

Year	Module	Focus: 1.1 About Me			
3	1				
Vocabulary:	1. Buenos días 2. Hola 3. ¿Cómo te llamas? 4. Me llamo... 5. Adiós 6. Hasta luego 7. ¿Qué tal? 8. Estoy bien 9. Estoy muy bien 10. Estoy regular 11. Estoy fatal 12. ¿y tú? 13. Levantaos 14. Sentaos	1. Good morning 2. Hello / Hi 3. What's your name? 4. My name is 5. Goodbye 6. See you later 7. How are you? 8. I am well 9. I am very well 10. I am okay 11. I am not well 12. And you? 13. Stand up 14. Sit down	15. Silencio 16. Escuchad 17. Mirad 18. Repetid 19. Uno 20. Dos 21. Tres 22. Cuatro 23. Cinco 24. Seis 25. Siete 26. Ocho 27. Nueve 28. Diez	15. Be quiet 16. Listen 17. Look 18. Repeat 19. One 20. Two 21. Three 22. Four 23. Five 24. Six 25. Seven 26. Eight 27. Nine 28. Ten	
Objectives:	- Learn the vocabulary required to introduce themselves and greet other people. - Learn some basic classroom instructions. - The numbers 1 – 10.				
Phonics & Grammar	Phonics: /L/ and /Y/ Key Verbs: llamarse – to be called, imperatives				
Assessment:	- Identify specific sounds and phonemes and imitate the pronunciation of sounds - Recognise commonly used rhyming sounds - Recognise question forms and negatives - Hear the main word classes - Listen and respond to familiar spoken words, phrases and sentences (retain and recall key vocabulary) - Communicate with others using simple words, phrases and sentences (retain and recall key vocabulary) - Use correct pronunciation in spoken work - Recognise and understand some familiar words and phrases in written form - Read aloud in chorus with confidence and enjoyment, from a known text - Write some familiar simple words using a model - Write some familiar words from memory				

Year	Module	Focus: 1.2 About Me		
3	2			
Vocabulary:	¿Cuántos años tienes? Tengo seis años Tengo siete años Tengo ocho años Tengo nueve años ¿y tú? Hablo inglés francés español alemán chino Soy Hablo	How old are you? I am six I am seven I am eight I am nine And you? I speak English French Spanish German Chinese I am I speak	Soy inglés Soy inglesa Soy español Soy española Sentence Building 1. ¿Cómo te llamas? 2. Me llamo Pedro 3. ¿Qué tal? 4. Estoy bien 5. ¿Cuántos años tienes? 6. Tengo siete años 7. Soy inglés 8. Escuchad y mirad	I am English (boy) I am English (girl) I am Spanish (boy) I am Spanish (girl) Sentence Building 1. What is your name? 2. My name is Pedro 3. How are you? 4. I am well 5. How old are you? 6. I am seven 7. I am English 8. Listen and look
Objectives:	- Build on the numbers that were introduced last half term and learn how to give their age in Spanish. - Introduce vocabulary for languages and nationalities. - Sentence building - Culture - Learn about how Christmas is celebrated in Spain.			
Phonics & Grammar	Phonics: /N/ and /Ñ/ Key Verbs: Ser – to be, Tener – to have Gender and Adjective Agreements			
Assessment:	- Identify specific sounds and phonemes and imitate the pronunciation of sounds - Recognise commonly used rhyming sounds - Recognise question forms and negatives - Hear the main word classes - Listen and respond to familiar spoken words, phrases and sentences (retain and recall key vocabulary) - Communicate with others using simple words, phrases and sentences (retain and recall key vocabulary) - Use correct pronunciation in spoken work - Recognise and understand some familiar words and phrases in written form - Read aloud in chorus with confidence and enjoyment, from a known text - Write some familiar simple words using a model - Write some familiar words from memory			

MFL Curriculum

Year 3

Year	Module	Focus: 2.1 Families and Pets			
3	3				
Vocabulary:	1. Tengo 2. una madre 3. un padre 4. una hermana 5. un hermano 6. un abuelo 7. una abuela 8. una mascota 9. una tía 10. un tío 11. un primo 12. una prima 13. Tengo dos primos	1. I have 2. A Mum 3. A Dad 4. A sister 5. A brother 6. A grandfather 7. A grandmother 8. A pet 9. An aunt 10. An uncle 11. A cousin (boy) 12. A cousin (girl) 13. I have two cousins	14. Tengo tres primas 15. Tengo dos madres 16. Tengo tres hermanas 17. once 18. doce 19. trece 20. catorce 21. quince 22. dieciséis 23. diecisiete 24. dieciocho 25. diecinueve 26. veinte	14. I have three cousins 15. I have two mums 16. I have three sisters 17. Eleven 18. Twelve 19. Thirteen 20. Fourteen 21. Fifteen 22. Sixteen 23. Seventeen 24. Eighteen 25. Nineteen 26. Twenty	
Objectives:	- Describe their families using the verb “to have” in the first person. - Introduce indefinite articles and are the concept of nouns and gender. - Revise the numbers 1 – 10 and learn the numbers 11 – 20.				
Phonics & Grammar	Phonics: /E/ and /U/ Key Verbs: Tener – to have Gender and Nouns				
Assessment:	- Identify specific sounds and phonemes and imitate the pronunciation of sounds - Recognise commonly used rhyming sounds - Recognise question forms and negatives - Hear the main word classes - Listen and respond to familiar spoken words, phrases and sentences (retain and recall key vocabulary) - Communicate with others using simple words, phrases and sentences (retain and recall key vocabulary) - Use correct pronunciation in spoken work - Recognise and understand some familiar words and phrases in written form - Read aloud in chorus with confidence and enjoyment, from a known text - Write some familiar simple words using a model - Write some familiar words from memory				

