**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 r  Write using correct punctuation in written words e.g. Papá Noel, *¿Cúantos años?*  **Key Vocabulary**  Hola  Adiós  ¿Cómo estás?  Estoy  Muy Bien  Regular  Mal  ¿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 r  Write using correct punctuation in written words e.g. Papá Noel, *¿Cúantos años?*  **Key Vocabulary**  Papá Noel,  un árbol,  El árbol de navidad  un regalo  rojo  amarillo  verde  azul  sí/no  Hay  ¡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 r  Write 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 r  Write using correct punctuation in written words e.g. Papá Noel, *¿Cúantos años?*  **Key Vocabulary**  Lunes  Martes  Miércoles  Jueves  Viernes  Sábado  Domingo  ¿Qué tiempo hace hoy?  está lloviendo  está nevando  hace sol  hace viento  hay tormenta  hace frio  hace 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 r  Write 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 r  Write using correct punctuation in written words e.g. Papá Noel, *¿Cúantos años?*  **Key Vocabulary**  ¿Qué quieres?  Quisiera  Un bocadilllo de queso  Un bocadillo de pollo  Un bocadillo de jamón  Una hamburguesa  Un perro caliente  Una pizza  Una ensalada  La pasta  Unas patatas fritas  Un helado  Un agua  Un 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 madre  Mi padre  Mi hermana  Mi hermano  Hay  Mi abuela  Mi abuelo  Mi tía  Mi tío  Mi primo  Mi prima  En 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 Noel  un árbol  El árbol de navidad  Mi burrito Sabanero  grande/pequeño/a (pequeña when noun is feminine)  un regalo  Cascabeles  un calcetín  pequñeo  grande  una bola de navidad  una Estrella  el orapel  rojo  amarillo  verde  azul  sí  no  Hay | **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 ingles  las matemáticas  las ciencias  la historia  la Geografia  el español  el francés  la música  el arte  la educación física.  ¿Te gusta…?  Me gusta  Me gustan  No me gusta…  y  pero  **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**  lunes  martes  miércoles  jueves  viernes  sábado  domingo  está lloviendo  está nevando  hace sol  hace viento  hay tormenta  hace frio  hace calor  ¿Qué tiempo hace hoy?  hoy  ayer  mañana  Es lunes  ayer fue …  Es martes  mañana será …  enero  febrero  martes  abril  mayo  junio  julio  agosto  septiembre  octubre  noviembre  diciembre | **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 baloncesto  ver la televisión  jugar al playstation/Xbox  nadar  y  pero  ¿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**  avión  tren  coche  barco  bicicleta  taxi  España  Francia  Los Estados Unidos  Gales  Turquía  Grecia  Polonia  Bulgaria  Voy a  Vas a  Va 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 gato  Un perro  Un conejo  Un hamster  Un pez dorado  Una tortuga  Un ratón  un periquito  Rojo  Amarillo  Verde  Azul  Negro  Gris  Marrón  Blanco  Pequeño  grande  zero, 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**  Quisiera  Uno  Dos  Tres  Cuatro  Cinco  Seis  Siete  Ocho  Nueve  diez  Plural noun sentences e.g. cuatro bolas de navidad pequeños y azules  Y  pequeño/a  grande  ¿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 inglés  las matemáticas  las ciencias  la historia  la Geografia  el español  el francés  la musica  el arte  la educación física  Me 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 norte  el sur  el oeste  el este  el centro  Lunes  Martes  Miercoles  Jueves  Viernes  Sábado  Domingo  Está nevando  Hace sol  Está viento  Hay tormenta  Hace frío  Hace calor  Está nublado  ¿Que tiempo hace?  Hoy  Ayer  Mañana  Es lunes  enero  febrero  marzo  abril  mayo  junio  julio  agosto  septiembre  octobre  noviembre  deciembre  la primavera  El verano  El otoño  El 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 gusta  Cuando  jugar al fútbol  dibujar  leer  bailar  jugar al baloncesto  ver la televisión  Jugar el playstation/Xbox  nadar  ir en bicicleta  escuchar música  hacer gimnasia  jugar al rugby  jugar al tenis  hace calor  hace frío  está 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 camiseta  Los cortos  El traje de baño  Los bañadores  El Jersey  Los pantalones  El sombrero  La bufanda  Los guantes  Las botas  El vestido  La falda  Las sandalias  La cabeza  Los ojos  La boca  La nariz  Los brazos  Las piernas  La espalda  Las manos  Los pies  Soy de…  llevo  lleva  llevan  En España llevo….(porque hace calor)  En Islandia llevo…(porque hace frio)  Celeste  Azul marino  Oscuro/a  claro  Dark green  Light green  Pero  porque  **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 numbers  En 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 Magos  Epiphany  Midnight mass  Roscón 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 colegio  Me llamo  Tenga …años  las matemáticas  el Español  las ciencias  la historia  la geografía  uniforme  me gusta  porque  **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?  Hoy  Ayer  Mañana  el norte  el sur  el oeste  el este  el noreste  el noroeste  el sureste  el suroeste  La Europa  el Reino Unido  Francia  España  Alemania  Grecia  Italia  Portugal  Austria  Suiza  Irlanda  la primavera  el verano  el otoño  el 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 week  Vocabulary previously taught related to hobbies  El parque  El gimnasio  El colegio  La casa  La 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 en  Izquierda  Derecha  En tren  En avión  En coche  En 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 |