

Declarative						Procedural - How will we do this?
Phonics	Vocabulary	Grammar	Language comprehension	Language production	Cultural Awareness	
<p>To know the key phonemes that are represented by the following letters: a, e, i, o, u, c, z, r, rr, h, g, j, ñ, d, b, v, ll and y.</p> <p>To know that some letters carry accents.</p> <p>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).</p>	<p>¡Hola! Buenos días. Buenas tardes. Buenas noches. Adiós. ¿Cómo te llamas? Me llamo ¿Qué tal? muy bien mal fantástico ¿Y tú? Sí No</p> <p>cuántos años tengo / tienes más menos</p> <p>¿Cuántos años tienes? Tengo...años. uno dos tres cuatro cinco seis siete ocho nueve diez once doce</p> <p>¿Qué es esto? Es un ... ¿Qué color es? y amarillo azul blanco naranja negro rojo verde violeta</p> <p>no tengo una pero en mi mochila ¡Escuchad! ¡Mirad! ¡Hablad! ¡Leed! ¡Escribid! ¡Repetid! ¡Sentaos! ¡Levantaos! ¿Qué tienes...? dónde vivo</p>	<p>To know that every Spanish noun is either masculine or feminine.</p> <p>To know that the gender affects the form of the indefinite article un or una.</p> <p>To know that feminine nouns often (but not always) end in a and masculine nouns often (but not always) end in o.</p> <p>To know that the ending of a noun can change when the noun is in the plural form.</p> <p>To know that most nouns in Spanish become plural by adding an 's' at the end, as in English.</p> <p>To know that most adjectives are positioned after the noun in Spanish e.g. un gato negro - a black cat.</p> <p>To know some common verbs in the present tense.</p> <p>To know that placing no before the verb makes it negative.</p> <p>To know that, in Spanish, as well as question/ exclamation marks being used at the end of the relevant sentence an inverted question/exclamation mark is used at the beginning e.g. ¿Cuántos años tienes?/ ¡Muy bien!</p> <p>To know that the word order is sometimes different in Spanish compared to English.</p> <p>To know that we can use conjunctions such as y (and) and pero (but) to join clauses.</p> <p>To begin to recognise some prepositions in Spanish.</p> <p>To know 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 which means 'on foot'.</p>	<p>Listening and responding to single words and short phrases.</p> <p>Reading aloud some words from simple songs, stories and rhymes.</p> <p>Recognising some familiar Spanish words in written form.</p> <p>Beginning to understand and notice cognates.</p> <p>Becoming familiar with format, layout and simple use of a bilingual dictionary.</p> <p>Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</p>	<p>Asking and/or answering simple questions.</p> <p>Forming simple statements with information including the negative.</p> <p>Practising speaking with a partner.</p> <p>Listen to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation.</p> <p>Beginning to notice common spelling patterns.</p> <p>Using short phrases to give information.</p> <p>Recognising and repeating phrases from familiar rhymes and songs.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Introducing self to a partner with simple phrases.</p> <p>Rehearsing and performing a short role-play.</p> <p>Recalling and writing simple words from memory.</p> <p>Experimenting with simple writing, copying with accuracy.</p> <p>Recognising and using adjectives of colour and size.</p>	<p>To know that in Spanish there are formal and informal greetings.</p> <p>To know about traditional festivals in Pamplona, Spain.</p> <p>To know some playground games played in Spanish-speaking countries.</p> <p>To know about the architecture of Barcelona and Granada.</p> <p>To know the names of some of the cities in Spain.</p> <p>To know that Spanish is spoken in different countries around the world.</p> <p>To know the names of some Spanish-speaking countries in Latin America.</p>	<p>Using puppets to practise asking and expressing greetings to one another. Perform rhymes to practise greetings and key vocabulary.</p> <p>Playing traditional Spanish counting games. Asking and answering questions relating to age.</p> <p>Looking at mosaic art from Barcelona and Granada to describe shapes and colours. Learn about the position of adjectives in relation to nouns in Spanish.</p> <p>By playing speaking and listening games, children learn some basic classroom instructions. They learn the vocabulary for classroom items found in their school bag, and discover that every Spanish noun is either 'masculine' or 'feminine'. Children learn how to describe what they have and do not have in their school bag, using plurals and conjunctions.</p> <p>Identifying different cities in Spain on a map, children learn to correctly pronounce their names in Spanish. They deduce the names for different types of home and learn to ask and respond to questions about where they live. Using a bilingual dictionary, children find new vocabulary and create their own sentences.</p> <p>Following in the footsteps of 'Oscar el Oso' - Oscar the bear, children look at a map of Latin America and locate Spanish-speaking countries. They find out the vocabulary for different forms of transport before creating a travel diary for Oscar the bear, detailing which country he will visit on each day of the week and describing how he will get there.</p>

