

Curriculum Modern Foreign Languages Spanish

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Love, Learn, Discover



Christ Church C.E.
Primary School

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Lark Hill Community
Primary School

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Lewis Street
Primary School



Christ Church CE, Lark Hill and Lewis Street Primary Schools



Modern Foreign Languages – Spanish Curriculum

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Modern Foreign Languages – Spanish Curriculum

Aims

The National Curriculum for Spanish aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Intent

What are we trying to achieve for our children in Spanish?

It is our intent for the Spanish element of our school curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We want our pupils to recognise that there is a diverse world beyond Salford and that it is open to them to discover and explore. We hope to harness our young people with the cultural capital they deserve, in order to explore opportunities as well-rounded, global citizens. We want our pupils to be respectful, tolerant individuals who understand that the world is full of interesting cultures, religions, languages and people. Our curriculum should equip pupils with the speaking, listening, writing and reading skills to confidently communicate with Native and non-Native speakers of Spanish in six common topics. The topics were chosen carefully to give our pupils the most relevant language to their age and interests. Our curriculum builds on topics year on year, with vocabulary and grammar to enable pupils to revisit and consolidate language. This is to ensure that our pupils have a strong foundation in language ready for KS3 and beyond. We want our pupils to enjoy language learning and understand how it increases communication between people but also expands their opportunities. We aim for our curriculum to inspire our pupils to continue learning languages in the future and take an interest in the wider world around them. It is our intent to embody our school values: excellence, self-belief, challenge and respect in every Spanish lesson, appreciating the skills required to learn a new language.

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Implementation
<p>How is the curriculum delivered?</p> <ul style="list-style-type: none"> ● Through steps of milestone progression across year groups. ● Whole class differentiation through questioning and method of recording. ● Through the use of songs, books, native audio clips ● 30 minutes lessons per week ● Lead by class teachers and LSAs, many of whom have taken part in a immersive trip to Spain to learn Spanish ● Using the Salford MFL Scheme of Work – written by a team of teachers including our Spanish Subject Lead.

Impact
<p>What difference is the curriculum making?</p> <ul style="list-style-type: none"> ● Strengthening of children’s speaking and listening skills ● Equipping children with the cultural capital required to be global citizens. ● Encouraging children to be understanding, broad-minded, tolerant citizens. ● To enable children of all abilities to succeed in learning a new language ● To open the children’s eyes to a world beyond Salford. ● Inspiring and celebrating children’s diversity.

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Threshold Concepts

In our curriculum, we define our five **threshold concepts** as:

1. **Speaking** – repeating vocabulary and sentences with support, asking and responding to questions and presenting longer passages of speech
2. **Listening** – listening and repeating vocabulary, listening and responding to a range of questions, listening to stories and picking out key vocabulary, listening to native speakers
3. **Reading** – linking familiar vocabulary to the written word, begin to understand the phonics of Spanish, reading back and presenting their own work, reading the work of others
4. **Writing** – recording key words carefully, spelling words correctly, using writing stems and vocabulary maps to extend their writing, by the end of Y6 to be writing full paragraphs on familiar topics
5. **Culture** – to gain a deeper understanding of Spanish culture and traditions and compare to the UK.



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Early Years Curriculum

What an EYFS linguist needs to understand?	What do they need to know?	How can they show they are linguists?
<p>That different people speak different languages</p>	<ul style="list-style-type: none"> • There are different words for the same things • Different languages have different sounds • That words are written differently in different languages • That some languages have a different written alphabet 	<ul style="list-style-type: none"> • Copy spoken words • Join in songs • Notice when something is in a language not written in the 'western' alphabet e.g. Cantonese, Arabic, Urdu etc
<p>That they must listen more carefully when learning new language</p>	<ul style="list-style-type: none"> • That they must listen carefully to be able to copy • That by listening we learn more • That communication requires listening as well as speaking 	<ul style="list-style-type: none"> • Look at the speaker or video when listening to Spanish • Make comments on what they have heard
<p>That the world is made up of different countries.</p>	<ul style="list-style-type: none"> • We live in England. • There are other countries across seas/oceans. • Spain is a different country with a different language, weather etc. 	<ul style="list-style-type: none"> • Talk about England and the UK. • Be able to comment on the country they live in. • Point on a map to England and Spain being different countries.

