

Autumn Term	Spring Term	Summer Term
Year 3 Curriculum Overview		
<p>Learn sounds in Spanish - vowels first –then the complete alphabet. Explore the sound/written link through reading rhyming stories, singing songs and practising tongue twisters. Learn the numbers 1-10 and relate these to asking and giving their age. Learn how to greet people and ask/answer what their name is. Learn classroom-related nouns and instructions. Introduce the use of gender. Use the verb forms ‘tengo – I have’, ‘es – it is’ and the negative forms of these. Learn how to say Happy Christmas and some basic Christmas related vocabulary. Sing a simple Spanish Christmas song.</p>	<p>Build on greetings –asking/answering how they are feeling. Build a core vocabulary of common animals and colours. In this context, correctly use the articles (definite & indefinite singular & plural) and adjectives (learning correct positioning & basic agreement).</p> <p>Use the key verbs are ‘es’ (he/she/it is), ‘son’ (they are), hay (there is/are). Revisit the negative (previously used with ‘tengo’). Start to use ‘también’ (also), ‘y’ (and) and ‘pero’ (but) to simply link ideas.</p>	<p>Revise numbers from 1-10. Introduce multiples of 10 up to 100 and relate these to 10 times tables. Learn names of the days of the week. Learn vocabulary for common fruits and vegetables. Apply learning from all three terms to understand, explore and retell a familiar story (The Very Hungry Caterpillar) in Spanish.</p>
<p>Key Vocabulary to support learning within Year 3</p> <p>¿Cómo se escribe? (How do you spell that?) A - a, B - bé, C - thé, D - dé, E - é, F - effé, G - jé, H - aché, I - ee, J - jota, K - ka, L - ellé, M - emé, N - ené, O - o, P - pé, Q - koo, R - erré, S - esé, T - té, U - ubé, W - ubé doblé, X - ekeys, Y - yé, Z - theta</p> <p>Hola / greetings ¿Cómo te llamas? (What do you call yourself?) Me llamo..... (I call myself) ¿Cómo estás? (How are you?) muy bien, gracias (very well, thanks) estupendo (great), bien (well) regular (ok), mal (bad), fatal (awful)</p> <p>Numbers 1-10 un, uno, una dos tres cuatro cinco seis siete ocho nueve diez</p> <p>Giving age ¿Cuántos años tienes? (How old are you?) Tengo ... años. (I am ..years old) ¿Tienes? (Do you have?) Sí, tengo. (Yes, I do have.) No, no tengo. (No, I don't have.)</p>	<p>Pencil case un estuche (a pencil case)un bolígrafo (a pen)un lápiz (a pencil)un lápiz de memoria (a USB)un sacapuntas (a sharpener)un bote de pegamento (a glue stick)una regla (a ruler)una goma (a rubber)unos rotuladores (felt-tip pens)unas tijeras (scissors)</p> <p>Pencil case ¿Qué tienes en tu estuche? (What do you have in your pencil case?) En mi estuche, tengo...(In my pencil case I have...)</p> <p>Classroom language</p> <ol style="list-style-type: none"> ¡Silencio! (Silence!) ¡Sacad un bolígrafo! (Get out a pen!) ¡Un voluntario! (A volunteer) ¡Abrid los cuadernos! (Open your exercise books!) ¡Mirad! (Look!) ¡Brazos cruzados! (Fold your arms!) ¡Entregad los cuadernos! (Give your books in!) ¡Escuchad! (Listen!) ¡Escribid! (Write!) <p>9 animals - nouns un gato (a cat) un perro (a dog) un pez (a fish) un oso (a bear) un pájaro (a bird) un pato (a duck) un caballo (a horse) una rana (a frog) una oveja (a sheep)</p>	<p>Colours azul (blue), rojo (red), blanco (white), negro (black), verde (green), amarillo (yellow), pardo (brown), morado (purple)</p> <p>La oruga hambrienta (hungry caterpillar) - la fruta una manzana / las manzanas una pera / las peras una ciruela / las ciruelas una fresa / las fresas una naranja / las naranjas</p> <p>Days of the week los días de la semana - lunes, martes, miércoles, jueves, viernes, sábado, domingo</p>
Year 4 Curriculum Overview		