	<p>vives ¿Dónde vives? Vivo en España</p> <p>voy vas a ¿Adónde vas? ¿Cómo vas? Voy en/a lunes martes miércoles jueves viernes sábado domingo</p>					
<p>To identify sounds created by linking some of the key phonemes. ai , ei , oi, ui, au, eu, ia, ie, io, ii, ua, ue, uo.</p>	<p>cuándo mi tu cumpleaños el/la de ¿Qué mes es? Es...? Sí/No. ¿Cuál es la fecha? ¿Cuándo es tu cumpleaños? Mi cumpleaños es el 4 de diciembre. ¿Cuándo es el día de San...? Cumpló... años.</p> <p>pequeño /a grande lento/a rápido/a travieso/a obediente mono/a feroz tranquilo/a energético/a amistoso/a tímido/a ¿Tienes una mascota? Tengo un/una ...d</p> <p>el tiempo hoy está el norte el sur el este el oeste ¿Qué tiempo hace hoy? quiero quieres beber comer para por favor gracias con ¿Qué quieres beber/comer? Quiero ... ¿Y para comer? Aquí tienes.</p>	<p>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. To know 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. To 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. To know that the ending of an adjective often changes according to the gender of the noun it describes. 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, primero - el primer plato, tercero - la tercera persona, grande - el gran momento. To know that the infinitive of a verb in Spanish e.g. comer (to eat) means 'to do something'. To know that me gusta + infinitive of a verb describes what you like to do. To know that the infinitive of all verbs in Spanish end in either -ar, -er or -ir. To know that está is another way of saying 'it is' and is used to describe position. 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</p>	<p>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 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.</p>	<p>Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases. Listen to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Beginning to notice common spelling patterns. Using a model to form a spoken sentence. Beginning to adapt phrases from a rhyme/song. 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. Introducing self to a partner with simple phrases. Rehearsing and performing a short role-play. Selecting and writing short words and phrases. Making short phrases or sentences using word cards. Using different adjectives with a singular noun, with correct positioning and agreement. Choosing appropriate adjectives from a wider range of adjectives.</p>	<p>To know some similarities and differences between Mexican and British birthday celebrations. To know some typical Spanish food and drink. To know about the Spanish tradition of menú del día. To know about some Spanish festivals happen throughout the year. To know that Sevillanas is a type of music and dance which originated in Spain. To know some of the geographical features of Spain. To know about the location and wildlife of the Amazon. To know about different natural features of Peru.</p>	<p>Mastering the numbers to 31 and the months of the year, children learn to say the date. Children learn about some of the countries biggest festivities and the dates they occur. They learn to ask and answer the question, 'When is your birthday?' and find out about some Mexican birthday traditions. Listening to a song about pets, children learn the names of different animals. They develop their knowledge of adjectives and describe the characteristics of different animals when writing a fun story about a visit to a pet shop. Children round off the unit by performing their stories to a small audience. Identifying different locations in Spain using compass points and learning phrases for different types of weather, children prepare and present a weather forecast. Reading and creating typical Spanish café menus, the children learn to order food and drink and role-play conversations between waiting staff and customers. When practising and performing these role plays, the children evaluate and improve their conversations, making them sound as natural as possible. Finding out about some key festivals and celebrations in Spain, children develop their knowledge of festival-related vocabulary. They learn how to express likes and dislikes when describing activities related to different celebrations. Identifying the geographical features found in Peru, children immerse themselves deep into the sights and sounds of the Amazon rainforest, describing the different animals they encounter in each layer.</p>

