



# **St. Peter and St. Paul's RC Primary School**

## **MFL- Spanish - Unit and Progression Overview**



**Holding God's hand,  
we grow in faith together,  
we dream, believe, achieve.  
Following the footsteps of Jesus,  
we act with love,  
we care for one another  
and our world.**

## MFL Long Term Plan

### Year 3

#### Spanish Greetings with Puppets

Using puppets to practise a variety of Spanish greetings, children learn how to introduce themselves and say how they are feeling. They perform a finger rhyme based on a Spanish puppet festival tradition.

#### Spanish Numbers and Ages

Through playing traditional Spanish counting games, children learn the numbers from one to twelve. They discover how to give their age in Spanish and ask others how old they are.

#### Shapes and Colours in Spanish

Taking inspiration from mosaic art of Barcelona and Granada, children describe different shapes and colours and learn about the position of adjectives in relation to nouns in Spanish.

#### Classroom Objects in Spanish

By playing speaking and listening games, children learn some basic classroom instructions. They learn the vocabulary for classroom items found in their school bag, and discover that every Spanish noun is either 'masculine' or 'feminine'. Children learn how to describe what they have and do not have in their school bag, using plurals and conjunctions.

#### Where Do You Live in Spain?

Looking at a map, children identify different cities in Spain and learn to correctly pronounce their names in Spanish. They deduce the names for different types of home and learn to ask and respond to questions about where they live. Children use a bilingual dictionary to find new vocabulary to create their own sentences.

#### Journey Around Latin America

Following in the footsteps of Oscar the Bolivian bear, children look at a map of Latin America and identify different places, describing their location using the points of a compass. They find out the vocabulary for different forms of transport before designing and describing a route around the region, detailing how they will travel to each place.

### KS2 NATIONAL CURRICULUM

#### Spanish Greetings with Puppets

Pupils should be taught to:

- 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\*
- appreciate stories, songs, poems and rhymes in the language

The starred (\*) content above will not be applicable to ancient languages

#### Spanish Numbers and Ages

Pupils should be taught to:

- 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
- read carefully and show understanding of words, phrases and

### KS2 NATIONAL CURRICULUM

#### Shapes and Colours in Spanish

Pupils should be taught to:

- 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
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- describe people, places, things and actions orally\* and in writing
- 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.

The starred (\*) content above will not be applicable to ancient languages

#### Classroom Objects in Spanish

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- 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

### KS2 NATIONAL CURRICULUM

#### Where do you live in Spain?

Pupils should be taught to:

- 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
- read carefully and show understanding of words, phrases and simple writing
- 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
- 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.

The starred (\*) content above will not be applicable to ancient languages

#### Journey around Latin America

Pupils should be taught to:

