



"I can do everything through God who gives me strength" Philippians 4:13

Cronton CE Primary School KEYS Curriculum

Curriculum Sequencing for MFL

Grammar, Vocabulary and Phonics

Grammar

Nouns and articles

End points for Year 3	End Points for Year 4	End Points for Year 5	End Points for Year 6
<p>Understand that nouns in Spanish have different genders and can identify this through the difference in articles.</p> <p><u>Spring 2 Pets</u> Introduce singular indefinite article (a) <i>un/una</i></p> <p>Discuss how uno (one) shortens or apocopates to un before a masculine noun.</p> <p><u>Summer 1 Fruit</u> Introduce singular definite article (the) <i>el/la</i></p> <p>Introduce plural definite article (the) <i>los/las</i></p>	<p>Understand that the gender of a noun can have an impact on the form of the colour used to describe it. (See Adjectives and how to make them agree)</p> <p><u>Autumn 2 Classroom objects</u> Opportunity to embed and compare singular definite/indefinite articles. <i>el/la un/una</i></p> <p><u>Spring 2/Summer 1 Parts of face and body</u> Opportunity to embed and compare singular and plural definite articles. <i>el/la los/las</i></p> <p><u>Summer 2 Family</u> <u>Similar nouns whose endings indicate gender or number of people.</u></p>	<p>Make the connection between the 4 different types of articles through fruit/veg.</p> <p>Indefinite singular <i>un/una</i> Definite singular <i>el/la</i> Indefinite plural <i>unos/unas</i> Definite plural <i>los/las</i></p> <p><u>Summer 1 At the Market</u> un tomate - a tomato unos tomates - some tomatoes el tomate - the tomato los tomates - the tomatoes</p> <p><u>Spring 2 Clothes</u> Focus on use of the indefinite plural articles (some) <i>unos/unas</i> unos pantalones trousers unas botas boots</p>	<p>Group a wide variety of profession nouns according to their spelling patterns to help to identify and anticipate grammar rules. (Those ending in o/a, or/ora, ista, ante, ta) dentista, taxista</p> <p><u>Spring 1 Professions</u> Understand that some profession nouns have a male/female form (link to family nouns already met). He is a chef. <i>Es cocinero.</i> She is a chef. <i>Es cocinera.</i> They are chefs. (Male) <i>Son cocineros.</i> They are chefs. (Female) <i>Son cocineras.</i> They are chefs (mixed group of boys and girls)</p>

<p>(Go back to pets learnt and look at their plural forms)</p> <p><u>Summer 2 Picnic Food</u></p> <p>Introduce the indefinite article <i>unos/unas</i> plural, through the phrase <i>I would like some...</i> eg. <i>Me gustarían unas galletas.</i> I would like some biscuits.</p> <p><u>Autumn 2/Spring 1</u></p> <p>Days of week, months of year do not require capital letters in Spanish.</p>	<p><i>el hermano</i> - brother <i>la hermana</i> - sister <i>los hermanos</i> - brothers <i>las hermanas</i> - sisters</p> <p><i>los hermanos</i> - can include brothers and sisters. <i>los padres</i> - means parents.</p>	<p><u>Spring 1 - Pronouns</u></p> <p>Know that there are 2 words that mean 'this' in Spanish.</p> <p><i>éste es el mercado.</i> (masculine noun) This is the market.</p> <p><i>ésta es la farmacia</i> (feminine noun) This is the chemist</p> <p><u>Autumn 2/Spring 1</u></p> <p><u>Cognates</u> - School Subjects and Places in the City that have the same or similar names in Spanish and English.</p> <p>Geography - <i>la geografía</i> Zoo - <i>el zoo</i></p>	<p><i>Son cocineros.</i></p> <p><u>However...</u></p> <p>For some professions it is just the article that changes to indicate male or female.</p> <p>Pilot <i>un/una piloto</i> Astronaut <i>un/una astronauta</i> Dentist <i>un/una dentista</i></p> <p><u>Spring 1 Professions</u></p> <p>Know that when describing professions the indefinite article (a) is not used.</p> <p>He is a chef. <i>Es cocinero</i> He is a doctor. <i>Es medico</i></p>
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Adjectives

End points for Year 3	End Points for Year 4	End Points for Year 5	End Points for Year 6
<p><u>Autumn 2 Colours</u></p> <p>Learning the colours (in isolation)</p> <p><u>Spring 2 - Pets/Oso Pardo</u></p> <p>Describing animals with colours (singular, no agreement required.)</p>	<p><u>Autumn 2 Classroom objects</u></p> <p>Describing classroom objects with a colour (singular with masculine/feminine agreement).</p> <p>Understanding that some colours have masculine/feminine endings that change, whilst others do not. eg. <i>un boli rojo</i></p>	<p><u>Autumn 1 Jungle Animals</u></p> <p>Finding a variety of other appropriate adjectives in the dictionary. eg. fierce, naughty, tall, dangerous. (adapting those found to agree with masculine/feminine animals, understanding that some do not have different endings that</p>	<p><u>Autumn 1 How I'm feeling</u></p> <p>Using a wider variety of adjectives to describe feelings. Understanding that many of these adjectives have masculine/feminine endings as they need to agree with the person they describe.</p> <p><i>Estoy contento/a</i> (boy or girl)</p>

Know that the colour comes **after** the noun.

eg. *un gato amarillo.*

A yellow cat.

