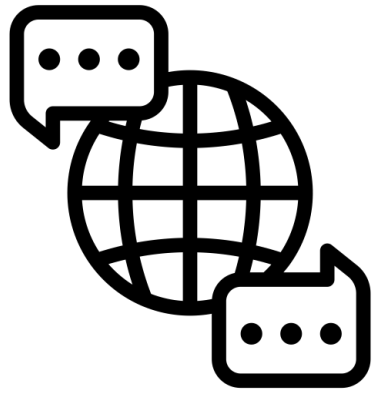




# Spanish KS2 Scheme of Work

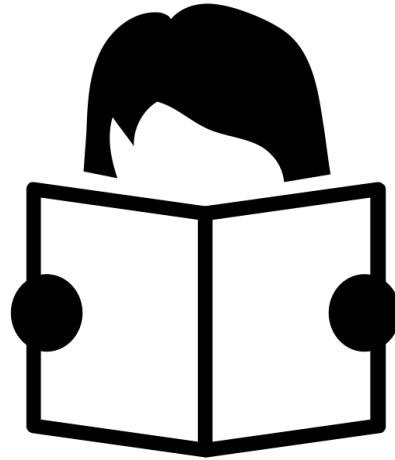


**Foreign Languages** – having the knowledge and skills to listen, speak and write in another language from another country.  
Jobs in this subject might be: Interpreter, translator, able to work in any job in another country.

**Learning and talking about...**



**Communicating  
in another  
language using  
spoken  
language**



**Reading and  
understanding  
another  
language**



**Communicating  
in another  
language using  
writing**

## The National Curriculum for Foreign Languages states that by the end of Key Stage 2:

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.

Pupils should be taught to:

- 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
- 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, for instance, to build sentences; and how these differ from or are similar to English.

The starred (\*) content above will not be applicable to ancient languages.

Seacroft Grange uses the CAM MAT resources from [www.rachelhawkes.com](http://www.rachelhawkes.com) to support planning  
Vocabulary and contexts are different in the *Rojo* and *Amarillo* years; grammar and phonics are the same.

# Spanish Y3/4 scheme of work overview: Term 1

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 1 (W1-8)	<p>Describing me and others</p> <ul style="list-style-type: none"><li>in class</li><li>in Perú and in Spain</li></ul>	<p>Talking about being</p> <ul style="list-style-type: none"><li>Essential verb: to be, being – ESTAR<ul style="list-style-type: none"><li>I am – estoy</li><li>you are – estás</li><li>he is – está</li><li>she is – está</li><li>it is, it's – está</li></ul></li><li>Essential verb: to be, being – SER<ul style="list-style-type: none"><li>I am – soy</li><li>you are – eres</li><li>he is – es</li><li>she is – es</li><li>it is, it's – es</li></ul></li><li>Adjective agreement for masculine/feminine</li><li>Yes/no questions with raised intonation</li></ul>	<ul style="list-style-type: none"><li>Vowels [a] [e] [i] [o] [u]</li><li>SSC [ca] [co] [cu]</li></ul>	<ul style="list-style-type: none"><li>Simple greetings</li><li>Verb estar</li><li>Range of adjectives</li><li>Days of the week</li></ul>	<p>Can I...</p> <ul style="list-style-type: none"><li>respond confidently to greetings and register (L1)?</li><li>match target SSC sounds to print (L2) ?</li><li>sound out new words with target SSC (R3) ?</li><li>listen and join in with simple songs and rhymes (L1/R2) ?</li><li>listen and read simple sentences and show understanding (L1/R1) ?</li><li>say short sentences to describe people (S2/3) ?</li><li>ask and answer simple yes/no questions about being (S1(a)/G4)?</li><li>use regular singular m/f adjectives after estar (G3) ?</li></ul>
Unit 2 (W9-12)	<p>Saying what I and others have</p> <ul style="list-style-type: none"><li>at home</li><li>with friends</li></ul>	<p>Talking about having</p> <p>Essential verb: to have, having – TENER</p> <ul style="list-style-type: none"><li>I have – tengo</li><li>you have – tienes</li><li>he has – tiene</li><li>she has –tiene</li><li>Indefinite, singular</li><li>Post-nominal adjective gender agreement</li><li>Yes/no questions with raised intonation</li></ul>	<ul style="list-style-type: none"><li>SSC [ce]</li><li>SSC [ci]</li><li>SSC [z]</li></ul>	<ul style="list-style-type: none"><li>Verb tener</li><li>Range of singular masculine and feminine nouns</li></ul>	<p>Can I...</p> <ul style="list-style-type: none"><li>listen and read simple sentences and show understanding (L1/R1) ?</li><li>match target SSC sounds to print (L2) ?</li><li>sound out new words with target SSC (R3) ?</li><li>say short sentences to say what I and others have (S2/3) ?</li><li>ask and answer simple questions to identify things and say what I and others have (S1(a)/G4) ?</li><li>write memory (W1), adapt (W2) ?</li><li>use singular m/f nouns with indefinite articles (G1) ?</li></ul>
Unit 3 (W13-14)	<ul style="list-style-type: none"><li>Revision</li><li>Christmas</li></ul>	<ul style="list-style-type: none"><li>Revisit key ideas</li></ul>	<ul style="list-style-type: none"><li>Revisit SSC</li></ul>	<ul style="list-style-type: none"><li>Revisit vocabulary</li></ul>	<ul style="list-style-type: none"><li>show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G3, G4</li><li>listen and join in with simple songs and rhymes (L1/R2)</li></ul>

