



Our Lady of the Rosary RC Primary School

## Spanish Curriculum Overview

Our Journey

Love God

Others First

Respect All

## **Purpose of study**

### **Aims**

At OLOR, we teach Spanish to help our children become confident communicators and curious learners about the world around them. Learning another language opens doors to new cultures and helps children understand and appreciate people from different backgrounds. Through fun and engaging lessons, children learn to speak, listen, read and write in Spanish. They learn how to share their own ideas, ask questions and understand others in another language. The skills they gain in Spanish also give them a great foundation for learning more languages in the future and may support them in studying or working in other countries one day.

The OLOR Spanish curriculum aims to ensure that all pupils:

- understand and respond to spoken and written Spanish language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- discover and develop an appreciation of a range of writing in Spanish.

### **Intent**

OLOR's Spanish scheme of work aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in Spanish for practical purposes, using both written and spoken Spanish. Through our curriculum, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to other languages, facilitates further language study and opens future opportunities to study and work abroad.

OLOR's Spanish curriculum supports pupils to meet the National curriculum end of Key stage 2 attainment targets. The curriculum aims to provide pupils with a firm foundation of language learning. For this reason, we have carefully planned and sequenced when to teach the three building blocks of a language system, known as our strands:

- Phonics.
- Vocabulary.
- Grammar.

Pupils connect these building blocks of knowledge to create meaning in a variety of contexts, allowing them to develop their skills in the following strands:

- Language comprehension: listening and reading
- Language production: speaking and writing

Ample opportunities are provided to ensure that children practise new learning across all four modalities. Our National curriculum coverage shows which of our units cover each of the National curriculum attainment targets as well as each of the strands. Our Progression of knowledge, skills and vocabulary shows the knowledge, skills and progressive vocabulary that are taught within each year group and how these develop to ensure that attainment targets are securely met by the end of Key stage 2.

### **Implementation**

Through OLOR's Spanish curriculum, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written Spanish. Pupils first develop confidence and accuracy with oral skills then increasingly apply their knowledge to extended reading and writing as they progress through Key stage 2.

The curriculum is a spiral curriculum, with key skills, grammar and vocabulary revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our Spanish units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work (Kapow) focuses on developing an understanding of Spanish grammar, rather than committing to memory vast amounts of Spanish vocabulary.

Each unit is based on a specific theme with a motivating end outcome which gives the children a context and clear purpose for their learning. To help pupils retain their Spanish learning, we incorporate Spanish into the classroom environment every day.

To raise the profile of languages in school, we celebrate the backgrounds of pupils and staff. We celebrate International Week every year and invite parents and neighbours to come into school to speak to the children. We also hold food tasting events, as well as celebrations such as Black History Month.

### **Impact**

The impact of OLOR's Spanish curriculum is monitored continuously through both formative and summative assessment. Pupils frequently evaluate their own and their peers' performance, respond to feedback and recognise their own progress. Every unit has a unit quiz and knowledge catcher which can be used at the end of the unit. After the implementation of the Spanish curriculum, pupils should leave school equipped with a range of language-learning skills to enable them to study Spanish, or any other language, with confidence at Key stage 3. The expected impact of our curriculum that children will:

- Demonstrate understanding of spoken language by listening and responding appropriately.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Apply their understanding of phonics to make increasingly accurate attempts to read unfamiliar words, phrases and short texts.
- Be able to engage in purposeful dialogue in practical situations (e.g. ordering in a cafe, following directions) and express an opinion.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed a range of language detective skills to tackle unfamiliar words in Spanish, English and other languages.

- Be able to construct short texts on familiar topics.
- Meet the end of Key stage 2 stage expectations outlined in the national curriculum for languages.
- Develop a greater awareness of the wider world and an appreciation for the role of language learning in promoting cross-cultural understanding.

Every Spanish lesson begins with a 'Recap and recall' section, allowing pupils to practise retrieving key knowledge relevant to the upcoming lesson. This section enables teachers to make informal judgements about whether pupils have retained prior learning and are ready to progress. The 'Assessing progress and understanding' section in each planned lesson supports teachers in identifying those pupils who are secure in their learning. Each unit of work assesses pupils' understanding and retention of key knowledge using an Assessment quiz with multiple-choice and open-ended questions. Progress in Spanish is monitored regularly by subject coordinators, through pupil voice sessions, book looks and drop ins.