Summer 1 Fruits

Use numbers to describe nouns in the Hungry Caterpillar story.

una silla roja

but *un boli verde*

una silla verde

Spring 2/Summer 1 Parts of the

face/body

Describing parts of the face and body with a colour and a number

(singular and plural with masculine/feminine agreement).

Understanding that the colours that don't have different masculine or feminine endings still need to have plural endings.

Describing own hair (using **long/short/straight/curly**) and eyes, making the description a little more detailed by adding the word 'and' **y**.

eg. I have red, curly hair.

Tengo el pelo rojo y rizado.

Possessive adjectives

Summer 2 Family

My mum, my dad (singular)

Mi madre, mi padre

My parents *mis* padres (plural)

My brothers *mis* hermanos

My sisters *mis* hermanas

agree). Using 2 adjectives in the description linked by the word 'and'.

Autumn 2 School subjects

Using adjectives within a sentence to give a reason for subject preferences

For singular subjects:

...porque es aburrido/a, divertido/a,

...because it's boring, fun.

For plural subjects

eg. *las matemáticas*

...porque son aburridas, divertidas

(Understanding that in Spanish Maths and Science are classed as plural nouns and therefore adjectives describing them need plural endings).

Spring 2 Clothes

Describing clothes with a variety of adjectives, applying knowledge of singular/plural, masculine and feminine agreements.

I am happy.

Know that some of these adjectives are expressed with the verb **Estar**, and some with **Tener**.

eg. *Estoy triste* I'm sad.

Tengo hambre I'm hungry.

First person singular initially, progressing to other persons within the paradigm, and making necessary changes to the adjective. (See questions and responses using **Estar**).

Spring 1 Professions

Describing the attributes needed for each profession, finding appropriate adjectives in the dictionary (making the masculine/feminine, singular/plural agreements with the person/s they describe.) Using this within a sentence to describe what you want to be and why.

eg. *Quiero ser profesora porque soy simpática.*

I want to be a teacher because I'm kind.

Recognising patterns of adjectives that don't have different masc/fem endings, eg. *paciente, valiente, interesante.*

Spring 2 Playing Sports

Embedding rules of agreement in adjectives, using familiar and new ones to give reasons for sports preferences within a sentence. (See Giving Opinions)

Verbs

End Points for Year 3

Children will mainly use the first and second person singular in their questions and responses. (See Key Questions below).

End Points for Year 4

The 3rd person singular (he/she) will be introduced. (As outlined in the Key Questions section below).

Summer 2 - Parts of the body

Describing which parts of the body hurt. Understand the difference between singular and plural parts in this construction and discuss the word order.

Me duele la mano.

My hand hurts (singular)

Me duelen los pies.

My feet hurt. (plural)

End Points for Year 5

Children will begin to look at the paradigm /pattern and begin to conjugate verbs.

Spring 1 In the City

Where are you going?

¿A dónde vas?

Full conjugation of Ir. - To go

voy *vamos*

vas *vais*

va *van*

Summer 1

Vamos a...

Let's ... is a repetitive phrase in the story, Jack and the Beanstalk.

The fact that personal pronouns (he/she/you etc) are not used alongside Spanish verbs will be introduced.

Spring 2 Weather

End Points for Year 6

At Year 6 the complete paradigms (conjugations) of commonly used verbs such as *Ser*, *Estar* and *Tener* will be investigated as outlined below.

The different uses of the 2 verbs 'to be' *Ser* and *Estar* will be discussed in simple terms. (Permanent things, and things that change).

The infinitives of *jugar* and *hacer* will be used in extended sentences to describe sports preferences and reasons. (See Giving Opinions)

Daily routines will be described with reflexive verbs (First person singular only).

Me despierto, me levanto etc

The weather will be described using the 3rd person singular form of *hacer/estar/haber*. (See Giving Opinions)

Summer 2

A variety of verbs (in their infinitive form) will be used to describe seaside activities.

eg. You can swim.

Se puede + infinitive.

Se puede nadar.

