



SPANISH CURRICULUM OVERVIEW

Yew Tree Primary School

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	<p>What does this mean for Spanish?</p> <ul style="list-style-type: none"> • Being able to communicate in a foreign language is an increasingly essential skill in today's diverse, multicultural society. Studying a language improves children's analytical and interpretive capacities as well as their physical, linguistic, cognitive, social and emotional skills. It is one of the best ways to prepare our children for the next steps in their education and for the future beyond. • Our Spanish curriculum is designed to foster children's curiosity, deepen their understanding of the world and provide an opening to other cultures.
	Curriculum Objectives	<ul style="list-style-type: none"> • To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement. 	<ul style="list-style-type: none"> • It's aims are: <ul style="list-style-type: none"> - to introduce children to another language in an enjoyable, fun and accessible way; - to make children aware that language has structure and that the structure differs from one language to another; - to help children develop awareness of cultural similarities and differences; - to support oracy and literacy, and in particular develop speaking and listening skills; - to lay the foundations for future study, helping children to develop positive attitudes to language learning. • Our curriculum encourages all our children, regardless of their background and ability, to achieve their full potential in Spanish lessons. It allows them to express their ideas in Spanish, both in speech and in writing, and provides opportunities for them to communicate for practical purposes as well as developing new ways of thinking.

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:







We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!









Yew Tree Primary School

Spanish Key Grammar and Vocabulary Overview

Blue – prior/revisited learning
Red - new learning







Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 6
Y4	Unit 1 ¡Hola! ¿Cómo estás? Hello! How are you? 	Unit 2 ¡Vamos a contar! Let's count! 	Unit 3 ¿A qué fecha estamos? What's the date? 	Unit 4 ¿De qué color es? What colour is it? 	Unit 5 En mi mochila In my school bag 	Unit 6 Mi familia y yo My family and me 
Unit Overview	Children are introduced to Spain and the Spanish speaking world through map work. They learn to ask and answer simple questions relating to their name and how they are feeling, as well as demonstrate basic understanding by responding to simple classroom instructions. Some simple phonic sounds are introduced.	At the beginning of the half term children learn about <i>Día de los Muertos</i> in Mexico. They dive deeper into basic phonics for numbers up to 20, making predictions about spellings and learning to write the individual words. Using their new knowledge of numbers, pupils build on their bank of simple questions and responses by giving their age. At the end of the half term they learn about <i>La Navidad</i> celebrations in Spain.	At the start of the term, pupils learn about the traditions of <i>Día de los Reyes</i> in Spain. They learn days of the week and months of the year as well as building on previous learning by counting to 31. They also learn to talk about their birthday. They develop more cultural understanding by looking at the dates of popular Hispanic festivals and finish the half term by researching the <i>Carnaval de Cádiz</i> .	Children learn about Spanish adjectives (colours). They create colour sentences using the verb 'ser' and say which colour they like/dislike using simple opinions. They are also introduced to a range of nouns from the story <i>Oso Pardo</i> in Spanish, and begin to explore noun/ adjective order and how it differs from English. New vocabulary is used to create a simple retelling of the <i>Oso Pardo</i> story. Spanish traditions are celebrated once again as children learn about <i>Semana Santa / Pascua</i> .	Children learn to describe the equipment they use at school. They listen to a Spanish rap about the contents of their school bag and begin to develop an understanding of gender and the nuances of Spanish adjectives, as they create short descriptions using the verb 'tener'.	Nouns for pets, such as <i>un gato</i> and <i>un perro</i> , (from <i>Oso Pardo</i>) are revised, along with new pet nouns accompanied by their indefinite article determiner. Children learn to answer the question <i>¿Tienes mascotas?</i> and apply previous learning to describe their pets using colours, other simple adjectives and agreement. They also identify and talk about their immediate family, producing simple family trees about their real or imaginary relatives.
Links to authentic Spanish / Hispanic culture	Identifying Hispanic countries Spanish first names Customs of meeting & greeting each other	<i>Día de los Muertos</i> in Mexico La Navidad	<i>Día de los Reyes</i> Popular Hispanic fiestas <i>Carnaval de Cádiz</i>	<i>Semana Santa</i> <i>Pascua</i>	<i>Cinco de Mayo</i> celebrations in Mexico	<i>La Tomatina</i> in Buñol, Spain

