

Spanish Overview

Year 3	Year 4	Year 5	Year 6
All about me			
<p>A New start: Getting to know you</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Pronounce some greetings in Spanish. - Ask and answer questions about feelings - Introduce themselves in Spanish • Content: <ul style="list-style-type: none"> - Buenos dias – good day, hola – hello, hasta luego – see you soon and adios – good bye - Como estas? – how are you?, estoy bien – I am feeling good, no estoy bien – I am not feeling good and estoy mal – I am not good - Como te llamas? – What are you called? - Me llamo... - I am called... • Sounds and spelling: <ul style="list-style-type: none"> - Silent letter: ‘h’ - Pronunciation of letters: ‘j’, ‘z’, ‘v’ - Sound-spelling: ‘uy’, ‘ci’, ‘ce’, ‘cu’, ‘ll’ ‘ei’ ‘ie’ 	<p>Welcome to school</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Recall familiar greetings and feelings - Recall numbers 0-10 - Say and write accurately some numbers 10-20 - Recall the days and months - Say and write some names of the rooms in school - Understand, say and write some classroom nouns • Content: <ul style="list-style-type: none"> - La clase- the classroom, La mochila – the rucksack, El lápiz - the pencil, El bolígrafo - the pen, El libro - the book, Los lápices de colores – coloured pencils, La goma - the eraser, La mesa- the table, La silla- the chair, La regla- the ruler, Las tijeras – the scissors, El pegamento – the gluestick - ¿Tienes?.....? – Have you got, Tengo- I have and No tengo ...- I have not • Sound and spelling: <ul style="list-style-type: none"> - “iz”, “j” and “ces” • Grammar: <ul style="list-style-type: none"> - To say “I have” in Spanish we use “tengo..” (I have). - To say the negative (I have not..) we use - “no tengo..”. <p>Classroom commands</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Read and understand some useful commands - Say and understand classroom commands and instructions - Write a short sequence of commands • Content: 	<p>Saying more about ourselves</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Introduce themselves with simple sentence - Explain in more detail how they’re feeling - Give important information about themselves/others • Content: <ul style="list-style-type: none"> - Adjective Bank with “I am” - <i>Remember there are two different spellings for lots of these adjectives, when you use them with “estoy...”(I am ...). It depends if the person whose feelings are being described is male or female.</i> - <i>estoy – I am ..., feliz – happy, triste- sad, confundido/ confundida- confused, cansado/ cansada, fenomenal - feeling great and gracioso/graciosa - feeling silly</i> - <i>Remember that in Spanish we do not always use “I am...” (estoy) to explain how we are feeling, we also use “tengo” .Take a look here.</i> - <i>Tengo hambre - I am hungry, Tengo sed – I am thirsty, Tengo calor- I feel hot and Tengo frío- I feel cold</i> • Sound and spelling: <ul style="list-style-type: none"> - “iz”, “cios” and “hambre” • Grammar: <ul style="list-style-type: none"> - To describe feelings in Spanish we need to make sure that the adjective used matches the person. The spelling can change for a male or a female person. <p>School subjects and opinions</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Understand and say simple opinions about subjects - Say and write extended opinions about subjects 	<p>Daily Routine</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Recall phrases to talk about myself and my feelings - Give a simple description about myself - Answer questions about their daily routine • Content: <ul style="list-style-type: none"> - ¿A qué hora te levantas? – What time do you get up?, Me levanto a las.....- I get up at, ¿A qué hora desayunas?- What time do you have breakfast?, Desayuno a las..... – I eat my breakfast at, ¿A qué hora vas al colegio? – What time do you go to school?, Voy al colegio a las- I go to school at, ¿A qué hora vas a casa? - What time do you get home?, Voy a casa a las - I get home at, ¿A qué hora vas a la cama? – What time do you go to bed? And Voy a la cama a las.....- I go to bed at • Sound and spelling: <ul style="list-style-type: none"> - “voy” and “hora” <p>My favourite things</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Understand funfair rides and nouns - Remember funfair vocabulary and play a board game - Describe funfair rides using adjectives - Plan and describe a theme park - Talk about my favourite things - Learn about the Spanish tradition of ‘Feria d’abril’ • Content: <ul style="list-style-type: none"> - La montaña rusa – the rollercoaster, Las cataratas – the log flume, Las tazas– the teacups, La mansión encantada – the haunted house, El tobogán – the helter-skelter, La noria – the ferris wheel, El barco pirata – the pirate boat, El tren fantasma – the ghost train, El tióvivo – the

