

Term	Autumn One	
Year Three		
Project	Did it rock to live in Stone Age Britain?	
MFL Focus	A new start	
Knowledge and Skills	Crucial knowledge: 1. Greetings - pronounce some greetings in Spanish. 2. Ask and answer a question about "how I am feeling". 3. Introduce myself in Spanish 4. Numbers 1 to 10 5. Different colours in Spanish.	Using knowledge as a skill: In each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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* • 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 • 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.
Vocab	Greetings - Saludos – Hola, ¿Cómo estás? Bien, mal, regular, así así, ¿y tú? Gracias Buenos días, buenas tardes, buenas noches. Introduce yourself: Me llamo... ¿Cómo te llamas? The numbers – Los numeros: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. The colours – Los colores: rojo, azul, verde, rosa, amarillo, marron, blanco, negro, naranja.	
Year Four		
Project	Why do so many people settle in Megacities?	
MFL Focus	Welcome to school – Super learners	
Knowledge and Skills	Crucial knowledge: 1. Greetings- ask and answer several questions about themselves.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening.

	2. Numbers- numbers 1 to 10 and some classroom instructions, read numbers 0 to 20. 3. Days and months-remember days and months. 4. School rooms- say and write the names of rooms in my school. 5. Classroom objects- say and write nouns for classroom items	Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. - 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* - 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 - 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
Vocab	Greetings - Saludos– Hola, ¿Cómo estás? Bien, mal, regular, así así, ¿y tú? Gracias Buenos días, buenas tardes, buenas noches. The numbers – Los números: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte. Classroom instructions (commands) – Las ordenes: miradme, mostradme, escuchad, levantaos, sentaos, repetid. Days of the week - Los días de la semana: lunes, martes, miércoles, jueves, viernes, sábado, domingo (all of them in lower case) Months of the year – meses del año: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre (all of them in lower case). School– El colegio: la clase, el patio, el comedor, la sala de profesores, el aula de informática, los baños, el despacho del director (masculine)/ de la directora (femenine) Classroom objects – Los objetos de la clase: (una) mesa, (un) lápiz, (un) boli, (unas) tijeras, (unas) pinturas, (un)libro, (un) pegamento, (una) regla. Examples: <i>Yo tengo <u>un</u> boli/ I have <u>a</u> pen: yo tengo <u>una</u> regla/ I have <u>a</u> ruler.</i>	
Year Five		
Project	What was the greatest achievement for each civilisation?	
MFL Focus	My school, my subject	
Knowledge and Skills	Crucial knowledge: 1. Talking about us- introduce myself with simple sentences.	Using knowledge as a skill: In each term, children will use the 4 skills using when learning a new language

	2. Explain in more detail how I am feeling. 3. Give some important details about myself and others. 4. Like or dislike a school subject. 5. Give my opinion about school subjects.	• Skill #1: Listening. • Skill #2: Speaking. • Skill #3: Reading. • Skill #4: Writing. • 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.
Vocab	Greetings - Saludos– Hola, ¿Cómo estás? Bien, mal, regular, así así, ¿y tú? Gracias Buenos días, buenas tardes, buenas noches. Introduce yourself: ¿Cómo te llamas? Me llamo... Give information about yourself (part 1): ¿Cuántos años tienes? Tengo diez años. ¿Dónde vives? Vivo en Madrid. Give information about yourself (part 2): Me llamo Lola / Estoy feliz / Vivo en Inglaterra / Mi animal favorito es el perro / Mi color favorito es el Amarillo. Extended feelings/Sentimientos: Estoy feliz, estoy triste, estoy cansado/a, estoy gracioso/a, tengo sed, tengo frio, tengo calor. Talking about others (3rd person, she/he): Se llama... / Vive en... / Tiene... anos School (subjects) – El colegio (asignaturas): geografía, matemáticas, educación física, lectura, inglés, plástica, ciencia, historia, espanol, musica, tecnología, religión, español. Like/Don't like (subjects) Me gusta(n).../No me gusta(n) ... Example: Me gusta la geografía/ No me gustan las matemáticas porque es aburrido / I dont like maths because it is boring.	
Year Six		

