



# **Spanish curriculum**

## **KS2**



## Spanish curriculum KS2

At Pakeman, we are a one and a half form entry school and therefore we have a Year A / Year B cycle of topics. We teach Spanish in KS2, using the Language Angels scheme of work. For each Spanish unit of work, children should be taught the key knowledge, key skills and key vocabulary. Please ensure that this information is fully covered in the series of lessons that you plan. As children move through the school, they will build on prior knowledge, skills and vocabulary.

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## Spanish Topic Map KS2 (Year A / Year B cycle)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3 and year 4 (Year A)</b>	Language Angels Spanish phonics 1 and 2 units to be introduced in Autumn 1  Unit 1: I am learning Spanish	Unit 2: Animals	Unit 3: Fruits	Unit 4: I know how	Unit 5: In the classroom	Unit 6: Do you have a pet?
<b>Year 3 and year 4 (Year B)</b>	Language Angels Spanish phonics 1 and 2 units to be introduced in Autumn 1  Unit 1: Instruments	Unit 2: Seasons	Unit 3: Vegetables	Unit 4: Ice-creams	Unit 5: Presenting myself	Unit 6: Goldilocks
<b>Year 5 and year 6 (Year A)</b>	Language Angels Spanish phonics 3 and 4 units to be introduced in Autumn 1  Unit 1: The date	Unit 2: My home	Unit 3: Vikings	Unit 4: Habitats	Unit 5: Clothes	Unit 5: At school
<b>Year 5 and year 6 (Year B)</b>	Language Angels Spanish phonics 3 and 4 units to be introduced in Autumn 1  Unit 1: Family	Unit 2: At the café	Unit 3: What is the weather?	Unit 4: Olympics	Unit 5: Planets	Unit 6: Weekend

## **National curriculum (MFL)**

**Pupils should be taught to:**

- **listen attentively to spoken language and show understanding by joining in and responding**
- **explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words**
- **engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help**
- **speak in sentences, using familiar vocabulary, phrases and basic language structures**
- **develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases**
- **present ideas and information orally to a range of audiences**
- **read carefully and show understanding of words, phrases and simple writing**
- **appreciate stories, songs, poems and rhymes in the language**
- **broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary**
- **write phrases from memory, and adapt these to create new sentences, to express ideas clearly**
- **describe people, places, things and actions orally and in writing**

**Pakeman Primary School**  
**Spanish curriculum - Year 3/4**  
**Year A**

<b><u>Year A</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Stone Age to Iron Age</b>	<b>Journeys</b>	<b>Anglo Saxons</b>	<b>Mountains</b>	<b>Time-travellers</b>	<b>Rainforests</b>
<b>Spanish Unit of Work</b>	Unit 1: I am learning Spanish	Unit 2: Animals	Unit 3: Fruits	Unit 4: I know how	Unit 5: In the classroom	Unit 6: Do you have a pet?
<b>Key skills</b>	<ul style="list-style-type: none"> <li>• <b>Listening:</b> Recognising and responding to simple greetings and commands</li> <li>• <b>Speaking:</b> Using greetings, introducing themselves, and asking basic questions</li> <li>• <b>Reading:</b> Identifying familiar words in simple texts or phrases</li> <li>• <b>Writing:</b> Writing short phrases from memory and constructing simple sentences</li> <li>• <b>Pronunciation:</b> Developing basic pronunciation with emphasis on phonics and letter sounds in Spanish</li> </ul>					
<b>Key knowledge</b>	<ul style="list-style-type: none"> <li>• Spanish phonics 1 and 2 units to be introduced in Autumn 1 and then referred to throughout the year, ensuring that children can confidently speak and write using the correct phonemes/graphemes</li> </ul> <p><b>Knowledge of Vocabulary and Phrases:</b></p> <ul style="list-style-type: none"> <li>• Basic greetings (e.g., "Hola", "Adiós")</li> <li>• Numbers 1-20 and the ability to recognise them in written and spoken form</li> <li>• Colours, days of the week</li> <li>• Simple food items and drinks</li> <li>• High frequency verbs like <b>ser</b> (to be) and <b>tener</b> (to have)</li> </ul> <p><b>Knowledge of Grammar:</b></p> <ul style="list-style-type: none"> <li>• Simple sentence structures, focusing on subject-verb-object word order (e.g. "Me llamo [name]", "Tengo un perro")</li> <li>• Basic use of <b>ser</b> and <b>tener</b> in the present tense</li> <li>• Gendered nouns (e.g., <b>la</b> mesa, <b>el</b> perro)</li> <li>• Articles (<b>el, la, los, las</b>) used with singular and plural nouns</li> <li>• Use of basic adjectives for description (e.g., <b>grande, pequeño</b>)</li> </ul> <p><b>Cultural Understanding:</b></p> <ul style="list-style-type: none"> <li>• Basic introduction to Spanish-speaking countries, including countries in Europe (Spain) and Latin America</li> <li>• Overview of cultural elements such as festivals, food, and traditions</li> <li>• Family values and the importance of family in Spanish-speaking cultures</li> </ul>					

