

Spanish Content Overview Years 3-6



Introduction of MFL at Ark Atwood

In September 2019 Ark Atwood started their MFL provision with the following aims: spark an interest in languages among the school community and embed language acquisition in the culture of the school.

Since the start of the programme, there was continuity in the delivery of Spanish lessons throughout lockdowns and school closures. Specialist teachers worked with classroom teachers and pupils in flexible and creative ways. The main aim during school closures was to keep the language momentum going and make sure children stayed engaged.

2019-2020 Academic year

- Autumn term: Spanish lessons were introduced as part of the KS2 school curriculum. Lessons were delivered in an informal game-based 'club style' format with the aim of sparking an interest in languages among pupils.
- Spring term: Spanish lessons acquired a more formal structured format. The term was interrupted due to the COVID outbreak and school closure.
- Summer term: (first school closure): Spanish lessons were delivered as a series of weekly videos planned and recorded specifically for the Ark Atwood pupils by a specialist teacher as an opportunity to learn remotely and keep children engaged. The lessons covered a selection of the '1st year of learning Spanish' topics content that were more appropriate for remote learning.

2020-2021 Academic year

- Autumn term (first half): Spanish lessons were delivered using a mixed format consisting of weekly pre-recorded lessons by a specialist teacher to be used in the class run by the classroom teacher. Due to the disruption caused by the school closure, the decision was to restart and reintroduce the '1st year of learning Spanish' syllabus content.
- Autumn term (second half): Lessons were delivered by the specialist teacher in the classroom.
- Spring term (second school closure): Spanish lessons were delivered through weekly pre-recorded videos to use in the classroom by teachers with the pupils that were attending school and/or to use independently and remotely by the pupils that stayed at home.
- Summer term: Lessons were delivered by the specialist teacher in the classroom.

Points to consider when looking at the content overview table below:

- Spanish lessons take place once a week for 45 minutes. This means the pupils will have about 36 45m. lessons in the year with little time to practise between weekly contact with their Spanish teacher.
- All 4 KS2 years started their Spanish learning from scratch and simultaneously. This means that in the 2020/2021 academic year (as a restart after the aforementioned school closure) all Ark Atwood pupils were in their '1st year of Spanish learning', regardless of their school year. In the coming 2021/2022 academic year, Year 3 pupils will be doing their '1st year of Spanish learning', whereas Years 4 to 6 pupils will be in their '2nd year of Spanish learning'. All lessons reflect this progression and are age appropriate. By 2023/2024, each school year will be doing their 1st, 2nd, 3rd or 4th year of Spanish learning, so school years will 'match' syllabus years.
- The content detailed below is delivered using the Speak Like a Native approach to language acquisition: guided participation in tasks, games and activities that are meaningful, engaging and age appropriate.
- Previous topics are revisited constantly as part of new topics for the following reasons:
 - New information/language is linked to prior knowledge for the learner to construct new meaning.
 - It is key to language acquisition as it allows each child to create a more complex representation of reality, expanding their knowledge.
 - Sentence building: new language as new building blocks. Pupils build more complex sentences each time language is revisited, in a logical progression from simple to rich ideas (with new vocabulary, new forms of the verb, adjective agreement, etc.).
 - To revise and consolidate language, as knowledge and understanding are reinforced and solidified.
 - Topics such as colours, numbers, size, likes and dislikes, countries and continents, people, etc. are revisited, recycled and extended in most units. For example, the theme of countries and continents is introduced in unit 2 (Animals), is revisited in unit 3 (Sports), is revised again in unit 9 (Holidays & celebrations) and once again in unit 11 (Nature).
- Classroom language: In addition to the content below, the teacher will incorporate the use of 'classroom language', meaning every instruction, daily routine phrase, word, etc. is done in the target language, adding new nouns, the use of question words, etc. This will include, for example, the following phrases: put your coats on, put your hands up, where...? who would like to answer...? can I go to the toilet?, well done!, try again!, please wait for your turn, let's all listen to the person that is talking, we are going to... next week we will... etc.