<p>Key Vocab</p>	<p><i>Hola</i> <i>Buenos días</i> <i>Buenas tardes</i> <i>Mucho gusto</i> <i>Adiós</i> <i>Hasta luego</i> <i>¿Cómo estás?</i> <i>¿Qué tal?</i> <i>Estoy...</i> <i>estupendo</i> <i>(muy) bien</i> <i>regular</i> <i>mal</i> <i>fatal</i> <i>¿Cómo te llamas?</i> <i>Me llamo</i> <i>¿Y tú?</i> <i>Escuchad</i> <i>Mirad</i> <i>Repetid</i> <i>Escribid</i> <i>Levantaos</i> <i>Sentaos</i></p>	<p><i>Cuantos años tienes?</i> <i>Tengo ... años</i> <i>uno</i> <i>dos</i> <i>tres</i> <i>cuatro</i> <i>cinco</i> <i>seis</i> <i>siete</i> <i>ocho</i> <i>nueve</i> <i>diez</i> <i>once</i> <i>doce</i> <i>trece</i> <i>catorce</i> <i>quince</i> <i>dieciséis</i> <i>diecisiete</i> <i>dieciocho</i> <i>diecinueve</i> <i>veinte</i> <i>Feliz Navidad</i></p>	<p><i>Números 1-20</i> <i>veintiuno</i> <i>veintidos</i> <i>veintitres</i> <i>veinticuatro</i> <i>veinticinco</i> <i>veintiseis</i> <i>veintisiete</i> <i>veintiocho</i> <i>veintinueve</i> <i>treinta</i> <i>treinta y uno</i> <i>lunes</i> <i>martes</i> <i>miércoles</i> <i>jueves</i> <i>viernes</i> <i>sábado</i> <i>domingo</i> <i>¿Cuándo es tu cumpleaños?</i> <i>Mi cumpleaños es el... de...</i></p>	<p><i>¿De qué color eres?</i> <i>Soy de color...</i> <i>¿De qué color es?</i> <i>Es de color...</i> <i>(no) me gusta...</i> <i>mi color favorito es...</i> <i>rojo</i> <i>azul</i> <i>verde</i> <i>amarillo</i> <i>blanco</i> <i>negro</i> <i>rosa</i> <i>violeta</i> <i>naranja</i> <i>marrón</i> <i>gris</i> <i>multicolor</i> <i>Veo...</i> <i>un perro</i> <i>un gato</i> <i>un pájaro</i> <i>un pato</i> <i>un caballo</i> <i>un pez dorado</i> <i>un oso</i> <i>una rana</i> <i>una oveja</i> <i>una maestra</i></p>	<p><i>¿Qué tienes en tu mochila?</i> <i>Tengo</i> <i>No tengo</i> <i>Hay</i> <i>No hay</i> <i>Necesito</i> <i>un lápiz</i> <i>un bolígrafo</i> <i>un diccionario</i> <i>un libro</i> <i>un cuaderno</i> <i>una sacapuntas</i> <i>un estuche</i> <i>una goma</i> <i>una regla</i> <i>una barra de pegamento</i> <i>rojo/a</i> <i>azul</i> <i>verde</i> <i>amarillo/a</i> <i>blanco/a</i> <i>negro/a</i> <i>rosa</i> <i>violeta</i> <i>naranja</i> <i>marrón</i> <i>gris</i> <i>y</i> <i>pero</i></p>	<p><i>¿Tienes mascotas?</i> <i>Tengo</i> <i>No tengo</i> <i>Me gustaría</i> <i>un perro</i> <i>un gato</i> <i>un pájaro</i> <i>un pez</i> <i>un conejo</i> <i>un hamster</i> <i>un ratón</i> <i>un caballo</i> <i>una tortuga</i> <i>una cobaya</i> <i>una serpiente</i> <i>En mi familia</i> <i>hay</i> <i>mi</i> <i>madre</i> <i>padre</i> <i>hermano</i> <i>hermana</i> <i>abuelo</i> <i>abuela</i> <i>se llama...</i> <i>mis padres</i> <i>mis abuelos</i> <i>mis hermanos</i> <i>mis hermanas</i> <i>se llaman...</i> <i>¿Tienes hermanos?</i> <i>un hermano</i> <i>una hermana...</i> <i>grande</i> <i>pequeño</i> <i>rojo/a</i> <i>azul</i> <i>verde</i> <i>amarillo/a</i> <i>blanco/a</i> <i>negro/a</i> <i>rosa</i> <i>violeta</i> <i>naranja</i> <i>marrón</i> <i>gris</i> <i>y</i> <i>pero</i> <i>también</i></p>
<p>Phonics Coverage</p>	<p>h, ll, ñ, a, o, u, qu, ue</p>	<p>ce, ci, z, v, cu, ñ</p>	<p>j, ñ,, v, ci, z, a, i, cu, qu</p>	<p>j, z, rr, ll, v, a, o, qu, y</p>	<p>u, z, v, y</p>	<p>h, ll, z, j, ue, v, cu, y, rr. ñ</p>
<p>Grammar Coverage</p>	<p>Simple question forms <i>llamarse</i> 1,2 <i>estar</i> 1,2 Orthographic accents Inverted punctuation marks i ¿ Simple idioms Conjunction y</p>	<p>Simple question forms <i>tener</i> 1,2</p>	<p>Simple question forms Possessive adjectives: <i>mi</i> / <i>tu</i>. <i>ser</i> 3 Genitive form: <i>el/la...</i> <i>de...</i></p>	<p><i>ser</i> 1,2 <i>ser</i> 3 Ver 1,2,3,4,6 Notion of gender Singular indefinite articles: <i>un/una</i> Simple nouns Simple adjectives Noun/adjective order Conjunction y</p>	<p>Simple question forms <i>tener</i> 1,2 <i>hay</i> Negation of verbs Gender singular nouns Notion of gender Singular indefinite articles: <i>un/una</i> Simple adjectives Noun/adjective order Adjective agreement Conjunction y Conjunction <i>pero</i></p>	<p>Simple question forms <i>llamarse</i> 3,6 <i>tener</i> 1,2,3,6 <i>hay</i> Possessive adjectives: <i>mi</i> / <i>mis</i> Gender singular nouns Simple adjectives Noun/adjective order Adjective agreement Negation of verbs Conjunctions y / <i>pero</i> Conjunction <i>también</i></p>