	<p>1.Spanish is the official language in 20 countries around the world, the majority of which are in Central and South America</p> <p>2.Spanish greetings can be informal e.g. “Hola” or formal “Buenos días”</p> <p>3.Colours in Spanish include rojo (red), amarillo (yellow), azul (blue), verde (green), naranja (orange), blanco (white), negro (black), gris (grey), marrón (brown) and morado (purple)</p> <p>4.Common responses to the question “¿Cómo estás?” (How are you?) include: -“Estoy bien.” (I am fine.)</p>	<p>1. Ten common animals include: un león (lion), un cerdo (pig), una vaca (cow), un mono (monkey), un conejo (rabbit), un caballo (horse), una oveja (sheep), un pato (duck), and un ratón (mouse)</p> <p>2. Some nouns are masculine and some are feminine</p> <p>3. The determiner ‘un’ (a/an) can be placed in front of a masculine noun whilst the determiner ‘una’ (a/an) can be placed in front of a feminine noun</p> <p>4. ‘Soy’ means ‘I am’, it is a conjugation of the verb ‘ser’ (to be)</p> <p>5. A determiner and an animal name can be placed after the word ‘soy’ to say which animal you are e.g. ‘Soy un caballo’ (‘I am a horse)</p>	<p>1.Ten common fruits include: las manzanas (the apples), las fresas (the strawberries), las naranjas (the oranges), las peras (the pears), las cerezas (the cherries), las ciruelas (the plums), los melocotones (the peaches), los plátanos (the bananas), los kiwis (the kiwis) and los albaricoques (the apricots)</p> <p>2. Nouns in Spanish can be masculine or feminine and singular or plural. This means that determiners can have different forms in Spanish: un/una (singular) or los/las (plural)</p> <p>3. The plural form of “I like...” is “Me gustan...”</p> <p>4.Placing the word “No” in front of “me gustan” turns the positive opinion “Me gustan...” (I like...) into the negative opinion</p>	<p>1. A verb is a word that describes an action, state or occurrence</p> <p>2. Verbs in Spanish end with –‘ar’, ‘er’ or ‘ir’.</p> <p>3. ‘ar’ verbs include bailar (to dance), cantar (to sing), saltar (to jump), cocinar (to cook) and montar en bicicleta (to ride a bike)</p> <p>4. Other ‘ar’ verbs include: tocar un instrumento (to play an instrument), patinar (to skate), dibujar (to draw), nadar (to swim) and hablar Español (to speak Spanish)</p> <p>5. ‘Sé’ means ‘I know how’, it is a conjugation of the verb ‘saber’ (to know how)</p> <p>6. Placing the word “No” in front of “sé” turns the positive</p>	<p>1. Eight common classroom items include: un bolígrafo (pen), una goma (rubber), un libro (book), una mochila (backpack), unas tijeras (scissors), un sacapuntas (pencil sharpener), una regla (ruler) and un lápiz (pencil)</p> <p>2. ‘Tengo’ means ‘I have’, it is a conjugation of the verb ‘tener’ (to have)</p> <p>3. Placing the word “No” in front of “tengo” turns the positive form “Tengo...” (I have...) into the negative form “No tengo ...” (I do not have...)”)</p> <p>4. Singular means one and plural means more than one</p> <p>5. When using the determiner ‘my’ in Spanish, use ‘mi’ for the singular and ‘mis’ for the plural e.g. Mi libro</p>	<p>1. Eight common pets include: un perro (a dog), un gato (a cat), un pez (a fish), un ratón (a mouse), un hámster (a hamster), una cotorra (a parrot), una tortuga (a tortoise) and un conejo (a rabbit)</p> <p>2. ‘Tienes...’ means ‘You have...’, it is a conjugation of the verb ‘tener’ (to have)</p> <p>3. If ‘tienes...’ has an inverted question mark in front of it, the meaning changes to ‘Do you have...?’</p> <p>4. The phrase ‘que se llama’ means ‘that is called’</p> <p>5. ‘Se llama’ is a conjugation of the verb ‘llamarse’ (‘to call oneself’)</p>
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	<p>-“Estoy regular.” (I am so-so.) -“Estoy mal.” (I am not great.)</p> <p>5.The verb llamarse can be conjugated (adapted) to ask someone’s name “¿Cómo te llamas?” or say your name “Me llamo...”</p> <p>6.The numbers one to ten are: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve and diez</p>		<p>“No me gustan...” (I do not like...”</p> <p>5.Nouns that end with a vowel (a,e,i,o,u) in their singular form can be turned into their plural form by adding an ‘s’ e.g. fresa &gt; fresas, manzana &gt; manzanas</p> <p>6.Nouns that end with a consonant in their singular form can be turned into their plural form by adding ‘es’ e.g. melocotón &gt; melocotones</p>	<p>form “Sé...” (I know how...) into the negative form “No sé...” (I do not know how...”)</p> <p>7. ‘Sé’ or ‘No sé’ can be followed by an infinitive ‘ar’ verb to say what you can/cannot do e.g. Sé cocinar (I know how to cook), No sé bailar (I do not know how to dance)</p> <p>8. As well as the conjunction ‘y’ (and), ‘pero’ (but) can also be used to join two phrases to create a more complex sentence</p>	<p>(My book) / Mis libros (My books)</p>	
<b>Key vocabulary</b>	<p>¡Hola! ¡Buenos días! ¿Cómo te llamas? Me llamo... ¿Cómo estás? Estoy bien Estoy mal Estoy regular ¡Adiós! ¡Hasta luego!</p>	<p>Soy un mono un cerdo un pato un conejo un pájaro un caballo un león una oveja un ratón un cerdo</p>	<p>Me gustan... No me gustan... la fruta las manzanas las fresas las naranjas las peras las cerezas las ciruelas los melocotones los plátanos los kiwis</p>	<p>Sé... No sé... tocar un instrumento patinar bailar dibujar cantar nadar saltar hablar español cocinar montar en bicicleta</p>	<p>Tengo... mi / mis un bolígrafo un estuche una goma un cuaderno un libro una mochila una calculadora unas tijeras un sacapuntas una regla</p>	<p>Tienes... que se llama un perro un gato un pez un ratón un hámster una cotorra una tortuga un conejo</p>

