

	Autumn	Spring	Summer
Year 1	Greetings, name and wellbeing Numbers 1-20. Colours & Shapes	Days of the week. Fruits and drinks. Animal story Body parts. Animal story with adjectives	Body. Age. Large classroom objects Verb instructions. Seasons. Small classroom objects
Year 2	Name, wellbeing & age. Greetings. Numbers 1-31 Classroom Instructions. Days and Months. Birthday	Name, wellbeing, age and months. Animal story Revision: Verb instructions, wellbeing, age and birthdays. Animal story with adjectives.	Revision: Verb instructions, wellbeing, age and birthdays. Food and drinks (I am hot/cold/thirsty/hungry). The Beach, Ice Cream Flavour and Role Play
Year 3	All about me. Describing myself and others <u>Unit 1. Meet and greet. Greetings and sounds</u> Personal information. Name and age Wellbeing. Feelings Alphabet. Letters and sounds <u>Unit 2. Dates and numbers</u> Date. Numbers 0-31. Days of the week, months Punctuation rules Christmas traditions	All About me. Describing myself and others <u>Unit 3. Myself</u> Personal information revision Birthday. Favourite day of the week, month, colour Differences between Spanish in Spain and in South America <u>Unit 4. Parts of the body. Designing a monster</u> Parts of the body Use of articles before nouns	All About me. Describing myself and others <u>Unit 5. Me gusta</u> Simple preferences. Use of opinion phrases Colours revision Children stories <u>Unit 6. Mi familia</u> Family members and pets Spanish speaking countries across the world
Year 4	The world around me <u>Unit 7. ¿Qué tiempo hace?</u> Weather – weather dialogue/forecast Verb “hacer” = “to make” used as the main way of describing weather <u>Unit 8. ¿Qué te gusta hacer?</u> Action verbs and opinions Christmas traditions in some Spanish speaking countries	The world around me <u>Unit 9. La comida sana</u> Food. Healthy and unhealthy food Spanish and Colombian diet and what children may eat for their main meals <u>Unit 10. Las pescadoras Valencianas. Beach scene.</u> Describing a picture. Use of prepositions of place. Reinforcement of agreement of noun and adjective: hay /no hay, ¿dónde está...? ¿de qué color es?, ¿qué hay? Joaquín Sorolla – Spanish painter	The world around me <u>Unit 11. Me gustan los animales y las frutas</u> Animals and fruits from South America and Spain Expressing opinions: me gusta(n)/no me gusta(n) Costa Rica based story ‘El Loro Tico Tango’ <u>Unit 12. Cuando llueve me pongo un paraguas</u> Weather – weather forecast revision, clothing and temperatures Locations of key towns in Spain and how to describe their geographical position
Year 5	Let’s go! <u>Unit 13.</u> Food and drinks. Likes and dislikes. Healthy eating Different eating routines in U.K. and in the Spanish speaking world <u>Unit 14. I am the music man</u> Music genres and musical instruments Popular Hispanic music and a Mexican folk song Christmas traditions	Let’s go! <u>Unit 15. Mi ciudad</u> Places in town Shops and local life. Layout of a typical Spanish town Alphabet revision & dictionary skills <u>Unit 16. Raúl viaja en el tiempo</u> Reading focus. Story based on the historical rooms in the Museum of the Home in Hoxton	Let’s go! <u>Unit 17. Las estaciones</u> Weather and seasons Poem ‘Las Estaciones del Año’ by Andrés Díaz Marrero Dictionary skills. Use of bilingual dictionaries <u>Unit 18. Los planetas</u> Space. Solar system. Planets Origin of words. Latin
Year 6	<u>Unit 19. Geographical features</u> Human and physical geography Spanish speaking countries <u>Unit 20. Nuestro colegio</u> School. Rooms in school. School subjects Differences between schools in Spain and in U.K. Christmas traditions	<u>Unit 21. En el café</u> Ordering food and drink in cafes / restaurants dialogues Spanish food and café culture <u>Unit 22. Las vacaciones</u> Places to go to holidays/means of transport/what to do on holidays Festivals in different Spanish speaking countries	<u>Unit 22. Raúl en Sutton House. Una casa Tudor</u> Reading focus Understand the importance of verb endings and the importance of ‘accents’ in determining the pronunciation and meaning. Transition