- listen attentively to spoken language and show understanding

<p>simple writing</p> <ul style="list-style-type: none"> <li>• appreciate stories, songs, poems and rhymes in the language</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p>	<ul style="list-style-type: none"> <li>• basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• 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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p>	<ul style="list-style-type: none"> <li>• by joining in and responding</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p>
<p><b><u>Spanish Greetings with Puppets</u></b></p> <p>Skills:  <u>Language comprehension</u>  Listening and responding to single words and short phrases.  Recognising some familiar Spanish words in written forms.  <u>Language production</u>  Using short phrases to give information.  Recognise and repeat phrases from familiar rhymes and songs.  Listening and repeating key phonemes with care.  Practising speaking with a partner.  <u>Cultural awareness</u>  Recognising similarities and differences between customs and traditions in Spain and the UK.</p> <p>Knowledge:  <u>Phonics</u>  To become familiar with the key phonemes that are represented by the following letters: a, o, i.  <u>Grammar</u>  To know vocabulary for different greetings, introductions and feelings.  <u>Cultural awareness</u>  To know that in Spanish there are formal and informal greetings.</p> <p><b><u>Spanish Numbers and Ages</u></b></p> <p>Skills:  Listening and responding to single words and short phrases.  Asking and/or answering simple questions.</p>	<p><b><u>Shapes and Colours in Spanish</u></b></p> <p>Skills:  <u>Language comprehension</u>  Listening and responding to single words and short phrases.  Recognising some familiar Spanish words in written form.  Beginning to understand and notice cognates and near cognates.  Using visual clues to make predictions about the meaning of unfamiliar vocabulary.  <u>Language production</u>  Practising speaking with a partner.  Using short phrases to give information.  Recognising that sounds and spelling patterns can be different from English.  Discussing strategies for remembering and applying pronunciation rules.  Building confidence by repeating short phrases with increasing accuracy.  Experimenting with simple writing, copying with accuracy.  Recognising and using adjectives of colour and size.</p> <p>Knowledge:  <u>Phonics</u>  The key phonemes that are represented by letters: e, and j.  <u>Grammar</u>  That most adjectives are positioned after the noun in Spanish e.g. un cuadrado negro – a black square. That the word order is sometimes different in Spanish compared to English. That we can use conjunctions such as y (and) and pero (but) to join clauses.  <u>Cultural awareness</u></p>	<p><b><u>Where Do You Live in Spain?</u></b></p> <p>Skills:  <u>Language comprehension</u>  Listening and noticing rhyming words when joining in with songs.  Beginning to notice common spelling patterns.  Reading aloud some words from simple songs, stories and rhymes.  Becoming familiar with format, layout and simple use of a bilingual dictionary.</p> <p><u>Language production</u>  Asking and/or answering simple questions.  Using short phrases to give information.  Recognise and repeat phrases from familiar rhymes and songs.  Listening and repeating key phonemes with care.  Discussing strategies for remembering and applying pronunciation rules.</p> <p>Knowledge:  <u>Grammar</u>  To know:  That every Spanish noun is either masculine or feminine.  That the gender affects the form of the indefinite article un or una.  That feminine nouns often (but not always) end in a and masculine nouns often (but not always) end in o.  To begin to know some common verbs in the present tense.  <u>Phonics</u>  To know:</p>

<p>Beginning to understand and notice cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary. Recognising that sounds and spelling patterns can be different from English. Recognising similarities and differences between customs and traditions in Spain and the UK.</p> <p>Knowledge: To become familiar with the key phonemes that are represented by the following letters: u, z/c, ñ To know the numbers from one to twelve in Spanish. To know how to give information relating to age.</p>	<p>Some key cultural landmarks. The names and locations of some of the cities in Spain.</p> <p style="text-align: center;"><b><u>Classroom Objects in Spanish</u></b></p> <p>Skills: <u>Language comprehension (listening and reading)</u> Listening and responding to single words and short phrases. Recognising some familiar Spanish words in written form. Using visual clues to make predictions about the meaning of unfamiliar vocabulary. <u>Language production (speaking and writing)</u> Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. Using short phrases to give information. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Building confidence by repeating short phrases with increasing accuracy. Experimenting with simple writing, copying with accuracy.</p> <p>Knowledge: <u>Phonics:</u> The key phonemes represented by the following letters: a, e, i, o, u and r (which differ from their pronunciation in English). <u>Grammar</u> Spanish nouns are either masculine or feminine. Gender affects the form of the indefinite article un or una. Feminine nouns usually (but not always) end in 'a' and masculine nouns usually (but not always) end in 'o'. The ending of a noun can change when the noun is in the plural form. Most nouns in Spanish become plural by adding an 's' at the end, as in English. Placing no before the verb makes it negative. Conjunctions such as y – and, and pero – but, can be used to join clauses.</p>	<p>The key phonemes that are represented by the following letters: ll, b/v. <u>Cultural awareness</u> To know: The capital and identify some key cultural landmarks. The names and locations of some of the cities in Spain.</p> <p style="text-align: center;"><b><u>Journey Around Latin America</u></b></p> <p>Skills: <u>Language comprehension</u> Listening and responding to single words and short phrases. Recognising some familiar Spanish words in written form. Beginning to understand and notice cognates and near cognates. Becoming familiar with format, layout and simple use of a bilingual dictionary. Using visual clues to make predictions about the meaning of unfamiliar vocabulary. <u>Language production</u> Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Recalling and writing simple words from memory. Experimenting with simple writing, copying with accuracy.</p> <p>Knowledge: <u>Phonics</u> To know: The key phonemes represented by the letters c and b/v. Some letters carry accents. <u>Grammar</u> To know: Some common verbs in the present tense. In Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g. ¿Cuántos años tienes? and as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning, e.g. ¡Muy bien! Conjunctions such as y – and, and pero – but can be used to join clauses. Some prepositions in Spanish. That en is usually used as a preposition when the mode of transport is something you get into, e.g. en tren whereas a is usually used when you are not getting into a form of transport, e.g. a pie – on foot.</p>
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		<u>Cultural awareness</u> To know: That Spanish is spoken in different countries around the world. The names of some Spanish-speaking countries in Latin America.
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Year 4		
<p><b>Dates in Spanish</b> Mastering the numbers to 31 and the months of the year, children learn to say the date. Children learn about some of the countries biggest festivities and the dates they occur. They learn to ask and answer the question, ‘When is your birthday?’ and find out about some Mexican birthday traditions.</p> <p><b>Pets in Spanish</b> Listening to a song about pets, children learn the names of different animals. They develop their knowledge of adjectives and describe the characteristics of different animals when writing a fun story about a visit to a pet shop. Children round off the unit by performing their stories to a small audience</p>	<p><b>Weather in Spain</b> Learning phrases for different types of weather and identifying different locations using compass points, children prepare and present a weather forecast for each day of the week.</p> <p><b>In a Spanish Café</b> Reading and creating typical Spanish café menus, the children learn to order food and drink and role-play conversations between waiting staff and customers. When practising and performing these role plays, the children evaluate and improve their conversations, making them sound as natural as possible.</p>	<p><b>Spanish Celebrations</b> Finding out about some key festivals and celebrations in Spain, children develop their knowledge of festival-related vocabulary. They learn how to express likes and dislikes when describing activities related to different celebrations.</p> <p><b>The Amazon Rainforest</b> Journeying from the source of the Amazon River in the Peruvian Andes to its mouth in the Atlantic Ocean, children identify the geographical features they encounter along the way and immerse themselves deep into the sights, sounds and people of the Amazon rainforest.</p>
<p><b>KS2 NATIONAL CURRICULUM</b></p> <p><b>Dates in Spanish</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p> <p><b>Pets in Spanish</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; express</li> </ul>	<p><b>KS2 NATIONAL CURRICULUM</b></p> <p><b>Weather in Spain</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>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.</li> </ul>	<p><b>KS2 NATIONAL CURRICULUM</b></p> <p><b>Spanish Celebrations</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p> <p><b>The Amazon Rainforest</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> </ul>

