

MFL Knowledge and Skills Map – Oasis Putney

National Curriculum

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Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

KS2

Listen attentively to spoken language and show understanding by joining in and responding	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	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	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Present ideas and information orally to a range of audiences	Read carefully and show understanding of words, phrases and simple writing	Appreciate stories, songs, poems and rhymes in the language	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Describe people, places, things and actions orally and in writing
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Year R Content (Non-Statutory)

Yr R End Points	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Able to understand and say numbers to 10 in Spanish. Able to count up to 10 objects in Spanish, with some support. Able to join in with a song in Spanish, with some support Able to greet someone in Spanish, independently. Able to ask how someone is and say how they are in Spanish. Able to understand and say the colours of the rainbow in Spanish, with some support. Able to listen attentively and join in with a song in Spanish. Able to read some colours of the rainbow in Spanish. Able to follow instructions in Spanish. Able to give some instructions in Spanish. Able to understand and say six toys in Spanish. Able to say what they play with in Spanish, with some support.</p>	Topic	!Mucho Gusto! Nice to Meet You	El Arcoíris The Rainbow	¡A Moverse! 2 Let's Move! 2	Mis Jugetes! My Toys	En la Granja At the Farm	Los Números 1-10 Numbers 1-10
	Key Knowledge	<p>hola – hello adiós – goodbye mucho gusto – see you later buenos días – good morning buenas tardes – good afternoon buenas noches – good night ¿Qué tal? – How are you? estoy bien, gracias – I'm great, thanks me llamo – my name is...</p>	<p>rojo – red naranja – orange amarillo – yellow verde – green azul – blue morado – purple Estos son los colores – these are the colours Del arcoíris – of the rainbow ¿Dónde está el color...? – where is the colour...? Sí, está allí... – Yes, it is there Sí, está aquí... – Yes, it is here 'De qué color es? – What colour is it? es... – it is</p>	<p>salta – jump corre – run para – stop siéntate – sit levántate – get up camina – walk da la vuelta – turn baila – dance más rápido – faster más lento – slower</p>	<p>el peluche – a teddy el tren – a train la muñeca – a doll la pelota – a ball los legos – Lego los lápices – pencils ¿Dónde está? – Where is it? Sí, está aquí – it is here Sí, está allí – it is there ¿Qué hay en la bolsa? - What is in the bag? En la bolsa, hay... - In the bag, there is/are... juego con... - I play with my...</p>	<p>una vaca – a cow un cerdo – a pig un caballo – a horse una gallina – a hen una oveja – a sheep una cabra – a goat hay – there is allí – over there aquí – over here hace – makes ¿Dónde está la vaca/el cerdo? – Where is the cow/the pig? Muy bien, la vaca/el cerdo está allí/aquí – Well done the cow/the pig is there/here.</p>	<ol style="list-style-type: none"> 1. uno 2. dos 3. tres 4. cuatro 5. cinco 6. seis 7. siete 8. ocho 9. nueve 10. diez
	Cross Curricular Links	<p>Maintains attention, concentrates and sits quietly during appropriate activity. (C and L:L and A, 40-60m)</p> <p>Responds to instructions</p>	<p>Begins to build a repertoire of songs and dances. (EAD:EUMM, 40-60m)</p> <p>Maintains attention, concentrates and sits quietly during</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity. (C and L:L and A, 40-60m)</p> <p>Experiments with different ways of</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity. (C and L:L and A, 40-60m)</p> <p>Aware of the boundaries set,</p>	<p>Begins to build a repertoire of songs and dances. (EAD:EUMM, 40-60m)</p> <p>Responds to instructions involving a two-</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity. (C and L:L and A, 40-60m)</p> <p>Counts up to three or four</p>

