

# Modern Foreign Languages Curriculum



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## **Intent**

At Rode Heath Primary School, we believe that a high-quality modern languages education should ignite pupils' curiosity and deepen their understanding of the world. It is now widely recognised that the early teaching of a modern language has a positive impact on improving literacy, building self-confidence and widening cultural horizons. The teaching should enable pupils to express ideas and to understand and respond to its speakers, both in speech and in writing. There should be opportunities to listen, copy and respond to native speakers, as well as have access to engaging literature in the target language. Spanish is an interconnected subject. It has links to other subject areas such as: geography, English, Art, Music, PE, DT and RE.

The national curriculum for languages 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 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.

Pupil Premium is well-used to ensure those entitled to funding are able to receive necessary resources. Similarly, for children with SEND, activities are carefully planned and adapted to the individual needs of the child and appropriate resources or modifications are made to ensure they are able to access the learning. Our MFL curriculum enables all children to develop a second language, experience Spanish culture in the local or wider context and challenges all children to fulfil their potential.

Finally, the school's values of: teamwork, fairness, resilience and curiosity are embedded in all that we do. The expectations of children across all year groups is that they should maintain a high standard of work that is the same as the core subjects. We passionately believe that all children can reach these high standards.

## **Implementation**

In KS2, each class has a timetabled Spanish lesson of 60 minutes each week for either one or two terms of the year. The Scheme of Work ensures that lessons provide an appropriate balance of spoken and written language and that lessons build on prior learning.

The two underlying principles of the Scheme of Work are that:

- Children should enjoy their early years of learning Spanish and value the sights and sounds of Spain, the rhythm of the language and gain pleasure from accessing and understanding the written word with a focus on extended pieces of writing.
- Children should make real and measurable progress through fun and practical activities, challenging tasks and the desire to understand more as they listen to, speak and read Spanish.

### **Scheme of Work**

- The Spanish lessons taught at Rode Heath Primary School are primarily based on the Qualifications and Curriculum Authority's Languages scheme of work 2007, although these have been modified and updated over many years of teaching to be more relevant to pupils' interests and experience, with positive engagement and enjoyment at their heart.

### **Impact**

Rode Heath pupils will set off on a language learning journey, which will prepare them for whichever modern foreign language they choose to study at KS3, as well as equip them to study and work in other countries.

They will learn to:

- Appreciate traditional Spanish songs, rhymes, poems and stories.
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words.
- Present ideas and information orally and in writing.
- Engage in conversations, ask and answer questions and express opinions.
- Demonstrate understanding of, and respect for, cultural diversity.
- Develop a love of languages and learning about other cultures.

- Learning, understanding and application is monitored via numerous strategies including: formative and summative techniques.
- Prior learning is recapped and a progression of skills ensures progress is maintained.
- End points are included to show where children should be at the end of their year group.
- Composite tasks are included at the end of each unit of work. Flashback 3 reviews ensure previous learning is remembered. Data is analysed, and books are checked to ensure there is a progression of skills.

### Overview of Topics: Units 1-12

|               | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>   |
|---------------|---|---|--|---|
| <b>Autumn</b> |   |   | <b>Unit 5 Tú y yo (Appearance)</b><br><b>Unit 6 Mi cuerpo (My body)</b>          | <b>Unit 9 Mi escuela (School)</b><br><b>Unit 10 Nuestro mundo (Our world)</b>                           |
| <b>Spring</b> | <b>Unit 1 ¡Hola! (Greetings)</b><br><b>Unit 2 ¡Feliz cumpleaños! (Celebrations)</b> |   |  | <b>Unit 11 Las cuatro estaciones (The four seasons)</b><br><b>Unit 12 En la cafetería (At the café)</b> |
| <b>Summer</b> |   | <b>Unit 3 Mi casa (My house)</b><br><b>Unit 4 ¡Vamos! (Let's go!)</b> | <b>Unit 7 En la ciudad (In town)</b><br><b>Unit 8 Los planetas (The planets)</b> |   |

### **Year 3 - Programme of study**

- Listen attentively to spoken language and show understanding by joining in and responding.
- Appreciate songs, stories, poems and rhymes in Spanish.
- Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words.