<p>Revise known numbers and learn numbers from 11- 19. Apply known numbers to 2, 5, and 10 times tables. Revise days of the week and introduce months. Extend to dates. Revise asking/giving ages and extend to asking/saying when birthdays are. Wish each other a 'Happy Birthday' and sing the traditional Spanish 'Happy Birthday' song. Use new language to understand and create party invitations. Learn vocabulary for snack-foods and role play being in a café asking and responding to ¿Qué quieres? (What do you want?) Broaden Christmas vocabulary and learn a short Christmas carol.</p>	<p>Learn vocabulary for the parts of the body. Build upon known adjectives to simply describe physical appearance (ensuring correct positioning & basic agreement of adjectives). Learn some prepositions of place, Contextualise learning through songs (eg Head Shoulders, Knees and Toes), games (eg Simon Says and 'Guess Who?') Use this language to describe the work of famous Spanish artists (e.g. Picasso). Extend use of the verb 'tener' to the 3rd person when describing: 'tiene' he/she has/'tienen' they have and confidently use 'es' (he/she/it is), 'son' (they are).</p>	<p>Introduce language for family members. Learn how to say 'Tengo un/una ..que se llama...' I have a ...called... Apply this also in the context of pets –revising and extending previously learnt animal vocabulary. Add adjectives for describing personality to those known for describing appearance. Contextualise learning in understanding, exploring and retelling the story, 'The giant turnip'. Revise and extend vocabulary for fruit and vegetables –substituting these for 'turnip' within their retelling of the story.</p>
<p>Key Vocabulary to support learning within Year 4 Ordering food in a café ¿Qué quieres? (What do you want?) Quiero un / una...(I want a) Por favor (please) Aquí tienes (Here you are) Gracias (thank you) De nada (you're welcome) Snack foods una ensalada (a salad), una hamburguesa (a hamburger), una limonada (a lemonade), una fruta (a fruit), unas patatas fritas (some chips), un perrito caliente (a hot dog), un helado (an ice cream), un zumo (a juice), un bocadillo (a sandwich) Numbers 1-31 once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno Months los meses - enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre Months + dates ¿Qué día es (hoy)? (What day is it (today))? Hoy es martes. (Today is Tuesday). ¿Qué fecha es (hoy)? (What date is it (today))? Hoy es el ... de ... (Today is the ... of ...) Seasons, number of days in each month el verano (summer), el invierno (winter), el otoño (autumn), la primavera (spring) Birthday celebration vocabulary Making a birthday card ¡Feliz Cumpleaños! ¡Felicidades! el cumpleaños una tarjeta una fiesta</p>	<p>La Navidad Papá Noel un regalo un árbol de Navidad un muñeco de nieve una estrella una campana Shapes & colours colours - rojo, azul, verde, amarillo, violeta, marrón, gris, blanco, negro, rosa, naranja, other adjectives - recto (straight) curvo (curved), pequeño (small), grande (big), fino (thin), grueso (thick) Prepositions of place Arriba (at the top / above) Abajo (at the bottom / below) A la izquierda (to the left) A la derecha (to the right) En el centro (in the centre) encima de (on top of) debajo de (underneath) al lado de (next to) Parts of the face (un ojo) / los ojos (eyes), el pelo (hair), (el diente)/los dientes (teeth), la cabeza (head), la cara (face), la nariz (nose), la boca (mouth), la oreja / las orejas (ears), + (el mentón - chin), (la mejilla - cheek), (la ceja - eyebrow), la piel (skin), (las pestañas - eyelashes) Parts of the body La cabeza (head) la mano (hand), la pierna (leg), el codo (elbow), la rodilla (knee), el estómago (stomach), el brazo (arm), el pie (foot), el hombro (shoulder), el dedo (finger)</p>	<p>Nouns for family members un hermano (brother), una hermana (sister), una madre (mother), un padre (father), los padres (parents), un abuelo (grandfather), una abuela (grandmother) ¿Cómo se llama? (What is he/she called?) Siblings & pets ¿Tienes..? (Do you have..?) ¿Cómo se llama? (What is he/she called?) ¿Cómo se escribe? (How do you spell that?) el hámster (hamster) el cobayo (guinea-pig) el ratón (mouse) la serpiente (snake) el pollo (chicken) Describing hair & eyes Tengo los ojos azules, verdes, grises, negros, marrones (blue, green, grey, black, brown eyes) el pelo largo, corto, mediano, liso, rizado, ondulado, rubio, moreno, castaño, marrón, negro, rojo (long, short, medium, straight, curly, wavy, blond, dark, chestnut, brown, black, red hair) Describing Personality alegre (happy) educado/a (polite) mal educado/a (impolite) interesante (interesting) honesto/a (honest) inteligente (intelligent) generoso/a (generous) trabajador/a (hard-working) valiente (brave) listo/a (clever) hablador/a (talkative)</p>