EYFS Content (Non Statutory)		
Autumn	Spring	Summer
<p>Key knowledge:</p> <ul style="list-style-type: none"> - To recognise and use greetings - To say name and ask someone his/her name using <i>¿Cómo te llamas?</i> and <i>¿Y tú?</i> - To recognise and respond to class commands - To recognise and use numbers 0-10 - To recognise and use colours - To explore and recall a poem in Spanish <p>Core language: Hola chicos/chicas; señora/señorita/señor; adiós; me llamo... <i>¿Y tú?</i>, <i>¿Cómo te llamas?</i>; numbers 1-10; escucha (listen), levántate (stand up), siéntate (sit down), silencio (silence), mira (look), repite (repeat); rojo (red), azul (blue), verde (green), amarillo (yellow), naranja (orange), rosa (pink)</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> - To revise Autumn content - To say how one is feeling and to ask someone how they are feeling - To learn body parts and accompanying song 'Head, Shoulders...' song in Spanish - To recognise and respond to action instructions - To recognise and use a range of fruits <p>Core language: <i>¿Cómo estás?</i>, bien, estupendo, maravilloso, cansado, hambriento, gracias; apunta (point), (la)cabeza (the) head, (los)hombros (the) shoulders, (las)piernas (the) legs, (los)pies (the) feet, (los)ojos (the) eyes, (las)orejas (the) ears, (la)boca (the) mouth, (la)nariz (the) nose; una fresa (a strawberry), un limón (a lemon), una manzana (an apple), una naranja (an orange), una pera (a pear), un plátano (a banana); camina (walk), corre (run), salta (jump), nada (swim), aplaude (applaud), baila (dance); por favor, gracias.</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> - To revise Spring content - To recognise and use vocabulary for farm animals - To recognise and use vocabulary for family members - To explore familiar stories and identify key vocabulary. Tilly the turtle and Goldilocks in Spanish <p>Core language: la vaca (the cow), la oveja (the sheep), el cerdo (the pig), el pato (the duck), el caballo (the horse), <i>¿Qué hace la vaca?</i> (What does the cow do?), <i>¿Qué animal es?</i> (What animal is it?); la tortuga (the tortoise); mi mamá (My mum), mi papá (My dad), mi abuela (My grandmother), mi abuelo (My grandfather), mi hermana (My sister), mi hermano (My brother), me llamo... (My name is...), X es mi mamá, etc.</p>
<p>EYFS Communication and Language Early Learning Goals Strands. Listening, attention and understanding; Speaking. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>		

YEAR 1 (Non Statutory)		
Autumn	Spring	Summer
<p>Autumn 1 Greetings, name and wellbeing. Key knowledge: Revise previous year's work; Simple questions and answers re name and wellbeing; Basic greetings. To recognise and use 'how are you?' in Spanish and a range of basic replies.</p> <p>Core language: ¿Cómo te llamas? me llamo, ¿cómo estás?, bien, mal, regular, muy bien, excelente, maravillo, cansado, aburrido, buenos días/buenas tardes, buenas noches, chicos/as.</p> <p>Autumn 2 Numbers 1-20. Colours & Shapes. Key knowledge: Revise numbers 1-10; To recognise and use numbers 11-15 and 16-20; basic classroom instructions; colours and shapes.</p> <p>Core language: Numbers 1-20; class commands (señala); colours (marron, morado, gris), shapes (circulo, triangulo, cuadrado, rectángulo, hexágono).</p> <p>Cross curricular: PSHE: Greetings and Wellbeing; Music: Singing; Creative Arts: painting</p>	<p>Spring 1 Days of the week. Fruits and drinks. Animal story. Key knowledge: To recognise and use days of the week; To listen to a story in Spanish and be able to recognise key vocabulary including a range of fruits/food/drinks.