Year	Module	Focus: 2.2 Families and Pets			
3	4				
Vocabulary:	1. Mi hermana 2. Mi hermano 3. Mi primo 4. Mi prima 5. Tengo siete años 6. Tengo ocho años 7. Mi hermana tiene once años 8. Mi hermano tiene quince años 9. Tengo 10. un gato 11. un perro 12. un hámster 13. un conejo 14. un pez 15. mi conejo	1. My sister 2. My brother 3. My cousin (boy) 4. My cousin (girl) 5. I am seven 6. I am eight 7. My sister is eleven 8. My brother is fifteen 9. I have 10. A cat 11. A dog 12. A hamster 13. A rabbit 14. A fish 15. My rabbit	16. mis conejos 17. mi gato 18. mis gatos 19. mi gato se llama Angel 20. mi conejo se llama Otis Sentence Building 1. Tengo un abuelo 2. Tengo una abuela 3. Tengo dos madres 4. Tengo once primos 5. Tengo un gato 6. Tengo tres hámsters 7. Mi perro se llama Pepper 8. Mi hermano tiene trece años	16. My rabbits 17. My cat 18. My cats 19. My cat is called Angel 20. My rabbit is called Otis Sentence Building 1. I have a grandfather 2. I have a grandmother 3. I have two mums 4. I have eleven cousins 5. I have a cat 6. I have three hamsters 7. My dog is called Pepper 8. My brother is thirteen	
Objectives:	Build on the family vocabulary and introduce some basic animal vocabulary. Use possessive pronouns to give their family members’ ages. Culture - Learn about a traditional Spanish festival called “Las Fallas”				
Phonics & Grammar	Phonics: /I/ and /AI/ Key Verbs: Tener – to have Plural Nouns				
Assessment:	Identify specific sounds and phonemes and imitate the pronunciation of sounds Recognise commonly used rhyming sounds Recognise question forms and negatives Hear the main word classes Listen and respond to familiar spoken words, phrases and sentences (retain and recall key vocabulary) Communicate with others using simple words, phrases and sentences (retain and recall key vocabulary) Use correct pronunciation in spoken work Recognise and understand some familiar words and phrases in written form Read aloud in chorus with confidence and enjoyment, from a known text Write some familiar simple words using a model Write some familiar words from memory				

MFL Curriculum

Year 3

Year	Module	Focus: 3.1 Birthdays and Opinions			
3	5				
Vocabulary:	1. enero 2. febrero 3. marzo 4. abril 5. mayo 6. junio 7. julio 8. agosto 9. septiembre 10. octubre 11. noviembre 12. diciembre 13. el cumpleaños 14. mi cumpleaños es	1. January 2. February 3. March 4. April 5. May 6. June 7. July 8. August 9. September 10. October 11. November 12. December 13. Birthday 14. My birthday is	15. en marzo 16. en diciembre 17. el dos de junio 18. el cinco de noviembre 19. el diecisiete de febrero 20. el once de abril 21. mi cumpleaños es 22. el cumpleaños de mi madre es 23. el cumpleaños de mi amigo es 24. en junio 25. en julio 26. el primero de junio 27. el ocho de mayo 28. ¡Feliz cumpleaños!	15. In March 16. In December 17. On the 2nd June 18. On the 5th November 19. On the 17th February 20. On the 11th April 21. My birthday is 22. My mum’s birthday is 23. My friend’s birthday is 24. In June 25. In July 26. On the 1st June 27. On the 8th May 28. Happy birthday!	
Objectives:	• Learn the words for the months of the year in Spanish. • Combine the months with a revision of the numbers and family members so that students can understand and give birthdays. • Numbers 21 - 30.				
Phonics & Grammar	Phonics: /O/ and /AU/ Key Verbs: Ser – to be Giving dates				
Assessment:	• Identify specific sounds and phonemes and imitate the pronunciation of sounds • Recognise commonly used rhyming sounds • Recognise question forms and negatives • Hear the main word classes • Listen and respond to familiar spoken words, phrases and sentences (retain and recall key vocabulary) • Communicate with others using simple words, phrases and sentences (retain and recall key vocabulary) • Use correct pronunciation in spoken work • Recognise and understand some familiar words and phrases in written form • Read aloud in chorus with confidence and enjoyment, from a known text • Write some familiar simple words using a model • Write some familiar words from memory				

Year	Module	Focus: 3.2 Birthdays and Opinions			
3	6				
Vocabulary:	1. el león 2. el tigre 3. el elefante 4. el gorila 5. el oso 6. el pingüino 7. ¿Te gustan los leones? 8. ¿Te gustan los gorilas? 9. Me gustan 10. No me gustan 11. Me gustan los tigres 12. Me gustan los elefantes 13. No me gustan los osos 14. No me gustan los pingüinos 15. Me gusta(n) 16. No me gusta(n) 17. Me encanta(n) 1. Lion 2. Tiger 3. Elephant 4. Gorilla 5. Bear 6. Penguin 7. Do you like lions? 8. Do you like gorillas? 9. I like 10. I don't like 11. I like tigers 12. I like elephants 13. I don't like bears 14. I don't like penguins 15. I like 16. I don't like 17. I love 18. Odio 19. los cocodrilos 20. los delfines 21. los insectos 22. los tiburones Sentence Building 1. Mi cumpleaños es en octubre. 2. Mi cumpleaños es el cinco de mayo 3. El cumpleaños de mi primo es en junio. 4. El cumpleaños de mi hermana es el nueve de noviembre 5. Me gustan los leones 6. No me gustan los insectos 7. Me encantan los pingüinos 8. Odio los tiburones 18. I hate 19. crocodiles 20. dolphins 21. Insects 22. Sharks Sentence Building 1. My birthday is in October. 2. My birthday is the 5th May. 3. My cousin's birthday is in June. 4. My sister's birthday is the 9th November. 5. I like lions. 6. I don't like insects. 7. I love penguins. 8. I hate sharks.				
Objectives:	- Learn more vocabulary related to zoo animals. - Use definite articles to enable the formation of opinions. - Learn how to use opinion verbs so that they can express their opinion about the different animals.				
Phonics & Grammar	Phonics: Revision of phonics pairs L & Y, N & Ñ, E & U, I & AI, O & AU Key Verbs: Gustar – To like, Gustar – To like Opinion Phrases				
Assessment:	- Identify specific sounds and phonemes and imitate the pronunciation of sounds - Recognise commonly used rhyming sounds - Recognise question forms and negatives - Hear the main word classes - Listen and respond to familiar spoken words, phrases and sentences (retain and recall key vocabulary) - Communicate with others using simple words, phrases and sentences (retain and recall key vocabulary) - Use correct pronunciation in spoken work - Recognise and understand some familiar words and phrases in written form - Read aloud in chorus with confidence and enjoyment, from a known text - Write some familiar simple words using a model - Write some familiar words from memory				

