

# **Spanish Level 1**

## **Knowledge Organisers**

# Spanish L1: Unit 1 - Greetings and Numbers

## Course Evaluation Criteria

**Y3:** We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

**Y4:** We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

**Y5:** We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

**Y6:** We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say "Hello" and "Goodbye".
2. Pupils can say most, if not all, of the numbers 1-10 in order.
3. Pupils can say please and thank you.
4. Pupils can answer the questions covered in the unit with a low level of accuracy.
5. Pupils can ask the questions covered in the unit with a low level of accuracy.
6. Pupils can accurately answer the questions covered in the unit.
7. Pupils can accurately ask the questions covered in the unit.
8. Pupils can respond to questions with multiple correct answers to the questions covered in the unit.
9. Pupils can recreate some phonemes and consistently use them accurately in their speech.
10. Pupils can say all the numbers 1-10, both in and out of order.

## Learning Outcomes

**Course Overview:** Pupils will learn basic greetings and gain an understanding of the numbers 1-10. They will learn how to ask and answer a range of questions about their personal information such as what their name is and where do they live, in order to take part in role-playing activities and a number of games. Pupils will be encouraged to start writing and speaking consistently in full sentences.

**Learning Outcomes:** Pupils will be able to use greetings and numbers by answering simple questions. Pupils will have an introduction to some phonemes and graphemes in Spanish.

## Keywords - Unit 1

<b>Hola</b>	<i>Hello</i>
<b>Buenos días</b>	<i>Good morning</i>
<b>Adiós</b>	<i>Bye bye</i>
<b>Señor</b>	<i>Mr</i>
<b>Señora</b>	<i>Mrs</i>
<b>Señorita</b>	<i>Miss</i>
<b>Por favor</b>	<i>Please</i>
<b>Gracias</b>	<i>Thank you</i>
<b>Sí</b>	<i>Yes</i>
<b>No</b>	<i>No</i>
<b>Cuánto es?</b>	<i>How much is it?</i>
<b>Cómo te llamas?</b>	<i>What's your name?</i>
<b>Me llamo ...</b>	<i>My name is ...</i>
<b>Cuántos años tienes?</b>	<i>How old are you?</i>
<b>Tengo ____ años</b>	<i>I am ____ years old</i>
<b>Cómo estás?</b>	<i>How are you?</i>
<b>Estoy bien/mal</b>	<i>I'm right/wrong</i>
<b>Dónde vives?</b>	<i>Where do you live?</i>
<b>Vivo en _____,</b>	<i>I live in _____</i>

## Numbers - Unit 1

<b>Uno</b>	<i>One</i>
<b>Dos</b>	<i>Two</i>
<b>Tres</b>	<i>Three</i>
<b>Cuatro</b>	<i>Four</i>
<b>Cinco</b>	<i>Five</i>
<b>Seis</b>	<i>Six</i>
<b>Siete</b>	<i>Seven</i>
<b>Ocho</b>	<i>Eight</i>
<b>Nueve</b>	<i>Nine</i>
<b>Diez</b>	<i>Ten</i>

## Map



# Spanish L1 - Unit 2: Colours & Animals

## Course Evaluation Criteria

**Y3: We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.**

**Y4: We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.**

**Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.**

**Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.**

1. Pupils can say most of the colours covered in the unit.
2. Pupils can say most of the animals covered in the unit.
3. Pupils can say most of the numbers 11-20.
4. Pupils can ask and answer the questions introduced in the previous unit with a decent level of accuracy.
5. Pupils can answer the questions introduced in this unit with some accuracy.
6. Pupils can accurately say all the colours covered in this unit.
7. Pupils can accurately say all the animals covered in this unit.
8. Pupils can ask the questions introduced in this unit.
9. Pupils can recreate some new phonemes and consistently use them accurately in their speech.
10. Pupils can confidently say all the numbers 11-20.

## Learning Outcomes

**Course Overview:** Pupils will continue to practise greetings and numbers, expanding on what they learnt in the previous unit by learning numbers 10-20. Pupils will begin to learn the names of colours and the names of animals through speaking, reading and writing activities, and games as well as learning how to use adjectives to describe nouns correctly. Pupils will also start to learn how to give preferences in regard to colours.

**Learning Outcomes:** The pupils will be able to match the numbers, colours and animals to their written words, and learn to recognise and answer some question words. Pupils will gain an understanding of more phonemes and graphemes.