</p> <p>Core language: lunes, martes, miércoles, jueves, viernes, sábado, domingo; una manzana, una pera, una ciruela, una fresa, una naranja, un limón, un plátano, ¿De qué color es ...?; la oruga glotona.</p> <p>Cross curricular: Maths: Numbers and days of the week; Literacy: familiar stories; Music: singing</p> <p>Spring 2 Body parts. Animal story with adjectives. Key knowledge: Revise body parts; To listen to a story in Spanish and be able to recognise key vocabulary including zoo animals and a range of adjectives.</p> <p>Core language: una serpiente, una rana, un león, un elefante, una jirafa, un camello, un mono, un perro</p> <p>Cross curricular: Science: Living things; Literacy: Familiar stories; PSHE: Health and Wellbeing; Music: Singing</p>	<p>Summer 1 Body. Age. Large classroom objects. Key knowledge: Revise body parts; To be able to ask/answer question about their age; To recognise and recall the names of a range of large classroom objects.</p> <p>Core language: (la)cabeza, (los)hombros, (las)piernas, (los)pies, (los)ojos, (las)orejas, (la)boca , (la)nariz; la computadora, la pizarra, la mesa, la puerta, la ventana, la silla, el armario, la luz; ¿Cuántos años tienes?, tengo cinco/seis años.</p> <p>Cross curricular: Science: The body; Maths: Numbers; Music: Singing</p> <p>Spring 2 Verb instructions. Seasons. Small classroom objects. Key knowledge: To recognise and recall simple action verb instructions; two seasons; names of some small classroom items.</p> <p>Core language: un estuche, un bolígrafo, un sacapuntas, un lápiz, una regla, una goma, tijeras; invierno, verano, tengo frio, tengo calor.</p> <p>Cross curricular: Science: Seasons; Music: Singing</p>
<p>By the end of Year 1 pupils will be able to: respond to simple, known songs with gestures (eg. head, shoulders, knees and toes); follow and repeat actions for the vowels; respond with actions to stories read aloud (that they already know in English); "play" with Spanish vowel sounds through songs and games; identify 7 colours (red, blue, green, yellow, orange, white, black); exchange simple greetings (hola, buenos días, buenas tardes, adios); understand simple praise words – estupendo, fantástico; understand the months and point to when their own birthday falls; sing the Happy Birthday song in time with the rest of the class; understand numbers 1 – 10.</p>		

YEAR 2 (Non Statutory)		
Autumn	Spring	Summer
<p>Autumn 1 Name, wellbeing & age. Greetings. Numbers 1-31. Key knowledge: Revise previous year’s work; To revise questions and answers re name, well-being and age; To revise questions and answers re name, well-being and age; To learn the greeting ‘good night’ in Spanish; To revise ‘how are you?’ question and answer and to learn other replies; To revise numbers 1-10; To revise numbers 11-20; To learn numbers 21-31. Core language: Greetings; Tengo seis/siete años; numbers 1-31, ¿De qué color es número 23?, ¿Qué número es blanco?.</p> <p>Autumn 2 Classroom Instructions. Days and Months. Birthday. Key knowledge: To revise classroom instructions; To revise days of week; To learn months of the year; To learn how to say the month of their birthday; Birthday story. Core language: Class commands, days, months, ¿Cuándo es tu cumpleaños?, mi cumpleaños es en marzo. Cross curricular: PSHE: Wellbeing and greetings/classroom instructions; Maths: Numbers; Music: Singing</p>	<p>Spring 1 Name, wellbeing, age and months. Animal story. Key knowledge: To revise questions and answers re name, well-being, age and month of birthday; To listen to/read a well-known English story in Spanish – Oso marrón (Brown Bear, Brown Bear, What Do You See?) Core language: Greetings; un oso marrón, un pájaro rojo, un pato amarillo, un caballo azul, una rana verde, un gato morado, un perro blanco, una oveja negra, un