

Spanish Body of Knowledge

	Autumn	Spring	Summer
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Year A 1/2			
Year B 1/2			
Year A 3 / 4	Answering questions and forming simple sentences		
	Introducing Me / Numbers 1 - 31 <i>Following objectives to be covered using National Curriculum objectives</i> <u>Year 3:</u> - Experiment with writing simple words. - Copy accurately in writing some key words. - Respond to simple questions with support from a spoken model or visual clue. - Respond to spoken instructions. - Read some key vocabulary. <u>Year 4:</u> - Write familiar words and simple phrases from a model - Understand and write sentences using known vocabulary. - Use phonic knowledge to spell out new words. - Ask and answer simple questions with correct intonation. - Speak clearly and confidently. - Research additional vocabulary using a dictionary. - Read familiar words and join in out loud. - Identify different Spanish speaking countries.	Colours <i>Following objectives to be covered using National Curriculum objectives</i> <u>Year 3:</u> - Experiment with writing simple words. - Copy accurately in writing some key words. - Respond to simple questions with support from a spoken model or visual clue. - Respond to spoken instructions. - Read some key vocabulary. <u>Year 4:</u> - Write familiar words and simple phrases from a model - Understand and write sentences using known vocabulary. - Use phonic knowledge to spell out new words. - Ask and answer simple questions with correct intonation. - Speak clearly and confidently. - Research additional vocabulary using a dictionary. - Read familiar words and join in out loud.	Pets (Agreement) <i>Following objectives to be covered using National Curriculum objectives</i> <u>Year 3:</u> - Experiment with writing simple words. - Copy accurately in writing some key words. - Respond to simple questions with support from a spoken model or visual clue. - Respond to spoken instructions. - Read some key vocabulary. <u>Year 4:</u> - Write familiar words and simple phrases from a model - Understand and write sentences using known vocabulary. - Use phonic knowledge to spell out new words. - Ask and answer simple questions with correct intonation. - Speak clearly and confidently. - Research additional vocabulary using a dictionary. - Read familiar words and join in out loud. - Recognise different common pets.

	• Greet people in different ways. • Exchange names. • Ask and answer questions about how their feeling. • Ask and answer questions about where they live. • Know numbers from 1 to 31. • Able to state age. • Have a simple conversation in Spanish. • Write a short paragraph in Spanish about themselves. Key grammar: Asking and answering questions Key vocabulary <i>España, Español, hola, buenos días, buenos tardes, buenos noches, ¿Cómo te llamas?, me llamo..., ¿Qué tal?, Estoy..., bien, mal, así así, muy, bastante, feliz, triste, furioso/a, nervioso/a, fenomenal, fatal, ¿Dónde vives?, vivo en..., ¿De dónde eres?, soy de..., Inglaterra, Gales, Irlanda, Escocia, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintiocho, veintinueve, treinta, ¿Cuántos años tienes?, tengo ____ años, ¿Y tú?</i>	• Recognise eleven different colours. • Ask and respond to the question ‘what colour is this?’ • Say the colours they like and dislike. • Say which colour is their favourite. Key grammar: Forming simple sentences Key vocabulary <i>Rojo, rosa, azul, violeta, amarillo, naranja, verde, marrón, blanco, gris, negro, ¿Es de qué color?, Ese color es... ¿Te gustas...?, Me gusta, no me gusta, me encanta, odio, más / menos, pero ¿Cuál es tu color preferido?, Prefiero..., y, pero</i>	• Form simple sentences about animals. • Begin to understand gender agreement and adjective placement. • Begin to understand quantity agreement. Key grammar: Gender and quantity agreement Key vocabulary <i>¿Tienes...?, Tengo..., Los animales domésticos, el gato, el perro, la rata, la coneja, el pez, el pájaro, el caballo, la serpiente, el ratón, el conejillo de indias, grande, pequeño</i>
Year B	Decoding unknown words and developing compound sentences		

Numbers 1-31 / Alphabet

Following objectives to be covered using National Curriculum objectives

Year 3:

- Experiment with writing simple words.
- Copy accurately in writing some key words.
- Respond to simple questions with support from a spoken model or visual clue.
- Respond to spoken instructions.
- Read some key vocabulary.

