

# **Spanish Lite 2**

## **Knowledge Organisers**

# Spanish Lite L2 - Unit 1: Numbers and Telling the Time



## Course Evaluation Criteria

**Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.**

1. Pupils can say most of the days of the week and months of the years in order.
2. Pupils can provide one-word answers to questions covered in the unit.
3. Pupils can count from 1 to 20.
4. Pupils can tell the time to the hour.
5. Pupils can identify the ten numbers.
6. Pupils can provide complete sentences as responses to the questions practiced in the unit.
7. Pupils can say all the numbers from 1 to 31.

## Learning Outcomes

**Course Overview:** Pupils will revise numbers 1 to 20 and tens, and expand their knowledge by learning numbers from 21 to 31. They will also review the days of the week and months in Spanish. With this knowledge, pupils will be able to ask and answer questions about the date and discuss their birthdays. Additionally, they will practice telling the time to the hour. To reinforce their learning, pupils will actively engage in a diverse range of activities including games, music, listening exercises, speaking tasks, and writing exercises.

**Learning Outcomes:** Pupils will develop the ability to recognise and say numbers from 1 to 31, as well as the tens. They will be able to express the time to the hour by using their knowledge of numbers. Also, they will connect their prior knowledge of the months to engage in conversations about birthdays and dates. Pupils will be able to discuss personal information by responding to questions such as "What's your name?" and "How old are you?" in Spanish. Through these activities, they will improve their language skills and confidently communicate in various contexts.

## Keywords - Unit 1

¿Cómo te llamas?	What is your name?
Me llamo...	My name is...
¿Cuántos años tienes?	How old are you?
Tengo... años	I am... years old
¿Cuándo es tu cumpleaños?	When is your birthday?
Mi cumpleaños es el... de...	My birthday is on the... of...
¿Qué fecha es hoy?	What is today's date?
Es el... de...	It is ...
¿Qué hora es?	What time is it?
Es la ... / Son las ...	It is ...

## Tens - Unit 1

cuarenta	40
cincuenta	50
sesenta	60
setenta	70
ochenta	80
noventa	90
cien	100

## 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
veintiuno	21
veintidós	22
veintitrés	23
veinticuatro	24
veinticinco	25
veintiséis	26
veintisiete	27
veintiocho	28
veintinueve	29
treinta	30
treinta y uno	31



## 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 Lite L2 - Unit 2: Parts of the Body

## Course Evaluation Criteria

Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

1. Pupils can identify and name up to half of the parts of the face.
2. Pupils can identify and name up to half of the parts of the rest of the body.
3. Pupils can accurately name most of the colours.
4. Pupils can use the phrase 'I have hurt my...' followed by a body part with inconsistent accuracy and pronunciation.
5. Pupils can successfully identify most of the animals studied in this unit.
6. Pupils can use the phrase 'I have hurt my...' followed by a body part with a high level of variation, accuracy and pronunciation.
7. Pupils can accurately name all body parts learnt in this unit.

## Learning Outcomes



**Course Overview:** Pupils will learn vocabulary related to different parts of the body through engaging games and songs. They will also practice using the Spanish conjugation for "I have" in the context of discussing body parts. Additionally, students will learn how to express specific body parts that are hurting, using the appropriate sentence structure based on the number of body parts involved. This lesson will also provide an opportunity for students to review and apply previously learned vocabulary, such as numbers and colours.

**Learning Outcomes:** Pupils will develop the ability to identify and name different body parts. They will also learn how to express which body part is hurting using the appropriate phrase. Moreover, they will integrate their prior knowledge of colours and numbers into engaging activities that involve discussing body parts. By actively participating in these activities, students will enhance their language skills and gain confidence in their ability to communicate effectively in a variety of contexts.

## Keywords - Unit 2

¿Cómo estás? / ¿Qué tal?	<i>How are you?</i>
estoy estupendo/ muy bien/bien	<i>I am brilliant/very good/good</i>
estoy regular	<i>I am OK/so so</i>
estoy mal/fatal	<i>I am bad//awful</i>
¿Qué te duele?	<i>What hurts?</i>
Me duele... / Me duelen...	<i>I have hurt...</i>
buenos días	<i>good morning</i>
buenas tardes	<i>good afternoon</i>
buenas noches	<i>good evening/night</i>
tengo	<i>I have</i>

## Face Parts - Unit 2



las orejas		<i>ears</i>
los ojos		<i>eyes</i>
la nariz		<i>nose</i>
la boca		<i>mouth</i>
el pelo		<i>hair</i>

## Colours - Unit 2

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



## Body Parts - Unit 2

la cabeza		<i>head</i>
los hombros		<i>shoulders</i>
los brazos		<i>arms</i>
las manos		<i>mouth</i>
las piernas		<i>legs</i>
las rodillas		<i>knees</i>
los pies		<i>feet</i>

