

**Sandy Hill  
Academy**



**Languages Curriculum**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>1<sup>st</sup> Year Spanish</b>	<b>Meet and Greet</b> 	<b>My Body</b> 	<b>Time to Eat</b> 	<b>The People Around Me</b> 	<b>Tell Me When</b> 	<b>All About School</b> 
<b>2<sup>nd</sup> Year Spanish</b>	<b>My Town</b> 	<b>Let's Go</b> 	<b>Shopping</b> 	<b>The Wider World</b> 	<b>My Routine</b> 	<b>Free Time</b> 
<b>3<sup>rd</sup> Year Spanish</b>	<b>All About Me</b> 	<b>The Way We Look</b> 	<b>Eating Out</b> 	<b>My World</b> 	<b>In The Classroom</b> 	<b>Our Past</b> 
<b>4<sup>th</sup> Year Spanish</b>	<b>Exploring a Spanish Town</b> 	<b>Our Shops</b> 	<b>Discovering Spain</b> 	<b>At what time?</b> 	<b>Our wonderful world</b> 	<b>To the next adventure</b> 

Strand	Lower Key Stage 2	Upper Key Stage 2
<p style="text-align: center;"><b>Listening and Speaking/Oracy</b></p>	<p><b>KS2 Languages National Curriculum</b> Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a repeat modelled words;</li> <li>b listen and show understanding of single words through physical response;</li> <li>c repeat modelled short phrases;</li> <li>d listen and show understanding of short phrases through physical response.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a listen and show understanding of simple sentences containing familiar words through physical response;</li> <li>b listen and understand the main points from short, spoken material in Spanish;</li> <li>c listen and understand the main points and some detail from short, spoken material in Spanish.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise a familiar question and respond with a simple rehearsed response;</li> <li>b ask and answer a simple and familiar question with a response;</li> <li>c express simple opinions such as likes, dislikes and preferences;</li> <li>d ask and answer at least two simple and familiar questions with a response.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a engage in a short conversation using a range of simple, familiar questions;</li> <li>b ask and answer more complex questions with a scaffold of responses;</li> <li>c express a wider range of opinions and begin to provide simple justification;</li> <li>d converse briefly without prompts.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a name objects and actions and may link words with a simple connective;</li> <li>b use familiar vocabulary to say a short sentence using a language scaffold;</li> <li>c speak about everyday activities and interests;</li> <li>d refer to recent experiences or future plans.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a say a longer sentence using familiar language;</li> <li>b use familiar vocabulary to say several longer sentences using a language scaffold;</li> <li>c refer to everyday activities and interests, recent experiences and future plans;</li> <li>d vary language and produce extended responses.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify individual sounds in words and pronounce accurately when</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a pronounce familiar words accurately using knowledge of letter string</li> </ul>

	<p>modelled;</p> <ul style="list-style-type: none"> <li><b>b</b> start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li><b>c</b> adapt intonation to ask questions or give instructions;</li> <li><b>d</b> show awareness of accents; begin to pronounce words accordingly.</li> </ul>	<p>sounds to support, observing silent letter rules;</p> <ul style="list-style-type: none"> <li><b>b</b> appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li><b>c</b> start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li><b>d</b> adapt intonation, for example to mark questions and exclamations.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> name nouns and present a simple rehearsed statement to a partner;</li> <li><b>b</b> present simple rehearsed statements about themselves, objects and people to a partner;</li> <li><b>c</b> present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> manipulate familiar language to present ideas and information in simple sentences;</li> <li><b>b</b> present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li><b>c</b> present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> say simple familiar words to describe people, places, things and actions using a model;</li> <li><b>b</b> say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li><b>b</b> manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li><b>c</b> use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> read and show understanding of familiar single words;</li> <li><b>b</b> read and show understanding of simple phrases and sentences containing familiar words</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> read and show understanding of simple sentences containing familiar and some unfamiliar language;</li> <li><b>b</b> read and understand the main points from short, written material;</li> <li><b>c</b> read and understand the main points and some detail from short, written material.</li> </ul>
<b>Reading and Writing/Literacy</b>	<p><b>KS2 Languages National Curriculum</b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use strategies for memorisation of vocabulary;</li> <li><b>b</b> make links with English or known language to work out the meaning of new words;</li> <li><b>c</b> use context to predict the meaning of new words;</li> <li><b>d</b> begin to use a bilingual dictionary to find the meaning of individual words in Spanish and English.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li><b>a</b> use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li><b>b</b> use a bilingual dictionary to identify the word class;</li> <li><b>c</b> use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in Spanish and in English.</li> </ul>

