

Spanish Level 2

Knowledge Organisers

Spanish L2 - Unit 1: Numbers, Time, and School Subjects



Course Evaluation Criteria

Y4: We would expect all children in Y4 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 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 (if not all) of the numbers up to 20 and multiples of 10.
2. Pupils can say most of both the days of the week and months of the year.
3. Pupils can tell the time to the hour
4. Pupils can tell the time using the hours and minutes.
5. Pupils can accurately say all the numbers up to 100.
6. Pupils can tell the time at what they have a school subject.
7. Pupils can accurately say all the days of the week and the months of the year.
8. Pupils can say most of the times of the day phrases.
9. Pupils can ask and answer the question "What date is it today?" in a full sentence.
10. Pupils can ask and answer the question "What time do you have *subject*?" in a full and accurate sentence.

Learning Outcomes

Course Overview: Pupils will learn how to tell the time. They will learn to tell the hour using analogue clocks and minutes past the hour using digital clocks, as well as saying the parts of the day when using a 12-hour clock. Pupils will also revise numbers, days of the week and months. Pupils will use this information to ask and answer when their birthday is and what date today is. Pupils will start to apply times to talk about their school timetable asking and answering at what time they have different school subjects.

Learning Outcomes: Pupils will learn how to say the time on the hour and minutes past the hour, applying their knowledge to talk about what time they have different schools subjects, whilst linking their previous learning of days of the week and months to discuss birthdays and dates.

Keywords - Unit 1

¿Qué hora es?		What time is it?
Es la ... / Son las ...		It is ...
en punto		o'clock
y		and
de la mañana		in the morning
de la tarde		in the afternoon
de la noche		in the night
de la madrugada		in the middle of the night
música		music
español		Spanish
inglés		English
ciencias		sciences
arte		art
geografía		geography
historia		history
informática		computing
tecnología		technology
educación física		P.E.
religión		R.S.
matemáticas		maths
tengo		I have
a la/a las		at
¿A qué hora tienes ___?		What time do you have ___?
¿Qué día es hoy?		What date is it today?
Hoy es el ___ de ___		Today is the ___ of ___
¿Cuándo es tu cumpleaños?		When is your birthday?
Mi cumpleaños es el ___ de ___		My birthday is the ___ of ___

Numbers - Unit 1

uno	1
dos	2
tres	3
cuatro	4
cinco	5
seis	6
siete	7
ocho	8
nueve	9
diez	10
once	11
doce	12
trece	13
catorce	14
quince	15
dieciséis	16
diecisiete	17
dieciocho	18
diecinueve	19
veinte	20
treinta	30
cuarenta	40
cincuenta	50
sesenta	60
setenta	70
ochenta	80
noventa	90
cien	100

Days & Months - Unit 1

lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

Spanish L2 - Unit 2: Parts of the Body & Feeling Unwell



Course Evaluation Criteria

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Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 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 up to half of the parts of the face.
2. Pupils can say up to half of the parts of the rest of the body.
3. Pupils can say most of the colours accurately.
4. Pupils can use the phrase 'I have hurt + body part' accurately.
5. Pupils can say most of the parts of the face.
6. Pupils can say up to half of the forms of the verb to have.
7. Pupils can accurately say most of the parts of the rest of the body.
8. Pupils can identify the gender and number of Spanish nouns.
9. Pupils can accurately say all body parts.
10. Pupils can recreate most of the phonemes linked to letters practised in this unit and consistently use them in their speech.

Learning Outcomes

Course Overview: Pupils will learn the vocabulary for different parts of the body through games and songs. Pupils will practice the conjugations of the verb 'to have' in the context of talking about having body parts. Pupils will learn how to say what specific body parts hurt. Pupils will also revise and use previously learnt vocabulary such as numbers, colours, and the alphabet.

Learning Outcomes: Pupils will be able to name different body parts and talk about having body parts using the conjugations of the verb 'to have'. Pupils will also be able to say what is wrong with them if a body part is hurting.

Keywords - Unit 2

¿Cómo estás? / ¿Qué tal?	How are you?
Estoy estupendo/muy bien/bien	I am brilliant/very good/good
Estoy regular	I am OK
Estoy mal/muy mal/fatal	I am bad/very bad/awful
¿Qué te duele?	What does it hurt?
Me duele... / Me duelen...	I have hurt...