Project	Are there mountains in the UK?	
MFL Focus	Everyday life	
Knowledge and Skills	Crucial knowledge: 1. Recall phrases to talk about myself and my feelings 2. Give a simple description about myself 3. Remember and use numbers to 60 4. Understand "o'clock" time phrases 5. Talk about my daily routine in Spanish 6. Answer questions about my daily routine	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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.
Vocab	Review of extended feelings/Sentimientos: Estoy feliz, estoy triste, estoy cansado/a, estoy gracioso/a, tengo sed, tengo frio, tengo calor. Describe myself: (I am...) Soy valiente, soy inteligente, soy rapido, soy deportista, soy amable, soy fuerte. Review numbers 1-20, practise numbers 0-50, learn numbers 50-60: diez, veinte, treinta, cuarenta, cincuenta, sesenta. The time (o'clock) – La hora: ¿Qué hora es? Son las... (plural) / Son las ocho/Son las diez/ Es el medio día (midday) Daily routine phrases (with the time) – Frases de la rutina: Me despierto a las.../ Desayuno a las... / Me cepillo los dientes a las... / Me pongo la ropa a las.../ Me voy a la escuela a las...	

Term	Autumn Two	
Year Three		
Project	When was life in Andover better? The Iron Age or Stone Age?	
MFL Focus	The calendar and celebrations	
Knowledge and Skills	Crucial knowledge: 1. Bonfire night colours - colours linked to Autumn and fireworks. 2. Classroom commands 3. Calendar time-days of the week and months of the year 4. Celebrations -learn about how Christmas is celebrated in Spain.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: • Skill #1: Listening. • Skill #2: Speaking. • Skill #3: Reading. • Skill #4: Writing. • 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* • 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 • 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.
Vocab	The colours – los colores: rojo, verde, azul, amarillo, naranja, blanco, negro, marron, rosa... Classroom instructions (commands) – Las ordenes: miradme, mostradme, escuchad, levantaos, sentaos, repetid. Days of the week - Los días de la semana: lunes, martes, miércoles, jueves, viernes, sábado, domingo (all of them in lower case) Months of the year – meses del año: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre (all of them in lower case).	
Year Four		
Project	Were the Anglo Saxons the ruin of Britain?	
MFL Focus	My local area, your local area	

Knowledge and Skills	Crucial knowledge: 1. Fireworks Poem - write my own fireworks poem 2. Classroom Commands - classroom instructions 3. Places in town – name places in town 3.1 ask ‘where is?’ and classify nouns (masculine and feminine). 4. Christmas Shopping	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. 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* 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 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.
	Vocab	Classroom instructions (commands) – Las ordenes: miradme, mostradme, escuchad, levantaos, sentaos, repetid. Places in town – La ciudad: ¿dónde está...? Aquí esta... / La cafetería, la carnicería, el cine, el colegio, la farmacia, la panadería, la pastelería, el restaurante, el supermercado, el estadio, la zapatería, la perfumería, la juguetería (tienda de juguetes)
Year Five		
Project	Where in Russia would you launch a rocket?	
MFL Focus	Time in the city	
Knowledge and Skills	Crucial knowledge: 1. Understand some facts about a city in Spain. 2. Ask for a ticket 3. Give some simple directions around town. 4. Say and write a simple description of the city. 5. Buy an item and ask for the price. 6. Describe a festive jumper.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing.

		• 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.
Vocab	La ciudad – the city: El zoo, el parque, el museo, la galeria de arte, el cine, el metro, la piscina, el estadio. Ask for an entrance ticket - Pedir un ticket: Quisiera <u>dos</u> entradas para <u>el zoo</u>, por favor. Finding the way/directions - dar direcciones: A la izquierda, a la derecha, recto. Description of city – descripcion de la ciudad: En mi ciudad hay... Example: en mi ciudad hay <i>un parque grande y verde</i>. Buy something and ask for price – Comprar algo y preguntar por el precio: Quisiera Por favor, ¿cuánto es? Un oso de peluche, <i>un libro</i>, las figuras de superhéroes, una mochila, un pijama, unas zapatillas, unos bombones, unos pasteles, unas plantas, unas flores, una muñeca, <i>unas pinturas de colores</i>. Christmas: Papa Noel, un baston de azucar, un oso polar, un calcetin, un regalo, una estrella, un arbol de navidad, un reno.	
Year Six		
Project	Andover or the Canadian Wilderness – which biome would you choose?	
MFL Focus	Where I live, where you live	
Knowledge and Skills	Crucial knowledge: 1. Understand and say some nouns for rooms in the house. 2. Pronounce some objects for the house. 3. Use adjectives to describe rooms in the house. 4. Say and write a sequence of sentences to make a story.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: • Skill #1: Listening. • Skill #2: Speaking. • Skill #3: Reading. • Skill #4: Writing.