		<p>involving a two-part sequence. (C and L:U, 40-60m)</p> <p>Writes own name and other things such as labels,captions. (L:W, 40-60m)</p>	<p>appropriate activity. (C and L:L and A, 40-60m)</p> <p>Listens and responds to ideas expressed by others in conversation or discussion. (C and L: U, 40-60m)</p> <p>Hears and says the initial sound in words. (L:R, 40-60m)</p>	<p>moving. (PD:M and H, 40-60m)</p> <p>Two-channelled attention – can listen and do for short span. (C and L: U, 40-60m)</p> <p>Experiments with different ways of moving. (PD:M and H, 40-60m)</p>	<p>and of behavioural expectations in the setting. (PSED:M F and B, 40-60m)</p> <p>Hears and says the initial sound in words. (L:W, 40-60m)</p>	<p>part sequence. (C and L:U, 40-60m)</p>	<p>objects by saying one number name for each item. (M:N 40-60m)</p> <p>Counts objects to 10, and beginning to count beyond 10. (M:N 40-60m)</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (M:N 40-60m)</p>
	EYFS Skills	<p>Practise new vocabulary using:</p> <ul style="list-style-type: none"> • well known songs • flashcards and picture cards • repetition including varying voices • role play with puppets • mime game • the context of familiar and new accessible stories with pictures. 					

Year 1 Content (Non-Statutory)							
Yr 1 End Points	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Able to understand and say six colours in Spanish. Able to understand and say six shapes in Spanish. Able to talk about a painting using Spanish, with some support. Able to understand and say six breakfast items in Spanish. Able to say to say what the want for breakfast in Spanish. Able to complete a simple dialogue in Spanish. Able to understand and say six fruits in Spanish. Able to understand some imperative verbs in Spanish. Able to ask and answer what their favourite fruit is in Spanish. Able to understand and say six flowers in Spanish. Able to say which is their favourite flower. Able to talk about what they have found in the garden in Spanish, with some support. Able to understand and say some places in the school in the Spanish. Able to ask and answer where someone is in the school in Spanish, with some support. Able to count up to 20 in Spanish, with some support.</p>	<p>Topic</p> <p>Key Knowledge</p>	<p>El Arte 2 – Los Colores y Las Formas Art 2 – Colours and Shapes</p> <p>rojo – red amarillo – yellow verde – green azul – blue blanco – white negro – black una espiral – a spiral una luna – a moon un círculo – a circle una estrella – a star un triángulo – a triangle En mi obra hay... - In my artwork there is... En mi obra hay los colores... - In my artwork there are the colours...</p>	<p>¡A Desayunar! Let's Have Breakfast!</p> <p>una tostada con mermelada – toast with jam una tostada con jamón – toast with ham cereales con leche – cereal and milk un zumo de naranja – orange juice un yogur – yogurt una magdalena – a magdalene para desayunar, como... – for breakfast, como... quiero – I want gracias – thank you por favor – please aquí tienes – there you go ¡Qué rico! – How delicious!</p>	<p>Ensalada de Fruta Fruit Salad</p> <p>las fresas – strawberries las peras – pears los limones – lemons los plátanos – bananas las uvas – grapes las manzanas – apples son – they are corta – cut pela – peel lava – wash disfruta – enjoy y – and Receta para Ensalada de Fruta – Recipe for Fruit Salad Lava las frutas. – Wash the fruit. Pela las frutas. – Peel the fruit. Corta las frutas. – Cut the fruit. Disfruta la ensalada de fruta. – Enjoy the fruit salad. ¿Cuáles son tus frutas favoritas? – What are your favourite fruits?</p>	<p>En el Jardín – Las Flores In the Garden - Flowers</p> <p>la rosa – the rose el tulipán – the tulip la margarita – the daisy el narciso – the daffodil la campanilla – bluebell el girasol – sun flower ¿Cuál es tu flor favorita? – What is your favourite flower? Mi flor favorita es... – My favourite flower is ... ¿Qué habéis visto? – What have you seen? Hemos visto... – We have seen... una búsqueda de flores – a flower hunt</p>	<p>El Colegio 1 School 1</p> <p><u>El Colegio – School</u> el aula – the classroom el comedor – the cafeteria el gimnasio – the gymnasium la biblioteca – the library el patio – the playground la oficina – the office ¿Dónde está? – Where is he/she/it? Está en... - He/she/it is in Estoy en... - I am in... te toca a ti - it's your turn me toca a mí' - it's my turn le toca a él/ella – it's his/her turn</p>	<p>Los Números 1-20 Numbers 1-20</p> <ol style="list-style-type: none"> 1. uno 2. dos 3. tres 4. cuatro 5. cinco 6. seis 7. siete 8. ocho 9. nueve 10. diez 11. once 12. doce 13. trece 14. catorce 15. quince 16. dieciséis 17. diecisiete 18. dieciocho 19. diecinueve 20. veinte <p>¿Cuántos hay..? – How many are there? Hay... – there is/are...</p>
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Able to write some numbers in Spanish, with support.				Mis frutas favoritas son... – My favourite fruits are...			
	Cross-Curricular Links	Art – Recreate artwork by Spanish artist Joan Miró		Food technology – making a fruit salad English - imperative verbs	Science – learning different types of flowers		Maths – numbers to 20
	KS1 Skills	Practice new vocabulary using: <ul style="list-style-type: none"> • flashcards • actions • songs • familiar games such as ‘Simón dice’ (Simon says) and Picture Splat Build up to simple phrases and questions by: <ul style="list-style-type: none"> • Songs/raps/rhymes • Frequent repetition – e.g. class surveys • Actions 					

