

KS1 SPANISH CURRICULUM MAP

Since teaching a language isn't required in Early Years and KS1, most schools will ask the MFL teacher to focus on KS2. However, some schools prefer to introduce a bit of Spanish in these early years. When this is the case, lessons are usually shorter and don't typically involve any paper-based resources. It's important to remember that at this stage, students are just beginning to learn how to read and write in English. Therefore, the best way to introduce them to a new language is through videos, songs, games, and stories. Below, you'll find some of the useful videos our practitioners use, many of which can also be utilized in KS2.

	Autumn – 1A	Autum – 1B	Spring – 2A	Spring – 2B	Summer – 3A	Summer – 3B
Year 1	Los saludos Greetings	Los números Numbers (1-10)	Los Colores colours	Días de la semana Days of the week	Los meses months	Year Review*
Year 2	Los saludos Greetings	Los números Numbers (1-20)	Colores y opiniones Colours + opinion	Las frutas Fruits	Los animals del zoo Zoo animals	Year Review*

* The final half term, while similar in length, often includes fewer lessons due to trips, sports days, and end-of-year events. Rather than introducing new content, this period is ideal for consolidating learning from earlier in the year. MFL teachers may follow the suggested plan or create a project with students. This decision should be made in collaboration with the school, based on what best supports student progress and school goals.

KS2 SPANISH CURRICULUM MAP

Key Stage 2 marks the first stage at which learning a foreign language becomes a statutory requirement within the national curriculum. For this reason, Spanish instruction begins formally at this point, laying the essential foundations for future language learning.

Topics are carefully sequenced to build on prior knowledge, promote vocabulary retention, and introduce key grammar in context. Each unit connects with the topics that will be covered in KS3, ensuring continuity and preparing pupils for the next stage of their language journey. Repetition is used intentionally throughout to help consolidate learning and build confidence in using the language.

	Autumn – 1A	Autum – 1B	Spring – 2A	Spring – 2B	Summer – 3A	Summer – 3B
Year 3	Los saludos Greetings	Números y Colores Numbers & Colours	Edad y cumpleaños Age and birthdays	Los animales Pets	Las frutas Fruits	Year Review*
Year 4	Donde vivo Where I live	Mi casa My home	La escuela School equipment & facilities	Deportes y pasatiempos Sports and hobbies	El tiempo Weather	Year Review*
Year 5	Mi familia My family	Descripcion de mi familia Family descriptions	La personalidad Personality	La comida In the restaurant	Las partes del cuerpo Parts of the body	Year Review*
Year 6	Mi rutina diaria My Daily routine	Las asignaturas School subjects	La ropa Clothes	Oficios Jobs	Las vacaciones Transports & holidays	Year Review*

* The final half term, while similar in length, often includes fewer lessons due to trips, sports days, and end-of-year events. Rather than introducing new content, this period is ideal for consolidating learning from earlier in the year. MFL teachers may follow the suggested plan or create a project with students. This decision should be made in collaboration with the school, based on what best supports student progress and school goals.

YEAR 3 LESSONS OVERVIEW

	A	B
1 AUTUMN	<ol style="list-style-type: none"> 1. Greetings. 2. Introduce yourself I. 3. Introduce yourself II. 4. How are you? I. 5. How are you? II. 6. Día de los muertos (Cultural awareness). 	<ol style="list-style-type: none"> 1. Numbers (1-10). 2. Numbers (1-20). 3. Colours. 4. Colours +numbers. 5. Colours + opinion. 6. Feliz Navidad (Cultural awareness).
2 SPRING	<ol style="list-style-type: none"> 1. Numbers (1-30). 2. Age “tengo”. 3. Days of the week. 4. Months. 5. Dates/Birthday. 6. El Carnaval (Cultural awareness). 	<ol style="list-style-type: none"> 1. Pets. 2. Pets + colours. 3. Describing pets. 4. Describing pets II. 5. Using “Tengo” for belongings. 6. Easter (Cultural awareness).
3 SUMMER	<ol style="list-style-type: none"> 1. Fruits. 2. Fruits + colours. 3. Very hungry caterpillar. 4. What you eat. 5. Fruit + Opinion. 6. End of term Quiz. 	<ol style="list-style-type: none"> 1. Greetings + name + feelings 2. Numbers and colours. 3. Birthdays. 4. Describing animals. 5. Fruits. 6. Final assessment.