### **Year 3 – Expectations of skills**

#### **Speaking and Listening**

- To listen and respond to simple rhymes, stories and songs.
- To recognise and respond to sound patterns and words.
- To perform simple communicative tasks using single words, phrases and short sentences.
- To listen attentively and understand instructions, everyday classroom language and praise words.

#### **Reading and Writing**

- To recognise some familiar words in written form.
- To make links between some phonemes, rhymes and spellings and read aloud familiar words.
- To experiment with the writing of simple words.

#### **Intercultural understanding**

- To learn about the different languages spoken by children in the school.
- To locate countries where Spanish is spoken.
- To identify social conventions at home and in other cultures.

## Language learning strategies

- To use actions, rhymes and games to aid memorisation.
- To use context of what is seen/read to determine some meaning.
- To use gestures to show they understand.
- To compare Spanish with English.
- To begin to use a picture dictionary.

## Knowledge about language

- To identify sounds, phonemes and words.
- To imitate pronunciation of sounds.
- To recognise how sounds are represented in the written form.
- To note the spelling of familiar words.
- To recognise conventions of politeness.

## Unit 1 ¡Hola! (Greetings)

|                               |  |
|-------------------------------|--|
| <b>Vocabulary</b>             | Buenos días, Buenas tardes, Buenas noches, Hola, Adiós.<br>¿Qué tal? ¿Cómo estás? (Muy) bien/mal, Así así. Gracias. ¿Y tú?<br>¿Cómo te llamas? Me llamo ...<br>¿Cuántos años tienes? Tengo ... años.<br>Numbers 1-20.  |
| <b>Grammatical structures</b> | Verb endings: first and second person singular.<br>Reflexive verbs: llamarse.<br>Tengo ... años.<br>Qualifiers: muy.   |
| <b>Skills</b>                 | Listen attentively to spoken language and show understanding by joining in and responding, or by listening for detail.<br>Listen and understand instructions, everyday classroom language and praise words.<br>Ask and respond to simple questions.<br>Follow the written text of a song whilst listening and singing. |

|                                    |  |
|------------------------------------|--|
|                                    | Copy single words and write two or three simple sentences to introduce yourself, using a model.  |
| <b>Intercultural understanding</b> | Appreciate songs and stories in Spanish.<br>Locate countries where Spanish is spoken and learn about the different languages spoken by children in the school.<br>Begin to understand conventions of politeness. |

## Composite Tasks

### Unit 1: ¡Hola! (Greetings)

**Writing: ¡Hola!**

**Copy your name and age correctly.**

### Unit 2 ¡Feliz cumpleaños! (Celebrations)

|                                    |   |
|------------------------------------|---|
| <b>Vocabulary</b>                  | Numbers 1-31.<br>Months of the year.<br>¿Cuándo es tu cumpleaños? Mi cumpleaños es el ... de ...<br>¡Feliz cumpleaños!<br>Alphabet. ¿Cómo se escribe?   |
| <b>Grammatical structures</b>      | Verb endings: third person singular.<br>Mi cumpleaños es el ... de ...  |
| <b>Skills</b>                      | Listen attentively to spoken language and show understanding by joining in and responding, or by listening for detail.<br>Ask and respond to simple questions.<br>Be able to say the next number in a sequence, or spell your name aloud.<br>Follow the written text of a song whilst listening and singing.<br>Copy single words and write one or two words from memory. |
| <b>Intercultural understanding</b> | Appreciate songs and a story in Spanish.<br>Learn how Easter is celebrated in Spain and compare this to your own experience.  |

## **Composite Tasks**

### **Unit 2: ¡Feliz cumpleaños! (Celebrations)**

**Listening: ¿Cuándo es tu cumpleaños?**

**Understand five people talking about their birthday.**

### **Year 4 - Programme of study**

- Listen attentively to spoken language and show understanding by joining in and responding.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Read carefully and show understanding of words, phrases and simple writing.

### **Year 4 – Expectations of skills**

#### **Speaking and Listening**

- To memorise and present a short, spoken text.
- To listen for specific words and phrases.
- To listen for sounds, rhymes and rhythm.
- To ask and answer questions on several topics.

#### **Reading and Writing**

- To read and understand a range of familiar written phrases.
- To follow a short, familiar text, listening and following at the same time.
- To read some familiar words and phrases aloud and pronounce them accurately.
- To write simple words and phrases using a model and some words from memory.

