



Spanish Whole School Curriculum Map - Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term			<u>Greetings</u> <u>Introductions</u>	<u>Numbers 0 – 10</u> <u>How are you?</u>	<u>Colours</u> <u>How old are you?</u>	<u>Classroom Instructions</u> <u>Days of the week</u>
[subject] unit (e.g. Music unit)			To say hello and goodbye in Spanish To say their name and to ask others their names	To be able to count from 1 to 10 in Spanish To ask others how they are feeling and to say how you are feeling	To be able to name 10 colours in Spanish To be able to say how old you are and ask someone how old they are.	To listen and respond to classroom instructions
Links to National Curriculum	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words					
Skills	- Learning to listen really carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term. - Learning to listen really well and repeat what we hear with improving accuracy. Working on my memory so that we are able to have a simple and short conversation in Spanish using the words and the short phrases we have learnt.					

Spanish Curriculum Map – Year 1



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Core vocab revisit - Classroom commands</u> <u>Greetings (SO)</u> <u>Christmas</u>		<u>Core vocab revisit - Days of the week</u> <u>Number and colours (SO)</u>		<u>Core vocab revisit- Months of the year</u> <u>In the Jungle (SO)</u> <u>The Hungry Caterpillar</u>	
[subject] unit	<u>Classroom Commands</u> <ul style="list-style-type: none"> Children to be able to understand and respond to simple classroom commands <u>Greetings (SO)</u> In this unit the children will learn how to: <ul style="list-style-type: none"> Say 'hello' (formally and informally). Say their name. Ask how somebody is feeling and give a reply. Say 'goodbye' and 'see you soon' <u>Christmas</u> <ul style="list-style-type: none"> To learn about how Christmas is celebrated in Spain To learn some traditional songs 		<u>Days of the week</u> <ul style="list-style-type: none"> To learn the days of the week <u>Numbers and Colours (SO)</u> In this unit the children will learn how to: <ul style="list-style-type: none"> Name and recognise up to ten colours in Spanish. Count from 1-10 ten in Spanish 		<u>Core vocab revisit- Months of the year</u> <ul style="list-style-type: none"> To learn the months of the year <u>In the Jungle (SO)</u> In this unit the children will: <ul style="list-style-type: none"> Recognise, recall and remember up to 7 different jungle animals in Spanish. Recognise, recall and remember a short phrase for each jungle animal in Spanish. Learn to listen attentively to, understand and participate actively in a Spanish song about animals that may live in the jungle. <u>The Hungry Caterpillar</u> <ul style="list-style-type: none"> To understand a familiar story in Spanish 	
Links to National Curriculum	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrase 					
Skills	Learning to listen really well and repeat what we hear with improving accuracy. Working on my memory so that we are able to have a simple and short conversation in Spanish using the words and the short phrases we have learnt We will work on improving our memory skills so that we remember the animals in Spanish after the lesson. Remembering to always look out for cognates (such as León) using pictures to help. Learning how to build a short simple sentence in Spanish using 1st person conjugated verb (soy), an indefinite article/determiner (un or una) and a noun (in this unit an animal). Learning that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish					



Spanish Curriculum Map – Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Core vocab revisit – Salutations</u> <u>Shapes (MU)</u> <u>Christmas</u>		<u>Core vocab revisit – Colours/numbers</u> <u>Instruments (MU)</u>		<u>Core vocab revisit - Maths Calculations</u> <u>Transport (SO)</u>	
[subject] unit	<u>Core vocab revisit – Salutations</u> <ul style="list-style-type: none"> To learn a range of salutations in Spanish <ul style="list-style-type: none"> <u>Shapes (MU)</u> In this unit the children will learn how to: <ul style="list-style-type: none"> Name and recognise up to 10 shapes in Spanish. Attempt to spell some of these nouns Recognise that nouns are commonly associated with an article in Spanish and in this case 'UN' or 'UNA'. Have an opportunity to learn and/or revise numbers 1-5. <u>Christmas</u> <ul style="list-style-type: none"> To learn about how Christmas is celebrated in Spain To learn some traditional songs 		<u>Core vocab revisit – Colours/numbers</u> <ul style="list-style-type: none"> To learn numbers to 100 <u>Instruments (MU)</u> In this unit the children will learn how to: <ul style="list-style-type: none"> Name and recognise up to 10 instruments in Spanish. Attempt to spell some of these nouns with their correct definite article/determiner in Spanish. Learn how to say I play an instrument in Spanish 		<u>Core vocab revisit - Maths Calculations</u> <ul style="list-style-type: none"> To learn simple maths calculations and revise numbers <u>Transport (SO)</u> In this unit the children will learn how to: <ul style="list-style-type: none"> Recognise and recall 7 modes of transport in Spanish. Recall numbers 1-5 and the colours yellow, red, green, orange & blue more easily in Spanish. 	
Links to National Curriculum	Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Describe people, places, things and actions orally* and in writing					