	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify individual sounds in words and pronounce accurately when modelled;</li> <li>b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>c adapt intonation to ask questions or give instructions; identify differences between Spanish and English punctuation;</li> <li>d show awareness of accents; begin to pronounce words accordingly.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>d adapt intonation for example to mark questions and exclamations in a short, written passage.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write single familiar words from memory with understandable accuracy;</li> <li>b write familiar short phrases from memory with understandable accuracy;</li> <li>c replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write a simple sentence from memory using familiar language;</li> <li>b write several sentences from memory with familiar language with understandable accuracy;</li> <li>c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a copy simple familiar words to describe people, places, things and actions using a model;</li> <li>b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>c write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>c use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
<p><b>Stories, Songs, Poems and Rhymes</b></p>	<p><b>KS2 Languages National Curriculum</b> Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li>b listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li>b follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li>c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a join in with actions to accompany familiar songs, stories and rhymes;</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a follow the text of a familiar song or story;</li> </ul>

	<p>b join in with words of a song or storytelling.</p>	<p>b follow the text of a familiar song or story and sing or read aloud; c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</p>
<p><b>Grammar</b></p>	<p><b>KS2 Languages National Curriculum</b> Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li>b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;</li> <li>c use the correct form of some regular and high frequency verbs in the present tense in first and second person; compare with English;</li> <li>d use the present tense of some high frequency verbs in the third person singular;</li> <li>e use a simple negative form;</li> <li>f show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</li> <li>g recognise and use the first person possessive determiners (mi, mis);</li> <li>h recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;</li> <li>i conjugate a high frequency verb (ir – to go) in the present tense; show awareness of subject-verb agreement;</li> <li>j use simple prepositions in their sentences;</li> <li>k use the verb ‘ser’ in the present tense in the third person singular and plural;</li> <li>l use the present tense of the verb ‘estar’ in a set phrase to introduce singular and plural nouns;</li> <li>m use the present tense of the verb ‘gustar’ in the first person singular with singular and plural nouns.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify word classes;</li> <li>b demonstrate understanding of gender and number of nouns and use appropriate determiners;</li> <li>c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</li> <li>d name and use a range of conjunctions to create compound sentences;</li> <li>e use some adverbs;</li> <li>f use some regular and high frequency verbs in present tense in the first, second and third person singular applying subject-verb agreement;</li> <li>g use the verb ‘estar’ to locate places, things or people;</li> <li>h recognise and use the simple future tense of a high frequency verb; compare with English;</li> <li>i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it’s formed;</li> <li>j recognise and use the first and third person singular possessive determiners (mi, mis, su, sus);</li> <li>k recognise and use a range of prepositions;</li> <li>l use the third person plural of a few high frequency verbs in the present tense;</li> <li>m conjugate a high frequency verb in the present tense;</li> <li>n recognise and use a high frequency verb in the perfect tense; compare with English;</li> <li>o follow a pattern to conjugate a regular verb in the present tense;</li> <li>p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</li> </ul>

# Meet and Greet

## Key Vocabulary

f = feminine    m = masculine



¡Buenos días!  
Good morning!

¡Buenas tardes!  
Good afternoon!

¡Buenas noches!  
Good evening!



¡Hola!  
Hello!

¡Adiós!  
Goodbye!

¡Hasta luego!  
See you later!



¡Hasta pronto!  
See you soon!

¡Hasta mañana!  
See you tomorrow!

¡Feliz fin de semana!  
Have a nice weekend!



Señor (m)  
Mr

Señora (f)  
Mrs

Señorita (f)  
Miss



## How Are You Feeling?



fenomenal  
great

bien  
well

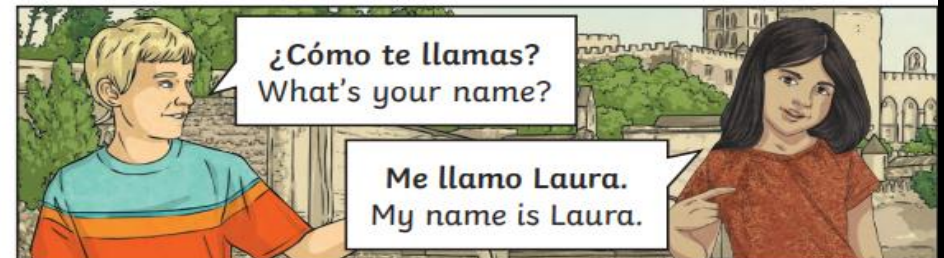
regular  
so-so



mal  
bad/not well

fatal  
dreadful

¿Y tú?  
And you?