### **Intercultural understanding**

- To learn about Spanish festivals and celebrations.
- To know about some aspects of everyday life and compare them to their own.
- To compare traditional stories.
- To learn about ways of travelling to Spain and countries where Spanish is spoken.



### **Language learning strategies**

- To discuss language learning and share ideas and experiences.
- To use mental associations to help remember words.
- To practise new language with a friend outside the classroom.
- To read and memorise words.
- To sort words into categories.
- To use a picture dictionary to look up spellings.

### **Knowledge about language**

- To recognise and apply simple agreements, singular and plural.
- To use question forms.
- To apply phonic knowledge of Spanish to support reading and writing.

### Unit 3 Mi casa (My house)

|                                    |  |
|------------------------------------|--|
| <b>Vocabulary</b>                  | ¿Dónde vives? Vivo en (Rode Heath). Vivo en una casa/un piso/una granja/un castillo.<br>¿Dónde está? Está en una ciudad/un pueblo/el campo/la montaña/la costa.<br>En mi casa (ideal), hay ... un salón, un comedor, un cuarto de baño, un estudio, un ático, un garaje, un jardín.<br>(y también ...) una entrada, una cocina, una habitación/cama, una ducha, una bodega.<br>en la planta baja, en el primer/segundo piso. Abajo/Arriba.                           |
| <b>Grammatical structures</b>      | Nouns: masculine and feminine.<br>Definite/indefinite articles.<br>Adjectives: simple agreements, singular.<br>Verb endings: first, second and third person singular.<br>Connectives: y, también.  |
| <b>Skills</b>                      | Listen attentively to spoken language and show understanding by joining in and responding, or by listening for detail.<br>Ask and respond to simple questions and begin to develop your answers.<br>Perform a short dialogue with a partner to the class, ideally from memory.<br>Read a short text and understand the gist of what is written and some details.<br>Copy single words and write three or four simple sentences to describe your home, using a model. |
| <b>Intercultural understanding</b> | Appreciate songs and stories in Spanish.<br>Learn about Spanish homes and compare these to your own experience.  |

### Composite Task Unit 3:

#### Mi casa (My house)

**Reading: Mi casa**

**Match up words and pictures for ten rooms in the house.**

## Unit 4 ¡Vamos! (Let's go!)

|                                    |   |
|------------------------------------|---|
| <b>Vocabulary</b>                  | ¿Qué es? Es un coche, un autobús, un camión, un tren, un avión, un barco (de vela), un monopatín, un taxi.<br>una bici(cleta), una moto, a pie.<br>¿Adónde vas? Voy a la escuela/al mercado/a mi casa/a la playa. Viajo en España.<br>¿Cómo vas? Voy en ...   |
| <b>Grammatical structures</b>      | Nouns: masculine and feminine.<br>Definite/indefinite articles.<br>Verb endings: first, second and third person singular.<br>Connectives: o, pero.  |
| <b>Skills</b>                      | Listen attentively to spoken language and show understanding by joining in and responding, or by listening for detail.<br>Ask and respond to simple questions and begin to develop your answers.<br>Read some familiar phrases aloud with accurate pronunciation and intonation.<br>Follow the written text of a song whilst listening and singing.<br>Re-order the words in a simple sentence correctly and write one longer sentence, using a model and a picture dictionary. |
| <b>Intercultural understanding</b> | Appreciate songs and stories in Spanish.<br>Learn about ways of travelling to Spain and countries where Spanish is spoken.<br>Learn about holidays in Spain and compare these to your own experience.   |

### Composite Task:

#### Unit 4: ¡Vamos! (Let's go!)

**Speaking:** ¿Cómo vas a la escuela?

Say how you travel to school.

## **Year 5 - Programme of study**

- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

## **Year 5 – Expectations of skills**

### **Speaking and Listening**

- To prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts.
- To understand and express simple opinions.
- To listen attentively and understand more complex phrases and sentences.
- To prepare a short presentation on a familiar topic.

### **Reading and Writing**

- To re-read frequently a variety of short texts.
- To make simple sentences and short texts.
- To write words, phrases and short sentences, using a reference.

### **Intercultural understanding**

- To compare aspects of their own everyday life with that of someone from Spain.
- To recognise similarities and differences between places.
- To compare symbols, objects or products which represent the different cultures.

