**Modern Foreign Languages**

**St Andrews Methodist Primary School**

**Spanish**

* The Curriculum at St Andrews celebrates cultural learning, and this is echoed in our Modern Foreign Languages aims and objectives.

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|  | ***The National Curriculum taught across Key Stage 2 states that all children should be taught:***understand and respond to spoken and written language from a variety of authentic sources ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt ♣ discover and develop an appreciation of a range of writing in the language studied. 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 Languages – key stage 2 3 ♣ 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. |
|  | ***Autumn Term*** | ***Spring Term*** | ***Summer Term*** |
| **Spanish****Year 3** | **Year 3****Ourselves**-To engage in conversations, asking and answering questions appropriately-Listen attentively to spoken language and show understanding by joining in and responding-Develop accurate pronunciation when reading aloud and when using familiar words and phrases - Use vocabulary for sentence building-Learn through a range of mediums - appreciating and joining in with songs and rhymes in the Spanish language-Expresses opinions-Use a range of nouns- Write basic, structured sentences- Develop spelling skills e.g. words that are different in Spanish to English e.g. ll=y, j=h, rr-rolled rWrite using correct punctuation in written words e.g. Papá Noel, *¿Cúantos años?***Key Vocabulary**Hola Adiós¿Cómo estás? EstoyMuy Bien RegularMal¿Cómo te llamas? Me llamo ¿Cuántos años tienes? Tengo ….. años.¿Dónde vives? Vivo en……..Inglaterra España**Celebrations**-To engage in conversations, asking and answering questions appropriately-Listen attentively to spoken language and show understanding by joining in and responding-Develop accurate pronunciation when reading aloud and when using familiar words and phrases - Use vocabulary for sentence building-Learn through a range of mediums - appreciating and joining in with songs and rhymes in the Spanish language-Expresses opinions-Use a range of nouns-Use adjectives to describe nouns- Write basic, structured sentences- Develop spelling skills e.g. words that are different in Spanish to English e.g. ll=y, j=h, rr-rolled rWrite using correct punctuation in written words e.g. Papá Noel, *¿Cúantos años?***Key Vocabulary**Papá Noel, un árbol, El árbol de navidadun regalorojoamarilloverdeazulsí/noHay¡Feliz Navidad! | **Year 3****School**-To engage in conversations, asking and answering questions appropriately-Listen attentively to spoken language and show understanding by joining in and responding-Develop accurate pronunciation when reading aloud and when using familiar words and phrases - Use vocabulary for sentence building-Learn through a range of mediums - appreciating and joining in with songs and rhymes in the Spanish language-Expresses opinions-Use a range of nouns-Use adjectives to describe nouns- Write basic, structured sentences- Develop spelling skills e.g. words that are different in Spanish to English e.g. ll=y, j=h, rr-rolled rWrite using correct punctuation in written words e.g. Papá Noel, *¿Cúantos años?***Key Vocabulary**rojo, azul, verde, negro, blanco, amarillo, morado un bolígrafo, un lápiz, un sacapuntas, una goma , una regla, un pegamento, un estuche, un cuaderno, Tienes…? Sí tengo..No tengo… **Weather**-To engage in conversations, asking and answering questions appropriately-Listen attentively to spoken language and show understanding by joining in and responding-Develop accurate pronunciation when reading aloud and when using familiar words and phrases - Use vocabulary for sentence building-Learn through a range of mediums - appreciating and joining in with songs and rhymes in the Spanish language-Expresses opinions-Use a range of nouns- Write basic, structured sentences- Develop spelling skills e.g. words that are different in Spanish to English e.g. ll=y, j=h, rr-rolled rWrite using correct punctuation in written words e.g. Papá Noel, *¿Cúantos años?***Key Vocabulary**LunesMartesMiércolesJuevesViernesSábadoDomingo¿Qué tiempo hace hoy?está lloviendo está nevandohace solhace vientohay tormentahace friohace calor | **Year 3****Hobbies**-To engage in conversations, asking and answering questions appropriately-Listen attentively to spoken language and show understanding by joining in and responding-Develop accurate pronunciation when reading aloud and when using familiar words and phrases - Use vocabulary for sentence building-Learn through a range of mediums - appreciating and joining in with songs and rhymes in the Spanish language-Expresses opinions-Use a range of nouns- Write basic, structured sentences-- Use verbs e.g. bailar (to dance), leer (to read)- Develop spelling skills e.g. words that are different in Spanish to English e.g. ll=y, j=h, rr-rolled rWrite using correct punctuation in written words e.g. Papá Noel, *¿Cúantos años?***Key Vocabulary**jugar al fútbol dibujar leer ballar jugar al baloncesto¿Te gusta …?¡No, no me gusta …!¡Sí , me gusta …!**Holidays**-To engage in conversations, asking and answering questions appropriately-Listen attentively to spoken language and show understanding by joining in and responding-Present ideas and information orally-Develop accurate pronunciation when reading aloud and when using familiar words and phrases - Use vocabulary for sentence building-Learn through a range of mediums - appreciating and joining in with songs and rhymes in the Spanish language-Use a range of nouns- Write basic, structured sentences- Develop spelling skills e.g. words that are different in Spanish to English e.g. ll=y, j=h, rr-rolled rWrite using correct punctuation in written words e.g. Papá Noel, *¿Cúantos años?***Key Vocabulary**¿Qué quieres?QuisieraUn bocadilllo de quesoUn bocadillo de polloUn bocadillo de jamónUna hamburguesaUn perro calienteUna pizzaUna ensaladaLa pastaUnas patatas fritasUn heladoUn aguaUn zumo de fruta |