## Meet and Greet

### Numbers 0 to 10

cero 0	uno 1	dos 2
tres 3	cuatro 4	cinco 5
seis 6	siete 7	ocho 8
nueve 9	diez 10	

### How Old Are You?

¿Cuántos años tienes?	How old are you?
Tengo ... años.	I am ... years old.
Tengo siete años.	I am seven years old.













### Key Knowledge and Grammar

La edad Age	In Spanish, the phrase ' <b>Tengo ... años</b> ' literally means 'I have ... years' rather than 'I am ... years old', e.g. <b>Tengo nueve años</b> . [I am nine years old.]
Pronunciación Pronunciation	<p>Here are a few tips to work on your pronunciation in Spanish:</p> <p>The letter '<b>h</b>' is always silent unless it is next to the letter '<b>c</b>' (ch), e.g. <b>hola</b> [hello].</p> <p>The letter '<b>c</b>' is pronounced like an English 'th' when in front of an 'i' or 'e', e.g. <b>cero</b> [zero], <b>cinco</b> [five].</p> <p>In Spain, the letter '<b>z</b>' is always pronounced like an English 'th', e.g. <b>diez</b> [ten].</p> <p>In Spain, the letter '<b>v</b>' is pronounced 'b', e.g. <b>nueve</b> [nine].</p> <p>The letters '<b>ll</b>' are pronounced 'y' like in 'yesterday', e.g. <b>me llamo</b> [I'm called].</p> <p>The letter '<b>ñ</b>' is pronounced 'nye' like in 'new', e.g. <b>señor</b> [sir, Mr].</p> <p>The letters '<b>qu</b>' only appear before the vowels 'e' and 'i' and the 'u' is always silent, e.g. <b>¿Qué tal?</b> [How are you?].</p>



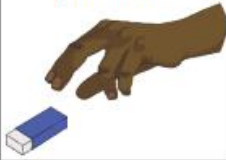









# My Body

## Key Vocabulary - Classroom Instructions

<b>¡Siéntate!</b> Sit down! 	<b>¡Levántate!</b> Stand up! 	<b>¡Arregla las sillas!</b> Put your chairs under! 	<b>¡Cállate!</b> Be quiet! 	<b>¡Escucha!</b> Listen! 
<b>¡Mira!</b> Look! 	<b>¡Mírame!</b> Look at me! 	<b>¡Ven a la alfombra!</b> Come to the carpet! 	<b>¡Repite!</b> Repeat! 	<b>¡Recoge la mesa!</b> Tidy up the desk! 

## Key Vocabulary - Actions

<b>aplaude</b> clap 	<b>coge</b> take 	<b>pon</b> put down 	<b>salta</b> jump 	<b>corre</b> run 
<b>levanta la mano</b> put your hand up 	<b>baja la mano</b> put your hand down 	<b>patalea</b> stamp your feet 	<b>cruza los brazos</b> cross your arms 	<b>anda</b> walk 

## Key Vocabulary - My Body



# My Body

## Key Vocabulary: Clothes

f = feminine		m = masculine	
una falda (f) 	unos pantalones (m) 	un jersey (m) 	
una camiseta (f) 	una camisa (f) 	unos pantalones cortos (m) 	
un vestido (m) 	una sudadera (f) 	unos zapatos (m) 	
unos calcetines (m) 	una bufanda (f) 	un abrigo (m) 	
unas gafas (f) 	un impermeable (m) 	unas botas (f) 	
un gorro (m) 	un cinturón (m) 	unos guantes (m) 	



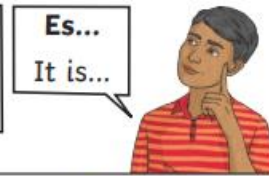
¿Qué llevas?  
What are you wearing?