Year 4:

- Write familiar words and simple phrases from a model
- Understand and write sentences using known vocabulary.
- Use phonic knowledge to spell out new words.
- Ask and answer simple questions with correct intonation.
- Speak clearly and confidently.
- Research additional vocabulary using a dictionary.
- Read familiar words and join in out loud.
- Research some information about Spain.
- Know numbers from 1 – 30.
- Know the alphabet in Spanish and use it to decode unknown words.
- Be able to spell unknown words using their knowledge of Spanish letter sounds.

Key grammar:

Decoding unknown words

Key vocabulary

Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintiocho, veintinueve, treinta, ¿Cómo escribes? Lo escribes..., ah, be, ce, che, de, e, efe, ge, hache, i, jota, ka, ele, elle, eme, ene, eñe, o, pe, cu, ere, ese, te, u, ve, uve doble, equis, i griega, zeta

Dates

Following objectives to be covered using National Curriculum objectives

Year 3:

- Experiment with writing simple words.
- Copy accurately in writing some key words.
- Respond to simple questions with support from a spoken model or visual clue.
- Respond to spoken instructions.
- Read some key vocabulary.

Year 4:

- Write familiar words and simple phrases from a model
- Understand and write sentences using known vocabulary.
- Use phonic knowledge to spell out new words.
- Ask and answer simple questions with correct intonation.
- Speak clearly and confidently.
- Research additional vocabulary using a dictionary.
- Read familiar words and join in out loud.
- Know the days of the week.
- Know the months of the year.
- Understand how to write the date in Spanish.
- Be able to ask and answer the question 'what is the date?'
- Be able to ask and answer the question 'when is your birthday?'

Key vocabulary

Lunes, martes, miércoles, jueves, viernes, sábado, domingo, enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre, primero, de, ayer, hoy, mañana, es, ¿Cuál es la fecha? La fecha es..., ¿Cuándo es tu cumpleaños? Mi cumpleaños es...

Describing Me (Agreement)

Following objectives to be covered using National Curriculum objectives

Year 3:

- Experiment with writing simple words.
- Copy accurately in writing some key words.
- Respond to simple questions with support from a spoken model or visual clue.
- Respond to spoken instructions.
- Read some key vocabulary.

Year 4:

- Write familiar words and simple phrases from a model
- Understand and write sentences using known vocabulary.
- Use phonic knowledge to spell out new words.
- Ask and answer simple questions with correct intonation.
- Speak clearly and confidently.
- Research additional vocabulary using a dictionary.
- Read familiar words and join in out loud.
- Be able to describe own personality.
- Develop understanding of gender agreement.
- Be able to describe physical appearance using new and previously known vocabulary.
- Develop understanding of adjective placement and quantity agreement.
- Be able to describe clothes and adjectives that agree.

Key grammar:

Gender and quantity agreement

Compound sentences (y, pero, también)

Key vocabulary

Soy..., simpático/a, antipático/a, aburrido/a, alegre, amable, celoso/a, divertido/a, egoísta, generoso/a, inteligente, listo/a, perezoso/a, positivo/a, sensato/a, tímido/a, tonto/a, genial, alto/a, bajo/a, altura media, delgado/a, gordo/a, los ojos, el pelo, rubio/a, pelirrojo/a,