# Medium term plan

Autumn Term						
	Rojo			Amarillo		
Wk	Theme	Lesson	Follow up	Theme	Lesson	Follow up
Describing me and others						
1	Greetings; taking the register	<a href="#">R1</a> <a href="#">R1(audio)</a>	<a href="#">R1</a> <a href="#">R1(audio)</a>	Greetings; taking the register	<a href="#">A1</a> <a href="#">A1(audio)</a>	<a href="#">A1</a> <a href="#">A1(audio)</a>
2	Asking questions in class	<a href="#">R2</a> <a href="#">R2(audio)</a>	<a href="#">R2</a> <a href="#">R2(audio)</a>	Asking questions in class	<a href="#">A2</a> <a href="#">A2(audio)</a>	<a href="#">A2</a> <a href="#">A2(audio)</a>
3	Saying how I and someone else is feeling; asking questions	<a href="#">R3</a> <a href="#">R3(audio)</a>	<a href="#">R3</a> <a href="#">R3(audio)</a>	Saying how I and someone else is feeling; asking questions	<a href="#">A3</a> <a href="#">A3(audio)</a>	<a href="#">A3</a> <a href="#">A3(audio)</a>
4	Saying how I and someone else is feeling; asking questions	<a href="#">R4</a> <a href="#">R4(audio)</a>	<a href="#">R4</a> <a href="#">R4(audio)</a>	Saying how I and someone else is feeling; asking questions	<a href="#">A4</a> <a href="#">A4(audio)</a>	<a href="#">A4</a> <a href="#">A4(audio)</a>
5	Saying how I and someone else is feeling; asking questions	<a href="#">R5</a> <a href="#">R5(audio)</a>	<a href="#">R5</a> <a href="#">R5(audio)</a>	Saying how I and someone else is feeling; asking questions	<a href="#">A5</a> <a href="#">A5(audio)</a>	<a href="#">A5</a> <a href="#">A5(audio)</a>
6	Saying what I am like, what someone else is like	<a href="#">R6</a> <a href="#">R6(audio)</a>	<a href="#">R6</a> <a href="#">R6(audio)</a>	Saying what I am like, what someone else is like	<a href="#">A6</a> <a href="#">A6(audio)</a>	<a href="#">A6</a> <a href="#">A6(audio)</a>
7	Talking about where I am from	<a href="#">R7</a> <a href="#">R7(audio)</a>	<a href="#">R7</a> <a href="#">R7(audio)</a>	Talking about where I am from	<a href="#">A7</a> <a href="#">A7(audio)</a>	<a href="#">A7</a> <a href="#">A7(audio)</a>
8	¿Qué día es hoy?	<a href="#">R8</a> <a href="#">R8(audio)</a>	<a href="#">R8</a> <a href="#">R8(audio)</a>	¿Qué día es hoy?	<a href="#">A8</a> <a href="#">A8(audio)</a>	<a href="#">A8</a> <a href="#">A8(audio)</a>
Saying what I and others have						
9	Una excursión a la montaña	<a href="#">R9</a> <a href="#">R9(audio)</a>	<a href="#">R9</a> <a href="#">R9(audio)</a>	La cama de Sofia	<a href="#">A9</a> <a href="#">A9(audio)</a>	<a href="#">A9</a> <a href="#">A9(audio)</a>
10	Un amigo, Max	<a href="#">R10</a> <a href="#">R10(audio)</a>	<a href="#">R10</a> <a href="#">R10(audio)</a>	Sofia y Elena	<a href="#">A10</a> <a href="#">A10(audio)</a>	<a href="#">A10</a> <a href="#">A10(audio)</a>
11	El estuche de Sofia	<a href="#">R11</a> <a href="#">R11(audio)</a>	<a href="#">R11</a> <a href="#">R11(audio)</a>	La mesa de Quique	<a href="#">A11</a> <a href="#">A11(audio)</a>	<a href="#">A11</a> <a href="#">A11(audio)</a>
12	Una fiesta	<a href="#">R12</a> <a href="#">R12(audio)</a>	<a href="#">R12</a> <a href="#">R12(audio)</a>	El club de teatro	<a href="#">A12</a> <a href="#">A12(audio)</a>	<a href="#">A12</a> <a href="#">A12(audio)</a>
Assessments						
13	<b>Rojo Term 1 knowledge quiz</b> (vocabulary, grammar) <a href="#">Rojo 13 Assessment PPT with audio</a> <a href="#">Rojo Quiz - pupil version</a> <a href="#">Rojo Quiz - teacher version</a> Rojo Knowledge Organiser Term 1 (A&B) <a href="#">as.pdf</a> and <a href="#">as PPT</a>			<b>Amarillo Term 1 knowledge quiz</b> (vocabulary, grammar) <a href="#">Amarillo 13 Assessment PPT with audio</a> <a href="#">Amarillo Quiz - pupil version</a> <a href="#">Amarillo Quiz - teacher version</a> Amarillo Knowledge Organiser Term 1 (A&B) <a href="#">as.pdf</a> and <a href="#">as PPT</a>		
14	<b>Rojo Term 1 knowledge quiz</b> (phonics) <a href="#">Rojo 14 Assessment PPT with audio</a> <a href="#">Rojo Phonics Quiz - pupil version</a> <a href="#">Rojo Phonics Quiz - teacher version</a>			<b>Amarillo Term 1 knowledge quiz</b> (phonics) <a href="#">Amarillo 14 Assessment PPT with audio</a> <a href="#">Amarillo Phonics Quiz - pupil version</a> <a href="#">Amarillo Phonics Quiz - teacher version</a>		

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# Spanish Y3/4 scheme of work overview: Term 2

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 4 (W1-4)	<p>Saying what I and others do</p> <ul style="list-style-type: none"><li>activities in class</li><li>in the week</li><li>outside</li><li>in the morning</li></ul> <ul style="list-style-type: none"><li>at Spanish club</li><li>at the weekend</li><li>in Barcelona</li><li>in the afternoon</li></ul>	<p>Talking about doing</p> <ul style="list-style-type: none"><li>Infinitive – regular AR verbs (singular)</li><li>Definite articles – el, la</li></ul>	<ul style="list-style-type: none"><li>SSC [l] [ll]</li><li>SSC [ga] [go] [gu]</li></ul>	<ul style="list-style-type: none"><li>Range of regular –AR verbs</li><li>Family members</li><li>Range of nouns, adjectives and adverbs</li></ul>	<p>I can...</p> <ul style="list-style-type: none"><li>match target SSC sounds to print (L2)</li><li>sound out new words with target SSC (R3)</li><li>listen and read simple sentences and show understanding (L1/R1)</li><li>say short sentences to describe actions (S2/3)</li><li>ask and answer simple yes/no questions about doing (S1(a)/G4)</li><li>use singular m/f nouns with definite articles (G2)</li></ul>
Unit 5 (W5-6)	<p>Saying what I and others do</p> <ul style="list-style-type: none"><li>activities in and out of class</li></ul> <ul style="list-style-type: none"><li>break time</li><li>reading club</li></ul>	<p>Talking about doing (2)</p> <ul style="list-style-type: none"><li>Infinitive – regular ER verbs (singular)</li><li>Personal ‘a’</li></ul>	<ul style="list-style-type: none"><li>SSC [ga] [go] [gu]</li><li>SSC [ca] [co] [cu]</li><li>SSC [que]</li></ul>	<ul style="list-style-type: none"><li>Range of regular –ER verbs</li><li>Range of singular masculine and feminine nouns</li></ul>	<p>I can...</p> <ul style="list-style-type: none"><li>listen/read simple sentences and show understanding (L1/R1)</li><li>match target SSC sounds to print (L2)</li><li>sound out new words with target SSC (R3)</li><li>talk about what I and others do (S1 (a)(b, /S2/3, G4)</li><li>write from memory (W1), adapt (W2), describe actions (W3)</li><li>use singular m/f nouns with definite articles (G2), connectives (G5)</li></ul>
Unit 6 (W7-9)	<ul style="list-style-type: none"><li>Saying how many, describing things</li><li>Carnaval</li><li>a story</li><li>my monster</li><li>revision</li></ul>	<p>Talking about more than one</p> <ul style="list-style-type: none"><li>Essential verb: there is/are – hay</li><li>Plural indefinite articles – unos, unas</li><li>Regular plural marking on nouns [-s]</li></ul>	<ul style="list-style-type: none"><li>SSC [qui]</li><li>Revisit [que] [qui] [ce] [ci]</li></ul>	<ul style="list-style-type: none"><li>Numbers 1-12</li><li>Parts of the body</li></ul>	<ul style="list-style-type: none"><li>ask and answer simple questions to say how many things there are (S1(a)/G4)</li><li>use singular and plural m/f nouns with indefinite articles (G2)</li></ul>
Unit 7 (W10-11)	<ul style="list-style-type: none"><li>Revision</li><li>Easter</li></ul>	<ul style="list-style-type: none"><li>Revisit key ideas</li></ul>	<ul style="list-style-type: none"><li>Revisit SSC</li></ul>	<ul style="list-style-type: none"><li>Revisit vocabulary</li></ul>	<ul style="list-style-type: none"><li>show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G2, G4</li><li>listen and join in with simple songs and rhymes (L1/R2)</li></ul>