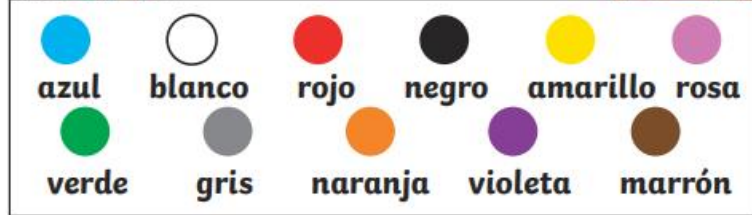
Llevo...  
I'm wearing...



¿De qué color es?  
What colour is it?



Es...  
It is...


















## Key Knowledge and Grammar















<p><b>Aquí está/ Aquí están</b> Here is/Here are</p>	<p>In Spanish, we use '<b>Aquí está</b>' [Here is] to present singular items and '<b>Aquí están</b>' [Here are] to present plural ones. e.g. <b>Aquí está mi cabeza.</b> [Here is my head.] e.g. <b>Aquí están mis piernas.</b> [Here are my legs.]</p>
<p><b>Femenino/Masculino</b> Feminine/Masculine</p>	<p>Nouns in Spanish are either masculine or feminine. The concept of 'masculine' and 'feminine' is usually unpredictable, so simply remember that all nouns are either <b>una/unas</b> [feminine] or <b>un/unos</b> [masculine] words. e.g. <b>una falda</b> [a skirt], <b>un abrigo</b> [a coat]</p>
<p><b>Verbos</b> Verbs</p>	<p>Spanish verbs change according to every subject: <b>llevo</b> [I wear/I'm wearing], <b>llevas</b> [you wear/you're wearing], etc. In English, we change the present tense verb for the third person 'he/she/it' by adding 's' while all other subjects take the bare infinitive of the verb, e.g. I wear/they wear/she wears.</p>

# Time to Eat!

## Key Vocabulary: Food

f = feminine		m = masculine		
una manzana (f) 	una pera (f) 	una ciruela (f) 	una fresa (f) 	una naranja (f) 
un pastel (m) 	un helado (m) 	un bocadillo (m) 	un trozo de queso (m) 	una salchicha (f) 
una piruleta (f) 	una magdalena (f) 	jamón (m) 	pan (m) 	un trozo de sandía (m) 

## Describing Food

¿De qué color es? Es de color...		
What colour is it? It's...		
 azul	 blanco	 rojo
 verde	 gris	 naranja
 negro	 amarillo	 rosa
 violeta	 marrón	
claro [light] 	oscuro [dark] 	brillante [bright] 
¿Cómo es? How is it?		
Es... It is...		Son... They are...
dulce/dulces [sweet]	salado/salados [savoury]	delicioso/deliciosos [delicious]
horrible/horribles [horrible]	sano/sanos [healthy]	malsano/malsanos [unhealthy]

## Tasting Food: Useful Vocabulary

¡Abre! Open!	¡Corta! Cut!	la servilleta napkin	el agua water
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## Asking for Food

Me gustaría una manzana, por favor.

I would like an apple, please.

¡Aquí tiene!

Here you are!

¡De nada!

You are welcome!

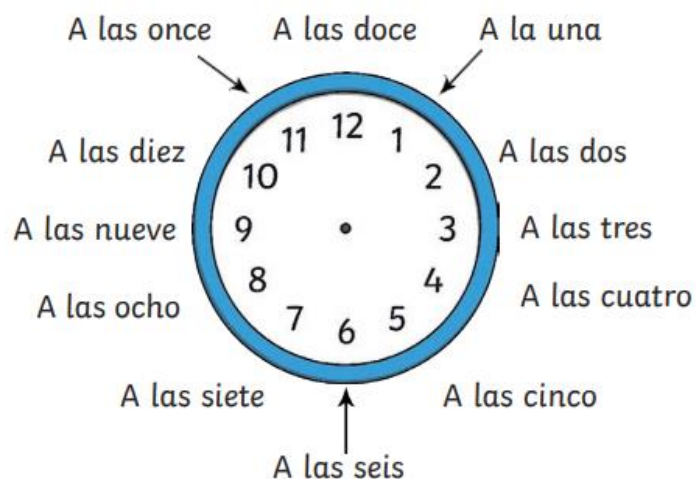
¡Gracias!

Thank you!



# Time to Eat!





¿A qué hora? At What Time?



**A las nueve come una manzana.**

At 9 o'clock, he eats an apple.

¿Qué te gusta? What do you like?