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| **Spanish****Year 4** | **Year 4****Ourselves**-To engage in conversations, asking and answering questions appropriately using learning from Years 3 and 4- Listen attentively to spoken language, including language from native speakers, and show understanding by joining in and responding- Develop accurate pronunciation and intonation so that others clearly understand what they are saying, when using familiar words and phrases taught- Read carefully and show understanding of words, phrases and simple writing- Broaden their vocabulary and develop their ability to understand new words using a dictionary- Use vocabulary for building a range of sentences, beginning to write about a topic in paragraphs- Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language- Begin to write familiar words from memory-Use a range of nouns, using masculine, feminine or plural terms- Continue to develop spelling skills, including letters and sounds used in the English language e.g. ñ í **ó ll**- Continue to develop punctuation skills, including those not used in the English language e.g. ¡ ¿**Key Vocabulary**Mi madreMi padreMi hermanaMi hermanoHayMi abuelaMi abueloMi tíaMi tíoMi primoMi primaEn mi familia hay…**Celebrations**- Listen attentively to spoken language, including language from native speakers, and show understanding by joining in and responding- Develop accurate pronunciation and intonation so that others clearly understand what they are saying, when using familiar words and phrases taught- Read carefully and show understanding of words, phrases and simple writing- Broaden their vocabulary and develop their ability to understand new words using a dictionary- Use vocabulary for building a range of sentences, beginning to write about a topic in paragraphs- Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language- Begin to write familiar words from memory-Use a range of nouns, using masculine, feminine or plural terms- Use adjectives to describe nouns e.g. colour or size, knowing the word order to use (e.g. noun before size)- Use commas and the conjunction ‘y’ (and) and ‘pero’ (but) to link phrases, including three nouns - Continue to develop spelling skills, including letters and sounds used in the English language e.g. ñ í **ó ll**- Continue to develop punctuation skills, including those not used in the English language e.g. ¡ ¿**Key Vocabulary**Papá Noelun árbolEl árbol de navidadMi burrito Sabanero grande/pequeño/a (pequeña when noun is feminine)un regaloCascabeles un calcetín pequñeograndeuna bola de navidad una Estrella el orapel rojoamarilloverdeazulsínoHay | **Year 4****School**-To engage in conversations, asking and answering questions appropriately using learning from Years 3 and 4- Listen attentively to spoken language, including language from native speakers, and show understanding by joining in and responding- Present ideas and information orally to a range of audiences- Develop accurate pronunciation and intonation so that others clearly understand what they are saying, when using familiar words and phrases taught- Read carefully and show understanding of words, phrases and simple writing- Broaden their vocabulary and develop their ability to understand new words using a dictionary- Use vocabulary for building a range of sentences, beginning to write about a topic in paragraphs- Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language- Begin to write familiar words from memory-Expresses opinions e.g. about their likes and dislikes-Use a range of nouns, using masculine, feminine or plural terms- Use adjectives to describe nouns e.g. colour or size, knowing the word order to use (e.g. noun before size)- Use commas and the conjunction ‘y’ (and) and ‘pero’ (but) to link phrases, including three nouns - Continue to develop spelling skills, including letters and sounds used in the English language e.g. ñ í **ó ll**- Continue to develop punctuation skills, including those not used in the English language e.g. ¡ ¿**Key Vocabulary**El ingleslas matemáticaslas cienciasla historiala Geografiael españolel francésla músicael artela educación física. ¿Te gusta…? Me gustaMe gustan No me gusta…ypero**Weather**-To engage in conversations, asking and answering questions appropriately using learning from Years 3 and 4- Listen attentively to spoken language, including language from native speakers, and show understanding by joining in and responding- Develop accurate