Content Overview

	Topics/units	Autumn Term	Spring Term	Summer Term
		Grammar points/vocab	Grammar points/vocab	Grammar points/vocab
Year 3 OR First year of Spanish learning	Autumn term El colegio (School)	<p>Subject pronouns: <i>yo</i> (I)</p> <p>Verbs: infinitive – present – 1st person sing. <i>soy - estoy</i> (I am) <i>tengo – me gusta –</i> (I have - I like) <i>vivo – voy</i> (I live - I go)</p>	<p>Subject pronouns: <i>tú</i> (you)</p> <p>Verbs: present – 2nd p. sing. <i>eres – estás - tienes</i> (you are – you have) <i>te gusta - vives – vas</i> (you like – you live – you go)</p>	<p>Subject pronouns: <i>yo – tú</i> (I – you)</p> <p>Verbs: present, 1st + 2nd p. sing. <i>soy/eres – estoy/estás -</i> (I am/you are) <i>tengo/tienes – me gusta/te gusta</i> (I have/you have – I like/you like) <i>vivo/vives – voy/vas</i> (I live/you live – I go/ you go)</p>
	Spring term El mundo animal (Animal World)	<p>Adjectives <i>bien – regular – mal</i> (good-regular-not good/bad) <i>colores – números</i> (colours – numbers)</p> <p>Selected (high frequency) topic nouns + articles: <i>la – el</i> (the)</p>	<p>Adjectives <i>feliz – cansado – triste</i> (happy – tired – sad)</p> <p>Selected (high frequency) topic nouns + articles: <i>la – el</i> (the)</p>	<p>Adjectives <i>aburrido - divertido</i> (boring – amusing/fun)</p> <p>Selected (high frequency) topic nouns + articles: <i>la – el</i> (the)</p>
	Summer term Vida Sana: deportes y comida (Healthy lifestyle: sports & food)	<p>Question words <i>¿Cómo...?</i> (How...?) <i>¿Dónde...?</i> (Where...?)</p>	<p>Question words <i>¿Cómo ...estás?</i> (How... are you?) <i>¿Dónde ...vives/vas etc.?</i> (Where.. do you live/go?)</p>	<p>Question words <i>¿Cómo... estás? Estás...</i> <i>¿Dónde... estás? Estoy...</i> (Where are you? I am...) <i>¿Qué... te gusta? Me gusta/no me gusta...</i> (What do you like? I like/don't like...)</p>

Year 4 OR second year of learning Spanish		(Autumn term)	(Spring term)	(Summer term)
	<p>Autumn term Donde vivo: El barrio y la ciudad <i>(Neighbourhood, town/city)</i></p>	<p>Subject pronouns: <i>yo – tú (I – you)</i></p> <p>Verbs: present 1st – 2nd p. sing. - infinitive <i>hago/haces (I do – you do)</i> <i>quiero/quieres + infinitive (I want – you want)</i></p>	<p>Subject pronouns: <i>yo – tú (I – you)</i></p> <p>Verbs: present 1st – 2nd p. sing. - infinitive <i>como/comes (I eat/you eat)</i> <i>juego/juegas (I play/you play)</i></p>	<p>Subject pronouns: <i>yo – tú (I – you)</i></p> <p>Verbs: present 1st – 2nd p. sing. - infinitive <i>estudio/estudias (I study/you study)</i></p>
	<p>Spring term El hogar y la casa <i>(House & home)</i></p>	<p>Adjective agreement (gender) <i>cansado/a - aburrido/a – divertido/a</i> <i>(tired – bored – having fun/amused)</i> <i>colours + gender</i> Prepositions: <i>a (to/at)</i></p> <p>Selected (high frequency) topic nouns + articles: <i>la – el (the)</i></p>	<p>Adjectives (gender/number) Prepositions: <i>en (in/on)</i></p> <p>Selected (high frequency) topic nouns + articles: <i>la – el (the)</i></p>	<p>Adjectives: (gender/number) <i>Enfadada/o (angry)</i> Prepositions: <i>a – en (to-at-in-on)</i></p> <p>Selected (high frequency) topic nouns + articles: <i>la – el (the)</i></p>
<p>Summer term Personas que queremos: familia, amigos y maestros <i>(People we love: family, friends and teachers)</i></p>	<p>Question words <i>¿Cómo...? (How do you...?)</i> <i>¿Dónde quieres...? (Where do you want...?)</i> <i>Quiero... (I want...)</i> <i>¿Qué... quieres + infinitive [hacer]? (What do you want to... [do]?)</i> <i>Quiero + infinitive [hacer]... I want to...</i></p>	<p>Question words <i>¿Cómo se...?... (How do you...?)</i> <i>¿Dónde se...? (Where do you...?)</i> <i>¿Qué comes...? Como/no como... (What do you eat...? I eat/don't eat...)</i></p>	<p>Question words <i>¿Cómo se... ? (How do you...?)</i> <i>¿Dónde estudias... ? (Where...?)</i> <i>¿Qué estudias ... ? Estudio... (What do you study? I study...)</i></p>	

