures and applying in new contexts.</p> <p>Manipulate language by changing a single element in a sentence.</p> <p>Apply knowledge of language rules and conventions when</p>	<p>Read aloud with confidence, enjoyment and expression, in chorus or individually.</p> <p>Read and understand the main points and some detail from a short, written passage</p> <p>Read short, authentic texts for enjoyment or information.</p> <p>Match sound to sentences and paragraphs.</p> <p>Notice and manipulate agreements.</p> <p>Apply knowledge of word order and sentence construction to support understanding of written text and to build meaningful sentences.</p> <p>Write a few sentences from memory.</p>

# Cantrell Primary School Spanish Curriculum

			<p>Use question forms</p> <p>Use 1<sup>st</sup> and 3<sup>rd</sup> person singular forms of familiar verbs.</p> <p>Joining simple sentences using y/pero.</p>	<p>building short sentences.</p> <p>Joining simple sentences using y, pero, también, sin embargo.</p>	<p>Develop a short text using a model.</p> <p>Know how to use a bilingual dictionary to check their spelling and the gender.</p> <p>Use knowledge of words, text and structure to make meaning, using simple language.</p> <p>Use 1st, 2nd and 3rd person singular forms of familiar verbs.</p>
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## Progression Map of Knowledge and Skills in Spanish

	National Curriculum Objective	Year 3	Year 4	Year 5	Year 6
<b>3. Phonics</b>	<p><b>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</b></p> <p><b>Appreciate stories, songs, poems and rhymes in the language.</b></p>	Be well acquainted with the main 16 pronunciation rules.	Use knowledge of phonics to decode new words.	<p>Use knowledge of phonics to read short sentences without support.</p> <p>Apply knowledge of phonics to spell words.</p>	Use knowledge of phonics to read short stories without support.

# Cantrell Primary School Spanish Curriculum

## Progression Map of Knowledge and Skills in Spanish

	National Curriculum Objective	Year 3	Year 4	Year 5	Year 6
<b>4. Grammar</b>	<b>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.</b>	<p>Nouns: identify masculine and feminine with determiner el/la</p> <p>Verbs: present indicative- to use 1<sup>st</sup> person singular for familiar verbs taught (Llamar, Ser, Tener)</p> <p>Verb hay.</p> <p>Singular possessive adjective: mi</p>	<p>Nouns + determiners: masculine/feminine + plural</p> <p>Negative form of verbs.</p> <p>Opinions (me gusta/ no me gusta)</p> <p>Verb hay / no hay Verbs: add 3<sup>rd</sup> person: son</p> <p>Singular and plural possessive adjective: mi/mis</p> <p>Introduction adjectival agreement (colours)</p>	<p>Nouns (masculine, feminine, determiners, plural)</p> <p>Adjectives (order, plural, agreement with nouns)</p> <p>Simple sentence structure</p> <p>(Verb + determiner + noun + adjective in agreement)</p>	<p>To use the correct masculine and feminine definite and indefinite determiners in the singular and plural with increasing accuracy.</p> <p>To use the correct position and form of adjectives to describe a noun.</p> <p>Increase their use of high frequency verbs.</p> <p>Verbs: 1<sup>st</sup> and 3<sup>rd</sup> singular person and future tense (voy a...)</p>

## Progression Map of Knowledge and Skills in Spanish

	National Curriculum Objective	Year 3	Year 4	Year 5	Year 6
<b>5. Presentation of Language</b>	<b>Present ideas and information orally to a range of audiences*</b>	Can present words, key phrases and songs they have learnt in front of the class.	Can create their own role-plays (using a model) to present to the class.	Can present a short exchange to familiar people.	Can present a descriptive paragraph to larger and less familiar audiences.

## Year 3: Introducing yourself – Me presento: Hola ¿qué tal?

### Objectives:

- Be able to listen attentively to spoken language
- Be able to show understanding by joining in spoken language and responding
- Be aware of other languages around the world
- Be able to use inverted exclamation and question marks
- Be able to use new vocabulary in simple sentences
- Be able to use the correct pronunciation in spoken work

### Key Factual Learning:

#### Grammar:

- ✓ Inverted question and exclamation marks and accents
- ✓ Introducing phonics and pronunciation
- ✓ Extra letters: ll & ñ
- ✓ Using the first person singular of the verb “llamar” to say your name

#### Vocabulary:

- ✓ Inverted
- ✓ Hola, buenos días, buenas tardes, adiós, hasta luego
- ✓ ¿Cómo te llamas? Me llamo...
- ✓ ¿Qué tal? Bien, muy bien, mal, regular, fatal
- ✓ Uno, dos tres, cuatro, cinco, seis, siete, ocho, nueve, diez
- ✓ Vivo en Nottingham
- ✓ Numbers up to 10

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Identify, repeat and recall some of the Spanish alphabet and difficult phonic sounds.
- Use actions or Makaton signing to aid implementation of new vocabulary.
- Practise the formation of inverted question and exclamation marks as well as accents.
- Memorise new vocabulary by singing songs and playing memory games.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read aloud familiar words.
- Experiment using a bilingual dictionary.
- Write some familiar simple words accurately using a model (copy or from memory) and then read them aloud to the class or to a peer.
- Peer and self-assess using a WAGOLL.