pronunciation and intonation so that others clearly understand what they are saying, when using familiar words and phrases taught- Read carefully and show understanding of words, phrases and simple writing- Broaden their vocabulary and develop their ability to understand new words using a dictionary- Use vocabulary for building a range of sentences, beginning to write about a topic in paragraphs- Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language- Begin to write familiar words from memory-Expresses opinions e.g. about their likes and dislikes-Use a range of nouns, using masculine, feminine or plural terms- Use verbs and conjugate verbs e.g. ‘to go’ (ir)- Continue to develop spelling skills, including letters and sounds used in the English language e.g. ñ í **ó ll**- Continue to develop punctuation skills, including those not used in the English language e.g. ¡ ¿**Key Vocabulary**lunesmartesmiércolesjuevesviernessábadodomingoestá lloviendoestá nevandohace solhace vientohay tormentahace friohace calor¿Qué tiempo hace hoy?hoyayermañanaEs lunesayer fue …Es martesmañana será …enerofebreromartesabrilmayojuniojulioagostoseptiembreoctubrenoviembrediciembre | **Year 4****Hobbies**-To engage in conversations, asking and answering questions appropriately using learning from Years 3 and 4- Listen attentively to spoken language, including language from native speakers, and show understanding by joining in and responding- Present ideas and information orally to a range of audiences- Develop accurate pronunciation and intonation so that others clearly understand what they are saying, when using familiar words and phrases taught- Read carefully and show understanding of words, phrases and simple writing- Broaden their vocabulary and develop their ability to understand new words using a dictionary- Use vocabulary for building a range of sentences, beginning to write about a topic in paragraphs- Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language- Begin to write familiar words from memory-Expresses opinions e.g. about their likes and dislikes-Use a range of nouns, using masculine, feminine or plural terms- Use adjectives to describe nouns e.g. colour or size, knowing the word order to use (e.g. noun before size)- Use verbs and conjugate verbs e.g. ‘to go’ (ir)- Use commas and the conjunction ‘y’ (and) and ‘pero’ (but) to link phrases, including three nouns - Continue to develop spelling skills, including letters and sounds used in the English language e.g. ñ í **ó ll**- Continue to develop punctuation skills, including those not used in the English language e.g. ¡ ¿**Key Vocabulary**jugar al fútbol dibujar leer bailar jugar al baloncestover la televisiónjugar al playstation/Xboxnadarypero¿Qué falta?¿Te gusta …?¡No, no me gusta …!¡Sí, me gusta …!**Holidays**-To engage in conversations, asking and answering questions appropriately using learning from Years 3 and 4- Listen attentively to spoken language, including language from native speakers, and show understanding by joining in and responding- Present ideas and information orally to a range of audiences- Develop accurate pronunciation and intonation so that others clearly understand what they are saying, when using familiar words and phrases taught- Read carefully and show understanding of words, phrases and simple writing- Broaden their vocabulary and develop their ability to understand new words using a dictionary- Use vocabulary for building a range of sentences, beginning to write about a topic in paragraphs- Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language- Begin to write familiar words from memory-Expresses opinions e.g. about their likes and dislikes-Use a range of nouns, using masculine, feminine or plural terms- Use adjectives to describe nouns e.g. colour or size, knowing the word order to use (e.g. noun before size)- Use verbs and conjugate verbs e.g. ‘to go’ (ir)- Use commas and the conjunction ‘y’ (and) and ‘pero’ (but) to link phrases, including three nouns - Continue to develop spelling skills, including letters and sounds used in the English language e.g. ñ í **ó ll**- Continue to develop punctuation skills, including those not used in the English language e.g. ¡ ¿**Key Vocabulary**avióntrencochebarcobicicletataxiEspañaFranciaLos Estados UnidosGalesTurquíaGreciaPoloniaBulgariaVoy aVas aVa a¿Adónde vas de vacaciones?¿Como viajas?Voy en Verdad Falso**Geography objectives covered:**--Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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| **Spanish****Year 5** | **Year 5****Ourselves**-To engage in conversations, speaking with increasing confidence and fluency-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways-Present ideas and information orally to a range of audiences and for a range of purposes-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying, when using familiar words and phrases taught-Read carefully and show understanding of words, phrases and simple writing in a range of genres e.g. following instructions-Use vocabulary for building and manipulating a range of sentences, writing an increasing amount in a range of styles and genres e.g. letter writing-Begin to write familiar words and phrases from