Y5	Unit 7 Describimos: ¿Cómo eres? What do you look like? 	Unit 8 Describimos: ¿Cómo es tu carácter? What's your personality like? 	Unit 9 ¿Qué tiempo hace? What's the weather like? 	Unit 10 ¡Buen provecho! Have a good meal! 	Unit 11 ¡Me encanta el deporte! I love sport! 	Unit 12 Mi tiempo libre My free time 
Unit Overview	<p>During this first half term, children continue to build on question forms by learning to ask about and respond to questions about physical appearance. They describe hair and eye colour as well as other parts of their head. They continue to develop their understanding of key grammatical features such as the nuances of adjectives, verb conjugation and the formation of plurals.</p>	<p>Building on language introduced in the last unit, pupils apply prior knowledge of adjectives to describe their own character and that of others. They are introduced to simple intensifiers to strengthen or weaken the meaning of adjectives. Towards the end of the term they produce 'Wanted' posters describing monsters which feature key verbs and descriptive language.</p>	<p>Children develop both their cultural understanding and geographical skills in this unit of work. They are introduced to key phrases and verbs to discuss the weather as well as basic adverbials of time. They also learn the compass points to enable them to discuss the location of Spanish speaking towns, both in Spain and other Hispanic countries. The unit culminates with children planning and producing their own forecasts.</p>	<p>Children are introduced to key vocabulary related to food and drink. They compare the foods eaten in Spain with those of the UK. Pupils learn a new set of nouns introduced with the definite article determiner. They create simple sentences using verbs related to food and drink. Children taste some typically Spanish foods and express their likes and dislikes, incorporating conjunctions to extend sentences further.</p>	<p>Children learn specific vocabulary related to sports. They revisit how to express their preferences, learn to justify their opinions, and say who they do sport with. They also explore adverbs of frequency and use a range of conjunctions to add more detail to their work.</p>	<p>Children learn to discuss what they do in their free time, using present tense verbs. They build on previously learnt adverbs and give the opinions of different people. They also investigate more complex structures, such as subordinate clauses, to add sophistication to their Spanish. The unit culminates with a written piece about hobbies, incorporating key language from the summer term lessons.</p>
Links to authentic Spanish / Hispanic culture	Famous Spanish speakers	<i>Día de los Muertos</i> , Mexico <i>La Navidad / Las Posadas</i> , Mexico & Guatemala	Geography - towns / cities of Spain / Hispanic countries. Authentic weather forecasts / maps	Typical Hispanic foods Food tasting Spanish <i>tapas</i> culture Authentic menus	<i>Cinco de Mayo</i> celebrations in Mexico Spanish/Hispanic sports people	<i>Fiesta de San Fermín</i> in Pamplona, Spain Popular free time activities in Spain/Hispanic countries