# Cantrell Primary School Spanish Curriculum

## Year 3: Colours – *Los colores y es de color*

### Objectives:

- Be able to use new vocabulary in simple sentences
- Be able to use the correct pronunciation in spoken work
- Be able to locate countries in a map
- Be able to listen attentively to spoken language
- Be able to show understanding by joining in spoken language and responding

### Key Factual Learning:

#### Grammar:

- ✓ Using the third singular person of the verb ser: es
- ✓ Using adjectives (colours) to describe nouns
- ✓ Introduction to gender in nouns
- ✓ Cognates

#### Vocabulary:

- ✓ Hola, buenos días, buenas tardes, adiós, hasta luego
- ✓ Gender: masculine and feminine
- ✓ Cognates: words from different languages that have a common etymological origin and therefore look and/or sound very similar
- ✓ ¿De qué color es la bandera de...? La bandera es de color...
- ✓ ¿De qué color es? Es de color...
- ✓ Rojo, amarillo, verde, azul, blanco, negro, rosa, marrón, morado, naranja, gris
- ✓ España, Italia, Portugal, Inglaterra, Escocia, Irlanda, Gales, Francia, Grecia, Alemania

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Identify, repeat and recall some of the Spanish alphabet and difficult phonic sounds.
- Use actions or Makaton signing to aid implementation of new vocabulary.
- Continue practising the formation of inverted question and exclamation marks as well as accents.
- Memorise new vocabulary by singing songs and playing memory games.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read aloud familiar words.
- Use a globe or map to place countries in the correct place.
- Use existing Geography knowledge to recall the flags of some European countries.
- Write some familiar simple words accurately using a model (copy or from memory) and then read them aloud to the class or to a peer.
- Peer and self-assess using a WAGOLL.

## Year 3: Numbers – *Los números 1-31*

### Objectives:

- Be able to use new vocabulary in simple sentences
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language
- Be able to recycle previous Maths knowledge
- Be able to predict patterns to understand the formation of numbers 1-20 in Spanish
- Be able to show understanding by joining in spoken language and responding

### Key Factual Learning:

#### Grammar:

- ✓ Identify and create plural nouns (how some plural forms just need a -s whilst other forms need -es)
- ✓ Use of a simple conjunction y (and) to join ideas

#### Vocabulary:

- ✓ Hola, buenos días, buenas tardes, adiós, hasta luego
- ✓ Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno
- ✓ ¿Qué número es? Es el ...
- ✓ ¿Qué número tienes? Tengo el ...
- ✓ ¿Quién habla?
- ✓ Más, menos, sumar, restar, igual
- ✓ Bingo, línea, he ganado

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Identify, repeat and recall some of the Spanish alphabet and difficult phonic sounds.
- Continue practising the formation of inverted question and exclamation marks as well as accents.
- Memorise new vocabulary by singing songs and playing memory games.
- Listening for gist to identify the key information.
- Play bingo, cards and clapping games.
- Explain how nouns ending in a consonant create plural forms by adding -es whereas nouns ending in a vowel form the plural by adding just -s.
- Make links between some phoneme, rhymes and spellings and read aloud familiar words.
- Use existing Math knowledge to complete simple activities- adding/ taking away-
- Write some familiar simple words accurately using a model (copy or from memory) and then read them aloud to the class or to a peer.
- Peer and self-assess using a WAGOLL.

## Year 3: At school – *En el colegio*

### Objectives:

- Be able to use new vocabulary in simple sentences
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language
- Be able to recycle previous knowledge and apply it to unfamiliar topics
- Be able to show understanding by joining in spoken language and responding
- Be aware of verb endings

### Key Factual Learning:

#### Grammar:

- ✓ Use there is and there are: hay
- ✓ Use first person/singular of the verb to have: tengo

#### Vocabulary:

- ✓ Hola, buenos días, buenas tardes, adiós, hasta luego.
- ✓ ¿Qué hay en tu mochila? En mi mochila hay ...
- ✓ ¿Tienes un/una ... en tu mochila?
- ✓ Un bolígrafo, un rotulador, un cuaderno, un libro, un diccionario, un lápiz, un estuche, un móvil, un sacapuntas, una goma, una regla, una agenda, una, mochila, una calculadora, unos lápices de colores.
- ✓ Hay and Tengo.
- ✓ ¿Qué hay en tu clase? En mi clase hay...
- ✓ Un libro, una mesa, una silla, una puerta, una ventana, un ordenador, un proyector, un diccionario, un(a) profesor (a), un (a) alumno (a), una ventana, un armario.

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v.

### Practical Tasks:

- Continue practising the formation of inverted question and exclamation marks as well as accents.
- Drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by singing songs and playing memory games.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read aloud familiar words.
- Explain the difference between *hay* and there is/are.
- Explore a bilingual dictionary and look for words.
- Write some familiar simple words accurately using a model (copy or from memory)
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.

## Year 3: The weather – *El tiempo*

### Objectives:

- Be able to use new vocabulary in simple sentences
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language
- Be able to recycle previous knowledge and apply it to unfamiliar topics
- Be able to show understanding by joining in spoken language and responding
- Be aware of negative sentences and use the pattern identified

### Key Factual Learning:

#### Grammar:

- ✓ Using verbs hacer, haber, estar (3<sup>rd</sup> person singular)
- ✓ Use of conjunction pero
- ✓ Preposition en
- ✓ Introduction to negative sentences using no

#### Vocabulary:

- ✓ Hola, buenos días, buenas tardes, adiós, hasta luego.
- ✓ ¿Qué tiempo hace?
- ✓ Weather phrases: hace frío, hace calor, hace buen tiempo, hace mal tiempo, está nublado, llueve, nieva, está granizando, hay un arco-iris, hay tormenta, hace viento.
- ✓ Seasons: primavera, verano, otoño, invierno.
- ✓ Compass points: norte, sur, este, oeste.
- ✓ En
- ✓ España, Italia, Portugal, Inglaterra, Escocia, Irlanda, Gales, Francia, Grecia, Alemania.