Colours - Unit 2

blanco/a	white
azul	blue
amarillo/a	yellow
negro/a	black
morado/a	purple
rosa	pink
rojo/a	red
verde	green
marrón	brown
naranja	orange
gris	grey



To Have - Unit 2

tengo	I have
tienes	you have
tiene	he/she/it has
tenemos	we have
tenéis	you (plural) have
tienen	they have

Face Parts - Unit 2

La cara		face
Las orejas		ears
Los ojos		eyes
Las cejas		eyebrows
La nariz		nose
La boca		mouth
Los labios		lips
La lengua		tongue
Los dientes		teeth
La frente		forehead
La barbilla		chin
El pelo		hair

Body Parts - Unit 2

El cuerpo		body
La cabeza		head
El cuello		neck
Los hombros		shoulders
Los brazos		arms
Las manos		hands
Los dedos		fingers
La barriga		belly
La espalda		back
Los codos		elbows
Las piernas		legs
Las rodillas		knees
Los pies		feet

Spanish L2 - Unit 3: Foods, Opinions & Shopping



Course Evaluation Criteria

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

- Pupils can say up to half of the food items covered in this unit.
- Pupils can say "I love", "I like", "I don't like" and "I hate".
- Pupils can use the phrase "I would like" to ask for items.
- Pupils can identify the gender and number of the definite and indefinite articles.
- Pupils can modify the ending of adjectives depending on the gender and number of the noun when describing food.
- Pupils can accurately use all the opinion phrases when talking about food preferences.
- Pupils can ask and answer the questions covered in the unit with a low level of accuracy.
- Pupils can consistently link the definite and indefinite articles to the appropriate nouns.
- Pupils can consistently ask and answer the questions covered in this unit with a high level of accuracy.
- Pupils can say all items of food covered in this unit.

Learning Outcomes

Course Overviews: Pupils will revise previously learnt food vocabulary as well as learning new foods. Pupils will also revise and learn new opinion phrases as well as adjectives to describe food and justify their opinions. Pupils will practise their speaking skills through role playing, ordering at an ice-cream shop as well as buying food at a market. Pupils will also learn how to say, "I would like" and review the grammar rule of noun-adjective agreement. Pupils will improve their comprehension skills by listening to stories in the target language.

Learning Outcomes: Pupils will be able to name different foods and use key vocabulary to buy at a market and order at an ice-cream shop by participating in role-playing activities. Pupils will focus on using the correct articles, indefinite and definite, to match nouns' gender and number, as well as applying the rule of noun-adjective agreement when describing food and justifying their opinions.

Keywords - Unit 3

¿Qué te gusta?	What do you like?
Me encanta(n)	I love
Me gusta(n) mucho	I really like
Me gusta(n)	I like
No me gusta(n)	I don't like
No me gusta(n) nada	I don't like at all
Odio	I hate
¿Qué te gustaría?	What would you like?
Me gustaría ...	I would like...
¿Cuál es tu helado favorito?	What is your favourite ice-cream?
Mi helado favorito es...	My favourite ice-cream is...
un / una	a or an
unos / unas	some, a few

Adjectives - Unit 3

sano/a/os/as	healthy
nutritivo/a/os/as	nutritious
grasiento/a/os/as	greasy
salado/a/os/as	salty
dulce/s	sweet
jugoso/a/os/as	juicy
sabroso/a/os/as	tasty
delicioso/a/os/as	delicious
asqueroso/a/os/as	disgusting

Food - Unit 3

El pan	bread
La tostada	toast
El pollo	chicken
La ensalada	salad
El bocadillo	sandwich
El yogur	yogurt
El jamón	ham
El queso	cheese
La salchicha	sausage
Las patatas fritas	chips
El pastel	cake
El huevo	egg
La hamburguesa	hamburger
El helado	ice-cream
El arroz	rice
El pescado	fish

The - Unit 3

masculine / singular	el
feminine / singular	la
masculine / plural	los
feminine / plural	las

Fruits - Unit 3

La manzana	apple
La pera	pear
El limón	lemon
La naranja	orange
El plátano	banana
Las uvas	grapes
El melocotón	peach
La piña	pineapple
La fresa	strawberry
La sandía	watermelon
El tomate	tomato

Vegetables - Unit 3

La cebolla	onion
Los espárragos	asparagus
Las espinacas	spinach
Las patatas	potatoes
El brócoli	broccoli
La zanahoria	carrot
La coliflor	cauliflower
El pimiento	pepper
La lechuga	lettuce

Spanish L2 - Unit 4: Weather & Clothes



Course Evaluation Criteria

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Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 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 months of the year and seasons.
2. Pupils can describe up to half of the weather conditions.
3. Pupils can ask and answer the question "What is the weather like today?".
4. Pupils can name up to half of the items of clothing.
5. Pupils can accurately respond "I wear..." to the question "What clothes are you wearing?".
6. Pupils can combine the weather and clothing vocabulary to say what they wear in certain weather conditions and seasons with limited accuracy and variation of nouns.
7. Pupils can ask and answer the question "What temperature is it?".
8. Pupils can say most, if not all, of the weather conditions and clothing accurately.
9. Pupils will be able to modify adjectives to agree with the noun when describing clothes.
10. Pupils can combine their weather and clothing vocabulary to say what they wear in certain weather conditions and seasons with a larger variation of nouns and a high level of accuracy.