## Keywords - Unit 2

<b>Rojo/a</b>	<i>Red</i>
<b>Verde</b>	<i>Green</i>
<b>Azul</b>	<i>Blue</i>
<b>Naranja</b>	<i>Orange</i>
<b>Morado/a</b>	<i>Purple</i>
<b>Amarillo/a</b>	<i>Yellow</i>
<b>Rosa</b>	<i>Pink</i>
<b>Marrón</b>	<i>Brown</i>
<b>Negro/a</b>	<i>Black</i>
<b>Blanco/a</b>	<i>White</i>
<b>El perro</b>	<i>Dog</i>
<b>El gato</b>	<i>Cat</i>
<b>Al conejo</b>	<i>Rabbit</i>
<b>El conejillo de indias</b>	<i>Guinea Pig</i>
<b>El caballo</b>	<i>Horse</i>
<b>La vaca</b>	<i>Cow</i>
<b>El cerdo</b>	<i>Pig</i>
<b>La oveja</b>	<i>Sheep</i>
<b>El pez</b>	<i>Fish</i>

## Numbers - Unit 2

<b>Once</b>	<b>11</b>	<i>Eleven</i>
<b>Doce</b>	<b>12</b>	<i>Twelve</i>
<b>Trece</b>	<b>13</b>	<i>Thirteen</i>
<b>Catorce</b>	<b>14</b>	<i>Fourteen</i>
<b>Quince</b>	<b>15</b>	<i>Fifteen</i>
<b>Dieciseis</b>	<b>16</b>	<i>Sixteen</i>
<b>Diecisiete</b>	<b>17</b>	<i>Seventeen</i>
<b>Dieciocho</b>	<b>18</b>	<i>Eighteen</i>
<b>Diecinueve</b>	<b>19</b>	<i>Nineteen</i>
<b>Veinte</b>	<b>20</b>	<i>Twenty</i>

# Spanish L1 - Unit 3: Days, Months, Seasons and Fruits

## Course Evaluation Criteria

**Y3: We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.**

**Y4: We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.**

**Y5: We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.**

**Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.**

1. Pupils can say the seasons of the year.
2. Pupils can say some of the days of the week.
3. Pupils can say some of the months of the year.
4. Pupils can say some of the fruit covered in the unit.
5. Pupils can say at least half of the multiples of ten up to 100.
6. Pupils can say most, if not all, of the months of the year.
7. Pupils can ask and answer the question "When is your birthday?" with some accuracy.
8. Pupils can say all of the days of the week.
9. Pupils can say most, if not all, of the multiples of ten up to 100.
10. Pupils can say all of the fruit covered in the unit.

## Learning Outcomes

**Course Overview:** Pupils will be able to identify the days of the week, months, seasons and names of fruit using songs and games to reinforce their learning. Pupils will be able to hold basic conversations involving words, phrases and themes covered in this unit, as well as building on previously learnt vocabulary including practising giving preferences.

**Learning Outcomes:** Pupils will be introduced to how sentences are arranged and be encouraged to use basic phrases and answer simple questions using days, months, seasons and fruit vocabulary.

## Keywords - Unit 3

<b>Lunes</b>		<i>Monday</i>
<b>Martes</b>		<i>Tuesday</i>
<b>Miércoles</b>		<i>Wednesday</i>
<b>Jueves</b>		<i>Thursday</i>
<b>Viernes</b>		<i>Friday</i>
<b>Sábado</b>		<i>Saturday</i>
<b>Domingo</b>		<i>Sunday</i>
<b>Enero</b>		<i>January</i>
<b>Febrero</b>		<i>February</i>
<b>Marzo</b>		<i>March</i>
<b>Abril</b>		<i>April</i>
<b>Mayo</b>		<i>May</i>
<b>Junio</b>		<i>June</i>
<b>Julio</b>		<i>July</i>
<b>Agosto</b>		<i>August</i>
<b>Septiembre</b>		<i>September</i>
<b>Octubre</b>		<i>October</i>
<b>Noviembre</b>		<i>November</i>
<b>Diciembre</b>		<i>December</i>
<b>La primavera</b>		
<b>El verano</b>		<i>Summer</i>
<b>El otoño</b>		<i>Autumn</i>
<b>El invierno</b>		<i>Winter</i>
<b>De qué color es?</b>		<i>What colour is it?</i>
<b>Cuándo es tu</b>		<i>When is your birthday?</i>
<b>Mi cumpleaños es ____</b>		<i>My birthday is ____</i>
<b>Es/Son ____</b>		<i>Is/are ____</i>