Year 2 Content (Non-Statutory)

Yr 2 End Points	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Able to understand and say some members of the school community in Spanish. Able to say what someone is called in Spanish, with some support. Able to understand and say the days of the week in Spanish. Able to understand and say different types of weather in Spanish.	Topic	El Colegio 2 School 2	¿Qué Día Es? What Day Is It?	Matemáticas Maths	¡Chocolate! Chocolate!	En el Jardín Los Bichos In the Garden Minibeasts	En el Zoo In the Zoo
	Key Knowledge	El Colegio – School un profesor/una profesora – a teacher un/una alumno/una alumna – a student	Los Días de la Semana – The Days of the Week lunes – Monday martes – Tuesday	1. uno 2. dos 3. tres 4. cuatro 5. cinco 6. seis 7. siete	Ingredientes – Ingredients el chocolate – chocolate el azúcar– sugar la leche – milk la canela – cinammon	Los Bichos – Bugs los bichos - minibeasts una oruga – a caterpillar una mariquita – a ladybird	Los Animales – Animals un mono – a monkey un tigre – a tiger un elefante – a elephant

<p>Able to say what day it is today, what day it was yesterday and what day it will be tomorrow in Spanish, with some support.</p> <p>Able to recognise and say numbers from 1 – 20 in Spanish.</p> <p>Able to solve a number sentence in Spanish.</p> <p>Able to say and understand six minibeasts in Spanish.</p> <p>Able to label a picture in Spanish, using a word bank.</p> <p>Able to understand and say six zoo animals in Spanish.</p> <p>Able to say what their favourite zoo animal is in Spanish, independently.</p> <p>Able to understand a simple story about a trip to the zoo in Spanish, with some support.</p>		<p>un/una asistente – a teacher’s assistant</p> <p>un director/una directora – a headteacher</p> <p>un secretario/una secretaria – a secretary</p> <p>un cocinero/una cocinera – a cook</p> <p>¿Quién es? – Who is it?</p> <p>es... – it is...</p> <p>soy... – I am...</p> <p>me llamo.. – my name is...</p> <p>se llama – he/she is called...</p> <p>Señor – Mr</p> <p>Señora – Mrs</p> <p>Esta es... – This is... (feminine)</p> <p>Este es... – This is... (masculine)</p> <p>Bienvenido a nuestra escuela – Welcome to our school</p>	<p>miércoles – Wednesday</p> <p>jueves – Thursday</p> <p>viernes – Friday</p> <p>sábado – Saturday</p> <p>domingo – Sunday</p> <p>¿Qué día es? – What day is it?</p> <p>hoy es – Today is</p> <p>ayer fue – yesterday was</p> <p>mañana será – tomorrow will be</p> <p>El Tiempo – The Weather</p> <p>hace frío – it is cold</p> <p>hace calor – it is hot</p> <p>llueve – it is raining</p> <p>hace sol – it is sunny</p> <p>¿Qué tiempo hace hoy? – What is the weather like today?</p> <p>Hoy... – Today...</p>	<p>8. ocho</p> <p>9. nueve</p> <p>10. diez</p> <p>11. once</p> <p>12. doce</p> <p>13. trece</p> <p>14. catorce</p> <p>15. quince</p> <p>16. dieciséis</p> <p>17. diecisiete</p> <p>18. dieciocho</p> <p>19. diecinueve</p> <p>20. veinte</p> <p>más – more</p> <p>menos – less</p> <p>es igual a – is equal to</p>	<p>el chile – chili</p> <p>la pimienta – pepper</p> <p>Receta – Recipe</p> <p>añade – add</p> <p>pon – put</p> <p>mezcla – mix</p> <p>bebe – drink</p> <p>La Historia de Chocolate – The History of Chocolate</p> <p>los Mayas – the Mayan</p> <p>el árbol del cacao – cocoa tree</p> <p>los conquistadores – the conquistadors</p>	<p>una mariposa – a butterfly</p> <p>una hormiga – an ant</p> <p>un caracol – a snail</p> <p>una abeja – a bee</p> <p>¿Qué puedes ver en el jardín? – What can you see in the garden?</p> <p>Puedo ver... – I can see...</p> <p>¿Qué has encontrado en el jardín? – What have you found in the garden?</p> <p>He encontrado... – I have found...</p>	<p>una jirafa – a giraffe</p> <p>un pingüino – a penguin</p> <p>una cebra – a zebra</p> <p>Cuál es tu animal favorito? – What is your favourite animal?</p> <p>Mi animal favorito es... – My favourite animal is...</p> <p>¿Qué animales ha visto Manuel? – What animals has Manuel seen?</p> <p>Manuel ha visto... – Manuel has seen...</p>
	<p>Cross-Curricular Links</p>		<p>Science - weather</p>	<p>Maths – adding and subtracting</p>	<p>History – The Mayans and the history of chocolate</p>	<p>Science - minibeasts</p>	<p>Science - animals</p>

	KS1 Skills	<p>Practice new vocabulary using:</p> <ul style="list-style-type: none"> • flashcards • actions • songs • familiar games such as 'Simón dice' (Simon says) and Picture Splat <p>Build up to simple phrases and questions by:</p> <ul style="list-style-type: none"> • Songs/raps/rhymes • Frequent repetition – e.g. class surveys • Recalling previously learnt vocabulary • Recognising written vocabulary • Labelling pictures
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Year 3 Content