YEAR 3 WHY, WHAT & HOW

1A – LOS SALUDOS (GREETINGS)

1B – NÚMEROS Y COLORES (NUMBERS AND COLOURS)

AUTUMN

WHY

- Introduces pupils to their very first Spanish words, making them feel confident in recognising and using a new language.
- Builds the foundation for conversational skills and classroom interactions.

WHAT

- Key greetings: *hola, adiós, buenos días, buenas tardes, buenas noches.*
- Simple questions and responses: *¿Cómo estás? Estoy bien / mal / así-así.*
- Polite expressions: *por favor, gracias.*

HOW

- Role-play activities (greeting a partner, short dialogues).
- Songs and chants to reinforce pronunciation and memory.
- Use of classroom routines (register greetings, daily hellos).
- Visual prompts and gestures to support understanding

WHY

- Provides essential vocabulary for describing objects and counting, which will be used in almost every future topic.
- Helps pupils to notice and practise adjective–noun agreement in a simple context.

WHAT

- Numbers 1–20.
- Colours: *rojo, azul, verde, amarillo, blanco, negro, naranja, rosa, marrón, gris.*
- Using numbers and colours to describe objects (*un lápiz azul, dos libros rojos*).

HOW

- Games such as bingo, colour hunts, and number songs.
- Practical activities using classroom objects to reinforce vocabulary.
- Paired questioning and responding (*¿Qué color es? Es rojo*).

Learning connections

- Builds on greetings: pupils can now combine introductions with numbers (*Tengo 7 años*).
- Adds descriptive detail that can later be used with pets, fruits, and clothes.

YEAR 3 WHY, WHAT & HOW

2A – EDAD Y CUMPLEAÑOS (AGE AND BIRTHDAYS)

2B – LOS ANIMALES (PETS)

SPRING

WHY

- Motivates pupils by allowing them to talk about themselves in meaningful ways.
- Reinforces number knowledge and provides a real-life context for using them.

WHAT

- Expressing age: *Tengo ocho/nueve años.*
- Months of the year.
- Saying birthdays: *Mi cumpleaños es el... de....*

HOW

- Class birthday calendar and surveys.
- Songs and rhymes to reinforce months.
- Role-plays asking and answering about age and birthdays.

Learning connections

- Builds on numbers and greetings: pupils can now extend self-introductions (*Hola, me llamo Ana. Tengo 9 años.*).
- Prepares for later topics where counting is essential, such as *fruits* in Summer (*Quiero tres manzanas.*).

WHY

- Uses a high-interest topic to extend pupils' descriptive vocabulary and allow them to express ownership.
- Encourages early use of plurals and opinions.

WHAT

- Common pets: *perro, gato, pez, pájaro, conejo, hámster.*
- Phrases for possession: *Tengo un perro / No tengo un gato.*
- Introducing opinions: *Me gusta / No me gusta.*

HOW

- Class surveys and pictograms.
- Matching games and flashcards.
- Create simple pet “fact files” in Spanish.

Learning connections

- Connects with numbers (*Tengo dos perros*) and colours (*Tengo un perro negro*).
- Links to opinions that will be revisited in food and free-time topics.

YEAR 3 WHY, WHAT & HOW

3A – LAS FRUTAS (FRUITS)

3B – YEAR REVIEW

SUMMER

WHY

- Expands food-related vocabulary and develops the ability to express preferences.
- Provides opportunities to practise numbers and colours in meaningful contexts.

WHAT

- Fruit names: *manzana, plátano, naranja, pera, uvas, fresas.*
- Expressing likes/dislikes: *Me gusta la manzana / No me gustan las uvas.*
- Using numbers and quantities: *Quiero tres peras.*

HOW

- Sorting into “likes” and “dislikes.”
- Role-plays at a fruit market.
- Games with flashcards and fruit baskets.

Learning connections

- Combines colours (*una manzana roja*), numbers (*dos peras*), and opinions (*Me gustan las fresas*).
- Builds on expressing likes/dislikes from animals.

WHY

- Provides time to consolidate knowledge before moving to Year 4.
- Encourages confidence through combining vocabulary into longer dialogues and short texts.

WHAT

- Revisits greetings, numbers, age, birthdays, pets, fruits, and preferences.
- Pupils combine vocabulary from across the year in simple conversations.