### **Language learning strategies**

- To know how to use a bilingual dictionary.
- To pronounce/read aloud unknown words.
- To apply grammatical knowledge to make sentences.

### **Knowledge about language**

- To recognise patterns in simple sentences.
- To manipulate Spanish by changing an element in a sentence.
- To apply knowledge of rules when building sentences.
- To develop accuracy in pronunciation and intonation.
- To understand and use negatives.
- To recognise typical conventions of word order in Spanish.

## Unit 5 Tú y yo (Appearance)

|                                    |  |
|------------------------------------|--|
| <b>Vocabulary</b>                  | ¿Cómo eres? Soy alto/a, bajo/a, delgado/a, gordo/a, guapo/a, feo/a.<br>¿Qué es? Es/Son ... el pelo, la cara, la nariz, la boca, los ojos, las orejas.<br>Tengo los ojos azules/verdes/marrones y el pelo negro/castaño/rubio. Soy pelirrojo.<br>Tengo bigote/barba. Llevo gafas.<br>¿Quién es? Es ... Tiene ...  |
| <b>Grammatical structures</b>      | Nouns: masculine and feminine, singular and plural.<br>Definite articles.<br>Adjectives: simple agreements, singular and plural.<br>Verb endings: first, second and third person singular, third person plural.<br>Qualifiers: muy, bastante, un poco.   |
| <b>Skills</b>                      | Listen attentively to spoken language and show understanding by joining in and responding, or by listening for detail.<br>Ask and respond to a variety of questions and engage in short conversations.<br>Follow the written text of a song, filling in the gaps from memory.<br>Prepare a short presentation about your appearance, using a model and a bilingual dictionary, and perform this to the class with accurate pronunciation and intonation. |
| <b>Intercultural understanding</b> | Appreciate songs and stories in Spanish.<br>Recognise similarities and differences between people's appearance.  |

### Composite Task:

#### Unit 5: Tú y yo (Appearance)

**Listening:** ¿Cómo son?

**Understand five people talking about their hair and eye colour.**

## Unit 6 Mi cuerpo (My body)

|                                    |  |
|------------------------------------|--|
| <b>Vocabulary</b>                  | ¿Qué es? Es/Son ...<br>la cabeza/el hombro/el brazo/la mano/el dedo/la pierna/la rodilla/el pie/la espalda/el estómago/los oídos/las muelas.<br>¿Qué te duele? Me duele(n) el/la/los/las ...<br>¿Desde hace cuánto tiempo? Desde hace ... horas/días/semanas.<br>¿Qué le pasa? No me encuentro bien. Hay que tomar un medicamento.   |
| <b>Grammatical structures</b>      | Nouns: masculine and feminine, singular and plural.<br>Definite articles.<br>Verb endings: third person singular and plural.<br>Reflexive verbs: encontrarse.<br>Me duele(n) el/la/los/las ...   |
| <b>Skills</b>                      | Listen attentively to spoken language and show understanding by joining in and responding, or by listening for detail.<br>Ask and respond to a variety of questions and engage in short conversations.<br>Follow the written text of a song whilst listening, singing and performing actions.<br>Read and adapt a short dialogue about a visit to the doctor's, changing two or three elements in the text.<br>Perform this dialogue with a partner to the class with accurate pronunciation and intonation. |
| <b>Intercultural understanding</b> | Appreciate traditional songs and stories in Spanish.<br>Learn how Christmas is celebrated in Spain and compare this to your own experience.<br>Understand conventions of politeness.   |