SINGULAR ITEMS		PLURAL ITEMS	
<b>Me gusta</b>	<b>No me gusta</b>	<b>Me gustan</b>	<b>No me gustan</b>
I like	I don't like	I like	I don't like
			

## Key Knowledge and Grammar

**el/la/  
los/las**  
the

These small words are **determiners**. They mean 'the'.

With singular nouns, use **el** before a masculine noun and **la** before a feminine one, e.g. ¡Corta **el** pan! [Cut the bread!]

With plural nouns, use **los** before masculine nouns and **las** before feminine ones, e.g. ¡Lávate **las** manos! [Wash your hands!]

**uno/una  
unos/unas**  
a/some

These are also determiners. **Un** and **una** mean 'a'. Use **un** before a masculine singular noun and **una** before a feminine singular noun, e.g. Me gustaría **una** pera y **un** helado. [I would like a pear and an ice cream.]

**Unos** and **unas** mean 'some'. Use **unos** before masculine plural nouns and **unas** before feminine plural nouns, e.g. Me gustaría **unas** ciruelas y **unos** bocadillos. [I would like some plums and some sandwiches.]

**Adjetivos**  
Adjectives

In Spanish, **adjectives** are placed **after** the noun that they describe and they need to agree with it.

If the noun is feminine, swap the -o with an -a at the end, e.g. **un** pastel **delicioso** [a delicious cake], **una** pera **deliciosa** [a delicious pear].

If the adjective finishes with an -e, it doesn't change, e.g. **una** manzana **horrible** [a horrible apple].

If the noun is plural, remember to add an extra -s-, e.g. **unas** manzanas **deliciosas** [some delicious apples].

## The People around Me

### Key Vocabulary - Meet My Family

Aquí está... Here is / Aquí están... Here are...

mi padre my father	mi madre my mother	mi padrastro my stepfather	mi madrastra my stepmother
mi hermano my brother	mi hermana my sister	mi hermanastro my stepbrother	mi hermanastra my stepsister
mi abuelo my grandfather	mi abuela my grandmother	mi tío my uncle	mi tía my aunt
mi primo my cousin (male)	mi prima my cousin (female)	mis padres my parents	mis abuelos my grandparents



### Key Vocabulary - Pets

			
un perro a dog	un gato a cat	una tortuga a tortoise	
			
un hámster (hámsteres) a hamster (hamsters)	un pez (peces) a fish (fish)	un pájaro bird	
			
un ratón (ratones) a mouse (mice)	una cobaya guinea pig	un conejo rabbit	una serpiente snake

## The People around Me

### Key Vocabulary - Spanish Alphabet

Set 1 /ey/ Sound	Set 4 /oo/ Sound
<b>b c d e g p t</b>	<b>q u v w</b>
Set 2 /eh/ Sound	Set 5 /ee/ Sound
<b>f l m n ñ r s</b>	<b>i x y</b>
Set 3 /ah/ Sound	<b>o</b>
<b>a h j k z</b>	

¿Cómo se escribe? [How do you spell/write it?]

Se escribe... [It's spelt...]

mayúscula [capital letter]

con tilde [with an accent]

¿Cómo te llamas?  
What is your name?

Me llamo Sofía  
My name is Sofía.

¿Cómo se escribe?  
How do you spell it?

Se escribe: eseh mayúscula  
- oh, efeh, ee con tilde, ah.  
It's spelt: capital S, O, F, I  
with an accent, A.

### Key Knowledge and Grammar

**Aquí está**  
Here/This is...  
**Aquí están**  
Here/These are...

We use '**Aquí está**' [This is] to introduce one person and '**Aquí están**' [These are] to introduce more than one.  
e.g. **Aquí está mi hermano y aquí están mis abuelos.**  
[This is my brother and these are my grandparents.]

**El alfabeto**  
The alphabet

The Spanish alphabet has 27 letters. These are the 26 letters we know in English and the letter ñ. The sound groups for the alphabet have been given approximate equivalents for reference:

- /ey/ = long, closed 'e' sound, like the 'é' in **café** [b, c, d, e, g, p, t]
- /eh/ = open 'e' sound, as in **effort** [f, l, m, n, ñ, r, s]
- /ah/ = open, slightly elongated 'a' sound, halfway between **cat** and **cart** [a, h, j, k, z]
- /oo/ = long, closed 'oo' sound as in **you** [q, u, v, w]
- /ee/ = long, closed 'ee' sound as in **me** [i, x, y]
- The letter 'o' is halfway between **box** and **though**.