Learning Outcomes

Course Overview: Pupils will learn vocabulary for weather and different items of clothing. Pupils will build written sentences and present on what clothing is appropriate for what weather/season/temperature. Pupils will play a range of games and work through reading, writing, speaking, and listening tasks to consolidate their learning. Pupils will be introduced to a famous Spanish poet and writer to appreciate poems and rhymes in the target language within the topic of this unit.

Learning Outcomes: Pupils will be able to name a range of weather conditions and items of clothing, as well as using key vocabulary to give a weather forecast and describe what clothes are appropriate for different weather and seasons. Pupils will revise seasons, months, days of the week, and colours. Pupils will also practice the grammar rule of noun-adjective agreement when describing items of clothing.

Keywords - Unit 4

¿Qué tiempo hace hoy?		What is the weather like today?
Hace frío		It's cold
Hace calor		It's hot
Hace sol		It's sunny
Hace viento		It's windy
Hace buen tiempo		It's good weather
Hace mal tiempo		It's bad weather
Hay tormenta		It's stormy
Hay niebla		It's foggy
Llueve		It rains
Nieva		It snows
Graniza		It hails
Está nublado		It's cloudy
¿Qué temperatura hace?		What's the temperature?
Hace (menos) "number" grados		It's (minus) "number" degrees
¿Qué ropa llevas?		What clothes are you wearing?
LLevo...		I wear
En (season), llevo (clothes)...		In (season), I wear (clothes)...
Cuando (weather/temperature), llevo (clothes)...		When (weather/temperature), I wear...

Items of clothing - Unit 4

un vestido		a dress
un jersey		a jumper
una camisa		a shirt
unos pantalones		some trousers
unos zapatos		some shoes
una falda		a skirt
una bufanda		a scarf
un abrigo		a coat
unas sandalias		some sandals
unos guantes		some gloves
unos pantalones cortos		some shorts
una gorra		a cap
un gorro		a hat
una chaqueta		a jacket
una camiseta		a t-shirt
un bañador		a swimsuit
unas botas		some boots

Spanish L2 - Unit 5: Shops & Transport



Course Evaluation Criteria

Y4: We would expect all children in Y4 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 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 up to to half of the shops and shopping items.
2. Pupils can say most of the means of transport.
3. Pupils can understand and follow directions.
4. Pupils can conjugate the verb 'to go' in the first and second (singular) person.
5. Pupils can ask and answer the question 'Where can I buy (shopping item)?'.
6. Pupils can use the appropriate pronoun to replace the shopping item.
7. Pupils can give directional instructions and follow directions to find a place on a map.
8. Pupils can say most of the shops and shopping items.
9. Pupils can fully conjugate the verb 'to go' in the present tense.
10. Pupils can combine the vocabulary they have learnt to fully and accurately say what shop they are going to and how.

Learning Outcomes

Course Overview: Pupils will learn more the names for different shops and practise writing and speaking skills in the context of asking and answering questions about where you can buy certain shopping items. Pupils will practise how to ask for and respond to directional instructions in Spanish. Pupils will also be introduced to different means of transport. Pupil will play a range a games and work through reading and writing tasks to consolidate their learning.

Learning Outcomes: Pupils will be able to name different shops and means of transport in Spanish, as well as understanding basic instructions in the context of giving directions. Pupils will be able to use, at least, the first person of the verb 'to go' to say what shop they are going to , and by which mean of transport.

Keywords - Unit 5

una camisa		a shirt
unos pescados		some fish
unas botas		some boots
un pastel		a cake
un pan		a bread
unas salchichas		some sausages
una revista		a magazine
unos medicamentos		some medications
unas fresas		some strawberries
un libro		a book
arroz		rice
¿Dónde puedo comprar (shopping item)?		Where can I buy ...?
Puedes comprar (shopping item) en (shop).		You can buy ... in ...
¿Dónde está el / la (shop)?		Where is (shop)?
Sigue recto		go straight
Gira a la derecha/izquierda		turn right/left
Toma la primera/segunda/tercera calle a la derecha		take the first/second/third street on the right
Está a la derecha/izquierda		It's to the right/left
Está al final de la calle		It's at the end of the road
Para		Stop
¿Cómo vas al / a la (shop)?		How do you go to the (shop)?
Voy al / a la (shop) en (transport).		I go to the (shop) by (transport).
ir		to go
voy		I go
vas		you go
va		he/she go
vamos		we go
vais		you (plural) go
van		they go