<p>un regalo un globo una tarta los amigos</p>		<p>Storytelling - the giant turnip el nabo gigante - the giant turnip el padre, la madre, el hermano, la hermana, el perro, el gato, el ratón planta(n) - s/he plants roga(n) - s/he waters llega - arrives Un día (One day) Luego (then) Después (afterwards) Al final (finally)</p>
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Year 5 Curriculum Overview

<p>Revise known numbers and extend learning to include numbers from 21- 99. Apply learning to 2, 3, 4, 5, 10 times tables. Ask for and give the time. Extend food and drink vocabulary. Learn how to say when mealtimes are and what they usually have. Express opinions on different food and drink –exploring the use of verb forms ‘me gusta/n’, ‘me encanta/n’ and the negative of these. Interpret and design menus or simple food / drink diaries. Continue to expand Christmas vocabulary and learn a new Christmas carol.</p>	<p>Revise vocabulary for parts of the body. Learn how to say My...hurts/ I have a sore... Link this to asking/answering how they are -engaging in a simple conversation of up to 4 exchanges. Learn vocabulary relating to school subjects and adjectives to describe their feelings about them. Give opinions on subjects, building confidence using ‘gustar’ (to like) & ‘encantar’ (to love) and the negative of these. Give reasons for likes/dislikes, using 'porque' (because). Read, interpret and create school timetables.</p>	<p>Learn vocabulary relating to talking about their interests –including sports they play and musical instruments. Extend their use of the verbs ‘gustar’ (to like) & ‘encantar’ (to love) and the negative of these to talk about what others like/dislike. Revisit and add to adjectives already known for describing physical appearance and personality to talk about themselves and others. Contextualise this by describing characters from a story they have shared, explored and retold.</p>
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<p>Key Vocabulary to support learning within Year 5 Asking for & giving the time ¿Qué hora es? (What time is it?) Es la una / Son las cinco..(It's one o'clock, It's five o'clock) Son las cinco y diez. (It's ten past five.) Son las cinco menos veinte. (It's twenty to five). What time do you have breakfast? What do you have for breakfast? ¿A qué hora desayunas? (What time do you have breakfast?) ¿Qué desayunas? (What do you have for breakfast?) Desayuno (I have for breakfast)... un yogur (a yoghurt), cereales (los) (cereals), pan (el) (bread), una tostada (a piece of toast), fruta (la) (fruit), mantequilla (la) (butter), mermelada (la) (jam), leche (la) (milk), té (el) (tea), café (el) (coffee), chocolate caliente (el) (hot chocolate), zumo de naranja (el) (orange juice) (Key grammar: use the indefinite article (un/una) OR omit the definite after verbs of eating/drinking) Me gusta(n) (I like) No me gusta(n)(I don't like)</p>	<p>Mealtimes and expressions of frequency siempre (always) normalmente (usually) a veces (sometimes) nunca (never) Parts of the face (un ojo) / los ojos (eyes), el pelo (hair), (el diente)/los dientes (teeth), la cabeza (head), la cara (face), la nariz (nose), la boca (mouth), la oreja / las orejas (ears), + (el mentón - chin), (la mejilla - cheek), (la ceja - eyebrow), la piel (skin), (las pestañas - eyelashes) Parts of the body La cabeza (head) la mano (hand), la pierna (leg), el codo (elbow), la rodilla (knee), el estómago (stomach), el brazo (arm), el pie (foot), el hombro (shoulder), el dedo (finger) In Pain Tengo un dolor de... (I have a pain in my...) Me duele el/los/la/las...(My ..hurts)</p>	<p>Sports & likes/dislikes (me gusta/no me gusta) - survey ¿Te gusta (el rugby)? (Do you like (rugby)?) el fútbol (football), el rugby (rugby), el ciclismo (cycling), el tenis (tennis), el esquí (skiing), el atletismo (athletics), la natación (swimming), la gimnasia (gymnastics) Saying what sports you know how to play/do ¿Qué deportes sabes practicar? (What sports can you play?) Sé practicar / jugar al (I can/know how to do / play) Key grammar: use of a + definite article for playing sports Saying how often you do something Los lunes (On Mondays) etc with rest of the days of the week Todos los días (every day) Una vez a la semana (once a week) Dos veces a la semana (twice a week) A veces (sometimes) Nunca (never) Regular -AR verb Practicar - to do (sports) (yo) practico (tú) practicas (él / ella) practica (nosotros) practicamos</p>