Year	Module	Focus: 1.1 Hobbies and Routines			
4	1				
Vocabulary:	1. veintiuno 2. veintidós 3. veintitrés 4. veinticuatro 5. veinticinco 6. veintiséis 7. veintisiete 8. veintiocho 9. veintinueve 10. treinta 11. ¿Qué hora es? 12. Son las dos 13. Son las tres	1. Twenty-one 2. Twenty-two 3. Twenty-three 4. Twenty-four 5. Twenty-five 6. Twenty-six 7. Twenty-seven 8. Twenty-eight 9. Twenty-nine 10. Thirty 11. What time is it? 12. It is 2 o'clock 13. It is 3 o'clock	14. Son las cuatro 15. Son las cinco 16. Son las seis y media 17. Son las siete y media 18. Son las ocho y media 19. lunes 20. martes 21. miércoles 22. jueves 23. viernes 24. sábado 25. domingo 26. el fin de semana	14. It is 4 o'clock 15. It is 5 o'clock 16. It is half past six 17. It is half past seven 18. It is half past eight 19. Monday 20. Tuesday 21. Wednesday 22. Thursday 23. Friday 24. Saturday 25. Sunday 26. The weekend	
Objectives:	- Revise the vocabulary to introduce themselves, greet other people and numbers from 1 - 30. - Tell the time, focusing on the hour and half past the hour.. - Learn the days of the week.				
Phonics & Grammar	Phonics: /A/ and /EL/ Key Verbs: Ser – to be Telling the time				
Assessment:	- Identify specific sounds and phonemes and pronounce the sounds - Apply phonic knowledge of the language to support reading and writing - Recognise and apply simple agreements, singular and plural - Extend recognition of word classes and understand their function - Listen to and identify words and short phrases (retain and recall key vocabulary) - Communicate by asking and answering a wider range of questions - Memorise and present a short text (retain and recall key vocabulary) - Read and understand familiar written phrases - Follow a short text while listening and reading, saying some of the text - Read a wider range of words, phrases and sentences aloud - Write some familiar words and phrases without any help				

Year	Module	Focus: 1.2 Hobbies and Routines			
4	2				
Vocabulary:	1. ¿Te gusta...? 2. Me gusta... 3. No me gusta 4. jugar al fútbol 5. jugar en el ordenador 6. bailar 7. ver la tele 8. escuchar la música 9. a las tres 10. a las cinco 11. los lunes 12. los sábados 13. Me gusta jugar al fútbol 14. Me gusta jugar en el ordenador 1. Do you like? 2. I like 3. I don't like 4. To play football 5. To play on the computer 6. To dance 7. To watch television 8. To listen to music 9. At 3 o'clock 10. At 5 o'clock 11. On Mondays 12. On Saturdays 13. I like to play football 14. I like to play on the computer 15. Me gusta ver la tele 16. Me gusta escuchar la música Sentence Building 1. Son las dos 2. Son las seis 3. Son las nueve y media 4. Son las once y media 5. Los martes me gusta jugar al fútbol 6. Los jueves me gusta ver la tele 7. A las tres me gusta bailar 8. A las cinco me gusta escuchar la música 15. I like to watch television 16. I like to listen to music Sentence Building 1. It is 2 o'clock. 2. It is 6 o'clock. 3. It is half past 9. 4. It is half past 11. 5. On Tuesdays I like to play football. 6. On Thursdays I like to watch television. 7. At 3 o'clock I like to dance. 8. At 5 o'clock I like to listen to music.				
Objectives:	- Revise basic opinion vocabulary that was introduced in Year 3. - Learn new vocabulary to talk about hobbies and combine these with the opinion vocabulary and time phrases to understand and form longer phrases. - Culture - Learn about New Year celebrations in Spain.				
Phonics & Grammar	Phonics: /G/ and /J/ Key Verbs: Gustar – to like Infinitive phrases				
Assessment:	- Identify specific sounds and phonemes and pronounce the sounds - Apply phonic knowledge of the language to support reading and writing - Recognise and apply simple agreements, singular and plural - Extend recognition of word classes and understand their function - Listen to and identify words and short phrases (retain and recall key vocabulary) - Communicate by asking and answering a wider range of questions - Memorise and present a short text (retain and recall key vocabulary) - Read and understand familiar written phrases - Follow a short text while listening and reading, saying some of the text - Read a wider range of words, phrases and sentences aloud - Write some familiar words and phrases without any help				

Year	Module	Focus: 2.1 How I Look			
4	3				
Vocabulary:	1. Marrón 2. Negro 3. Rojo 4. Blanco 5. Azul 6. Verde 7. Naranja 8. Gris 9. Rosa 10. Amarillo 11. Tengo 12. una cara 13. una nariz	1. Brown 2. Black 3. Red 4. White 5. Blue 6. Green 7. Orange 8. Grey 9. Pink 10. Yellow 11. I have 12. A face 13. A nose	14. una boca 15. los ojos 16. las orejas 17. el pelo 18. los dientes 19. Tengo los ojos azules 20. Tengo los ojos marrones 21. Tengo los ojos verdes 22. Tengo los ojos grises 23. Tengo el pelo rubio 24. Tengo el pelo castaño 25. Tengo el pelo negro 26. Tengo el pelo pelirrojo	14. A mouth 15. Eyes 16. Ears 17. Hair 18. Teeth 19. I have blue eyes 20. I have brown eyes 21. I have green eyes 22. I have grey eyes 23. I have blonde hair 24. I have brown hair 25. I have black hair 26. I have red hair	
Objectives:	- Learn the words for different colours. - Learn new vocabulary about parts of the face. - Bring together their knowledge of colours and learn how to describe their hair and eye colour.				
Phonics & Grammar	Phonics: /N/ and /Ñ/ Key Verbs: Tener – to have Adjectives				
Assessment:	- Identify specific sounds and phonemes and pronounce the sounds - Apply phonic knowledge of the language to support reading and writing - Recognise and apply simple agreements, singular and plural - Extend recognition of word classes and understand their function - Listen to and identify words and short phrases (retain and recall key vocabulary) - Communicate by asking and answering a wider range of questions - Memorise and present a short text (retain and recall key vocabulary) - Read and understand familiar written phrases - Follow a short text while listening and reading, saying some of the text - Read a wider range of words, phrases and sentences aloud - Write some familiar words and phrases without any help				

Year	Module	Focus: 2.2 How I Look			
4	4				
Vocabulary:	1. Soy alto 2. Soy alta 3. Soy bajo 4. Soy baja 5. Tengo el pelo largo 6. Tengo el pelo corto 7. Llevo gafas 8. No llevo gafas 9. la cabeza 10. la espalda 11. los hombros 12. los brazos 13. las manos 14. las piernas 15. las rodillas 16. los pies 17. es bajo 18. es baja 1. I am tall (boy) 2. I am tall (girl) 3. I am short (boy) 4. I am short (girl) 5. I have long hair 6. I have short hair 7. I wear glasses 8. I don't wear glasses 9. A head 10. A back 11. Shoulders 12. Arms 13. Hands 14. Legs 15. Knees 16. Feet 17. He is short 18. She is short 19. tiene el pelo rubio 20. tiene el pelo negro 21. cuatro brazos 22. un ojo 23. cinco ojos 24. ocho piernas 25. tres cabezas 26. seis manos Sentence Building 1. Tengo los ojos marrones 2. Tengo el pelo corto 3. Soy bajo. 4. Soy alto. 5. Es baja. 6. Es alta. 7. Llevo gafas. 8. Tengo dos manos. 19. He/She has blonde hair 20. He/She has black hair 21. four arms 22. one eye 23. five eyes 24. eight legs 25. three heads 26. six hands Sentence Building 1. I have brown eyes. 2. I have short hair. 3. I am short (boy). 4. I am tall (boy). 5. She is short. 6. She is tall. 7. I wear glasses. 8. I have two hands.				
Objectives:	Produce their own, full description of a character/ person. Learn to use the verbs “to have” and “to be” in the 3rd person singular. Culture - Learn about how Easter is celebrated in Spain.				
Phonics & Grammar	Phonics: Revision Key Verbs: Ser – to be, Tener – to have Adjectives				
Assessment:	Identify specific sounds and phonemes and pronounce the sounds Apply phonic knowledge of the language to support reading and writing Recognise and apply simple agreements, singular and plural Extend recognition of word classes and understand their function Listen to and identify words and short phrases (retain and recall key vocabulary) Communicate by asking and answering a wider range of questions Memorise and present a short text (retain and recall key vocabulary) Read and understand familiar written phrases Follow a short text while listening and reading, saying some of the text Read a wider range of words, phrases and sentences aloud Write some familiar words and phrases without any help				