### Composite Task:

#### Unit 6: Mi cuerpo (My body)

**Speaking: En el consultorio médico**

**Perform a dialogue at the doctor's surgery with a partner.**

## Unit 7 En la ciudad (In town)

|                                    |  |
|------------------------------------|--|
| <b>Vocabulary</b>                  | ¿Qué hay en la ciudad? Hay ...<br>un centro comercial, un banco, un museo, un cine, un estadio, un hospital, un supermercado, un parque, un castillo.<br>una plaza, una estación de tren/autobuses, una oficina de correos, una escuela, una piscina, una playa.<br>Perdón. ¿Dónde está el/la ...? Sigue todo recto, Gira a la izquierda/derecha, Toma la primera/segunda/tercera calle a la ...<br>Está a la izquierda/derecha, Está al final de la calle. ¿Está lejos? No, está a ... minutos de aquí. |
| <b>Grammatical structures</b>      | Nouns: masculine and feminine, singular and plural.<br>Definite/indefinite articles.<br>Verb endings: third person singular and plural.<br>Negatives: No hay ... (without indefinite article).   |
| <b>Skills</b>                      | Listen attentively to spoken language and show understanding by joining in and responding, or by listening for detail.<br>Ask and respond to a variety of questions and engage in short conversations.<br>Use a bilingual dictionary to find the meaning of unfamiliar words in a text.<br>Read and adapt a short dialogue in town, changing several elements in the text.<br>Perform this dialogue with a partner to the class with accurate pronunciation and intonation.                              |
| <b>Intercultural understanding</b> | Appreciate songs and a story in Spanish.<br>Recognise similarities and differences between places.<br>Understand conventions of politeness.  |

### Composite Task:

#### Unit 7: En la ciudad (In town)

**Writing: ¿Qué hay en tu ciudad?**

**Write a short paragraph about what there is in your town.**



## Unit 8 Los planetas (The planets)

|                                    |   |
|------------------------------------|---|
| <b>Vocabulary</b>                  | el espacio, el astronauta, el satélite, el cohete, el sol, la luna, la Estación Espacial Internacional, los anillos, las estrellas.<br>el sistema solar, los planetas, Mercurio, Venus, la Tierra, Marte, Júpiter, Saturno, Urano, Neptuno, Plutón.<br>el más cercano/lejano/grande/brillante/caliente/frío.<br>¿Cómo te sientes? Me siento ... feliz, triste, enfadado/a, calmado/a, asustado/a, relajado/a. |
| <b>Grammatical structures</b>      | Definite articles.<br>Adjectives: simple agreements, singular and plural.<br>Superlatives: el más ...<br>Verb endings: first, second and third person singular, third person plural.<br>Reflexive verbs: llamarse.  |
| <b>Skills</b>                      | Listen attentively to spoken language and show understanding by joining in and responding.<br>Read and follow simple instructions and read a longer, more complex text for gist and some details.<br>Use a bilingual dictionary to find the meaning of unfamiliar words in a text.<br>Employ different strategies to help translate vocabulary.<br>Compare five European languages.                           |
| <b>Intercultural understanding</b> | Appreciate songs and a story in Spanish.<br>Recognise collaborative work between different countries.   |

### Composite Task:

#### Unit 8: Los planetas (The planets)

**Reading: Apolo 11**

**Answer comprehension questions about the first moon landing.**

## **Year 6 - Programme of study**

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Present ideas and information orally to a range of audiences.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar, including: masculine and feminine forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these are different from, or are similar to, English.

## **Year 6 – Expectations of skills**

### **Speaking and Listening**

- To understand the main points and simple opinions in a spoken story, song or passage.
- To perform to an audience.
- To understand longer and more complex phrases or sentences.
- To use Spanish to initiate and sustain conversations and to tell stories.

### **Reading and Writing**

- To read and understand the main points and some details from a short, written passage.
- To identify different text types and read short, authentic texts for enjoyment or information.
- To match sound to sentences and paragraphs.
- To write sentences on a range of topics using a model.

### **Intercultural understanding**

- To compare attitudes towards aspects of everyday life.
- To recognise and understand some of the differences between people.
- To present information about an aspect of culture.

### **Language learning strategies**

- To use Spanish known in one context or topic in another context or topic.
- To listen for clues to meaning (e.g. tone of voice, key words).
- To make prediction based on existing knowledge.
- To use a bilingual dictionary.
- To compare and reflect on techniques for memorising language.

### **Knowledge about language**

- To recognise patterns in Spanish.
- To notice and match agreements.
- To use knowledge of word and text conventions to build sentences and short texts.