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	<ul style="list-style-type: none"> - All the words below are part of verbs when we instruct more than one person to do something. - Mirad- look, Escuchad- listen, Repetid- repeat, Levantaos- stand up, Sentaos- sit down, Contad- count, Cantad- sing, Enseñadme - show me and Buscad – look for - All the words below are part of verbs when we instruct one person to do something. - Mira- look, Escucha- listen, Repite- repeat, Levántate- stand up, Siéntate- sit down, Cuenta- count, Canta- sing, Enséñame- show me and Busca – look for <ul style="list-style-type: none"> • Sound and spelling: <ul style="list-style-type: none"> - “uch”, “ite” and “aos” <p>Feeling unwell</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Remember some familiar nouns for parts of the body and face in Spanish - Practice explaining in full sentences where something hurts • Content: <ul style="list-style-type: none"> - ¿Qué te pasa?- What’s wrong?, No me siento bien- I don’t feel well, Me duele la muela- My tooth hurts, Me duele la cabeza- I have a headache, Me he cortado la rodilla- I have cut my knee, Me duele el oído- I have earache and Me duele la tripa- I have tummy ache • Sound and spelling: <ul style="list-style-type: none"> - “qué”, “sien”, “za” and “illa” <p>Family</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Understand nouns for members of a family - Ask ‘Who is It’ and give a response with a family member noun • Content: 	<ul style="list-style-type: none"> • Content: <ul style="list-style-type: none"> - Geografía- geography, Educación física- PE, Lectura- reading, Inglés – English, Plástica – Art, Matemáticas- Maths, Ciencia- Science, Español – Spanish, Música – Music and Historia - History - ¿Te gusta/n.....?- Do you like.....?, Me gusta/n..... I like....., No me gusta/n....- I do not like..., Me encanta/n.... – I love..., ¿Prefieres...? –Do you prefer, Prefiero.... I prefer....., porque- because, y- and, pero- but, es..... -it is, fácil(s)- easy, interesante- interesting, útil- useful and aburrido/aburrída- boring • Sound and spelling: <ul style="list-style-type: none"> - “que”, “y” and “ñol” • Grammar: <ul style="list-style-type: none"> - Remember adjectives change spelling when they are used with masculine/feminine/singular or plural Spanish nouns. <p>Travelers ID</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Understand simple identity/personal information requests - Understand and respond to simple identity/personal information requests • Content: <ul style="list-style-type: none"> - Nombre – first name, Apellido – surname, Edad- age, Fecha de nacimiento- date of birth, Dirección – address, Número de teléfono - telephone number, Nacionalidad- Nationality and Color de ojos- colour of eyes - Me llamo- I am called, Vivo en - I live in..., Tengoaños - I amyears old, Soy....- I am, No soy.... I am not and Es... It is.... • Sound and spelling: <ul style="list-style-type: none"> - “cción”, “llido” and “oj” • Grammar: <ul style="list-style-type: none"> - To say “I am “ in Spanish when you are giving personal details and information, 	<ul style="list-style-type: none"> carousel, Un crepe – a crepe, Las palomitas – popcorn, El algodón de azúcar – candy floss, Los caramelos – sweets, Las patatas fritas – fries and El helado – iccream, - Me gusta - I like, No me gusta - I don’t like, Mi animal favorito es - My favourite animal is, Mi libro favorito es - my favourite book is, Mi deporte favorito es - my favourite sport is, Mi película favorita es - my favourite film is, Mi verdura favorita es – my favourite vegetable is, Mi color favorito es – my favourite colour is and Mi equipo favorito es – my favourite team is <ul style="list-style-type: none"> • Sound and spelling: <ul style="list-style-type: none"> - “ña”, “zas” and “vo” • Grammar: <ul style="list-style-type: none"> - Es lento – it is slow - Es alta – it is high - Da miedo – it is scary - Da vueltas – it goes round and round - Es rápida – it is fast <p>House</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Understand and say some nouns four rooms in a house - Understand and pronounce accurately some nouns for objects in a house - Use adjectives to describe a house - Say and write a sequence of sentence to tell a story - Understand new nouns and use them to play a game - Prepositions to say where things are • Content: <ul style="list-style-type: none"> - La casa- the house, La cocina – the kitchen, El baño- the bathroom, El comedor - the dining room, El salón- the lounge, El garaje- the garage, El jardín- the garden and La habitación- the bedroom
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	<ul style="list-style-type: none"> - El papá -the dad, El hermano – the brother, El bebé – the baby, El abuelo – the grandad, La mamá - the mum, La hermana – the sister and La abuela- the grandma - ¿Quién eres tú? – Who are you? and Soy – I am • Sound and spelling: <ul style="list-style-type: none"> - “uela”, “á” and “a” • Grammar: <ul style="list-style-type: none"> - There are two words for “the” in Spanish with singular nouns. - These words are “el” and “la” 	<p>you use “soy...” and to say I am not..” you use “no soy...”</p>	<ul style="list-style-type: none"> - ¿Qué hay en la casa? What’s in the house?, Hay.....- There is/ there are and Bienvenido.. - welcome • Sound and spelling: <ul style="list-style-type: none"> - “hay”, “ci” and “jar” • Grammar: <ul style="list-style-type: none"> - We use “hay” in Spanish to mean both “There is....” and There are”
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Maths