Yr 3 End Points	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Able to understand and give instructions in Spanish. Able to understand and say classroom objects.</p> <p>Able to describe what is in their pencil case.</p> <p>Able to use some Spanish greetings.</p> <p>Able to ask and say how they are in Spanish, independently.</p> <p>Able to ask and say their name in Spanish, independently.</p> <p>Able to ask and say where they live in Spanish, independently.</p> <p>Able to count up to 20 in Spanish, independently.</p> <p>Able to recognise numbers to 30.</p>	Topic	<p>El Aula en Español The Spanish Classroom</p>	<p>Todo Sobre Mí All About Me</p>	<p>Mi Cumpleaños My Birthday</p>	<p>Las Banderas The Flags</p>	<p>La Merienda The Afternoon Snack</p>	<p>El Transporte Transport</p>
	Key Knowledge	<p>repetid – repeat escuchad – listen manos arriba – hands up manos abajo – hands down silencio, por favor – silence, please levantaos – stand up sentaos – sit down escribid – write mirad – look</p>	<p>¿Cómo te llamas? What's your name? me llamo My name is buenos días – good morning buenas tardes – good afternoon buenas noches – good night hola – hello adiós – goodbye ¿Cómo estás? - How are you?</p>	<ol style="list-style-type: none"> 1. uno 2. dos 3. tres 4. cuatro 5. cinco 6. seis 7. siete 8. ocho 9. nueve 10. diez 11. once 12. doce 13. trece 14. catorce 15. quince 16. dieciséis 	<p>azul – blue rojo/a – red amarillo/a – yellow verde – green morado/a – purple negro/a – black blanco/a – white las banderas – the flags rectángulo – rectangle triángulo – triangle</p>	<p>La Merienda – Afternoon Tea una galleta – a biscuit una magdalena – a cupcake un vaso de leche – a glass of milk un zumo de naranja – an orange juice un chocolate caliente – a hot chocolate un té – a tea</p>	<p>el coche – the car la moto – the motorbike el avión – the airplane el barco – the boat el tren – the train el globo – the hot air balloon el helicóptero – the helicopter a pie – by foot el autobús – the bus la bicicleta – the bicycle ¿Cómo vas al colegio? – How do you go to school? Voy en... – I go by...</p>

<p>Able to understand the months of the year in Spanish. Able to ask and say when their birthday is in Spanish. Able to give their opinion on what food items they would like to eat and what they wouldn't like to eat. Able to take part in a simple conversation in a café. Able to follow a simple recipe.</p>		<p>pásame – pass me un bolígrafo – a pen un lápiz – a pencil una goma – a rubber una hoja de papel – a sheet of paper una regla – a ruler un bote de pegamento – a bottle of glue un cuaderno – an exercise book un estuche – a pencil case ¿Cuántos hay? – How many are there? Hay – There is/are ¿Qué hay en tu estuche? – What is in your pencil case En mi estuche hay... - In my pencil case there are...