	5. Understand new nouns and use them to play a game. 6. Use prepositions to say where things are.	• 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 • 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 • describe people, places, things and actions orally* and in writing
Vocab	Places from a house- La casa: la cocina, el salon, el bano, el comedor, la habitacion, el garaje, el jardin. Objects in the house – objetos de la casa: la puerta, el sillón, la alfombra, la mesa, la ventana, la cama. Adjectives – adjetivos: util, moderno, antiguo, comodo, bonito, pequeno, grande. Prepositions – preposiciones: sobre, delante, debajo de, encima de, en.	

Term	Spring One	
Year Three		
Project	How extreme can Earth be?	
MFL Focus	Animals I like and don't like	
Knowledge and Skills	Crucial knowledge: 1. Understand some animal nouns in Spanish. 2. Ask the question 'What is it?' and say an animal noun as an answer.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking.

	- Tell someone what my favourite animal is. - Recognise plural animals. - Listen and join in a story about animals. - Use a model to write sentences about animals.	Skill #3: Reading. Skill #4: Writing. - 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
Vocab	Animals – animales: vaca, oveja, caballo, perro, gato, serpiente, conejo, pajarito, raton, pez. Animals (2): Que es? Es un/una... My favourite animal – animal favorito: Mi animal favorito es... / example: mi animal favorito es <i>un perro</i>. Plural of animals: vacas, ovejas, caballos, perros, gatos, serpientes, conejos, pajaritos, ratones, peces.	
Year Four		
Project	Were the Vikings Raiders or Traders?	
MFL Focus	Family tree and faces	
Knowledge and Skills	Crucial knowledge: - Learn about Epiphany celebrations in Spain - Say the nouns of four family members. - Write some personal information about a family member. - Understand and say some parts of the face. - Understand simple sentences using numbers and parts of the face.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. listen attentively to spoken language and show understanding by joining in and responding

	6. Write some simple sentences to describe an alien.	• 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.
Vocab	Family members – la familia: mama, papa, hermana, hermano, abuelo, abuela, bebe, perro. Parts of a face – la cara: ojo, oreja, pelo, boca, nariz. Use numbers with it. <i>Dos ojos, una boca, dos orejas...</i>	
Year Five		
Project	What does the evidence tell us about everyday life for men, women and children in ancient Egypt?	
MFL Focus	Healthy eating and going to the market	
Knowledge and Skills	Crucial knowledge: 1. Fruits and vegetables 2. Talk and write about fruits and vegetables 3. Take part in a class survey about favourite fruits and vegetables. 4. Ask for the price of a fruit or vegetable. 5. Participate in a simple shopping conversation. 6. Understand and use instructions to make my own recipe.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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

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Vocab	Fruits and vegetables – frutas y verduras: cebolla, mango, pimiento, plátano, lechuga, zanahoria, uvas, patata. Ask price of fruits and vegetables: ¿Cuánto cuesta...? (for singular item) cuesta ... céntimos. / ¿Cuánto cuestan... (for plural items) cuestan ... euros. Example: ¿cuánto cuesta <i>una cebolla</i>? / ¿cuánto cuestan <i>dos plátanos</i>? Ask for fruits/vegetables: ¿Tienes <i>mangos</i>? Si, tengo. No, no tengo. Steps to make a recipe : lávate las manos, ten cuidado, corta, trocea, pela, lava, pica, pon en el bol, remueve, mezcla, anade, prueba la receta. Numbers – numeros up to 100: cincuenta, sesenta, setenta, ochenta, noventa, cien.	
Year Six		
Project	Why is Mayan culture important to us?	
MFL Focus	Playing and enjoying sport	
Knowledge and Skills	Crucial knowledge: 1. understand and remember some sport nouns. 2. talk about sports I like and dislike. 3. create extended sentences about sports. 4. identify parts of the verb 'jugar'. 5. describe a sport using simple sentences.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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
Vocab	Sports- los deportes: el tenis, el futbol, la gimnasia, el baloncesto, el baile, el balonmano, la natación, el cricket, el ciclismo. I love/ I like/I don't like – Me encanta/Me gusta/ No me gusta, example: I like football / Me gusta el futbol Sentences about sports (1): Me gusta porque es.... / No me gusta porque es.../ Me encanta ... porque es ... <i>Example: me encanta <u>el futbol</u> porque es <u>divertido</u>.</i> Verb to play: yo juego, tu juegas, el juega, nosotros jugamos, vosotros jugais, ellos juegan. Sentences about sports (2): Juego con una raqueta en una pista con las manos.	