Year	Module	Focus: 3.1 Food and Drink			
4	5				
Vocabulary:	1. Como 2. Bebo 3. los cereales 4. un bocadillo 5. la carne 6. el agua 7. la leche 8. el zumo 9. Para el desayuno 10. Para la comida 11. Para la cena 12. Como 13. Bebo 14. los cereales	1. I eat 2. I drink 3. Cereal 4. A sandwich 5. Meat 6. Water 7. Milk 8. Juice 9. For breakfast 10. For lunch 11. For dinner 12. I eat 13. I drink 14. Cereal	15. un bocadillo 16. la carne 17. el zumo 18. el agua 19. el pan 20. el queso 21. el pollo 22. el pescado 23. las judías 24. las verduras 25. la fruta 26. el aguacate 27. la pasta 28. las patatas	15. A sandwich 16. Meat 17. Juice 18. Water 19. Bread 20. Cheese 21. Chicken 22. Fish 23. Beans 24. Vegetables 25. Fruit 26. Avocado 27. Pasta 28. Potatoes	
Objectives:	- Introduce the common verbs “to eat” and “to drink”. - Use these in the 1st person to talk about what they eat and drink at different mealtimes.				
Phonics & Grammar	Phonics: /L/ and /Y/ Key Verbs: Comer – to eat, Beber – to drink				
Assessment:	- Identify specific sounds and phonemes and pronounce the sounds - Apply phonic knowledge of the language to support reading and writing - Recognise and apply simple agreements, singular and plural - Extend recognition of word classes and understand their function - Listen to and identify words and short phrases (retain and recall key vocabulary) - Communicate by asking and answering a wider range of questions - Memorise and present a short text (retain and recall key vocabulary) - Read and understand familiar written phrases - Follow a short text while listening and reading, saying some of the text - Read a wider range of words, phrases and sentences aloud - Write some familiar words and phrases without any help				

Year	Module	Focus: 3.2 Food and Drink			
4	6				
Vocabulary:	1. Me gusta el pan 2. Me gusta el pescado 3. No me gusta la carne 4. Odio el queso 5. Me gustan las patatas 6. Me gustan los cereales 7. No me gustan las verduras 8. No me gustan las judías 9. Me gusta la pasta 10. Me gustan los aguacates 11. No me gusta el pescado 12. No me gustan las verduras 13. Prefiero el queso 14. Soy vegetariano 15. Soy vegetariana 16. Mi comida favorita es 17. Entradas 18. La tortilla 1. I like bread 2. I like fish 3. I don't like meat 4. I hate cheese 5. I like potatoes 6. I like cereal 7. I don't like vegetables 8. I don't like beans 9. I like pasta 10. I like avocados 11. I don't like fish 12. I don't like vegetables 13. I prefer cheese 14. I am vegetarian (boy) 15. I am vegetarian (girl) 16. My favourite food is 17. Starters 18. Tortilla/Spanish Omelette	19. Las croquetas 20. Las patatas bravas 21. El segundo plato 22. El pulpo 23. La paella 24. Los postres 25. El flan 26. El arroz con leche Sentence Building 1. Para el desayuno como cereales 2. Para la comida como un bocadillo 3. Para la cena como carne 4. Bebo leche 5. Me gusta la paella 6. Me gustan las croquetas 7. No me gusta el pulpo 8. Prefiero el pescado	19. Croquettes 20. Patatas Bravas 21. Main course 22. Octopus 23. Paella 24. Desserts 25. Flan 26. Rice pudding Sentence Building 1. For breakfast I eat cereal 2. For lunch I eat a sandwich 3. For dinner I eat meat 4. I drink milk 5. I like paella 6. I like croquettes 7. I don't like octopus 8. I prefer fish		
Objectives:	Use the food vocabulary to talk about foods they like and dislike. Revise opinion vocabulary, with the addition of “I prefer” to enable more complex opinion phrases. Culture - Introduction to classic Spanish dishes.				
Phonics & Grammar	Phonics: Revision Key Verbs: Gustar – to like Opinion phrases				
Assessment:	Identify specific sounds and phonemes and pronounce the sounds Apply phonic knowledge of the language to support reading and writing Recognise and apply simple agreements, singular and plural Extend recognition of word classes and understand their function Listen to and identify words and short phrases (retain and recall key vocabulary) Communicate by asking and answering a wider range of questions Memorise and present a short text (retain and recall key vocabulary) Read and understand familiar written phrases Follow a short text while listening and reading, saying some of the text Read a wider range of words, phrases and sentences aloud Write some familiar words and phrases without any help				

Year	Module	Focus: 1.1 Where I Live			
5	1				
Vocabulary:	1. Buenos días 2. Hola 3. Me llamo... 4. ¿Cómo te llamas? 5. ¿Qué tal? 6. Estoy bien 7. Estoy regular 8. Estoy fatal 9. Adiós 10. Hasta luego 11. Vivo 12. en Inglaterra 13. en Escocia 14. en Gales	1. Good morning 2. Hello / Hi 3. My name is 4. What's your name? 5. How are you? 6. I am well 7. I am okay 8. I am not well 9. Goodbye 10. See you later 11. I live 12. in England 13. in Scotland 14. in Wales	15. en España 16. en un pueblo 17. en una ciudad 18. en una aldea 19. en el campo 20. en la costa 21. Vivo 22. en el norte 23. en el sur 24. en el este 25. en el oeste 26. en el norte de Escocia 27. en el sur de Inglaterra 28. en el este de España	15. in Spain 16. in a town 17. in a city 18. in a village 19. in the countryside 20. on the coast 21. I live 22. in the north 23. in the south 24. in the east 25. in the west 26. in the north of Scotland 27. in the south of England 28. in the east of Spain	
Objectives:	- Revise the vocabulary to introduce themselves and greet other people. - Learn the words for different countries and how to describe where they live. - Use the verb "to live", when using compass points to describe a location more precisely.				
Phonics & Grammar	Phonics: /S/ and /C/ Key Verbs: Vivir - to live Proper Nouns - countries				
Assessment:	- Use phonic knowledge to develop accuracy in pronunciation and intonation - Recognise the typical conventions of word order in the foreign language - Apply knowledge of grammar rules when building sentences - Pick out some of the detail for short spoken passages - Join in on a short conversation - Make a short presentation using a model - Read and understand some of the main points from a text - Understand how a simple sentence was written - Read a wider range of words, phrases and sentences aloud - Write words, phrases and a few sentences using a model				