OLOR is currently in a transition over to our new scheme provided by Kapow. Years 5 and 6 are completing this transition plan and after two years will move to the whole school overview as detailed below.

## Year 5

### AUTUMN

Lesson:	Year	Selected lessons	
1	Y3	Unit 1: Spanish greetings with puppets	Lesson 1: Introductions Hello. What's your name?
2	Y3	Unit 1: Spanish greetings with puppets	Lesson 4: How are you? How are you?
3	Y4	Unit 2: Spanish numbers and ages	Lesson 3: How many? Numbers 1-12. How many?
4	Y3	Unit 4: Classroom objects in Spanish	Lesson 3: What classroom items do you have? Masculine and feminine nouns, plural nouns.
5	Y4	Unit 5: Where do you live?	Lesson 2: Who I am and where I live What's your name? How old are you? Where do you live?

### SPRING

Lesson:	Year	Selected lessons	
1	Y3	Unit 5: Where do you live?	Lesson 3: Different places to live Giving personal information i.e. name, age and where you live, dictionary skills and noun gender.
2	Y3	Unit 1: Dates in Spanish	Lesson 1: Numbers 13 - 31 Numbers 1-31.
3	Y4	Unit 1: Dates in Spanish	Lesson 3: Dates Months, dates, festivals.
4	Y3	Unit 1: Dates in Spanish	Lesson 6: Birthday celebrations Asking and answering questions about personal information, telephone numbers, birthdays.
5	Y4	Unit 1: Describing friends and family	Lesson 3: Third person singular Asking and answering questions about personal information in the third person.

## SUMMER

Continue their planned Y5 topic.

### Year 6

## AUTUMN

Lesson	Year	Selected lessons	
1	Y3	Unit 1: Spanish greetings with puppets	Lesson 4: How are you? Me llamo, adiós and ¿Qué tal?
2	Y3	Unit 4: Classroom objects in Spanish	Lesson 3: What classroom items do you have? Masculine and feminine nouns, plural nouns.
3	Y4	Unit 1: Dates in Spanish	Lesson 2: Los meses Numbers 1-31 and months of the year.
4	Y3	Unit 5: Where do you live?	Lesson 2: Who I am and where I live What's your name? How old are you? Where do you live?
5	Y4	Unit 2: Pets in Spanish	Lesson 2: Adjectives Masculine and feminine nouns, colours and adjectival agreement.

## SPRING

Lesson	Year	Selected lessons	
1	Y4	Unit 4: Spanish celebrations	Lesson 2: Verbs in Spanish Infinitive verbs.
2	Y4	Unit 4: Spanish celebrations	Lesson 3: Likes and dislikes Me gusta + infinitive.
3	Y5	Unit 5: Spanish food and drink	Lesson 1: Food likes and dislikes Me gusta(n) + definite article + noun.
4	Y5	Unit 1: Describing friends and family	Lesson 1: Hermanos Questions and answers finding out personal information (first and second person).
5	Y5	Unit 1: Describing friends and family	Lesson 3: Third person singular Questions and answers finding out personal information (third person).

## SUMMER

Continue their planned Y6 topic.

### Whole School Overview

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 3</b>	Greetings	Numbers and Ages	Shapes and Colours
<b>Year 4</b>	Dates	Pets	Weather
<b>Year 5</b>	In a Spanish Café	Friends and Family	Food and Drink
<b>Year 6</b>	Shopping	Clothes	School Life