## Numbers - Unit 3

<b>Cuánto es?</b>	<i>How much is it?</i>
<b>Hay ____</b>	<i>There are ____</i>
<b>Diez</b>	<i>Ten</i>
<b>Veinte</b>	<i>Twenty</i>
<b>Treinta</b>	<i>Thirty</i>
<b>Cuarenta</b>	<i>Forty</i>
<b>Cincuenta</b>	<i>Fifty</i>
<b>Sesenta</b>	<i>Sixty</i>
<b>Setenta</b>	<i>Seventy</i>
<b>Ochenta</b>	<i>Eighty</i>
<b>Noventa</b>	<i>Ninety</i>
<b>Cien</b>	<i>One hundred</i>

## Fruit - Unit 3

<b>La manzana</b>		<i>Apple</i>
<b>La pera</b>		<i>Pear</i>
<b>El plátano</b>		<i>Banana</i>
<b>El limón</b>		<i>Lemon</i>
<b>La naranja</b>		<i>Orange</i>
<b>El durazno</b>		<i>Peach</i>
<b>La fresa</b>		<i>Strawberry</i>
<b>Las uvas</b>		<i>Grapes</i>

# Spanish L1 - Unit 4: Food, Drink and Giving Preferences

## Course Evaluation Criteria

**Y3:** We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

**Y4:** We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

**Y5:** We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

**Y6:** We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say the phrases "I love", "I like", "I don't like" and "I hate".
2. Pupils can say a small amount of the foods learnt in this unit.
3. Pupils can say most of the drinks covered in this unit.
4. Pupils can say some of the letters of the alphabet in the foreign language.
5. Pupils can say the phrase "I would like" accurately.
6. Pupils can accurately ask the questions introduced in this unit.
7. Pupils can say most of the letters of the alphabet in the foreign language.
8. Pupils can say at least half of the food introduced in this unit.
9. Pupils can accurately say all of the fruit introduced in the previous unit.
10. Pupils can recreate some new phonemes and consistently use them accurately in their speech.

## Learning Outcomes

**Course Overview:** Pupils will be able to give basic opinions on food and drink, gaining confidence in giving opinions that they have been introduced to in previous units. Pupils will be introduced to new food words, as well as more ways of giving their opinion. Pupils will practise reading, writing and speaking, role playing and transactional conversations with new vocabulary.

**Learning Outcomes:** Pupils will give more in-depth opinions on different food and drink vocabulary and practise using what they've learnt in role-play situations. Pupils will continue to learn new Spanish phonemes and graphemes and be introduced to the Spanish alphabet.

## Keywords - Unit 4

<b>Cómo estás?</b>		<i>How are you?</i>
<b>Estoy bien</b>		<i>I'm good</i>
<b>Estoy mal</b>		<i>I'm wrong/bad</i>
<b>Te gusta...?</b>		<i>You like...?</i>
<b>Me gusta</b>		<i>I like it</i>
<b>No me gusta</b>		<i>I dislike</i>
<b>Me encanta</b>		<i>I'm loving it</i>
<b>Cuánto es?</b>		<i>How much is it?</i>
<b>Las bebidas</b>		<i>Drinks</i>
<b>Los entrantes</b>		<i>Starters</i>
<b>Dos platos</b>		<i>Two plates</i>
<b>La leche</b>		<i>Milk</i>
<b>El zumo de naranja</b>		<i>Orange juice</i>
<b>El agua</b>		<i>Water</i>
<b>El café / el té</b>		<i>Coffee/tea</i>
<b>El chocolate caliente</b>		<i>Hot chocolate</i>

## Food & Drink - Unit 4

<b>El pan</b>		<i>Bread</i>
<b>La tostada</b>		<i>Toast</i>
<b>Los cereales</b>		<i>Cereal</i>
<b>La ensalada</b>		<i>Salad</i>
<b>Los bocadillos</b>		<i>Snacks</i>
<b>La mantequilla</b>		<i>Butter</i>
<b>El jamón</b>		<i>Ham</i>
<b>El queso</b>		<i>Cheese</i>
<b>Las salchichas</b>		<i>Sausages</i>
<b>Los dulces</b>		<i>Sweets</i>
<b>El pastel</b>		<i>Cake</i>
<b>Las galletas</b>		<i>Cookies</i>
<b>El helado</b>		<i>Ice cream</i>
<b>La pizza</b>		<i>Pizza</i>
<b>Las patatas fritas</b>		<i>French fries</i>
<b>Las hamburguesas</b>		<i>Hamburger</i>
<b>Los perritos calientes</b>		<i>Hot dogs</i>
<b>Las verduras</b>		<i>Vegetables</i>

