

# KS2 Spanish Curriculum Map - Overview

## Why Teach Spanish?

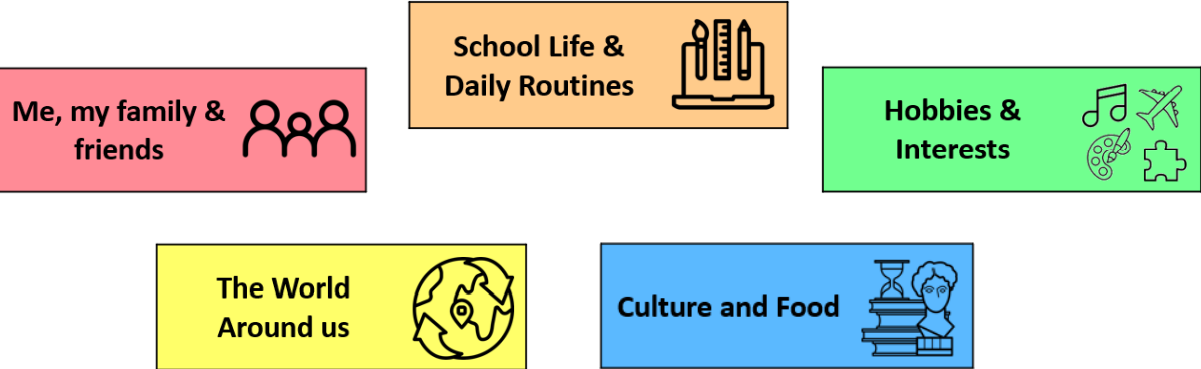
Learning another language is an integral skill in thriving in a growing, global world. Proficiency in additional languages give our learners the opportunity to engage with the world in a more immediate and meaningful way. It allows us to understand and celebrate other cultures, beliefs, and people from all over the world. Although many of our pupils already speak more than one language, we teach Spanish to provide a common additional language and opportunity for them to share the experience of learning a new language together.

The study of language provides us with opportunities to develop our literacy and communication skills; not only in the taught language but proficiency is developed in learners’ first language too. Our curriculum aims to support learners in becoming confident speakers, astute listeners, and purposeful writers all whilst developing their intercultural understanding of the world around us.

We aim to provide language learning which challenges children beyond their boundaries, promotes the love of languages and cultures, as well as providing opportunities to thrive in our global community and in the subsequent steps of their educational journey.

## 5 Themes of our Spanish Curriculum

Curriculum maps detail the sequencing of substantive knowledge through five ‘big ideas’ to enable pupils to build schemata of important concepts



## Learning Spanish – The key aims of our language curriculum

Pupils learn the Spanish language in its spoken and written forms. Spanish is produced and understood through speaking, listening, reading and writing. Through these core approaches, we teach pupils how phonics (the relationship between sounds and letters), grammar and vocabulary combine so pupils understand and produce ever more complex language.

Recognise and use phonics with accuracy	To learn the relationship between sounds and letters in Spanish. To recognise these and use them with accuracy.
Understanding and application of grammar	To learn important foundations of another language such as the grammatical aspect of learning the gender of words.
Retrieval skills and vocabulary retention	To consistently learn and remember vocabulary and retrieve this in different contexts or using different skills (reading/aurally).
Listening and reading for gist	To develop comprehension so that pupils can understand authentic texts. Pupils do not have to understand every word to be good linguists – but they will have a secure general sense of meaning.
Successful communication Skills	To be understood by others and to express ideas, thoughts and feelings to another person in another language. Learning the importance of accurate pronunciation, intonation and noticing punctuation when written.

## Linguistic skills we develop:



## How we assess pupils’ learning of the Spanish curriculum

Teachers assess pupils’ learning of the curriculum on an ongoing basis. In lessons, they check pupils can remember and use the phonics, grammar and vocabulary accurately and can communicate and understand others using the Spanish language.

Understanding of each unit is assessed through an end of unit assessment of speaking, listening, reading and writing.