Skills	<p>Working on being able to pronounce and remember new words in Spanish using images of the shapes to help us. Learning our first words in Spanish and learning to remember the article/determiner with the noun. Using what we know in English to help us. Working on remembering the shapes in Spanish over a longer period of time. Learning to listen more carefully to what we hear in Spanish. Starting to become more familiar with the different sounds, pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language so that we can say start to remember the names of the four seasons in Spanish.</p> <p>Skills we will develop: To work on improving memory skills. Learning to recognise and learn cognates such as guitarra, piano, clarinete first. Starting to build a short phrase in Spanish using conjugated verb, 1st person of the verb to play (tocar), and definite determiner/ article (la, el or los). Choosing and ordering these words accurately. Learning that in Spanish the personal pronoun I (yo) is often dropped in Spanish and just toco is used. We will see this happens a lot in Spanish.</p>
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Spanish Curriculum Map – Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Phonetics Lesson 1</u> <u>I am learning Spanish (E)</u>	<u>I know how (E)</u> <u>Christmas</u>	<u>Ice-creams (E)</u>	<u>Seasons (KS2) (E)</u>	<u>Fruit (E)</u>	<u>Little Red Riding Hood (E)</u> <u>La Tomatina</u>
[subject] unit	<u>Phonetics Lesson 1</u> To learn the Spanish alphabet and sounds:  <u>I am learning Spanish (E)</u>	<u>I know how (E)</u> <ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs in Spanish. Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I 	<u>Ice-creams (E)</u> Name and recognise up to 10 different flavours for ice creams. <ul style="list-style-type: none"> Ask for an ice-cream in Spanish using 'quisiera'. Say what flavour they would like. 	<u>Seasons (KS2) (E)</u> <ul style="list-style-type: none"> Name, recognise and remember all four seasons in Spanish. Say what our favourite season is in Spanish. 	<u>Fruit (E)</u> <ul style="list-style-type: none"> Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. 	<u>Little Red Riding Hood (E)</u> <ul style="list-style-type: none"> Sit and listen attentively to a familiar fairy tale in Spanish. Use picture and word cards to recognise and retain key vocabulary from



	<ul style="list-style-type: none"> • Locate Spain, Madrid, and a few key cities on a map. • Understand the Hispanic world better. • Ask somebody how they are feeling and what their name is. • Say how we are feeling and our names. • Count to 10. • Read, write, say, and recall ten different colours 	<p>know how to...) / 'no sé' (I do not know how to ..).</p> <ul style="list-style-type: none"> • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but). <p><u>Christmas</u> To learn about how Christmas is celebrated in Spain To learn some traditional songs</p>	<ul style="list-style-type: none"> • Say whether they would like their ice-cream in a cone or a small pot/tub. 	<ul style="list-style-type: none"> • Say why it is our favourite season in Spanish. • Start to recognise and use the conjunctions 'y' (and) & 'porque' (because) in our spoken and written responses. 	<ul style="list-style-type: none"> • Ask somebody in Spanish if they like a particular fruit. • Say what fruits they like and dislike 	<p>the story.</p> <ul style="list-style-type: none"> • Name and spell at least three parts of the body in Spanish as seen in the story <p style="text-align: center;"><u>La Tomatina</u></p> <p>To explore and learn about the very well know Spanish Fiesta La Tomatina.</p>
<p>Links to National Curriculum</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Describe people, places, things and actions orally* and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>					
<p>Skills</p>	<p>How to pronounce the vowels in Spanish correctly. How to pronounce specific letter strings in Spanish correctly. The use of accents in Spanish. To develop memory skills so that the language and spelling of words are remembered. Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation. Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.</p>					