# Spanish Lite L2 - Unit 3: Food, Opinions and Shopping



## Course Evaluation Criteria

**Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.**

1. Pupils can recall prior vocabulary, such as colours and days of the week.
2. Pupils can identify most of the food items covered in this unit.
3. Pupils can say "I like" and "I don't like" to express their food preferences in Spanish.
4. Pupils can use the phrase "I would like" to ask for items and order food.
5. Pupils can ask and answer the questions covered in the unit with a moderate level of accuracy.
6. Pupils can express their opinions on food items using a variety of phrases with reasonable accuracy.
7. Pupils can name most of the food items covered in this unit.

## Learning Outcomes

**Course Overviews:** Pupils will revise previously learnt food vocabulary and expand their knowledge with new food items. Additionally, they will revise and learn new opinion phrases to express their food preferences. To enhance their speaking abilities, pupils will engage in role-playing scenarios such as ordering at a restaurant and buying food at a market. Moreover, they will be taught how to ask for different food items using the phrase "I would like". In order to improve their comprehension skills, pupils will actively listen to stories narrated in the target language. This will provide them with valuable exposure to natural language usage and help them develop a deeper understanding of the language.

**Learning Outcomes:** Pupils will develop the ability to identify and name various food items, as well as using key vocabulary to buy food items at a market and order a sandwich at a restaurant, all through engaging in role-playing activities. Additionally, students will improve their pronunciation skills by practicing the specific sounds unique to the Spanish language.

## Keywords - Unit 3

¿Te gusta...?	<i>Do you like...?</i>
Tengo hambre	<i>I am hungry</i>
gracias	<i>thank you</i>
de nada	<i>you are welcome</i>
¿Qué te gustaría?	<i>What would you like?</i>
Me gustaría ...	<i>I would like...</i>
¿Cuál es tu bocadillo favorito?	<i>What is your favourite sandwich?</i>
Mi bocadillo favorito es de... y ....	<i>My favourite sandwich is made with... and...</i>
¿Cuál es tu helado favorito?	<i>What is your favourite ice cream?</i>
Mi helado favorito es...	<i>My favourite ice cream is...</i>
el helado de fresa, el helado de limón, el helado de menta, el helado de chocolate, el helado de vainilla	<i>strawberry ice cream, lemon ice-cream, mint ice cream, chocolate ice cream, vanilla ice cream</i>

## Food - Unit 3

la ensalada	<i>salad</i>
el arroz	<i>rice</i>
la sopa	<i>soup</i>
el pan	<i>bread</i>
la pizza	<i>pizza</i>
el pescado	<i>fish</i>
el pollo	<i>chicken</i>
el pastel	<i>cake</i>
el helado	<i>ice cream</i>
el bocadillo	<i>sandwich</i>

## Opinion Phrases - Unit 3

me encanta(n)	<i>I love</i>
me gusta(n)	<i>I like</i>
no me gusta(n)	<i>I don't like</i>
odio	<i>I hate</i>

## Fruits - Unit 3

la manzana	<i>apple</i>
la pera	<i>pear</i>
el limón	<i>lemon</i>
la naranja	<i>orange</i>
el plátano	<i>banana</i>
las uvas	<i>grapes</i>
la piña	<i>pineapple</i>
la fresa	<i>strawberry</i>

## Vegetables - Unit 3

una cebolla	<i>an onion</i>
una patata	<i>a potato</i>
un brócoli	<i>a broccoli</i>
una coliflor	<i>a cauliflower</i>
un pimiento	<i>a pepper</i>
una lechuga	<i>a lettuce</i>

# Spanish Lite L2 - Unit 4: Weather and Clothes



# Junior Jam

## Course Evaluation Criteria

**Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.**

1. Pupils can name most of the months of the year.
2. Pupils can name most of the seasons of the year.
3. Pupils can describe up to half of the weather conditions.
4. Pupils can name up to half of the pieces of clothing.
5. Pupils can ask and answer the question "What is the weather like?".
6. Pupils can accurately respond "I am wearing..." to the question "What are you wearing?".
7. Pupils can say most, if not all, of the weather conditions and clothing accurately.

## Learning Outcomes

**Course Overview:** Pupils will learn vocabulary for weather conditions and items of clothing. Pupils will also engage in conversations to practise how to ask and answer questions related to the topic of weather and clothing. To reinforce their learning, students will participate in various engaging activities, including games, reading, writing, speaking, and listening tasks. In order to improve their comprehension skills, pupils will actively listen to a story narrated in the target language. This will provide them with valuable exposure to natural language usage and help them develop a deeper understanding of the language.