Year 5 OR third year of learning Spanish	Autumn term Trabajo y tiempo libre (Work & leisure time)	(Autumn term) Subject pronouns : <i>Él – ella</i> (he – she) Verbs: present – 3 rd p. sing. masc. and fem. <i>es – está - tiene – le gusta – va - vive</i> (he/she is – has – likes – goes – lives)	(Spring term) Subject pronouns : <i>Él – ella</i> (he – she) Verbs: present – 3 rd p. sing. masc. and fem. <i>hace - quiere – juega – come</i> (he/she/it does – wants – plays – eats)	(Summer term) Subject pronouns: <i>El y ella</i> (introduce: <i>ellos/ellas</i>) (he/she - introduce: they) Verbs: present – 3 rd p. plural. masc. and fem. <i>son – están - tienen – les gusta – van - viven</i> (they are – have – like – go – live)
	Spring term Alrededor del mundo (Around the world)	Adjective agreement Prepositions: <i>a - en - de</i> (to – at – in – on – from - of) Selected (high frequency) topic nouns + articles: <i>la – las - el – los</i> (the)	Adjective agreement Prepositions: <i>a – en - de</i> (to – at – in – on – from - of) Conjunctions: <i>y</i> (and) Selected (high frequency) topic nouns + articles: <i>la – las – el - los</i> (the)	Adjectives: number – gender + number Prepositions: <i>a – en - de</i> Conjunctions: <i>y + porque</i> (and - because) Selected (high frequency) topic nouns + articles: <i>la – las - el - los</i> (the)
	Summer term Vacaciones y celebraciones (Holidays & festivities)	Question words <i>¿Cómo es...?</i> (What's he/she/it like?) <i>¿Dónde tiene...?</i> (Where does he/she it has...?) <i>¿Qué hace/le gusta/quiere...?</i> (What does he/she/it do – like – want?) <i>¿Quién...?</i> (who?)	Question words <i>¿Cómo va...?</i> (How does he/she go...?) <i>¿Dónde vive/está...?</i> (Where does he/she live? Where is he/she?) <i>¿Qué te/le gusta...?</i> (What do you like/ what does he/she like?)	Question words <i>¿Cómo están...?</i> <i>Están cansados...</i> (How are they? They are tired...) <i>¿Dónde van...?</i> <i>Van a...</i> (Where do they go? They go to...) <i>¿Qué comen...?</i> <i>Comen...</i> (What do they eat..? They eat...) <i>¿Por qué?</i> (Why?)