	<p>Using images to develop recall, retention and memory skills. Learning how to ask and answer questions and how to give opinions To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.</p>
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Spanish Curriculum Map – Year 4



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Phonetics Lesson 2</u> <u>Presenting myself (I)</u>	<u>Family (I)</u> <u>Christmas</u>	<u>Vegetables (E)</u>	<u>My Home (I)</u>	<u>Classroom (I)</u>	<u>Goldilocks (I)</u> <u>La Fallas</u>
[subject] unit	<p><u>Phonetics Lesson 2</u> To learn 'CA', 'CE', 'CI', 'CO' and 'CU' in Spanish</p> <p><u>Presenting myself (I)</u></p> <ul style="list-style-type: none"> Count to 20 in Spanish. Ask somebody how they are feeling, their age, name and where they live in Spanish. Say how we are feeling, how old we are, what our name is and where we live in Spanish. Apply rules of adjectival agreement when saying our nationality in Spanish. 	<p><u>Family (I)</u></p> <ul style="list-style-type: none"> Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age and relationship. Count up to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only) <p><u>Christmas</u></p> <p>To learn about how Christmas is celebrated in Spain To learn some traditional songs</p>	<p><u>Vegetables(E)</u></p> <p>Name and recognise up to 10 vegetables in Spanish.</p> <ul style="list-style-type: none"> Attempt to spell some of these nouns (including the correct article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 	<p><u>My Home (I)</u></p> <p>Say whether they live in a house or an apartment and say where it is.</p> <ul style="list-style-type: none"> Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they have or do not have in their home. Ask somebody in Spanish what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age). 	<p><u>Classroom (I)</u></p> <ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case/rucksack. 	<p><u>Goldilocks (I)</u></p> <ul style="list-style-type: none"> Not only sit and listen attentively to the story but to recognise, understand and remember more of the new language Increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish. Increase their thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases. Attempt to spell in Spanish. <p><u>La Fallas</u></p> <p>To explore and learn about the very well-known Spanish Fiesta Las Fallas.</p>
Links to National Curriculum	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Present ideas and information orally to a range of audiences*</p>					



	<p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally* and in writing Languages – key stage 2 3</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient language</p>
Skills	<p>To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.</p> <p>We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.</p> <p>Remember enough new language to able to write and present orally (perhaps even from memory) a short paragraph as a person from the stone, bronze or iron age using more than one high frequency verb and a wider range of vocabulary with high accuracy. Learning to make full use of the templates and support provided.</p> <p>To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness</p> <p>To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. To improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a possessive and negative reply.</p> <p>How to pronounce the vowels in Spanish correctly. How to pronounce specific letter strings in Spanish correctly. The use of accents in Spanish</p>

Spanish Curriculum Map – Year 5



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Phonetics Lesson 3</u> <u>Do you have a pet? (I)</u>	<u>What is the date?(I)</u> <u>Christmas</u>	<u>The Weather (I)</u>	<u>Planets (P)</u>	<u>Habitats (Yr 5/6) (P)</u>	<u>Clothes (I)</u> <u>San Fermin</u>
[subject] unit	<p><u>Phonetics Lesson 3</u> To learn sounds 'GA', 'GE', 'GI', 'GO' and 'GU' in Spanish</p> <p><u>Do you have a pet? (I)</u></p> <ul style="list-style-type: none"> • Know the nouns and indefinite articles for 8 common pets. • Ask somebody if they have a pet and give an answer back. • Say in Spanish what pet we have/do not have and give our pet's name. • Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences. 	<p><u>What is the date?(I)</u></p> <ul style="list-style-type: none"> • Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in Spanish. • Ask and answer what the date is in Spanish. • Ask and answer the question 'when is your birthday?' in Spanish. <p><u>Christmas</u></p> <p>To learn about how Christmas is celebrated in Spain</p> <p>To learn some traditional songs</p>	<p><u>The Weather (I)</u></p> <ul style="list-style-type: none"> • Recognise and recall the 9 weather expressions in Spanish from memory. • Ask what the weather is today and give a reply in Spanish. • Describe the weather in Spain, in Spanish using a weather map with symbols 	<p><u>Planets (P)</u></p> <ul style="list-style-type: none"> • Name and spell accurately some/all the planets in Spanish on a solar map. • Say and write extended sentences for at least one planet. • Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy 	<p><u>Habitats (Yr 5/6) (P)</u></p> <ul style="list-style-type: none"> • Say and write the key elements that animals and plants need to survive. • Name the 5 most common types of habitats. • Name an animal and a plant that live and grow in each type of habitat 	<p><u>Clothes (I)</u></p> <ul style="list-style-type: none"> • Recognise and recall from memory 21 items of clothing. • Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. • Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour <p><u>San Fermin</u></p> <p>To explore and learn about the very well-known Spanish Fiesta La fiesta de San Fermin.</p>