Prepositions

End Points for Year 3	End Points for Year 4	End Points for Year 5	End Points for Year 6
<p><u>Autumn 2, Spring 2 Colours, Pets</u> <i>¿De qué color es?</i> (of) what colour is it?</p> <p><u>Summer 2 Going on a Picnic</u> <i>en</i> which can mean on or in</p> <p><i>Estoy en la montaña.</i> I'm on the mountain.</p> <p><i>Estoy en el campo.</i> I'm in the field.</p>	<p><u>Summer 2 Ice cream flavours</u> de (of) to describe flavour. <i>Un helado de fresa.</i> A strawberry ice cream.</p> <p><u>Summer 2 Family</u> Con - <i>with</i> <i>Vivo con mi madre and padre.</i> I live with my mum and dad.</p>	<p><u>Spring 1 In the city</u> Prepositions that require contractions are introduced when describing where you are going to.</p> <p><u>To the...</u> + masculine noun changes to a contraction. <i>a + el = al</i> <i>Voy al zoo.</i></p> <p><u>to the + feminine noun</u> <i>a + la</i> remains the same <i>Voy a la biblioteca.</i></p> <p>2 prepositions that require the contraction <i>de + el = del</i></p>	<p><u>Summer 1 Parts of a house, furniture</u> A wider variety of prepositions to describe where Wally is, building on those already learnt at Yr 5 and reinforcing the use of the contraction <i>del</i> when preceding a masculine noun. eg. <i>al lado del armario. (de + el)</i> Next to the wardrobe.</p> <p>Under the table, <i>Debajo de la mesa.</i></p> <p>Behind the chair <i>Detrás de la silla.</i></p> <p>Next to the wardrobe <i>Al lado del armario.</i></p> <p>On top of the bed. <i>Encima de la cama</i></p>

are introduced when describing the position of buildings in relation to each other.

Next to - *al lado de*

Opposite - *enfrente de*

La farmacia está al lado del museo.

The chemist is next to the museum.

El cine está enfrente del mercado.

The cinema is opposite the market.

Summer 2

To go ~~by~~ bus *Voy en autobús*

en coche, en avión, en bicicleta etc.

Conjunctions

End Points for Year 3

Spring 2 Describing Pets

Using *y* to join 2 colours together when describing an animal.

eg. *El conejo blanco y negro.*

The black and white rabbit.

End Points for Year 4

Spring 2 Parts of the Face

Using *y* (and) to describe hair.

eg. *Tengo el pelo rojo y rizado.*

My hair is red **and** curly.

Summer 2 Going on a picnic

Use *pero* (but) to compare preferences of ice cream flavours.

Eg. *Me gusta el helado de fresa, pero prefiero el chocolate.*

I like strawberry icecream, but I prefer chocolate.

End Points for Year 5

Autumn 2 School Subjects

Using *porque* (because) to give a reason for an opinion. (See Giving Opinions)

Spring 2 Weather, Clothes

Using *cuando* (when) to say which clothes are worn in certain weather conditions.

End Points for Year 6

Spring 1 Professions, Spring 2 Playing sport and giving opinions

All the conjunctions met so far are practised in order to build extended sentences.

(For examples see Giving opinions)

Vocabulary

Vocabulary for each half term can be found on Keys Sheets.

Key Questions

End Points for Year 3	End Points for Year 4	End Points for Year 5	End Points for Year 6
<p>Year 3 will mainly use the first and second person singular in their questions and responses.</p> <p><u>Questions about self</u> <u>Autumn 1 simple greetings</u> What is your name? My name is...</p> <p><i>¿Cómo te llamas?</i> <i>Me llamo...</i></p> <p><u>Summer 2 Cities of Spain</u> Where do you live? (place) <i>¿Dónde vives?</i> I live in Liverpool. <i>Vivo en Liverpool.</i></p>	<p>At Year 4 the 3rd person singular (he/she) will be introduced. <u>Autumn 1</u> Review, rehearse and say main facts about self.</p> <p><u>Questions about others</u> <u>Summer 2 Family</u> What is his/her name. He/she is called...</p> <p><i>¿Cómo se llama?</i> <i>se llama...</i></p> <p><u>Summer 2 Family</u> Where does he/she live. <i>¿Dónde vive?</i> He lives in Madrid. <i>Vive en Madrid.</i></p>	<p>At Year 5 and 6 a wider variety of questions and responses are introduced, to create a short role play.</p> <p><u>Questions and phrases for use in role play</u> <u>Spring 1 In the city</u> Buying a ticket for a city event. I would like a ticket for.... please.</p> <p><u>Summer 1 At the market</u> What would you like? How much does it cost? How much does it weigh? Have you got? Anything else? There you go. Thankyou very much. You're welcome. <i>(See Keys to Success)</i></p>	<p><u>Questions and phrases for use in role play</u> <i>Questions from Yr 5 role play, will be recycled here in addition to the new phrases listed below.</i></p> <p><u>Summer 2 Café Role play</u> Have you got a table for 2 please? I would like to order... What are you having? I'm having... Do you have the bill please? It's delicious!</p> <p><i>(See Keys to Success)</i></p>