<p>opinions and respond to those of others; seek clarification and help*</p> <ul style="list-style-type: none"> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p>	<p>The starred (*) content above will not be applicable to ancient languages</p> <p><b>In a Spanish Café</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• 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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p>	<ul style="list-style-type: none"> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p>
<p><b><u>Dates in Spanish</u></b></p> <p>Skills: <u>Language comprehension</u> Identifying and discussing cognates and beginning to explore various language detective strategies. Listening and responding to full sentences. Recognising some familiar Spanish words when written in a short phrase. Using contextual clues and cues to make predictions about meanings. <u>Language production</u> Recognising how intonation and gesture are used to differentiate between statements and questions. Recognising and answering simple questions which involve giving personal information. Identifying key information in simple writing. Using a variety of conversational phrases. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Selecting and writing short words and phrases.</p> <p>Knowledge: <u>Phonics</u></p>	<p><b><u>Weather in Spain</u></b></p> <p>Skills: <u>Language comprehension (listening and reading)</u> Listening and noticing rhyming words when joining in with songs. Listening and responding to full sentences. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar Spanish words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. <u>Language production (speaking and writing)</u> Using a variety of conversational phrases. Using a model to form a spoken sentence. Beginning to adapt phrases from a rhyme/song. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play. Selecting and writing short words and phrases.</p>	<p><b><u>Spanish Celebrations</u></b></p> <p>Skills <u>Language comprehension</u> Listening and responding to full sentences. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings. <u>Language production</u> Making short phrases or sentences using word cards. Selecting and writing short words and phrases. Recognising and answering simple questions which involve giving personal information.</p> <p>knowledge: <u>Grammar</u> That the infinitive of a verb in Spanish, e.g. comer – to eat, means 'to do something'. That the infinitive of all verbs in Spanish end in either 'ar', 'er' or 'ir'. That me gusta + infinitive of a verb describes what you like to do. <u>Cultural awareness</u></p>