<p>Key Vocab</p>	<p><i>¿Cómo es tu pelo / ¿Cómo son tus ojos?</i> tengo tienes tiene el pelo el ojo / los ojos la oreja / las orejas el nariz la boca el diente / los dientes la cabeza rubio castaño pelirrojo largo corto rizado rojo/a/s azul/es verde/s amarillo/a/s blanco/a/s negro/a/s rosa/s violeta/s naranja/s marrón/es gris/es multicolor/es Numbers</p>	<p><i>¿Cómo eres?</i> <i>¿Cómo es tu carácter?</i> soy eres es divertido/a/s simpático/a/s timido/a/s antipático/a/s perezoso/a/s hablador/a/s Inteligente/s deportista/s muy bastante un poco mi madre padre hermano hermana abuelo abuela amigo/a chico chica y pero tambien</p>	<p>tengo calor frio <i>¿Qué tiempo hace?</i> hace calor hace frio hace viento hace sol hay buen tiempo hay mal tiempo está nublado llueve nieva En... (town/city) En el... norte sur este oeste centro hoy por la mañana por la tarde por la noche y pero también sin embargo</p>	<p>quiero quieres comer beber <i>¿Te gusta(n)?</i> me gusta(n) no me gusta(n) me encantan(n) odio prefiero mi comida favorito es y pero también sin embargo el chocolate el queso el jamón el pescado el pollo el chorizo el zumo el helado el pastel el batido el agua la sopa la ensalada la fruta la tortilla la leche la limonada los caramelos los churros los refrescos las verduras las fresas las patatas fritas</p>	<p>juego juegas juega al tenis fútbol hockey rugby bádminton golf baloncesto hago haces hace atletismo ciclismo equitación gimnasia natación boxeo patinaje no <i>¿Te gusta(n)?</i> me gusta(n) no me gusta(n) me encanta(n) odio mi deporte favorito prefiero porque es no es hoy por la mañana por la tarde por la noche siempre a veces a menudo raramente con mi amigo amiga padre madre hermano hermana aburrido difícil peligroso interesante emocionante fenomenal divertido relajante y pero también sin embargo además</p>	<p><i>¿Qué te/le gusta hacer en tu tiempo libre?</i> Me gusta / le gusta No me gusta / No le gusta Me encanta / Le encanta Odio / Odia Me da igual Prefiero jugar con los amigos navegar por internet escuchar música montar en bici bailar jugar a los video juegos ver la televisión leer porque es + adjectives <i>¿Qué haces en tu tiempo libre?</i> Cuando hace calor / frio / sol / llueve juego con mis amigos por la mañana por la tarde por la noche navego por internet escucho música monto en bici bailo veo la televisión leo juego a los video juegos siempre a veces a menudo raramente y pero también sin embargo además</p>
<p>Phonics Coverage</p>	<p>a, o, z, j, ñ, h, ll, y</p>	<p>ge, j, a, o, ue, z, v</p>	<p>h, ce, v, ll, qu, ñ</p>	<p>ci, z, j, a, h, qu, v, ll</p>	<p>gi, j, ci, ce, h, qu, v, ll</p>	<p>j, ci, ce, h, qu, v, ll, ue</p>
<p>Grammar Coverage</p>	<p>Simple question forms tener 1,2,3 Negation of verbs Notion of gender Plural of nouns Definite articles: el/la/los/las</p>	<p>Simple question forms ser 1,2,3 Negation of verbs Notion of gender adjectival agreement : feminine, singular nouns</p>	<p>Simple question forms hacer 3 estar 3 hay Weather verbs – llover 3 nevar 3</p>	<p>Notion of gender Determiner definite articles: el/la/los/las Positive and negative opinions of singular and plural foods Conjunctions y / pero</p>	<p>Positive and negative opinions Definite articles al (a + el) contraction Conjunction porque + simple justifications Range of conjunctions</p>	<p>Present tense of regular -AR /-ER verbs Opinions 1st/3rd person Definite articles Conjunction porque + a range of adjectives / justifications</p>