<p>A New start: Numbers</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Say and recall numbers 1-10 • Content: <ul style="list-style-type: none"> - uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve and diez <p>The Calendar and Celebrations</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Say and remember the days of the week in Spanish - Understand the months of the year - Remember some months • Content: <ul style="list-style-type: none"> - lunes, martes, miercoles, jueves, viernes, sabado and domingo - Que dia es hoy? – what day is it today? • Sound and spellings: <ul style="list-style-type: none"> - Silent letters: ‘h’ - Pronunciation of letters: ‘l’, ‘v’, ‘j’ - Sound-spelling: ‘ao’, ‘me’ <p>Using numbers and dates</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Understand and say numbers between 11 and 15. - Ask for someone’s age and give their own 			<p>Time</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Remember and use numbers between 0 and 60 - Understand o’clock time phrases in Spanish • Content: <ul style="list-style-type: none"> - ¿A qué hora te levantas? – What time do you get up?, Me levanto a las.....- I get up at, ¿A qué hora desayunas?- What time do you have breakfast?, Desayuno a las..... – I eat my breakfast at, ¿A qué hora vas al colegio? – What time do you go to school?, Voy al colegio a las- I go to school at, ¿A qué hora vas a casa? - What time do you get home?, Voy a casa a las - I get home at, ¿A qué hora vas a la cama? – What time do you go to bed? And Voy a la cama a las.....- I go to bed at • Sound and spelling: <ul style="list-style-type: none"> - “voy” and “hora”
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Description			
<p>Getting started: Colours</p> <ul style="list-style-type: none"> • Objective: <ul style="list-style-type: none"> - Say some colours in Spanish • Content: <ul style="list-style-type: none"> - azul (blue), blanco (white), rojo (red), negro (black), Amarillo (yellow) and verde (green). - De que colour es? – What colour is it? • Sound and spellings: <ul style="list-style-type: none"> - ‘llo’, ‘zul’, ‘ver’, ‘jo’ <p>Animals</p> <ul style="list-style-type: none"> • Objective: <ul style="list-style-type: none"> - Understand and recognise some animal nouns - Ask the question ‘what is it?’ - Tell their favourite animal - Listen and join in with a story about animals - Write sentences about animals • Content: <ul style="list-style-type: none"> - Un gato (cat), Un perro (dog), Un pez (fish), Un caballo (horse), Un conejo (rabbit), Una serpiente (snake), Un pajar (bird), Un raton (mouse), Una vaca (cow) and Una oveja (sheep) - Me gusta/n – I like... - Mi animal favorito es – My favourite animal is... - Cual es tu animal favorito? – What is your favourite animal? • Sound and spelling: <ul style="list-style-type: none"> - ‘o’ and ‘j’ • Grammar: <ul style="list-style-type: none"> - There are two words for ‘a’ – ‘un’ and ‘una’ - Nouns add an ‘s’ in the spelling sometimes for plurals in Spanish. <p>Carnival and celebration</p> <ul style="list-style-type: none"> • Objective: 	<p>Alien faces</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Understand and say some parts of the face - Understand simple sentences using nouns and colours about the face - Revisit gender and colour adjectives • Content: <ul style="list-style-type: none"> - La nariz – the nose, El pelo- the hair, Los ojos- the eyes, La cabeza- the head, La boca- the mouth and Las orejas – the ears - ¿De qué color es....? – What colour is?, ¿ De qué color son?