<p>Identifying sounds created by linking some of the key phonemes.  <u>Grammar</u>          To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the y (and) conjunction to say the equivalent of 'thirty and one' e.g. treinta y uno.          To know that numbers such as dieciséis in Spanish is a compound version of 'diez y seis' (ten and six) like veintiuno is a compound version of veinte y uno.          To know that when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns, and la for feminine singular nouns.</p> <p><u>Cultural awareness</u>          To know some similarities and differences between birthday celebrations in the UK and Mexico.          To know that some Spanish festivals happen throughout the year.</p> <p style="text-align: center;"><b><u>Pets in Spanish</u></b></p> <p>Skills:          Following a short text or rhyme, listening and reading at the same time.          Listening and repeating key phonemes with care.          Using contextual clues and cues to deduce unknown vocabulary.          Recognising and answering simple questions which involve giving personal information.          Using different adjectives with a singular noun, with correct positioning and agreement.          Choosing appropriate adjectives from a wider range of adjectives.          Identifying and discussing cognates and beginning to explore various language detective strategies.          Selecting and writing short words and phrases.          Making short phrases or sentences using word banks.          Rehearsing and performing a short role-play.          Building confidence by repeating short phrases with increasing accuracy.          Using intonation and gesture to differentiate between statements and questions.</p> <p>Knowledge:          How to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator.          That the ending of an adjective often changes according to the gender of the noun it describes.</p>	<p>Knowledge:  <u>Phonics</u>          To know:          How to identify sounds created by linking some of the key phonemes: ia, ie, io, ue,  <u>Grammar</u>          To know:          That a few adjectives can be positioned in front of the noun in Spanish, e.g. bueno – un buen día, malo – hace mal tiempo.          That compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning.          That when talking about a singular noun in Spanish we use the definite article el for masculine singular nouns and, la for feminine singular nouns.</p> <p style="text-align: center;"><b><u>In a Spanish Café</u></b></p> <p>Skills:  <u>Language comprehension</u>          Listening and responding to full sentences.          Using contextual clues and cues to gist and make predictions about meanings.  <u>Language production</u>          Recognising and answering simple questions which involve giving personal information.          Using a variety of conversational phrases.          Listening and repeating key phonemes with care.          Recognising how intonation and gesture are used to differentiate between statements and questions.          Rehearsing and performing a short role-play.          Selecting and writing short words and phrases.</p> <p>Knowledge:  <u>Grammar</u>          To know that the infinitive of a verb in Spanish e.g. comer – to eat, means 'to do something'.          Cultural awareness          To recognise typical Spanish food and drink.</p>	<p>To know about some Spanish festivals that happen throughout the year.</p> <p style="text-align: center;"><b><u>The Amazon Rainforest</u></b></p> <p>Skills:  <u>Language comprehension</u>          Following a short text or rhyme, listening and reading at the same time.          Recognising some familiar Spanish words when written in a short phrase.  <u>Language production</u>          Beginning to form opinion phrases.          Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation.          Using a model to form a spoken sentence.          Recognising that sounds and spelling patterns can be different from English.</p> <p>Knowledge:  <u>Phonics</u>          To know:          How to identify sounds created by linking some of the key phonemes: ai, ui, oi, ie.  <u>Grammar</u>          To know:          That me gusta + infinitive of a verb describes what you like to do.          That hay can be used to mean 'there is' or 'there are'.  <u>Cultural awareness</u>          To know:          About the location and wildlife of the Amazon.          About different natural features of Peru</p>
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## Year 5

**Describing Family and Friends in Spanish**

**Sports in Spanish**

**A Trip Across Spain**



<p>Looking at a family tree, children find out the vocabulary for different family members and describe the relationship between each of them. They use verbs in the third person singular to write a detailed description of a family member or friend outlining key information about them.</p> <p><b>Spanish Portraits</b> Deducing the vocabulary for describing facial features, children apply their knowledge of noun-adjective agreement to plural nouns. They find out about some famous Spanish cubist artists and create portraits in the cubist style, before describing the faces in their portraits.</p>	<p>Learning vocabulary to describe different sports, the children ask and answer questions about sports they practise. They read and then follow instructions to play the Maya ball game before creating their own original ball game. Using the imperative form of some regular verbs, the children write a set of instructions to accompany their new game.</p> <p><b>Spanish Food and Drink</b> Learning to express likes and dislikes about singular and plural nouns, children engage in conversations about food and play fun games guessing meal choices based on their food preferences. To develop their questioning skills further, they use a range of question types to conduct in - depth interviews on the subject of food.</p>	<p>Discovering the famous pilgrimage route across Spain to the city of Santiago de Compostela, the children learn to say where they are going and what they are going to do.</p> <p><b>Saving South America</b> Touring the South American continent, children explore its diverse wildlife and examine the environmental impact of deforestation and climate change in the region. Children create a poster which outlines the environmental changes that have happened using comparative sentences and make a pledge to help stop deforestation and reduce climate change.</p>
<p><b>KS2 NATIONAL CURRICULUM</b></p> <p><b>Describing family and friends in Spanish</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p> <p><b>Spanish Portraits</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek</li> </ul>	<p><b>KS2 NATIONAL CURRICULUM</b></p> <p><b>Sports in Spanish</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p> <p><b>Spanish food and drink</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul>	<p><b>KS2 NATIONAL CURRICULUM</b></p> <p><b>A trip across Spain</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>describe people, places, things and actions orally* and in writing</li> <li>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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p> <p><b>Saving South America</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> </ul>