HOW

- Games and quizzes to reinforce retention.
- Role-plays combining different topics.
- “All About Me” posters in Spanish.

Learning connections

- Draws on every topic to create connected speech: *Hola, me llamo Juan. Tengo 9 años. Tengo un perro negro. Me gustan las manzanas.*

YEAR 4 LESSONS OVERVIEW

	A	B
1 AUTUMN	<ol style="list-style-type: none"> 1. I live in... (UK countries) 2. I live in... II (UK countries) 3. Where I live (countryside, beach...) 4. Type of house + places 5. Country + place + type of house. 6. Día de los Muertos + Halloween (Cultural awareness). 	<ol style="list-style-type: none"> 1. My town I 2. My town II 3. Parts of the house I 4. Parts of the house II 5. Describing my house (adjectives) 6. Feliz Navidad (Cultural awareness)
2 SPRING	<ol style="list-style-type: none"> 1. School equipment. 2. School equipment II. 3. School facilities. 4. School facilities II. 5. Describe school facilities. 6. El Carnaval (Cultural awareness) 	<ol style="list-style-type: none"> 1. Free time activities. 2. Sports. 3. Free time activities + opinion. 4. Hobbies + opinion. 5. Hobbies + opinion + justification 6. Easter (Cultural awareness)
3 SUMMER	<ol style="list-style-type: none"> 1. Weather. 2. Weather II. 3. Seasons. 4. Weather + free time. 5. Weather + free time + opinion. 6. End of Term Quiz. 	<ol style="list-style-type: none"> 1. Where do you live? 2. My city. 3. My school. 4. Free time. 5. Weather. 6. Final assessment.

YEAR 4 WHY, WHAT & HOW

1A – DONDE VIVO (WHERE I LIVE)

1B – MI CASA (MY HOME)

AUTUMN

WHY

- Gives pupils the vocabulary to describe their immediate surroundings and where they live.
- Encourages them to make connections between their own environment and Spanish-speaking contexts.

WHAT

- Vocabulary: *ciudad, pueblo, campo, casa, piso*.
- Simple phrases: *Vivo en una casa / Vivo en un piso / Vivo en un pueblo*.
- Introduction to adjectives for places (*grande, pequeño, bonito*).

HOW

- Labelling and matching games with place words.
- Sentence building with visuals (*Vivo en una casa grande*).
- Class survey: “Who lives in a house / flat?”

Learning connections

- Builds on greetings and introductions: pupils can now add where they live (*Hola, me llamo Ana. Tengo 9 años y vivo en una casa*).
- Prepares for describing “my home” in the next unit.

WHY

- Expands pupils’ ability to describe their personal environment in more detail.
- Provides vocabulary for everyday objects and spaces in the home.

WHAT

- Rooms in the house: *cocina, salón, dormitorio, baño, jardín*.
- Key objects: *mesa, cama, silla*.
- Simple phrases: *En mi casa hay... / No hay...*

HOW

- Drawing and labelling their own home in Spanish.
- “What’s missing?” games with household items.
- Describing pictures of different houses.

Learning connections

- Builds on *donde vivo* by adding detail about the type of home.
- Reinforces numbers and colours when describing rooms (*Tengo dos dormitorios blancos*).

YEAR 4 WHY, WHAT & HOW

2A – LA ESCUELA (SCHOOL EQUIPMENT & FACILITIES)

2B – DEPORTES Y PASATIEMPOS (SPORTS & HOBBIES)

SPRING

WHY

- Provides vocabulary for a familiar and meaningful context.
- Encourages pupils to use Spanish in everyday school life.

WHAT

- Classroom objects: *bolígrafo, lápiz, libro, cuaderno, goma.*
- School facilities: *biblioteca, gimnasio, patio, comedor.*
- Phrases: *En mi mochila tengo... / Mi escuela tiene...*

HOW

- “What’s in my bag?” role-play.
- Matching objects to words with classroom flashcards.
- Designing a school map labelled in Spanish.

Learning connections

- Builds on numbers and colours to describe objects (*Tengo dos libros azules*).
- Extends *mi casa* structure (*En mi casa hay...*) into the school context (*En mi escuela hay...*).

WHY

- High-interest topic that allows pupils to talk about free time.
- Encourages use of verbs and opinions in context.