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v.

### Practical Tasks:

- Continue practising the formation of inverted question and exclamation marks as well as accents.
- Drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by singing songs and playing memory games.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read words aloud.
- Explain the difference between *hay*, *hace* and *está*.
- Present a negative sentence and discuss why's different – apply knowledge- .
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.

## Year 3: My family – *Mi familia y yo*

### Objectives:

- Be able to use new vocabulary in simple sentences
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language
- Be able to recycle previous knowledge and apply it to unfamiliar topics
- Be able to show understanding by joining in spoken language and responding
- Be aware of negative sentences and use the pattern identified

### Key Factual Learning:

#### Grammar:

- ✓ Using verb tener and ser: 1<sup>st</sup> person singular *tengo* and *soy*.
- ✓ Possesive adjectives: *mi* and *mis*
- ✓ Create plural forms of nouns

#### Vocabulary:

- ✓ *Hola, buenos días, buenas tardes, adiós, hasta luego*
- ✓ ¿Tienes hermanos? *Tengo...*
- ✓ *Familia*
- ✓ *Soy hijo único/ hija única*
- ✓ *Mi, mis*
- ✓ *Madre, mamá, padre, papá, hermano/a, medio-hermano, media-hermana, abuelo, abuela*
- ✓ *En mi familia hay ... personas*
- ✓ *Numbers 1-10*

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Introduce and drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a labelling activity.
- Reading for gist to identify the key information and answer questions correctly.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.

## Year 4: My birthday – Mi cumpleaños

### Objectives:

- Be able to use new vocabulary in sentences
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by joining in and responding
- Be able to recognise cognates (e.g. months) and start to recognise word classes (nouns, verbs, adjectives)
- Be able to recycle previous knowledge and apply it to other topics

### Key Factual Learning:

#### Grammar:

- ✓ Word order.
- ✓ Punctuation: use lower case with days and months.

#### Vocabulary:

- ✓ Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.
- ✓ Lunes, martes, miércoles, jueves, viernes, sábado, domingo.
- ✓ Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno
- ✓ ¿Cuándo es tu cumpleaños? Mi cumpleaños es el + number + de + month.
- ✓ Primavera, verano, otoño, invierno.
- ✓ ¿Qué día es hoy? Hoy es el + number+ de+ month.

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v.

### Practical Tasks:

- Continue practising the formation of inverted question and exclamation marks as well as accents.
- Introduce and drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a labelling activity.
- Reading for gist to identify the key information and answer questions correctly.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.

## Year 4: School subjects – *Las asignaturas*

### Objectives:

- Be able to use new vocabulary in sentences
- Be able to read a wider range of words, phrases and sentences aloud
- Be able to write some familiar words and phrases without help
- Be able to use knowledge of phonics to decode new words
- Be able to give opinions and reasons by using adjectives
- Be able to explore a bilingual dictionary and how to use it
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by joining in and responding
- Be able to recognise cognates (e.g. school subjects) and start to recognise word classes (nouns, verbs, adjectives, adverbs)

### Key Factual Learning:

#### Grammar:

- ✓ Third person/plural form of the verb to be: son
- ✓ Adjectives and when to change endings (-o, -a, -e, -l)
- ✓ Definite articles in singular and plural forms.
- ✓ Introduction to opinion + definite article + school subject.
- ✓ Adverbs of quantity or degree: quantifiers/intensifiers.

#### Vocabulary:

- ✓ El inglés, el español, el francés, el dibujo, el arte, el teatro, la informática, la religión, la historia, la geografía, la educación física, la música, las ciencias, las matemáticas.
- ✓ Me gusta, no me gusta, me encanta, odio/detesta. No me gusta nada.
- ✓ El, la, los and las.
- ✓ El profesor de...
- ✓ La profesora de ...
- ✓ Mi asignatura favorita es
- ✓ Aburrido/a, divertido/a, fácil, difícil, útil, interesante, importante, bueno/a.
- ✓ Adverbs: muy, un poco.

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Introduce and drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a labelling activity.
- Looking for words in a bilingual dictionary.
- Reading for gist to identify the key information and answer questions correctly.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.

## Year 4: Pets – Mis animales domésticos

### Objectives:

- Be able to talk about pets and briefly describe their appearance
- Be able to recognise and apply simple agreements (e.g. plural, singular)
- Be able to recognise negative statements
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by joining in and responding
- Read carefully and show understanding of words, phrases and simple writing

### Key Factual Learning:

#### Grammar:

- ✓ Use colours to describe pets: *es de color + colour*
- ✓ Form plural forms (take in to account vowel or consonant endings) with the exception of *pez- peces* and *hámster- hámsters/hámsteres*.
- ✓ Definite and indefinite articles.
- ✓ Negative sentences.
- ✓ Use third person singular of the verb to have. *Tener- tiene*.

#### Vocabulary:

- ✓ Un gato, un perro, un pájaro, una cobaya, un caballo, una serpiente, una tortuga, un ratón, un conejo, un hámster, una lagartija.
- ✓ Los ojos, el pelo.
- ✓ El gato tiene los ojos de color... El gato tiene el pelo de color...
- ✓ Tiene el pelo liso/rizado/corto/ largo.
- ✓ Tiene los ojos de color azul/ verde/negro/ marron/gris.
- ✓ ¿Cómo es tu animal?
- ✓ Es de color +...
- ✓ Tengo...
- ✓ ¿Tienes animales?
- ✓ Numbers up to 31 to form plural forms.
- ✓ Negative forms: no tengo un/una + pet

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Continue practising the formation of inverted question and exclamation marks as well as accents.
- Introduce and drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a labelling activity.
- Reading for gist to identify the key information and answer questions correctly.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.