<p>clarification and help*</p> <ul style="list-style-type: none"> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p>	<ul style="list-style-type: none"> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• 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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p>	<ul style="list-style-type: none"> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• 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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p>
<p><b><u>Describing Family and Friends in Spanish</u></b></p> <p>Skills: Listening and selecting information from short audio passages to give an appropriate response. Recognising and answering simple questions which involve giving personal information. Using a range of language detective strategies to decode new vocabulary. Recognising key phonemes in an unfamiliar context and applying pronunciation rules. Speaking in full sentences using known vocabulary. Speaking and reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas. Using adapted phrases to describe a person. Identifying key information in simple writing.</p> <p>Knowledge: To know that plural nouns referring to nouns of mixed gender always take the masculine form. To know that the ending of verbs change according to the subject. To know how to form the first three persons of the verb tener – to have, llamarse – to be called, vivir – to live, and gustarse – to like.</p> <p><b><u>Spanish Portraits</u></b></p> <p>Skills: <u>Language comprehension</u> Using a range of language detective strategies to decode new vocabulary, including context. Identifying key information in simple writing. <u>Language production</u> Speaking in full sentences using known vocabulary.</p>	<p><b><u>Sports in Spanish</u></b></p> <p>Skills: <u>Language comprehension</u> Listening and selecting information from short audio passages to give an appropriate response. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p><u>Language production</u> Speaking and reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas. Writing a short text using word and phrase cards to model or scaffold.</p> <p>Knowledge: <u>Grammar</u> To know that we use the verb jugar (to play) with some sports and hacer (to make) with other sports. To know how to recognise the first person, second person and third person of common verbs. To know the rules for forming the imperative form of some regular verbs. To know that some American and English words are borrowed by the Spanish such as el tenis and el beisbol. To know that when the preposition a is followed by el, the contraction al is used e.g. juego al tenis. <u>Cultural awareness</u> To recognise traditional sports that are played in the Spanish-speaking world.</p>	<p><b><u>A Trip Across Spain</u></b></p> <p>Skills: <u>Language comprehension</u> Listening and selecting information from short audio passages to give an appropriate response. Using a range of language detective strategies to decode new vocabulary including context and text type. Identifying key information in simple writing. <u>Language production</u> Adapting model sentences to express different ideas. Forming a question in order to ask for information. Beginning to use conversational phrases for purposeful dialogue. Speaking in full sentences using known vocabulary. Speaking and reading aloud with increasing confidence and fluency. Creating and presenting a dialogue or role-play.</p> <p>Knowledge: <u>Grammar</u> To know: That voy a + infinitive is a way of constructing the future tense as in 'I am going to do something.' <u>Cultural awareness</u> To know: About some key Spanish cities and how to describe their location within Spain.</p> <p><b><u>Saving South America</u></b></p> <p>Skills: <u>Language comprehension</u> Using a range of language detective strategies to decode new vocabulary, including context and text type.</p>