				y pero	una barra de pegamento un lápiz	
<b>Week 1</b>	LO: To find Spain on a map and be able to recall at least 1 Hispanic country	LO: To recognise and recall 5 animals with their correct articles/ determiners	LO: To recognise and recall 5 fruit nouns with the correct articles/ determiners	LO: To recognise and recall 5 verbs	LO: To recognise and recall 6 classroom objects with the correct determiners/ articles	LO: To recognise and recall 8 common pets with their correct determiners/articles
<b>Week 2</b>	LO: To use key greetings	LO: To recognise and recall 5 more animal nouns with their correct articles/determiners	LO: To recognise and recall 5 more fruit nouns with the correct articles/ determiners	LO: To recognise and recall 5 more verbs	LO: To recognise and recall 6 classroom objects with the correct determiners/ articles	LO: To use the structure 'I have a pet'
<b>Week 3</b>	LO: To ask and answer the question 'How are you?'	LO: To recap all 10 animal nouns with their determiners and attempt the spellings	LO: To change singular nouns into the plural form	LO: To use the structure 'sé' (I know how) with the infinitive verbs	LO: To answer the question '¿Qué tienes en tu estuche?' (What do you have in your pencil case?)	LO: To describe what my pet is called
<b>Week 4</b>	LO: To ask and answer the question 'What is your name?'	LO: To explore and understand better the role of the indefinite article/determiner	LO: To use the structure 'me gustan' (I like) with the fruit nouns	LO: To use the negative structure 'no sé' (I do not know how) followed by infinitive verbs	LO: To change an indefinite determiner/article 'a/an' to the possessive adjective 'my'	LO: To describe what pet 'I do not have'
<b>Week 5</b>	LO: To count to 10 in Spanish	LO: To use the verb 'soy' (I am)	LO: To use the negative structure 'no me gustan' (I do not like) with the fruit nouns	LO: To use the conjunctions 'y' (and) and 'pero' (but) to extend my sentences	LO: To use the negative construction and use all my new knowledge to describe what I have/do not have in my pencil case	LO: To integrate the conjunctions 'y' (and) and 'pero' (but) accurately into my work
<b>Week 6</b>	LO: To recognise and recall 10 colours <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>



**Pakeman Primary School**  
**Spanish curriculum - Year 3/4**  
**Year B**

<b><u>Year B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Ancient Egypt</b>	<b>Energy and power</b>	<b>Romans</b>	<b>Active Planet</b>	<b>Chocolate</b>	<b>Europe</b>
<b>Spanish Unit of Work</b>	Unit 1: Instruments	Unit 2: Seasons	Unit 3: Vegetables	Unit 4: Ice-creams	Unit 5: Presenting myself	Unit 6: Goldilocks
<b>Key skills</b>	<ul style="list-style-type: none"> <li>• <b>Listening:</b> Recognising and responding to simple greetings and commands</li> <li>• <b>Speaking:</b> Using greetings, introducing themselves, and asking basic questions</li> <li>• <b>Reading:</b> Identifying familiar words in simple texts or phrases</li> <li>• <b>Writing:</b> Writing short phrases from memory and constructing simple sentences</li> <li>• <b>Pronunciation:</b> Developing basic pronunciation with emphasis on phonics and letter sounds in Spanish</li> </ul>					
<b>Key knowledge</b>	<ul style="list-style-type: none"> <li>• Spanish phonics 1 and 2 units to be introduced in Autumn 1 and then referred to throughout the year, ensuring that children can confidently speak and write using the correct phonemes/graphemes</li> </ul> <p><b>Knowledge of Vocabulary and Phrases:</b></p> <ul style="list-style-type: none"> <li>• Basic greetings (e.g., "Hola", "Adiós")</li> <li>• Numbers 1-20 and the ability to recognise them in written and spoken form</li> <li>• Colours, days of the week</li> <li>• Simple food items and drinks</li> <li>• High frequency verbs like <b>ser</b> (to be) and <b>tener</b> (to have)</li> </ul> <p><b>Knowledge of Grammar:</b></p> <ul style="list-style-type: none"> <li>• Simple sentence structures, focusing on subject-verb-object word order (e.g. "Me llamo [name]", "Tengo un perro")</li> <li>• Basic use of <b>ser</b> and <b>tener</b> in the present tense</li> <li>• Gendered nouns (e.g., <b>la</b> mesa, <b>el</b> perro)</li> <li>• Articles (<b>el, la, los, las</b>) used with singular and plural nouns</li> <li>• Use of basic adjectives for description (e.g., <b>grande, pequeño</b>)</li> </ul> <p><b>Cultural Understanding:</b></p> <ul style="list-style-type: none"> <li>• Basic introduction to Spanish-speaking countries, including countries in Europe (Spain) and Latin America</li> <li>• Overview of cultural elements such as festivals, food, and traditions</li> </ul> <p>Family values and the importance of family in Spanish-speaking cultures</p>					