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<p>(Key grammar: use the definite article (el / la) after verbs of like/dislike)</p> <p>¿Qué desayunas? (What do you have for breakfast?)</p> <p>Using different parts of the -AR verb desayunar.</p> <p>(yo) desayuno (tú) desayunas (él / ella) desayuna (nosotros) desayunamos (vosotros) desayunáis (ellos / ellas) desayunan</p> <p>La comida en el cole - what time is lunch? Packed lunch or school dinners? I prefer... I like/ don't like ¿A qué hora comes en el colegio? (What time do you have lunch in school?) ¿Qué prefieres? Comida del cole / Comida de casa (School dinners / Packed lunch) ¿Qué comes en el colegio? (What do you eat / have for lunch at school?) ¿Qué bebes en el colegio? (What do you drink at school?)</p>	<p>School Subjects</p> <p>la biología - Biology la química - Chemistry la ciencia - Science la física - Physics el arte - Art el deporte / Educación Física - Sport / Physical Education el inglés -English el <i>español</i> la historia - History las matemáticas - Mathematics la geografía - Geography la música – Music aburrido/a (boring) asombroso/a (amazing) bueno/a (good) chulo/a (cool) difícil (difficult) divertido/a (fun) duro/a (hard) entrenado/a (entertaining)</p>	<p>(vosotros) practicáis (ellos / ellas) practican</p> <p>Instruments el teclado (keyboard), el piano, el saxófono, el tambor (drum), el cajón (Peruvian drum), la flauta (recorder / flute), la batería (drums), la trompeta (trumpet), la guitarra,</p> <p>Asking & saying which instrument you play ¿Qué instrumento tocas? (What instrument do you play?) ¿Qué instrumento sabes tocar? (What instrument can you play?)</p> <p>Learning to give reasons with 'porque' ¿Te gusta...? (Do you like?) ¿Por qué te gusta..? (Why do you like..?) Porque es + adjective (masc. / fem. ending)</p> <p>Learning to give reasons with 'porque' tranquilo / ruidoso (quiet / noisy) emocionante / aburrido (exciting / boring) divertido / serio (fun / serious) tradicional / moderno (traditional / modern)</p> <p>Hobbies Los pasatiempos Sacar fotos/ Fotografía (To take photos)</p> <p>Dibujar (to draw)</p> <p>Pintar (to paint)</p> <p><i>Cocinar (to cook)</i></p> <p><i>Escribir (to write)</i></p> <p><i>Ir al Cine (go to the cinema)</i> Leer (to read) Ir de compras (go shopping)</p>
<p>Year 6 Curriculum Overview</p>		
<p>Revise all numbers up to 100. Apply learning to counting in multiples of 2, 3, 4, 5, 6, 7, 8, 9, 10.</p> <p>Ask and answer questions about where they live. Learn key vocabulary to name places in the town and extend their knowledge of adjectives to describe features of towns/villages and to compare two contrasting locations. Use simple maps and pictures to give and follow directions within a town. Extend Christmas vocabulary, learn and perform a Christmas carol.</p>	<p>Learn vocabulary to talk about the weather. Describe geographical features of countries (eg rivers, mountains, beaches) and use compass directions to locate these features within countries. Explain which countries you would like/not like to visit and give reasons –revising structures and vocabulary from Year 5.</p> <p>Apply the language they know to describe holiday pictures and to read, understand and write holiday postcards.</p>	<p>Draw together all of their learning to engage in conversations with at least four exchanges all about themselves, their families, their likes and dislikes and where they live. Write a grammatically accurate introductory letter to a Spanish pen friend (which is at least five sentences in length).</p>