pez dorado, una maestra, niños, ¿Qué puedes ver?, puedo ver. Spring 2 Revision: Verb instructions, wellbeing, age and birthdays. Animal story with adjectives. Key knowledge: To revise questions and answers re name, well-being, age and month of birthday; To listen to/read a well-known English story in Spanish – Querido Zoo (Dear Zoo) Core language: una serpiente, una rana, un león, un elefante, una jirafa, un camello, un mono, un perro, travieso, feroz, rabioso, grande, perfecto, alta, aterradora, saltarín, demasiado Cross curricular: Science: Living things; Literacy: Familiar stories; PSHE: Communicating and Recognising basic Needs; Music: Singing</p>	<p>Summer 1 Revision: Verb instructions, wellbeing, age and birthdays. Food and drinks (I am hot/cold/thirsty/hungry). Key knowledge: Revise food and drinks; Revise days of the week; To introduce some drinks in Spanish; To introduce some foods in Spanish; To listen to/read a children’s English story in Spanish (Mama What’s for lunch?); To revise ‘I am + temperature’ and to learn 2 new phrases with the same structure. Core language: Camina, corre, salta, nada, aplaude, baila, bebe, come; tengo calor/frío/sed/hambre; una limonada, un agua mineral, un zumo de naranja/manzana, un chocolate caliente; fruta, verduras, pollo, bocadillo, ensalada.</p> <p>Spring 2 The Beach, Ice Cream Flavour and Role Play Key knowledge: To learn beach related vocabulary; To learn some activities at the beach; To learn some ice-cream favours; To revise role play vocabulary/phrases – including new expression: ‘You’re welcome’; To practise ordering an ice-cream. Core language: la playa, la arena, el mar ... ; me gusta + infinitive verb; un helado de ... ; ¿Qué quieres?, quiero ... Cross curricular: PSHE: Communicating and Recognising basic Needs; Music: Singing; Drama: Role Play.</p>
<p>By the end of Year 2 pupils will be able to: respond to a variety of known and new songs with gestures to show understanding; sing along with the alphabet song; recognise and understand key words from familiar stories read aloud; “play” with Spanish sounds through songs and games, including ‘tricky’ consonants such as j, ll, ñ; recall and correctly pronounce the 7 colours from Year 1 plus 3 more colours: brown, pink, grey; ask and respond to the question ‘¿Qué tal?’; recognise and respond to simple classroom commands, such as silencio, en fila, de pie, siéntate; say the month of their birthday; understand a variety of descriptive adjectives, eg. grande, pequeño; count from 1-10.</p>		

YEAR 3		
Autumn	Spring	Summer
<p>Autumn 1 Grammar and structures. Pupils will notice that: -The verb llamarse (to be called) changes its ending to show which person is the subject of the verb.</p> <p>Core language: Hola, adiós, hasta luego, ¡Buenos días!, ¡Buenas tardes!, ¡Buenas noches!: ¿Cómo te llamas? Me llamo; ¿Qué tal? Bien, muy bien, regular, mal, fatal, fenomenal</p> <p>Phonic focus. Pupils will have been introduced to the following sounds: - Vowels, ll, ue, j, c, silent h, uy,ua</p> <p>Autumn 2 Grammar and structures. Pupils will understand and be able to use: -The use of verb tener to talk about age; punctuation rules for months of the year and days of the week</p> <p>Core language: Days of the week, ¿Qué día es hoy?; months; numbers 0 – 31</p> <p>Phonic focus. Pupils will have been introduced to the following sounds: - Ñ, z, soft c, j, ei, ie, v</p>	<p>Spring 1 Grammar and structures. Pupils will understand: -How to ask and give information about favourite colour; how commands are given; key question words - ¿Cuál? ¿Cuándo? ¿Dónde?