



	Badger Class (year 3 / 4)	Owl Class (Year 5 / 6)
Autumn	<p><u>Numbers 1-31, months, dates</u>, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary.</p> <p>New language to understand and create invitations, understand songs, stories and video about birthdays and other celebrations.</p>	<p>Autumn 1: Describing me and others</p> <p>Autumn 2: Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [a] [o] [e] [u] [i] [ca] [co] [co] [ce] [ci] [ch] [z]. Strong (a,e,o) and weak (u,i) vowel combinations are introduced.</p> <p>Vocabulary: adjectives to describe mood today and character generally, days of the week, months of the year, numbers 13-31, dates, interrogatives quién, qué, cuándo, cuál, cuántos/cuántas, nouns and adjectives for places, festivals, physical description</p> <p>Grammar: estar (plural) for location & temporary state, ser (plural) for permanent traits & origin, plural adjective endings (for adjectives ending in -o, -a, -e, -z, -l, -s), hay, tener, singular indefinite articles (un, una), post-nominal adjectives, intonation questions, WH-questions with quién, qué, cuándo, cuál, cuántos/cuántas, negation with no</p>
Spring	<p><u>Shapes and prepositions of place</u>, to be used creatively in an art project focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create.</p> <p><u>Parts of the body and face</u> and use this language to describe the work of other famous Spanish artists (e.g. Picasso).</p>	<p>Spring 1: Saying what I and others do</p> <p>Spring 2: Saying where you are going and what there is there</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [l] [ll] [ga] [go] [gu] [que] [qui] [n] [ñ] [v] [b] [r] [rr] [h]. In addition, syllable stress patterns are introduced.</p> <p>Vocabulary: verbs and nouns to describe a range of activities, countries, traditions, school, free time, physical geography</p> <p>Grammar: -AR and -ER present tense (plural), singular definite articles (el, la), intonation questions, hay, negation with no, verb IR (singular), contractions del, al</p>
Summer	<p>Language for family members.</p> <p>Re-tell the story 'The giant turnip'.</p> <p>Learn how to say 'Tengo un/una ..que se llama...' I have a ...called... and apply this in the context of pets.</p> <p>Expand knowledge of Spanish adjectives and learn adjectives for describing personality and physical description (hair and eyes).</p> <p>Use key verbs in the 3rd person singular and plural: --> tiene (has, es (is), tienen (have), son (are).</p>	<p>Summer 1: Saying what activities I and others do</p> <p>Summer 2: Saying what I and others like/dislike, want and have to do</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited this term are: [ge] [gi] [j] [gue] [gui]. In addition, the use of accents is practised.</p> <p>Vocabulary: words for describing activities, places in town, weather, sport, instruments, things countries are famous for</p> <p>Grammar: hacer (singular/plural), jugar (singular/plural), two-verb structures - amar odiar, querer deber poder (singular) + infinitive, revisit intonation and WH- questions</p>