<p>1. Ten common musical instruments include: el clarinete (clarinet), la flauta dulce (recorder), los címbalos (cymbals), la trompeta (trumpet), la batería (drums), el triángulo (triangle), el violin (violin), la guitarra (guitar), el arpa (harp) and el piano (piano)</p> <p>2. 'Tocar' is an infinitive verb, it means 'to play' (an instrument)</p> <p>3. 'Toco' means 'I play' (an instrument), it is a conjugation of the verb 'tocar'</p> <p>4. 'Tocar' (to play an instrument) should not be confused with 'jugar' (to play)</p> <p>5. 'Toco' can be followed by a determiner and a noun to say which instruments someone plays e.g.</p>	<p>1. There are four estaciones (seasons): el invierno (winter), la primavera (spring), el verano (summer) and el otoño (autumn)</p> <p>2. The phrase '¿Cuál es tu estación favorita?' can be used to ask someone their favourite season</p> <p>3. A season noun can be added to the sentence starter 'Mi estación favorita es...' to indicate a favourite season</p> <p>4. The letter 'h' is often silent when at the start of a word e.g. 'hace' is pronounced 'ah-say'</p> <p>5. 'hace', conjugated from the verb 'hacer' (to make), often appears in weather-related phrases e.g. hace frio (it is cold), hace sol (it is sunny), hace buen tiempo (the weather is nice)</p>	<p>1. The two different plural determiners for 'the' are 'los' (masculine) and 'las' (feminine)</p> <p>2. The article / determiner is dependent on whether the vegetable is a masculine or feminine noun (gender) e.g. 'las patatas' ('the potatoes') / 'los tomates' ('the tomatoes')</p> <p>3. Some common vegetables include: 'las espinacas' ('spinach'), 'las zanahorias' ('carrots'), 'los guisantes' ('peas'), 'los tomates' (tomatoes), 'los champiñones' ('mushrooms'), las berenjenas' ('aubergines'), 'las patatas' ('potatoes'), 'las cebollas' ('onions'), 'los calabacines'</p>	<p>1. Some common ice-cream flavours include: 'chocolate' ('chocolate'), 'vainilla' ('vanilla'), 'fresa' ('strawberry'), 'pistacho' ('pistachio') and 'caramelo' ('caramel')</p> <p>2. The noun 'helado' is followed by the preposition 'de' ('of') and then the ice-cream flavour e.g. 'un helado de chocolate' ('a chocolate ice-cream')</p> <p>3. You can ask for an ice-cream in a cone ('un cucurucho') or a tub ('una tarrina')</p> <p>4. You can omit the word helado if asking for a tub of ice-cream or an ice-cream cone e.g. 'Quisiera una tarrina de fresa' ('I would like a tub of strawberry ice-cream')</p>	<p>1. High frequency verbs are verbs that often appear in our everyday conversations, so it is very useful to learn them</p> <p>2. Three high frequency verbs conjugated to the first person are 'soy' ('I am'), 'tengo' ('I have') and 'vivo' ('I live')</p> <p>3. There are two verbs in Spanish for 'to be': 'ser' and 'estar'. 'Ser' is used with permanent things, whilst 'estar' is used with temporary things</p> <p>4. 'Soy' means 'I am', it is a conjugation of the verb 'ser' ('to be')</p> <p>5. Questions in Spanish always begin with the upside down question mark (¿) and end with the</p>	<p>1. The classic fairytale story starter 'Once upon a time' is as follows in Spanish: 'Había una vez...'</p> <p>2. Adjectives can be used to compare size: 'grande' ('large'), 'mediano' ('medium') and 'pequeño' ('small')</p> <p>3. 'Mediano' and 'pequeño' are used to describe masculine nouns, whilst 'mediana' and 'pequeña' are used to describe feminine nouns</p> <p>4. 'Grande' can be used for feminine or masculine nouns</p> <p>5. In Spanish, adjectives are placed after their corresponding nouns e.g. with the adjective 'grande' ('large') and the noun 'cama' ('bed') the phrase would be:</p>
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	Toco la guitarra / Toco el piano		<p>('courgettes') and 'las judías verdes' ( 'green beans')</p> <p>4. To ask for some vegetables in a shop you can use the sentence starter: 'Quisiera...' ('I would like...')</p> <p>5. The conjunction 'y' ('and') can be used to extend a sentence and ask for more than one item</p>	<p>5. There are two words for 'a' in Spanish. These are often referred to as indefinite articles/determiners: 'un' (masculine) and 'una' (feminine)</p>	<p>regular question mark (?)</p>	<p>'la cama grande' ( 'the large bed')</p> <p>6. When decoding longer pieces of text with unknown language, it is helpful to use pictures and familiar words to support understanding</p>
<b>Key vocabulary</b>	<p>Toco...</p> <p>el clarinete</p> <p>la flauta dulce</p> <p>los címbalos</p> <p>la trompeta</p> <p>la batería</p> <p>el triángulo</p> <p>el violín</p> <p>la guitarra</p> <p>el arpa</p> <p>el piano</p>	<p>estaciones</p> <p>el invierno</p> <p>la primavera</p> <p>el verano</p> <p>el otoño</p> <p>hace calor</p> <p>hace frío</p> <p>hace sol</p> <p>en</p>	<p>los</p> <p>las</p> <p>las espinacas</p> <p>las zanahorias</p> <p>los guisantes</p> <p>los tomates</p> <p>los champiñones</p> <p>las berenjenas</p> <p>las patatas</p> <p>las cebollas</p> <p>los calabacines</p> <p>las judías verdes</p>	<p>un helado</p> <p>bola</p> <p>un cucurucho</p> <p>una tarrina</p> <p>de chocolate</p> <p>de vainilla</p> <p>de fresa</p> <p>de pistacho</p> <p>de caramelo</p> <p>de mora</p> <p>de plátano</p> <p>de limón</p> <p>de café</p> <p>de menta</p>	<p>¿Cómo te llamas?</p> <p>Me llamo...</p> <p>¿Cuántos años tienes?</p> <p>tengo ____ años, soy</p> <p>inglés</p> <p>inglesa</p> <p>español</p> <p>española</p> <p>¿Dónde vives?</p> <p>vivo en _____</p>	<p>Papá oso</p> <p>Mamá osa</p> <p>Bebé oso</p> <p>Ricitos de Oro</p> <p>el tazón</p> <p>la silla</p> <p>la cama grande</p> <p>mediano/a</p> <p>pequeño/a</p> <p>Había una vez</p>
<b>Week 1</b>	<p>LO: To recognise and recall five instruments with their determiners/articles</p>	<p>LO: To recognise and recall the four seasons with the correct determiners/articles</p>	<p>LO: To recognise and recall 5 vegetables with the correct plural determiners/ articles</p>	<p>LO: To recognise and recall 5 ice-cream flavours</p>	<p>LO: To use basic greetings, ask somebody how they are feeling and reply when they ask me</p>	<p>LO: To listen to the familiar fairy tale 'Goldilocks and the Three Bears' in Spanish and understand the</p>

						meaning using picture cards
Week 2	LO: To recognise and recall five more instruments with their determiners/articles	LO: To construct a short phrase about winter weather	LO: To recognise and recall 5 more vegetables with the correct plural determiners/ articles	LO: To recognise and recall 5 more ice-cream flavours	LO: To ask somebody their name and reply when they ask me	LO: To re-listen to the familiar fairy tale and retain more vocabulary, using word cards
Week 3	LO: To recall all ten instruments with their determiners/articles and attempt the spellings	LO: To construct a short phrase about spring weather	LO: To construct a question to ask for a kilo or half a kilo of a vegetable	LO: To use the verb 'quisiera' (I would like)	LO: To recall numbers 1-10 and count from 11-20	LO: To re-listen to the familiar fairy tale and consolidate my new knowledge with phrase cards
Week 4	LO: To explore and understand better the role of the definite article/determiner for 'the'	LO: To construct a short phrase about summer weather	LO: To use the structure 'quisiera' (I would like) when buying vegetables	LO: To construct a question to ask for a cone or a pot of ice-cream with the number of scoops wanted	LO: To ask somebody how old they are and reply when they ask me	LO: To use my new knowledge to re-write the story of Goldilocks
Week 5	LO: To use the 1st person conjugated verb 'toco' (I play) in a sentence	LO: To construct a short phrase about autumn weather	LO: To use the conjunction 'y' (and) when buying more than one vegetable option	LO: To use all my new knowledge to perform a short role-play and order an ice-cream	LO: To ask somebody where they live and reply when they ask me	LO: To present my version of the story to the class
Week 6	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To express which season is my favourite <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To express my nationality and understand basic gender agreement rules <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>