<p>Links to National Curriculum</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally* and in writing Languages – key stage 2 3</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient language</p>
<p>Skills</p>	<p>To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.</p> <p>To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map</p> <p>To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.</p> <p>To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness</p> <p>To be able to say and write with improved accuracy short phrases describing the planets in terms of their position, size and colour. Starting to pay more attention to the changes involved in adjectival agreement and applying these rules when using adjectives in different topics and with different language.</p> <p>How to pronounce the vowels in Spanish correctly.</p> <p>How to pronounce specific letter strings in Spanish correctly.</p> <p>The use of accents in Spanish</p>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Phonetics Lesson 4 At School (P)</u>	<u>Healthy Lifestyles (P) Christmas</u>	<u>The Weekend (P)</u>	<u>World War 2 (P)</u>	<u>At the Café (I)</u>	<u>Me in the world (P) El Día de los Muertos</u>
[subject] unit	<p><u>Phonetics Lesson 4</u> To look at the last set of 5 out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish. 'B', 'V', 'CC', 'QU' and 'Z' <u>At School (P)</u></p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in Spanish. Say what time they study certain subjects at school. 	<p>Name and recognise ten foods and drinks that are considered good for your health.</p> <ul style="list-style-type: none"> Name and recognise ten foods and drinks that are not considered good for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy lifestyle. Learn to make a healthy recipe in Spanish. <p><u>Christmas</u> To learn about how Christmas is celebrated in Spain To learn some traditional songs</p>	<p><u>The Weekend (P)</u></p> <ul style="list-style-type: none"> Tell the time in Spanish using quarter past, half past and quarter to. Say and write in Spanish what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences 	<p><u>World War 2 (P)</u></p> <ul style="list-style-type: none"> Group and order words to decode unknown language. Understand the key facts of history from WW2 when described in Spanish. Say and write in Spanish the key countries and languages involved in WW2. Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside. 	<p><u>At the Café (I)</u></p> <ul style="list-style-type: none"> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink. 	<p><u>Me in the world (P)</u></p> <ul style="list-style-type: none"> Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid. Say and write something we do to help the planet. <p><u>El Día de los Muertos</u> To explore and learn about the very well-known Mexican celebration 'El Día de los Muertos'.</p>



<p>Links to National Curriculum</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally* and in writing Languages – key stage 2 3</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient language</p>					
<p>Skills</p>	<p>How to pronounce the vowels in Spanish correctly.</p> <p>How to pronounce specific letter strings in Spanish correctly.</p> <p>The use of accents in Spanish</p> <p>To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.</p> <p>To work on becoming more familiar and confident using verbs in Spanish. Understanding better the rules involved with regular verb conjugation and getting used to using more than just the first person singular of a verb (the yo/I form). Completing all the activities and verb booklet with high accuracy so when necessary it can be used as a reference</p> <p>To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.</p> <p>To be able to learn effective strategies that will help to decode and understand better unfamiliar vocabulary.</p> <p>To be able to say and write what makes a healthy diet. To talk and write about physical activities</p>					



	<p>To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider Spanishspeaking world. Consolidating shared core values that we share with other countries, nationalities and religions. Using this content to widen vocabulary and linguistic knowledge in Spanish.</p>
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