Example assessment:

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_ Unit: Los animales

<b>Speaking Exercise</b> Can you say any of the following in Spanish? a lion a mouse I am a lion. I am a mouse. I am a monkey.	<b>Listening Exercise</b> From the PowerPoint slide, write the numbers that match the different animals you hear mentioned.  <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>Reading Exercise</b> Can you draw a line from any of the following words to the correct picture?  un león un cerdo una vaca un mono un pájaro	<b>Writing Exercise</b> Can you write any of the following phrases in Spanish? a rabbit a horse a sheep I am a duck. I am a mouse.  <div>Word Bank: Soy un mono un cerdo un pato un conejo un pájaro un caballo un león una oveja un ratón un cerdo</div>






Leaders and other staff regularly review pupils’ work in their books, and meet with groups of pupils to check that they are learning the planned curriculum against the key knowledge and skills set out in our curriculum.

We also evaluate pupils’ attitudes to learning to check they enjoy and value their lessons in this subject.

# KS2 Spanish KS2 Spanish Curriculum Map – Key Aims Progression



	Year 3	Year 4	Year 5	Year 6
<b>Recognise and use phonics with accuracy</b>	CH J Ñ LL RR Accents	CH J Ñ LL RR Accents	CH J Ñ LL RR / CA CE CI CO CU GA GE GI GO GU / B V CC QU Z	CH J Ñ LL RR / CA CE CI CO CU GA GE GI GO GU / B V CC QU Z
<b>Listening and reading for gist</b>	<p>----- Increasing complexity based on the level of language used in the material -----&gt;</p> <ul style="list-style-type: none"> <li>exploring the patterns of language through songs and rhymes</li> <li>listening attentively to short conversations and showing understanding by joining in and responding</li> <li>reading carefully and showing understanding of words and phrases in a familiar text</li> </ul>			
<b>Retrieval skills and vocabulary retention</b>	<p>----- Key vocabulary is identified for each unit (see later page) -----&gt;</p> <p>Vocabulary is progressive and not limited to the vocabulary lists. Retrieval of this should be consistent, regular and cumulative.</p>			
<b>Understanding and application of grammar</b>	<ul style="list-style-type: none"> <li>key phonic vowel and consonant sounds</li> <li>the gender of nouns</li> </ul>	<ul style="list-style-type: none"> <li>adjectives and how to ensure that these agree</li> <li>word order and how this differs to English</li> </ul>	<ul style="list-style-type: none"> <li>high-frequency verb conjugations of regular and most common irregular verbs</li> <li>conjunctions and sequencers to order and link ideas</li> <li>opinion phrases and how to justify these to give more detail</li> </ul>	
<b>Successful communication Skills</b>	<ul style="list-style-type: none"> <li>developing accurate pronunciation and knowledge of key phonic sounds so that speech is clear and understood</li> <li>speaking in sentences, using familiar language and basic language structures</li> <li>engaging in conversations, asking questions</li> </ul>		<ul style="list-style-type: none"> <li>presenting ideas and information clearly to a range of audiences in the target language</li> <li>seeking help and clarification</li> </ul>	<ul style="list-style-type: none"> <li>writing extended sentences from memory and adapting familiar structures to include new language</li> </ul>

National Curriculum Programme of Study – Unit objective Mapping			Year 3						Year 4						Year 5						Year 6					
			A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2
	1)	Listen attentively to spoken language and show understanding by joining in and responding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	2)	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	3)	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.				✓		✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	4)	Speak in sentences, using familiar vocabulary, phrases and basic language structures.				✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	5)	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	6)	Present ideas and information orally to a range of audiences.						✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	7)	Read carefully and show understanding of words, phrases and simple writing.						✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	8)	Appreciate stories, songs, poems and rhymes in the language.				✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	9)	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.						✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	10)	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.						✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	11)	Describe people, places, things and actions orally and in writing.						✓					✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	12)	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.						✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	