Term	Spring Two	
Year Three		
Project	Why should we save Earth's rainforests?	
MFL Focus	Carnival and using numbers	
Knowledge and Skills	Crucial knowledge: 1. Learn about Spanish traditions and take part in carnival celebrations. 2. Say and write some numbers between 1-15. 3. Ask and answer 'How old are you?' 4. Take part in a simple dialogue about myself using familiar questions. 5. read and write dates in Spanish 6. Understand and use Easter vocabulary.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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.
Vocab	The numbers – Los números: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince. Greetings - Saludos– Hola, ¿Cómo estás? Bien, mal, regular, así así, ¿y tú? Gracias Buenos días, buenas tardes, buenas noches. Easter vocabulary: la cesta, los conejos, los huevos, las flores. Ask where they are: ¿dónde están...? Asking age – la edad: ¿cuántos años tienes? Tengo ... años.	
Year Four		
Project	Where does the River Anton begin and end?	
MFL Focus	Face and body parts	
Knowledge and Skills	Crucial knowledge: - Say nouns for parts of the face and body - Understand and respond to face and body parts nouns and commands - Join in a yoga sequence in Spanish. - Join in a yoga sequence in Spanish. - Name the plural of face and body part nouns. - Create an alien and write a simple description.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. - 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.
Vocab	Parts of a face – la cara: el ojo, la oreja, el pelo, la boca, la nariz (singular). Use numbers with it. <i>Dos ojos, una boca, dos orejas...</i> Parts of the body – el cuerpo: los hombros, las rodillas, los pies. (plural) Commands related to body parts – Siente, tocate, mueve. Who is it? – Quien es? Being able to read/make descriptions such as: tengo <i>dos ojos azules</i> , tengo <i>pelo rosa</i> y <i>dos brazos verdes</i> .	
Year Five		
Project	Why does parliament run the country rather than the queen?	
MFL Focus	Clothes, colours, fashions show	
Knowledge and Skills	Crucial knowledge: 1. Understand and name some items of clothing in Spanish. 2. Identify parts of the verb 'llevar' (to wear) to talk about what I'm wearing. 3. Describe clothes I'm wearing using adjectives of colour. 4. Understand a detailed description of a fancy dress outfit. 5. Design and describe a football / sports kit.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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*

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Vocab	Clothes – la ropa: un jersey, una falda, unas deportivas, unos calcetines, unos zapatos, una camisa, un pantalón corto, un pantalón, una camiseta, un vestido. Verb “to wear” – “llevar”: yo llevo, tu llevas, el/ella lleva, nosotros llevamos, vosotros llevais, ellos llevan. Describing your clothes: example - yo llevo <i>un pantalón azul</i>, <i>una camiseta verde</i> y unos zapatos negros. Fancy dress outfit (pirate): un parche, un cinturón, un sombrero.	
Year Six		
Project	Which countries grow cocoa and how do we get chocolate?	
MFL Focus	At the fun fair, my favourite things	
Knowledge and Skills	Crucial knowledge: 1. Understand funfair ride nouns and say whether I like/dislike. 2. Describe funfair rides using adjectives. 3. Plan and describe a new theme park. 4. Talk about my favourite things. 5. La feria de Abril (Andalusian festival tradition)	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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