# Medium term plan

Spring Term						
	Rojo			Amarillo		
Wk	Theme	Lesson	Follow up	Theme	Lesson	Follow up
Saying what I and others do						
1	Actividades en clase	<u>R1</u> <u>R1(audio)</u>	<u>R1</u> <u>R1(audio)</u>	Un club de español	<u>A1</u> <u>A1(audio)</u>	<u>A1</u> <u>A1(audio)</u>
2	El fin de semana vs la semana	<u>R2</u> <u>R2(audio)</u>	<u>R2</u> <u>R2(audio)</u>	El fin de semana	<u>A2</u> <u>A2(audio)</u>	<u>A2</u> <u>A2(audio)</u>
3	En el aire libre	<u>R3</u> <u>R3(audio)</u>	<u>R3</u> <u>R3(audio)</u>	En Barcelona	<u>A3</u> <u>A3(audio)</u>	<u>A3</u> <u>A3(audio)</u>
4	Por la mañana	<u>R4</u> <u>R4(audio)</u>	<u>R4</u> <u>R4(audio)</u>	Por la tarde	<u>A4</u> <u>A4(audio)</u>	<u>A4</u> <u>A4(audio)</u>
5	Actividades	<u>R5</u> <u>R5(audio)</u>	<u>R5</u> <u>R5(audio)</u>	El club de leer	<u>A5</u> <u>A5(audio)</u>	<u>A5</u> <u>A5(audio)</u>
6	Actividades en clase	<u>R6</u> <u>R6(audio)</u>	<u>R6</u> <u>R6(audio)</u>	En el recreo	<u>A6</u> <u>A6(audio)</u>	<u>A6</u> <u>A6(audio)</u>
7	Una bici, cuatro pelotas	<u>R7</u> <u>R7(audio)</u>	<u>R7</u> <u>R7(audio)</u>	Dos plantas, cinco revistas	<u>A7</u> <u>A7(audio)</u>	<u>A7</u> <u>A7(audio)</u>
Saying how many and describing things						
8	Carnaval	<u>R8</u> <u>R8(audio)</u>	<u>R8</u> <u>R8(audio)</u>	Monstruo	<u>A8</u> <u>A8(audio)</u>	<u>A8</u> <u>A8(audio)</u>
9	Una historia	<u>R9</u> <u>R9(audio)</u>	<u>R9 handout</u>	Repaso	<u>A9</u> <u>A9(audio)</u>	<u>A9</u> <u>A9(audio)</u>
Assessments						
10	<b>Rojo Term 2 knowledge quiz</b> (vocabulary, grammar) <u>R10 (audio)</u> Rojo Quiz - <u>pupil version</u> Rojo Quiz - <u>teacher version</u> Rojo Knowledge Organiser Term 2 <u>as pdf</u> and <u>as PPT</u>			<b>Amarillo Term 2 knowledge quiz</b> (vocabulary, grammar) <u>A10 (audio)</u> Amarillo Quiz - <u>pupil version</u> Amarillo Quiz - <u>teacher version</u> Amarillo Knowledge Organiser Term 2 <u>as pdf</u> and <u>as PPT</u>		
11	<b>Rojo Term 2 knowledge quiz</b> (phonics) <u>R11 (audio)</u>			<b>Amarillo Term 2 knowledge quiz</b> (phonics) <u>A11 (audio)</u>		



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# Spanish Y3/4 scheme of work overview: Term 3