## Year 4: Sports – Los deportes

### Objectives:

- Be able to talk about sports and give a brief opinion
- Be able to recognise negative statements
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by joining in and responding
- Be able to read carefully and show understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation and to say simple words and phrases

### Key Factual Learning:

#### Grammar:

- ✓ Irregular verbs (practicar - practico, jugar-juego), when to use them and masculine/ feminine sports.
- ✓ Introduction of Infinitive verb forms.
- ✓ Transitive and intransitive verbs.
- ✓ Use of "juego al" (how to contract a+ el)
- ✓ Give opinions without justification.

#### Vocabulary:

- ✓ Juego al baloncesto, fútbol, tenis, voleibol, hockey.
- ✓ Practico atletismo, ciclismo, equitación, vela, natación, ..
- ✓ ¿Qué deportes practicas?
- ✓ ¿Haces deporte? Sí practico/juego al... No, no practico deporte.
- ✓ Fines de semana
- ✓ Los lunes, los martes, los miércoles, los jueves, los viernes, los sábados, los domingos.
- ✓ Por la mañana, por la tarde.
- ✓ Todos los días.
- ✓ No juego al ..., no practico ...
- ✓ Me gusta/ no me gusta/ me encanta/ odio/ detesto.

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Introduce and drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a labelling activity.
- Briefly explain transitive and intransitive verbs for a better understanding of "juego al".
- Reading for gist to identify the key information and answer questions correctly.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.

## Year 4: Ordering food – Comida en un restaurante

### Objectives:

- Be able to talk about drinks and snacks.
- Be able to order food at a restaurant.
- To use different verbs, their negative forms and give brief opinions such as I like or I don't like.
- Be able to use the correct pronunciation in spoken work.
- Be able to listen attentively to spoken language and show understanding by joining in and responding.
- Be able to read carefully and show understanding of words, phrases and simple writing.
- Be able to use phonic knowledge to support accurate pronunciation and to say simple words and phrases

### Key Factual Learning:

#### Grammar:

- ✓ Introduction to conjugation of verbs
- ✓ Give opinions and reasons
- ✓ Use more connectives i.e pero, además, sin embargo
- ✓ Use of other frequency verbs: beber (to drink), comer (to eat)

#### Vocabulary:

- ✓ Un bocadillo, un plátano, una hamburguesa, una pizza, una manzana, unas patatas fritas, un zumo de naranja, una limonada, una coca-cola, agua, un té, un café, una ensalada, una patata asada, queso, unas alubias, carne, pescado, verduras, arroz, pasta.
- ✓ De primer plato, de segundo plato, de postre, el menú, un restaurante, el recreo, la bandeja.
- ✓ ¿Qué comes en el recreo? Como... ¿Qué bebes en el recreo? Bebo...
- ✓ ¿Te gusta ...? Sí, me gusta .../ No, no me gusta...

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Introduce and drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a labelling activity.
- Reading for gist to identify the key information and answer questions correctly.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Follow an example to create a role- play in a restaurant and perform it in front of an audience.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Explore different verb endings and different conjugations and their meanings.
- Peer and self-assess using a WAGOLL.

## Year 4: Weather and clothes – *El tiempo y la ropa*

### Objectives:

- Be able to talk about the weather and what you wear in each season
- Explore different high frequency verbs such as *hacer* and *haber*
- Be able to use the correct pronunciation in spoken work
- Be able to start using adjectival agreement
- Be able to listen attentively to spoken language and show understanding by joining in and responding
- Be able to read carefully and show understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation and to say simple words and phrases

### Key Factual Learning:

#### Grammar:

- Using “cuando” (when) to joint bits of information
- Use of high frequency irregular verbs: *hacer* and *haber*
- Use a bilingual dictionary
- Introduction to adjectival agreement with colours

#### Vocabulary:

- En primavera, verano, otoño, invierno
- Llueve, nieva, hace frío, hace calor, hay tormenta, hay un arco-iris, hace viento, está nublado, está granizando, hace buen tiempo, hace mal tiempo, hay niebla
- ¿Qué tiempo hace en ...?
- Norte, sur, este, oeste
- Un vestido, un jersey, una falda, una camisa, una camiseta, una corbata, una chaqueta, unos pantalones, unos vaqueros, unos zapatos, unas botas, unos calcetines, una sudadera, un cinturón, unas calzonas
- Colours - different endings to agree in gender and number
- ¿Qué llevas? Llevo ...
- ¿Qué llevas cuando + weather type? Cuando + weather type llevo...

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Revise and recycle the vocabulary learnt in Year 3 about the different weather types and add a few more.
- Explore the idea of changing the endings of the colours to agree in gender and number with the nouns they are describing- adjectival agreement- and avoid using “es de color”.
- Introduce and drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Other than skimming, children are encouraged to answer a more complex and detailed comprehension questions.
- Team work (Carrera de caballos, Fashion catwalk groups, round robins and use Kagan structures when possible).
- Use bilingual dictionaries with more confidence.
- Make links between some phoneme, rhymes and spellings and read unfamiliar words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.