## Unit 9 Mi escuela (School)

|                                    |   |
|------------------------------------|---|
| <b>Vocabulary</b>                  | ¿Qué hay en tu mochila? ¿Qué hay en tu estuche? Tengo ... pero no tengo ... Necesito ...<br>un libro, un cuaderno, un estuche, un bolígrafo, un lápiz, un sacapuntas, un rotulador, un compás, un tubo de pegamento.<br>una regla, una goma, una pluma, una calculadora, unas tijeras.<br>¿Cuál es tu asignatura preferida? Mi asignatura preferida es ..., No me gusta ... el español, el francés, el inglés, el dibujo.<br>la historia, la geografía, la tecnología, la música, la educación física, las matemáticas, las ciencias. |
| <b>Grammatical structures</b>      | Nouns: masculine and feminine, singular and plural.<br>Definite/indefinite articles.<br>Verb endings: first, second and third person singular, third person plural.<br>Negatives: No tengo ..., No me gusta(n) ...<br>Connectives: y, también, o, pero.   |
| <b>Skills</b>                      | Listen attentively to a variety of native speakers and understand the main points of what is heard and some details.<br>Engage in conversations; ask and answer questions and express opinions.<br>Perform a rap about your school day with a partner to the class.<br>Read and understand the main points and some details from a short, written passage.<br>Write several sentences about your school, using a model and a bilingual dictionary.  |
| <b>Intercultural understanding</b> | Appreciate songs and a story in Spanish.<br>Recognise similarities and differences between Spanish and English schools.   |

### Composite Task:

#### Unit 9: Mi escuela (School)

**Listening: En mi mochila**

**Understand four people talking about what's in their pencil case.**

## Unit 10 Nuestro mundo (Our world)

|                                    |  |
|------------------------------------|--|
| <b>Vocabulary</b>                  | <p>Los continentes: Europa, África, Asia, Norteamérica, Sudamérica, Oceanía, Antártida.</p> <p>Los países: España, Inglaterra, Escocia, Gales, Irlanda, Francia, Italia, Alemania, Holanda, Suiza.</p> <p>¿Qué haces para proteger el medio ambiente?</p> <p>Reciclo, Ahorro energía, Apago la luz, Conservo el agua, Uso transporte público, No uso bolsas de plástico. el Día de la Tierra. Las Tres R: Reducir, Reutilizar y Reciclar.</p>                  |
| <b>Grammatical structures</b>      | <p>Nouns: masculine and feminine, singular and plural.</p> <p>Definite articles.</p> <p>Verb endings: all parts of regular -ar, -er and -ir verbs.</p> <p>Negatives: No uso ...</p> <p>Connectives: y, también, o, pero.</p>   |
| <b>Skills</b>                      | <p>Listen attentively to a variety of native speakers and understand the main points of what is heard and some details.</p> <p>Engage in conversations; ask and answer questions and express opinions.</p> <p>Read and understand the main points and some details from an authentic, non-fiction text.</p> <p>Work collaboratively in a group to translate a text.</p> <p>Create a poster about caring for the environment, using a bilingual dictionary.</p> |
| <b>Intercultural understanding</b> | <p>Appreciate songs and a story in Spanish.</p> <p>Locate countries where Spanish is spoken.</p> <p>Study a map of Europe and say which countries you have visited.</p> <p>Learn more about how Christmas is celebrated in Spain and compare this to your own experience.</p>  |

### Composite Task:

#### Unit 10: Nuestro mundo (Our world)

**Reading: ¿Y si vivieras en ... ?**

**Use a dictionary to help you understand a longer non-fiction text.**

## Unit 11 Las cuatro estaciones (The four seasons)

|                                    |  |
|------------------------------------|--|
| <b>Vocabulary</b>                  | ¿Qué tiempo hace? Hace buen/mal tiempo, Hace calor/frío/sol, Hay viento/niebla, Está lloviendo/nevando, Llueve, Nieva, El tiempo es variable.<br>Las cuatro estaciones: la primavera, el verano, el otoño, el invierno.<br>En primavera/verano/otoño/invierno ...<br>el árbol, las hojas, las flores, los pájaros, los niños, un nido, un muñeco de nieve.   |
| <b>Grammatical structures</b>      | Adjectives: simple agreements, singular and plural.<br>Verbs: all parts of the verb tener.<br>Connectives: y, también, o, pero.<br>Qualifiers: muy, bastante, un poco.<br>Time expressions: siempre, a menudo, de vez en cuando.   |
| <b>Skills</b>                      | Listen attentively to a variety of native speakers and understand the main points of what is heard and some details.<br>Engage in conversations; ask and answer questions and express opinions.<br>Read and understand the main points and some details from a variety of texts.<br>Read authentic Spanish poetry for enjoyment.<br>Write a short paragraph about the weather in different parts of the world, using a bilingual dictionary. |
| <b>Intercultural understanding</b> | Appreciate songs, poems and stories in Spanish.<br>Compare the weather in England, Spain and some Spanish-speaking countries.  |