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 8 (W1-6)	<p>Describing things and people</p> <ul style="list-style-type: none"><li>• Describing pictures</li><li>• at the zoo</li><li>• favourites</li><li>• ages, states</li><li>• my birthday</li><li>• favourites</li><li>• states</li></ul>	<p>Talking about being (2)</p> <ul style="list-style-type: none"><li>• Singular definite and indefinite articles (revisit)</li><li>• Postnominal adjective agreement (revisit)</li><li>• Subject pronouns for clarity and emphasis – yo, tú, él, ella</li><li>• Possessive adjectives mi, tu</li><li>• Use of de for possession</li><li>• Noun + favorito/a, preferido/a</li><li>• Tener meaning ‘be’ for age and states</li></ul>	<ul style="list-style-type: none"><li>• SSC [i]</li><li>• SSC [ge] [gi]</li><li>• [ge] [gi] vs [ga] [go] [gu]</li><li>• SSC [gue] [gui]</li><li>• revisit SSC</li><li>• SSC [n] [ñ]</li></ul>	<ul style="list-style-type: none"><li>• Range of nouns</li><li>• Range of adjectives</li><li>• Numbers 1-12 (revisit)</li><li>• Months of the year</li><li>• hunger, thirst, right</li><li>• heat, cold, fear, tiredness</li></ul>	<p>I can...</p> <ul style="list-style-type: none"><li>• listen and read simple sentences and show understanding (L1/R1)</li><li>• match target SSC sounds to print (L2)</li><li>• sound out new words with target SSC (R3)</li><li>• say short sentences to describe things and people (S2/3)</li><li>• ask and answer simple information questions about what things are like and when (S1(a)/G4)</li><li>• use singular m/f nouns with definite &amp; indefinite articles, and possessive adjectives (G2)</li><li>• use regular singular m/f adjectives after ser (G3)</li><li>• use a dictionary (R5)</li></ul>
Unit 9 (W7-9)	<p>Expressing likes and saying what I and others do</p> <ul style="list-style-type: none"><li>• opinions</li><li>• end of term show</li><li>• my dad's work</li><li>• in the summer</li><li>• my mum's work</li></ul>	<p>Talking about likes &amp; dislikes</p> <ul style="list-style-type: none"><li>• Plural definite article los, las</li><li>• Use of definite article after verbs of opinion</li><li>• Revisit –AR and –ER verbs</li></ul>	<ul style="list-style-type: none"><li>• SSC [r] [rr]</li><li>• SSC [v] [b]</li><li>• SSC [h]</li></ul>	<ul style="list-style-type: none"><li>• Range of –AR and –ER verbs</li><li>• Range of plural nouns</li></ul>	<p>I can...</p> <ul style="list-style-type: none"><li>• listen and read simple sentences and show understanding (L1/R1)</li><li>• match target SSC sounds to print (L2)</li><li>• sound out new words with target SSC (R3)</li><li>• say short sentences to say what I and others like (S1(b)/S2/3)</li><li>• ask and answer simple questions to say what I and others like (S1(a)/G4)</li><li>• write from memory (W1), describe actions, things (W3)</li><li>• use plural m/f nouns with definite articles (G2)</li></ul>
Unit 10 (W10-11)	<ul style="list-style-type: none"><li>• Assessments</li></ul>	<ul style="list-style-type: none"><li>• Revisit key ideas</li></ul>	<ul style="list-style-type: none"><li>• Revisit SSC</li></ul>	<ul style="list-style-type: none"><li>• Revisit vocabulary</li></ul>	<ul style="list-style-type: none"><li>• show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, G2, G3, G4</li></ul>
Unit 11 (W12-13)	<ul style="list-style-type: none"><li>• The Hungry Caterpillar</li><li>• Un poema</li></ul>	<ul style="list-style-type: none"><li>• Revisit key ideas</li></ul>	<ul style="list-style-type: none"><li>• Revisit SSC</li></ul>	<ul style="list-style-type: none"><li>• Revisit vocabulary</li></ul>	<ul style="list-style-type: none"><li>• listen and join in with simple songs and rhymes (L1/R2)</li><li>• appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2)</li><li>• use a dictionary (R5)</li></ul>



# Medium term plan

Summer Term						
	Rojo			Amarillo		
Wk	Theme	Lesson	Follow up	Theme	Lesson	Follow up
Describing things and people						
1	Describing pictures	<u>R1</u> <a href="#">R1(audio)</a>	<u>R1</u> <a href="#">R1(audio)</a>	Describing pictures	<u>A1</u> <a href="#">A1(audio)</a>	<u>A1</u> <a href="#">A1(audio)</a>
2	Continuation of picture description	<u>R2</u> <a href="#">R2(audio)</a>	<u>R2</u> <a href="#">R2(audio)</a>	Continuation of picture description	<u>A2</u> <a href="#">A2(audio)</a>	<u>A2</u> <a href="#">A2(audio)</a>
3	En el zoo	<u>R3</u> <a href="#">R3(audio)</a>	<u>R3</u> <a href="#">R3(audio)</a>	Mi cumpleaños	<u>A3</u> <a href="#">A3(audio)</a>	<u>A3</u> <a href="#">A3(audio)</a>
4	Comparar	<u>R4</u> <a href="#">R4(audio)</a>	<u>R4</u> <a href="#">R4(audio)</a>	Comparar	<u>A4</u> <a href="#">A4(audio)</a>	<u>A4</u> <a href="#">A4(audio)</a>
5	Mi cosa favorita	<u>R5</u> <a href="#">R5(audio)</a>	<u>R5</u> <a href="#">R5(audio)</a>	Mi persona preferida	<u>A5</u> <a href="#">A5(audio)</a>	<u>A5</u> <a href="#">A5(audio)</a>
6	Tengo nueve años	<u>R6</u> <a href="#">R6(audio)</a>	<u>R6</u> <a href="#">R6(audio)</a>	¡Tengo frío!	<u>A6</u> <a href="#">A6(audio)</a>	<u>A6</u> <a href="#">A6(audio)</a>
7	Opiniones	<u>R7</u> <a href="#">R7(audio)</a>	<u>R7</u> <a href="#">R7(audio)</a>	Opiniones	<u>A7</u> <a href="#">A7(audio)</a>	<u>A7</u> <a href="#">A7(audio)</a>
Expressing likes and saying what I and others do						
8	El festival de fin de curso	<u>R8</u> <a href="#">R8(audio)</a>	<u>R8</u> <a href="#">R8(audio)</a>	En verano	<u>A8</u> <a href="#">A8(audio)</a>	<u>A8</u> <a href="#">A8(audio)</a>
9	El trabajo de papá	<u>R9</u> <a href="#">R9(audio)</a>	<u>R9</u> <a href="#">R9(audio)</a>	El trabajo de mamá	<u>A9</u> <a href="#">A9(audio)</a>	<u>A9</u> <a href="#">A9(audio)</a>
Assessment						
10	<b>Rojo Term 3 knowledge quiz</b> (vocabulary, grammar) <a href="#">R10 (audio)</a> Rojo Knowledge Organiser Term 3 (A & B) <a href="#">as pdf</a> and <a href="#">as PPT</a>			<b>Amarillo Term 3 knowledge quiz</b> (vocabulary, grammar) <a href="#">A10 (audio)</a> Amarillo Knowledge Organiser Term 3 (A & B) <a href="#">as pdf</a> and <a href="#">as PPT</a>		
11	<b>Rojo Term 3 knowledge quiz</b> (phonics) <a href="#">Rojo 11 Assessment PPT with audio</a>			<b>Amarillo Term 3 knowledge quiz</b> (phonics) <a href="#">Amarillo 11 Assessment PPT with audio</a>		
12	Una historia	<u>R12</u> <a href="#">R12(audio)</a>	<u>R12</u> <a href="#">R12(audio)</a>	Un poema	<u>A12</u> <a href="#">A12(audio)</a>	<u>A12</u> <a href="#">A12(audio)</a>
13	Una historia	<u>R13</u> <a href="#">R13(audio)</a>	<u>R13</u> <a href="#">R13(audio)</a>	Un poema	<u>A13</u> <a href="#">A13(audio)</a>	<u>A13</u> <a href="#">A13(audio)</a>