## Year 5: Parts of the body – *El cuerpo*

### Objectives:

- Be able to say what or where hurts
- Be able to use the reflexive verb *me duele* – it hurts
- Be able to identify the different parts of the body
- Be able to mostly use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrases

### Key Factual Learning:

#### Grammar:

- Introduction to reflexive verb *me duele*
- Change verb ending from *duele* to *duelen* for plural subject
- Reflexive pronouns: *me* and *te*
- Plural definite and indefinite articles

#### Vocabulary:

- La cabeza, los hombros, las rodillas, los pies, las piernas, los dedos, los brazos, el culo, las manos, los ojos, los dientes, la boca, la nariz, las orejas
- Other body parts: la barriga, el oído, la espalda, la garganta
- ¿Qué te duele? Me duele... or me duelen
- Tengo dolor de ...
- Tengo tos, tengo fiebre

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- ✓ Introduce and drill the new vocabulary by using actions or Makaton signing – body parts.
- ✓ Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- ✓ Complete a match up and labelling activity.
- ✓ Other than skimming, children are encouraged to answer a more complex and detailed comprehension questions.
- ✓ Make links between some phoneme, rhymes and spellings and read unfamiliar words aloud.
- ✓ Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- ✓ Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- ✓ Formulate questions and annotate answers to then share findings with the rest of the class.
- ✓ Peer and self-assess using a WAGOLL.

# Cantrell Primary School Spanish Curriculum

## Year 5: Monsters – Monstruos

### Objectives:

- Be able to describe a monster
- Be able to use adjectival agreement with more confidence
- Be able to use more adjectives to describe appearance and personality
- Be able to mostly use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrases

### Key Factual Learning:

#### Grammar:

- ✓ Adjectival agreement.

#### Vocabulary:

- ✓ Recap body parts from Y5 – El Cuerpo
- ✓ Other body parts: los cuernos, los colmillos, las alas, el rabo, las verrugas, los lunares, los pinchos
- ✓ Recap colours from Y3 – Los Colores
- ✓ Other adjectives: grande, pequeño, feroz, manso, fuerte, amable, agradable, miedoso, aterrador, peligroso, aventurado, único.
- ✓ Sin embargo, además, porque

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Revise and recycle body parts.
- Continue learning adjectival agreement - to be applied in colours and other adjectives describing appearance and personality.
- Memorise new vocabulary by using choral repetition - different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Other than skimming, children are encouraged to answer a more complex and detailed comprehension questions.
- Make links between some phoneme, rhymes and spellings and read unfamiliar words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Peer and self-assess using a WAGOLL.

## Year 5: In my town – *En mi ciudad*

### Objectives:

- Be able to name the different places in town
- Be able to interpret a city map and by following instructions, locate the different places in a town
- Be able to describe your own town and/or city using hay/ no hay
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrases

### Key Factual Learning:

#### Grammar:

- ✓ Use of hay and no hay (there is, there are, there isn't and there aren't)
- ✓ Ni...ni (neither ... nor...)
- ✓ Cognates

#### Vocabulary:

- ✓ Un supermercado, una comisaría, una estación de trenes, una estación de autobuses, un hospital, una plaza, una oficina de correos, un parque, un restaurante, un museo, un centro comercial, un banco, un kiosko, una playa, una plaza de toros, un colegio, una guardería, un instituto, una biblioteca, un estadio de fútbol
- ✓ En mi pueblo/ ciudad hay...
- ✓ En mi pueblo/ ciudad no hay...
- ✓ ¿Qué hay en tu ciudad?...
- ✓ En Nottingham no hay ni ... ni...
- ✓ Me gusta mi ciudad porque es ...
- ✓ Divertida, segura, bonita, especial, encantadora, grande, pequeña

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Continue practising adjectival agreement - to be applied when using adjectives to describe their town.
- Memorise new vocabulary by using choral repetition - different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Interpret the information given in a video and apply it in order to use hay and no hay correctly.
- Interpret the information given in a video and apply it in order to use ni...ni correctly.
- Create a leaflet describing your town. Use pictures found on the internet of Bulwell/ Nottingham and glue them in their leaflet.
- Other than skimming, children are encouraged to answer a more complex and detailed comprehension questions.
- Use a sentence builder document to support the lower ability but also encourage higher attainers to use unfamiliar sentences to expand their written work.
- Make links between some phoneme, rhymes and spellings and read unfamiliar words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Peer and self-assess using a WAGOLL.

## Year 5: My home – *Mi casa*

### Objectives:

- Be able to name the different rooms/ parts of a house
- Be able to describe your own house using *hay/ no hay*
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrases

### Key Factual Learning

#### Grammar:

- ✓ Revision of *ni...ni* and *hay/ no hay*
- ✓ Revision of plural nouns (when to use *-s* and when to use *-es*)
- ✓ Use of more advanced opinions (*detesto, odio, me encanta, me gusta mucho, me gusta*)

#### Vocabulary:

- ✓ Un dormitorio, una cocina, un salón, un comedor, un baño, un jardín, un ático, un sótano, una terraza acristalada, unas escaleras, un vestidor, una oficina, un gimnasio, un lavadero, un garaje y una piscina
- ✓ En mi casa hay... también hay... sin embargo en mi casa no hay...
- ✓ ¿Qué hay en tu casa?...
- ✓ En mi casa no hay ni ... ni...
- ✓ Me gusta mucho mi casa porque es ...
- ✓ Divertida, segura, bonita, especial, encantadora, grande, pequeña, cómoda, moderna, antigua, caliente, fría

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Continue practising adjectival agreement- to be applied when using adjectives to describe their own house.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Interpret the information given in a video and apply it in order to use *hay* and *no hay* correctly. (re-watch)
- Interpret the information given in a video and apply it in order to use *ni...ni* correctly. (Re-watch)
- Create a 3D house using a template and label all the different rooms.
- Other than skimming, children are encouraged to answer a more complex and detailed comprehension questions.
- Use a sentence builder document to support the lower ability but also encourage higher attainers to use unfamiliar sentences to expand their written work.
- Make links between some phoneme, rhymes and spellings and read unfamiliar words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Peer and self-assess using a WAGOLL

## Year 5: Describing yourself – *Me describo ¿cómo soy?*

### Objectives:

- Be able to describe yourself using verbs like *soy* and *tengo*
- Be able to talk about your hair and eyes
- Be able to use different adjectives to describe your own character and appearance
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrases.