# KS2 Spanish Curriculum Map (Topics)



	Year 3	Year 4	Year 5	Year 6							
Autumn 1	Phonetics 1 (C)	Phonetics 2 (C)	La fonética (E) (Core Vocabulary)	Phonetics 4 (C)							
	CH J Ñ LL RR Accents	CH J Ñ LL RR Accents	CH J Ñ LL RR / CA CE CI CO CU GA GE GI GO GU / B V CC QU Z	CH J Ñ LL RR / CA CE CI CO CU GA GE GI GO GU / B V CC QU Z							
	Los saludos (S)	Aprendo español (E)	• In these 4 sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the 4 lessons is accompanied by a song that pupils will be encouraged to actively participate in, as well as a mouth mechanics guide video.	Mi casa (I)							
	• Say ‘hi’/‘hello’ and ‘good morning’. • Say their name. • Ask how somebody is feeling and give a reply. • Say ‘goodbye’ and ‘see you later’.	• To locate Spain, Madrid and a few key cities on a map. • Say our name, how we are feeling, learn up to 10 colours and count from • 1-10 in Spanish.		• Say and write in Spanish whether we live in a house or an apartment. • Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... • Use the connective/conjunction y to link two sentences together							
Autumn 2	Los colores y los números (S)	La fruta (E)	Me presento (I)	¿Qué tiempo hace? (I)							
	• Name and recognise up to 10 colours in Spanish. • Count from 1-10 in Spanish. Recognise, recall and spell 10 action verbs in Spanish.	• Name, recognise and remember up to 10 fruits in Spanish. • Attempt to spell some of these nouns with their correct article/determiner. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits we like and dislike in Spanish.	• Know how count to 20 in Spanish. • Ask somebody how they are feeling and give an appropriate response • back. • Ask somebody their age, name, where they live and reply.	• Recognise and recall the 9 weather expressions in Spanish from memory. • Ask what the weather is today and give a reply in Spanish. • Describe the weather in Spain, in Spanish using a weather map with symbols.							
Spring 1	Los transportes (S)	Los helados (E)	Mi familia (I)	La ropa (I)							
	• Recognise, recall and remember up to 7 modes of transport in Spanish. • Recognise, recall and remember a short phrase for each mode of transport in Spanish. • Learn to listen attentively to, understand and participate actively in a Spanish song about transport.	• Name, recognise and remember up to 10 ice-cream flavours in Spanish. • Attempt to spell some of these flavours. • Use the structure ‘quisiera...’ plus an ice-cream flavour. • Say whether we would like a cone or pot and possibly how many scoops. • Learn how to say ‘please’ and ‘thank you’ in Spanish.	• Remember the nouns for family members in Spanish from memory. • Describe our own or a fictitious family in Spanish by name, age, and relationship. • Count to 100 in Spanish. • Understand possessive adjectives better in Spanish (‘my’ form only).	• Recognise and recall from memory 21 items of clothing. • Explore the regular ‘ar’ whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. • Revisit the use of the possessive adjective ‘my’ in Spanish and describe clothes in terms of colour.							
Spring 2	Anita y Osito (M)	Verduras (E)	¿Tienes una mascota? (I)	Comer Sano (P)							
	• Recognise, recall, and remember 5 key pieces of vocabulary related to the story of Anita and Osito in Spanish. • Recognise, recall, and remember how to say ‘hello’, ‘I am called’ as well as ‘yes’ and ‘no’ in Spanish. • Learn to listen attentively to a story in Spanish and be able to correctly order the stages of the story.	• Name, recognise and recall from memory up to 10 vegetables in Spanish. • Attempt to spell some of these nouns with their plural article/determiner. • Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.	• Know the nouns and indefinite articles for 8 common pets. • Ask somebody if they have a pet and give an answer back. • Say in Spanish what pet we have/do not have and give our pet’s name. • Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.	• Say and write what we eat and drink to stay healthy. • Say and write what we do not eat and drink to stay healthy. • Say and write the activities we do and do not do to stay in shape including a choice of physical activities. • Follow a simple, healthy recipe in Spanish.							
Summer 1	En la selva (S)	Caperucita Roja (E)	La clase (I)	En el colegio (P)							
	• Recognise, recall and remember up to 7 different jungle animals in Spanish. • Recognise, recall and remember a short phrase for each jungle animal in Spanish. • Learn to listen attentively to, understand and participate actively in a Spanish song about animals that may live in the jungle.	• Use picture and word cards to recognise and retain key vocabulary from the story. • Learn some key family members • Name and spell at least four parts of the body in Spanish as seen in the story. •	• Recall from memory a selection of nouns and indefinite articles for common classroom objects. • Learn how to use the negative in Spanish. • Describe what we have and do not have in our pencil case. • Respond to simple classroom commands.	• Name the subjects we study in school in Spanish with the correct definite article/determiner. • Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. • Start to tell the time by learning how to say time by the hour. • Say at what time and on what day we study certain school subjects.							
Summer 2	Los animales (E)	Sé (E)	En la cafetería (I)	El fin de semana (P)							
	• Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. • Understand better that articles/determiners have more options in Spanish than they do in English. • Use and become more familiar with the high-frequency 1st person conjugated verb ‘soy’ (I am), from the infinitive verb ‘ser’ (to be).	• Use these verbs in the infinitive to form positive and negative sentence structures with ‘sé’ (I know how to...) / ‘no sé’ (I do not know how to ..). • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘y’ (and) & ‘pero’ (but).	• Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. • To understand better how to change a singular noun to plural form. • Perform a short role-play ordering what they would like to eat and drink.	• Tell the time in Spanish using quarter past, half past and quarter to. • Say and write in Spanish what we do at the weekend using two or more sentences. • Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.							
	Every child deserves to be the best they can be										
	(S) Starting Off Unit	(M)Moving on	(C) Core Vocabulary	(E) Early Language Unit	(I) Intermediate Language	(P) Progressive Language	Me, My Family & Friends	School Life & Daily Routines	The World Around Us	Hobbies & Interests	Culture and Food



