**CYCLE: A**

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| **MFL - Spanish** | **Autumn** | **Spring** | **Summer** |
| **KS1** | Unit Name:  **N/A** | Unit Name:  **N/A** | Unit Name:  **N/A** |
| **LKS 2** | Unit Name: **Spanish greetings with puppets**  **Key Vocabulary:**   * ¡Hola! * buenos días * buenas tardes * buenas noches * adiós * ¿Cómo te llamas? * me llamo * ¿Qué tal? * muy * bien * mal * fantástico * ¿Y tú? * sí * no   **Key Knowledge:**  **Phonics:** To know the key phonemes that are represented by the following letters: **a**, **o**, **i**. **Grammar:** To know some common verbs in the present tense. To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g**. ¿Cuántos años tienes?** and as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning e.g. **¡Muy bien! Cultural awareness:** To know that in Spanish there are formal and informal greetings.  **Key Skills Language comprehension:** Listening and responding to single words and short phrases. Recognising some familiar Spanish words in written form. **Language production:** Asking and/or answering simple questions. Practising speaking with a partner. Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Introducing self to a partner with simple phrases. Rehearsing and performing a short role-play. Experimenting with simple writing, copying with accuracy.  Autumn 2 unit name: **Spanish numbers and ages Key Vocabulary:**   * uno * dos * tres * cuatro * cinco * seis * siete * ocho * nueve * diez * once * doce * más * menos * ¿Cuántos?   **Key Knowledge:**  **Phonics:** To become familiar with the key phonemes that are represented by the following letters: **u**, **z/c**, **ñ**. To know that some letters carry accents. To know that a tilde is the wavy line over the ‘n’ (as in**años**) that changes the pronunciation of the ‘n’ from a hard sound to a softer ‘ny’ sound (as in canyon).  **Grammar:**To know some common verbs in the present tense. To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g**. ¿Cuántos años tienes?** as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning e.g. **¡Muy bien!** To know that the word order is sometimes different in Spanish compared to English.  **Cultural awareness:** To know some playground games played in Spanish-speaking countries.  **Key Skills: Language comprehension:** Listening and responding to single words and short phrases. Reading aloud some words from simple songs, stories and rhymes. Recognising some familiar Spanish words in written form. Beginning to understand and notice cognates and near cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.  **Language production:** Asking and/or answering simple questions. Practising speaking with a partner. Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Using short phrases to give information. Listening and repeating key phonemes with care. Introducing self to a partner with simple phrases. | Unit Name: **Pets in Spanish**  **Key Vocabulary:**   * una mascota - a pet * amistoso - friendly * energético - energetic * feroz - fierce * grande - big * lento - slow * mono - cute * obediente - obedient * negra - black * pequeño - small * rápido - fast * roja - red * tímido - shy * tranquilo - calm * travieso - naughty   **Key Knowledge: Phonics:** To know the sounds created by linking some of the key phonemes.  **Grammar: T**o know how to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator. That the ending of an adjective often changes according to the gender of the noun it describes.  **Key Skills: Language comprehension:** Listening and responding to full sentences. Following a short text or rhyme, listening and reading at the same time. Identifying and discussing cognates and beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings. **Language production:** Recognising and answering simple questions which involve giving personal information. Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Introducing self to a partner with simple phrases. Rehearsing and performing a short role-play. Selecting and writing short words and phrases. Using different adjectives with a singular noun, with correct positioning and agreement. Choosing appropriate adjectives from a wider range of adjectives.  Unit Name: **Classroom objects**  **Key Vocabulary:**   * una regla * una goma * una botella de agua * un lápiz * un bolígrafo * un cuaderno * un estuche * tengo * no tengo * ¿Tienes…? * ¿Qué tienes…? * en mi mochila * y * pero   **Key Knowledge: Phonics:** To know the key phonemes that are represented by the following letters: **a**, **e**, **i**, **o**, **u** and **r**.  **Grammar:** To know every Spanish noun is either masculine or feminine. Gender affects the form of the indefinite article **un** or **una**. Feminine nouns usually (but not always) end in ‘**a**‘ and masculine nouns usually (but not always) end in ‘**o**‘. The ending of a noun can change when the noun is in the plural form. Most nouns in Spanish become plural by adding an ‘s’ at the end, as in English. Placing **no** before the verb makes it negative. How to use conjunctions such as **y** – and, and **pero** – but to join clauses.  **Key Skills: Language comprehension:** Listening and responding to single words and short phrases. Recognising some familiar Spanish words in written form. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.  **Language production:** Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. Using short phrases to give information. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Building confidence by repeating short phrases with increasing accuracy. Experimenting with simple writing, copying with accuracy. | Unit Name: **Dates in Spanish**  **Key Vocabulary:**   * enero * febrero * marzo * abril * mayo * junio * julio * agosto * septiembre * octubre * noviembre * diciembre * ¿Cuándo? * cumpleaños   **Key Knowledge: Phonics:** Identifying sounds created by linking some of the key phonemes.  **Grammar:** To know that when building 2-digit numbers above 30 (excluding the multiples of 10, we use the **y** (and) conjunction to say the equivalent of ‘thirty and one’ e.g. **treinta y uno**. To know that numbers such as **dieciséis**in Spanish is a compound version of ‘diez y seis’ (ten and six) like **veintiuno** is a compound version of **veinte y uno.** To know that when talking about a singular noun in Spanish we use the definite article **el**for masculine singular nouns, and **la** for feminine singular nouns.  **Cultural awareness:** To know some similarities and differences between birthday celebrations in the UK and Mexico. To know that some Spanish festivals happen throughout the year.  **Key Skills:**  **Language comprehension:** Beginning to notice common spelling patterns. Recognising some familiar Spanish words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using contextual clues and cues to make predictions about meanings.  **Language production:** Recognising and answering simple questions which involve giving personal information. Using a variety of conversational phrases. Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Introducing self to a partner with simple phrases. Selecting and writing short words and phrases.  Unit Name: **Journey around Latin America**  **Key Vocabulary:**   * ¿Adónde vas? * voy * vas * a * lunes * martes * miércoles * jueves * viernes * sábado * domingo * ¿Cómo vas? * en autobús * en avión * en barco * en bicicleta * en coche * a pie * en tren   **Key Knowledge:**  **Phonics:** To know the key phonemes represented by the letters **c**and **b**/**v**. Some letters carry accents.  **Grammar:** To know some common verbs in the present tense. In Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g.**¿Cuántos años tienes?** and as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning, e.g. **¡Muy bien!** Conjunctions such as **y**– and, and **pero** – but can be used to join clauses. Some prepositions in Spanish. That **en** is usually used as a preposition when the mode of transport is something you get into, e.g. **en tren**whereas **a** is usually used when you are not getting into a form of transport, e.g. **a** **pie** – on foot.  **Cultural awareness**: To know that Spanish is spoken in different countries around the world. The names of some Spanish-speaking countries in Latin America.  **Key Skills**  **Language comprehension:** Listening and responding to single words and short phrases. Recognising some familiar Spanish words in written form. Beginning to understand and notice cognates and near cognates. Becoming familiar with format, layout and simple use of a bilingual dictionary. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.  **Language production:** Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Recalling and writing simple words from memory. Experimenting with simple writing, copying with accuracy. |
| **UKS2** | Unit Name: **Describing Family and Friends in Spanish**  **Key Vocabulary:**   * hermano * hermana * se llama * vive * tiene * le gusta * este/esta * ¿Tienes hermanos?   **Key Knowledge:**  **Grammar:** To know that plural nouns referring to nouns of mixed gender always take the masculine form. To know whether to use the pronouns **el**– he, or**ella** – she (or the gender neutral pronoun **elle**) when describing someone. To know that the ending of verbs change according to the subject. To know how to form the first three persons of the verb **tener –**to have, **llamarse –**to be called**, vivir –**to live, and**gustarse –**to like. To know that there is no possessive apostrophe in Spanish but that to say ‘my mother’s father’ the Spanish would say **el padre de mi madre**– the father of my mother.  **Key Skills:**  **Language comprehension:** Listening and selecting information from short audio passages to give an appropriate response. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary.  **Language production:** Forming a question in order to ask for information. Speaking in full sentences using known vocabulary. Speaking and reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas. Writing a short text using a model or scaffold. Using adapted phrases to describe a person.  Unit Name:  **Spanish portraits**  **Key Vocabulary:**   * los ojos * el pelo * corto * largo * liso * ondulado * rizado * una barba * un bigote * una boca * una ceja * una nariz * una oreja * Lleva gafas   **Key Knowledge:**  **Grammar:** To know that the ending of an adjective often changes according to the gender and number of the noun it describes. To know that a statement can be made into a question simply by changing your intonation and punctuation, e.g. **¿Tiene ojos azules? ¿Es Ana?**  **Cultural awareness:** To know about the Cubist movement and key Cubist artists in Spain.  **Key Skills:**  **Language comprehension:** Listening and selecting information from short audio passages to give an appropriate response. Using a range of language detective strategies to decode new vocabulary, including context. Identifying key information in simple writing.  **Language production:** Forming a question in order to ask for information. Speaking in full sentences using known vocabulary. Using intonation and gestures to differentiate between statements and questions. Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. Using adapted phrases to describe an object or person. Using adjectives with correct placement and agreement. | Unit Name: **Shopping**  **Key Vocabulary:**   * aquí * al lado de * entre * ¿Dónde está? * ¿Cuánto es? * ¿Algo más?   **Key Knowledge:**  **Phonics:** To know some rules for where to put stress on a word.  **Grammar:** To know that there are four forms of the question word **cuánto**that changes according to whether the noun is singular feminine, masculine feminine, plural feminine and masculine feminine. A range of prepositions to describe the position of objects. **Cultural awareness:** To know about a traditional Spanish market. That the currency used in Spain is Euros and to recognise some of the notes and coins.  **Key Skills:**  **Language comprehension:** Listening and following the gist of information from an extended audio passage using language detective skills. Beginning to predict spelling patterns.  **Language production:** Engaging in conversation and transactional language. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions.  Unit Name: **Household task in Spanish**  **Key Vocabulary:**   * bastante * completamente * demasiado * desagradable * hacer la cama * limpiar * para * peligroso * pasar la aspiradora * planchar la ropa   **Key Knowledge:**  **Grammar:** To know that **porque**(because) can be used to extend a sentence and give a justification.   * That**demasiado, muy**and **bastante**are all adverbs that are placed before an adjective to express its intensity e.g. **es demasiado** **aburrido**. * That an adverb is formed in Spanish by taking the adjective in its feminine form and adding suffix **-mente**.   **Key Skills:**  **Language comprehension:** Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.  **Language production:** Developing extended sentences to justify a fact or opinion. Planning and giving a short oral presentation. Modifying, expressing and comparing opinions. Speaking and reading aloud with increasing confidence and fluency. Creating and presenting a monologue, dialogue or role-play. Giving a presentation drawing upon learning from a number of previous topics. Using existing knowledge of vocabulary and phrases to create new sentences. Recognising and using a wide range of descriptive phrases. | Unit Name: **A trip across Spain.**  **Key Vocabulary:**   * está * el noreste * el sureste * el noroeste * el suroeste * cerca de * también * descansar * nadar * pasear * subir * visitar * ver   **Key Knowledge:**  **Grammar:** To know that **voy a +**infinitive is a way of constructing the future tense as in ‘I am going to do something.’  **Cultural awareness:** To know about some key Spanish cities and how to describe their location within Spain. Some important cultural landmarks in the Spanish-speaking world.  **Key Skills:**  **Language comprehension:** Listening and selecting information from short audio passages to give an appropriate response. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.  **Language production:** Forming a question in order to ask for information. Beginning to use conversational phrases for purposeful dialogue. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Speaking and reading aloud with increasing confidence and fluency. Creating and presenting a monologue, dialogue or role-play.  Unit Name: **Saving South America**  **Key Vocabulary:**   * América del Sur * hoy en día * más * menos * que * antes * el calentamiento global * la contaminación * la deforestación * apagar * caminar * limpiar * plantar * reciclar * reutilizar * tirar * usar   **Key Knowledge:**  **Grammar:** To know how to use **más**or**menos que**to make comparisons, e.g.