**Verbos**  
Verbs

In Spanish, verbs change according to every subject. The key verbs from this unit are:

**tengo** [I have]  
 **tienes** [you have]  
 **me llamo** [my name is or I'm called]  
 **se llama** [his/her name is or he/she is called]

When you want to make a sentence negative, simply add **no** before a verb. E.g. **No tengo animales.** [I don't have pets.]

# Tell Me When

## Key Vocabulary - Numbers

uno <b>1</b>	dos <b>2</b>	tres <b>3</b>	cuatro <b>4</b>	cinco <b>5</b>
seis <b>6</b>	siete <b>7</b>	ocho <b>8</b>	nueve <b>9</b>	diez <b>10</b>
once <b>11</b>	doce <b>12</b>	trece <b>13</b>	catorce <b>14</b>	quince <b>15</b>
dieciséis <b>16</b>	diecisiete <b>17</b>	dieciocho <b>18</b>	diecinueve <b>19</b>	veinte <b>20</b>
veintiuno <b>21</b>	veintidós <b>22</b>	veintitrés <b>23</b>	veinticuatro <b>24</b>	veinticinco <b>25</b>
veintiséis <b>26</b>	veintisiete <b>27</b>	veintiocho <b>28</b>	veintinueve <b>29</b>	treinta <b>30</b>
		treinta y uno <b>31</b>		

Day names and months are not given capital letters in Spanish, unless they are at the beginning of a sentence.

## Key Vocabulary - Months of the Year

<b>enero</b> January	<b>febrero</b> February	<b>marzo</b> March	<b>abril</b> April
<b>mayo</b> May	<b>junio</b> June	<b>julio</b> July	<b>agosto</b> August
<b>septiembre</b> September	<b>octubre</b> October	<b>noviembre</b> November	<b>diciembre</b> December



## Key Vocabulary - Days of the Week

<b>¿Qué día es?</b> What day is it?	<b>lunes</b> Monday	<b>martes</b> Tuesday	<b>miércoles</b> Wednesday
<b>jueves</b> Thursday	<b>viernes</b> Friday	<b>sábado</b> Saturday	<b>domingo</b> Sunday

# Tell Me When

## El calendario (Calendar)







¿Qué fecha <b>es</b> hoy? What's the date today?	<b>Hoy es martes, 4 de julio.</b> Today <b>it's</b> Tuesday 4 <sup>th</sup> July.
¿Qué fecha <b>era</b> ayer? What <b>was</b> the date yesterday?	<b>Ayer era lunes, 3 de julio.</b> Yesterday <b>it was</b> Monday 3 <sup>rd</sup> July.
¿Qué fecha <b>será</b> mañana? What <b>will</b> the date <b>be</b> tomorrow?	<b>Mañana será miércoles, 5 de julio.</b> Tomorrow <b>it will be</b> Wednesday 5 <sup>th</sup> July.

## Key Knowledge and Grammar

<b>Las fechas</b> Dates	In Spanish, dates are given as cardinal numbers, e.g. 1, 2, 3 instead of ordinal numbers, e.g. 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> . <b>Mi cumpleaños es el veinte de marzo.</b> [My birthday is the twenty of March.]
<b>Verbos</b> Verbs	The key forms of the verb ' <b>to be</b> ' that appear in this unit are the following ones: <b>es</b> = he/she/it is <b>era</b> = he/she/it was <b>será</b> = he/she/it will be

## Spanish Festivals

<b>El día de Reyes</b>	Kings Day	
<b>El día de los inocentes</b>	The Spanish equivalent of April Fool's Day	
<b>El día del padre</b>	Father's Day	
<b>El día de los Muertos</b>	Day of the Dead	



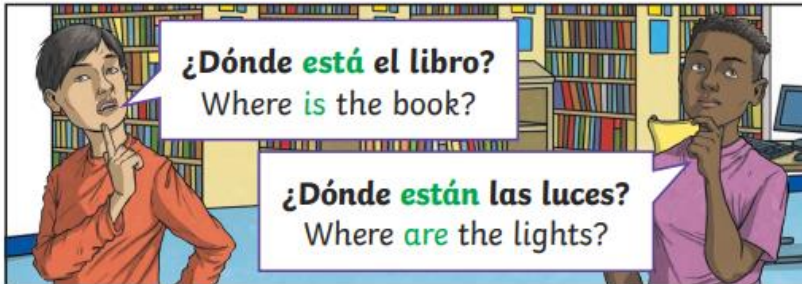
# All about School

## Key Vocabulary - What's in the Classroom?

la/las/una = feminine    el/un = masculine

**Aquí está...** Here it is / **Aquí están...** Here they are...

la clase 	la puerta 	la ventana 	la mesa 
la silla 	el ordenador 	el libro 	las luces 