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Vocab	Funfair rides – la feria: la montaña rusa, las cataratas, las tazas, la mansión encantada, el tobogán, la noria, el barco pirata, el tren fantasma, el tióvivo. Describe funfair: lento/a, alto/a, rápido/a, da miedo, da vueltas, sube y baja, moja/n. Describe a theme park (using rainbow sentences) example: -Bienvenidos a mi feria, se llama -En mi feria hay <i>un tren fantasma que es rápido y sube y baja.</i> Talk about favourite things – Mis cosas favoritas: (favorito/favorita will change depending of the noun if it's masculine or feminine) starters: Mi deporte favorito es... / Mi equipo favorito es... Mi libro favorito es... / Mi animal favorito es... Mi fruta favorita es... / Mi verdura favorita es... Mi color favorito es... Famous festivity in South of Spain - La feria de abril: la portada, las casetas, vestido de flamenca, sevillanas.	

Term	Summer One	
Year Three		
Project	Who were the Romans? What did they do for us?	
MFL Focus	Breakfast, fruit nouns and a hungry giant	
Knowledge and Skills	Crucial knowledge: 1. Understand and say fruit and vegetable nouns. 2. Count fruits and vegetables in Spanish. 3. Understand and enjoy a story about fruits and vegetables. 4. Ask politely for a fruit or vegetable. 5. Write sentences using a model.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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.
Vocab	Fruits and vegetables – frutas y verduras: manzana (roja/verde), melocotón, uvas, tomate, naranja, pera, sandía, melón, pepino, plátano, zanahoria. Numbers – Numeros: once, doce, trece, catorce, quince. Counting fruits: dos manzanas, tres platanos, una sandia. Ask polite for fruits/vegetables: Quisiera... / Gracias / Por favor. Example: quisiera un plátano, por favor.	
Year Four		
Project	Was King Alfred really great? (Local History study)	
MFL Focus	Feeling unwell/ Jungle animals	
Knowledge and Skills	Crucial knowledge: 1. Remember parts of the body and explain why I don't feel well or what hurts. 2. Take part in role play dialogue at the doctor's. 3. Understand and name jungle animals in Spanish. 4. Understand a story and understand adjectives to describe jungle animals. 5. Write a sentence using a noun, a verb and adjectives to describe animals. 6. Write my own jungle explorers' story.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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

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Vocab	Don't feel well: ¿Que te pasa? No me siento bien, me duele la muela, me duele la cabeza, me rompi el brazo, me duele el oído, me duele la barriga. Jungle animals – animales de la jungla: jirafa, mono, elefante, loro, serpiente, tigre. Describing animals: example: <i>La jirafa es marron, amarilla y grande.</i>	

Year Five		
Project	Why would a refugee want to move to Andover?	
MFL Focus	Out of this world	
Knowledge and Skills	Crucial knowledge: 1. Understand words used on an ID card. 2. Ask and answer questions about someone's identity. 3. Name planets in Spanish and use adjectives to describe them. 4. Read and understand simple information about planets. 5. Create an imaginary planet and make a poster with information about it.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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*

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Vocab	Personal information (ID card): nombre, apellido/s, edad, fecha de nacimiento, nacionalidad, dirección. Ask personal information: ¿Cómo estas? Estoy ... / ¿Dónde vives? Vivo en ... ¿Cómo te llamas? Me llamo... / ¿Cuántos tienes? Tengo ... años. ¿Cuál es tu color favorito? Mi color favorito es... / Te gustan los animales? Me gustan ... Planets- los planetas: Tierra, Marte, el Sol, Neptuno, Urano, Jupiter, Venus, Saturno, Mercurio.	
Year Six		
Project	How have the Ancient Greeks influenced the modern western world?	
MFL Focus	Café culture and restaurants	
Knowledge and Skills	Crucial knowledge: 1. Facts about the tapas culture in Spain. 2. Say and write what tapas I like/dislike and ask someone else about their likes and dislikes. 3. Ask for some tapas and drinks politely. 4. Identify and name traditional Spanish breakfast foods and drinks. 5. Create and describe a hotel breakfast menu. 6. take part in a cafe conversation	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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

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Vocab	Tapas: North of Spain tapas are called “Pinchos” in the rest of Spain are called “Tapas”. Gambas, tortilla de patatas, patatas bravas, chorizo, calamares, pulpo. Drinks: agua, zumo, coca-cola, fanta. Like/Dislike tapas: ¿Te gusta?/ ¿Te gustan?/ Me gusta / No me gusta / Me gustan / No me gustan Conversation ordering food: que querías? Quiero ... y por favor. Spanish breakfast – el desayuno: café, colacao, zumo, batido, churros, tostada con mermelada, tostada con mantequilla, cereales.	