Year 6 OR fourth year of learning Spanish		(Autumn term)	(Spring term)	(Summer term)
	Autumn term El cuerpo y la ropa (Body & clothes)	<p>Subject pronouns: <i>Él y ella - ellos/as</i> (he/she/ they)</p> <p>Verbs: Present - infinitive 3rd p. sing. masc. and fem. 2nd p. plural <i>hacen – quieren – juegan – comen</i> (they do/want/play/eat)</p>	<p>Subject pronouns: <i>tú y yo</i> (introduce: <i>nosotros/as</i>) (I/you: introduce : we)</p> <p>Verbs: Present – infinitive 1st - 2nd p. sing. 1st p. plural m. and f. <i>somos – estamos - tenemos – vivimos - vamos</i> (We are/have/live/go)</p>	<p>Subject pronouns: <i>tú y yo - él y ella</i> (introduce: <i>nosotros/vosotros</i>) (I/you/he/she/it/introduce: you/they)</p> <p>Verbs: 1st - 2nd - 3rd person sing. and plural m. and f. <i>Son/somos – están/estamos – tienen/tenemos – les gusta/nos gusta</i> (We/You are/have/like/dislike)</p>
	Spring term La naturaleza y el aire libre (The great outdoors: Nature)	<p>Adjectives: number – gender + number Prepositions: <i>a – en – de</i> (at/in/on/from/of) Conjunctions: <i>porque + y</i> (because/and)</p> <p>Selected (high frequency) topic nouns + articles: <i>la – las – el - los</i> (the)</p>	<p>Adjectives: number – gender + number Prepositions: <i>a – en – de</i> (at/in/on/from/of) Conjunctions: <i>porque + y</i> (because/and)</p> <p>Selected (high frequency) topic nouns + articles: <i>la – las – el – los</i> (the)</p>	<p>Adjectives: number – gender + number Prepositions: <i>a – en – de</i> (at/in/on/from/of) Conjunctions: <i>porque + y</i> (because/and)</p> <p>Selected (high frequency) topic nouns + articles: <i>la – las – el - los</i></p>
Summer term Historias: libros, películas y juegos (Films, books & games)	<p>Question words <i>¿Cómo están...? Están cansados..</i> (How are they? They are tired...) <i>¿Dónde van...? Van al ...porque...</i> (Where do they go? They go to...because...) <i>¿Qué hacen...? Están ... porque...</i> (What are they doing? They are...because...) Introduce: <i>¿Cuándo...? (when...?)</i></p>	<p>Question words <i>¿Cómo están...? Estamos cansados...</i> (How are you...? We are tired...) <i>¿Dónde vamos...? Vamos a ...</i> (Where do you go? We go to..) <i>¿Qué comen...? Comemos ...</i> (What do you eat...? We eat...)</p>	<p>Question words <i>¿Cómo están...? Están cansados porque...</i> (How are they? They are tired because..) <i>¿Dónde están...? Están en ...</i> (Where are they?... They are...because...) <i>¿Qué comen...? Comen ... porque...</i> (What do they eat?... They eat...because...)</p>	

Progression – ‘Can do’ statements (per year)

		Year 3 or first year of learning Spanish	Year 4 or second year of learning Spanish	Year 5 or third year of learning Spanish	Year 6 or fourth year of learning Spanish
Comprehension/reception	Listening	<p>Can show understanding of a few single words and very short phrases through physical response, provided they are spoken slowly and clearly in a defined context with the help of body language and visual aids.</p> <p><u>For example:</u> very simple instructions: “Please be quiet” a few words in a simple song/rhyme or included in the year topics: ‘red car’, ‘small cat’ greetings: ‘Good morning’, ‘See you soon’</p>	<p>Can show understanding of a few familiar words and short phrases included in the year topics through physical response, provided they are spoken slowly and clearly in a defined context with the help of body language and visual aids.</p> <p><u>For example:</u> ‘How are you today?’ ‘Are you tired/bored?’</p>	<p>Can understand some familiar words, phrases and short simple sentences related to the year topics, provided they are spoken slowly and clearly in a defined context with the help of body language and visual aids.</p> <p><u>For example:</u> ‘Where are you going to go?’ ‘What does she/he like? He likes playing in the park’</p>	<p>Can understand a range of familiar and some unfamiliar words, phrases and more complex sentences, provided they are spoken slowly and clearly in a defined context sometimes with visual aid.</p> <p>Can follow speech that is very slow and carefully articulated, with long pauses to assimilate meaning (e.g. simple descriptions of a place, object, person or action).</p> <p><u>For example:</u> ‘She likes to eat hot food and vegetables’, ‘I’m tired and sad today’, ‘Are you ready to start?’, ‘I need an umbrella for the rain’.</p>
	Reading	<p>Can recognise, read and understand a few single words accompanied by pictures from a song/rhyme and from the topics mentioned in the table below.</p> <p><u>For example:</u> noun + colour: ‘yellow fruit’ or ‘big house’</p>	<p>Can recognise, read and understand a few familiar words and short phrases accompanied by pictures from a song/rhyme and from the topics mentioned.</p> <p><u>For example:</u> article + noun (+ colour/adjective): ‘the red house’, ‘the shops’, ‘the grandparents’</p>	<p>Can recognise, read and understand some familiar words, phrases and simple sentences in a short passage or familiar song, a single phrase at a time, sometimes with visual aid, and rereading as required concerning the topics mentioned.</p> <p><u>For example:</u> ‘The playground and the café are nice’, ‘I like it when it’s cold’, ‘Where are my friends?’</p> <p>Can use a dictionary/online translator with support.</p>	<p>Can read and understand short, very simple texts, rereading as required, concerning the topics mentioned.</p> <p><u>For example:</u> ‘She studies maths, likes animals and lives in England. He studies English, he doesn’t like sports and lives in Spain. They are friends.’</p> <p>Can use a dictionary/online translator.</p>