**Pakeman Primary School**  
**Spanish curriculum - Year 5/6**  
**Year A**

<b><u>Year A</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Ancient Greece</b>	<b>Weather and climate</b>	<b>Vikings</b>	<b>Antarctica</b>	<b>Windrush</b>	<b>Citizens of the World</b>
<b>Spanish Unit of Work</b>	Unit 1: The date	Unit 2: My home	Unit 3: Vikings	Unit 4: Habitats	Unit 5: Clothes	Unit 6: At school
<b>Key skills</b>	<ul style="list-style-type: none"> <li>• <b>Listening:</b> Understanding more detailed dialogues and following instructions in the target language</li> <li>• <b>Speaking:</b> Forming longer sentences, expressing opinions, and talking about past and future activities</li> <li>• <b>Reading:</b> Reading and comprehending simple stories or factual texts, answering comprehension questions</li> <li>• <b>Writing:</b> Writing short paragraphs describing personal information, family, and interests. Creating simple dialogues or letters</li> <li>• <b>Pronunciation:</b> Improving pronunciation and intonation in longer sentences, with emphasis on verb endings and accents</li> </ul>					
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>• Spanish phonics 3 and 4 units to be introduced in Autumn 1 and then referred to throughout the year, ensuring that children can confidently speak and write using the correct phonemes/graphemes</li> </ul> <p><b>Knowledge of Vocabulary and Phrases:</b></p> <ul style="list-style-type: none"> <li>• Extended vocabulary for weather, hobbies, and leisure activities</li> <li>• Expanded food vocabulary, including specific dishes and drinks</li> <li>• More advanced family terms (e.g. abuelo/a, tío/a)</li> <li>• Common adjectives for physical description and emotions (e.g. alto/a, feliz, triste)</li> <li>• Common conjunctions (e.g. y, pero, porque) to link ideas</li> </ul> <p><b>Knowledge of Grammar:</b></p> <ul style="list-style-type: none"> <li>• Introduction to verb conjugation in the present tense for regular -ar, -er, and -ir verbs (e.g. hablar, comer, vivir)</li> <li>• Using possessive adjectives (e.g. mi, tu, su) in sentences</li> <li>• Understanding plural forms of nouns and adjectives (e.g., los amigos, las casas grandes)</li> <li>• Formation of simple questions using question words (e.g. ¿Qué?, ¿Dónde?, ¿Cómo?)</li> <li>• Word order in questions and negations (e.g. No me gusta)</li> </ul> <p><b>Cultural Understanding:</b></p> <ul style="list-style-type: none"> <li>• A deeper exploration of Spanish-speaking countries, including regional differences in language and culture</li> <li>• Festivals and celebrations e.g. La Tomatina, Carnaval etc.</li> <li>• Learning about significant figures in Spanish-speaking history (e.g. Pablo Picasso, Frida Kahlo)</li> </ul>					