memory-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language-Discover an appreciation of a range of writing in the language studied-Express opinions, giving reasons why-Use a range of nouns, using masculine, feminine or plural terms, with a knowledge of spelling rules e.g. nouns ending in consonant add ‘es’-Use adjectives to describe nouns and plural nouns, knowing how the word order influences meaning-Use the conjunctions ‘porque’ (because) and ‘pero’ (but) to give reasons**Key Vocabulary**En mi familia hay…Un gatoUn perroUn conejoUn hamsterUn pez doradoUna tortugaUn ratónun periquitoRojoAmarilloVerdeAzulNegroGrisMarrónBlancoPequeñograndezero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte**Celebrations**-To engage in conversations, speaking with increasing confidence and fluency-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways-Present ideas and information orally to a range of audiences and for a range of purposes-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying, when using familiar words and phrases taught-Read carefully and show understanding of words, phrases and simple writing in a range of genres e.g. following instructions-Broaden their vocabulary and develop their ability to understand new words using a bilingual dictionary, noting if a word is masculine or feminine and the appropriate article-Use vocabulary for building and manipulating a range of sentences, writing an increasing amount in a range of styles and genres e.g. letter writing-Begin to write familiar words and phrases from memory-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language-Discover an appreciation of a range of writing in the language studied-Express opinions, giving reasons why-Use a range of nouns, using masculine, feminine or plural terms, with a knowledge of spelling rules e.g. nouns ending in consonant add ‘es’-Use adjectives to describe nouns and plural nouns, knowing how the word order influences meaning**Key Vocabulary**QuisieraUnoDosTresCuatroCincoSeisSieteOchoNuevediezPlural noun sentences e.g. cuatro bolas de navidad pequeños y azulesYpequeño/agrande¿es rojo? ¿es amarillo?¿Sí o no? | **Year 5****School**-To engage in conversations, speaking with increasing confidence and fluency-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways-Present ideas and information orally to a range of audiences and for a range of purposes-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying, when using familiar words and phrases taught-Read carefully and show understanding of words, phrases and simple writing in a range of genres e.g. following instructions-Broaden their vocabulary and develop their ability to understand new words using a bilingual dictionary, noting if a word is masculine or feminine and the appropriate article-Use vocabulary for building and manipulating a range of sentences, writing an increasing amount in a range of styles and genres e.g. letter writing-Begin to write familiar words and phrases from memory-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language-Discover an appreciation of a range of writing in the language studied-Express opinions, giving reasons why-Use a range of nouns, using masculine, feminine or plural terms, with a knowledge of spelling rules e.g. nouns ending in consonant add ‘es’-Use adjectives to describe nouns and plural nouns, knowing how the word order influences meaning-Use the conjunctions ‘porque’ (because) and ‘pero’ (but) to give reasons**Key Vocabulary**el ingléslas matemáticaslas cienciasla historiala Geografiael españolel francésla musicael artela educación físicaMe gusta…No me gusta…Me gusta….. porque es… No me gusta … porque es… divertido aburrido fácil difícil**Weather**-To engage in conversations, speaking with increasing confidence and fluency-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways-Present ideas and information orally to a range of audiences and for a range of purposes-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying, when using familiar words and phrases taught-Read carefully and show understanding of words, phrases and simple writing in a range of genres e.g. following instructions-Use vocabulary for building and manipulating a range of sentences, writing an increasing amount in a range of styles and genres e.g. letter writing-Begin to write familiar words and phrases from memory-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language-Use a range of nouns, using masculine, feminine or plural terms, with a knowledge of spelling rules e.g. nouns ending in consonant add ‘es’-Use adjectives to describe nouns and plural nouns, knowing how the word order influences meaning**Key Vocabulary**el norteel surel oesteel esteel centroLunesMartesMiercolesJuevesViernesSábadoDomingoEstá nevandoHace solEstá vientoHay tormentaHace fríoHace calorEstá nublado¿Que tiempo hace?HoyAyerMañanaEs lunesenerofebreromarzoabrilmayojuniojulioagostoseptiembreoctobrenoviembredeciembrela primaveraEl veranoEl otoñoEl invierno**Geography objectives covered:**-Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  | **Year 5****Hobbies**-To engage in conversations, speaking with increasing confidence and fluency-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying, when using familiar words and phrases taught-Read