<p>Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. Using adapted phrases to describe an object or person. Speaking in full sentences using known vocabulary. Forming a question in order to ask for information. Using intonation and gesture to differentiate between statements and questions.</p> <p>Knowledge: <u>Grammar</u> To know that the ending of an adjective often changes according to the gender and number of the noun it describes <u>Cultural awareness</u> To know some key figures from Spanish history and culture.</p>	<p>To know about some key cultural activities in Spain and Latin America.</p> <p style="text-align: center;"><b><u>Spanish Food and Drink</u></b></p> <p>Skills: <u>Language comprehension</u> Using a range of language detective strategies to decode new vocabulary including context and text type. Identifying key information in simple writing. Listening and selecting information from short audio passages to give an appropriate response.</p> <p><u>Language production</u> Adapting model sentences to express different ideas. Forming a question in order to ask for information. Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Recognising and answering simple questions which involve giving personal information.</p> <p>Knowledge: <u>Grammar</u> To know that when talking about a plural noun in Spanish we use the definite article los for masculine plural nouns and las for feminine plural nouns. To know that when expressing likes and dislikes about a noun, me gusta is followed by the definite article (el or la) then the noun e.g. Me gusta el pescado. To know that when expressing likes and dislikes about plural nouns, me gustan is followed by the definite articles (los or las) then the noun, e.g. Me gustan los tomates.</p>	<p>Identifying key information in simple writing. Reading and responding to a range of authentic texts. <u>Language production</u> Forming a question in order to ask for information. Presenting factual information in extended sentences. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Formulating their own strategies to remember and apply pronunciation rules. Giving a presentation drawing upon learning from a number of previous topics. Adapting model sentences to express different ideas. Writing a short text using a model or scaffold.</p> <p>Knowledge: <u>Grammar</u> To know: How to use más or menos que to make comparisons, e.g. Hay menos glaciares que antes – There are fewer glaciers than before. <u>Cultural awareness</u> To know: Key geographical features of the South American continent. Global environmental problems affecting South America.</p>
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Year 6		
<p style="text-align: center;"><b>Clothes in Spanish</b></p> <p>Consolidating their knowledge of colours and learning vocabulary for items of clothes, and adjectives to describe styles, children describe different outfits that people are wearing. With an emphasis on the accuracy of the adjectival agreement, the children use dictionaries to check the gender of nouns and the correct form of the adjective.</p> <p style="text-align: center;"><b>School Life in Spanish</b></p> <p>Learning the names of school subjects in Spanish, children express likes and dislikes about them. They use a variety of adjectives to give their opinions about school subjects and,</p>	<p style="text-align: center;"><b>Household Tasks in Spanish</b></p> <p>Designing their own robot to complete jobs around the house, children describe its features and advertise the robot by using sentence builders and adapting statements to make them more persuasive. They practise giving their opinions about household tasks and justifying their opinions.</p> <p style="text-align: center;"><b>Shopping in Spain</b></p> <p>Visiting a Spanish market, children describe the name and location of the different market stalls. They play a fun board game to practise their transactional language and apply their knowledge of larger numbers and handling money.</p>	<p style="text-align: center;"><b>Freetime Activities in Spain</b></p> <p>Describing what they like to do in their free time, children use adjectives to give reasons for their preferred activities. They deduce the names of different places in a town and describe where they are going and why they want to go there. Children compare free time activities and state which option they prefer.</p> <p style="text-align: center;"><b>Maya City Treasure Hunt</b></p> <p>Exploring an ancient Maya city, children identify different buildings and their location using a range of prepositions. Children build their own model of an ancient Maya city and write a detailed description of</p>

<p>after answering a school survey, the class construct their own ideal school day timetable. Finally, the children write a letter to their teacher to describe their perfect day.</p>		<p>it applying all the new language learnt. They read a map and decipher clues to seek out the ancient Maya treasure.</p>
<p style="text-align: center;"><b>KS2 NATIONAL CURRICULUM</b></p> <p><b>Clothes in Spanish</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p> <p><b>School life in Spanish</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in</li> </ul>	<p style="text-align: center;"><b>KS2 NATIONAL CURRICULUM</b></p> <p><b>Household tasks in Spanish</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p> <p><b>Shopping in Spain</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and</li> </ul>	<p style="text-align: center;"><b>KS2 NATIONAL CURRICULUM</b></p> <p><b>Freetime activities in Spain</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• 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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p> <p><b>Maya City treasure hunt</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p>