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# Spanish Y5/6 scheme of work overview: Term 1

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 1 (W1-7)	Describing me and others <ul style="list-style-type: none"><li>in class</li><li>people and friends</li><li>birthdays, dates,</li><li>Día de los Muertos,</li><li>concerts &amp; celebrations, events</li><li>Sports Day</li></ul>	Talking about being <ul style="list-style-type: none"><li>Essential verb: to be, being – ESTAR<ul style="list-style-type: none"><li>we are – estamos</li><li>they are – están</li></ul></li><li>Essential verb: to be, being – SER<ul style="list-style-type: none"><li>we are – somos</li><li>they are – son</li></ul></li><li>Regular adjective agreement for masculine/feminine (plural)</li><li>Information questions (¿quién? ¿cuándo? ¿cuál?)</li></ul>	<ul style="list-style-type: none"><li>Vowels [a] [e] [i] [o] [u]</li><li>Consonant vowel syllables</li><li>Strong vowels</li><li>Weak vowels</li></ul>	<ul style="list-style-type: none"><li>Verb estar (plural)</li><li>Verb ser (plural)</li><li>Range of adjectives</li><li>Numbers 1-31</li><li>Months</li></ul>	I can... <ul style="list-style-type: none"><li>transcribe (L2) and sound out (R3) new words with target SSC</li><li>listen and read sentences and show understanding (L1/R1)</li><li>say short sentences to describe people (S2/3)</li><li>ask and answer simple yes/no questions about beingand when things take place (S1(a)/G4)</li><li>write from memory (W1), adapt (W2) and describe people (W3)</li><li>use regular singular and plural m/f adjectives after estar &amp; ser (G3) and time adverbs (G5)</li></ul>
Unit 2 (W8-12)	Saying what I and others have <ul style="list-style-type: none"><li>at school, at home</li><li>family, teachers</li><li>in town, cities</li><li>celebrities</li></ul>	Talking about having <ul style="list-style-type: none"><li>Essential verb: to have, having – TENER<ul style="list-style-type: none"><li>we have – tenemos</li><li>they have – tienen</li></ul></li><li>Indefinite articles (singular &amp; plural)</li><li>Post-nominal adjective gender agreement (singular &amp; plural)</li><li>Negation (no)</li><li>Yes/no questions with raised intonation</li></ul>	<ul style="list-style-type: none"><li>Revisit all vowels</li><li>SSC [ca] [co] [cu]</li><li>SSC [ce] [ci]</li><li>SSC [z]</li><li>SSC [ch]</li></ul>	<ul style="list-style-type: none"><li>Verb tener (plural)</li><li>school &amp; home nouns</li><li>places in town</li><li>prepositions of place</li><li>face, hair &amp; eyes</li></ul>	I can... <ul style="list-style-type: none"><li>listen and read sentences and show understanding (L1/R1)</li><li>match target SSC sounds to print (L2)</li><li>sound out new words with target SSC (R3)</li><li>say short sentences to say what I and others have and describe physical appearance (S2/3)</li><li>write memory (W1), adapt (W2)</li><li>use singular and plural m/f nouns (G2) with indefinite and definite articles (G1)</li><li>use prepositions of place (G5)</li></ul>
Unit 3 (W13-14)	<ul style="list-style-type: none"><li>Revision/ Assessment</li><li>Villancicos</li><li>El Gordo</li><li>Los Reyes Magos</li></ul>	<ul style="list-style-type: none"><li>Revisit key ideas</li></ul>	<ul style="list-style-type: none"><li>Revisit SSC</li></ul>	<ul style="list-style-type: none"><li>Revisit vocabulary</li></ul>	<ul style="list-style-type: none"><li>show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G3, G4</li><li>listen and join in with simple songs and rhymes (L1)</li><li>appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2)</li></ul>

# Medium term plan

Autumn Term						
	Azul			Verde		
Wk	Theme	Lesson	Follow up	Theme	Lesson	Follow up
Describing me and others						
1	En clase	<a href="#">Az1</a> <a href="#">Az1(audio)</a>	<a href="#">Az1</a> <a href="#">Az1(audio)</a>	En clase	<a href="#">V1</a> <a href="#">V1(audio)</a>	<a href="#">V1</a> <a href="#">V1(audio)</a>
2	Las personas	<a href="#">Az2</a> <a href="#">Az2(audio)</a>	<a href="#">Az2</a> <a href="#">Az2(audio)</a>	Las personas	<a href="#">V2</a> <a href="#">V2(audio)</a>	<a href="#">V2</a> <a href="#">V2(audio)</a>
3	Los amigos	<a href="#">Az3</a> <a href="#">Az3(audio)</a>	<a href="#">Az3</a> <a href="#">Az3(audio)</a>	Los amigos	<a href="#">V3</a> <a href="#">V3(audio)</a>	<a href="#">V3</a> <a href="#">V3(audio)</a>
4	Los cumpleaños	<a href="#">Az4</a> <a href="#">Az4(audio)</a>	<a href="#">Az4</a> <a href="#">Az4(audio)</a>	Los conciertos y las fiestas	<a href="#">V4</a> <a href="#">V4(audio)</a>	<a href="#">V4</a> <a href="#">V4(audio)</a>
5	Las fechas	<a href="#">Az5</a> <a href="#">Az5(audio)</a>	<a href="#">Az5</a> <a href="#">Az5(audio)</a>	Los espectáculos	<a href="#">V5</a> <a href="#">V5(audio)</a>	<a href="#">V5</a> <a href="#">V5(audio)</a>
6	Los amigos	<a href="#">Az6</a> <a href="#">Az6(audio)</a>	<a href="#">Az6</a> <a href="#">Az6(audio)</a>	Los amigos	<a href="#">V6</a> <a href="#">V6(audio)</a>	<a href="#">V6</a> <a href="#">V6(audio)</a>
7	El día de los muertos	<a href="#">Az7</a> <a href="#">Az7(audio)</a>	<a href="#">Az7</a> <a href="#">Az7(audio)</a>	El día de los deportes	<a href="#">V7</a> <a href="#">V7(audio)</a>	<a href="#">V7</a> <a href="#">V7(audio)</a>
Saying what I and others have						
8	Un día terrible	<a href="#">Az8</a> <a href="#">Az8(audio)</a>	<a href="#">Az8</a> <a href="#">Az8(audio)</a>	Un compañero inglés	<a href="#">V8</a> <a href="#">V8(audio)</a>	<a href="#">V8</a> <a href="#">V8(audio)</a>
9	En mi mochila	<a href="#">Az9</a> <a href="#">Az9(audio)</a>	<a href="#">Az9</a> <a href="#">Az9(audio)</a>	En mi ciudad	<a href="#">V9</a> <a href="#">V9(audio)</a>	<a href="#">V9</a> <a href="#">V9(audio)</a>
10	En la clase	<a href="#">Az10</a> <a href="#">Az10(audio)</a>	<a href="#">Az10</a> <a href="#">Az10(audio)</a>	En la ciudad	<a href="#">V10</a> <a href="#">V10(audio)</a>	<a href="#">V10</a> <a href="#">V10(audio)</a>
11	¡No tenemos espacio!	<a href="#">Az11</a> <a href="#">Az11(audio)</a>	<a href="#">Az11</a> <a href="#">Az11(audio)</a>	Ciudades	<a href="#">V11</a> <a href="#">V11(audio)</a>	<a href="#">V11</a> <a href="#">V11(audio)</a>
12	Familia, profesores, médico/a	<a href="#">Az12</a> <a href="#">Az12(audio)</a>	<a href="#">Az12</a> <a href="#">Az12(audio)</a>	Gente famosa	<a href="#">V12</a> <a href="#">V12(audio)</a>	<a href="#">V12</a> <a href="#">V12(audio)</a>
Assessment						
13	<b>Azul Term 1 knowledge quiz</b> (vocabulary, grammar) <a href="#">Azul 13 Assessment PPT with audio</a> <a href="#">Azul Quiz - pupil version</a> <a href="#">Azul Quiz - teacher version</a> Azul Knowledge Organiser Term 1 (A&B) <a href="#">as pdf</a> and <a href="#">as PPT</a>			<b>Verde Term 1 knowledge quiz</b> (vocabulary, grammar) <a href="#">Verde 13 Assessment PPT with audio</a> <a href="#">Verde Quiz - pupil version</a> <a href="#">Verde Quiz - teacher version</a> Verde Knowledge Organiser Term 1 (A&B) <a href="#">as pdf</a> and <a href="#">as PPT</a>		
14	<b>Azul Term 1 knowledge quiz</b> (phonics) <a href="#">Azul 14 Assessment PPT with audio</a> <a href="#">Azul Phonics Quiz - pupil version</a> <a href="#">Azul Phonics Quiz - teacher version</a>			<b>Verde Term 1 knowledge quiz</b> (phonics) <a href="#">Verde 14 Assessment PPT with audio</a> <a href="#">Verde Phonics Quiz - pupil version</a> <a href="#">Verde Phonics Quiz - teacher version</a>		