# KS2 Spanish Curriculum Map (Linguistic Skills)



	Year 3	Year 4	Year 5	Year 6	
Phonetics	CH J Ñ LL RR Accents	CH J Ñ LL RR Accents	CH J Ñ LL RR / CA CE CI CO CU GA GE GI GO GU / B V CC QU Z	CH J Ñ LL RR / CA CE CI CO CU GA GE GI GO GU / B V CC QU Z	
Speaking	<ul style="list-style-type: none"> <li>Learning to communicate with others using simple words and short phrases covered in the units taught. Being able to communicate about colours, numbers, transport, animals. Being able to repeat words from a simple story in the foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. For example, being able to say from memory fruits you like and/or do not like and what activities you do/do not do. Being able to order a specific quantity of vegetable using simple, transactional language like 'hello', 'please', 'I would like', 'how much' and 'thank you'. Being able to recount phases from a traditional fairy tale in the foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Taking about personal details, family and family members and pets. Moving from 1st person to 3rd person singular responses with increased accuracy and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to recall previously learnt language and recycle/ incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. For example, describing what rooms you have/do not have at home, what clothes you are wearing and describing a day at school. What lessons you like/do not like but explaining why. More authentic and spontaneous replies.</li> </ul>	
Listening	<ul style="list-style-type: none"> <li>Learning to listen to the foreign language and enjoying short stories &amp; songs. Starting to recognise and understand the meaning of familiar words and short phrases connected to colours, numbers, transport, the jungle and animals.</li> </ul>	<ul style="list-style-type: none"> <li>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units as well as in familiar fairy tales such as Little Red Riding Hood. Learning to recognise common fruits and vegetables, ice-cream flavours and common activities the pupils may know or not know how to do.</li> </ul>	<ul style="list-style-type: none"> <li>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Understanding a persons name, age and where they live. Details on topics like family, pets and understanding a food and drinks order in a café.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. Understanding much of what we hear on topics like weather, clothes, school, healthy eating and activities at the weekend.</li> </ul>	
Reading	<ul style="list-style-type: none"> <li>Learning to read familiar words and short phrases more accurately and confidently by applying knowledge from 'Phonics Lesson 1'. Understanding the meaning in English of words and short phrases from the units covered.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud short pieces of text applying knowledge learnt from 'Phonics &amp; Pronunciation Lessons 1 &amp; 2'. Understand most of what we read in the foreign language when it is based on familiar language.</li> </ul>	<ul style="list-style-type: none"> <li>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</li> </ul>	
Writing	<ul style="list-style-type: none"> <li>Writing familiar words &amp; short phrases introduced in the unit from memory but also learning to use a model or vocabulary list when we are unsure. Recalling familiar vocabulary like colours, numbers, modes of transport and animals.</li> </ul>	<ul style="list-style-type: none"> <li>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and simple opinions where appropriate. <b>EG:</b> I like apples, I do not like oranges ...', 'I would like a vanilla ice-cream please'. 'My name is' and which activities I know how to do/not to do.</li> </ul>	<ul style="list-style-type: none"> <li>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Describing my family members by name and age.</li> </ul>	<ul style="list-style-type: none"> <li>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using a wider range of connectives/conjunctions, adjectives and possessive adjectives. <b>EG:</b> A presentation or description of a typical school day including subjects, time and opinions.</li> </ul>	
Grammar	<ul style="list-style-type: none"> <li>Starting to understand the concept of noun gender and the use of articles. Nouns are always learnt with the article. Singular or plural masculine or feminine. Using the first-person singular conjugation of high frequency verbs. <b>EG:</b> 'I am...' 'I am called...'.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding better the concept of gender and which articles to use for meaning (<b>EG:</b> 'the', 'a' or 'some'). Using the first-person singular conjugation of high frequency verbs more confidently. <b>EG:</b> 'I am...' 'I am called...', 'I would like', 'I know how to swim' but incorporating negative phrases too such as 'I do not know how to swim'. Using connectives/conjunctions like but/and often to link sentences together.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding better the concept of gender and which articles to use for meaning (<b>EG:</b> 'the', 'a' or 'some'). Introducing simple adjectival agreement (<b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'My sister is called, and she is... years old. 'My brother is called, ... and he is ...years old'. Using the first-person singular conjugation of high frequency verbs. <b>EG:</b> 'I like...', 'I would like...', 'I am called...', 'I am' and 'I have' but also but also 'he/she is' and 'he/she has'. Writing more using a growing knowledge of vocabulary and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Revision of gender and nouns and learn to use and recognise the terminology of articles (<b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (<b>EG:</b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'. Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (<b>EG:</b> which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.</li> </ul>	
Topics	Los saludos (S)	Aprendo español (E)	La fonética (E) (Core Vocabulary)	Mi casa (I)	Autumn 1
	Los colores y los números (S)	La fruta (E)	Me presento (I)	¿Qué tiempo hace? (I)	Autumn 2
	Los transportes (S)	Los helados (E)	Mi familia (I)	La ropa (I)	Spring 1
	Anita y Osito (M)	Verduras (E)	¿Tienes una mascota? (I)	Comer Sano (P)	Spring 2
	En la selva (S)	Caperucita Roja (E)	La clase (I)	En el colegio (P)	Summer 1
	Los animales (E)	Sé (E)	En la cafeteria (I)	El fin de semana (P)	Summer 2