**Learning Outcomes:** Pupils will develop the ability to identify and name various weather conditions and pieces of clothing. They will also use key vocabulary to describe the weather and what they are wearing. Additionally, students will improve their pronunciation skills by practicing the specific sounds unique to the Spanish language.

## Keywords - Unit 4

<b>verano</b>		<i>summer</i>
<b>otoño</b>		<i>autumn</i>
<b>invierno</b>		<i>winter</i>
<b>primavera</b>		<i>spring</i>
<b>¿Qué tiempo hace?</b>		<i>What is the weather like?</i>
<b>Hace frío</b>		<i>It's cold</i>
<b>Hace calor</b>		<i>It's hot</i>
<b>Hace sol</b>		<i>It's sunny</i>
<b>Hace viento</b>		<i>It's windy</i>
<b>Llueve</b>		<i>It rains</i>
<b>Nieva</b>		<i>It snows</i>
<b>Está nublado</b>		<i>It's cloudy</i>
<b>¿Qué llevas?</b>		<i>What are you wearing?</i>
<b>Llevo...</b>		<i>I wear</i>

## Pieces of clothing - Unit 4

<b>un jersey</b>		<i>a jumper</i>
<b>unos pantalones</b>		<i>some trousers</i>
<b>una falda</b>		<i>a skirt</i>
<b>un abrigo</b>		<i>a coat</i>
<b>unas sandalias</b>		<i>some sandals</i>
<b>unos pantalones cortos</b>		<i>some shorts</i>
<b>una gorra</b>		<i>a cap</i>
<b>un gorro</b>		<i>a hat</i>
<b>una camiseta</b>		<i>a t-shirt</i>
<b>unas botas</b>		<i>some boots</i>

## Course Evaluation Criteria

**Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.**

1. Pupils can name up to to half of the town places covered in the unit.
2. Pupils can name up to half of the types of transport covered in the unit.
3. Pupils can provide one-word answers to the questions covered in the unit.
4. Pupils can express their opinions on various modes of travel using the verb "to travel".
5. Pupils can use the sentences "In my town there is/there is not..." to convey the presence or absence of specific places in a town.
6. Pupils can provide complete sentences as responses to the questions covered in the unit with reasonable accuracy.
7. Pupils can name most of the places in a town and types of transport covered in the unit with reasonable accuracy.

## Learning Outcomes

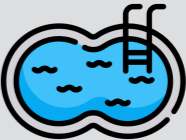

**Course Overview:** Pupils will learn vocabulary related to town locations and types of transportation. Pupils will review and learn essential questions and answers used to ask and provide personal information. They will also acquire the ability to express the presence and absence of various places in their town. Additionally, they will revisit expressing opinions in the context of using various modes of travel. To reinforce their learning, students will participate in a variety of engaging activities, including games, reading, writing, speaking, and listening tasks. To enhance their comprehension skills, pupils will actively listen to a story narrated in the target language. This exposure will provide them with valuable experience in natural language usage and help them develop a deeper understanding of the language.

**Learning Outcomes:** Pupils will develop the ability to identify and name various town places and types of transportation. They will also use key vocabulary to introduce themselves and provide essential personal information in Spanish. Furthermore, they will be able to indicate the presence or absence of places in their town using the verbs "there is" and "there is not." Additionally, they will express their opinions on different modes of travel using the verb "to travel".

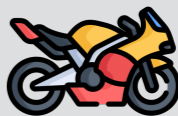

## Keywords - Unit 5

<b>buenos días</b>		<i>good morning</i>
<b>buenas tardes</b>		<i>good afternoon</i>
<b>buenas noches</b>		<i>good night</i>
<b>hola, adiós</b>		<i>hello , goodbye</i>
<b>¿Cómo te llamas?</b>		<i>What is your name?</i>
<b>Me llamo...</b>		<i>My name is...</i>
<b>¿Cómo estás?</b>		<i>How are you?</i>
<b>Estoy estupendo/muy bien/ bien/regular/mal/fatal</b>		<i>I am brilliant/very good/ good/OK/bad/awful</i>
<b>¿Cuántos años tienes?</b>		<i>How old are you?</i>
<b>Tengo... años</b>		<i>I am... years old.</i>
<b>¿Cuándo es tu cumpleaños?</b>		<i>When is your birthday?</i>
<b>Es el... de...</b>		<i>It is the... of...</i>
<b>¿Dónde vives?</b>		<i>Where do you live?</i>
<b>Vivo en...</b>		<i>I live in...</i>
<b>En mi ciudad hay...</b>		<i>In my town there is...</i>
<b>En mi ciudad no hay...</b>		<i>In my town there is not...</i>
<b>me encanta viajar en...</b>		<i>I love to travel by...</i>
<b>me gusta viajar en...</b>		<i>I like to travel by...</i>
<b>no me gusta viajar en...</b>		<i>I don't like to travel by...</i>
<b>odio viajar en...</b>		<i>I hate to travel by...</i>