## Year 3

	<b>Key Skills</b>	<b>Key Knowledge</b>	<b>Key Vocabulary</b>
<b>Greetings</b>	<p><u>Language comprehension</u></p> <ul style="list-style-type: none"> <li>Listening and responding to single words and short phrases.</li> <li>Recognising some familiar Spanish words in written form.</li> </ul> <p><u>Language production</u></p> <ul style="list-style-type: none"> <li>Asking and/or answering simple questions.</li> <li>Practising speaking with a partner.</li> <li>Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation.</li> <li>Introducing self to a partner with simple phrases.</li> <li>Rehearsing and performing a short role-play.</li> <li>Experimenting with simple writing, copying with accuracy.</li> </ul>	<p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>To know the key phonemes that are represented by the following letters: a, o, i.</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>To know some common verbs in the present tense.</li> <li>To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g. ¿Cuántos años tienes? and as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning e.g. ¡Muy bien!</li> </ul> <p><u>Cultural awareness</u></p> <ul style="list-style-type: none"> <li>To know that in Spanish there are formal and informal greetings.</li> </ul>	<ul style="list-style-type: none"> <li>¡Hola!</li> <li>buenos días</li> <li>buenas tardes</li> <li>buenas noches</li> <li>adiós</li> <li>¿Cómo te llamas?</li> <li>me llamo</li> <li>¿Qué tal?</li> <li>muy</li> <li>bien</li> <li>mal</li> <li>fantástico</li> <li>¿Y tú?</li> <li>sí</li> <li>no</li> </ul>
<b>Numbers &amp; Ages</b>	<p><u>Language comprehension</u></p> <ul style="list-style-type: none"> <li>Listening and responding to single words and short phrases.</li> <li>Reading aloud some words from simple songs, stories and rhymes</li> <li>Recognising some familiar Spanish words in written form.</li> <li>Beginning to understand and notice cognates and near cognates.</li> <li>Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</li> </ul> <p><u>Language production</u></p> <ul style="list-style-type: none"> <li>Asking and/or answering simple questions.</li> <li>Practising speaking with a partner.</li> <li>Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation.</li> <li>Using short phrases to give information.</li> <li>Listening and repeating key phonemes with care.</li> <li>Introducing self to a partner with simple phrases.</li> </ul>	<p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>To become familiar with the key phonemes that are represented by the following letters: u, z/c, ñ.</li> <li>To know that some letters carry accents.</li> <li>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).</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>To know some common verbs in the present tense.</li> <li>To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g. ¿Cuántos años tienes?</li> <li>To know that the word order is sometimes different in Spanish compared to English.</li> </ul> <p><u>Cultural awareness</u></p> <ul style="list-style-type: none"> <li>To know some playground games played in Spanish-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>uno</li> <li>dos</li> <li>tres</li> <li>cuatro</li> <li>cinco</li> <li>seis</li> <li>siete</li> <li>ocho</li> <li>nueve</li> <li>diez</li> <li>once</li> <li>doce</li> <li>más</li> <li>menos</li> <li>¿Cuántos?</li> </ul>

## Shapes & Colours

### Language comprehension

- Listening and responding to single words and short phrases.
- Recognising some familiar Spanish words in written form.
- Beginning to understand and notice cognates and near cognates.
- Using visual clues to make predictions about the meaning of unfamiliar vocabulary.

### Language production

- Practising speaking with a partner.
- Using short phrases to give information.
- Recognising that sounds and spelling patterns can be different from English.
- Discussing strategies for remembering and applying pronunciation rules.
- Building confidence by repeating short phrases with increasing accuracy.
- Experimenting with simple writing, copying with accuracy.
- Recognising and using adjectives of colour and size.

### Cultural awareness

- Showing awareness of the capital and identifying some key cultural landmarks.

### Phonics

- To know the key phonemes that are represented by letters: e and j.

### Grammar

To know:

- That most adjectives are positioned after the noun in Spanish e.g. un gato negro – a black cat.
- That the word order is sometimes different in Spanish compared to English.
- That we can use conjunctions such as y (and) and pero (but) to join clauses.

### Cultural awareness

- To know about the architecture of Barcelona and Granada.
- To know the names of some of the cities in Spain.

- ¿Qué color es?
- amarillo
- azul
- blanco
- negro
- rojo
- verde
- naranja
- violeta
- y