- What colour are....?, Es - It is and Son....- They are • Sound and spelling: <ul style="list-style-type: none"> - “qué”, “Jas” and “riz” • Grammar: <ul style="list-style-type: none"> - There are two words for “the” in Spanish with plural nouns. - These words are “los” and “las”. - We use los with masculine nouns (el) and las with feminine nouns (la). <p>Parts of the body and monsters</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Read, identify and use nouns of body parts - Form a simple sentence using adjectives and nouns - Write and read aloud sentences to describe an alien’s or monster’s body • Content: <ul style="list-style-type: none"> - El pie– the foot, Los pies - the feet, La pierna - the leg, Las piernas - the legs, El brazo – the arm, Los brazos - the arms, El hombro – the shoulder, 	<p>Clothes and fashion shows</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Ask a question, understand response and tell someone else a simple sentence about fancy dress. - Follow, understand and join in with a story and games about a pirates lost treasure - Use parts of the verb to have (tener) in the present tense and describe a wizard’s cloak - Write a descriptive sentence about an outfit - Draft, write accurately and read aloud a sequence of descriptive sentences using adjectives and nouns to describe clothes • Content: <ul style="list-style-type: none"> - Los pantalones -trousers, Los vaqueros- jeans, Los pantalones cortos-shorts, El jersey- jumper, La camiseta – tshirt, El abrigo – coat, El sombrero – hat, La sudadera- sweatshirt, El vestido – dress, La falda- skirt, La camisa- blouse, La corbata- tie, Los calcetines- socks and Los zapatos- shoes - grande -big and pequeño-small - llevar – to wear and tener- to have - ¿Qué llevas?- What are you wearing? And Llevo- I am wearing/ I wear..... • Sound and spelling: <ul style="list-style-type: none"> - “llev”, “zap” and “vaq” • Grammar: <ul style="list-style-type: none"> - The plural word for “the” in Spanish is either “los” or “las”.”We use algunos and algunas to say “some” with plural nouns e.g algunos zapatos (some shoes). 	<p>Sports</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Recognise, say and write some nouns for sports - Recognise and use parts of the verb to play in the present tense - Express a like or a dislike and my opinion about a sport - Express simple opinions about sports - Describe a simple sport • Content: <ul style="list-style-type: none"> - El cricket- cricket, El tenis- tennis, El fútbol – football, El baile – dance, El baloncesto- basketball, La gimnasia- gymnastics, La hípica- horse riding and La natación- swimming - rápido – fast, aburrido- boring, Interesante – interesting, difícil – difficult, elegante-elegant and es bueno para mi salud- it’s good for my health - ¿Te gusta....?- do you like..?, Me gusta....porque es... I like ..,because it’s and No me gusta..... porque es....I don’t like it because it’s • Sound and spelling: <ul style="list-style-type: none"> - “Aile”, “cesto” and “coin” • Grammar: <ul style="list-style-type: none"> - jugar- to play, juego-I play, juegas- you play, juega- he/she plays, jugamos-we play, jugáis- you play and juegan- they play