Every child deserves to be the best they can be

Me, My Family & Friends

School Life & Daily Routines

The World Around Us

Hobbies & Interests

Culture and Food

# KS2 Spanish Vocabulary Map

	Year 3				Year 4				Year 5				Year 6												
Autumn 1	Phonetics 1 (C)				Phonetics 2 (C)				La fonética (E) (Phonics & Pronunciation)				Phonetics 4 (C)												
	CH J Ñ LL RR				CA CE CI CO CU								B V CC QU Z												
	Los saludos (S) (Greetings)				Aprendo español (E) (I am Learning Spanish)								Mi casa (I) (My Home)												
	• ¡Hola! • ¡Buenos días! • Me llamo...		• ¿Cómo estás? • Estoy bien. • Estoy mal. • Estoy regular.		• ¡Adiós! • ¡Hasta luego!		• ¡Hola! • ¡Buenos días! • ¿Cómo te llamas? • Me llamo...		• ¿Cómo estás? • Estoy bien. • Estoy mal. • Estoy regular.		• ¡Adiós! • ¡Hasta luego!		• Un casa • Un piso • En la ciudad • En el campo • En la montaña • En la costa • En un pueblo		• Una cocina • Un comedor • Un cuarto de baño • Un dormitorio • Un lavadero • Un sótano • Un despacho		• Un salón • Un garaje • Un Jardín • Done vives? • Vivo en • En mi casa hay								
Autumn 2	Los colores y los números (S) (Colours & Numbers)				La fruta (E) (Fruit)				Me presento (I) (Presenting Myself)				¿Qué tiempo hace? (I) (What's the Weather Like?)												
	• Rojo • Amarillo • Blanco • Azul • naranja		• Gris • Negro • Verde • Morado • marrón		• uno • dos • tres • cuatro • cinco		• seis • siete • ocho • nueve • diez		• Las manzanas • Las fresas • Los melocotones • Los platanos		• Las cerezas • Las narajas • Las ciruelas		• Las peras • Los kiwis • Los albaricoques		• Buenos dias! • Hola! • Adios! • Hasta luego! • Como estas?		• Mas o menos • Estoy bien • Estoy mal • Como te llamas? • Me llamo		• Cuantos anos tienes? • Tengo...anos • Donde vives? • Vivo en		• Hace calor • Hace frío • Hace buen tiempo. • Hace mal tiempo • Hace viento		• Hace sol • Hay tormenta • Está nublado • Lluve • Nieva		• en el norte • en el este • en el sur • en el oeste
Spring 1	Los transportes (S) (Transport)				Los helados (E) (Ice Cream)				Mi familia (I) (My Family)				La ropa (I) (Clothes)												
	• El coche • El aeroplano • Elbarco • El autobús		• El tren • La motocicleta • El camión		• Un helado de platano • Un helado de vainilla • Un helado de pistachio • Un helado de menta • Un helado de fresa		• Un helado de caramelo • Un helado de chocolate • Un helado de mora • Un helado de limon • Un helado de café		• La mama • La abuela • La hija • La hermana		• La tia • El papa • El abuelo • El hijo		• El hermano • El tio • Los padres • Los abuelos		• un traje de baño • una chaqueta • una camisa • unos pantalones • un abrigo • una falda		• una corbata • unos calcetines • un vestido • una bufanda • unos pantalones cortos		• uunas medias • unas botas • un suéter • una camiseta • unos zapatos		• unas gafas • una gorra • una blusa • unos guantes • unas sandalias				