<p>1. The months of the year and the days of the week do not have a capital letter in Spanish unless they are found at the start of a sentence</p> <p>2. Ordinal numbers are not used for dates in Spanish, we use cardinal numbers instead</p> <p>3. To ask the date you use the following phrase: '¿Qué fecha es hoy?' ('What date is it today?')</p> <p>4. When saying today's date, the sentence starter 'Hoy es...' ('Today is...') can be used</p> <p>5. Use 'de' ('of') before the month in a date e.g. 'Hoy es miércoles cinco de abril' ('Today is Wednesday the fifth of April')</p>	<p>1. 'Vivo' means 'I live', it is a conjugation of the verb 'vivir' (to live)</p> <p>2. People have different types of home. Most homes are 'casas' (houses) or 'pisos' (flats/apartments)</p> <p>3. The negative 'No' can be placed in front of 'vivo' to say where I do not live e.g. 'No vivo en una casa' ('I do not live in a house')</p> <p>4. Common rooms in homes include: un salón (living room), un dormitorio (bedroom), una cocina (kitchen), un cuarto de baño (bathroom), una comedor (dining room)</p> <p>5. 'hay' means 'there is'/'there are' and can be used to say the types of rooms I have in my home</p>	<p>1. The verb 'soy' ('I am') is used to describe a person's physical height or their character / personality e.g. 'Soy alta' (feminine – 'I am tall') / 'Soy atrevido' ('I am bold')</p> <p>2. The verb 'tengo' ('I have') is used to describe a person's eye colour or hair colour/length/type</p> <p>3. A determiner should be placed in front of the noun when describing hair (singular) or eyes (plural) e.g. 'Tengo el pelo largo' ('I have long hair') / 'Tengo los ojos marrones' ('I have brown eyes')</p> <p>4. A person's character is described using adjectives. These adjectives must agree with the gender of the person they describe e.g. 'Soy peligrosa' (feminine – 'I am dangerous') / 'Soy</p>	<p>1. Five well-known habitats include: la selva tropical (rainforest), el Ártico (the Arctic), el océano (ocean), el campo (countryside), el desierto (desert)</p> <p>2. Different plants have adapted to survive in different habitats e.g. 'Las algas crecen en el océano' ('Seaweed grows in the ocean') / 'Los cactus crecen en el desierto' ('Cacti grow in the desert')</p> <p>3. 'Crecen' means 'they grow', it is a conjugation of the verb 'crecer' (to grow)</p> <p>4. 'Vive' means 'she/he/it lives', it is a conjugation of the verb 'vivir' (to live)</p> <p>5. Verbs can be spelt differently depending on who is doing the action</p>	<p>1. Common clothing items include: un abrigo (jacket), un suéter (jumper), un vestido (dress), una camiseta (T-shirt), una camisa (shirt), una falda (skirt), unos calcetines (socks) &lt; unos zapatos (shoes), unos pantalones cortos (shorts), unos pantalones (trousers)</p> <p>2. Adjectival agreement means that adjectives need to agree with/match the gender of a noun e.g. 'una camiseta roja' (feminine – 'a red T-shirt') / 'un vestido rojo' (masculine – 'a red dress')</p> <p>3. Adjectives also need to agree with/match the singular/plural form e.g. 'unas camisetas rojas' (feminine plural – 'some red T-shirts') / 'unos</p>	<p>1. 'Estudio' means 'I study', it is a conjugation of the verb 'estudiar' (to study)</p> <p>2. 'Me encanta' means 'I love', it is a conjugation of the verb 'encantar' ('to love'). It can be followed by a determiner and noun to say what you love e.g. 'Me encanta el español' ('I love Spanish')</p> <p>3. 'Me gusta' means 'I like', it is a conjugation of the verb 'gustar' ('to like'). It can be followed by a determiner and noun to say what you like e.g. 'Me gusta la música' ('I like music')</p> <p>4. 'Me gusta' ('I like') and 'me encanta' ('I love') agree with singular nouns. To agree with plural nouns you need to</p>
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	<p>6. To ask when someone's birthday is you can use the following phrase: ¿Cuándo es tu cumpleaños?' ('When is your birthday')</p>		<p>peligroso' (masculine – 'I am dangerous')</p> <p>5. Cognates are words in two languages that share a similar meaning, spelling, and pronunciation e.g. chocolate/chocolate, animal/animal, interesting/interesante, accept/aceptar</p>	<p>e.g. 'Vivo en la selva tropical ('I live in the rainforest') / 'Vive en la selva tropical' (H=She/he/it lives in the rainforest)</p>	<p>vestidos rojos' (masculine plural – 'some red dresses')</p> <p>4. There are patterns in regular 'ar' verb conjugation to allow me to say what I or somebody else is doing</p> <p>5. The verb 'llevar' ('to wear') can be conjugated to 'llevo' 'I wear' by removing the 'ar' at the end of the verb and replacing it with an 'o'</p> <p>6. The verb 'llevar' ('to wear') can be conjugated to 'lleva' 'She/he/it wears' by removing the 'ar' at the end of the verb and replacing it with an 'a'</p>	<p>add an 'n' at the end of the verb e.g. 'Me gustan las ciencias' ('I like the sciences') / 'Me encantan las matemáticas' ('I love mathematics')</p> <p>5. 'Odio' means 'I hate', it is a conjugation of the verb 'odiar' (to hate). 'Odio' can be used for singular and plural nouns</p> <p>6. The subject pronoun 'yo' is often omitted in Spanish because the verb ending will indicate the subject e.g. 'Yo estudio' ('I study') / 'Estudio' ('I study')</p> <p>7. The conjunction 'porque' ('because') can be used to offer more detail/give the reason behind something</p> <p>8. 'porque' can be followed by the word 'es' for the singular and the</p>
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						word 'son' for the plural e.g. 'porque es útil' (singular - because it is useful) / 'porque son útiles' (plural – 'because they are useful')
<b>Key vocabulary</b>	Hoy es Cuando cumpleaños fecha de enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre	vivo en... una casa un piso hay un jardín un salón un dormitorio una cocina un cuarto de baño una comedor un sótano un garaje la ciudad la costa	aterrador/a peligroso/a violento/a bárbaro/a despiadado/a atrevido/a bajo/a fuerte tengo el pelo tengo los ojos todos los días ondulado rizado liso	crecen vive en... la selva tropical el Ártico el océano el campo el desierto las algas los árboles altos los arbustos los cactus	llevo él lleva ella lleva unos pantalones unos zapatos, una camisa un abrigo una falda un vestido una camiseta un suéter rojo / roja / rojos / rojas amarillo /amarilla / amarillos / amarillas	me gusta me gustan me encanta me encantan no me gusta no me encanta odio aburrido divertido útil difícil fácil inútil interesante la geografía la informática el arte las ciencias las matemáticas
<b>Week 1</b>	LO: To recognise and recall the 7 days of the week	LO: To learn how to say where I live using the 1st person high-frequency verb 'vivo' (I live)	LO: To decode unfamiliar and more complex language using my knowledge of cognates	LO: To learn the essential things in Spanish that plants and animals need to survive	LO: To recognise and recall 11 nouns for items of clothing with their determiners/articles	LO: To learn 10 classroom subject nouns with the determiners/articles
<b>Week 2</b>	LO: To recognise and recall the 12 months of the year	LO: To learn 5 nouns and their determiners for rooms of the house	LO: To describe myself and others physically in terms of height using the verb 'ser' (to be)	LO: To learn about 5 key habitats around the world	LO: To recognise and recall 10 more nouns for items of clothing with their determiners/articles	LO: To create a short phrase about a subject using 'I like' and 'I do not like'



<b>Week 3</b>	LO: To recognise and recall numbers 1-31	LO: To learn 5 more nouns and their determiners for rooms of the house	LO: To describe myself and others physically in terms of hair colour and type using the verb 'tener' (to have)	LO: To use the verb 'crecer' (to grow) to express which plants grow in these habitats	LO: To describe what I am wearing using the verb 'llevo...' (I wear...) plus the item of clothing	LO: To answer the question '¿Qué hora es?' (What time is it?) on the hour
<b>Week 4</b>	LO: To ask and answer the question '¿Qué fecha es hoy?' (What is the date today?)	LO: To learn how to say I do not have a particular room in the house using the negative structure in Spanish	LO: To describe myself by eye colour using the verb 'tener' (to have)	LO: To use the verb 'vivir' (to live) to express which animals live in these habitats	LO: To understand more about adjectival agreement, describing items of clothing by colour and learning how to say 'my	LO: To say at what time I study a particular subject
<b>Week 5</b>	LO: To ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?)	LO: To use all my new knowledge in Spanish to describe where I live	LO: To describe a Viking's typical daily routine using time phrases	LO: To use all my new knowledge to make a class presentation in Spanish	LO: To use all my new knowledge to describe what I am packing in my suitcase for a holiday	LO: To use all my new knowledge from the unit to present my school subject preferences to the class in spoken and/or written form
<b>Week 6</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>