Shops - Unit 5

El quiosco		newsagent's
El supermercado		supermarket
La pastelería		cake shop
La panadería		bakery
La farmacia		chemist/pharmacy
La librería		book shop
La carnicería		butcher's
La pescadería		fishmonger's
La tienda de ropa		clothes shop
La frutería		greengrocer's
La zapatería		shoe shop

Means of transport - Unit 5

un coche		a car
una moto		a motorbike
un autobús		a bus/coach
un avión		a plane
un camión		a lorry
un tren		a train
una furgoneta		a van
un barco		a boat/ship
un taxi		a taxi
una bicicleta		a bicycle
un monopatín		a scooter
a pie		on foot

Spanish L2 - Unit 6: Holidays & Activities



Course Evaluation Criteria

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Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 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 conjugate the verb 'to go' in the first person (singular) and third person (plural) in the present tense.
2. Pupils can say most of the months and seasons.
3. Pupils can say where they go during the holidays.
4. Pupils can say most of the holiday activities.
5. Pupils can give their opinion on a range of holiday activities.
6. Pupils can say where they go during the holidays, with who and how they get there.
7. Pupils can say most of the items of clothing and colours.
8. Pupils can modify adjectives to agree with the noun when describing items of clothing.
9. Pupils can fully conjugate the verb 'to go' in the present tense.
10. Pupils can combine the vocabulary they have learnt to accurately talk about their holidays.

Learning Outcomes

Course Overview: Pupils will learn how to ask and answer where they go during the holidays. This will include revising countries, seasons and months, family members, means of transport, and the verb 'to go'. Pupils will also learn a range of holiday activities and say what activities they like and don't like to do on holiday. Pupils will also revise items of clothing and colours in the context of travelling. Pupils will play a range of games and work through reading, writing, speaking, and listening tasks to consolidate their learning.

Learning outcomes: Pupils will be able to talk and write about where they go during the holidays, with who, and how they get there. Pupils will also practise the grammar rule of noun-adjective agreement when describing the colour of items of clothing.

Keywords - Unit 6

Me encanta		<i>I love</i>
Me gusta		<i>I like</i>
No me gusta		<i>I don't like</i>
Odio		<i>I hate</i>
la primavera		<i>spring</i>
el verano		<i>summer</i>
el otoño		<i>autumn</i>
el invierno		<i>winter</i>
¿A dónde vas durante las vacaciones?		<i>Where do you go during the holidays?</i>
¿Qué haces durante las vacaciones?		<i>What do you do during the holidays?</i>
Voy a (country) con mi/mis (family member/s) en (transport).		<i>I go to (country) with my (family member) by (transport)</i>
mi familia, mis padres, mis abuelos, mi madre, mi hermano, mis primos		<i>my family, my parents, my grandparents, my mother, my brother, my cousins</i>
coche, avión, tren, autobús, furgoneta, barco		<i>car, plane, train, bus/coach, van, boat</i>
negro, rojo, blanco, azul, amarillo, morado, rosa verde, marrón, naranja, gris		<i>black, red, white, blue, yellow, purple, pink, green, brown, orange, grey</i>
camisa, camiseta, abrigo, chaqueta, jersey, vestido, falda, pantalones, bañador, pantalones cortos, gorro, guantes, gorra, bufanda, zapatos, sandalias, botas		<i>shirt, t-shirt, coat, jacket, jumper, dress, skirt, trousers, swimsuit, shorts, hat, gloves, cap, scarf, shoes, sandals, boots</i>
hace sol, hace frío, hace calor, hace viento, llueve		<i>it's sunny, it's cold, it's hot, it's windy, it rains</i>

Activities - Unit 6

visitar museos		<i>to visit museums</i>
ir de paseo		<i>to go for a walk</i>
ir al cine		<i>to go to the cinema</i>
ir a la playa		<i>to go to the beach</i>
nadar en el mar		<i>to swim in the sea</i>
escuchar música		<i>to listen to music</i>
montar en bicicleta		<i>to ride a bike</i>
sacar fotos		<i>to take photos</i>

Countries - Unit 6

España		<i>Spain</i>
Inglaterra		<i>England</i>
Escocia		<i>Scotland</i>
Gales		<i>Wales</i>
Irlanda		<i>Ireland</i>
Portugal		<i>Portugal</i>
Italia		<i>Italia</i>
Grecia		<i>Greece</i>
Francia		<i>France</i>

Verb 'to go' + to - Unit 6

voy a	<i>I go to</i>
vas a	<i>you go to</i>
va a	<i>he/she goes to</i>
vamos a	<i>we go to</i>
vais a	<i>you (plural) go to</i>
van a	<i>they go to</i>