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# Spanish Y5/6 scheme of work overview: Term 2

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 4 (W1-6)	Saying what I and others do <ul style="list-style-type: none"><li>Customs (Las Fallas)</li><li>in language class</li><li>volunteering</li><li>break time</li><li>on a farm</li><li>my room</li><li>Traditions (Nochevieja, Año Nuevo)</li><li>in school</li><li>at the weekend</li><li>free time</li><li>packing</li></ul>	Talking about doing (we, they) <ul style="list-style-type: none"><li>regular AR verbs (plural)</li><li>regular ER verbs (plural)</li><li>yes/no questions</li><li>negation (no)</li><li>Plural possessive adjectives mis, tus</li></ul>	<ul style="list-style-type: none"><li>SSC [l] [ll]</li><li>SSC [ga] [go] [gu]</li><li>Stress pattern 1</li><li>Stress pattern 2</li><li>Stress pattern 3</li><li>SSC [que] [qui]</li></ul>	<ul style="list-style-type: none"><li>Range of –AR and –ER verbs</li><li>Range of high-frequency nouns related to festivals and celebrations, free time and life at home and school</li><li>Adverbs of frequency &amp; location</li></ul>	I can... <ul style="list-style-type: none"><li>transcribe (L2) and sound out (R3) new words with target SSC</li><li>listen and read sentences and show understanding (L1/R1)</li><li>say short sentences to say what people do (plural persons) (S2/3)</li><li>ask and answer longer yes/no questions about doing (S1(a)/G4)</li><li>write from memory (W1), adapt (W2) and describe actions (W3)</li><li>use plural –AR and –ER verb forms in questions, in affirmative and negative statements (G4)</li></ul>
Unit 5 (W7-9)	Saying where you're going and what there is there <ul style="list-style-type: none"><li>Oviedol</li><li>compass points (Spain)</li><li>Madrid</li><li>Badajoz town/village</li><li>physical geography (Peru)</li><li>Córdoba</li></ul>	Talking about going <ul style="list-style-type: none"><li>Essential verb: to go, going – IR<ul style="list-style-type: none"><li>I go – voy</li><li>you go – vas</li><li>he goes – va</li><li>she goes – va</li></ul></li><li>Preposition a (al, a la)</li></ul>	<ul style="list-style-type: none"><li>SSC [n] [ñ]</li><li>SSC [v] [b]</li><li>SSC [r] [rr]</li></ul>	<ul style="list-style-type: none"><li>Verb ir</li><li>Numbers 1-31 (revisit)</li><li>cardinal points</li><li>nouns and proper nouns for places</li></ul>	I can... <ul style="list-style-type: none"><li>listen and read sentences and show understanding (L1/R1)</li><li>match target SSC sounds to print (L2)</li><li>sound out new words with target SSC (R3)</li><li>say short sentences to say where I and others go (S2/3)</li><li>write from memory (W1), adapt (W2) and describe actions (W3)</li><li>use prepositions of place (G5) accurately with articles (G1)</li></ul>
Unit 6 (W10-11)	<ul style="list-style-type: none"><li>Revision / assessment</li><li>Easter</li></ul>	<ul style="list-style-type: none"><li>Revisit key ideas</li></ul>	<ul style="list-style-type: none"><li>Revisit SSC</li></ul>	<ul style="list-style-type: none"><li>Revisit vocabulary</li></ul>	<ul style="list-style-type: none"><li>show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G2, G4, G5</li><li>listen and join in with simple songs and rhymes (L1/R2)</li></ul>