	<p>Noun/adjective order Adjective agreement: plural nouns Conjunctions <i>y / pero / también</i></p>	<p>use of intensifiers: <i>bastante / muy / un poco</i> Conjunctions <i>y / pero / también</i></p>	<p>Simple adverbs of time Conjunctions <i>y / pero / también / sin embargo</i></p>	<p><i>/ sin embargo</i></p>	<p>Negation of verbs with <i>no / no...tampoco</i> Adverbs of frequency -AR verb conjugation: <i>jugar 1,2,3</i> Irregular verb: <i>hacer 1,2,3</i></p>	<p>Range of conjunctions Negation of verbs Adverbs of frequency Subordinate clauses with <i>cuando</i></p>
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<p>Y6</p>	<p>Unit 13 ¿De dónde eres? Where are you from?</p> 	<p>Unit 14 ¿Cómo es tu pueblo? What's your town like?</p> 	<p>Unit 15 ¡Vamos al café! Let's go to the café!</p> 	<p>Unit 16 Mi rutina diaria My daily routine</p> 	<p>Unit 17 Mi escuela My school</p> 	<p>Unit 18 Un proyecto: Todo sobre mi Transition Project: All about me</p> 
<p>Unit Overview</p>	<p>Children recycle key verbs to discuss the country they are from and their nationality. They conjugate new verbs to talk about where they and others live and which languages they speak. To develop their cultural understanding, they also find out about Spanish speaking countries and world languages.</p>	<p>To further advance their cultural understanding, children investigate typical Spanish-speaking towns and their features. This leads them to talk about their own town - what there is/isn't and what you can/can't do there.</p>	<p>This unit gives pupils the opportunity to use their Spanish for real, practical purposes. After revisiting food/drink vocabulary and examining authentic Spanish menus, children learn transactional language to enable them to order food at a café. They then practise new vocabulary through role play and virtual scenarios.</p>	<p>Children are introduced to clothing as well as revisiting gender rules, opinions and justifications. They also revise descriptive language, including colours. In addition, they learn to talk about the clothing they wear to do different activities, including what they wear for school, and in different weather. Verb infinitive forms are introduced to extend language further.</p>	<p>Children use their own experiences to explore the theme of school. They combine new vocabulary, related to subjects and teachers, with prior knowledge to express and justify preferences, and talk about their school routines. Pupils also have opportunities to compare and contrast the British and Spanish school systems</p>	<p>This final unit gives children the opportunity to use another tense to describe a different time frame. They use the simple future to talk about plans for the summer holidays as well as future career plans. The irregular verb 'ir' is introduced as well as adverbs of time, while infinitive verbs are revisited.</p>
<p>Links to authentic Spanish / Hispanic culture</p>	<p>World languages Hispanic countries</p>	<p>Spanish towns/cities – shops, places in town, opening hours etc</p>	<p>Authentic café/tapas menus Spanish café culture</p>	<p>Spanish fashion designers – Balenciaga / Paco Rabanne / Manolo Blahnik Shops – Zara / Mango</p>	<p>Spanish / British school systems – similarities/ differences</p>	<p>Spanish holiday destinations / activities</p>