Questions and responses using *Estar*

End Points for Year 3	End Points for Year 4	End Points for Year 5	End Points for Year 6
<p><u>Autumn 1 Greetings</u> How are you? <i>¿Cómo estas?</i> I'm fine, really well, fantastic, awful. (<i>Estoy...</i>) First person singular.</p> <p><i>Bien</i> - good <i>Muy bien</i> - very good <i>Fenomenal</i> - fantastic <i>Fatal</i> - awful</p> <p><u>Summer 2 Going on a picnic</u> Where are you? <i>¿Dónde estás?</i> I'm... <i>Estoy...</i> (first person)</p>	<p><u>Autumn 1 Key Questions Review</u> Additional How are you question and responses. <i>¿Qué tal?</i> (How are you?) <i>Así, así</i> - so, so <i>Regular</i> - ok <i>Estupendo</i> - great <i>Mal</i> - not so good</p> <p><u>Spring 1 Parts of the School</u> (describing position) Where's Wally? <i>¿Dónde está Wally?</i> He's... <i>Está...</i> (third person)</p>	<p><u>Spring 1 In the city</u> Use of <i>estar</i> to describe position of shops and buildings in relation to each other, using 2 simple prepositions (see Prepositions). <i>¿Dónde está el supermercado?</i> Where's the supermarket? eg. <i>El supermercado está al lado de la piscina.</i> The supermarket is next to the swimming pool.</p>	<p><u>Autumn 1 How I'm feeling</u> Use of <i>Estar</i> to describe feelings with adjectives, and be aware of adjectival agreement with the person/s it describes. Full conjugation + adjective eg. <u>To be tired</u> <i>estoy cansado/a</i> <i>estamos cansados/as</i> <i>estás cansado/a</i> <i>estáis cansados/as</i> <i>está cansado/a</i> <i>están cansados/as</i></p> <p><i>Estoy triste</i> I'm sad. <i>Estamos confundidos</i> We're confused.</p> <p><u>Summer 1 Parts of a house</u> Use of <i>Estar</i> to describe position. Describing where Wally is in more detail, using a wider variety of prepositions. (See prepositions) eg. <i>Wally está debajo de la mesa.</i> Wally is under the table.</p>

Questions and responses using *Ser*

End Points for Year 3	End Points for Year 4	End Points for Year 5	End Points for Year 6
<p><u>Autumn 2</u> What colour is it? It's...</p>	<p><u>Autumn 1 Time</u> What time is it?</p>	<p><u>Autumn 2 School Subjects</u></p>	<p><u>Spring 1 Professions</u> Full conjugation of <i>Ser</i></p>

<p>¿De qué color es? Es...</p> <p>What day is it? It's...</p> <p>¿Qué día es? Es...</p> <p><u>Spring 2 Pets</u></p> <p>What is it? ¿Qué es?</p> <p>It's a ... Es un...</p>	<p>¿Qué hora es? Es...</p> <p>It's... Es la or Son las</p>	<p>When describing singular school subjects <i>es</i> will be used and plural ones will need <i>son</i>.</p> <p>(This will be explained in simple terms of <u>is</u> and <u>are</u> at this stage)</p> <p><i>La historia es interesante.</i></p> <p><i>Las matemáticas son interesantes.</i></p>	<p><i>soy</i> <i>somos</i></p> <p><i>eres</i> <i>sois</i></p> <p><i>es</i> <i>son</i></p> <p><i>Somos cocineros.</i></p> <p>We are chefs.</p>
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Questions and responses using Tener

End Points for Year 3	End Points for Year 4	End Points for Year 5	End Points for Year 6
<p><u>Autumn 2</u></p> <p>¿Cuántos años tienes?</p> <p>How old are you?</p> <p>I'm... <i>Tengo... años.</i> (1st person)</p> <p><u>Spring 2 Pets</u></p> <p>Have you got a pet?</p> <p>¿Tienes una mascota?</p> <p>Yes I've got a ...</p> <p><i>Sí tengo...</i></p> <p>No, I haven't got one.</p> <p><i>No, no tengo.</i></p> <p>Using positive and negative response.</p>	<p><u>Autumn 2 Classroom objects</u></p> <p>Have you got a pen?</p> <p>¿Tienes un boli por favor?</p> <p><u>Yes, I've got one, there you go.</u></p> <p><i>Sí tengo, toma.</i></p> <p>No, I haven't got one.</p> <p><i>No, no tengo.</i></p> <p>Using positive and negative response, adding polite phrase <i>por favour</i> to the request.</p> <p><u>Spring 2/Summer 1 Alien's face/body</u></p> <p>I've got blue eyes.</p>	<p>All of the previous questions and responses will be revisited.</p>	<p>Using <i>tener</i> to describe feelings, eg. <i>Tengo hambre</i> I'm hungry</p> <p><i>Tengo calor</i> I'm hot</p> <p>Full conjugation of <i>tener</i></p> <p><i>tengo</i> <i>tenemos</i></p> <p><i>tienes</i> <i>tenéis</i></p> <p><i>tiene</i> <i>tienen</i></p>

Tengo los ojos azules

Mi alien tiene 5 años

My alien is 5 (age 3rd person)

Mi alien tiene dos cabezas

My alien has got 2 heads (3rd person singular)

Summer 2 Family

Have you got brothers and/or sisters?