</p>	<p>estoy – I am muy bien - very good bien – good regular – ok mal – bad fatal – terrible ¿Cuántos años tienes? – How old are you? Tengo ____ años. – I am ____ years old. ¿Dónde vives? – Where do you live? vivo en... – I live in... Inglaterra – England España – Spain Francia – France Italia – Italy 1. uno 2. dos 3. tres 4. cuatro 5. cinco 6. seis 7. siete 8. ocho 9. nueve 10. diez</p>	<p>17. diecisiete 18. dieciocho 19. diecinueve 20. veinte 21. veintiuno 22. veintidós 23. veintitrés 24. veinticuatro 25. veinticinco 26. veintiséis 27. veintisiete 28. veintiocho 29. veintinueve 30. treinta 31. treinta y uno</p> <p>¿Cuándo es tu cumpleaños? – When is your birthday? Mi cumpleaños es... - My birthday is enero – January febrero – February marzo – March abril – April mayo – May junio – June julio – July agosto – August septiembre – September octubre – October noviembre – November diciembre – December Cumpleaños feliz, cumpleaños feliz, te</p>	<p>cuadrado – square círculo – circle estrella – star sol – sun es – it is tiene – it has esta es – this is y – and</p>	<p>un café – a coffee pan con mermelada – bread with jam un sandwich de queso – cheese and ham sandwich pan con tomate – bread with tomato no me gustaría – I wouldn't like me gustaría – I would like tengo – I have ¿Para beber? – to drink ¿Qué te gustaría? – what would you like? buenos días – good morning gracias – thank you por favor – please muy bien – very good corta – cut pinta – paint (rub) echa – pour pon – put disfruta - enjoy aceite – oil sal – salt</p>	<p>¿Cuántos hay? – How many are there? Hay... - there are ¿Por dónde viaja? – Where does it travel? Por tierra - on the ground Por aire – in the air Por mar – on the sea ¿Cuál es el modo de transporte más popular? – What is the most popular mode of transport?</p>
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				deseamos todos, cumpleaños feliz – Happy Birthday, happy birthday, we all wish you, happy birthday			
Cross-Curricular Links		Geography – locating Spain on a map.	Maths – the months of the year	Geography – Spanish speaking countries	Food technology – making pan con tomate		
Grammar and Structures	Masculine and feminine nouns Making nouns plural Imperative Verbs	The yo and tú forms of the verb llamarse, estar, vivir and tener Question forms	Third person singular of 'ser' How dates are written in Spanish.	Third person singular 'tener' Third person singular 'ser' Noun/adjective agreement masculine and feminine Noun/adjective agreement singular and plural	me gustaría – literally translates as 'It would please me' no me gustaría – literally translates as 'It wouldn't please me'	Making nouns plurals	
Phonics	j, h, rr, z	ll, ñ, h	ñ, ce, v	v, ll, r	z, v	'El alfabeto' – The Spanish alphabet	
KS2 Skills	Writing – using a word bank to write how many objects are in their pencil case.	Speaking – asking and answering questions	Speaking – sts ask each other when their birthday is in Spanish and note down the answers.	Speaking – students create their own flag and describe it to their partner.	Speaking – sts roleplay being in the café and take it in turns to ask each other what they would like.	Speaking – class survey of how they get to school. Sts ask and answer questions. T walks around to assess.	