			moreno/a, corto/a, largo/a, liso, rizado, grande, pequeño/a, el nariz, las pecas, las gafas, llevo..., tengo..., y, pero, también, llevo..., una camisa, una camiseta, un jersey, una chaqueta, los pantalones, los pantalones cortos, una falda, un vestido, una bufanda, un sombrero
Year A 5/6	Understanding conjugation and forming complex sentences		
	Number 1 – 1000/ Time Following objectives to be covered using National Curriculum objectives <u>Year 5:</u> • Write sentences on a range of topics using a model. • Use short sentences when asking and answering questions. • Prepare a short talking task alone or with a partner and present this with reasonable pronunciation. • Show understanding of a short text containing familiar and unfamiliar language. • Retrieve information from a text. <u>Year 6:</u> • Write sentences using some description. • Apply a range of linguistic knowledge to create simple, written pieces that can be understood. • Use a dictionary.	Family Members Following objectives to be covered using National Curriculum objectives <u>Year 5:</u> • Write sentences on a range of topics using a model. • Use short sentences when asking and answering questions. • Prepare a short talking task alone or with a partner and present this with reasonable pronunciation. • Show understanding of a short text containing familiar and unfamiliar language. • Retrieve information from a text. <u>Year 6:</u> • Write sentences using some description. • Apply a range of linguistic knowledge to create simple, written pieces that can be understood. • Use a dictionary.	Sport and Hobbies Following objectives to be covered using National Curriculum objectives <u>Year 5:</u> • Write sentences on a range of topics using a model. • Use short sentences when asking and answering questions. • Prepare a short talking task alone or with a partner and present this with reasonable pronunciation. • Show understanding of a short text containing familiar and unfamiliar language. • Retrieve information from a text. <u>Year 6:</u> • Write sentences using some description. • Apply a range of linguistic knowledge to create simple, written pieces that can be understood. • Use a dictionary.

	- Listen attentively and understand more complex phrases and sentences. - Understand longer and more complex phrases or sentences. - Use spoken language confidently to initiate and sustain conversations and to tell stories. - Prepare a short presentation on a familiar topic. - Use knowledge of word order and sentence construction to support the understanding of written text. - Read and understand the main points and some detail from a short written passage. - Read aloud with confidence. - Research key information about Spain. - Know numbers from 1 – 1000. - Understand how to form large numbers in Spanish. - Ask and answer the question ‘what is the time?’ Key vocabulary <i>Cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien(to(s)), quinientos, setecientos, novecientos, mil, quinientos, setecientos, novecientos, y media, y cuarto, menos cuarto, ¿Qué hora es?, son, es, en punto</i>	- Listen attentively and understand more complex phrases and sentences. - Understand longer and more complex phrases or sentences. - Use spoken language confidently to initiate and sustain conversations and to tell stories. - Prepare a short presentation on a familiar topic. - Use knowledge of word order and sentence construction to support the understanding of written text. - Read and understand the main points and some detail from a short written passage. - Read aloud with confidence. - Be able to ask and answer the question ‘how many people do you live with?’ - Know common family members. - Be able to describe family members using previously learned vocabulary. - Secure understanding of adjective placement and gender and quantity agreement. - Begin to understand verb conjugation. Key grammar: Conjugating regular verbs Conjugating SER Conjugating TENER Key vocabulary <i>Madre, padre, hermano/a, amigo/a, tío/a, primo/a, abuelo/a, hermanastro/a, madrastra, padrastro, ¿Cuántos personas en tu familia? En mi familia, hay ____ personas, con, que se llama(n), es, son, tienes, tienen</i>	- Listen attentively and understand more complex phrases and sentences. - Understand longer and more complex phrases or sentences. - Use spoken language confidently to initiate and sustain conversations and to tell stories. - Prepare a short presentation on a familiar topic. - Use knowledge of word order and sentence construction to support the understanding of written text. - Read and understand the main points and some detail from a short written passage. - Read aloud with confidence. - Know common sports and hobbies. - Use previously learned vocabulary to say which activities are liked and disliked. - Use conjunctions ‘y’ and ‘pero’ to form longer sentences. - Ask and answer question ‘what is your favourite sport?’ - Conjugate verbs in order to talk about family members’ / friends’ favourite sports. Key grammar: Conjugating regular verbs Conjugating hacer Complex sentences (porque) Key vocabulary <i>Juego, practico, hago, deporte, fútbol, hockey, cricket, tenis, béisbol, baloncesto, vela, natación, equitación, baile, boxeo, leyendo, dibujo, toco, guitarra, piano, flauta, batería, violín, ¿Cuál es tu deporte preferido?, ¿Cuál es tu actividad preferida?, me gusta, no me gusta, prefiero, odio, me encanta</i>
Year B	Understanding conjugation and forming the future tense		

Food and Drink

Following objectives to be covered using National Curriculum objectives

Year 5:

- Write sentences on a range of topics using a model.
- Use short sentences when asking and answering questions.
- Prepare a short talking task alone or with a partner and present this with reasonable pronunciation.
- Show understanding of a short text containing familiar and unfamiliar language.
- Retrieve information from a text.