WHAT

- Sports: *fútbol, baloncesto, tenis, natación.*
- Hobbies: *leer, bailar, cantar, jugar videojuegos.*
- Expressing likes/dislikes: *Me gusta jugar al fútbol / No me gusta leer.*

HOW

- Class surveys on favourite hobbies.
- Role-plays asking and answering about free time.
- Sorting activities (sports vs hobbies).

Learning connections

- Revisits opinions from animals and fruits.
- Links forward to weather: combining free time with conditions (*Cuando hace sol, me gusta jugar al tenis*).

YEAR 4 WHY, WHAT & HOW

3A – EL TIEMPO (WEATHER)

3B – YEAR REVIEW

SUMMER

WHY

- Expands descriptive language and supports cross-curricular links with geography and science.
- Prepares pupils to combine weather with free-time activities.

WHAT

- Weather expressions: *Hace sol, Hace frío, Hace calor, Hace viento, Llueve.*
- Simple sentences: *Hoy hace sol.*
- Linking with activities: *Cuando hace calor, me gusta nadar.*

HOW

- Daily weather reports in class.
- Weather flashcard games (matching and miming).
- Create a weekly weather forecast in Spanish.

Learning connections

- Connects with sports and hobbies: pupils can now explain what they do in different weather conditions.
- Reinforces months and birthdays when talking about seasonal weather (*En julio hace calor.*)

WHY

- Consolidates vocabulary from across the year before moving to Year 5.
- Builds confidence in combining different topics into extended speech and writing.

WHAT

- Revisits where I live, my home, school, hobbies, and weather.
- Pupils practise combining multiple ideas into short presentations.

HOW

- Games and quizzes for recall.
- “My World” projects including home, school, hobbies, and weather.
- Paired dialogues using question-and-answer practice.

Learning connections

- Brings together all Year 4 vocabulary into extended sentences: *Vivo en una casa grande. En mi casa hay tres dormitorios. Mi escuela tiene un comedor. Me gusta jugar al fútbol cuando hace sol.*

YEAR 5 LESSONS OVERVIEW

	A	B
1 AUTUMN	<ol style="list-style-type: none"> 1. Family members 2. Introducing your family 3. Brothers and sisters 4. Describing your family I 5. Describing your family II 6. How old are they? 	<ol style="list-style-type: none"> 1. Descriptions (size) 2. Descriptions (eyes & hair) 3. Physical description (total) 4. Physical description (reading) 5. My favourite celebrity. 6. Feliz Navidad (Cultural awareness)
2 SPRING	<ol style="list-style-type: none"> 1. Personality. 2. Personality II. 3. Personality + family. 4. Reading task. 5. Writing task. 6. Carnaval (Cultural awareness) 	<ol style="list-style-type: none"> 1. Food. 2. Breakfast, lunch & dinner. 3. Like and dislike. 4. 4. Food+ opinion + justification 5. Hispanic food. 6. End of Term Quiz.
3 SUMMER	<ol style="list-style-type: none"> 1. Parts of the body (head). 2. Parts of the body (body) 3. What it hurts I. 4. What it hurts II. 5. At the Doctor's 6. End of Term Quiz. 	<ol style="list-style-type: none"> 1. My family. 2. Descriptions. 3. Personality. 4. Food. 5. Parts of the body. 6. Final Assessment.

YEAR 5 WHY, WHAT & HOW

1A – MI FAMILIA (MY FAMILY)

1B – DESCRIPCION DE LA FAMILIA (FAMILY DESCRIPTIONS)

AUTUMN

WHY

- Gives pupils the language to talk about their immediate family and relationships.
- Develops personal vocabulary to describe people around them.

WHAT

- Family members: *madre, padre, hermano, hermana, abuelo, abuela.*
- Phrases: *Tengo un hermano / No tengo hermanos.*
- Possessive adjectives: *mi, mis.*

HOW

- Create family trees with labels in Spanish.
- Role-play conversations introducing family members.
- Games to match family words with pictures.

Learning connections

- Builds on self-introductions from Year 3 (name, age).
- Prepares for detailed family descriptions in the next unit.

WHY

- Encourages pupils to use adjectives to describe people in more detail.
- Introduces agreement of adjectives with gender and number.

WHAT

- Adjectives: *alto/bajo, simpático/serio, joven/viejo.*
- Sentence structure: *Mi madre es simpática / Mis hermanos son altos.*
- Using verbs *ser* and *tener* in context.