carefully and show understanding of words, phrases and simple writing in a range of genres e.g. following instructions-Use vocabulary for building and manipulating a range of sentences, writing an increasing amount in a range of styles and genres e.g. letter writing-Begin to write familiar words and phrases from memory-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language-Discover an appreciation of a range of writing in the language studied-Express opinions, giving reasons why-Use a range of nouns, using masculine, feminine or plural terms, with a knowledge of spelling rules e.g. nouns ending in consonant add ‘es’-Use a range of verbs and manipulate verb endings**Key Vocabulary**Me gustaCuandojugar al fútbol dibujar leer bailar jugar al baloncestover la televisiónJugar el playstation/Xboxnadarir en bicicletaescuchar músicahacer gimnasiajugar al rugbyjugar al tenishace calorhace fríoestá lloviendo**Holidays**-To engage in conversations, speaking with increasing confidence and fluency-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying, when using familiar words and phrases taught-Read carefully and show understanding of words, phrases and simple writing in a range of genres e.g. following instructions-Broaden their vocabulary and develop their ability to understand new words using a bilingual dictionary, noting if a word is masculine or feminine and the appropriate article-Use vocabulary for building and manipulating a range of sentences, writing an increasing amount in a range of styles and genres e.g. letter writing-Begin to write familiar words and phrases from memory-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language-Discover an appreciation of a range of writing in the language studied-Express opinions, giving reasons why-Use a range of nouns, using masculine, feminine or plural terms, with a knowledge of spelling rules e.g. nouns ending in consonant add ‘es’-Use adjectives to describe nouns and plural nouns, knowing how the word order influences meaning-Use the conjunctions ‘porque’ (because) and ‘pero’ (but) to give reasons**Key Vocabulary**La camisetaLos cortosEl traje de bañoLos bañadoresEl JerseyLos pantalonesEl sombreroLa bufandaLos guantesLas botasEl vestidoLa faldaLas sandaliasLa cabezaLos ojosLa bocaLa narizLos brazosLas piernasLa espaldaLas manosLos piesSoy de…llevollevallevanEn España llevo….(porque hace calor)En Islandia llevo…(porque hace frio)CelesteAzul marinoOscuro/aclaroDark greenLight greenPeroporque**Geography objectives covered:**--Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  |

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| **Spanish****Year 6** | **Year 6****Ourselves**-To engage in conversations, speaking with increasing confidence and fluency-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways-Orally present and perform their writing to a range of audiences and for a range of purposes, sometimes from memory-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying when orally performing pieces of work-Broaden their vocabulary and develop their ability to understand new words using a bilingual dictionary, noting if a word is masculine or feminine and the appropriate article-With increasing independence, use vocabulary for building and manipulating sentences, writing an structured pieces in a range of styles-Write sentences from memory and adapt these to create new sentences-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language-Discover an appreciation of a range of writing in the language studied-Use a range of nouns and pronouns-Use a range of adjectives to describe nouns and plural nouns, knowing how the word order influences meaning-Use a range of verbs, reflex verbs, and verb endings when talking about a range of subjects-Use a range of conjunctions to join clauses-Continue to develop spelling skills, correctly spelling words and phrases from memory, using accents in the correct place-Use a range of punctuation, including those not used in the English language**Key Vocabulary**All family vocabulary previously taught, including colours and numbersEn mi familia hay…¿Cómo se llama (el)?Se llama…¿Cómo se llama (ella)?Se llama…¿Cúantos años tiene (el)?¿Cúantos años tiene (ella)?¿Dónde vive (el/ella)?(El/ella) vive en…..**Celebrations**-To engage in conversations, speaking with increasing confidence and fluency-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways-Orally present and perform their writing to a range of audiences and for a range of purposes, sometimes from memory-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying when orally performing pieces of work-Read carefully and understand longer texts, translating parts of it into English-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language**Key Vocabulary**Los Reyes MagosEpiphanyMidnight massRoscón de Reyes | **Year 6****School**-To engage in conversations, speaking with increasing confidence and fluency-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways-Orally present and perform their writing to a range of audiences and for a range of purposes, sometimes from memory-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying when orally performing pieces of work-Read carefully and understand longer