**Pakeman Primary School**  
**Spanish curriculum - Year 5/6**  
**Year B**

Year B	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	World War 2	Marvellous Maps	London	South America	The Sikh Empire	Food and farming
Spanish Unit of Work	Unit 1: Family	Unit 2: At the café	Unit 3: What is the weather?	Unit 4: Olympics	Unit 5: Planets	Unit 6: Weekend
Key skills	<ul style="list-style-type: none"> <li>• <b>Listening:</b> Understanding more detailed dialogues and following instructions in the target language</li> <li>• <b>Speaking:</b> Forming longer sentences, expressing opinions, and talking about past and future activities</li> <li>• <b>Reading:</b> Reading and comprehending simple stories or factual texts, answering comprehension questions</li> <li>• <b>Writing:</b> Writing short paragraphs describing personal information, family, and interests. Creating simple dialogues or letters</li> <li>• <b>Pronunciation:</b> Improving pronunciation and intonation in longer sentences, with emphasis on verb endings and accents</li> </ul>					
Key Knowledge	<ul style="list-style-type: none"> <li>• Spanish phonics 3 and 4 units to be introduced in Autumn 1 and then referred to throughout the year, ensuring that children can confidently speak and write using the correct phonemes/graphemes</li> </ul> <p><b>Knowledge of Vocabulary and Phrases:</b></p> <ul style="list-style-type: none"> <li>• Extended vocabulary for weather, hobbies, and leisure activities</li> <li>• Expanded food vocabulary, including specific dishes and drinks</li> <li>• More advanced family terms (e.g. abuelo/a, tío/a)</li> <li>• Common adjectives for physical description and emotions (e.g. alto/a, feliz, triste)</li> <li>• Common conjunctions (e.g. y, pero, porque) to link ideas</li> </ul> <p><b>Knowledge of Grammar:</b></p> <ul style="list-style-type: none"> <li>• Introduction to verb conjugation in the present tense for regular -ar, -er, and -ir verbs (e.g. hablar, comer, vivir)</li> <li>• Using possessive adjectives (e.g. mi, tu, su) in sentences</li> <li>• Understanding plural forms of nouns and adjectives (e.g., los amigos, las casas grandes)</li> <li>• Formation of simple questions using question words (e.g. ¿Qué?, ¿Dónde?, ¿Cómo?)</li> <li>• Word order in questions and negations (e.g. No me gusta)</li> </ul> <p><b>Cultural Understanding:</b></p> <ul style="list-style-type: none"> <li>• A deeper exploration of Spanish-speaking countries, including regional differences in language and culture</li> <li>• Festivals and celebrations e.g. La Tomatina, Carnaval etc.</li> </ul> <p>Learning about significant figures in Spanish-speaking history (e.g. Pablo Picasso, Frida Kahlo)</p>					