</p> <p>Core language: ¿Cuándo es tu cumpleaños? Mi cumpleaños es; colores: rojo, amarillo, verde, azul, blanco, negro, rosa, marron (café) gris, morado (violeta), naranja (anaranjado); class commands</p> <p>Phonic focus. Pupils will have been introduced to the following sounds: - Ñ, ai, j, v, ue</p> <p>Spring 2 Grammar and structures. Pupils will understand and be able to understand: -Gender and number differences of nouns; adjectives describing nouns; the 3rd person singular of the verb ‘tener’</p> <p>Core language: Soy, ¿y tú?, ¿quién es?, es, tiene, parts of the body, recap of colours</p> <p>Phonic focus. Pupils will be reintroduced to the following sounds: - ll, oy, r, z, v</p>	<p>Summer 1 Grammar and structures. Pupils will understand (and may be able to use): -Opinion phrases + colour; masculine/feminine adjectives to describe nouns ; some verb forms in the past tense</p> <p>Core language: me gusta, no me gusta; pero, y; la princesa, el principe, la bruja, la manzana, el embrujo</p> <p>Phonic focus. Pupils will be reintroduced to the following sounds: - R, soft c, j, silent h</p> <p>Summer 2 Grammar and Structures. Pupils will understand (and may be able to use): -The 1st and 2nd persons singular of the verb ‘tener’: use the masculine/feminine versions ‘un/una’; the possessive pronoun “mi”</p> <p>Core language: family members with possessive ‘mi’ and some domestic pets; ¿quién es?, es, soy; tengo, tienes</p> <p>Phonic focus. Pupils will be reintroduced to the following sounds: - Z, ll, rr, ñ, silent h, hard g</p>
<p>By the end of Y3, pupils will be able to: recognise key phonics sounds and read aloud some very familiar words and short phrases with accurate pronunciation; ask and answer simple questions from memory; understand and respond to a few familiar spoken words and short phrases; write some single words from memory, with support; understand basic grammar, including regular plural nouns, gender of nouns, definite and indefinite articles, start to understand formation of questions and answers.</p>		

YEAR 4		
Autumn	Spring	Summer
<p>Autumn 1 Grammar and structures. Pupils will understand and be able to use: - Hace, hay and está as constructions to use when describing weather</p> <p>Core language: ¿Qué tiempo hace? hace calor, hace frío, hace sol, hace viento; hace buen tiempo, hace mal tiempo; hay niebla; está nublado, está lloviendo, está nevando, está oscuro, está tormentoso</p> <p>Phonics focus:</p> <p>- V, ue, c, ll, silent h</p> <p>Autumn 2 Grammar and structures. Pupils will understand and be able to use: -The infinitive form of several AR verbs and the 1st person singular form; the indirect object pronoun with gustar and encantar</p> <p>Core language: ¿Qué te gusta hacer?, me gusta, no me gusta, me encanta, odio, prefiero; tocar el piano, jugar al fútbol, trabajar en mi ordenador, patinar, pintar, montar en bici</p> <p>Phonics focus: - j, soft c, i, ue</p>	<p>Spring 1 Grammar and structures. Pupils will understand and be able to: -Recognise and apply simple adjectival agreements</p> <p>Core language: Tengo hambre, tengo sed; me gusta/no me gusta/me encanta comer/beber + list of healthy and unhealthy foods and drinks; bueno, malo para la salud; la comida sana</p> <p>Phonics focus: Pupils will be (re) introduced to the following sounds.</p> <p>- z, soft c, silent h, ch, o, j</p> <p>Spring 2 Grammar and structures. Pupils will understand and be able to use: -Adjectival agreements using correct gender and number; prepositions of place; use of está and es</p> <p>Core language: prepositions of place: en el fondo, en el primer plano, detrás, delante, a la izquierda, a la derecha; beach scene vocabulary: el mar, el cielo, el sol, el barco, el vestido, el niño, el bebé, la arena, la cesta, la mujer, la playa; colours</p> <p>Phonics focus: Pupils will be (re) introduced to the following sounds.