Expression/production	Speaking	<p>Can use some basic, formulaic expressions <u>For example:</u> 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'Sorry'</p> <p>Can ask and answer very simple pre-learned rehearsed short questions for very basic information and understand 1-2 word answers.</p> <p><u>For example:</u> 'What's your name?', 'How are you?' , 'Where are you?' 'I'm ok', 'My name is ...'.</p>	<p>Can ask and answer simple and familiar pre-learned questions using short, rehearsed expressions for routine situations and relying on gestures to reinforce the information.</p> <p><u>For example:</u> 'What are you eating?' 'What are you studying?'</p>	<p>Can ask and answer simple familiar rehearsed questions in areas of immediate need or on familiar topics producing short phrases and sentences relying on the help of the other speaker.</p> <p><u>For example:</u> 'What does she/he do? She/he eats..'</p> <p>Can engage in a very basic conversation of a factual nature. (e.g. a short sentences/questions about a story in a book; express feelings/interests).</p> <p><u>For example:</u> 'Where does she/he live? He/she lives in...'</p>	<p>Can interact in a simple way but communication is totally dependent on repetition of speech, rephrasing and repair on a predictable topic delivered directly to him/her in clear and slow manner by a sympathetic speaker.</p> <p>Can engage in a simple conversation of a factual nature (e.g. questions about a familiar story in simple, short sentences/questions; express feelings and some opinions).</p> <p><u>For example:</u> 'Where are they going? They are going to the park' 'Do you like dogs? No I don't like dogs, I like cats.'</p>
		<p>Can name things using simple rehearsed words and express a feeling using single words accompanied by body language.</p> <p><u>For example:</u> 'happy,' 'tired', 'sad'</p> <p>Can describe very simple things adding one adjective. <u>For example:</u> colour/size: 'blue notebook'</p>	<p>Can produce very simple rehearsed phrases about themselves, people, objects, actions and places.</p> <p><u>For example:</u> 'I play', 'I'm angry'</p> <p>Can describe very simple things using words, single phrases and formulaic expressions, provided he/she can prepare in advance and use a model. <u>For example:</u> 'in the kitchen', 'the white bathroom'</p>	<p>Can produce simple mainly isolated sentences about themselves, people, objects, actions and places.</p> <p><u>For example:</u> 'I like', 'she/he likes'</p> <p>Can describe things/people/places using simple phrases, formulaic expressions and possibly short sentences, provided he/she can prepare in advance and use a model. <u>For example:</u> 'I want food', 'I like the rain'</p>	<p>Can produce sentences to describe themselves, people, objects, actions and places. Can describe simple aspects of everyday life in a series of sentences provided he/she can prepare in advance. Can tell a very simple short story prepared in advance.</p> <p><u>For example:</u> 'In the summer they go to the park. They play sports and have a picnic. The weather is warm and they are happy.'</p>
	Writing	<p>Can recognise and write the letters of the alphabet.</p> <p>Can write simple words and basic phrases using a model. <u>For example:</u> 'boring game' or 'fun park'</p>	<p>Can write simple words and isolated short phrases to give basic information with the use of a model and visual aid.</p> <p><u>For example:</u> 'the supermarket', 'in the park', 'in the garden'.</p>	<p>Can write short sentences and basic descriptions of people, places, things and actions with a model and sometimes from memory.</p> <p><u>For example:</u> 'She goes by car', 'He is tired', 'on the red bus', 'He likes to eat fruit'</p>	<p>Can write a basic text as a series of very short sentences using simple connectors (e.g. about hobbies, likes/dislikes, using simple words and expressions, with reference to a dictionary).</p> <p><u>For example:</u> 'I like to play games and study Spanish. I go to school by bus. I live with my grandparents and have three pets.'</p> <p>Can adapt sentences to create new ones and manipulate language with support.</p>