¿Tienes hermanos?

Si tengo... Yes I've got...

No, I haven't got any.

No, no tengo.

Imperatives

End Points for Year 3

Children will mainly **follow** or **respond with actions** to instructions at this stage.

Spring 1 Instructions

En silencio song

Escucha listen

Dibuja draw

Mirad look

Levántate Stand up

End Points for Year 4

Children will begin to **give and follow** some simple instructions, joining in with parts of the songs.

Autumn 1 Instructions with adverbs

Camina con Cosmo song

Walk with Cosmo

Baila con Cosmo - dance

Salta - jump

Corre - run

End Points for Year 5

At Year 5 and 6 children will begin to use and respond to commands more confidently.

More specific classroom instructions will be given in Spanish

Coge uno y pásalos - take one and pass them along

Pégalo aquí por favor - stick it here please

Levanta la mano si no tienes ... put your hand up if you haven't got...

Trabaja con tu compañero - work with your partner

Escribe en la pizarra - write on your whiteboard

End Points for Year 6

Siéntate Sit down

Basho's song

Abre el libro open the book

Cierra el libro close the book

Escribe write

Escucha listen

Lee el libro read

Levanta la mano put hand up

Levántate stand up

Siéntate sit down

Ven aquí por favour

Come here please

Duerme - sleep

Begin to recognise adverbs in Spanish by their patterns and apply them to the above commands. Eg.

Salta rápidamente - Jump quickly.

lentamente *rápidamente*

slowly quickly

Autumn 2 Classroom objects

Pass me a ... please

Pásame un... por favor.

Spring 1 giving directions around the school

Gira a la derecha - Turn right

Gira a la izquierda Turn left

Para Stop!

Spring 2 Parts of the face

Toca - touch (Simon says)

Summer 1 Parts of the body

Levanta - lift

Gira - turn

Mueve - move.

(marionettes game)

Da una Vuelta en tu lugar Song

(Turn around on the spot)

Giving opinions

End Points for Year 3

End Points for Year 4

End Points for Year 5

End Points for Year 6

To give opinions based on 2 simple phrases.

Spring 1 Pets

My favourite animal is...

Mi animal favorito es...

I would like a...

Me gustaría...

(This phrase will be used also at Summer 2)

Summer 1 Fruit

I like ... I don't like...

(using fruit plurals and plural definite article)

eg. *Me gustan las manzanas.*

Summer 2 Picnic Food

Do you like?

¿Te gusta/n?

I like... I don't like...

Here the distinction will be made between

Me gusta

Me gustan

using singular and plural picnic foods.

Me gusta el chocolate.

Me gustan los plátanos.

To use a wider variety of opinion phrases with singular nouns and introduce conjunctions.

Summer 2 - Ice cream

Asking politely for an icecream

I would like a ... *Quisiera*

Using different preferences to describe different flavours. (Draw on fruit vocabulary learnt in Year 3)

Me gusta

No me gusta

Me encanta

Prefiero

Odio

Preference phrases will only be used with **singular** nouns here.

Introduce conjunction but to join 2 phrases together.

eg. I like chocolate ice cream but I prefer strawberry.

Me gusta el helado de chocolate,

pero prefiero el helado de fresa.

(or shorten to ... *Me gusta el helado de chocolate pero prefiero la fresa.*)

To reinforce the opinion phrases learnt so far, know how to use with plural nouns and give a reason for an opinion.

Autumn 2 School subjects

Give an opinion about a school subject and give a reason for the opinion.

Me gusta/n

No me gusta/n

Me encanta/n

Prefiero

Odio

Preference phrases will now also be used with **plural** nouns.

eg. I love maths because it's interesting.

Me encantan las matemáticas porque son interesantes.

Investigate plurals and the need to change the phrase *it is (es)* to *they are (son)* when talking about plural subjects maths and science.

Spring 2 Weather. Clothes

Weather phrases are linked to clothes to extend the sentence. Eg. When it's cold I wear a coat.

Cuando hace frío, llevo un abrigo..

To extend and make comparative sentences, using preferences and conjunctions.

Spring 2 - Sports

Use weather phrases + different preferences + infinitive.

When it's sunny I love to play tennis.

Cuando hace sol me encanta jugar al tenis.

Also include negative sentences.

eg. When it's cold I don't like playing football.

Cuando hace frío, no me gusta jugar al fútbol.