texts, translating parts of it into English-Broaden their vocabulary and develop their ability to understand new words using a bilingual dictionary, noting if a word is masculine or feminine and the appropriate article-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language-Discover an appreciation of a range of writing in the language studied**Key Vocabulary**El colegioMe llamoTenga …añoslas matemáticasel Españollas cienciasla historiala geografíauniformeme gustaporque**Weather**-To engage in conversations, speaking with increasing confidence and fluency-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways-Orally present and perform their writing to a range of audiences and for a range of purposes, sometimes from memory-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying when orally performing pieces of work-With increasing independence, use vocabulary for building and manipulating sentences, writing an structured pieces in a range of styles-Write sentences from memory and adapt these to create new sentences-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language-Express opinions, giving reasons-Use a range of nouns and pronouns-Use a range of adjectives to describe nouns and plural nouns, knowing how the word order influences meaning-Use a range of conjunctions to join clauses-Continue to develop spelling skills, correctly spelling words and phrases from memory, using accents in the correct place-Use a range of punctuation, including those not used in the English language**Key Vocabulary***Vocabulary previously taught for weather**Vocabulary previously taught for days of the week and months of the year*¿Qué tiempo hace?HoyAyerMañanael norteel surel oesteel esteel noresteel noroesteel suresteel suroesteLa Europael Reino UnidoFranciaEspañaAlemaniaGreciaItaliaPortugalAustriaSuizaIrlandala primaverael veranoel otoñoel invierno**Geography objectives covered:**-Locate the world’s countries, using maps to focus on -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  | **Year 6****Hobbies**-To engage in conversations, speaking with increasing confidence and fluency-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying when orally performing pieces of work-Broaden their vocabulary and develop their ability to understand new words using a bilingual dictionary, noting if a word is masculine or feminine and the appropriate article-With increasing independence, use vocabulary for building and manipulating sentences, writing an structured pieces in a range of styles-Write sentences from memory and adapt these to create new sentences-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language-Discover an appreciation of a range of writing in the language studied-Express opinions, giving reasons-Use a range of nouns and pronouns-Use a range of adjectives to describe nouns and plural nouns, knowing how the word order influences meaning-Use a range of verbs, reflex verbs, and verb endings when talking about a range of subjects-Use a range of conjunctions to join clauses-Continue to develop spelling skills, correctly spelling words and phrases from memory, using accents in the correct place-Use a range of punctuation, including those not used in the English language**Key Vocabulary**Vocabulary previously taught about days of the weekVocabulary previously taught related to hobbiesEl parqueEl gimnasioEl colegioLa casaLa piscina**Holidays**-To engage in conversations, speaking with increasing confidence and fluency-Listen attentively to spoken language, including language from native speakers, and show their understanding recording their knowledge in a range of ways-Orally present and perform their writing to a range of audiences and for a range of purposes, sometimes from memory-Develop accurate pronunciation, accent and intonation so that others clearly understand what they are saying when orally performing pieces of work-Broaden their vocabulary and develop their ability to understand new words using a bilingual dictionary, noting if a word is masculine or feminine and the appropriate article-With increasing independence, use vocabulary for building and manipulating sentences, writing an structured pieces in a range of styles-Write sentences from memory and adapt these to create new sentences-Learn through a range of mediums - appreciating and joining in with stories, songs, poems and rhymes in the Spanish language-Express opinions, giving reasons-Use a range of nouns and pronouns-Use a range of adjectives to describe nouns and plural nouns, knowing how the word order influences meaning-Use a range of verbs, reflex verbs, and verb endings when talking about a range of subjects-Use a range of conjunctions to join clauses-Continue to develop spelling skills, correctly spelling words and phrases from memory, using accents in the correct place-Use a range of punctuation, including those not used in the English language**Key Vocabulary***Vocabulary previously taught around country names**Vocabulary previously taught about compass points*Me gustaría ir Está enIzquierda Derecha En tren En aviónEn cocheEn barco En biclicleta En taxi **Geography objectives covered:**-Locate the world’s countries, using maps to focus on -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  |