<p>writing</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages</p>	<p>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.</p> <p>The starred (*) content above will not be applicable to ancient languages</p>	
<p style="text-align: center;"><b><u>Clothes in Spanish</u></b></p> <p>Skills:</p> <p>Reading and using language detective skills to assess meaning. Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</p> <p>Generating the correct form of an adjective that agrees with the singular or plural noun it describes.</p> <p>Recognising and using a wide range of descriptive phrases. Developing extended sentences to justify a fact or opinion.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Identifying and extracting key information in a range of texts. Planning and giving a short oral presentation.</p> <p>Giving a presentation drawing upon learning from several previous topics.</p> <p>Knowledge:</p> <p>To know that if a word is plural, we cannot use un or una and instead use unos and unas – some.</p> <p>To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes.</p> <p>To know that porque – because, can be used to extend a sentence and give a justification.</p> <p style="text-align: center;"><b><u>School Life in Spanish</u></b></p> <p>Skills:</p> <p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Listening and gisting information from an extended audio passage using language detective skills.</p> <p>Developing extended sentences to justify a fact or opinion.</p> <p>Recognising and using a wide range of descriptive phrases. Modifying, expressing and comparing opinions.</p> <p>Planning, asking and answering extended questions.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Constructing a short text on a familiar topic.</p> <p>Knowledge:</p>	<p style="text-align: center;"><b><u>Household Tasks in Spanish</u></b></p> <p>Skills:</p> <p><u>Language comprehension</u></p> <p>Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts.</p> <p>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</p> <p>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p> <p><u>Language production</u></p> <p>Developing extended sentences to justify a fact or opinion. Planning and giving a short oral presentation.</p> <p>Modifying, expressing and comparing opinions.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Using a wide range of descriptive phrases.</p> <p>Knowledge:</p> <p><u>Grammar</u></p> <p>That porque (because) can be used to extend a sentence and give a justification.</p> <p>That demasiado, muy and bastante are all adverbs that are placed before an adjective to express its intensity e.g. es demasiado aburrido.</p> <p>That an adverb is formed in Spanish by taking the adjective in its feminine form and adding suffix -mente.</p> <p style="text-align: center;"><b><u>Shopping in Spain</u></b></p> <p>Skills:</p> <p><u>Language comprehension</u></p> <p>Listening and following the gist of information from an extended audio passage using language detective skills.</p> <p>Beginning to predict spelling patterns.</p> <p><u>Language production</u></p> <p>Engaging in conversation and transactional language.</p> <p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Knowledge:</p>	<p style="text-align: center;"><b><u>Freetime Activities in Spain</u></b></p> <p>Skills:</p> <p><u>Language comprehension</u></p> <p>Beginning to predict spelling patterns.</p> <p>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</p> <p>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p> <p><u>Language production</u></p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Recognising and using a wide range of descriptive phrases.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p> <p>Constructing a short text on a familiar topic.</p> <p>Knowledge:</p> <p><u>Grammar</u></p> <p>To know:</p> <p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know that some verbs do not follow regular patterns, such as tener (to have) and ser (to be).</p> <p><u>Cultural awareness</u></p> <p>To know:</p> <p>Some important cultural landmarks in the Spanish-speaking world.</p> <p style="text-align: center;"><b><u>Maya City Treasure Hunt</u></b></p> <p>Skills:</p> <p><u>Language comprehension</u></p> <p>Listening and gisting information from an extended audio passage using language detective skills.</p> <p>Reading short authentic texts for enjoyment or information.</p> <p>Identifying and extracting key information in a range of authentic texts.</p> <p>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p> <p><u>Language production</u></p> <p>Developing extended sentences to justify a fact or opinion.</p> <p>Engaging in conversation and transactional language.</p> <p>Modifying, expressing and comparing opinions.</p>

<p>To know I can express a preference by placing más/menos que between the two items being compared, e.g. Me gusta la historia más que el arte – I like history more than art.</p>	<p><u>Grammar</u>          To know that there are four forms of the question word cuánto that changes according to whether the noun is singular feminine, masculine feminine, plural feminine and masculine feminine.          To know a range of prepositions to describe the position of objects.  <u>Phonics</u>          To know the rules for where to put stress on a word  <u>Cultural awareness</u>          To know some similarities and differences between shops and markets in Spain and the UK.          To know that the currency used in Spain is Euros and to recognise some of the notes and coins.</p>	<p>Speaking and reading aloud with increasing confidence and fluency. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Recognising and using a wide range of descriptive phrases.</p> <p>Knowledge:  <u>Grammar</u>          To know:          The rules for changing the ending of an adjective according to the gender and number of the noun it describes.          That porque – because, can be used to extend a sentence and give a justification.  <u>Cultural awareness</u>          To know:  <u>About the cities of the Ancient Maya and their key landmarks.</u></p>
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