Key Vocabulary to support learning within Year 6

Using the command form to give simple movement instructions

Dad la vuelta (Turn around), ¡Saltad! (Jump!), Dad un paso a la derecha (Take a step to the right), Tocad los pies (Touch your feet), Poned las manos arriba (Put your hands up), Dad un paso a la izquierda (Take a step to the left), Poned las manos abajo (Put your hands down)

Saying where you live

¿Dónde vives? Vivo en...

¿Dónde vives exactamente? Vivo en un pueblo en el este de Inglaterra que se llama.....

Using the cardinal points already learnt.

Places in the town

¿Qué hay en (Nettlestone)? (What is there in (Nettlestone))?
un castillo (a castle), un mercado (a market), un estadio (a stadium), un centro comercial (a shopping centre), un polideportivo (a sports centre), un cine (a cinema) una piscina (a swimming pool), una universidad (a university), muchas tiendas (lots of shops), muchos museos (lots of museums), muchos parques (lots of parks), muchos restaurantes (lots of restaurants)

Describing a town & giving opinions

¿Te gusta...? (Do you like...?)

Me gusta (I like) No me gusta (I don't like) Me encanta (I love)

Odio (I hate) Prefiero (I prefer)

¿Te gusta...? (Do you like...?)

¿Por qué te gusta...? (Why do you like..?)

Porque me parece ... (because it seems...)

Porque creo que es... (because I think it is...)

sucio / limpio (dirty / clean)

tranquilo / ruidoso (quiet / noisy)

divertido / aburrido (fun/ boring)

bonito / feo (pretty / ugly)

tradicional / moderno (traditional / modern)

turístico / industrial

famoso / conocido

Describing weather

¿Qué tiempo hace? (What's the weather like?)

Hace buen tiempo (it's good weather), hace calor (it's hot), hace frío (it's cold), hace mal tiempo (it's bad weather), hace sol (it's sunny), hace viento (it's windy), hay niebla (it's foggy), hay tormenta (it's stormy), llueve (it's raining), nieva (it's snowing). el invierno (winter), el otoño (autumn), la primavera (spring), el verano (summer)

En .. en invierno siempre hace frío. (In ... in winter it's always cold.)

en invierno (in winter), en otoño (in autumn), en primavera (in spring), en verano (in summer), a veces (sometimes), normalmente (usually)

Countries

¿Qué país es? (What country is it?)

el país / los países

Inglaterra, Alemania, Francia, España, Irlanda.

Describing geographical features

Hay + plural nouns + mucho(s)

un río / muchos ríos (a river, lots of rivers)

un puerto / muchos puertos (a port, lots of ports)

un aeropuerto / muchos aeropuertos (an airport, lots of airports)

una playa / muchas playas (a beach, lots of beaches)

una montaña / muchas montañas (a mountain, lots of mountains)

la ciudad / las ciudades (the town/city - towns/cities)

Points of the compass norte, noreste, este, sureste, sur, suroeste, oeste, noroeste (points of the compass) en la costa