# Medium term plan

Spring Term						
	Azul			Verde		
Wk	Theme	Lesson	Follow up	Theme	Lesson	Follow up
Saying what I and others do						
1	Comparar costumbres (las Fallas)	<a href="#">Az1</a> <a href="#">Az1(audio)</a>	<a href="#">Az1</a> <a href="#">Az1(audio)</a>	Comparar tradiciones (Nochevieja, Año Nuevo)	<a href="#">V1</a> <a href="#">V1(audio)</a>	<a href="#">V1</a> <a href="#">V1(audio)</a>
2	En clase de idiomas	<a href="#">Az2</a> <a href="#">Az2(audio)</a>	<a href="#">Az2</a> <a href="#">Az2(audio)</a>	En el colegio	<a href="#">V2</a> <a href="#">V2(audio)</a>	<a href="#">V2</a> <a href="#">V2(audio)</a>
3	Somos solidarios	<a href="#">Az3</a> <a href="#">Az3(audio)</a>	<a href="#">Az3</a> <a href="#">Az3(audio)</a>	La clase de idiomas	<a href="#">V3</a> <a href="#">V3(audio)</a>	<a href="#">V3</a> <a href="#">V3(audio)</a>
4	En el recreo (en el / en la)	<a href="#">Az4</a> <a href="#">Az4(audio)</a>	<a href="#">Az4</a> <a href="#">Az4(audio)</a>	En fin de semana (en el / en la), time phrases	<a href="#">V4</a> <a href="#">V4(audio)</a>	<a href="#">V4</a> <a href="#">V4(audio)</a>
5	En una granja (farm) (dentro del / de la)	<a href="#">Az5</a> <a href="#">Az5(audio)</a>	<a href="#">Az5</a> <a href="#">Az5(audio)</a>	El tiempo libre (jugar + al / a la)	<a href="#">V5</a> <a href="#">V5(audio)</a>	<a href="#">V5</a> <a href="#">V5(audio)</a>
6	Mi habitación	<a href="#">Az6</a> <a href="#">Az6(audio)</a>	<a href="#">Az6</a> <a href="#">Az6(audio)</a>	¿Qué tienes en tu maleta?	<a href="#">V6</a> <a href="#">V6(audio)</a>	<a href="#">V6</a> <a href="#">V6(audio)</a>
Saying where you are going and what there is there						
7	Oviedo	<a href="#">Az7</a> <a href="#">Az7(audio)</a>	<a href="#">Az7</a> <a href="#">Az7(audio)</a>	Badajoz	<a href="#">V7</a> <a href="#">V7(audio)</a>	<a href="#">V7</a> <a href="#">V7(audio)</a>
8	Compass points in Spain	<a href="#">Az8</a> <a href="#">Az8(audio)</a>	<a href="#">Az8</a> <a href="#">Az8(audio)</a>	Physical geography in Perú	<a href="#">V8</a> <a href="#">V8(audio)</a>	<a href="#">V8</a> <a href="#">V8(audio)</a>
9	Trip to Spanish city	<a href="#">Az9</a> <a href="#">Az9(audio)</a>	<a href="#">Az9</a> <a href="#">Az9(audio)</a>	Córdoba	<a href="#">V9</a> <a href="#">V9(audio)</a>	<a href="#">V9</a> <a href="#">V9(audio)</a>
Assessment						
10	<b>Azul Term 2 knowledge quiz</b> (vocabulary, grammar) <a href="#">Az10 (audio)</a> Azul Quiz - <a href="#">pupil version</a> Azul Quiz - <a href="#">teacher version</a> Azul Knowledge Organiser Term 2 <a href="#">as pdf</a> and <a href="#">as PPT</a>			<b>Verde Term 2 knowledge quiz</b> (vocabulary, grammar) <a href="#">V10 (audio)</a> Verde Quiz - <a href="#">pupil version</a> Verde Quiz - <a href="#">teacher version</a> Verde Knowledge Organiser Term 2 <a href="#">as pdf</a> and <a href="#">as PPT</a>		
11	<b>Azul Term 2 knowledge quiz</b> (phonics) <a href="#">Az11 (audio)</a> Azul Phonics Quiz - pupil version			<b>Verde Term 2 knowledge quiz</b> (phonics) <a href="#">AV11 (audio)</a> Verde Phonics Quiz - pupil version		



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# Spanish Y5/6 scheme of work overview: Term 3

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 7 (W1-6)	<p>Saying what I and others do</p> <ul style="list-style-type: none"><li>activities at home</li><li>preparing a party</li><li>weather &amp; seasons</li><li>La Tomatina (Spain)</li><li>Fiestas Patrias, Inti Raymi (Peru)</li><li>physical geography (Spain)</li><li>a party</li><li>in my free time</li><li>weather and activities</li><li>Feria de Abril</li><li>Las Fallas</li><li>physical geography (Mexico)</li></ul>	<p>Talking about doing (I, you, s/he)</p> <ul style="list-style-type: none"><li>Essential verb: to do, make – HACER<ul style="list-style-type: none"><li>I do, make – hago</li><li>you do, make – haces</li><li>s/he does – hace</li></ul></li><li>hace (weather)</li><li>using mucho &amp; todo</li></ul>	<ul style="list-style-type: none"><li>Silent final consonants [SFC] – t, s, d, x or SFe</li><li>SSC [ç] (and soft ‘c’)</li><li>SSC [-tion]</li><li>SSC [-ien]</li><li>SSC [-s-]</li><li>SSC [qu]</li></ul>	<ul style="list-style-type: none"><li>Verb hacer (singular)</li><li>activity nouns</li><li>seasons</li><li>sports</li><li>numbers 16-31</li></ul>	<p>I can...</p> <ul style="list-style-type: none"><li>transcribe (L2) and sound out (R3) new words with target SSC</li><li>listen and read sentences and show understanding (L1/R1)</li><li>say short and some longer sentences to describe actions (S2/3)</li><li>ask and answer short and longer information questions (S1(a)/G4)</li><li>Write from memory (W1), adapt (W2) and describe weather and actions (W3)</li><li>use singular forms of hacer in questions and statements (G4)</li></ul>
Unit 8 (W7-9)	<p>Expressing likes and actions</p> <ul style="list-style-type: none"><li>household chores</li><li>in school</li><li>travelling around Spain</li><li>learning languages</li><li>on holiday</li><li>in Spanish class</li></ul>	<p>Talking about doing (we, they)</p> <ul style="list-style-type: none"><li>-AR and –ER verbs</li><li>2-verb structures: amar, odiar, deber, querer, poder</li></ul>	<ul style="list-style-type: none"><li>SSC [i] (and soft ‘g’)</li><li>SSC [h]</li><li>Revisit several SSC</li></ul>	<ul style="list-style-type: none"><li>a range of –AR and –ER verbs (plural)</li><li>Verbs deber, querer, poder (singular)</li><li>a range of vocabulary for tasks at home and away and in school</li></ul>	<p>I can...</p> <ul style="list-style-type: none"><li>listen and read sentences and show understanding (L1/R1)</li><li>match target SSC sounds to print (L2)</li><li>sound out new words with target SSC (R3)</li><li>say short and longer sentences to say what I and others do, like/dislike doing and want to, have to or can do (S2/3)</li><li>write memory (W1), adapt (W2), describe actions, likes and dislikes, wants, ability and obligation (W3)</li></ul>
Unit 9 (W10-13)	<ul style="list-style-type: none"><li>Revision/assessment</li><li>Quiero ver una vaca</li><li>La plaza tiene una torre</li></ul>	<ul style="list-style-type: none"><li>Revisit key ideas</li></ul>	<ul style="list-style-type: none"><li>Revisit SSC</li></ul>	<ul style="list-style-type: none"><li>Revisit vocabulary</li></ul>	<ul style="list-style-type: none"><li>show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, W2, W3, G1, G4, G5</li><li>listen and join in with simple songs and rhymes (L1/R2)</li><li>appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2)</li><li>use a dictionary (R5)</li></ul>