# Spanish L1 - Unit 5: Families, Stories & Conversation

## Course Evaluation Criteria

**Y3:** We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

**Y4:** We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

**Y5:** We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.

**Y6:** We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say some of the family members.
2. Pupils can conjugate the verb 'to have' in the first and third person, in the present tense, with a low level of accuracy.
3. Pupils can conjugate the verb 'to be' in the first and third person, in the present tense, with a low level of accuracy.
4. Pupils can say some of the descriptive words covered in the unit.
5. Pupils can ask "Do you have any brothers or sisters?" and answer using the verb 'to have' and their family member vocabulary.
6. Pupils can accurately conjugate the verb 'to have' in the first and third person in the present tense.
7. Pupils can accurately conjugate the verb 'to be' in the first and third person in the present tense.
8. Pupils can say all the family members covered in the unit.
9. Pupils can fully conjugate the verb 'to have' in the present tense.
10. Pupils can fully conjugate the verb 'to be' in the present tense.

## Learning Outcomes

**Course Overview:** Pupils will be introduced to vocabulary on different family members and how to describe them. Pupils will then build on what they have learnt in previous units by learning larger numbers and new questions, before using new vocabulary to hold longer and more complex conversations. Pupils will also learn how to conjugate the verbs 'to be' and 'to have' in the present tense.

**Learning Outcomes:** Pupils will learn vocabulary relating to family and work in pairs to have conversations in Spanish about their families, using the new vocabulary learnt.

## Keywords - Unit 5

<b>Tener</b>	<i>Have</i>
<b>Yo tengo</b>	<i>I have</i>
<b>Tú tienes él/ella tiene,</b>	<i>You have/he/she has</i>
<b>Nosotros/as tenemos</b>	<i>We have</i>
<b>Vosotros/as tenéis</b>	<i>You have</i>
<b>Ellos/as tienen</b>	<i>They have</i>
<b>Estar</b>	<i>Be</i>
<b>Yo estoy</b>	<i>I am</i>
<b>Tú estás</b>	<i>You're</i>
<b>él/ella está</b>	<i>He/She is</i>
<b>Nosotros/as estamos</b>	<i>We are</i>
<b>Vosotros/as estáis</b>	<i>You are</i>
<b>Ellos/as están</b>	<i>They are</i>
<b>Tienes hermanos/ hermanas?</b>	<i>Do you have brothers/ sisters?</i>
<b>Sí, tengo un hermano/ hermana'</b>	<i>Yes, I have a brother/sister</i>
<b>No, no tengo hermanos/ hermanas</b>	<i>No, I have no brothers/ sisters</i>
<b>Pequeño/a / grande</b>	<i>Small/Large</i>
<b>Malo/a</b>	<i>Bad</i>
<b>Amable</b>	<i>Kind</i>
<b>Agradable</b>	<i>Nice</i>
<b>Dormido/a</b>	<i>Asleep</i>

## Family and Numbers - Unit 5

<b>Mi madre</b>	<i>My Mother</i>
<b>Mi padre</b>	<i>My Father</i>
<b>Mi hermana</b>	<i>My Sister</i>
<b>Mi Hermano</b>	<i>My Brother</i>
<b>Mi abuelo</b>	<i>My Grandfather</i>
<b>Mi abuela</b>	<i>My Grandmother</i>
<b>Veintiuno</b>	<i>Twenty-one</i>
<b>Veintidós</b>	<i>Twenty-two</i>
<b>Veintitrés</b>	<i>Twenty-three</i>
<b>Veinticuatro</b>	<i>Twenty-four</i>
<b>Veinticinco</b>	<i>Twenty-five</i>
<b>Veintiséis</b>	<i>Twenty-six</i>
<b>Veintisiete</b>	<i>Twenty-seven</i>
<b>Veintiocho</b>	<i>Twenty-eight</i>
<b>Veintinueve</b>	<i>Twenty-nine</i>
<b>Treinta</b>	<i>Thirty</i>
<b>Treinta y uno</b>	<i>Thirty-one</i>
<b>Treinta y dos</b>	<i>Thirty-two</i>
<b>Treinta y tres</b>	<i>Thirty-three</i>
<b>Treinta y cuatro</b>	<i>Thirty-four</i>
<b>Treinta y cinco</b>	<i>Thirty-five</i>
<b>Treinta y seis</b>	<i>Thirty-six</i>
<b>Treinta y siete</b>	<i>Thirty-seven</i>
<b>Treinta y ocho</b>	<i>Thirty-eight</i>
<b>Treinta y nueve</b>	<i>Thirty-nine</i>
<b>Cuarenta</b>	<i>Forty</i>