## Year 4

	<b>Key Skills</b>	<b>Key Knowledge</b>	<b>Key Vocabulary</b>
<b>Dates</b>	<p><u>Language comprehension</u></p> <ul style="list-style-type: none"> <li>Beginning to notice common spelling patterns.</li> <li>Recognising some familiar Spanish words when written in a short phrase.</li> <li>Identifying and discussing cognates and beginning to explore various language detective strategies.</li> <li>Using contextual clues and cues to make predictions about meanings.</li> </ul> <p><u>Language production</u></p> <ul style="list-style-type: none"> <li>Recognising and answering simple questions which involve giving personal information.</li> <li>Using a variety of conversational phrases.</li> <li>Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation.</li> <li>Listening and repeating key phonemes with care.</li> <li>Recognising that sounds and spelling patterns can be different from English.</li> <li>Recognising how intonation and gesture are used to differentiate between statements and questions.</li> </ul>	<p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>Identifying sounds created by linking some of the key phonemes.</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>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 and one' e.g. treinta y uno.</li> <li>To know that numbers such as dieciséis in Spanish is a compound version of 'diez y seis' (ten and six) like veintiuno is a compound version of veinte y uno.</li> <li>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.</li> </ul> <p><u>Cultural awareness</u></p> <ul style="list-style-type: none"> <li>To know some similarities and differences between birthday celebrations in the UK and Mexico.</li> <li>To know that some Spanish festivals happen throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>enero</li> <li>febrero</li> <li>marzo</li> <li>abril</li> <li>mayo</li> <li>junio</li> <li>julio</li> <li>agosto</li> <li>septiembre</li> <li>octubre</li> <li>noviembre</li> <li>diciembre</li> <li>¿Cuándo?</li> <li>cumpleaños</li> </ul>
<b>Pets</b>	<p><u>Language comprehension</u></p> <ul style="list-style-type: none"> <li>Listening and responding to full sentences.</li> <li>Following a short text or rhyme, listening and reading at the same time.</li> <li>Identifying and discussing cognates and beginning to explore various language detective strategies.</li> <li>Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li> <li>Using contextual clues and cues to gist and make predictions about meanings.</li> </ul> <p><u>Language production</u></p> <ul style="list-style-type: none"> <li>Recognising and answering simple questions which involve giving personal information.</li> <li>Using a model to form a spoken sentence.</li> <li>Building confidence by repeating short phrases with increasing accuracy.</li> <li>Introducing self to a partner with simple phrases.</li> <li>Rehearsing and performing a short role-play.</li> <li>Selecting and writing short words and phrases.</li> <li>Using different adjectives with a singular noun, with correct positioning and agreement.</li> </ul>	<p><u>Phonics:</u></p> <p>To know:</p> <ul style="list-style-type: none"> <li>The sounds created by linking some of the key phonemes.</li> </ul> <p><u>Grammar</u></p> <p>To know:</p> <ul style="list-style-type: none"> <li>How to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator.</li> <li>That the ending of an adjective often changes according to the gender of the noun it describes.</li> </ul>	<ul style="list-style-type: none"> <li>una mascota - a pet</li> <li>amistoso - friendly</li> <li>energético - energetic</li> <li>feroz - fierce</li> <li>grande - big</li> <li>lento - slow</li> <li>mono - cute</li> <li>obediente - obedient</li> <li>negra - black</li> <li>pequeño - small</li> <li>rápido - fast</li> <li>roja - red</li> <li>tímido - shy</li> <li>tranquilo - calm</li> <li>travieso - naughty</li> </ul>

<p><b>Weather</b></p>	<p><u>Language comprehension</u></p> <ul style="list-style-type: none"> <li>• Listening and responding to full sentences.</li> <li>• Following a short text or rhyme, listening and reading at the same time.</li> <li>• Recognising some familiar Spanish words when written in a short phrase.</li> <li>• Identifying and discussing cognates and beginning to explore various language detective strategies.</li> <li>• Using contextual clues and cues to gist and make predictions about meanings.</li> </ul> <p><u>Language production</u></p> <ul style="list-style-type: none"> <li>• Using a variety of conversational phrases.</li> <li>• Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation.</li> <li>• Using a model to form a spoken sentence.</li> <li>• Beginning to adapt phrases from a rhyme/song.</li> <li>• Recognising that sounds and spelling patterns can be different from English.</li> <li>• Building confidence by repeating short phrases with increasing accuracy.</li> <li>• Rehearsing and performing a short role-play.</li> <li>• Selecting and writing short words and phrases.</li> </ul>	<p><u>Phonics:</u> To know:</p> <ul style="list-style-type: none"> <li>• How to identify sounds created by linking some of the key phonemes: ia, ie, io, ue.</li> </ul> <p><u>Grammar</u> To know:</p> <ul style="list-style-type: none"> <li>• That a few adjectives can be positioned in front of the noun in Spanish, e.g. bueno – un buen día, malo – hace mal tiempo.</li> <li>• That está is another way of saying 'it is' and is used to describe position.</li> <li>• That compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• el tiempo</li> <li>• está lloviendo</li> <li>• está nevando</li> <li>• está nublado</li> <li>• hace buen tiempo</li> <li>• hace mal tiempo</li> <li>• hace calor</li> <li>• hace frío</li> <li>• hace sol</li> <li>• hace viento</li> <li>• ¿Qué tiempo hace hoy?</li> <li>• el norte</li> <li>• el este</li> <li>• el sur</li> <li>• el oeste</li> </ul>
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## Year 5