# Medium term plan

Summer Term						
	Azul			Verde		
Wk	Theme	Lesson	Follow up	Theme	Lesson	Follow up
Saying what I and others do						
1	Actividades	<a href="#">Az1</a> <a href="#">Az1(audio)</a>	<a href="#">Az1</a> <a href="#">Az1(audio)</a>	Una fiesta	<a href="#">V1</a> <a href="#">V1(audio)</a>	<a href="#">V1</a> <a href="#">V1(audio)</a>
2	Preparar una fiesta	<a href="#">Az2</a> <a href="#">Az2(audio)</a>	<a href="#">Az2</a> <a href="#">Az2(audio)</a>	En mi tiempo libre	<a href="#">V2</a> <a href="#">V2(audio)</a>	<a href="#">V2</a> <a href="#">V2(audio)</a>
3	Hace buen tiempo en verano	<a href="#">Az3</a> <a href="#">Az3(audio)</a>	<a href="#">Az3</a> <a href="#">Az3(audio)</a>	Qué tiempo hace?, qué hacemos?	<a href="#">V3</a> <a href="#">V3(audio)</a>	<a href="#">V3</a> <a href="#">V3(audio)</a>
4	La Tomatina Infantil	<a href="#">Az4</a> <a href="#">Az4(audio)</a>	<a href="#">Az4</a> <a href="#">Az4(audio)</a>	Feria de abril	<a href="#">V4</a> <a href="#">V4(audio)</a>	<a href="#">V4</a> <a href="#">V4(audio)</a>
5	Fiestas Patrias e Inti Raymi en Perú	<a href="#">Az5</a> <a href="#">Az5(audio)</a>	<a href="#">Az5</a> <a href="#">Az5(audio)</a>	Las fallas	<a href="#">V5</a> <a href="#">V5(audio)</a>	<a href="#">V5</a> <a href="#">V5(audio)</a>
6	Geografía física (España)	<a href="#">Az6</a> <a href="#">Az6(audio)</a>	<a href="#">Az6</a> <a href="#">Az6(audio)</a>	Geografía física (México)	<a href="#">V6</a> <a href="#">V6(audio)</a>	<a href="#">V6</a> <a href="#">V6(audio)</a>
Saying what I and others like and dislike doing						
7	Tareas de casa	<a href="#">Az7</a> <a href="#">Az7(audio)</a>	<a href="#">Az7</a> <a href="#">Az7(audio)</a>	Aprender idiomas	<a href="#">V7</a> <a href="#">V7(audio)</a>	<a href="#">V7</a> <a href="#">V7(audio)</a>
8	En el colegio	<a href="#">Az8</a> <a href="#">Az8(audio)</a>	<a href="#">Az8</a> <a href="#">Az8(audio)</a>	De vacaciones	<a href="#">V8</a> <a href="#">V8(audio)</a>	<a href="#">V8</a> <a href="#">V8(audio)</a>
9	De viaje por España	<a href="#">Az9</a> <a href="#">Az9(audio)</a>	<a href="#">Az9</a> <a href="#">Az9(audio)</a>	En la clase de español	<a href="#">V9</a> <a href="#">V9(audio)</a>	<a href="#">V9</a> <a href="#">V9(audio)</a>
Assessment						
10	<b>Azul Term 3 knowledge quiz</b> (vocabulary, grammar) <a href="#">Azul 10 Assessment PPT with audio</a> Azul Knowledge Organiser Term 3 (A & B) <a href="#">as pdf</a> and <a href="#">as PPT</a>			<b>Verde Term 3 knowledge quiz</b> (vocabulary, grammar) <a href="#">Verde 10 Assessment PPT with audio</a> Verde Knowledge Organiser Term 3 (A & B) <a href="#">as pdf</a> and <a href="#">as PPT</a>		
11	<b>Azul Term 3 knowledge quiz</b> (phonics) <a href="#">Azul 11 Assessment PPT with audio</a>			<b>Verde Term 3 knowledge quiz</b> (phonics) <a href="#">Verde 11 Assessment PPT with audio</a>		
12	Un poema	<a href="#">Az12</a> <a href="#">Az12(audio)</a>	<a href="#">Az12</a> <a href="#">Az12(audio)</a>	Un poema	<a href="#">V12</a> <a href="#">V12(audio)</a>	<a href="#">V12</a> <a href="#">V12(audio)</a>
13	Un poema	<a href="#">Az13</a> <a href="#">Az13(audio)</a>	<a href="#">Az13</a> <a href="#">Az13(audio)</a>	Un poema	<a href="#">V13</a> <a href="#">V13(audio)</a>	<a href="#">V13</a> <a href="#">V13(audio)</a>



Key	KS2 Programme of Study
L1	Listen attentively and show understanding by joining in and responding
L2	Link the spelling, sound and meaning of words
S1(a)	Ask and answer questions
S1(b)	Express opinions and respond to those of others
S1(c)	Ask for clarification and help
S2	Speak in sentences
S3	Describe people, places, things and actions orally (to a range of audiences)
R1	Read and show understanding of words, phrases and simple texts
R2	Appreciate stories, songs, poems and rhymes in the language
R3	Read aloud with accurate pronunciation
R4	Understand new words that are introduced into familiar written material
R5	Use a dictionary
W1	Write words and phrases from memory
W2	Adapt phrases to create new sentences
W3	Describe people, places, things and actions in writing
G1	Gender of nouns - definite and indefinite articles
G2	Singular and plural forms of nouns
G3	Adjectives (place and agreement)
G4	Conjugation of key verbs (and making verbs negative)
G5	Connectives and qualifiers, adverbs of time, prepositions of place