HOW

- Games to match adjectives to family members.
- Writing simple descriptive sentences.
- Pair work: describe a family member, partner guesses who.

Learning connections

- Builds on basic family vocabulary from Autumn 1A.
- Extends use of colours and numbers to describe people (*Mi hermana tiene dos ojos azules.*).

YEAR 5 WHY, WHAT & HOW

2A – LA PERSONALIDAD (PERSONALITY)

2B – LA COMIDA (FOOD)

SPRING

WHY

- Develops ability to describe themselves and others in more abstract ways.
- Introduces a wider range of descriptive vocabulary.

WHAT

- Personality adjectives: *trabajador, perezoso, divertido, tímido, amable*.
- Sentence building with *ser*: *Soy amable / Mi amigo es trabajador*.
- Expanding family/person descriptions with personality traits.

HOW

- Adjective sorting activities (positive vs negative).
- Role-plays: describing self and friends.
- Class surveys: *¿Cómo eres? Soy...*

Learning connections

- Builds on physical descriptions from Autumn.
- Links to expressing opinions about people, preparing for jobs.

WHY

- Provides practical language for a real-life context.
- Allows pupils to make choices, order, and express preferences.

WHAT

- Food vocabulary: *pollo, pescado, sopa, ensalada, pan, agua, refresco*.
- Phrases for ordering: *Quiero... / Para mí...*
- Polite expressions: *por favor, gracias*.

HOW

- Restaurant role-plays with menus.
- Games sorting food into categories.
- Class survey: favourite foods.

Learning connections

- Revisits likes/dislikes from Year 3 (fruits, animals).
- Connects with numbers for ordering (*Quiero dos refrescos*).

YEAR 5 WHY, WHAT & HOW

3A – LAS PARTES DEL CUERPO (BODY PARTS)

3B – YEAR REVIEW

SUMMER

WHY

- Provides vocabulary for describing themselves and others physically.
- Supports links with science (the human body).

WHAT

- Vocabulary: *cabeza, mano, pierna, pie, brazo, ojo, nariz, boca, oreja.*
- Phrases: *Me duele la cabeza / Tengo dolor de...*
- Simple descriptions: *Tengo los ojos marrones.*

HOW

- Songs (Head, Shoulders, Knees and Toes in Spanish).
- Labelling body diagrams.
- Role-plays at the doctor's office.

Learning connections

- Builds on adjectives from family descriptions.
- Links to numbers (*Tengo dos manos*).
- Prepares for daily routine in Year 6.

WHY

- Consolidates new vocabulary and structures from the year.
- Develops confidence in longer spoken and written passages.

WHAT

- Revisits family, descriptions, personality, food, and body parts.
- Encourages pupils to create connected paragraphs.

HOW

- Games and quizzes to consolidate learning.
- “All About My Family” projects combining descriptions and likes/dislikes.
- Dialogues combining different Year 5 topics.

Learning connections

- Brings together vocabulary into extended speech:
Tengo una hermana. Es simpática y trabajadora. Me gusta la pizza. Tengo los ojos azules.

YEAR 6 LESSONS OVERVIEW

	A	B
1 AUTUMN	1. Daily routine I 2. Daily routine II 3. Time I 4. Time II 5. Daily routine (Reading paragraph) 6. My daily routine (Writing paragraph)	1. School subjects. 2. School subjects + opinion. 3. School subjects + opinion + justification. 4. My teachers. 5. Reading + Writing task. 6. Feliz Navidad (cultural awareness)
2 SPRING	1. Clothes I. 2. Clothes II. 3. Colours (Adjective agreement). 4. School uniform. 5. Opinion + justification. 6. Carnival (Cultural Awareness)	1. Jobs I. 2. Jobs II. 3. Jobs + family. 4. Jobs + family + clothes. 5. Jobs + subjects (near future tense) 6. End of Term Quiz.
3 SUMMER	1. Transports I. 2. Transports II. 3. Holidays I. 4. Holidays II. 5. Future holidays. 6. Dream holidays.	1. Daily routine & time 2. School subjects 3. Clothes 4. Jobs 5. Holidays 6. Final Assessment.

YEAR 6 WHY, WHAT & HOW

1A – MI RUTINA DIARIA (MY DAILY ROUTINE)

1B – LAS ASIGNATURAS (SCHOOL SUBJECTS)

AUTUMN

WHY

- Gives pupils the vocabulary and structures to describe their everyday life.
- Provides an introduction to using verbs in the first person.

