

## Topics taught in Spanish

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn term</b>	<p>Phonics – the sounds of the Spanish language, learning the vowels first. Learn the numbers 1-10. How to ask and give their age. Learn other key phonic sounds. Read rhyming stories, sing songs, practise tongue twisters. Learn some nouns (pencil case items). Learn about gender through colour coding. Use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.</p>	<p>Revisit last year's song on numbers. Numbers 1-31, months, dates, asking for and giving birthday. Language to do with birthday celebrations and Christmas vocabulary. Use new language to understand and create invitations, understand songs, stories and video about birthdays and other celebrations.</p>	<p>Revisit and expand on last year's number knowledge to make simple calculations based on the five times table. How to ask for and give the time. Food and drink vocabulary. When mealtimes are and what they usually have, comparing with eating habits in Spain. How to give opinions on different food and drink and complete a simple food / drink diary in Spanish.</p>	<p>Describe the weather. Clothing, linked to what people wear according to the weather. Revise colours (with adjectival agreement) with common clothes nouns. Flags of a few familiar countries. Express what each country is famous for, paying attention to the number and gender of the nouns. Focus on Spain and some of its key features. Forming plurals of nouns and using the adjective 'mucho' (lots of). Revisit use of 'hay' (there is/are). Key cities and their location in Spain, using compass points and key geographical features to locate them on a map. What somewhere is famous for using the key cities they have been introduced to. Places in the town. Independent work to describe photos (using a word list) and give opinions on them.</p>
<b>Spring term</b>	<p>Animals and colours. Revisit gender and extended to looking at definite &amp; indefinite articles, plurals and adjectives (position &amp; basic agreement), based around a core vocabulary of 9 animal nouns and 6 colours. Key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). Revisit the negative. Introduction to 'también' (also/too/as well), 'pero' (but).</p>	<p>This unit develops the same linguistic skills in different contexts. Focus on shapes and prepositions of place, used creatively in an art project focusing on the work of Miró. Become familiar with verb forms in this new context to describe pictures they create. Parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso).</p>	<p>Sports and opinions. Pronounce sports accurately from text, applying phonics knowledge from previous years. Practise using a dictionary to look up unknown words. Describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. How to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.</p>	<p>Features of the main festivals in Spain. Recognise questions, matching them to appropriate answers provided. Describe a festival in the UK. Holidays - research a holiday destinations in Spanish-speaking countries, describe holiday pictures and write holiday postcards.</p>
<b>Summer term</b>	<p>Focus on memory and performance. Retell a familiar story – The Very Hungry Caterpillar – in Spanish. Introduction to useful vocabulary from the story – numbers (seen in the Autumn Term), days of the week, fruits, foods – and then to the story in video and audio format. Activities developing memory and practising pronunciation, developing confidence to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles (for those who need the written back-up for now).</p>	<p>Family members. Re-tell the story 'The giant turnip'. Learn how to say 'Tengo un/una ..que se llama...' I have a ...called... and apply this also in the context of pets. Expand knowledge of Spanish adjectives and learn adjectives for describing personality and physical description (hair and eyes). Use key verbs in the 3rd person singular and plural: --&gt; tiene (has), es (is), tienen (have), son (are).</p>	<p>Dictionaries used to look up different instruments. Use opinions about different types of music, and give reasons why, using 'porque' (because). Use knowledge from the previous terms:- Autumn Term: give an opinion about food Spring Term: give an opinion about music. Use the language learnt create short raps or songs about food, sports or music. Focus on pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity.</p>	<p>Continuation / revision of material from the Spring Term. Focus on transition work in the form of a Lego man worksheet covering the "All about me" topic.</p>