### Key Factual Learning:

#### Grammar:

- ✓ Recycle adjectives and use them with the first, second and third person of the verb to be (*soy, eres, es*)
- ✓ Recycle knowledge of hair and eyes and apply it using different forms of the verb to have (*tener*)

#### Vocabulary:

- ✓ *Tímido/a, perezoso/a, divertido/a, simpático/a, interesante, inteligente, agradable, trabajador/a.*
- ✓ *Rubio/a, moreno/a, calvo/a, pelo gris o blanco.*
- ✓ *Unas gafas, unas pecas, un bigote, una barba, el pelo liso/rizado, pelo largo/corto, los ojos azules/grises/marrones.*
- ✓ *Alto/a, bajo/a, grande, pequeño/a, de estatura media.*
- ✓ *Soy, eres, es and tengo, tienes, tiene.*
- ✓ *Muy, mucho, un poco, demasiado, bastante.*
- ✓ *¿Cómo eres? ¿Quién es?*
- ✓ *Chico, chica*

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Continue practising adjectival agreement- to be applied when using adjectives to describe themselves.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games. (Guess who?)
- Complete a match up and labelling activity.
- Interpret the information given in a video and apply it in order to use the verb to be correctly.
- Other than skimming, children are encouraged to answer a more complex and detailed comprehension questions.
- Use a sentence builder document to support the lower ability but also encourage higher attainers to use unfamiliar sentences to expand their written work.
- Make links between some phoneme, rhymes and spellings and read unfamiliar words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Peer and self-assess using a WAGOLL.

# Cantrell Primary School Spanish Curriculum

## Year 5: Bigger numbers and telling the time – *Números y la hora*

### Objectives:

- Be able to say the numbers up to 60
- Be able to tell the time using a 12-hour clock
- Be able to use different forms of the verb "ser" in order to tell the time accurately
- Be able to use different frequency expressions such as at the weekend, every day, always, sometimes and never
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrases

### Key Factual Learning:

#### Grammar

- ✓ Use different forms of the verb to be to tell the time. (es/son)
- ✓ Identifying and using different verb conjugations

#### Vocabulary:

- ✓ ¿Qué hora es? Es la... / Son las...
- ✓ Menos cuarto, y media, y cuarto, en punto
- ✓ De la mañana, de la tarde, de la noche
- ✓ Los fines de semana, normalmente, siempre, nunca, casi siempre, casi nunca
- ✓ ¿A qué hora + action?
- ✓ Vas al cine, ves la televisión, vas de compras, sales con tus amigos, vas a la piscina, escuchas música, ves la television, juegas en la Play Station
- ✓ Sports using haces or juegas i.e ¿a qué hora juegas al fútbol?

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, j, qu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Manipulate language by changing some elements in a sentence or question.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Create clocks using paper plates so that each child can use their own card hands and clocks.
- Communicate by asking and answering a wider range of questions.
- Recycle sports topic vocabulary to ask and answer more sophisticated questions such as ¿a qué hora juegas al baloncesto?
- Use a sentence builder document to support the lower ability but also encourage higher attainers to use unfamiliar sentences to expand their written work.
- Apply knowledge of phonics to accurately pronounce the phoneme "qu" in Spanish.
- Use frequency adverbs to expand sentences.

## Year 6: In my spare time – *En mi tiempo libre*

### Objectives:

- Be able to use different frequency expressions such as at the weekend, every day, always, sometimes and never
- Be able to say what you do in your free time
- Be able to use the correct pronunciation in spoken work
- Be able to understand what an infinitive is and when we use them in Spanish
- Be able to give opinions about different activities and justify them using *porque*
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and more complex writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrase
- Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly

### Key Factual Learning:

#### Grammar:

- ✓ Identify infinitive verb forms and conjugated forms.
- ✓ Contraction of “a” and “el” = *al*
- ✓ Opinions are always followed by infinitives.

#### Vocabulary:

- ✓ ¿Qué haces en tu tiempo libre?
- ✓ En mi tiempo libre + verbs
- ✓ Voy al cine, voy a la piscina, voy de compras, salgo con mis amigos, hago los deberes, monto en bicicleta, escucho música, veo la television, juego en la Play Station, navego por internet
- ✓ Days of the week and frequency adverbs previously seen. Los + the days of the week i.e “Normalmente los lunes a las cinco de la tarde hago los deberes”
- ✓ Telling the time
- ✓ Una vez por semana, dos veces por semana, siempre, casi siempre, nunca, casi nunca, de vez en cuando, normalmente
- ✓ Y, también, además, sin embargo, ni...ni..., using negative sentences
- ✓ Opinions: me gusta, no me gusta, me gusta mucho, odio, detesto.
- ✓ Adjectives to justify opinions: chulo/a, divertido/a, entretenido/a, espectacular, aburrido/a, difícil, gracioso/a, diferente.