Year 4 Content

Yr 4 End Points	Half Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	El Aula en Español The Spanish Classroom	Todo Sobre Mí All About Me	Las Partes del Cuerpo Parts of the Body	!A Comer! Let's Eat	Muñecas Quitapenas Worry Dolls	Mi Familia My Family
<p>Able to understand and give instructions in Spanish. Able to understand and say classroom objects.</p> <p>Able to describe what is in their pencil case.</p> <p>Able to use some Spanish greetings.</p> <p>Able to ask and say how they are in Spanish, independently.</p> <p>Able to ask and say their name in Spanish, independently.</p> <p>Able to ask and say where they live in Spanish, independently.</p> <p>To understand and say numbers to ten.</p> <p>To understand and say eleven body parts.</p> <p>To write sentences describing a monster, using a word bank to support.</p> <p>To be able to understand and say traditional tapas dishes.</p> <p>To be able to follow a typical conversation in a restaurant.</p> <p>To be able to roleplay being in a restaurant, mostly from memory.</p>	Key Knowledge	repetid – repeat escuchad – listen manos arriba – hands up manos abajo – hands down silencio, por favor – silence, please levantaos – stand up sentaos – sit down escribid – write mirad – look pásame – pass me un bolígrafo – a pen un lápiz – a pencil una goma – a rubber una hoja de papel – a sheet of paper una regla – a ruler un bote de pegamento – a bottle of glue un cuaderno – an exercise book un estuche – a pencil case ¿Cuántos hay? – How many are there? Hay – There is/are ¿Qué hay en tu estuche? – What is in your pencil case	¿Cómo te llamas? What's your name? me llamo My name is buenos días – good morning buenas tardes – good afternoon buenas noches – good night hola – hello adiós – goodbye ¿Cómo estás? - How are you? estoy – I am muy bien - very good bien – good regular – ok mal – bad fatal – terrible ¿Cuántos años tienes? – How old are you? Tengo ____ años. – I am ____ years old. ¿Dónde vives? – Where do you live?	la cabeza – head el hombro – shoulder la rodilla – knee el pie – foot la pierna – leg el brazo – arm la mano – hand la boca – mouth la oreja – ear la nariz – nose el ojo – eyes se busca – wanted el monstruo – the monster da miedo – is scary toca/tocad – touch (imperative singular/plural) tiene – it has y – and o – or tocad – touch tiene – it has	una paella – rice dish una tortilla – Spanish omelette un bocadillo de jamón – ham roll unas patatas bravas – fried potatoes with a spicy 'bravas' sauce unas albóndigas – meatballs unas aceitunas – olives un gazpacho – cold tomato soup un helado – ice cream una limonada – lemonade un agua – water tapas frías – cold tapas tapas calientes – hot tapas bebidas – drinks postres - desserts	los ojos azules – blue eyes los ojos verdes – green eyes los ojos marrones – brown eyes los ojos grises – grey eyes pelirrojo/a – red head rubio/a – blond castaño/a – brunette moreno/a – dark haired alto/a – tall bajo/a – short tengo – I have tiene – he/she/it has soy – I am es – he/she/it is ¿De qué color tienes los ojos?' – What colour are your eyes? ¿De qué color tienes el pelo?' – What colour is your hair?	madre – mother padre – father hermano – brother hermana – sister abuelo – granddad abuela – grandma tía – aunty tío – uncle primo – cousin prima – cousin ¿Cómo se llama tu ____? – What's is your ____ called? Mi ____ se llama – My ____ is called... ¿Quién es? – Who is it? es mi... – it is my... ¿Cuántos años tiene tu...? – How old is your...? Tiene ____ años. – She is