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<ul style="list-style-type: none"> - Learn about Spanish traditions and take part in carnival celebrations - Take part in a simple dialogue about themselves using familiar questions - Understand Easter vocabulary • Content: <ul style="list-style-type: none"> - Once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve and veinte - Cuantos anos tienes? – How old are you? - Tengo... anos – I am ... years old • Sound and spelling: <ul style="list-style-type: none"> - ‘ce’, ‘quin’, ‘dieci’ and ‘vein’ • Grammar: <ul style="list-style-type: none"> - In English we ask people ‘how are you?’ and in Spanish we ask what age ‘have you?’ 	<p>Los hombros – the shoulders, La cabeza – the head, La rodilla - the knee and Las rodillas - the knees</p> <ul style="list-style-type: none"> - Mueve – move, Siente – feel, Tócate – touch, Levanta – lift, Baja – lower, Quédate quieto – stand still, Gira – Turn and Estira – Stretch <ul style="list-style-type: none"> • Sound and spelling: <ul style="list-style-type: none"> - “ll”, “ie”, “qu” and “z” • Grammar: <ul style="list-style-type: none"> - The plural word for “the” in Spanish is “los” (el) and “las” (la). - We say and write colours as adjectives after the noun in Spanish. - When we say and write colours as adjectives after the noun in Spanish, we add –s or –es. <p>Jungle Animals</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - No LTP for Jungle animals on PLN yet • Content: <ul style="list-style-type: none"> - La selva- the jungle, La jirafa- the giraffe, La serpiente- the snake, El loro - the parrot, El mono - the monkey, El tigre- the tiger and El elefante - the elephant - pequeño/pequeña- small, grande- big, alto/alta- tall, largo/larga – long, travieso/ traviesa – naughty, colorido/colorida- multicoloured and terrible- fierce/frightening • Sound and spelling: <ul style="list-style-type: none"> - “jir”, “gre” and “ño” • Grammar: <ul style="list-style-type: none"> - Adjectives agree with the noun they describe. The spelling of the same adjective can change if you are describing a masculine (el) noun or a <i>feminine(la) noun</i>. 	<ul style="list-style-type: none"> - When we say and write colours as adjectives after the noun in Spanish the spelling changes to match the noun and whether it is singular or plural and masculine or feminine. - e.g. el jersey <i>blanco</i>/ los jerseys <i>blancos</i> - la falda <i>blanca</i>/las faldas <i>blancas</i> <p>Planets</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Recall and use familiar personal information questions and answers to create a simple dialogue with a friend. - Understand say and ask politely for snacks and drinks in a Spanish café - Listen to and understand some information from a short café culture podcast - Participate in a spoken performance of a humorous café sketch • Content: <ul style="list-style-type: none"> - Mercurio- Mercury, Venus- Venus, Plutón- Pluto, Júpiter- Jupiter, Marte- Mars, Saturno- Saturn, Urano- Uranus, Neptuno- Neptune, El Sol – the Sun, La Luna- the Moon, La Tierra- the Earth, Los astronautas- the astronauts, El planeta- the planet, Las estrellas- the stars, Espacio- Space and El cohete – the rocket • Sound and spelling: <ul style="list-style-type: none"> - “llas”, “autas” and “acio” 	
Food			
<p>Hungry Giant</p> <ul style="list-style-type: none"> • Objectives: 	<p>Ice creams</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Learn names of ice cream flavours 	<p>Going to the market</p> <ul style="list-style-type: none"> • Objectives: 	<p>Café dialogues and foods/ In the Restaurant</p> <ul style="list-style-type: none"> • Objectives:

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<ul style="list-style-type: none"> - Recognise and understand some nouns for fruits and vegetables in Spanish - Identify and pronounce and make spelling links - Recognise and try to use the correct Spanish 'a' before the noun for fruits in Spanish - Ask politely for a piece of fruit or vegetable - Listen to and join in with a story about a hungry giant's breakfast - Recall some of the fruits and vegetable nouns which have been practiced <ul style="list-style-type: none"> • Content: <ul style="list-style-type: none"> - Una manzana – an apple, Un plátano- a banana, Un melocotón- a peach, Un tomate- a tomato, Una zanahoria- a carrot, Una naranja - an orange, Una pera- a pear, Un melón- a melon, Un pepino- a cucumber, Una sandía- water melon and Uvas- grapes - quisiera- I would like... and por favor – please • Sound and spelling: <ul style="list-style-type: none"> - 'z', 'ja' and 'uv' • Grammar: <ul style="list-style-type: none"> - We often add "s" at the end of the word in Spanish to make the noun a plural word e.g. una manzana/ dos manzanas <p>Picnics</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Revisit colours and numbers through a new story - Explore the names of possible locations for a picnic - Learn nouns for foods at a picnic - Follow a story based on a picnic • Content: <ul style="list-style-type: none"> - El picnic - the picnic, Queso - some cheese, Pan – some bread, Leche - some milk, Agua - some water, Un zumo de naranja - an orange juice, Un bocadillo - a sandwich, Un 	<ul style="list-style-type: none"> - Look at sounds in ice cream flavours - Look at the language of ordering an ice cream - Design own perfect ice cream creation - Option to have an ice cream as an end of year celebration <ul style="list-style-type: none"> • Content: <ul style="list-style-type: none"> - Me gustaría – I would like, Un helado- an ice cream, Un helado de chocolate- a chocolate ice cream, Un helado de limón - a lemon ice cream, Un helado de fresa - a strawberry ice cream, Un helado de frambuesa - a raspberry ice cream, Un helado de menta - a mint ice cream and Un helado de vainilla - a vanilla ice cream and Por favor- please • Sound and spelling: <ul style="list-style-type: none"> - "vai", "nilla", "buesa" and "helado" 	<ul style="list-style-type: none"> - Recall nouns for fruits and vegetables, and identify the gender of the nouns - Talk and write about fruits and vegetables. - Recall and use numbers 0 – 100 and ask prices for fruits and vegetables - Take part in a class survey about favourite fruits and vegetables - Participate in a simple shopping dialogue at a market - Understand and use some simple recipe instructions <ul style="list-style-type: none"> • Content: <ul style="list-style-type: none"> - ¿Tienes.....? – do you have, ¿Cuánto es?- how much is it?, ¿Cuánto pesa/[pesan] ?- how heavy is that?, Quiero – I will have ..., Tengo.... – I have, No tengo...- I haven't, Pesa/pesan.... – it weighs, Un kilo – a kilo, Un medio kilo- half a kilo - <u>Dos</u> euros – <u>two</u> euros, Por favor- please and Gracias- thank you • Sound and spelling: <ul style="list-style-type: none"> - "ci", "qui" and "cuá" • Grammar: <ul style="list-style-type: none"> - To say I have in Spanish we use, part of the verb to have (tener) "tengo...." - To say I haven't in Spanish we add "no" before the verb "no tengo" 	<ul style="list-style-type: none"> - Recall and use familiar personal information questions and answers to create a simple dialogue with a friend - Understand, say and ask politely for snacks and drinks in a Spanish café - Listen to and understand some information from a short café culture podcast - Participate in a spoken performance of a humorous café sketch <ul style="list-style-type: none"> • Content: <ul style="list-style-type: none"> - Bebidas- drinks, Comidas- foods, Un café- a black coffee, Un té- a tea, Un café con leche- a coffee with milk, Un refresco- fizzy drink, Agua- some water, Una pizza- a pizza, Un bocadillo – a sandwich, Patatas fritas- some chips and Churros – sweet doughnut batter sticks served with chocolate - ¿Qué desea?- What would you like?, Tomaré – I'll have, Quisiera- I would like ..., Gracias- thank you, por favor- please and La cuenta, por favor- the bill, please - Espaguetis- spaghetti, Patatas fritas con huevos – Egg and chips, Croquetas – croquettes, Tortilla- tortilla (a Spanish omelette), Natillas- egg custard, Patatas bravas – spicy potato chunks, Salchichas- little sausages and Filetes - steaks - El restaurante- the restaurant, ¿Tiene una mesa para cinco? – Have you got a table for 5 people?, Tomaré– I'll have, Quisiera...I would like, Gracias- thank you, Quiero más – some more please, Está delicioso- It's delicious, Entrantes- starters, Comidas – meals, Postres- desserts and El menú- the menu • Sound and spelling: <ul style="list-style-type: none"> - "taurante", "cioso" and "tres" - "té", "adillo" and "che"
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Spanish Overview