Year	Module	Focus: 1.2 Where I Live			
5	2				
Vocabulary:	1. En mi casa 2. En mi piso 3. Hay 4. una habitación 5. un baño 6. una cocina 7. un salón 8. un jardín 9. En el salón 10. hay 11. un televisor 12. un sillón 13. un sofá 14. una lámpara 15. Me gusta ver la televisión 16. Me gusta escuchar la música 17. debajo de 18. sobre 19. en 20. delante de 21. detrás de 22. el balón está 23. sobre la mesa 1. In my house 2. In my apartment 3. There is 4. a bedroom 5. a bathroom 6. a kitchen 7. a living room 8. a garden 9. In the living room 10. there is 11. a television 12. an armchair 13. a sofa 14. a lamp 15. I like to watch television 16. I like to listen to music 17. under 18. on 19. in 20. in front of 21. behind 22. the ball is 23. on the table 24. debajo de la mesa 25. delante del televisor 26. detrás del televisor 27. En la cocina 28. como 29. bebo 30. hay 31. una mesa 32. una silla 33. una nevera 34. un horno Sentence Building 1. Vivo en una ciudad 2. Vivo en el campo 3. Vivo en la costa 4. Vivo en el norte de Inglaterra 5. Vivo en el sur de España 6. En mi casa hay una cocina 7. En mi piso hay dos habitaciones 8. En el salón me gusta ver la televisión 9. En la cocina como 10. La televisión está delante del sofá 24. under the table 25. in front of the television 26. behind the television 27. In the kitchen 28. I eat 29. I drink 30. there is/are 31. a table 32. a chair 33. a fridge 34. an oven Sentence Building 1. I live in a city. 2. I live in the countryside. 3. I live on the coast. 4. I live in the north of England. 5. I live in the south of Spain. 6. In my house there is a kitchen. 7. In my apartment there are two bedrooms. 8. In the living room I like to watch television. 9. In the kitchen I eat. 10. The television is in front of the sofa.				
Objectives:	Build on the previous vocabulary of where they live and add more detail on the rooms in their house and furniture. Culture - Learn about food that is traditionally eaten in Spain during the Christmas period.				
Phonics & Grammar	Phonics: Revision Key Verbs: Hay - there is/there are Gender and Prepositions				
Assessment:	Use phonic knowledge to develop accuracy in pronunciation and intonation Recognise the typical conventions of word order in the foreign language Apply knowledge of grammar rules when building sentences Pick out some of the detail for short spoken passages Join in on a short conversation Make a short presentation using a model Read and understand some of the main points from a text				



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- Understand how a simple sentence was written
- Read a wider range of words, phrases and sentences aloud
- Write words, phrases and a few sentences using a model

Year	Module	Focus: 2.1 The Weather			
5	3				
Vocabulary:	1. ¿Qué tiempo hace? 2. Hace frío 3. Hace calor 4. Hace buen tiempo 5. Hace mal tiempo 6. Hace sol 7. Hace viento 8. Hay niebla 9. Llueve 10. Nieva 11. enero 12. febrero 13. marzo 14. abril 15. mayo	1. What is the weather like? 2. It is cold 3. It is hot 4. The weather is nice 5. The weather is bad 6. It is sunny 7. It is windy 8. It is foggy 9. It is rainy 10. It is snowy 11. January 12. February 13. March 14. April 15. May	16. junio 17. julio 18. agosto 19. septiembre 20. octubre 21. noviembre 22. diciembre 23. en la primavera 24. en el verano 25. en el otoño 26. en el invierno 27. en abril 28. en septiembre 29. hay tormenta 30. hay granizo	16. June 17. July 18. August 19. September 20. October 21. November 22. December 23. In spring 24. In summer 25. In autumn 26. In winter 27. In April 28. In September 29. It's stormy 30. It's hailing	
Objectives:	- Describe the weather. - Revise the months of the year so that they can describe the weather at different times of the year and understand longer sentences about this. - Learn the Spanish words for the different seasons.				
Phonics & Grammar	Phonics: /O/ and /AU/ Key Verbs: Hacer - to do/make Weather - using impersonal expressions				
Assessment:	- Use phonic knowledge to develop accuracy in pronunciation and intonation - Recognise the typical conventions of word order in the foreign language - Apply knowledge of grammar rules when building sentences - Pick out some of the detail for short spoken passages - Join in on a short conversation - Make a short presentation using a model - Read and understand some of the main points from a text - Understand how a simple sentence was written - Read a wider range of words, phrases and sentences aloud - Write words, phrases and a few sentences using a model				

Year	Module	Focus: 2.2 The Weather			
5	4				
Vocabulary:	1. ¿Qué temperatura es? 2. Es de diez grados 3. Es de quince grados 4. Es de veinticinco grados 5. Es de treinta grados 6. Es de cinco grados bajo cero 7. Es de diez grados bajo cero 8. Es de quince grados bajo cero 9. Aquí está el pronóstico del tiempo 10. Hoy 11. En el norte 12. En el sur 13. En el oeste 14. En el este 15. llueve	1. What is the temperature? 2. It is 10 degrees 3. It is 15 degrees 4. It is 25 degrees 5. It is 30 degrees 6. It is minus 5 degrees 7. It is minus 10 degrees 8. It is minus 15 degrees 9. Here is the weather forecast 10. today 11. in the north 12. in the south 13. in the west 14. in the east 15. it is rainy	16. hace sol 17. es de doce grados 18. es de veintidós grados Sentence Building 1. ¿Qué tiempo hace? 2. En abril llueve 3. En septiembre hace viento 4. En verano hace sol 5. En invierno nieva 6. Hoy hace calor 7. Es de treinta grados 8. Es de cinco grados bajo cero 9. En el norte hace buen tiempo 10. En el sur hace frío	16. it is sunny 17. it is 12 degrees 18. it is 22 degrees Sentence Building 1. What is the weather like? 2. In April it is rainy. 3. In September it is windy. 4. In summer it is sunny. 5. In winter it is snowy. 6. Today it is hot. 7. It is 30 degrees. 8. It is minus 5 degrees. 9. In the north the weather is nice. 10. In the south it is cold.	
Objectives:	● Revision of the numbers 1 – 30. ● Learn how to give the temperature in Spanish. ● Culture - Learn about La Tomatina, a festival in Buñol.				
Phonics & Grammar	Phonics: Revision Key Verbs: Hacer - to do/make Weather - using impersonal expressions				
Assessment:	● Use phonic knowledge to develop accuracy in pronunciation and intonation ● Recognise the typical conventions of word order in the foreign language ● Apply knowledge of grammar rules when building sentences ● Pick out some of the detail for short spoken passages ● Join in on a short conversation ● Make a short presentation using a model ● Read and understand some of the main points from a text ● Understand how a simple sentence was written ● Read a wider range of words, phrases and sentences aloud ● Write words, phrases and a few sentences using a model				