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Early Years Vocabulary							
England	Spain	English	Spanish	Hola	Adiós	Gracias	uno
dos	tres	cuatro	cinco	azul	verde	amarillo	rojo

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



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Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: People, Culture and Communities

Children at the expected level of development will: -

- Explain some similarities and differences between life in this country and life in other countries

ELG: Communication and Language ELG:

Children at the expected level of development will: -

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- 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 (in English)
- Make comments about what they have heard and ask questions to clarify their understanding (In English)

**The ELG is an assessment checkpoint and should not be used as a curriculum – the curriculum should be broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.*

Year 1 to Year 6 Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking	<ul style="list-style-type: none"> • To say hello and goodbye • To join in key words in familiar songs • To name 3 Christmas items • To answer the question 'How are you?' • To name 2 classroom objects • To name 3 classroom subjects • To describe temperature (hot/cold) • To count to 5 • To name 4 foods 	<ul style="list-style-type: none"> • To use 2 -3 ways of saying hello and goodbye • To join in confidently with familiar songs • To name 1 new Christmas item • To name 4 common colours • To ask and answer the question 'How are you?' • To name 2 more classroom objects • To answer the question 'What is your name?' • To name 3 types of weather 	<ul style="list-style-type: none"> • To use common greetings • To ask and answer 'How are you?' • To ask someone their name and answer • To ask someone their age and respond • To ask someone where they live and respond • To name 4 Christmas nouns • To name 4 colours • To use a noun phrases using colours • To name 6 common classroom objects 	<ul style="list-style-type: none"> • To use common greets relying less on support • To name extended family members • To recall 4 previous Christmas nouns and use 3 new ones • To use adjectives to describe size • To begin to use and understand adjectival and noun agreement • To use the conjunction 'y' 	<ul style="list-style-type: none"> • To name 8 pet nouns • To use noun + colour adjective to create sentences • To describe family and pets in using more than 2 sentences • To use previous Christmas vocabulary from memory • To understand how plurals work • To begin to ensure adjectival and plural agreement • To ask for objects using 'Quisiera' 	<ul style="list-style-type: none"> • To confidently use previous vocabulary (may use exercise book for reminders) • To use the correct pronoun for masculine and feminine • To give the age of family members • To explain where others live • To rehearse and memorise

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		<ul style="list-style-type: none"> To count to 7 To answer the question 'How old are you?' To name 4 more foods To give an opinion using 'I like...' 	<ul style="list-style-type: none"> To ask questions using prompts To name the days of the week To describe the temperature using simple phrases To name 5 hobbies To express their opinion To begin to use the conjunction 'y' <p><i>All with the use of written and adult support/prompts</i></p>	<ul style="list-style-type: none"> To name 10 school subjects To ask questions about likes and dislikes and respond To begin to use 'pero' to extend sentences To name the months of the year in order To name 5 weather conditions To ask 'What is the weather like?' and respond To recall 5 previous hobbies nouns and name 4 more To express my opinion with less reliance on scaffolding To name 6 countries To name 6 modes of transport 	<ul style="list-style-type: none"> To name school subjects from memory To confidently express opinions To begin to give reasons for opinions using the conjunction 'porque' To present written work to an audience To name the seasons of the year To name and use the four points of a compass To describe the features of towns and cities To perform a weather forecast To recall hobbies and weather from previous learning and use vocabulary confidently To use time conjunction + opinion i.e. When it is raining, I like to read. 	<p>information and present to an audience with good Spanish pronunciation</p> <ul style="list-style-type: none"> To perform the Nativity to an audience in Spanish To make comparisons between English and Spanish schools To present work to an audience To name and use the 8 point compass To name 10 European countries To describe the position of countries in relation to one another To ask and answer questions relating to
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				<ul style="list-style-type: none"> To ask and answer questions about holiday destinations and transport 		<p>hobbies including when, where, why</p> <ul style="list-style-type: none"> To combine previous knowledge of nouns, directional language, weather, transport etc to hold extended conversations about going on holidays
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> To listen carefully and repeat vocabulary To listen carefully and begin to respond to familiar questions 	<ul style="list-style-type: none"> To begin to listen carefully to common questions and respond independently To listen and begin to recognise and respond to key vocabulary in songs 	<ul style="list-style-type: none"> To listen carefully to common questions and respond To listen, recognise and respond to key vocabulary in songs 	<ul style="list-style-type: none"> To listen Spanish nouns and give the English noun and vice versa To begin to identify key information from a spoken passage To listen carefully and respond to questions 	<ul style="list-style-type: none"> To hear different endings due to adjectival agreement/plurals etc To identify and understand key information in a passage spoken by a native speaker To extract information from a spoken passage 	<ul style="list-style-type: none"> To listen and respond respectively to others To listen to and makes notes from a Spanish information video