## Key Vocabulary - PE Lesson

corre run	camina walk	para stop	siéntate sit down
levántate stand up	salta jump	salta con una pierna hop	corre en el sitio run on the spot

## Key Vocabulary - School Subjects




el español Spanish	el inglés English	las ciencias science	las matemáticas maths	la música music
el deporte PE	la historia history	la geografía geography	la informática computing	el dibujo art

In Spanish, none of the subject names begin with a capital letter, whereas in English, subjects which are languages do.

Me gusta (singular)		Me gustan (plural)	No me gusta (singular)		No me gustan (plural)
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## Key Vocabulary - What's in Your Pencil Case?

**En mi estuche tengo...** In my pencil case I have...

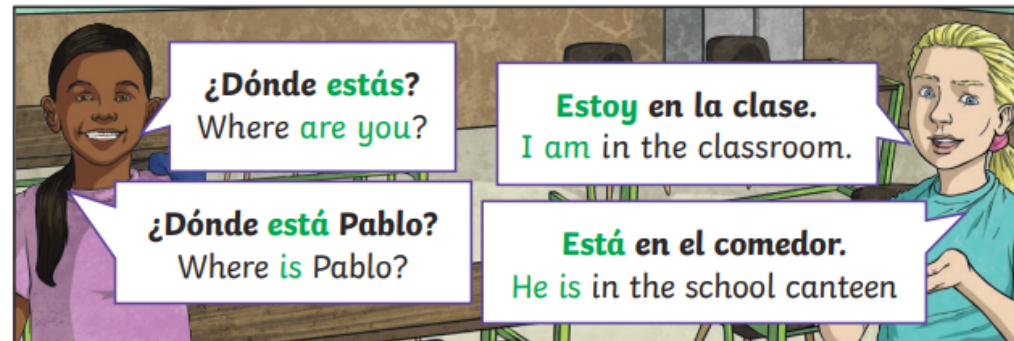
un estuche 	un lápiz 	un bolígrafo 	un rotulador 
una goma 	un sacapuntas 	una regla 	un lápiz de color 

# All about School

Key Language in Context	
¿Qué hay en tu estuche?	What's in your pencil case?
En mi estuche <b>tengo un lápiz y una goma.</b>	In my pencil case I <b>have</b> a pencil and a rubber.

¿ <b>Te gusta</b> la música? Do you like music?	<b>Si, me gusta</b> la música. (singular) Yes, I like music.
¿ <b>Te gustan</b> las matemáticas? Do you like maths?	<b>No, no me gustan</b> las matemáticas. (plural) No, I don't like maths.

Key Vocabulary - What Do You Like to Do?				
¿Qué te gusta hacer? What do you like to do?				
<b>leer</b> to read	<b>comer</b> to eat	<b>correr</b> to run	<b>cantar</b> to sing	<b>caminar</b> to walk
<b>bailar</b> to dance	<b>jugar al fútbol</b> to play football	<b>jugar al baloncesto</b> to play basketball	<b>hablar con mis amigos</b> to talk with my friends	<b>usar el ordenador</b> to use the computer



Key Knowledge and Grammar	
<b>Aquí está/están</b> Here it is/ they are	We use ' <b>Aquí está</b> ' [Here it is] to introduce one single item and ' <b>Aquí están</b> ' [Here they are] to introduce more than one. e.g. <b>Aquí está la mesa y aquí están las luces.</b> [Here is the table and here are the lights.]

Key Vocabulary - Around Our School			
<b>la clase (f)</b> classroom	<b>la biblioteca (f)</b> library	<b>la clase de música (f)</b> music room	<b>la clase de informática (f)</b> IT room
<b>la oficina (f)</b> office	<b>el salón de actos (m)</b> assembly hall	<b>el comedor (m)</b> school canteen	<b>la recepción (f)</b> school reception
<b>el pasillo (m)</b> corridor	<b>el patio (m)</b> playground	<b>las canchas (f)</b> playing field	<b>la sala de profesores (f)</b> staffroom