Extend sentences by comparing preferences + infinitive with the conjunction but + give a reason (wider range of adjectives to be used here and children to make necessary agreements)

I like to play tennis but I prefer football because it's exciting.

Me gusta jugar al tenis, pero prefiero el fútbol porque es emocionante.

Extended weather sentences

<p>Negative sentences will also be practised.</p> <p><i>No me gusta el yogur.</i> <i>No me gustan los plátanos.</i></p> <p><u>Asking politely</u> I would like <i>Me gustaría un yogur por favor.</i> <i>I'd like a yoghurt please.</i></p> <p><i>Me gustaría unas patatas fritas.</i> <i>I'd like some crisps please.</i></p>		<p>Also include negative sentences eg. When it's snowing I don't wear sunglasses. <i>Cuando está nevando, no llevo las gafas de sol.</i></p>	<p>When it's sunny I like to play tennis, but when it's raining I prefer to go swimming. <i>Cuando hace sol me gusta jugar al tenis, pero cuando está lloviendo prefiero hacer natación.</i></p>
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Numbers

End Points for Year 3	End Points for Year 4	End Points for Year 5	End Points for Year 6
<p><u>Introduced Autumn 0-10</u> (practised throughout the year)</p> <p><u>Summer 2 Going on a Picnic</u> 11-15</p> <p>Simple addition/subtraction</p>	<p><u>Introduced Autumn Birthdays</u> (practised throughout the year) 16-31</p> <p>Needed for when is your birthday.</p> <p>Addition, subtraction and multiplication of small numbers.</p> <p>Counting in 2s</p>	<p><u>Introduced Autumn 31-100</u> (practised throughout the year)</p> <p>Addition, subtraction, multiplication and division. Counting in 5s and 10s.</p> <p><u>Summer 1 - Buying fruit and vegetables</u> Used for prices and weight of fruit and veg in market role play. 40 euros - <i>cuarenta euros</i> A kilo of - <i>un kilo de</i> Half a kilo of - <i>medio kilo de</i> 40 grams of - <i>cuarenta gramos de...</i></p>	<p><u>Introduced Autumn 100-1000</u> (practised throughout year) Used for saying the year 2020.</p> <p>Addition, subtraction, multiplication and division. Counting in 100s.</p> <p>Know that <i>cien</i> is used when the number is 100 exactly. For numbers more than 100 use <i>ciento</i>. Understand that the endings of numbers in their hundreds have endings that change according to the noun they describe. <i>doscientos/as</i> <i>trescientos/as</i>.</p>

Autumn 2 Christmas Rescue Story
 Spring 2 Easter Egg Hunt
 Time connectives introduced (ordinal numbers)
primero first
segundo second
tercero third
por último finally

Time

End Points for Year 3

Summer 1 Very Hungry Caterpillar
 Days of the week used to describe **when** each event happened.
el lunes on Monday
el martes on Tuesday etc.

End Points for Year 4

Autumn 1 Key questions review
On the hour
 Know that most times are expressed with 3rd person plural. *Son las tres.*
 It's 3 o'clock.
 Apart from times revolving around 1 which take the 3rd person singular:
Es la una.

Spring 1 - Parts of the school
 Say where Wally is in the school at simple o'clock times.
Wally está en el comedor a las doce.
 Wally is in the dining room at 12 o'clock.

End Points for Year 5

Autumn 1 Jungle Animals
Half past
Son las tres y media.
 It's half past 3.

Es la una y media.
 It's half past one.

Autumn 2 School Subjects
 Say what time and day you do each subject. (using o'clock and half past times)
 Eg. *Aprendo las matemáticas el lunes a las nueve y media.*
 At half past nine on Monday I learn maths.

Spring 1 - In the City

End Points for Year 6

Autumn 2 Daily Routines
 Quarter to and quarter past.
Son las tres menos cuarto.
 It's quarter to 3.
Son las tres y cuarto.
 It's quarter past 3.

 Use all the times learnt to describe daily morning routines in preparation for school.
Me despierto a las siete.
 I get up at 7 o'clock.

Spring 2 Sports
 Say which day and what time I play sport.
El sábado juego al fútbol a las diez y media.
On Saturday I'm playing football at half past 10.

Say what time you are going to a certain place.

Dictionary work

End Points for Year 3

Basic introduction to layout (2 sides) of bilingual dictionary.
Finding different pets and fruit.

End Points for Year 4

Finding other classroom equipment, understanding that the dictionary tells us whether a noun is masculine or feminine.

End Points for Year 5

Autumn 1 Jungle Animals
Find a wider variety of adjectives in the dictionary to describe jungle animals with.
Develop an understanding of abbreviations in the dictionary and use them to help select correct endings for nouns/adjectives. eg to know that the dictionary will always give the masculine form of an adjective first, and the feminine form of it (if there is one) will follow in brackets.