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				<ul style="list-style-type: none"> To listen to native speakers 	<ul style="list-style-type: none"> To translate spoken passages To listen and respond to familiar questions confidently and with less reliance on prompts 	
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	<ul style="list-style-type: none"> To begin to recognise key words in a story 	<ul style="list-style-type: none"> To identify key words in a book To recognise key words on flashcards 	<ul style="list-style-type: none"> To use written prompts to help them respond To read and recognise the written words for familiar vocabulary To read, understand and translate simple sentences using familiar vocabulary To read, understand and order familiar vocabulary To begin to use a dictionary to look up new vocabulary 	<ul style="list-style-type: none"> To read, understand and translate simple sentences using familiar vocabulary To read, understand and order familiar vocabulary To use a dictionary with increasing confidence 	<ul style="list-style-type: none"> To be able to understand longer paragraphs of text using vocabulary they know To understand that you don't need to be able to read and understand every word to understand a text 	<ul style="list-style-type: none"> To complete research in Spanish and English in order to prepare a report To read other's work and give critical friend feedback To confidently use a dictionary to identify new vocabulary to improve spoken and written work Understanding not to use a dictionary to translate whole sentences

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing	<ul style="list-style-type: none"> To copy and match key vocabulary <p><i>As part of continuous provision</i></p>	<ul style="list-style-type: none"> To copy and match key vocabulary <p><i>As part of continuous provision</i></p>	<ul style="list-style-type: none"> To copy vocabulary carefully to label, match etc To write simple noun phrases noun + colour To create a simple personal factfile using familiar vocabulary To list objects in a sentence To spell the days of the week To order the days of the week To create a simple weather diary To write their opinion To begin to use the conjunction 'y' to join 2 simple familiar sentences <p><i>All with the use of written and adult support/ prompts</i></p>	<ul style="list-style-type: none"> To write familiar nouns increasingly from memory To write simple sentences using sentence stems and vocabulary mats when needed To write a short paragraph about who is in their family using sentence stems To recognise and begin to write noun and adjectival agreement To use the conjunction 'y' to join 2 familiar sentences To begin to use the conjunction 'pero' to join 2 familiar sentences To use conjunctions of time + weather 	<ul style="list-style-type: none"> To write a paragraph using new and previous vocabulary from memory To spell numbers to 10 accurately To plan, write and perform To confidently write sentences using adjectives to describe colour and size from memory To begin to make adjectives agree with plurals To write a paragraph giving opinions and justifications using the conjunctions 'y', 'pero' and 'porque' To write paragraphs with less reliance on sentence stems 	<ul style="list-style-type: none"> To use all previous skills to write a paragraph independently and where possible from memory To write a report To write a simple script To write a comparative paragraph To produce extended pieces of writing increasingly from memory using familiar vocabulary and sentence stems.

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				to describe weather conditions <ul style="list-style-type: none"> To express opinions To write the date 		
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Culture	<ul style="list-style-type: none"> To understand where the UK and Spain are in relation to each other 	<ul style="list-style-type: none"> To understand that countries other than England speaks English and Spain speaks Spanish 	<ul style="list-style-type: none"> To name some Spanish Christmas traditions 	<ul style="list-style-type: none"> To describe further Spanish Christmas traditions To identify the location of Spain and its neighbours 	<ul style="list-style-type: none"> To describe the Reyes Magos traditions To name 8 towns and cities in Spain To locate key Spanish cities on a map To recognise key land marks in some Spanish cities 	<ul style="list-style-type: none"> To understand the differences between English and Spanish schools To understand geographical differences between Spain and England

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Ourselves – Unit 1 Vocabulary

The scheme is progressive and therefore language builds on not only from the previous year but also from the previous topic. When looking at a topic, children will recap and reuse vocabulary from the previous year(s). The curriculum was written to spiral and revisit regularly to ensure children retained the vocabulary and had a strong repertoire in preparation for KS3 and beyond.

Year 1

Hola	Adiós	¿Qué tal?	bien	mal				
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Year 2

Buenos días	Hasta luego	¿Y tú?	muy bien	regular	Estoy			
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Year 3

Hola	Adiós	¿Cómo estás?	Estoy ...	Regular	Mal	Muy Bien	Numeros	cero
uno	dos	tres	cuatro	cinco	seis	siete	ocho	nueve
diez	¿Cómo llamas? te	Me llamo	¿Cuántos años tienes?	Tengo años.	¿Dónde vives?	Vivo en.....	Inglaterra	España

Year 4

Mi madre	Mi padre	Mi hermana	Mi hermano	Hay	Mi abuela	Mi abuelo	Mi tía	Mi tío
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Mi primo	Mi prima	En mi familia hay...						
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Year 5								
Mi mascota	Un gato	Un perro	Un ratón	Un conejo	Un hamster	Un periquito	Una tortuga	Un pez dorado
Se llama	porque							

Year 6								
¿De dónde eres?	¿Qué tal?	¿Cuántos años tienes?	Un loro					

Celebrations – Unit 2 Vocabulary

Year 1								
Hola	Adiós	¿Qué tal?	bien	mal	El árbol de navidad	un regalo	Papá Noel	¡Feliz Navidad!