Term	Summer Two	
Year Three		
Project	Andover – How do we use our land?	
MFL Focus	Going on a picnic / Aliens in Spain	
Knowledge and Skills	Crucial knowledge: 1. Name and label food items to take on a picnic. 2. Listen to, read and understand a picnic story. 3. Write phrases to build my own picnic story. 4. Understand familiar vocabulary and use the phrase "I live". 5. Ask the question "where do you live" and understand the answer. 6. Apply my language detective skills to learn another language.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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.
Vocab	Food for a picnic: fruta, sandwich, ensalada, bocadillo, agua, zumo. ¿que hay en la cesta? Phrases about picnic: <i>Vamos a la montaña marrón</i> (we are going to the brown mountain). "I live" – Yo vivo: el volcán, la montaña, el bosque, el campo, la playa. Example: Vivo en Madrid/ Vivo en la playa. Ask where do you live?: ¿Donde vives? Vivo en ...	
Year Four		
Project	Is the Costa Brava a world away from our local area?	
MFL Focus	The weather / Ice creams	
Knowledge and Skills	Crucial knowledge: 1. Weather statements in Spanish. 2. Describe the weather in different seasons of the year. 3. Say simple phrases to give the weather forecast. 4. Understand and name ice cream flavours. 5. Talk about ice creams I love, like and dislike. 6. Apply my language detective skills to learn another language.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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*

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Vocab	The weather – El tiempo: hace sol, hace calor, hace frio, hace viento, está lloviendo, está nevando, hay niebla, esta nublado. Give the weather forecast: ¿Donde hace (sol)? En (Madrid) hace sol y hace calor. Icecream flavours- Helados: chocolate, vainilla, menta y chocolate, fresa, nata, limón. Asking for an icecream: Quiero un helado de chocolate. Like/Dislike icecreams: Me encanta/ Me gusta / No me gusta. Example: Me encanta el helado de limón.	
Year Five		
Project	Are we protecting our British wildlife?	
MFL Focus	At the seaside	
Knowledge and Skills	Crucial knowledge: 1. Understand the nouns for items I take to the beach. 2. Recall some sentence starters and use them to talk about the seaside. 3. Understand and say persuasive sentences about visiting the seaside. 4. Create extended sentences about visiting the seaside. 5. Read and understand facts about the seaside. 6. Apply my language detective skills to learn another language.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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

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Vocab	The beach- la playa: ¿Qué hay en la bolsa de playa? En mi bolsa de playa llevo... las chanclas, un sombrero, una gorra, la crema solar, las gafas de sol, un bañador, un frisbee. Seaside: Las olas, la arena, el mar, el castillo de arena, la pelota, el bañista, la bañista, un cubo, una pala, sol, estar mojado/a. Sentences about seaside: Yo como un helado de chocolate. Yo juego a la pelota. La playa es larga y amarilla. El mar es azul y esta tranquilo.	
Year Six		
Project	How have the Ancient Greeks influenced the modern western world?	
MFL Focus	Performance time / Transition to KS3	
Knowledge and Skills	Crucial knowledge: 1. Read and understand a humorous sketch. 2. Adapt a model and write my own café sketch. 3. Take part in a performance of a café sketch. 4. Understand nouns to do with nature or the classroom and take part in a scavenger hunt.	Using knowledge as a skill: Each term, children will use 4 skills that are used when learning a new language: Skill #1: Listening. Skill #2: Speaking. Skill #3: Reading. Skill #4: Writing. • 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

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Vocab	Review of vocabulary in the café: Conversation ordering food: que querías? Quiero ... y por favor. Review of fruits and vegetables: zanahorias, manzana, pina, limones, naranjas, tomates, uvas rojas. Verbs to make a mocktail (in second person- you): utiliza, mide, vierte, haz, mezcla, añade. Indoor vocabulary (class): un boli, un libro, una estantería, un cuaderno, una regla, una calculadora, rotuladores,	