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Memorise new vocabulary by using choral repetition- different voices, singing songs, playing memory games, actions.
- Complete a match up and labelling activity.
- Manipulate language by changing some elements in a sentence or question.
- Other than skimming, children are encouraged to answer a more complex and detailed comprehension questions.
- Look for verbs in the dictionary to identify -ar, -er and -ir infinitive forms. Explain the differences between a conjugated verb and an infinitive verb. Use the 1<sup>st</sup> and 3<sup>rd</sup> person singular forms of familiar verbs.
- Give opinions about the different activities they do in their spare time, ensuring they use the correct endings and infinitive forms.
- Write a few sentences from memory and develop a text using a paragraph builder.
- Read aloud with confidence using previous phonic knowledge, using expression, in chorus or individually.
- Create a role-play in which children join in a short conversation.
- Present a descriptive paragraph to the class explaining what activities they do in their free time in order to peer and self-assess using a WAGOLL.

## Year 6: Describing my family – *Describo a mi familia*

### Objectives:

- Be able to understand the numbers up to 100 in Spanish
- Be able to describe your family in detail using the two main verbs *ser* and *tener*
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrases
- Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly

### Key Factual Learning:

#### Grammar:

- ✓ Use possessive adjectives "mi", "tu" and "su".
- ✓ Conjugate and use the 3<sup>rd</sup> person of the verb *ser* and *tener*
- ✓ Use lower case with the months of the year in Spanish.

#### Vocabulary:

- ✓ Numbers from 60 to 100: *sesenta, setenta, ochenta, noventa, cien*.
- ✓ *En mi familia hay ...personas.*
- ✓ Members of the family: *madre, mamá, padre, papá, hermano, hermana, primo/a, abuelo/a, tío/a, bisabuelo/a, medio-hermano/a, padrastro, madrastra, hermanastro/a, cuñado/a.*
- ✓ *enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.*
- ✓ *Soy hijo/a único/a.*
- ✓ *Gemelos and mellizos.*
- ✓ Recycle knowledge from Year 4: birthdays. *Mi cumpleaños es el + number+ de + month. Su cumpleaños es el + number + de + month.*
- ✓ *Tengo...años/ Tiene ... años.*
- ✓ *Me llamo..., se llama...*
- ✓ *Tengo el pelo de color ... y los ojos de color... / Tiene el pelo de color... y los ojos de color.*

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Create their own family tree. Each apple represents a different member of their family.
- Manipulate language by changing some elements in a sentence or question.
- Notice and manipulate agreements.
- Read and skim in order to answer a more complex and detailed comprehension questions.
- Write a few sentences from memory and develop a text using a paragraph builder.
- Read aloud with confidence using previous phonic knowledge, using expression, in chorus or individually.
- Create a role-play in which children join in a short conversation. *¿Cómo se llama tu padre? Mi padre se llama... ¿Cuántos años tiene tu abuela? Mi abuela tiene ...años.*
- Present a descriptive paragraph to the class about their family in order to peer and self-assess using a WAGOLL.

## Year 6: Means of transport and holidays – *Transporte y vacaciones*

### Objectives:

- Be able to name some European countries / holiday destination countries
- Be able to recall the different means of transport used to go on holiday
- Be able to understand how to conjugate the different verbs used to talk about your holidays
- Be able to understand what an infinitive is
- Be able to give opinions about your holidays
- Be able to understand how to use the near future tense in Spanish
- Be able to join in a conversation using the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly

### Key Factual Learning:

#### Grammar:

- ✓ Near future tense voy + a + infinitive forms

#### Vocabulary:

- ✓ ¿Adónde vas a ir de vacaciones? Voy a ir a ... Escocia, Irlanda, Gales, Inglaterra, Alemania, Francia, Italia, Grecia, Portugal, España, India, Pakistán, Argentina, México, Cuba, Republica Dominicana.
- ✓ ¿Cómo vas a ir? Voy a ir en ... autocar/autobús, avión, tren, coche, barco, bicicleta, monopatín, a pie.
- ✓ ¿Con quién vas a ir? Voy a ir con ... mi familia, mis amigos/as, mi mejor amigo/a, mis padres, mi padre/madre/ hermano/a.
- ✓ ¿Qué vas a hacer? Voy a ...visitar monumentos, ir a una discoteca, montar en bicicleta, bailar, escuchar música, leer un libro, nadar en el mar/piscina, tomar el sol, mandar mensajes, jugar al voleibol en la playa, hacer castillos de arena, ir de excursion.

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Manipulate language by changing some elements in a sentence or question.
- Notice and manipulate verbs.
- Identify infinitive verbs and compare them to conjugated forms.
- Explain that we cannot find conjugated verbs in dictionaries- only infinitive forms to be found.
- Explain what a near future tense is and compare it to the simple future tense (Spanish and English).
- Read and skim in order to answer a more complex and detailed comprehension questions.
- Write a few sentences from memory and develop a text using a paragraph builder.
- Read aloud with confidence using previous phonic knowledge, using expression, in chorus or individually.
- Create a role-play in which children join in a short conversation. ¿Adónde vas a ir? Voy a ir a ... ¿Con quién vas a ir? Voy a ir con....
- Present a descriptive paragraph to the class about their holidays in order to peer and self-assess using a WAGOLL.