<p>1. 'llamarse' (to be called) is a reflexive verb. Reflexive verbs are used to describe actions you do to yourself. They are formed in the same way as regular verbs but also with a reflexive pronoun such as me, te, se</p> <p>2. The verb 'llamarse' ('to be called') can be conjugated to mean 'I am called/My name is...' by removing the 'ar' at the end of the verb llamar and replacing it with an 'o' and placing the pronoun 'me' in front of the verb e.g. 'Me llamo...'</p> <p>3. The verb 'llamarse' ('to be called') can be conjugated to mean 'He/she is called...' by removing the 'ar' at the end of the verb llamar and replacing it with an</p>	<p>1. The currency used in Spain is Euros. It is one of twenty countries in Europe that uses this currency</p> <p>2. The phrase: '¿Qué deseas?' ('What do you want?') is often asked by waiting staff in 'cafeterías'</p> <p>3. It is important to be polite when asking for food or drink, by using 'por favor' ('please') and 'gracias' ('thank you')</p> <p>4. Some famous Spanish dishes include: una tortilla de patatas ('Spanish omelette'), una paella, unas croquetas (croquettes), una crema catalana (Catalan cream) and unos churros</p> <p>5. When you are ready to pay in a 'cafetería' you use</p>	<p>1. Often in different languages, like in Spanish, structures can be unique to that language. It is not always a word for word translation and there can be fixed expressions to learn</p> <p>2. The verb 'hacer' means 'to do/make'. It is the verb used to describe the weather and translates literally as 'it is doing...' e.g. 'Hace sol' (literal translation 'It is doing sun')</p> <p>3. The key phrase needed to ask someone about the weather is '¿Qué tiempo hace?' ('What is the weather?')</p> <p>4. 'El centro' (the centre), 'el norte' ('the north'), 'el sur' ('the south'), 'el oeste' ('the west') and 'el este' ('the</p>	<p>1. When saying you play a sport in Spanish, the verb 'practicar' ('to practise/do/take part in a sport') is normally used</p> <p>2. The verb 'practicar' ('to practise/do/take part in a sport') can be conjugated to mean 'I practise/do/take part in a sport' by removing the 'ar' at the end of the verb practicar and replacing it with an 'o'</p> <p>3. The verb 'practicar' ('to practise/do/take part in a sport') can be conjugated to mean 'She/he practises/does/takes part a sport' by removing the 'ar' at the end of the verb practicar and replacing it with an 'a'</p>	<p>1. Adjectives, conjunctions and intensifiers can be used to make sentences longer, more complex and interesting</p> <p>2. Intensifiers are words that modify and emphasise adjectives, adverbs and other expressions</p> <p>3. Common intensifiers in Spanish include: 'muy' ('very'), 'mucho' ('a lot') and 'bastante' ('quite')</p> <p>4. The majority of Spanish adjectives end in 'o' in the masculine singular form. In order to form the feminine singular form, we replace the ending – 'o' with 'a'. In order to form the masculine and the feminine plural forms, we add an 's' to the singular forms</p>	<p>1. Some other conjunctions that can be used to create longer and more complex sentences include: 'después' ('after'), 'también' ('also'), 'más tarde' ('later')</p> <p>2. Useful first person singular high frequency verbs include: 'escucho' ('I listen'), 'veo' ('I watch/see'), 'leo' ('I read'), 'voy' ('I go') and 'juego' ('I play')</p> <p>3. Positive opinion words include: 'increíble' ('amazing'), 'genial' ('great'), 'divertido' ('fun')</p> <p>4. Negative opinion words include: 'agotador' ('tiring'), 'horrible' ('horrible'), 'aburrido' ('boring')</p> <p>5. To ask someone about their weekend you can use the phrase: '¿Qué haces los fines de semanas?'</p>
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	<p>'a' and placing the pronoun 'se' in front of the verb e.g. 'Se llama...'</p> <p>2. The articles/determiners 'el' and 'la' are dropped when we speak of close, biological family members in the singular form</p> <p>4. Masculine and feminine family member nouns are often (but not always) very similar, ending with 'o' for masculine and 'a' for feminine e.g. hijo (son) / hija (daughter), hermano (brother) / hermana (sister), tío (uncle) / tía (auntie)</p> <p>5. To ask the name of one family member use the singular phrase: '¿Cómo se llama?' ('What is his/her name?')</p>	<p>the phrase 'La cuenta por favor' ('The bill please')</p>	<p>east' can be used to refer to a region of Spain e.g. 'En el centro de España hace calor' ('In the centre of Spain it is hot')</p> <p>5. Some common types of weather include: está lloviendo' (it is raining), 'hace sol' (it is sunny), 'hace calor', 'está nevando' (it is snowing), 'hay tormenta' (there is a storm), hace viento (it is windy)</p>	<p>4. Irregular verbs do not follow the usual rules for conjugation</p> <p>5. The irregular verb 'ser' ('to be') can be conjugated to mean 'He/she is' by turning the word 'ser' ('to be') into 'es' ('He/she is') e.g. 'Ser boxeador' ('To be a boxer') can be changed to 'Es boxeador' ('He/she is a boxer')</p> <p>6. The determiner is often dropped when the sport is used with the verb 'practicar' (to practise/do a sport) e.g. use 'Es boxeador' ('He/she is a boxer') rather than 'Es <u>un</u> boxeador'</p>	<p>5. If the adjective ends in a consonant or 'e' then there is no change e.g. 'una estrella azul' ('a blue star') / 'un planeta azul' ('a blue planet')</p> <p>6. The eight planets are: 'Mercurio' ('Mercury'), 'Venus' ('Venus'), 'la Tierra' ('Earth'), 'Marte' ('Mars'), 'Júpiter' ('Jupiter'), 'Saturno' ('Saturn'), 'Urano' ('Uranus') and 'Neptuno' ('Neptune')</p>	<p>('What do you do at the weekend?')</p>
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	6. To ask the names of more than one family member use the plural phrase: '¿Cómo se llama?' ('What are their names?')					
<b>Key vocabulary</b>	se llama se llaman madre padre hermano/a tío/a abuelo/a hijo/a veinte treinta cuarenta cincuenta sesenta setenta ochenta noventa cien	cafetería ¿Qué deseas? Quisiera... la cuenta euro una paella unas croquetas una crema catalana unos churros una tortilla de patatas un bocadillo una ensalada mixta una limonada un chocolate caliente un zumo de naranja un tè un café con leche	¿Qué tiempo hace? está lloviendo nevando hace sol calor viento buen tiempo mal tiempo hay tormenta el centro el norte el sur el oeste el este	atletismo triatlón esgrima equitación natación tiro con arco salto del trampolín ciclismo remo boxeo practicar practico practica es	Mercurio Venus la Tierra Marte Júpiter Saturno Urano Neptuno la luna el sol muy mucho bastante	Me levanto... Desayuno... Voy al cine Leo... Juego al fútbol Juego a videojuegos Voy a la piscina Veo la tele Escucho música Voy a dormir ...a las dos/tres/cuatro/cinco/ seis/siete/ocho/nueve/ diez/once/doce
<b>Week 1</b>	LO: To use the nouns and articles/determiners for several family members	LO: To recognise and recall 10 different foods, snacks and drinks with the correct articles/determiners	LO: To learn new vocabulary for describing the weather	LO: To listen attentively to longer passages in Spanish and improve my decoding skills	LO: To name and label a map of the Solar System	LO: To tell the time around the clock
<b>Week 2</b>	LO: To move from using the article/determiner 'a/an' with a family	LO: To recognise and recall another 10 different foods, snacks and drinks	LO: To recognise and recall the weather expressions	LO: To understand more of what I hear and read using story ordering to help me	LO: To apply the rules of adjectival agreement to	LO: To recognise and recall ten activities that I may do at the weekend

	member to using the possessive adjective 'my'	with the correct articles/determiners		decode unknown language	describe the Solar System	
<b>Week 3</b>	LO: To answer the question '¿Tienes hermanos?' (Do you have any siblings?)	LO: To learn some key phrases to help me perform a role-play in a 'cafetería'	LO: To improve my listening decoding skills	LO: To learn ten Olympic sports with the correct articles/determiners	LO: To use conjunctions and intensifiers to extend descriptions of the Solar System	LO: To consolidate my learning and focus on the spellings for the ten activities
<b>Week 4</b>	LO: To introduce family members using 'se llama' (he/she is called)	LO: To learn some more key phrases to help me perform role-play in the Spanish 'cafetería'	LO: To read a weather map and describe weather in different parts of the country	LO: To form a sentence with 'I practise' and 'I do not practise' a particular sport using the verb 'practicar' (to practise)	LO: To ask key questions in order to conduct an interview with an astronaut	LO: To integrate 'at...' plus a time into my spoken and written work about weekend activities
<b>Week 5</b>	LO: To use my knowledge of larger numbers in Spanish to be able to describe the age of family members	LO: To learn about Spanish currency and use my knowledge of numbers in Spanish to help calculate the bill in euros	LO: To use all my new knowledge to present a weather forecast	LO: To learn that nouns can change spelling depending on the gender of the person being described	LO: To answer key questions in the role of an astronaut and deepen my understanding of adjectival agreement	LO: To use all my new knowledge from the unit to present to the class in spoken and/or written form
<b>Week 6</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>	LO: To revise and consolidate learning <b>(END OF UNIT ASSESSMENT)</b>