<p>plátano - a banana, Una manzana– an apple, Patatas fritas - some crisps and Chocolate – some chocolate</p> <ul style="list-style-type: none"> - Hay..... - there is/ there are • Sound and spellings: <ul style="list-style-type: none"> - “nic”, “queso”, “zu” and “illo” • Grammar: <ul style="list-style-type: none"> - When you want to explain what items you have in your picnic, then you use in English either the phrase “there is...” or “there are..” - In Spanish the phrase “hay” means both “there is ...” and “there are.....”. 			
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Geography

<p>Gingerbread man questions and Answers</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - How to ask and answer where they live - Practice asking and answering personal information - Create their own gingerbread character - Follow they story of the Gingerbread man in Spanish • Content: <ul style="list-style-type: none"> - ¿Cómo te llamas? – What are you called?, ¿Dónde vives? - Where so you live?, ¿Cómo estás? – How are you?, ¿Cuántos años tienes?- How old are you? And ¿Y tú? – And what about you? - Me llamo- I am called....., Vivo en- I live in, Estoy bien - I feel good/fine, Estoy mal - I don't feel good/well and Tengo <u>siete</u> años - I am <u>seven</u> years old • Sound and spelling: <ul style="list-style-type: none"> - “ñ”, “viv”, “cuán” and “y” • Grammar: <ul style="list-style-type: none"> - When you ask a question in Spanish, your voice goes up at the end as you say the question. - When you write a question in Spanish, it starts with an upside down question mark. 	<p>Town and Shops</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Recognise and say places in town - Ask “Where is..?” and classify nouns (masculine/feminine) - Identify and name shops in Spanish • Content: <ul style="list-style-type: none"> - El café- the café, El cine the cinema, El restaurante – the restaurant, El supermercado- the supermarket, El estadio – the stadium, La carnicería- the butchers, La panadería- the bakers, La farmacia- the chemist and La escuela – the school - ¿Dónde está....?- Where is? And Aquí está... - Here is • Sound and spelling: <ul style="list-style-type: none"> - “qui” and “cuela” <p>Weather</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Learn weather phrases and play games to practice phrases - Make a weather window chart - Look at typical weather in different part of the world • Content: 	<p>In the city</p> <ul style="list-style-type: none"> • Objectives: <ul style="list-style-type: none"> - Understand some facts about a city in Spanish - Give some simple directions around a town or city - Ask for a ticket - Say and write a simple description of a city • Content: <ul style="list-style-type: none"> - El parque- the park, El zoo- the zoo, El museo- the museum, El centro comercial- the shopping centre, La galería de arte – the art gallery, La estación de tren – the station, La piscina- swimming pool and La ciudad- town/city - ¿Qué hay en la ciudad?- What’s in the town (city)?, En la ciudad hay- In the city there is/ there are and Bienvenidos - welcome • Sound and spelling: <ul style="list-style-type: none"> - “eo” and “oo” • Grammar: <ul style="list-style-type: none"> - We use “hay” in Spanish to mean both “There is....” and There are” <p>Buying a present</p> <ul style="list-style-type: none"> • Objectives: 	
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Spanish Overview

- ¿Qué tiempo hace?- what's the weather like?, Hace sol – It's sunny, Hace viento – It's windy, Hay niebla - It's foggy, Hace calor – It's hot, Hace frío- it's cold, Está nevando – It's snowy and Está lloviendo – It's raining
- **Sound and spelling:**
 - "hace", "hay", "nev" and "llov"

- Buy an item and ask the price
- Describe a festive jumper
- **Content:**
 - el regalo– the present, el CD – the CD, el teléfono móvil – mobile phone, el juego – the game, el DVD – the DVD, el peluche -the cuddly toy, las flores- the flowers and los bombones de chocolate– chocolates
 - ¿Qué quería?- What would you like?, Quisiera un regalo para... - I would like a present for ..., ¿Tienes....? Do you have...? And ¿Tenéis..... ? Do you have ...? (asking politely)
- **Sound and spelling:**
 - "v" and "jue"
- **Grammar:**
 - When we ask "have you ...?" to someone we know, we use "tienes". When we are being polite or don't know the person as a friend we generally use "tenéis".
 - When we want to say "some" with an item in the plural, then we change "los" to "algunos"and "las" to "algunas".
 - e.g.
 - las flores – the flowers
 - algunas flores- some flowers
 - los bombones- the sweets
 - algunos bombones- some sweets

Seaside

- **Objectives:**
 - Understand sentences about the seaside
 - Read aloud sentences about the seaside
 - Create simple persuasive extended sentence
 - Understand the nouns for items I take to the beach
 - Read and understand facts about going to the beach
 - Follow a story about going to the beach
- **Content:**
 - La playa- the beach, Los helados- the ice creams, Los castillos de arena – the

Spanish Overview

		<p>sandcastles, Las frutas- the fruits, El sol- the sun(shine), La mochila – the rucksack, Las gafas de sol - the sunglasses, Las chanclas- the flip flops, El sombrero – the hat, La crema de sol- the sun cream and El bañador - the swim suit</p> <ul style="list-style-type: none">- Puedes / podemos – you can/we can, Ven a – come along to.., Va a ser genial – it’s going to be .., tomar el sol – to sunbathe, hacer- to make, comer- to eat, jugar (al fútbol/ al voleibol)- to play(football/volleyball) and nadar-to swim <ul style="list-style-type: none">• Sound and spelling:<ul style="list-style-type: none">- “aña”, “illos”, “jug” and “va”• Grammar:<ul style="list-style-type: none">- Say or write “puedes” before a verb written as an infinitive and you can make a simple persuasive sentence.	
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