	<p>primer plato segundo plato ¡Qué aproveche!</p> <p>me gusta no me gusta me gusta mucho bailar cantar comer correr dibujar escuchar música hacer jugar lanzar recibir tocar la guitarra ver salir</p> <p>¿Te gusta ...? hay un poco soy la selva tropical</p>	<p>and one' e.g. treinta y uno. To know that numbers such as dieciseis in Spanish are basically a compound version of 'diez y seis' (ten and six) like veintiuno is a compound version of veinte y uno.</p> <p>To know that I can use hay to mean 'there is' or 'there are'. To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning.</p> <p>To know that para is a preposition that, when followed by an infinitive, means 'in order to'.</p>				
<p>To know that phonic knowledge can be applied to pronounce unfamiliar words correctly.</p>	<p>quién se llama tiene vive en le gusta él ella elle pintar dormir lavar los platos limpiar cocinar leer libros escribir</p> <p>¿Quién es? Este/a es mi... Es el padre de mi madre. ¿Tienes hermanos? Soy hijo/a único/a</p> <p>los ojos el pelo calvo castaño rubio corto largo liso ondulado rizado Lleva gafas.</p> <p>deporte juego al/a la juegas al/a la juega al/a la hago haces hace anotar animar atrapar botar cabecear golpear meter patear</p>	<p>To know that plural nouns referring to nouns of mixed gender always take the masculine form. To know that I can use más or menos que to make comparisons e.g. Hay menos glaciares que antes - there are fewer glaciers than before. To know whether to use the pronouns el 'he' or ella 'she' (or the gender neutral pronoun elle) when describing someone.</p> <p>To know that the ending of an adjective often changes according to the gender and number of the noun it describes.</p> <p>To know that the ending of verbs change according to the subject. To know how to form the first person, second person and third person of the verb vivir.</p> <p>To know how to form the first person, second person and third person of the verb tener, llamarse and gustar. To know that we use the verb jugar (to play) with some sports and hacer (to make) with other sports. To know how to recognise the first person, second person and third person of common verbs. To know the rules for forming the</p>	<p>Listening and selecting information from short audio passages to give an appropriate response.</p> <p>Reading and responding to a range of authentic texts.</p> <p>Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary</p>	<p>Forming a question in order to ask for information. Presenting factual information in extended sentences. Beginning to use conversational phrases for purposeful dialogue.</p> <p>Beginning to predict spelling patterns.</p> <p>Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary.</p> <p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency.</p> <p>Creating and presenting a monologue, dialogue or role-play. Giving a presentation drawing upon learning from a number of previous topics.</p> <p>Adapting model sentences to express different ideas. Writing a short text using a model or scaffold.</p> <p>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.</p>	<p>To know some traditional sports that are played in the Spanish-speaking world. To know about the Cubist movement and key Cubist artists in Spain. To know about some key cultural activities in Spain and Latin America. To know about the Ancient Maya civilisation and its traditions. To know about some key Spanish cities and how to describe their location within Spain. To know some important cultural landmarks in the Spanish-speaking world. To know key geographical features of the South American continent. To know about global environmental problems affecting South America.</p>	<p>Looking at a family tree, children find out the vocabulary for different family members and describe the relationship between each of them. They use verbs in the third person singular to write a detailed description of a family member or friend outlining key information about them.</p> <p>Deducing the vocabulary for describing facial features, children apply their knowledge of noun-adjective agreement to plural nouns. They find out about some famous Spanish cubist artists and create portraits in the cubist style, before describing the faces in their portraits.</p> <p>Learning vocabulary to describe different sports, the children ask and answer questions about sports they practise. They read and then follow instructions to play the Maya ball game before creating their own original ball game. Using the imperative form of some regular verbs, the children write a set of instructions to accompany their new game.</p> <p>Learning to express likes and dislikes about singular and plural nouns, children engage in conversations about food and play fun games guessing meal choices based on their food preferences. To develop their questioning skills further, they use a range of question types to conduct in-depth interviews on the subject of food.</p> <p>Finding about some significant Spanish cities and their well-known tourist attractions, the children enhance their knowledge of Spain's geography and culture. Learning to form the future tense, they</p>

To know some rules for where to put stress on a word.

rodar
 ¿Juegas al/a la...?
 ¿Haces ...?
 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 ... ?
 el noreste
 el sureste
 el noroeste
 el suroeste
 cerca de
 descansar
 pasear por
 subir
 ir
 nadar
 visitar
 también
 voy a + infinitive
 antes
 hoy en día
 que
 apagar
 caminar
 limpiar
 plantar
 reciclar
 reutilizar
 tirar
 usar
 Hay más/menos + [noun]
 que antes.

imperative form of regular verbs.
 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.
 To know 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.
 To know that voy a + infinitive is a way of constructing the future tense as in 'I am going to do something.'
 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).
 To know that you can make a statement into a question simply by changing your intonation and punctuation e.g. ¿Tiene ojos azules? ¿Es Ana?
 To know that some American and English words are borrowed by the Spanish such as el tenis and el beisbol.
 To know that when the preposition a is followed by el, the contraction al is used e.g. juego al tenis.