Spring 1 In the City
Finding the names of shops and buildings in the city. Avoid confusing nouns with verbs (eg. aparcar to park, by checking carefully in the dictionary whether the word found is marked a noun or a verb.

End Points for Year 6

Autumn 2 Daily Routines
Discuss reflexive verbs and how they are presented (found) in infinitive form in the dictionary.

Spring 1 Epiphany detectives
Use of dictionary to help make sense of an unfamiliar text.

Spring 1 Professions
Begin to use google translate but be aware of the pitfalls (eg. sense of meaning may not be understood unless it is put in a sentence which clearly indicates the sense of the word required.)

Summer 1 Parts of a house/furniture
Children retrieve vocabulary before looking at Keys Sheets. Discuss the fact that there are sometimes different Spanish words that mean the same, just as there are in English. Eg. living room *el cuarto de estar*
lounge *el salón*
Bathroom *el baño*.

Phonics - Pronunciation and Spelling

End Points for Year 3

Children are gradually introduced to the different way that some sounds are represented in Spanish (Key Sounds).

They are encouraged to spot the same sounds and sound patterns arising in different words, and begin to create simple spidergrams in sound collection booklets, to link spellings and sounds. Examples are displayed in the classroom. Rules are discussed at this stage, but will be embedded as their vocabulary widens.

The phonic focus will mainly be on one element of sound in a word at a time, so as not to overwhelm children.

End Points for Year 4

Rules already outlined at Year 3 are reiterated as further examples arise, and others are added eg. **g** is pronounced as 'h' when it is followed by an **e** or **i** as in *gira*, *el gimnasio*, *la geografía*.

As their phonic knowledge grows, children will begin to anticipate pronunciation of simple words containing spellings they are familiar with. Children revisit and read aloud from powerpoints, collections of words which have the same Key Sound in common. This reinforces both the phonics and vocabulary that they have already met in the scheme.

In some instances, childrens' attention will be drawn to 2 elements of a word at the same time, to increase their phonic awareness and consolidate graphemes and phonemes already met.

End Points for Year 5


Children will be encouraged to segment and blend words in more detail, and will be given more opportunity to anticipate the correct pronunciation and spelling of unfamiliar words. Spidergrams will be added to and extended, as will the read aloud powerpoints of groups of words containing the same sound/sound patterns.


Children become more aware of accents and how they indicate which part of a word to stress. They are also encouraged to imitate intonation, paying more attention to the rise and fall of the voice in Spanish.

Further spelling patterns and sounds already met are practised in new vocabulary (see examples below).

Powerpoints are created for all year groups to show them how a word is written, compared to how it is said. Below are some examples.

Phonics

 ¿Cómo te llamas?

 ¿Cómo **tay** yamas?

Phonics

 Cumpleaños



 Cum**pl**ayanyos


Phonics

 elefante

 ay**l**ayfantay

Phonics

 Tengo miedo 

 Tengo mee-ay-tho

End Points for Year 3

End Points for Year 4

End Points for Year 5

End Points for Year 6

Autumn 1 - Greetings/Numbers

(Vowels will be practised in individual words, but this will be highlighted more in Year 4)

'h' is silent eg. *hola*

'u' is pronounced as 'oo'

'e' is pronounced as 'ay'

Eg. *buenos, luego,*

B-oo-ay -nos → *bwaynos*

L-oo-ay-go → *lwaygo*

'd' is pronounced 'th' (as in *the*)

Adiós

'ñ' is pronounced as 'ny'

Hasta mañana

'll' is pronounced as 'y'

Eg. *¿Cómo te llamas?*

Me *llamo*...

'c' before an 'i' or 'e' is pronounced as 'th' eg. *cero.*

'z' is pronounced as 'th' eg. *diez.*

Autumn 1

¿Dónde *vives*? - Where do you live?

¿Dónde *ay beebes*?

Vivo en... I live in...

Beebo en...

Regular - *regoolar*

Estupendo - *estoopendo*

Así así - *asee asee*

Pronounce 'ei' as 'ay'

Numbers 16-31

Look at patterns occurring.

16 - *dieciséis*

17 - *diecisiete* etc

21 - *veintiuno*

22 - *veintidós*

Pronounce *i* as *ee* as eg. *Mi cumpleaños es...*

Cumpleaños

cumplayanyos

Autumn 2 - classroom objects

Autumn 1 Numbers 31-100

(practised throughout the year)

treinta y uno

treinta y dos

Recap over pronunciation of *ei* and also introduce the joining of the *a* and *y* to produce an *ay* (eye) sound.

Children to listen to the jungle animal names and try to spell them using their knowledge of key sounds, before being shown.






Listen to Mrs. Kerezee saying the names of the jungle animals in Spanish. Think about the key sounds you know to help you with their spellings.

Put a ring around the spelling you think is correct.