Year 2								
Buenos días	Hasta luego	¿Y tú?	muy bien	regular	Estoy	El árbol de navidad	un regalo	Papá Noel
¡Feliz Navidad!	azul	verde	amarillo	rojo				

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Year 3								
Hola	Adios	¿Cómo estás?	Bien	Muy bien	Mal	¿Qué tal?	Me llamo ...	¿Cómo te llamas?
El árbol de navidad	un regalo	Papá Noel	Cascabeles	¿Dónde vives?	Vivo en Salford.	Vivo en Inglaterra.	¿Cuántos años tienes?	Tengo....años
¡Feliz Navidad!	Hay	sí/no	azul	verde	amarillo	rojo		

Year 4								
Mi burrito Sabanero pequeño	grande	Pequeño (masculine)	pequeña (feminine)	grande	un calcetín	una bola de navidad	una Estrella	el orapel
sí	no	Hay	En mi...					

Year 5								
Las tradiciones de navidad en España	Las decoraciones	Misa de medianoche	toda	comida	Un árbol	Una bola de navidad	Un regalo	

Year 6								
El belen	El asno	Los pastores	Los regalos	Los reyes magos	Los angeles			

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School – Unit 3 Vocabulary

Year 1								
Hola	Adiós	¿Qué tal?	bien	mal	un lápiz	una regla	el inglés	las matemáticas
el español								

Year 2								
Buenos días	Hasta luego	¿Y tú?	muy bien	regular	Estoy	¿Cómo te llamas?	Me llamo ...	una regla
un lápiz	un sacapuntas	una goma	azul	verde	amarillo	rojo		

Year 3								
¿Cómo te llamas?	Me llamo...	¿Que tal?	¿Cómo estás?	Muy Bien	Regular	Mal	¿Cuántos años tienes?	Tengo años
¿Tienes?	Tengo	¿Qué color es?	¿Dónde vives?	Vivo en	Inglaterra	¿De dónde eres ?	Soy de...	Soy...
uno	dos	tres	cuatro	cinco	seis	siete	ocho	nueve
diez	Los colores	rojo	azul	verde	negro	blanco	amarillo	morado
un bolígrafo	un lápiz	un sacapuntas	una goma	una regla	un pegamento	un estuche	un cuaderno	Enseñadme

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Year 4								
Asignaturas	el inglés	las matemáticas	las ciencias	la historia	la geografía	el español	el francés	la música
el arte	la educación física	¿Te gusta/n _____?	Me gusta/n	No me gusta/n	Y	pero	Sí	no

Year 5								
El colegio	¿Puedes aplaudir?	¿Te puedes estirar?	¿Te puedes agachar?	¿Te puedes dar la vuelta?	¿Puedes saludar?	¿Puedes zapatear?	divertido	Aburrido
fácil	Difícil	treinta	cuarenta	cincuenta	sesenta	setenta	ochenta	noventa
cien								

Year 6								
estudio	terminar	uniforme	asignatura	favorita	Me gustan	No me gustan		

Weather – Unit 4 Vocabulary

Year 1								
Hola	Adiós	¿Qué tal?	bien	mal	hace frío	hace calor		

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Year 2								
Buenos días	Hasta luego	¿Y tú?	muy bien	regular	Estoy	¿Cómo te llamas?	Me llamo ...	está lloviendo
hace sol	hace viento							

Year 3									
¿Cómo te llamas?	Me llamo...	¿Cuántos años tienes?	Tengo años	¿Dónde vives?	Vivo en	lunes	martes	miércoles	
jueves	viernes	sábado	domingo	¿Cómo estás?	Muy Bien	Regular	Mal	morado	
rojo	azul	verde	negro	blanco	amarillo	¿Qué tiempo hace hoy?	está nevando	está lloviendo	
hace sol	hace viento	hay tormenta	hace frío	hace calor					

Year 4								
hoy	once	doce	trece	catorce	quince	dieciséis	diecisiete	dieciocho
diecinueve	veinte	Hoy es	Es	ayer	mañana	Es ayer fue	Es mañana será	enero
febrero	martes	abril	mayo	junio	julio	agosto	septiembre	octubre
noviembre	diciembre	dos mil veinte	dos mil veintiuno	dos mil veintidós				