Grammar	<p>Can show some awareness of simple nouns and adjectives position (colour/size).</p> <p>Can use 1st and 2nd person pronoun sing. with 1-2 high frequency verb forms with support.</p> <p><u>For example:</u> 'I have', 'You are'</p>	<p>Can show awareness of the use of articles with a few nouns, position and agreement of a few adjectives, and 1st and 2nd sing. person pronoun with 2-3 high freq. verb forms.</p> <p>Can build a very short sentence with support.</p> <p><u>For example:</u> 'I study at school', 'you do sport'</p>	<p>Can apply some rules of the use of articles, agreement of some adjectives, 1st, 2nd and 3rd person pronouns with a few high frequency verbs in the present tense, with support.</p> <p>Can build a short sentence.</p> <p><u>For example:</u> 'She has (a yellow car)' 'They eat in a restaurant. They are vegetarian.'</p>	<p>Can use some high frequency verb forms, nouns, articles and adjectives to form simple sentences using most personal pronouns, and have a basic repertoire of words and phrases related to people, places, things and actions.</p> <p><u>For example:</u> 'I go the shops. I have to buy clothes, They need a jacket. Let's go to the restaurant and have some food. What do you like?'</p>
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Topic vocabulary

Regarding vocabulary and what words should a child know and by when, it's tricky to give an exact lexical set, but we do follow the table below. This can sometimes be extended. As a guideline:

- We'd always expect the children to recognise more words than they can use.
- We cannot guarantee which specific word a child will remember as it's related, to a great extent, to which words of the ones introduced the child finds significant.
- This specific vocabulary would be integrated with the grammar content included per term/year.

Vocabulary: high frequency topic related nouns & verbs

Year 3 OR first year of learning Spanish

El colegio (School)	<p>la/el profesora/o – maestro/a (teacher); los niños/chicos (children); el cuaderno (notebook); los días de la semana (days of the week); la clase (classroom); el patio (playground); el baño (toilet); el lápiz (pencil); el estuche (pencil case); la mochila/valija (school bag); un libro (a book); el pegamento (glue); una goma (a rubber); unas tijeras (scissors); una regla (a ruler); un bolígrafo (a pen)</p> <p>School activities: Cantar (sing); contar (count); pintar (painting); aprender (learn); hacer ejercicio (do exercise); escribir (write); jugar (play)</p>
Los animales (Animals)	<p>el perro (dog); el gato (cat); el caballo (horse); la vaca (cow); el pingüino (penguin); el elefante (elephant); el león (lion); la jirafa (giraffe); el conejo (rabbit); la tortuga (tortoise); la liebre (hare); el mono (monkey)</p> <p>Parts of the body: las patas (legs); las manos (hands); los brazos (arms); la cabeza (head); el pelo (hair); los ojos (eyes)</p> <p>Continents: África; Asia; América; Oceanía; Europa; Antártida</p>
Vida sana: Deportes y La comida (Sports & Food)	<p>Revisit: parts of the body – continents -</p> <p>el deporte (sport); correr (run); saltar (jump); nadar (swimming); el fútbol (football); el tenis (tennis); la pelota (ball); el juego (games); la cancha (field/ground/court); las botas (boots); el equipo (team); la raqueta (raquet); jugar (play); el golf (golf), el rugby (rugby), el baloncesto (basketball)</p> <p>la comida (food); las frutas (fruit); las verduras (vegetables); la carne (meat); las bebidas (drinks); el plátano (banana); la manzana (apple); la naranja (orange); el tomate (tomatoe); el brócoli (broccoli); la leche (milk); el jugo (juice), el limón (lemon); el huevo (egg); los caramelos (sweets); el supermercado (supermarket)</p> <p>el país (country); el idioma (language); hablar (speak); nacionalidad (nationality); el mapa (map); vivir (live)</p>

Year 4 OR second year of learning Spanish

<p>El barrio y la ciudad (Neighbourhood, town & city)</p>	<p>Revisit & extension: food – animals - sports</p> <p>El parque (the park); los juegos (playground); el café (cafe); el hospital (hospital); el cine (cinema/theatre); el centro deportivo (sports centre); la biblioteca (library); las tiendas (shops); el supermercado (supermarket); el centro comercial (shopping centre); el correo (post office); el café (cafe); la comisaría (pólice station); el colegio (school); el zoológico (zoo)</p> <p>El restaurante (restaurant); comer (eat); el menú (menú); pedir (order); el/la camarero/a (waiter); vegetariano (vegetarian); vegano (vegan); las alergias (allergy); la cuenta (check); pagar (pay);</p> <p>Transporte: la parada de autobús (bus stop); la estación de tren (train station); el autobús (bus); el tren (train); el metro (underground)</p>
<p>El hogar/la casa (Home/House)</p>	<p>Revisit & extension: games – food (cooking)-</p> <p>la casa (house); el piso (flat); la cocina (kitchen); el salón (living-room); el baño (bathroom); el jardín (garden); la habitación (bedroom); las tareas domésticas (house chores/routine); hacer la limpieza (clean); hacer la cama (make the bed); hacer las compras (shop); hacer la comida (make lunch/dinner); el desayuno (breakfast); el almuerzo (lunch); la merienda (tea); la cena (dinner);</p>
<p>Personas que queremos (People we love)</p>	<p>Revisit & extension: animals (pets) – school (people)</p> <p>la mamá (mum); el papá (dad); el hermano (brother); la hermana (sister); la mascota (pet); la abuela (grandmother); el abuelo (grandfather); la/el prima/o (cousins); la tía (aunt); el tío (uncle); la madrastra (stepmum); el padrastro (stepdad); el/la hermanastro/a (stepbrother/stepsister);</p> <p>teachers (maestros) – classmates (compañeros) – friends (amigos) -</p>