</p> <p>- ll, ñ, silent h, soft c, qui</p>	<p>Summer 1 Grammar and structures. Pupils will understand and be able to use: -The construction 'me gusta/me gustan' with singular and plural nouns with the definite article; the use of the accent on a word to show the stress on a syllable</p> <p>Core language: Los animales – el loro, el perezoso, el mono, el jaguar, el lagarto, la serpiente, la rana; las frutas – el mango, el dátil, el limón, el higo, la papaya, la cereza, las uvas; parts of the parrot's body; verbs – cae, lleva</p> <p>Phonics focus: Pupils will be (re) introduced to the following sounds.</p> <p>- C, j, z, v, silent h</p> <p>Spring 2 Grammar and structures. Pupils will understand and be able to use: -Hace, hay and está as constructions to use when describing weather; connectives to manipulate language and produce more complex sentences</p> <p>Core language: Weather features revision; ¿Qué llevas puesto? Llevo/a puesto, un abrigo, un sombrero, un paraguas, una bufanda, unas botas, unas gafas de sol; puntos cardinales; ¿Qué temperatura hace? Hace; cuando</p> <p>Phonics focus: -c, ll, j, e, v, silent h</p>
<p>By the end of Y4, pupils will be able to: recall key sounds and words and say them aloud with good pronunciation; match key sounds in words and phrases; understand and respond to a range of familiar spoken words and short phrases, using pre-learnt phrases to communicate with secure pronunciation; write single words and several short phrases from memory with support; use definite and indefinite articles in singular and plural; understand how to make negative forms; understand how to form questions and answers independently.</p>		

YEAR 5		
Autumn	Spring	Summer
<p>Autumn 1 Grammar and structures. Pupils will understand and be able to use: -Indefinite and definite articles ; opinion phrases with food/drink items; extended sentences using the connectives y, pero and porque Core language: Tengo hambre; tengo sed; ¿Qué tienes? ¿Te gusta(n), me gusta(n), Me encanta(n), prefiero Phonics focus: - Ll, z, o</p> <p>Autumn 2 Grammar and structures. Pupils will understand and be able to use: -Verb tocar, the connective porque and question word '¿Por qué?', new positive and negative adjectives, the near future tense with voy + infinitive + a musical instruments. Core language: La música pop/ la música jazz/ la música clásica/ la música reggae/la música folklórica; me gusta/no me gusta/me encanta/prefiero; y, pero; musical instruments; adjectives: genial/guay/horrible/aburrido(a)/fantástico(a) Phonics focus: Pupils will be (re) introduced to the following sounds. - U, v, ge, gui, rr</p>	<p>Spring 1 Grammar and structures. Pupils will understand and be able to use: -¿Dónde está?, Está + directions, ¿Qué hay?, un/una; el/la Core language: Directions: a la derecha, a la izquierda, todo recto; ¿dónde está?, places in a town; adjectives: fantástico(a), pequeño(a), aburrido(a), grande, genial, interesante Phonics focus: Pupils will be (re) introduced to the following sounds. - The whole alphabet + in particular v, z, ll, e, c, g</p> <p>Spring 2 Grammar and structures. Pupils will understand and be able to use: -1st person singular form of a range of verbs; infinitive phrases with 'me gusta/no me gusta; connectives Core language: Porque es ... Interesante, delicioso, divertido, complejo, amargo, importante, bonito, entretenido; infinitive phrases with 'me gusta/no me gusta', and the 1st person singular present tense of these verbs Phonics focus: Pupils will be (re) introduced to the following sounds. – J, z, o u</p>	<p>Summer 1 Grammar and structures. Pupils will understand and be able to use: -Understand word classes – verbs, nouns, adjectives; recognise patterns in simple language Core language: Seasons and weather vocabulary; new words in a song; new words in the poem 'Las estaciones del año' by Andrés Díaz Marrero Phonics focus: Pupils will be (re) introduced to the following sounds. - Z, ñ, ión, i</p> <p>Summer 2 Grammar and structures. Pupils will understand and be able to use: -Verbs ser/estar, be able to identify word classes – verbs, nouns, adjectives, adverbs, connectives, prepositions, be able to use adjectival agreements with nouns Core language: Vocabulary for planets and word classes; adjectives of colour, size and temperature (hot or cold), comparatives Phonics focus: - ñ, v, j, c, e</p>