Year	Module	Focus: 3.1 The Spanish-speaking World			
5	5				
Vocabulary:	1. Se habla español 2. en España 3. en México 4. en los Estados Unidos 5. en Cuba 6. en Argentina 7. en Perú 8. en Guinea Ecuatorial 9. ¿Dónde está...? 10. España está... 11. Cuba está... 12. Guinea Ecuatorial está...	1. Spanish is spoken 2. in Spain 3. in Mexico 4. in the United States 5. in Cuba 6. in Argentina 7. in Peru 8. in Equatorial Guinea 9. Where is...? 10. Spain is... 11. Cuba is... 12. Equatorial Guinea is...	13. en Europa 14. en África 15. en Asia 16. en Norteamérica 17. en Sudamérica 18. en Centroamérica 19. hay montañas 20. hay lagos 21. hay playas 22. hay selvas 23. hay valles 24. hay ríos	13. in Europe 14. in Africa 15. in Asia 16. in North America 17. in South America 18. in Central America 19. there are mountains 20. there are lakes 21. there are beaches 22. there are rainforests 23. there are valleys 24. there are rivers	
Objectives:	- Learn the vocabulary for the different continents, as well as how to describe their landscape features with “hay”. - Culture - Learn about Spanish-speaking countries.				
Phonics & Grammar	Phonics: /E/ and /U/ Key Verbs: To be – ser and estar, Hablar – to speak				
Assessment:	- Use phonic knowledge to develop accuracy in pronunciation and intonation - Recognise the typical conventions of word order in the foreign language - Apply knowledge of grammar rules when building sentences - Pick out some of the detail for short spoken passages - Join in on a short conversation - Make a short presentation using a model - Read and understand some of the main points from a text - Understand how a simple sentence was written - Read a wider range of words, phrases and sentences aloud - Write words, phrases and a few sentences using a model				

Year	Module	Focus: 3.2 The Spanish-speaking World			
5	6				
Vocabulary:	1. La bandera es 2. roja 3. y 4. verde 5. azul 6. amarilla 7. naranja 8. blanca 9. negra 10. rosa 11. la capital es Quito 12. se habla español 13. se habla quechua 14. la bandera es amarilla, azul y roja 15. en el sur 16. hay montañas 17. en el oeste 18. hay playas 19. en verano hace buen tiempo 20. en invierno hace sol 21. La capital es Ciudad de Mexico 22. la bandera es verde, roja y blanca 23. en el norte 24. hay valles 25. en el sur 26. hay selvas 27. y playas	1. The flag is 2. red 3. and 4. green 5. blue 6. yellow 7. orange 8. white 9. black 10. pink 11. the capital is Quito 12. they speak Spanish 13. they speak Quechua 14. the flag is yellow, blue and red 15. in the south 16. there are mountains 17. in the west 18. there are beaches 19. In summer it is nice weather 20. In winter it is sunny 21. The capital is Mexico City 22. The flag is green, red and white 23. In the north 24. there are valleys 25. In the south 26. there are rainforests 27. and beaches	28. En verano llueve 29. En primavera hace calor Sentence Building 1. Se habla español en Argentina 2. Se habla español en Cuba 3. España está en Europa 4. Perú está en Sudamérica 5. Hay selvas 6. Hay playas 7. En Norteamérica hay lagos 8. En Sudamérica hay montañas 9. La bandera es roja y amarilla 10. La bandera es azul y blanca 11. La capital es 12. Se habla 13. y 14. La bandera es 15. en el norte 16. en el este 17. en el sur 18. en el oeste 19. en primavera 20. en verano 21. en otoño 22. en invierno	28. In summer it is rainy 29. In spring it is hot Sentence Building 1. They speak Spanish in Argentina. 2. They speak Spanish in Cuba 3. Spain is in Europe 4. Peru is in South America 5. There are rainforests 6. There are beaches 7. In North America there are lakes 8. In South America there are mountains 9. The flag is red and yellow 10. The flag is blue and white 11. The capital city is 12. They speak 13. and 14. the flag is 15. in the north 16. in the east 17. in the south 18. in the west 19. in spring 20. in summer 21. in autumn 22. in winter	
Objectives:	Build on the vocabulary and use it to understand short stories about two countries where Spanish is either an official language or widely spoken.				
Phonics & Grammar	Phonics: Revision Key Verbs: Ser - to be Adjectives				
Assessment:	- Use phonic knowledge to develop accuracy in pronunciation and intonation - Recognise the typical conventions of word order in the foreign language - Apply knowledge of grammar rules when building sentences - Pick out some of the detail for short spoken passages				



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- Join in on a short conversation
- Make a short presentation using a model
- Read and understand some of the main points from a text
- Understand how a simple sentence was written
- Read a wider range of words, phrases and sentences aloud
- Write words, phrases and a few sentences using a model