Phonics

Una *thaybra* una *zebra*

Listen to the following jungle animals in Spanish. Write down how you think you would spell each one, then write the correct spelling as it's revealed.

	What I think	Exact spelling
		
		
		
		
		

Elefante - *aylayfantay*

Serpiente - *serpee-ayntay*

Jirafa - *heerafa*

León - *layón*

Cebra - *thaybra*

Autumn 2 - School subjects

la *geografía*

Autumn 1 - How do you feel?

'd' is pronounced 'th'

Tengo sed

Estoy cansado, estoy enfadado, confundido.

Triste - *treestay*

Multiples of 100

doscientos, trescientos, cuatrocientos.

Autumn 2 Colours/How old are

you? Days of the week.

'j' is pronounced 'ch' as
in 'loch' eg, rojo, naranja.

'i' is pronounced 'ee' eg, día.

'ñ' is pronounced 'ny' eg, años.

'v' is pronounced 'b' eg, viernes,
verde.

'¿Qué?' is pronounced 'kay'

The accent mark tells us to stress
that particular sound eg, día,
miércoles, sábado.

Spring 1 Epiphany, classroom
instructions, months of year

'll' is pronounced 'y' eg, camello,
estrella.

'u' is pronounced 'oo' eg, junio.
julio.

¿Tienes...? Sí, boli, lápiz

el lápiz

la luz

la grapadora

la silla

la puerta

una ventana

Spring 1 - Parts of the school

La entrada

El comedor

La oficina

Los servicios

Gira a la derecha - Turn right

Gira a la izquierda - Turn left

The letter names are introduced
through the Bashe alphabet song.

Children begin to learn that the
vowel sounds are always

el inglés

la música

la historia

el español

la religión

las matemáticas

las ciencias

¿Qué aprendes? (Kay)

porque -

aburrido - rolled mmmr

Spring 1 - In the city

el zoo

el museo

la cafetería

el supermercado

el restaurante

la farmacia

el cine

voy

vamos

vas

vais

va

van

Autumn 2 - Daily Routines

me levanto - may layvantoh

me ducho - may doochoh

me despierto - may desp-ee-er-toh

me cepillo - may cepeeyoh

menos cuarto - cwartoh

desayuno - des - eye-oo-noh

y cuarto - ee cwartoh

Spring 1 - Professions

peluquero/a, cocinero/a, bombero/a

profesor/a, inventor/a, Pescador/a

dentista, taxista

paciente, valiente, interesante.

pronounced in the same way. (This is also approached through song).

A - ah
E - ay (eh)
I - ee
O - oh
U - oo

represented by vowels and actions

Spring 2 - Parts of face

la cabeza

la nariz

el ojo

la oreja

la boca

el pelo

Hay - there is/there are

Summer 1 - Parts of body

me duele

me duelen

el hombro

el brazo

Spring 2 Describing Pets with colours

'qu' is pronounced as 'k' as in 'take' eg. un periquito

'rr' is a rolled sound eg. un perro.

Animal alphabet gives examples of whole alphabet pronunciation.

Summer 1 - Fruit

Pattern of sounds in days

lunes

martes

Spring 2 - Clothes, the weather

una chaqueta

unos vaqueros

hace viento

hace sol

hace frío

hace calor

cuando

Summer 1 - At the market

un tomate

un zanahoria

un cebollo

Spring 2 - Sports

Conjugate jugar

juego jugamos

juegas jugais

juega juegan

Conjugate hacer

Hago hacemos

haces haceis

hace hacen

Summer 1 - Parts of a House, furniture, prepositions.

Under the table,

Debajo de la mesa.

Behind the chair

Detrás de la silla.

miércoles

jueves

viernes

sábado

domingo

Similar sounds in story *Hungry Caterpillar*.

huevo

ciruela

jueves

Summer 2 - Going on a picnic

Recognise that the numbers 11-15 all end in *ce*, which is pronounced as *thay*.
once, doce, trece, catorce, quince.

el estómago

el dedo

el tobillo

el pie

la cabeza

la espalda

la mano

la pierna

la rodilla

Summer 2

Possessive adjective

Mi madre

Mee

el hermano

la hermana

el hijo

la hija

el primo

la prima

What is his/her name.

He/she is called...

¿Cómo se llama?

se llama...

¿Dónde vive?

Vive en Madrid.

Quisiera - I would like

¿Cuánto es?

Cuesta - it costs

Cooaysta → cwaysta

Summer 2 - Going to Seaside

Look at endings of infinitives

nadar

jugar

comprar

tomar

comer

hacer

Use with modal verb

Se puede

Next to the wardrobe

Al lado del armario.

On top of the bed

Encima de la cama

de is pronounced day

Summer 2 - At the café

las aceitunas

churros

un espaguetis

un pizza

el boquerón

pronounced as *beebay*

Ice cream flavours

un helado *de* chocolate

Pronounced *day*

aburrido - rolled *rr*