## Year 6: Daily routine – *La rutina diaria*

### Objectives:

- Be able to explain what a reflexive verb is
- Be able to recall different reflexive verbs
- Be able to briefly explain how to use different pronouns when conjugating reflexive verbs
- Be able to understand what an infinitive is and give examples
- Be able to describe your daily routine using reflexive verbs
- Be able to understand and apply sequencing words
- Be able to join in a conversation using the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly

### Key Factual Learning:

#### Grammar:

- ✓ Reflexive verbs
- ✓ Sequencing words

#### Vocabulary:

- ✓ ¿Qué haces por la mañana? Por la mañana... me despierto, me levanto, me ducho, me lavo, me peino, me visto, desayuno, voy al colegio
- ✓ ¿Qué haces por la tarde? Por la tarde... hago los deberes, ceno, veo la televisión, me lavo los dientes, me acuesto.
- ✓ Normalmente, temprano, primero, luego, después, más tarde, por último.
- ✓ Pronouns: me, te, se.

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v.

### Practical Tasks:

- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Manipulate language by changing some elements in a sentence or question.
- Notice and manipulate reflexive verbs.
- Identify reflexive verbs and compare them to non-reflexive ones.
- Explain that we cannot find conjugated verbs in dictionaries- only infinitive forms to be found.
- Read and skim in order to answer a more complex and detailed comprehension questions.
- Write a few sentences from memory and develop a text using a paragraph builder.
- Read aloud with confidence using previous phonic knowledge, using expression, in chorus or individually.
- Create a role-play in which children join in a short conversation. ¿Qué haces por la mañana? ¿Qué haces por la tarde?
- Present a descriptive paragraph to the class about their daily routine in order to peer and self-assess using a WAGOLL.

## Year 6: Jobs – Trabajos y profesiones

### Objectives:

- Be able to understand and explain what a conditional tense is in English and how to form it in Spanish
- Be able to use the conditional tense in Spanish- "me gustaría"
- Be able to recall some professions and jobs in Spanish
- Be able to understand that most professions in Spanish have a male and female equivalent.
- Be able to say what you would like to be when you grow up using the conditional tense
- Be able to join in a conversation using the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly

### Key Factual Learning:

#### Grammar:

- ✓ Conditional tense "me gustaría ser ..." - I would like to be

#### Vocabulary:

- ✓ ¿Qué te gustaría ser de mayor? De mayor me gustaría ser... profesor/a, policía, abogado/a, veterinario/a, médico/a, enfermero/a, taxista, pintor/a, arquitecto/a, actor/ actriz, cantante, futbolista, dentista, periodista, artista.
- ✓ ¿Dónde te gustaría trabajar? Me gustaría trabajar en + places in town
- ✓ Un hospital, una clínica, una oficina, un estadio de fútbol, una comisaría, un colegio/instituto, una universidad.
- ✓ Recycle vocabulary: name, where you live, name of your school and school subjects you do, where you live and who with, spare time activities, favourite sports and why and what you like to be when you grow up.

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Explain that the Spanish conditional tense is used to talk about hypothetical situations and probabilities.
- Explain that most professions in Spanish have a male and female equivalent, ending in "o" or "a" respectively. There are a couple of exceptions.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Manipulate language by changing some elements in a sentence or question.
- Read and skim in order to answer a more complex and detailed comprehension questions.
- Write a few sentences from memory and develop a text using a paragraph builder.
- Read aloud with confidence using previous phonic knowledge, using expression, in chorus or individually.
- Create a role-play in which children join in a short conversation. ¿Qué te gustaría ser de mayor? De mayor me gustaría ser ...
- Present a descriptive paragraph to the class about themselves, likes and dislikes, free times activities and what they would like to be when they grow up in order to peer and self-assess using a WAGOLL.

## Year 6: Describing my bedroom – *En mi dormitorio*

### Objectives:

- Be able to recall the different furniture there is in your room
- Be able to understand the verb *hay/ no hay* and use it accordingly to say what there is or there isn't in your room
- Be able to understand the Spanish prepositions
- Be able to recall the Spanish prepositions and give examples
- Be able to produce a descriptive paragraph describing your house and your bedroom
- Be able to join in a conversation using the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly

### Key Factual Learning:

#### Grammar:

- ✓ Prepositions
- ✓ Verb *hay*

#### Vocabulary:

- ✓ un armario, un equipo de música, una lámpara, una cama, una Ventana, unos pósters, una estantería, un ordenador/ iPad, una mesa, una silla, una television, una puerta, una alfombra, una ventana
- ✓ encima, a la derecha, a la izquierda, debajo de, delante de, al lado de, detrás, entre.
- ✓ en la planta de abajo, en la planta de arriba
- ✓ en mi casa hay ...
- ✓ ¿Dónde vives? Vivo en una casa/ un piso
- ✓ ¿Qué hay abajo/ arriba?
- ✓ Adjectives to describe their house (bonito/a, especial, singular, importante, fea/o, grande, pequeña/o, chula/o, moderno/a, antiguo/a, seguro/a)
- ✓ Recycle opinions: me gusta/ no me gusta/ me encanta/ odio/ detesto

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Explain that a preposition is a word or a phrase showing the relationship of one thing to another and that many prepositions refer to position e.g. "on top of".
- Memorise new vocabulary by using choral repetition-different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Manipulate language by changing some elements in a sentence or question.
- Read and skim in order to answer a more complex and detailed comprehension questions.
- Write a few sentences from memory and develop a text using a paragraph builder.
- Read aloud with confidence using previous phonic knowledge, using expression, in chorus or individually.
- Create a role-play in which children join in a short conversation. ¿Dónde vives? Vivo en ... ¿Qué hay abajo/arriba? ¿Qué hay en tu dormitorio? En mi dormitorio hay... ¿Dónde está el/la...? El/la ... está + prepositions.
- Present a descriptive paragraph to the class about where they live, their house, their town and the furniture in their bedroom in order to peer and self-assess using a WAGOLL.