Year	Module	Focus: 1.1 En Barcelona			
6	1				
Vocabulary:	1. Buenos días 2. Hola 3. Me llamo... 4. ¿Cómo te llamas? 5. ¿Qué tal? 6. Estoy bien 7. Estoy regular 8. Estoy fatal 9. Adiós 10. Hasta luego 11. En Barcelona hay 12. un ayuntamiento 13. una biblioteca 14. un centro comercial 15. un cine	1. Good morning 2. Hello / Hi 3. My name is 4. What's your name? 5. How are you? 6. I am well 7. I am okay 8. I am not well 9. Goodbye 10. See you later 11. In Barcelona there is/ are 12. a town hall 13. a library 14. a shopping centre 15. a cinema	16. una catedral 17. unos museos 18. unos monumentos 19. unos jardines 20. unos teatros 21. detrás de 22. delante de 23. en frente de 24. al lado de 25. cerca de 26. entre 27. en 28. en un centro comercial 29. cerca de una biblioteca 30. al lado de un cine	16. a cathedral 17. some museums 18. some monuments 19. some gardens 20. some theatres 21. behind 22. in front of 23. opposite / facing 24. next to 25. near to 26. between 27. in 28. in a shopping centre 29. near to a library 30. next to a cinema	
Objectives:	- Learn key vocabulary for getting around town and exploring the city of Barcelona. - Learn how to spell out words using the alphabet in Spanish. - Expand on the prepositions that were first introduced in Year 5, so that they can describe where a particular place is in town.				
Phonics & Grammar	Phonics: /D/ and /Z/ Key Verbs: Hay - there is / there are Prepositions				
Assessment:	- Apply prior knowledge of sound/spelling system to recognise the written word - Notice and match agreements - Use knowledge of word order and sentence construction to support the understanding of the written text - Use knowledge of words, text and structure to build simple spoken and written passages - Listen and understand the main points and some detail from a short spoken passage - Converse briefly without prompts - Give a presentation in a clear and audible voice - Read aloud with confidence, enjoyment and expression, in chorus or individually - Read and understand the main points and some detail from a short written passage - Write several sentences from memory - Develop a short text using a model				

Year	Module	Focus: 1.2 En Barcelona			
6	2				
Vocabulary:	1. La Sagrada Familia 2. La Catedral de Barcelona 3. Las Ramblas 4. El Park Güell 5. La Casa Batlló 6. El Camp Nou 7. El Barrio Gótico 8. El Museo Picasso 9. El Palau de la Música Catalana 10. El Castillo de Montjuïc 11. Disculpe 12. ¿Dónde está...? 13. ¿Dónde está la Sagrada Familia? 14. ¿Dónde está el Camp Nou? 15. ¿Dónde está el Barrio Gótico? 16. Gira a la izquierda 17. Gira a la derecha	1. The Sagrada Familia 2. Barcelona Cathedral 3. Las Ramblas 4. Park Guell 5. House of Batlló 6. Camp Nou 7. The Gothic Quarter 8. The Picasso Museum 9. The Palace of Catalan Music 10. Montjuic Castle 11. Excuse me 12. Where is...? 13. Where is the Sagrada Familia? 14. Where is the Camp Nou? 15. Where is the Gothic Quarter? 16. Turn left 17. Turn right	18. Sigue todo recto 19. Después 20. Gracias Sentence Building 1. En Barcelona hay unos monumentos. 2. En Madrid hay una catedral 3. En Bilbao hay un teatro 4. Hay un cine cerca de una biblioteca 5. Hay un centro comercial al lado de un jardín 6. ¿Dónde está el Museo Picasso? 7. ¿Dónde está la catedral? 8. Gira a la izquierda 9. Sigue todo recto 10. Gira a la derecha después sigue todo recto	18. Go straight on 19. Then / after 20. thank you Sentence Building 1. In Barcelona there are some monuments. 2. In Madrid there is a cathedral. 3. In Bilbao there is a theatre. 4. There is a cinema near to a library. 5. There is a shopping centre next to a garden. 6. Where is the Picasso Museum? 7. Where is the cathedral? 8. Turn left. 9. Go straight on. 10. Turn right then go straight on.	
Objectives:	Learn key vocabulary for getting around town and exploring the city of Barcelona. Revise the imperative form of the verb, learning how to give simple directions to find their way around town. Culture - Learn about a Christmas market in Spain.				
Phonics & Grammar	Phonics: The Spanish alphabet Gender of nouns Imperative				
Assessment:	Apply prior knowledge of sound/spelling system to recognise the written word Notice and match agreements Use knowledge of word order and sentence construction to support the understanding of the written text Use knowledge of words, text and structure to build simple spoken and written passages Listen and understand the main points and some detail from a short spoken passage Converse briefly without prompts Give a presentation in a clear and audible voice Read aloud with confidence, enjoyment and expression, in chorus or individually Read and understand the main points and some detail from a short written passage Write several sentences from memory Develop a short text using a model				

Year	Module	Focus: 2.1 Music and Television			
6	3				
Vocabulary:	1. el piano 2. la guitarra 3. la batería 4. la flauta 5. el flautín 6. el violín 7. el clarinete 8. la trompeta 9. Toco el piano 10. Toco la trompeta 11. Toca la guitarra 12. Toca el violín 13. Tocamos el flautín 14. Tocamos la batería 15. Tocan el clarinete 16. Tocan la flauta 17. la música rock	1. piano 2. guitar 3. drums 4. flute 5. recorder 6. violin 7. clarinet 8. trumpet 9. I play the piano 10. I play the trumpet 11. he plays the guitar 12. she plays the violin 13. we play the recorder 14. we play the drums 15. they play the clarinet 16. they play the flute (girls) 17. rock	18. el rap 19. el R&B 20. el jazz 21. la música electrónica 22. la música tecno 23. la música pop 24. la música clásica 25. Me gusta 26. No me gusta 27. Me encanta 28. Odio 29. Prefiero 30. Me gusta el R&B 31. No me gusta la música tecno 32. Me encanta el rap 33. Odio la música pop 34. Prefiero la música rock	18. rap 19. RnB 20. jazz 21. electro 22. techno 23. pop 24. classical music 25. I like 26. I don't like 27. I love 28. I hate 29. I prefer 30. I like RnB 31. I don't like techno 32. I love rap 33. I hate pop 34. I prefer rock	
Objectives:	• Use the verb “to play” in the 1st and 3rd person. • Learn the vocabulary for different musical instruments. • Express their opinions about different genres of music.				
Phonics & Grammar	Phonics: /D/ and /B/ Key Verbs: Tocar - to play Gender of nouns				
Assessment:	• Apply prior knowledge of sound/spelling system to recognise the written word • Notice and match agreements • Use knowledge of word order and sentence construction to support the understanding of the written text • Use knowledge of words, text and structure to build simple spoken and written passages • Listen and understand the main points and some detail from a short spoken passage • Converse briefly without prompts • Give a presentation in a clear and audible voice • Read aloud with confidence, enjoyment and expression, in chorus or individually • Read and understand the main points and some detail from a short written passage • Write several sentences from memory • Develop a short text using a model				