### Composite Task:

#### Unit 11: Las cuatro estaciones (The four seasons)

**Writing:** Las cuatro estaciones

**Write a paragraph about the weather throughout the year.**

## Unit 12 En la cafetería (At the café)

|                                    |   |
|------------------------------------|---|
| <b>Vocabulary</b>                  | ¿Qué quieres beber? Quiero ... un té, un café, un chocolate caliente, un zumo de naranja, un agua (mineral), una leche.<br>¿Qué quieres comer? Quiero ... un bocadillo, un helado, un yogur, una paella, una tortilla, una hamburguesa.<br>pollo, pescado, pan, jamón, queso, mariscos, churros, patatas fritas.<br>¿Qué van a tomar? ¿Qué quiere tomar usted? Para mí, ... con ... por favor. Gracias. |
| <b>Grammatical structures</b>      | Nouns: masculine and feminine, singular and plural.<br>Definite/indefinite articles.<br>Adjectives: simple agreements, singular and plural.<br>Verbs: all parts of the verb ser.<br>Connectives: y, también, o, pero.   |
| <b>Skills</b>                      | Listen attentively to a variety of native speakers and understand the main points of what is heard and some details.<br>Engage in conversations; ask and answer questions and express opinions.<br>Be able to order food and drinks at a café.<br>Read and understand the main points and some details from a variety of texts.<br>Write a dialogue set in a café, using a bilingual dictionary.        |
| <b>Intercultural understanding</b> | Appreciate songs and a story in Spanish.<br>Compare café culture in Britain and Spain.<br>Understand conventions of politeness.   |

### Composite Task:

#### Unit 12: En la cafetería (At the café)

**Speaking: En la cafetería**

**Order something to drink at a café.**

## End points - Units 1-12

### Unit 1     ¡Hola! (Greetings)

- Say hello and explain how you are feeling
- State your name
- Learn the numbers 1-10
- Understand people saying how old they are
- Produce a short written paragraph to introduce yourself
- Know the numbers 11-20

### Unit 2     ¡Feliz cumpleaños! (Celebrations)

### Unit 3     Mi casa (My house)

### Unit 4     ¡Vamos! (Let's go!)

### Unit 5     Tú y yo (Appearance)

- State whether you are tall or short, using the verb *ser* (to be)
- Identify parts of the face
- Listen attentively to a song about a monster and complete the lyrics
- Name different hair and eye colours
- Describe your appearance
- Understand people talking about their appearance
- Play the game 'Who is it?', with each pupil taking the part of one of the characters



## Unit 6      Mi cuerpo (My body)

- Identify parts of the body
- Name different parts of the body in word games
- Learn a traditional Spanish action rhyme
- Understand people saying what is wrong with them
- Explain what is wrong with you to a doctor
- Perform a dialogue at the doctor's surgery with a partner
- Learn how Christmas is celebrated in Spain

## Unit 7      En la ciudad (In town)

## Unit 8      Los planetas (The planets)

## Unit 9      Mi escuela (School)

- List items in your schoolbag
- Understand people saying what they have or don't have
- Explain what you have and don't have in your schoolbag
- Name some school subjects
- Understand a written description of what someone learns at school
- State what your favourite subject is
- Describe your school routine

## Unit 10    Nuestro mundo (Our world)

- Identify the seven continents
- Locate countries where Spanish is spoken
- Name some European countries

- Understand a longer non-fiction text, using a dictionary
- Explain how you can help to protect the environment
- Produce a poster to encourage recycling
- Learn more about how Christmas is celebrated in Spain

#### **Unit 11    Las cuatro estaciones (The four seasons)**

- Name different types of weather
- Understand people talking about the weather
- Learn how the weather changes with the seasons
- Appreciate songs and stories about the seasons
- Produce four drawings based on a written description
- Describe the weather throughout the year

#### **Unit 12    En la cafetería (At the café)**