	Key Skills	Key Knowledge	Key Vocabulary
<b>In a Spanish Cafe</b>	<p><b><u>Language comprehension</u></b></p> <ul style="list-style-type: none"> <li>Listening and responding to full sentences.</li> <li>Identifying and discussing cognates and beginning to explore various language detective strategies.</li> <li>Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li> <li>Using contextual clues and cues to gist and make predictions about meanings.</li> </ul> <p><b><u>Language production</u></b></p> <ul style="list-style-type: none"> <li>Recognising and answering simple questions which involve giving personal information.</li> <li>Using a variety of conversational phrases.</li> <li>Using a model to form a spoken sentence.</li> <li>Listening and repeating key phonemes with care.</li> <li>Recognising how intonation and gesture are used to differentiate between statements and questions.</li> <li>Building confidence by repeating short phrases with increasing accuracy.</li> <li>Rehearsing and performing a short role-play.</li> <li>Selecting and writing short words and phrases.</li> </ul>	<p><b><u>Grammar</u></b></p> <p>To know:</p> <ul style="list-style-type: none"> <li>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.</li> <li>That the infinitive of a verb in Spanish e.g. comer – to eat, means 'to do something'.</li> <li>That para is a preposition that, when followed by an infinitive, means 'in order to'.</li> </ul> <p><b><u>Cultural awareness</u></b></p> <p>To know:</p> <ul style="list-style-type: none"> <li>some typical Spanish food and drink.</li> <li>about the Spanish tradition of menú del día.</li> </ul>	<ul style="list-style-type: none"> <li>para</li> <li>beber</li> <li>comer</li> <li>quiero</li> <li>con</li> <li>por favor</li> <li>gracias</li> <li>¿Qué quieres beber?</li> <li>¿Qué quieres comer?</li> <li>Aquí tienes.</li> <li>¡Que aproveche!</li> <li>primer plato</li> <li>segundo plato</li> <li>postre</li> </ul>
<b>Friends and Family</b>	<p><b><u>Language comprehension</u></b></p> <ul style="list-style-type: none"> <li>Listening and selecting information from short audio passages to give an appropriate response.</li> <li>Identifying key information in simple writing.</li> <li>Using a range of language detective strategies to decode new vocabulary.</li> </ul> <p><b><u>Language production</u></b></p> <ul style="list-style-type: none"> <li>Forming a question in order to ask for information.</li> <li>Speaking in full sentences using known vocabulary.</li> <li>Speaking and reading aloud with increasing confidence and fluency.</li> <li>Adapting model sentences to express different ideas.</li> <li>Writing a short text using a model or scaffold.</li> <li>Using adapted phrases to describe a person.</li> </ul>	<p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>To know that plural nouns referring to nouns of mixed gender always take the masculine form.</li> <li>To know whether to use the pronouns el – he, or ella – she (or the gender neutral pronoun elle) when describing someone.</li> <li>To know that the ending of verbs change according to the subject.</li> <li>To know how to form the first three persons of the verb tener – to have, llamarse – to be called, vivir – to live, and gustarse – to like.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>hermano</li> <li>hermana</li> <li>se llama</li> <li>vive</li> <li>tiene</li> <li>le gusta</li> <li>este/esta</li> <li>¿Tienes hermanos?</li> </ul>

## Food and Drink

### Language comprehension

- Using a range of language detective strategies to decode new vocabulary including context and text type.
- Identifying key information in simple writing.
- Listening and selecting information from short audio passages to give an appropriate response.