<p>By the end of Y5 pupils will be able to: read short phrases accurately that contains mostly familiar language; know about music and dance from the Hispanic world; understand the main point of a short spoken/written passage made up of familiar words and phrases including ones with connectives; produce some short phrases within a familiar theme, with good pronunciation; perform short role plays on a known theme with several changes and secure pronunciation; use several short phrases and questions in predictable classroom interactions; use correct articles for singular and plural, with support; demonstrating knowledge of patters learnt; use 1st, 2nd, 3rd person singular of several regular verbs in the present tense, with support; use subordinating connectives.</p>		

YEAR 6		
Autumn	Spring	Summer
<p>Autumn 1 Grammar and structures. Pupils will understand and be able to: -Use masculine/feminine nouns with great confidence -Understand differences between “es” and “está” and use “más” when differentiating between features</p> <p>Core language: Los continentes; los ríos; el nacimiento, la desembocadura, etc; más grande; más pequeño; ¿Dónde está el Amazonas?, está en América del Sur</p> <p>Phonics focus. Pupils will have been reintroduced to: - V, g, ue, ñ</p> <p>Autumn 2 Grammar and structures. Pupils will understand and be able to: - Use impersonal verb form ‘hay’ - Use masculine/feminine nouns with great confidence</p> <p>Core language: el comedor, la sala de profesores, la sala de música ... ; school subjects</p> <p>Phonics focus. Pupils will revisit the following sounds: - silent h, ay</p>	<p>Spring 1 Grammar and structures. Pupils will understand and be able to use: -The 1st and 3rd person of the present tense verb ‘querer’ to express desire -Indefinite article un/una/unos/unas with great confidence</p> <p>Core language: quiero/no quiero, quieres; una tortilla de patatas, una empanada, una paella, unas sardinas, agua con/sin gas, pan con tomate, queso manchego, chocolate con churros, un menú del día</p> <p>Phonics focus. Pupils will revisit the following sounds: - ñ, j, qu</p> <p>Spring 2 Grammar and structures. Pupils will understand and be able to use: -Immediate future form ‘Voy a + infinitive’</p> <p>Core language: playa, montana, otro pais, campo, ciudad; coche, avión, tren, autobús; familia, amigos; visitar monumentos, montar en bicicleta, nadar, sacar fotos, ir de paseo, escuchar música, tomar el sol, ir al cine, ir al centro comercial</p> <p>Phonics focus. -vowels, ch</p>	<p>Summer 1 Grammar and structures. Pupils will be able to recognize: -3rd person singular of the past (pretérito) tense of a range of -AR, -ER,- and -IR verbs’ and ‘había’ as the past (imperfect tense) of ‘hay’</p> <p>Core language: language specific to the story. See glossary.</p> <p>Phonics focus. Pupils will revisit the following sounds: - J, c, ó, v</p> <p>Summer 2 Transition</p>
<p>By the end of Y6 pupils will be able to: understand a short spoken/written passage made up of familiar words and basic phrases concerning self, people, places or simple actions; produce from memory familiar short sections of known stories and songs; can write individual words and phrases accurately; answer simple questions on a few very familiar themes, including expressing opinions; use a wide repertoire of classroom language; use/write simple phrases/sentences independently to describe people, places, things, actions; write sentences giving opinions or descriptions; use high frequency verb forms, nouns, articles and adjectives.</p>		