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Year 5								
el norte	el sur	el oeste	el este	el centro	Está soleado	Está nublado	la primavera	el verano
el otoño	el invierno	¿Qué día es hoy?	¿Qué ciudad es esta? está en de España.	En	verdadero	falso	y
pero	Hoy, en , es	En , es y es	En , es Pero en es					

Year 6								
El Reino Unido	Alemania	Italia	Grecia	Irlanda	Suiza	Austria	Portugal	Europa

Hobbies– Unit 5 Vocabulary

Year 1								
Hola	Adiós	¿Qué tal?	bien	mal	uno	dos	tres	cuatro
cinco								

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Year 2								
Buenos días	Hasta luego	¿Y tú?	muy bien	regular	Estoy	¿Cómo te llamas?	Me llamo ...	¿Cuántos años tienes?
Tengo...años	seis	siete						

Year 3									
¿Cómo te llamas?	Me llamo...	¿Qué tal?	Muy Bien	Regular	Mal	¿Cuántos años tienes?	Tengo años	¿Dónde vives?	
Vivo en	¿De dónde eres?	Soy....	Soy de	Uno	dos	tres	cuatro	cinco	
seis	siete	ocho	nueve	diez	Rojo	azul	verde	negro	
blanco	amarillo	morado	jugar al fútbol	dibujar	leer	bailar	jugar al baloncesto	¿Te gusta/n ...?	
¡No, no me gusta/n ...!	¡Sí, me gusta/n ...!	pero							

Year 4									
ver la televisión	jugar al playstation/Xbox	nadar	y	¿Qué colores?	¿Qué tengo?	sí	no		

Year 5									
Los pasatiempos	Escuchar música	Hacer ciclismo	Hacer gimnasia	¿Qué falta?					

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Year 6								
En el parque	En la piscina	En la casa	En el colegio	En la gimnasia				

Holidays - Unit 6 Vocabulary

Year 1								
Hola	Adiós	¿Qué tal?	bien	mal	un helado	un agua	un bocadillo	una pizza

Year 2								
Buenos días	Hasta luego	¿Y tú?	muy bien	regular	Estoy	¿Cómo te llamas?	Me llamo ...	¿Cuántos años tienes?
Tengo...años	seis	siete	una ensalada	la pasta	unas patatas fritas	un zumo de fruta	Me gusta ...	

Year 3								
Hola	¿Cómo te llamas?	Me llamo...	¿Qué tal?	¿Cómo estás?	Muy bien	Regular	Mal	¿Cuántos años tienes?
Tengo...años	uno	dos	tres	cuatro	cinco	seis	siete	ocho
nueve	diez	Grande	mediano (masculine)	mediana (feminine)	pequeño (masculine)	pequeña (feminine)	Aquí tienes ...	gracias

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de nada	¿Qué quieres?	Quisiera	un bocadillo de queso	un bocadillo de pollo	un bocadillo de jamón	una hamburguesa	un perro caliente	una pizza
una ensalada	la pasta	unas patatas fritas	un helado	un agua	un zumo de fruta	Me encanta ...	Me gusta ...	No me gusta ...

Year 4								
avión	tren	coche	barco	bicicleta	taxi	España	Francia	Los Estados Unidos
Gales	Turquía	Grecia	Polonia	Bulgaria	Voy a ...	Vas a ...	Va a ...	¿Adónde vas de vacaciones?
¿Como viajas?	Voy en ...	verdad	falso					

Year 5								
Las vacaciones	La camiseta	Los cortos	El traje de baño	Los bañadores	El jersey	Los pantalones	El sombrero	La bufanda
Los guantes	Los botas	El vestido	La falda	Las sandalias	La cabeza	La nariz	Los ojos	La boca
Los brazos	Las manos	La espalda	Los piernas	Los pies	claro	oscuro	Yo llevo	Él lleva / ella lleva
Ellos llevan	Ellas llevan							

Year 6								
El noroeste	El noreste	El sureste	El suroeste	¿Dónde te gustaría ir?	Me gustaría ir a ... en ...			



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Whole School Spanish Long-Term Plan

All year groups study the same topic per half term to allow consolidation year on year.

Whole School LTP

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ourselves	Celebrations	School	Weather	Hobbies	Holidays

Useful Links

https://www.primaryresources.co.uk/mfl/mfl_spanish.htm

<https://primarylanguages.network/spanish> - free trial available

<https://rockalingua.com/> - songs, games

<https://letsspeakspanish.com/blog/spanish-learning-games/#1.3>

<https://www.duolingo.com/course/es/en/Learn-Spanish>

https://www.abcya.com/games/wordtoss_spanish - games