**Hay menos glaciares que antes –**There are fewer glaciers than before.  **Cultural awareness:** To know key geographical features of the South American continent.Global environmental problems affecting South America.  **Key Skills:**  **Language comprehension:** Using a range of language detective strategies to decode new vocabulary, including context and text type. Identifying key information in simple writing. Reading and responding to a range of authentic texts.  **Language production:** Forming a question in order to ask for information. Presenting factual information in extended sentences. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Formulating their own strategies to remember and apply pronunciation rules. Giving a presentation drawing upon learning from a number of previous topics. Adapting model sentences to express different ideas. Writing a short text using a model or scaffold. |

**CYCLE: B**

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| **MFL - Spanish** | **Autumn** | **Spring** | **Summer** |
| **KS1** | Unit Name:  **N/A** | Unit Name:  **N?A** | Unit Name:  **N/A** |
| **LKS 2** | Unit Name: **Where do you live in Spain?**  **Key Vocabulary:**   * ¿Dónde vives? * Vivo en * una casa * un castillo * un molino * un palacio * un piso * una torre   **Key Knowledge:**  **Phonics:** To know the key phonemes that are represented by the letter **ll,** and **b/v**.  **Grammar:** To know that every Spanish noun is either masculine or feminine. That the gender affects the form of the indefinite article **un**or **una**. That feminine nouns often (but not always) end in **a** and masculine nouns often (but not always) end in **o**. Some common verbs in the present tense. **Cultural awareness:** To know the names of some of the cities in Spain.  **Key Skills:**  **Language comprehension:** Beginning to notice common spelling patterns. Reading aloud some words from simple songs, stories and rhymes. Becoming familiar with format, layout and simple use of a bilingual dictionary. **Language production:** Asking and/or answering simple questions. Using short phrases to give information. Recognising and repeat phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Discussing strategies for remembering and applying pronunciation rules.  Unit Name: **Shapes and colours in Spanish**  **Key Vocabulary:**   * ¿Qué color es? * amarillo * azul * blanco * negro * rojo * verde * naranja * violeta * y   **Key Knowledge:**  **Phonics:** To know the key phonemes that are represented by letters: **e** and **j**.  **Grammar:** To know that most adjectives are positioned after the noun in Spanish e.g. **un gato negro**– a black cat. That the word order is sometimes different in Spanish compared to English. That we can use conjunctions such as **y**(and) and **pero** (but) to join clauses.  **Cultural awareness:** To know about the architecture of Barcelona and Granada. To know the names of some of the cities in Spain.  **Key Skills:**  **Language comprehension:** Listening and responding to single words and short phrases. Recognising some familiar Spanish words in written form. Beginning to understand and notice cognates and near cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.  **Language production:** Practising speaking with a partner. Using short phrases to give information. Recognising that sounds and spelling patterns can be different from English. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Experimenting with simple writing, copying with accuracy. Recognising and using adjectives of colour and size.  **Cultural awareness:** Showing awareness of the capital and identifying some key cultural landmarks. | Unit Name: – **At the Spanish Market**  **Key Vocabulary:**  **Key Knowledge:**  **Key Skills:**  Unit Name: **Weather in Spain**  **Key Vocabulary:**   * el tiempo * está lloviendo * está nevando * está nublado * hace buen tiempo * hace mal tiempo * hace calor * hace frío * hace sol * hace viento * ¿Qué tiempo hace hoy? * el norte * el este * el sur * el oeste   **Key Knowledge:**  **Phonics:** To know how to identify sounds created by linking some of the key phonemes:**ia**, **ie**, **io**, **ue**.  **Grammar:** To know that a few adjectives can be positioned in front of the noun in Spanish, e.g. **bueno – un buen día, malo – hace mal tiempo.**   * That **está** is another way of saying ‘it is’ and is used to describe position. * That compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning.   **Key Skills:**  **Language comprehension:** Listening and responding to full sentences. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar Spanish words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using contextual clues and cues to gist and make predictions about meanings.  **Language production:** Using a variety of conversational phrases. Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Using a model to form a spoken sentence. Beginning to adapt phrases from a rhyme/song. Recognising that sounds and spelling patterns can be different from English. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play. Selecting and writing short words and phrases. | Unit Name: **Spanish celebrations**  **Key Vocabulary:**   * me gusta * me gusta mucho * no me gusta * ¿te gusta …? * bailar * cantar * comer * correr * dibujar * escuchar * hacer * jugar * lanzar * recibir * salir * tocar * ver   **Key Knowledge:**  **Grammar:** To know that when talking about a singular noun in Spanish we use the definite article **el**for masculine singular nouns and, **la** for feminine singular nouns. That when talking about a plural noun in Spanish we use the definite article **los** for masculine plural nouns and **las** for feminine plural nouns. That the infinitive of a verb in Spanish, e.g. **comer –**to eat, means ‘to do something’. That **me gusta** + infinitive of a verb describes what you like to do. That the infinitive of all verbs in Spanish end in either ‘ar’, ‘er’ or ‘ir’.  **Cultural awareness:** To know about some Spanish festivals that happen throughout the year. To know that Sevillanas is a type of music and dance which originated in Spain.  **Key Skills:**  **Language comprehension:** Listening and responding to full sentences. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.  **Language production:** Recognising and answering simple questions which involve giving personal information. Selecting and writing short words and phrases. Making short phrases or sentences using a scaffold (e.g.  word cards, knowledge organisers)  Unit Name: **The Amazon Rainforest**  **Key Vocabulary:**   * hay * muy * un poco * la selva tropical * soy   **Key Knowledge:**  **Phonics:** To know how to identify sounds created by linking some of the key phonemes: **ai, ui, oi,** **ie**.  **Grammar:** To know that **me gusta** + infinitive of a verb describes what you like to do. That **hay** can be used to mean ‘there is’ or ‘there are’.  **Cultural awareness:** To know about the location and wildlife of the Amazon. About different natural features of Peru.  **Key Skills:**  **Language comprehension:** Following a short text or rhyme, listening and reading at the same time. Recognising some familiar Spanish words when written in a short phrase.  **Language production:** Beginning to form opinion phrases. Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Using a model to form a spoken sentence. Recognising that sounds and spelling patterns can be different from English. |
| **UKS2** | Unit Name: **Food and drink in Spanish**  **Key Vocabulary:**   * Me gusta(n) * No me gusta(n) * Me gusta(n) mucho * ¿Te gusta(n …? * Le gusta(n) * ¿A quien le gusta(n)? * A John. * ¿Qué me recomiendas? * Te recomiendo... * ¿Qué te gusta(n) más: ... o ...? * ¿Qué tipo de ... ?   **Key Knowledge:**  **Phonics:** To know that phonic knowledge can be applied to pronounce unfamiliar words.  **Grammar:** To know that when expressing likes and dislikes about a noun, **me gusta** is followed by the definite article (**el**or **la**) then the noun e.g. **Me gusta el pescado.** That when expressing likes and dislikes about plural nouns, **me gustan** is followed by the definite articles (**los**or **las**) then the noun, e.g. **Me gustan los tomates.**  **Key Skills:**  **Language comprehension:** Using a range of language detective strategies to decode new vocabulary including context and text type. Identifying key information in simple writing. Listening and selecting information from short audio passages to give an appropriate response.  **Language production:** Forming a question in order to ask for information. Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas.  Unit Name: **Sports in Spanish**  **Key Vocabulary:**   * anotar * animar * atrapar * botar * cabecear * hacer * golpear * jugar a * lanzar * meter * patear * rodar * crea * forma * recorre   **Key Knowledge:**  **Grammar:** To know that we use the verb **jugar** (to play) with some sports and **hacer**(to make) with other sports. How to recognise the first person, second person and third person of common verbs. The rules for forming the imperative form of some regular verbs. That some American and English words are borrowed by the Spanish such as **el tenis and el beísbol.** That when the preposition **a**is followed by**el,**the contraction**al**is used **e.g. juego al tenis.**  **Cultural awareness:** To know about the Ancient Maya civilisation and its traditions. To know some traditional sports that are played in the Spanish-speaking world.  **Key Skills:**  **Language comprehension**: Listening and selecting information from short audio passages to give an appropriate response. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary. **Language production**: Speaking in full sentences using known vocabulary. Speaking and reading aloud with increasing confidence and fluency.Adapting model sentences to express different ideas. Writing a short text using a model or scaffold. | Unit Name: **Clothes in Spanish**  **Key Vocabulary:**   * unos - some * unas - some * lleva - he/she is wearing * ¿Qué lleva? - What is he/she wearing? * porque - because * bonito - pretty * cómodo - comfortable * deportivo - sports * elegante - elegant/stylish/smart * formal - formal * impermeable - waterproof * suelto - loose/baggy * tradicional - traditional   **Key Knowledge:**  **Grammar:** To know that if a word is plural, we cannot use **un**or **una** and instead use **unos and unas** – some.   * To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes. * To know that **porque –**because, can be used to extend a sentence and give a justification.   **Key Skills:**  **Language comprehension:** Identifying and extracting key information in a range of authentic texts. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.  **Language production:** Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Planning and giving a short oral presentation. Speaking and reading aloud with increasing confidence and fluency. Using existing knowledge of vocabulary and phrases to create new sentences. Recognising and using a wide range of descriptive phrases. Giving a presentation drawing upon learning from a number of previous topics.  Unit Name: **School Life in Spanish**  **Key Vocabulary:**   * después del recreo * difícil * divertido * durante el recreo * educativo * el español * en la hora de comer * en la última clase * fácil * interesante * por la mañana * por la tarde   **Key Knowledge:**  **Grammar:** To know that I can express a preference by placing **más/menos que**between the two items being compared, e.g. **Me gusta la historia más que el arte**– I like history more than art. That some prepositional phrases can function as time adverbials **e.g. durante el recreo**– during the break.  **Key Skills:**  **Language comprehension:** Listening and gisting information from an extended audio passage using language detective skills. Identifying and extracting key information in a range of authentic texts.  **Language production:** Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Modifying, expressing and comparing opinions. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Recognising and using a wide range of descriptive phrases. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Recognising and using a wide range of descriptive phrases. | Unit Name: **Free time in Spain**  **Key Vocabulary:**   * invierno * primavera * verano * otoño * normalmente * nunca * siempre   **Key Knowledge:**  **Grammar:** To know that the way verbs change to match the pronoun is called conjugation. The rules for conjugating a range of regular verbs in the present tense. That some verbs do not follow regular patterns, such as **tener** (to have), **ser** (to be) and **ir**(to go). That I can express preferences about two nouns by placing **más/menos que** between the two items being compared e.g. **Me gusta la historia más que el arte.**  **Cultural awareness:** To know about typical seasonal activities in Spain.  **Key Skills:**  **Language comprehension:** Listening and gisting information from an extended audio passage using language detective skills. Beginning to predict spelling patterns. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.  **Language production:** Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language. Modifying, expressing and comparing opinions. Creating and presenting a monologue, dialogue or role-play. Using existing knowledge of vocabulary and phrases to create new sentences. Recognising and using a wide range of descriptive phrases. Constructing a short text on a familiar topic.  Unit Name: **Maya city treasure hunt**  **Key Vocabulary:**   * la primera * la segunda * la tercera * a la izquierda * a la derecha * gira * toma * sigue todo recto * ¿Qué hay allí? * allí está * un área * un sitio * desde   **Key Knowledge:**  **Grammar:** To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes. That **porque**– because, can be used to extend a sentence and give a justification.  **Cultural awareness:** To know about the cities of the Ancient Maya and their key landmarks.  **Key Skills:**  **Language comprehension:** Listening and gisting information from an extended audio passage using language detective skills. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.  **Language production:** Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language. Modifying, expressing and comparing opinions. Speaking and reading aloud with increasing confidence and fluency. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Recognising and using a wide range of descriptive phrases. |