## Town places - Unit 5

<b>un museo</b>		<i>a museum</i>
<b>una farmacia</b>		<i>a pharmacy</i>
<b>un hospital</b>		<i>a hospital</i>
<b>un cine</b>		<i>a cinema</i>
<b>un mercado</b>		<i>a market</i>
<b>una piscina</b>		<i>a swimming pool</i>
<b>un supermercado</b>		<i>a supermarket</i>
<b>un parque</b>		<i>a park</i>
<b>un restaurante</b>		<i>a restaurant</i>
<b>un estadio</b>		<i>a stadium</i>

## Types of transport - Unit 5

<b>un coche</b>		<i>a car</i>
<b>una moto</b>		<i>a motorbike</i>
<b>un autobús</b>		<i>a bus</i>
<b>un avión</b>		<i>a plane</i>
<b>un tren</b>		<i>a train</i>
<b>un barco</b>		<i>a boat</i>
<b>un taxi</b>		<i>a taxi</i>
<b>una bicicleta</b>		<i>a bicycle</i>

# Spanish Lite L2 - Unit 6: Hobbies and Sports



## Course Evaluation Criteria

**Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.**


1. Pupils can name up to half of the hobbies covered in the unit.
2. Pupils can name up to half of the sports covered in the unit.
3. Pupils can name most of the days of the week and family members.
4. Pupils can express their opinions on hobbies and sports.
5. Pupils can say the sports they practise or don't practise using the appropriate verb.
6. Pupils can use a wide variety of vocabulary to discuss their hobbies and sports, including when and with whom they do them.
7. Pupils can name most of the hobbies and sports covered in the unit with reasonable accuracy.

## Learning Outcomes



**Course Overview:** Pupils will learn vocabulary related to hobbies and sports, and they will revisit expressing opinions on this topic. Additionally, they will review the days of the week and family members to discuss which sports they engage in with their family and when. Furthermore, pupils will revise essential sentences used to provide personal information. To reinforce their learning, students will participate in a variety of engaging activities, including games, reading, writing, speaking, and listening tasks. To enhance their comprehension skills, pupils will actively listen to a story narrated in the target language. This exposure will provide them with valuable experience in natural language usage and help them develop a deeper understanding of the language.

**Learning outcomes:** Pupils will develop the ability to identify and name various hobbies and sports, as well as express their opinions in this context. Additionally, they will be able to indicate when and with whom they practise different sports using their prior knowledge of days of the week and family vocabulary. Furthermore, they will also use key vocabulary to introduce themselves and provide essential personal information in Spanish.

## Keywords - Unit 6

<b>Me encanta</b>		<i>I love</i>
<b>Me gusta</b>		<i>I like</i>
<b>No me gusta</b>		<i>I don't like</i>
<b>Odio</b>		<i>I hate</i>
<b>¿Qué deporte practicas?</b>		<i>What sport do you practise?</i>
<b>Practico ...</b>		<i>I practise ...</i>
<b>No practico ...</b>		<i>I don't practise ...</i>
<b>Me llamo ...</b>		<i>My name is ...</i>
<b>Tengo ... años</b>		<i>I am ... years old</i>
<b>Mi cumpleaños es el ... de ...</b>		<i>My birthday is the ... of ...</i>
<b>Vivo en ... con mi ...</b>		<i>I live in ... with my ...</i>
<b>lunes, martes, miércoles, jueves, viernes, sábado, domingo</b>		<i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>
<b>mi familia, mi madre, mi padre, mi hermano, mi hermana, mi abuelo, mi abuela</b>		<i>my family, my mother, my father, my brother, my sister, my grandfather, my grandmother</i>

## Hobbies - Unit 6

<b>leer</b>		<i>to read</i>
<b>escuchar música</b>		<i>to listen to music</i>
<b>escribir</b>		<i>to write</i>
<b>pintar</b>		<i>to paint</i>
<b>cocinar</b>		<i>to cook</i>
<b>bailar</b>		<i>to dance</i>
<b>cantar</b>		<i>to sing</i>
<b>jugar</b>		<i>to play</i>

## Sports - Unit 6

<b>el baloncesto</b>		<i>basketball</i>
<b>el fútbol</b>		<i>football</i>
<b>el voleibol</b>		<i>volleyball</i>
<b>el ciclismo</b>		<i>cycling</i>
<b>el patinaje</b>		<i>skating</i>
<b>el esquí</b>		<i>ski</i>
<b>el tenis</b>		<i>tennis</i>
<b>la natación</b>		<i>swimming</i>