Spring 2	Anita y Osito (M)				Verduras (E) (Vegetables)				¿Tienes una mascota? (I) (Do you have a pet?)				Comer Sano (P) (Healthy Lifestyle)												
	• un picnic • el bosque • un bocadillo		• un zumo • escondite • Osito		• Las berenjenas • Las espinacas • Las cebollas • Las zanahorias		• Los calabacines • Los tomates • Las judias verdes		• Los guisantes • Los champinones • Las patatas		• un perro • un gato • un Conejo		• un ratón • un hamster • un pez		• una Tortuga • una cotorra		• pollo • leche desnatada • pescado • pan integral • queso		• cereals • agua • nueces • vegetales • fruta		• carne roja • leche entera • pan blanco • chocolate • patatas fritas		• galletas • mantequilla • bebidas con gas • caramelos		• ¡Cortar! • ¡Añadir! • ¡Mezclar! • ¡Rallar! • ¡Cocinar!
Summer 1	En la selva (S) (In the Jungle)				Caperucita Roja (E) (Little Red Riding Hood)				La clase (I) (The Classroom)				En el colegio (P) (At School)												
	• el Elefante • el león • el mono • el leopardo		• la jirafa • el hipopótamo • la serpiente		• Caperucita Roja • los padres • una casa • un bosque • unos pasteles		• el lobo • la Abuela • el Cazador • las orejas • los ojos		• la boca • los dientes • la nariz • los brazos • las piernas • los pies		•un libro •un cuaderno •un lápiz •un bolígrafo		•un sacapuntas •un estuche •una regla •una calculadora		•una barra de pegamento •una goma •una mochila •unas tijeras		• la música • las ciencias • la historia • las matemáticas		• el inglés • el arte • el español		• la educación física • la geografía • la informática				
Summer 2	Los animales (E) (Animals)				Sé (E) (I Know How)				En la cafetería (I) (At the Café)				El fin de semana (P) (The Weekend)												
	• un caballo • un ratón • un cerdo • un león		• un Conejo • un pájaro • una oveja		• una vaca • un mono • un pato		• Bailar • Cantar • Saltar • cocinar		• montar en Bicicleta • tocar • un instrumento		• patina • dibujar • nadar • hablar español		• un bocadillo de jamón • un bocadillo de queso • un pastel de limón • unos churros • una paella		• unos calamares • una tortilla de patatas • una ensalada mixta • una tarta de chocolate		• una crema catalana • unas gambas • unas croquetas • unas patatas bravas		• Me levanto. • Desayuno. • Juego a videojuegos. • Leo		• Escucho música. • Juego al fútbol. • Voy al cine.		• Voy a la piscina. • Veo la tele. • Voy a dormir.		
	Every child deserves to be the best they can be																								
	(S) Starting Off Unit		(M)Moving on		(C) Core Vocabulary		(E) Early Language Unit		(I) Intermediate Language		(P) Progressive Language		Me, My Family & Friends		School Life & Daily Routines		The World Around Us		Hobbies & Interests		Culture and Food				