<p>Key Vocab</p>	<p>¿Cuál es tu nacionalidad? Soy Eres Es</p> <p>¿Qué idiomas hablas? Hablo Hablas Habla</p> <p>¿Dónde vives? Vivo en.. (country) Vives Vive</p> <p><i>me gusta(n)</i> <i>no me gusta(n)</i> <i>me encanta(n)</i> odio prefiero <i>porque es / no es</i></p> <p><i>Inglaterra / inglés / inglesa</i> <i>británico/a</i> <i>España / español/a</i> <i>Francia / francés / francesa</i> <i>Escocia / escocés / escocesa</i> <i>Gales / galés / galesa</i> <i>Irlanda / irlandés / irlandesa</i> <i>Alemania / alemán / alemana</i> <i>Italia / italiano/a</i> <i>Polonia / polaco/a</i> <i>India / indio/a</i> y <i>pero</i> <i>también</i> <i>sin embargo</i> <i>además</i> <i>sobre todo</i></p>	<p>¿Dónde vives? Vivo en...(town) Mi pueblo/ciudad (no) es... <i>muy / bastante / un poco grande</i> <i>pequeño/a</i> <i>animado/a</i> <i>tranquilo/a</i> <i>bonito/a</i> <i>feo/a</i> <i>interesante</i> <i>moderno/a</i> <i>histórico/a</i> <i>limpio/a</i> <i>sucio/a</i> <i>turístico/a</i> <i>(no) hay...</i> <i>un centro comercial</i> <i>un cine</i> <i>un estadio</i> <i>un supermercado</i> <i>un museo</i> <i>un parque</i> <i>un café</i> <i>una bolera</i> <i>una piscina</i> <i>una biblioteca</i> <i>una escuela</i> <i>unas tiendas</i> <i>(no) se puede</i> ir <i>visitar</i> <i>hacer</i> <i>visjar</i> <i>comer</i> <i>beber</i> <i>leer</i> <i>andar</i> <i>jugar</i></p> <p><i>y</i> <i>pero</i> <i>también</i> <i>sin embargo</i> <i>además</i></p> <p><i>ir a/en</i> <i>coche</i> <i>autobús</i> <i>tren</i> <i>bici</i> <i>moto</i> <i>pie</i></p>	<p><i>las raciones</i> <i>Numbers 1—30</i> un bocadillo el pan con tomate el jamón <i>los calamares</i> <i>las patatas fritas</i> <i>las patatas bravas</i> <i>las gambas</i> <i>una pizza</i> <i>una tortilla</i> <i>una ensalata</i> <i>la sopa</i> <i>los churros (con chocolate)</i> <i>un helado (de vainilla / chocolate)</i> <i>la fruta</i> <i>las bebidas</i> <i>un zumo (de naranja)</i> <i>un té</i> <i>un café</i> <i>un chocolate caliente</i> <i>un agua</i> <i>un refresco</i> <i>un batido (de fresa / de plátano)</i> <i>una limonada</i> <i>una leche</i> Hola <i>Buenos días</i> ¿Qué desea? / ¿Qué quieres? <i>Para comer...</i> <i>Para beber...</i> <i>Quisiera...</i> <i>Me gustaría...</i> Vale ¿Algo más? ¿Cuánto cuesta(n)? Sí No <i>la cuenta</i> <i>por favor</i> <i>gracias</i> adiós</p>	<p>Me despierto Me levanto Me lavo (los dientes) Me visto Desayuno Voy a la escuela Hago mis deberes Ceno Veo la tele Me acuesto Veo la tele No</p> <p>¿A qué hora...? a la uno a las dos tres cuatro cinco seis siete ocho nueve diez once doce y media mediodía medianoche primero entonces luego después finalmente</p> <p><i>y</i> <i>pero</i> <i>también</i> <i>sin embargo</i> <i>además</i></p>	<p>¿Qué estudias? estudio... el inglés el español el religión el dibujo la geografía la historia la informática la música la educación física las matemáticas las ciencias <i>Mi asignatura favorita es</i> <i>Que te gusta(n)?</i> <i>Me gusta(n)</i> <i>No me gusta(n)</i> Odio Prefiero <i>Me encanta(n)</i> <i>Me da igual</i> <i>Me flipa(n)</i> <i>En mi opinión</i> <i>(no) soy bueno/a en...</i> <i>porque es / son muy bastante</i> <i>un poco</i> <i>fácil/es</i> <i>difícil/es</i> <i>divertido/a/s</i> <i>aburrido/a/s</i> <i>interesante/s</i> <i>relajante/s</i> ¿Cómo es tu maestro/a? <i>Mi maestro/a es...</i> <i>Se llama...</i> <i>Señor / Señora/ Señorita</i> <i>Tiene el pelo... / los ojos...</i></p> <p><i>y</i> <i>pero</i> <i>también</i> <i>sin embargo</i> <i>además</i></p>	<p>Consolidation of Y4-6 vocabulary</p>
<p>Phonics Coverage</p>	<p>h, v, ñ, ce, ci, j</p>	<p>h, ce, ci, z, qu, ñ, v, gi, j, ll, ue</p>	<p>ci, ll, j, v, z, h, qu, cu</p>	<p>v, z, cu, ce, ci, ll, h, qu, ue</p>	<p>ñ, ue, j, ll, b/v, qu, ge, gi, ce, ci</p>	
<p>Grammar Coverage</p>	<p>Question forms Conjugation of <i>ser</i> Conjugation of <i>hablar</i> (regular –AR verb)</p>	<p><i>vivir</i> 1,2 <i>ser</i> 3 Noun/adjective order Adjective agreement (no) <i>hay</i> Modal verb <i>se puede</i></p>	<p><i>Querer - quisiera</i> <i>Gustar - me gustaría</i> Definite/indefinite articles Plural of nouns Formal verb forms</p>	<p>Conjugation of regular/irregular present tense verbs: <i>desayunar</i> <i>cenar</i> <i>ver</i></p>	<p><i>estudiar</i> 1,2 <i>ser</i> 1,3, 6 Negation of verbs Positive and negative opinions</p>	<p>Consolidation of Y4-6 grammar</p>