WHAT

- Routine activities: *me levanto, me visto, desayuno, voy al colegio, ceno, me acuesto.*
- Time phrases: *por la mañana, por la tarde, por la noche.*
- Sequencing connectives: *primero, luego, después, finalmente.*

HOW

- Sequencing activities (ordering daily routines).
- Class surveys: “What time do you get up?”
- Writing short routines using pictures as prompts.

Learning connections

- Builds on body parts (*me lavo la cara*) and numbers (telling the time).
- Prepares pupils for school subjects and timetables in the next unit.

WHY

- Provides vocabulary for a key part of pupils’ lives and connects with their own experiences.
- Enables them to express preferences and opinions in a new context.

WHAT

- Subjects: *matemáticas, ciencias, inglés, español, historia, geografía, educación física, arte, música, informática.*
- Opinions: *Me gusta / No me gusta / Mi asignatura favorita es....*
- Days of the week.

HOW

- Timetable activities (filling in or creating a school timetable).
- Class surveys on favourite subjects.
- Role-play conversations: *¿Qué tienes el lunes? Tengo ciencias.*

Learning connections

- Connects with daily routine (*Voy al colegio por la mañana*).
- Builds on expressing likes/dislikes from previous years.

YEAR 6 WHY, WHAT & HOW

2A – LA ROPA (CLOTHES)

2B – OFICIOS (JOBS)

SPRING

WHY

- Provides vocabulary for a key part of pupils' lives and connects with their own experiences.
- Enables them to express preferences and opinions in a new context.

WHAT

- Subjects: *matemáticas, ciencias, inglés, español, historia, geografía, educación física, arte, música, informática.*
- Opinions: *Me gusta / No me gusta / Mi asignatura favorita es....*
- Days of the week.

HOW

- Timetable activities (filling in or creating a school timetable).
- Class surveys on favourite subjects.
- Role-play conversations: *¿Qué tienes el lunes? Tengo ciencias.*

Learning connections

- Connects with daily routine (*Voy al colegio por la mañana*).
- Builds on expressing likes/dislikes from previous years.

WHY

- Broadens pupils' ability to talk about the wider world.
- Connects language learning to aspirations and the future.

WHAT

- Jobs: *profesor, médico, enfermero, policía, bombero, camarero, piloto, futbolista.*
- Phrases: *Mi madre es profesora / Quiero ser médico.*
- Opinion phrases: *Me gustaría ser....*

HOW

- Matching games with job pictures.
- Class surveys about future ambitions.
- Short presentations: "In the future I want to be..."

Learning connections

- Builds on family vocabulary to describe jobs family members do.
- Connects with expressing opinions and personality traits (*Soy trabajador, quiero ser médico*).

YEAR 6 WHY, WHAT & HOW

3A – LAS VACACIONES (TRANSPORTS & HOLIDAYS)

3B – YEAR REVIEW

SUMMER

WHY

- Provides vocabulary for a familiar and motivating context.
- Encourages combining weather, transport, and leisure activities into extended sentences.

WHAT

- Transport: *avión, coche, tren, autobús, bicicleta, barco.*
- Holiday activities: *voy a la playa, visito monumentos, nado en el mar.*
- Phrases: *Voy de vacaciones a... / Viajo en....*

HOW

- Role-plays booking or planning a trip.
- Class surveys on preferred holidays and transport.
- Writing postcards describing a holiday.

Learning connections

- Connects with weather (*Cuando hace sol, voy a la playa*).
- Builds on free-time activities and opinions from Year 4.

WHY

- Consolidates knowledge before moving to KS3.
- Builds confidence in combining different areas of vocabulary into longer passages.

WHAT

- Revisits routines, school subjects, clothes, jobs, and holidays.
- Focus on connecting vocabulary into extended speech and writing.

HOW

- Games and quizzes to consolidate learning.
- “My Life” projects combining topics into a presentation.
- Paired dialogues and role-plays using multiple topics together.

Learning connections

- Draws on all prior years:
Me levanto a las siete. Voy al colegio y estudio matemáticas. Llevo una camiseta azul. En el futuro quiero ser médico. En verano viajo en avión y voy a la playa cuando hace sol.