# Spanish L1 - Unit 6: Cultural Diversity

## Course Evaluation Criteria

**Y3:** We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.  
**Y4:** We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.  
**Y5:** We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.  
**Y6:** We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say most of the multiples of 10 up to 100.
2. Pupils can say one of each type of animal covered.
3. Pupils can say the phrases "I like..." and "My favourite animal is...".
4. Pupils can say some facts about the country.
5. Pupils can say most of the numbers 1-100.
6. Pupils can say several examples of each type of animal covered.
7. Pupils can give at least one reason for why they like an animal.
8. Pupils can accurately say all the colours covered across previous units.
9. Pupils can say lots of animals of each type.
10. Pupils can say lots of facts of about Spain.

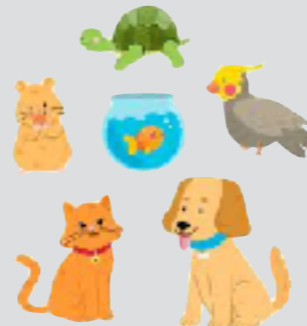
## Learning Outcomes

**Course Overview:** Pupils will learn about Spanish culture, schools in Spain and the Spanish speaking world. They will also revise all the vocabulary that they have covered in previous units such as animals, colours and numbers. Pupils will practise asking and answering all the questions that they have been introduced to in the previous units. Pupils will use these questions to practise speaking in full sentences.

**Learning Outcomes:** Pupils will learn interesting and fun facts about the culture of the country. Pupils will also continue to practise numbers and colours whilst revising everything that they've learnt so far this year. There will be more games and singing activities to aid learning.

## Keywords - Unit 6

<b>Cuál es tu animal favorito?</b>	<i>What is your favourite animal?</i>
<b>Los animales del mar</b>	<i>Sea animals</i>
<b>Los animales de la granja</b>	<i>Farm animals</i>
<b>Los animales domésticos</b>	<i>Domestic animals</i>
<b>Las mascotas</b>	<i>Pets</i>
<b>Los animales del safari</b>	<i>Safari animals</i>
<b>Por qué?</b>	<i>Why?</i>
<b>Lento/a</b>	<i>Slow</i>
<b>Rápido/a</b>	<i>Fast</i>
<b>Tranquilo/a</b>	<i>Calm</i>
<b>Fuerte</b>	<i>Strong</i>
<b>Feroz</b>	<i>Fierce</i>
<b>Inteligente</b>	<i>Intelligent</i>
<b>Pequeño/a</b>	<i>Small</i>
<b>Lindo/a</b>	<i>Cute</i>



## Animals - Unit 6

La ballena	<i>Whale</i>
El tiburón	<i>Shark</i>
El delfín	<i>Dolphin</i>
El cangrejo	<i>Crab</i>
La estrella del mar	<i>Starfish</i>
La tortuga	<i>Turtle</i>
La medusa	<i>Jellyfish</i>
El caballito de mar	<i>Seahorse</i>
El pez	<i>Fish</i>
El pulpo	<i>Octopus</i>
El elefante	<i>Elephant</i>
La jirafa	<i>Giraffe</i>
El león	<i>Lion</i>
La hiena	<i>Hyena</i>
El guepardo	<i>Cheetah</i>
El rinoceronte	<i>Rhinoceros</i>
El hipopótamo	<i>Hippopotamus</i>
El cocodrilo	<i>Crocodile</i>
La cebra	<i>Zebra</i>
El búfalo	<i>Buffalo</i>
El perro	<i>Dog</i>
El gato	<i>Cat</i>
Pájaro	<i>Bird</i>
La serpiente	<i>Snake</i>
El conejo	<i>Rabbit</i>
La cobaya	<i>Guinea pig</i>
El hámster	<i>Hamster</i>
El lagarto	<i>Alligator</i>
El toro	<i>Bull</i>
La vaca	<i>Cow</i>