	<p>Conjugation of <i>vivir</i> (regular IR verb)</p> <p>Negation of verbs</p> <p>Opinions</p> <p>Range of conjunctions</p> <p>Conjunction <i>porque</i> + justifications</p> <p>Range of adjectives / justifications</p> <p>Infinitives</p> <p>Adjective agreement</p>	<p>Infinitives</p> <p>Intensifiers</p> <p>Definite/indefinite articles</p> <p>Negation of verbs</p> <p>Range of conjunctions</p> <p>Irregular verb <i>ir</i> 1,2,3</p> <p>Prepositions <i>en/a</i> <i>al</i> (<i>a + el</i>) contraction</p>		<p><i>ir</i></p> <p><i>hacer</i></p> <p>Reflexive verbs:</p> <p><i>despertar</i> 1</p> <p><i>levantarse</i> 1</p> <p><i>lavarse</i> 1</p> <p><i>vestirse</i> 1</p> <p><i>acostarse</i> 1</p> <p>range of sequencers</p> <p>range of conjunctions</p>	<p>Conjunction <i>porque</i> + justifications</p> <p>Intensifiers</p> <p>Definite articles</p> <p>Range of conjunctions</p> <p>Adjectival position</p> <p>Adjective agreement</p> <p><i>llamarse</i> 3</p> <p><i>tener</i> 3</p>	
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