unos/unas
 porque
 deportivo
 cómodo
 suelto
 bonito
 elegante
 impermeable
 formal
 tradicional
 ¿Qué lleva?
 encantar
 ser
 son
 ¿Por qué?
 divertido
 aburrido
 lógico
 interesante
 útil
 inútil
 fácil
 difícil

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 a range of prepositions to describe the position of objects.
 To know that the way verbs change to match the pronoun is called conjugation.
 To know the rules for conjugating a range of regular verbs in the present tense.
 To know that some verbs do not follow regular

Listening and following the gist of 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.
 Reading and using language detective skills to assess meaning including sentence structure.
 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.

Planning, asking and answering extended questions.
 Developing extended sentences to justify a fact or opinion.
 Engaging in conversation and transactional language.
 Beginning to predict spelling patterns.
 Planning and giving a short oral presentation.
 Modifying, expressing and comparing opinions.
 Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
 Using intonation and gesture to differentiate between statements and questions.
 Formulating their own strategies to remember and apply pronunciation rules.

To know about a traditional Spanish market.
 To know that the currency used in Spain is Euros and to recognise some of the notes and coins.
 To know about typical seasonal activities in Spain.
 To know about the cities of the Ancient Maya and their key landmarks.

engage in role-play conversations about travel plans to these important cities.
 Focusing on South America children explore its diverse geography and examine the impact of climate change, deforestation and pollution in the region. They create a campaign advert that uses comparative sentences to outline environmental changes over time and propose solutions to the region's environmental issues.
 Consolidating their knowledge of colours and learning vocabulary for items of clothes, and adjectives to describe styles, children describe different outfits that people are wearing. With an emphasis on the accuracy of the adjectival agreement, the children use dictionaries to check the gender of nouns and the correct form of the adjective.
 Learning the names of school subjects in Spanish, children express likes and dislikes about them. They use a variety of adjectives to give their opinions about school subjects and, after answering a school survey, the class construct their own ideal school day timetable. Finally, the children write a letter to their teacher to describe their perfect day.
 Designing their own robot to complete jobs around the house.

	<p>bastante demasiado peligroso desagradable</p> <p>¿Dónde está la panadería? Está aquí. Está al lado de la carnicería. aquí al lado de entre</p> <p>¿Cuánto/a/os/as quieres? ¿Algo más? Un kilo de... ¿Cuánto es?</p> <p>¿Qué haces en...? invierno primavera verano otoño yo nosotros vosotros ellos/ellas normalmente siempre</p> <p>la primera la segunda la tercera a la izquierda a la derecha gira toma sigue todo recto</p> <p>¿Qué hay allí? allí está ... un área un sitio desde</p>	<p>patterns, such as tener (to have), ser (to be) and ir (to go).</p> <p>To know 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.</p> <p>To know that porque (because) can be used to extend a sentence and give a justification.</p> <p>To know that demasiado, muy and bastante are all adverbs that are placed before an adjective to express its intensity e.g. es demasiado aburrido.</p> <p>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.</p> <p>To know that an adverb is formed in Spanish by taking the adjective in its feminine form and adding suffix -mente.</p> <p>To know that some prepositional phrases can function as time adverbials e.g. durante el recreo - during the break.</p>		<p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Creating and presenting a monologue, dialogue or role-play. Giving a presentation drawing upon learning from a number of previous topics</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic.</p> <p>Generating the correct form of an adjective that agrees with the singular or plural noun it describes. Recognising and using a wide range of descriptive phrases.</p>		<p>children describe its features and advertise the robot by using sentence builders and adapting statements to make them more persuasive. They practise giving their opinions about household tasks and justifying their opinions.</p> <p>Visiting a Spanish market, children describe the name and location of the different market stalls. They play a fun board game to practise their transactional language and apply their knowledge of larger numbers and handling money.</p> <p>Exploring verb conjugation in the present tense, children create a shared travel blog to describe activities that take place in different parts of Spain during each season. They compare travel plans and explain their preferences.</p> <p>Finding about ancient Maya cities and their amazing landmarks, children draw conclusions about the ancient Maya people. Using descriptive and directional language, children create and follow clues for a treasure hunt that navigates key landmarks within an Ancient Maya city.</p>
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