Year	Module	Focus: 2.2 Music and Television			
6	4				
Vocabulary:	1. Veo 2. las series en línea 3. la televisión 4. los concursos 5. los programas de deporte 6. los programas de telerrealidad 7. las noticias 8. las películas 9. las comedias 10. los documentales 11. Me gusta ver 12. Prefiero ver 13. No me gusta ver 14. Odio ver 15. Me encanta ver 16. Me gusta ver los programas de deporte 17. Prefiero ver las series en línea 18. No me gusta ver los programas de telerrealidad 19. Odio ver los concursos 20. Me encanta ver las películas 21. Los fines de semana 22. Normalmente	1. I watch 2. online series 3. television 4. game shows 5. sport shows 6. reality TV 7. news 8. films 9. comedies 10. documentaries 11. I like to watch 12. I prefer to watch 13. I don't like to watch 14. I hate to watch 15. I love to watch 16. I like to watch sport shows 17. I prefer online series 18. I don't like reality TV 19. I hate game shows 20. I love films 21. at the weekend 22. normally	23. Durante la semana 24. Los lunes por la tarde 25. Los sábados por la mañana 26. Veo la tele 27. Juego al fútbol 28. Tocamos la batería 29. Escucho el rap 30. Escuchamos la música pop Sentence Building 1. Toco la trompeta 2. Toco el piano y el violín 3. Tocamos la batería 4. Me gusta escuchar la música rap 5. Odio escuchar la música tecno 6. Me encanta ver las series en línea 7. Prefiero ver los programas de telerrealidad 8. Me gusta ver los programas de deporte 9. Los fines de semana juego al fútbol 10. Durante la semana escucho la música pop	23. during the week 24. Monday evenings 25. Saturday mornings 26. I watch television 27. I play football 28. We play the drums 29. I listen to rap 30. We listen to pop. Sentence Building 1. I play the trumpet. 2. I play the piano and the violin. 3. We play the drums. 4. I like rap. 5. I hate techno. 6. I love online series. 7. I prefer reality TV. 8. I like to watch sport shows. 9. At the weekend I play football. 10. During the week I listen to pop.	
Objectives:	Practise using opinion vocabulary. Learn how to use the verb “to watch” when talking about television. Culture - Learn about Flamenco - a Spanish art style that combines music and dance.				
Phonics & Grammar	Phonics: Revision Key Verbs: Ver - to watch, me gusta - to like Opinion phrases				
Assessment:	Apply prior knowledge of sound/spelling system to recognise the written word Notice and match agreements Use knowledge of word order and sentence construction to support the understanding of the written text Use knowledge of words, text and structure to build simple spoken and written passages Listen and understand the main points and some detail from a short spoken passage				



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- Converse briefly without prompts
- Give a presentation in a clear and audible voice
- Read aloud with confidence, enjoyment and expression, in chorus or individually
- Read and understand the main points and some detail from a short written passage
- Write several sentences from memory
- Develop a short text using a model

Year	Module	Focus: 3.1 School			
6	5				
Vocabulary:	1. Estudio 2. las matemáticas 3. el inglés 4. las ciencias 5. la historia 6. la geografía 7. el español 8. el dibujo 9. la educación física 10. la música 11. Me gusta 12. No me gusta 13. Me encanta	1. I study 2. maths 3. English 4. science 5. history 6. geography 7. Spanish 8. art 9. PE 10. music 11. I like 12. I don't like 13. I love	14. Odio 15. Prefiero 16. el inglés 17. el español 18. la historia 19. la geografía 20. la educación física 21. porque es 22. interesante 23. fácil 24. útil 25. aburrido 26. difícil	14. I hate 15. I prefer 16. English 17. Spanish 18. History 19. Geography 20. PE 21. because it is 22. interesting 23. easy 24. useful 25. boring 26. difficult	
Objectives:	- Learn the words for different school subjects in Spanish. - Use "porque" (because). - Give their opinions about the subjects they study.				
Phonics & Grammar	Phonics: Revision Key Verbs: Estudiar - to study Gender of nouns and opinions				
Assessment:	- Apply prior knowledge of sound/spelling system to recognise the written word - Notice and match agreements - Use knowledge of word order and sentence construction to support the understanding of the written text - Use knowledge of words, text and structure to build simple spoken and written passages - Listen and understand the main points and some detail from a short spoken passage - Converse briefly without prompts - Give a presentation in a clear and audible voice - Read aloud with confidence, enjoyment and expression, in chorus or individually - Read and understand the main points and some detail from a short written passage - Write several sentences from memory - Develop a short text using a model				

Year	Module	Focus: 3.2 School			
6	6				
Vocabulary:	1. porque 2. ya que 3. y 4. también 5. pero 6. sin embargo 7. A las nueve 8. A las diez y media 9. Al mediodía 10. A las dos 11. A las tres y media 12. Estudio las matemáticas 13. Estudio las ciencias 14. Estudio el inglés 15. Estudio el español 16. Estudio la educación física 17. Después del colegio 18. Hago 19. Voy 20. Hago mis deberes	1. because 2. because 3. and 4. also 5. but 6. however 7. At 9 o'clock 8. At half past 10 9. At midday 10. At 2 o'clock 11. At half past 3 12. I study maths 13. I study science 14. I study English 15. I study Spanish 16. I study PE 17. After school 18. I do/I make 19. I go 20. I do my homework	21. Hago deporte 22. Hago música 23. Voy a la casa 24. Voy al parque 25. Voy a la piscina 26. Voy al centro comercial Sentence Building 1. Estudio las matemáticas 2. Estudio el español 3. A las nueve estudio las ciencias 4. A las tres estudio el inglés 5. Me gusta la música 6. Odio el dibujo 7. Me gusta el español porque es interesante 8. Me encanta la historia porque es fácil 9. Después del colegio hago mis deberes 10. Después del colegio voy al parque con mis amigos	21. I do sport 22. I do/make music 23. I go home 24. I go to the park 25. I go to the swimming pool 26. I go to the shopping centre Sentence Building 1. I study maths 2. I study Spanish 3. At 9 o'clock I study science 4. At 3 o'clock I study English 5. I like Music 6. I hate Art 7. I like Spanish because it is interesting 8. I love History because it is easy 9. After school I do my homework 10. After school I go to the park with my friends	
Objectives:	Learn expand on the topic of school and use their prior knowledge of time in order to describe their timetables. Learn two key verbs - 'ir' (to go) and 'hacer' (to do/make) and use these verbs in the first person form to describe what they do after school. Culture - Learn about the Catalan tradition of Castells (human towers) and use their prior knowledge to give their opinions on the custom.				
Phonics & Grammar	Phonics: Revision Key Verbs: Ir - to go, hacer - to do/make Preposition - "A"				
Assessment:	Apply prior knowledge of sound/spelling system to recognise the written word Notice and match agreements Use knowledge of word order and sentence construction to support the understanding of the written text Use knowledge of words, text and structure to build simple spoken and written passages Listen and understand the main points and some detail from a short spoken passage Converse briefly without prompts Give a presentation in a clear and audible voice Read aloud with confidence, enjoyment and expression, in chorus or individually Read and understand the main points and some detail from a short written passage				



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- Write several sentences from memory
- Develop a short text using a model