### Language production

- Forming a question in order to ask for information.
- Speaking in full sentences using known vocabulary.
- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Speaking and reading aloud with increasing confidence and fluency.
- Adapting model sentences to express different ideas.

### Phonics

To know:

- That phonic knowledge can be applied to pronounce unfamiliar words.

### Grammar

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.
- 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.

- 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 ... ?

## Year 6

	<b>Key Skills</b>	<b>Key Knowledge</b>	<b>Key Vocabulary</b>
<b>Shopping</b>	<p><u>Language comprehension</u></p> <ul style="list-style-type: none"> <li>Listening and following the gist of information from an extended audio passage using language detective skills.</li> <li>Beginning to predict spelling patterns.</li> </ul> <p><u>Language production</u></p> <ul style="list-style-type: none"> <li>Engaging in conversation and transactional language.</li> <li>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</li> <li>Using intonation and gesture to differentiate between statements and questions.</li> </ul>	<p><u>Phonics</u></p> <p>To know:</p> <ul style="list-style-type: none"> <li>Some rules for where to put stress on a word.</li> </ul> <p><u>Grammar</u></p> <p>To know:</p> <ul style="list-style-type: none"> <li>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.</li> <li>A range of prepositions to describe the position of objects.</li> </ul> <p><u>Cultural awareness</u></p> <p>To know:</p> <ul style="list-style-type: none"> <li>About a traditional Spanish market.</li> <li>That the currency used in Spain is Euros and to recognise some of the notes and coins.</li> </ul>	<ul style="list-style-type: none"> <li>¿Dónde está?</li> <li>aquí</li> <li>al lado de</li> <li>entre</li> <li>¿Cuánto/a/os/as?</li> <li>¿Algo más?</li> <li>un kilo de</li> <li>¿Cuánto es?</li> </ul>
<b>Clothes</b>	<p><u>Language comprehension</u></p> <ul style="list-style-type: none"> <li>Identifying and extracting key information in a range of authentic texts.</li> <li>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</li> <li>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</li> </ul> <p><u>Language production</u></p> <ul style="list-style-type: none"> <li>Planning, asking and answering extended questions.</li> <li>Developing extended sentences to justify a fact or opinion.</li> <li>Planning and giving a short oral presentation.</li> <li>Speaking and reading aloud with increasing confidence and fluency.</li> <li>Using existing knowledge of vocabulary and phrases to create new sentences.</li> <li>Recognising and using a wide range of descriptive phrases.</li> <li>Giving a presentation drawing upon learning from a number of previous topics.</li> </ul>	<p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>To know that if a word is plural, we cannot use un or una and instead use unos and unas – some.</li> <li>To know the rules for changing the ending of an adjective according to the gender and number of the noun it describes.</li> <li>To know that porque – because, can be used to extend a sentence and give a justification.</li> </ul>	<ul style="list-style-type: none"> <li>unos - some</li> <li>unas - some</li> <li>lleva - he/she is wearing</li> <li>¿Qué lleva? - What is he/she wearing?</li> <li>porque - because</li> <li>bonito - pretty</li> <li>cómodo - comfortable</li> <li>deportivo - sports</li> <li>elegante - elegant/stylish/smart</li> <li>formal - formal</li> <li>impermeable - waterproof</li> <li>suelto - loose/baggy</li> <li>tradicional - traditional</li> </ul>

## School Life

### Language comprehension

- Listening and gisting information from an extended audio passage using language detective skills.
- Identifying and extracting key information in a range of authentic texts.

### Grammar

- Planning, asking and answering extended questions.
- Developing extended sentences to justify a fact or opinion.
- Modifying, expressing and comparing opinions.
- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Recognising and using a wide range of descriptive phrases.
- Using existing knowledge of vocabulary and phrases to create new sentences.
- Constructing a short text on a familiar topic.
- Recognising and using a wide range of descriptive phrases.

### Grammar

To know:

- That I can express a preference by placing *más/menos que* between the two items being compared, e.g. *Me gusta la historia más que el arte* – I like history more than art.
- That some prepositional phrases can function as time adverbials e.g. *durante el recreo* – during the break.

- después del recreo
- difícil
- divertido
- durante el recreo
- educativo
- el español
- en la hora de comer
- en la última clase
- fácil
- interesante
- por la mañana
- por la tarde