Year 6:

- Write sentences using some description.
- Apply a range of linguistic knowledge to create simple, written pieces that can be understood.
- Use a dictionary.
- Listen attentively and understand more complex phrases and sentences.
- Understand longer and more complex phrases or sentences.
- Use spoken language confidently to initiate and sustain conversations and to tell stories.
- Prepare a short presentation on a familiar topic.
- Use knowledge of word order and sentence construction to support the understanding of written text.
- Read and understand the main points and some detail from a short written passage.
- Read aloud with confidence.
- Begin to understand definite/ indefinite articles.
- Use previously learned vocabulary to say which foods/ drinks are liked and disliked.
- Use previously learned vocabulary to say which foods and drinks are their favourite.

Places around Town

Following objectives to be covered using National Curriculum objectives

Year 5:

- Write sentences on a range of topics using a model.
- Use short sentences when asking and answering questions.
- Prepare a short talking task alone or with a partner and present this with reasonable pronunciation.
- Show understanding of a short text containing familiar and unfamiliar language.
- Retrieve information from a text.

Year 6:

- Write sentences using some description.
- Apply a range of linguistic knowledge to create simple, written pieces that can be understood.
- Use a dictionary.
- Listen attentively and understand more complex phrases and sentences.
- Understand longer and more complex phrases or sentences.
- Use spoken language confidently to initiate and sustain conversations and to tell stories.
- Prepare a short presentation on a familiar topic.
- Use knowledge of word order and sentence construction to support the understanding of written text.
- Read and understand the main points and some detail from a short written passage.
- Read aloud with confidence.
- Understand definite/ indefinite articles.
- Describe places in a town/ city.
- Describe placement of locations in town.
- Be able to ask for and give directions.

Key grammar:

Future Tense

See National Curriculum for objectives

Year 5:

- Write sentences on a range of topics using a model.
- Use short sentences when asking and answering questions.
- Prepare a short talking task alone or with a partner and present this with reasonable pronunciation.
- Show understanding of a short text containing familiar and unfamiliar language.
- Retrieve information from a text.

Year 6:

- Write sentences using some description.
- Apply a range of linguistic knowledge to create simple, written pieces that can be understood.
- Use a dictionary.
- Listen attentively and understand more complex phrases and sentences.
- Understand longer and more complex phrases or sentences.
- Use spoken language confidently to initiate and sustain conversations and to tell stories.
- Prepare a short presentation on a familiar topic.
- Use knowledge of word order and sentence construction to support the understanding of written text.
- Read and understand the main points and some detail from a short written passage.
- Read aloud with confidence.
- Understand how to form the future continuous in Spanish by conjugating 'ir' with another infinitive verb.
- Use previously learned vocabulary to describe next weekend activities.
- Depending on cycle, learners may be able to use vocabulary from sport and hobbies, some only food and drink and places around town.

	Be able to ask and answer the question ‘what do you want to eat/ drink?’ Key grammar: Conjugating regular verbs Key vocabulary <i>Como, bebo, hamburguesa, patatas fritas, bocadillo, tortilla, churro, chocolate, fruta, carne, pollo, helado, verduras, queso, ensalada, huevo, pan, pescado, jamón, agua, café solo, café con leche, coca-cola, limonada, zumo de naranja, té, zumo de manzana, ¿Qué quieres comer/ beber? Quiero..., por favor, gracias, desayuno, almuerzo, cena</i>	Forming imperative Key vocabulary <i>En mi ciudad, pueblo, hay, ¿Qué hay en tu pueblo?, tienda, supermercado, mercado, biblioteca, iglesia, restaurante, catedral, escuela, colegio, universidad, playa, estación de tren, casa, río, centro de deportes, parque, ¿Dónde está _____?, cerca de, a lado de, enfrente de, detrás de, ve, a la derecha, a la izquierda, directo, primero, segundo, tercero</i>	Use conjunction ‘donde’ to create complex sentences. Key grammar: Conjugating IR Complex sentences (porque, donde) Key vocabulary <i>Voy a, vamos a, ir, practicar, jugar, comer, beber, hacer, encontrar, fin de semana que viene</i>
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