<p>Able to describe themselves in Spanish, independently.</p> <p>Able to understand a physical description of a person.</p> <p>Able to describe a person physically, using a word bank.</p> <p>Able to recognise and say eight family members.</p> <p>Able to say what their names are.</p> <p>Able to use adjectives to describe their family.</p>		<p>En mi estuche hay... - In my pencil case there are...</p>	<p>vivo en... - I live in...</p> <p>Inglaterra – England</p> <p>España – Spain</p> <p>Francia – France</p> <p>Italia – Italy</p> <ol style="list-style-type: none"> 1. uno 2. dos 3. tres 4. cuatro 5. cinco 6. seis 7. siete 8. ocho 9. nueve 10. diez 		<p>¿Qué te gustaría para comer? – What would you like to eat?</p> <p>Quisiera... - I would like...</p> <p>¿Y para beber? – And to drink?</p> <p>Para beber quisiera... – To drink I would like...</p> <p>¿Algo más? – Anything else?</p> <p>Sí/No – Yes/No</p> <p>De acuerdo, gracias – Ok, thank you</p> <p>Muchas gracias – Thanks very much</p>	<p>¿Qué color de ojos es el más común? - Which eye colour is the most common?</p> <p>¿Qué color de ojos es el menos común? – Which eye colour is the least common?</p> <p>¿Qué color de pelo es el más común? - Which hair colour is the most common?</p> <p>¿Qué color de pelo es el menos común? – Which hair colour is the least common?</p>	<p>_____ years old.</p> <p>tengo – I have</p> <p>tiene – he/she has</p> <p>menor – younger</p> <p>mayor – older</p>
	<p>Cross-Curricular Links</p>		<p>Geography – locating Spain on a map.</p>			<p>PSED – feelings worry)</p> <p>Technology – making a worry doll</p>	<p>PSED – different types of families</p>
	<p>Grammar and Structures</p>	<p>Masculine and feminine nouns</p> <p>Making nouns plural</p> <p>Imperative Verbs</p>	<p>The yo and tú forms of the verb llamarse, estar, vivir and tener</p> <p>Question forms</p>	<p>Recognising the gender of nouns.</p> <p>Making nouns plural.</p> <p>Imperative verbs (tocad)</p> <p>The 3rd person singular of the verb 'tener'</p> <p>Negatives</p>	<p>Question forms.</p>	<p>Noun and adjective agreement</p>	<p>Questions forms</p> <p>Conjunction of common verbs 'tener' and 'ser'</p>

				Conjunctions – 'y' and 'o'			
	Phonics	j, h, rr, z	ll, ñ, h	z, ll, j, v	z, ce/ci, v, ll, h, j	ñ, j, r	h, ñ, qu, ll,
	KS2 Skills	Writing – using a word bank to write how many objects are in their pencil case.	Speaking – asking and answering questions	Writing – describing a monster	Speaking – roleplay being in a restaurant	Writing – description of a worry doll	Listening – sts listen to a text on someone's family and answer questions.