Year 5 OR third year of learning Spanish

<p>Trabajo y tiempo libre (work & leisure time)</p>	<p>Revisit & extension: school – sports – people we love – house/home – places in town/where I live</p> <p>Las asignaturas (subjects): las matemáticas (maths); los idiomas (languages) música (music); artes (art); gimnasia (PE); el primario (primary school); el secundario (secondary school); los deberes (homework); el recreo (breaktime)</p> <p>Los pasatiempos (hobbies); el fin de semana (weekend); los libros (books); los juegos (games); juguetes (toys); la computadora (computer); el cine (cinema); el teatro (theatre); la historia (story); ganar (win); perder (lose); divertirse (have fun); los jugadores (players); la pelota (ball);</p> <p>Los trabajos (jobs), el/la médico/a (doctor); el vendedor (shop assistant); el/la maestro/a (teacher); el/la camarero/a (waiter); el/la cocinero/a (cook)</p>
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Alrededor del mundo (Around the world)	Revisit & extension: Continents - food – countries – transport – animals Viajar (travel/commute); el auto (car); el avión (plane), el tren (train); la estación (station), el aeropuerto (airport); el barco (boat); el pasaporte (passport); los boletos (tickets); las vacaciones (holidays); los países (countries); las ciudades (cities); el hotel (hotel); las montañas (mountains); la playa (beach); el mar (sea)
Vacaciones y celebraciones (Holidays & celebrations)	Revisit & extension: Days of the week (dates) - food – countries - people we love - Las vacaciones (holidays); el auto (car); el tren (train); el avión (plane); la valija (suitcase); la comida (food); la playa (beach); el campamento (camping); ir (go); Las estaciones del año (seasons); los meses (months); el verano (Summer); el invierno (Winter); el otoño (Autumn); la primavera (Spring); el calor (hot), el frío (cold); la lluvia (rain); las flores (flowers); los árboles (trees); la nieve (snow); el sol (sun); el cumpleaños (birthday); las celebraciones (festivities); el año nuevo (new year)
Year 6 OR fourth year of learning Spanish	
El cuerpo y la ropa (Body and clothes)	Revisit & extension: parts of the body – seasons - people we love – sports – celebrations - El cuerpo (body); la salud (health); el ejercicio (exercise); los dientes (teeth), el pelo (hair), la ropa (clothes); la chaqueta (jacket); el vestido (dress), el pantalón (trousers); los zapatos (shoes); el paraguas (umbrella); la ropa de verano (Summer clothes); la ropa de invierno (Winter clothes); la ropa deportiva (sportswear); la ropa de fiesta (partywear);
La naturaleza (Nature)	Revisit & extension: continents – animals – countries – leisure time – sports – celebrations - Las plantas (plants); la selva (jungle); el agua (water); el mar (sea); el medioambiente (environment); los pájaros (birds); los árboles (trees); la contaminación (pollution); el clima (climate/weather); el espacio (space)
Historias: libros, películas y juegos (books, films & games)	Revisit & extension: leisure time – animals – sports – games – people we love - Los juegos de computadora (computer games); las películas (films); los libros (books); los personajes (characters); las historias (stories); los cuentos (stories), la realidad virtual (virtual reality); el mundo en línea (online world), los sitios web (websites); los blogs (blogs), la ficción (fiction); el ajedrez (chess); los torneos (tournaments); el tablero (board); las cartas (cards); el partido (the game/match)

