

Spanish Year five			
Learning Objectives	Content	Activities	Resources
<p><b>Personal Information.</b></p> <p>Revise talking about name age and where you live, birthdays and families</p> <p>In addition to using the third person to talk about name and where people live, introduce third person to talk about ages</p> <p>O5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</p> <p>P.O.S. 1. Listen attentively to spoken language and show understanding by joining in and responding</p> <p>P.O.S. 3. Engage in conversations; ask and answer questions; express opinions and respond to those of</p>	<p>¿Cómo te llamas? Me llamo....</p> <p>¿Cómo se llama? Se llama.....</p> <p>¿Dónde vives? Vivo en .....</p> <p>¿Dónde vive? Vive en .....</p> <p>¿Cuántos años tienes? Tengo ..... años. ¿Cuántos años tiene? Tiene ..... años.</p> <p>¿Cuándo es tu cumpleaños? Mi cumpleaños es el ... de ...</p> <p>¿Tienes hermanos? Si, tengo... No, no tengo.</p> <p>¿Tienes mascota? Si, tengo... No, no tengo.</p> <p>¿De dónde eres? Soy de Inglaterra.</p>	<ul style="list-style-type: none"> <li>• Use previously learnt songs and chants to aid memory of the questions and answers</li> <li>• Ask the questions randomly around the class. Now that the pupils have quite a large repertoire of personal information questions, the aim should be that they recognise the questions randomly and can answer quickly and fluently and begin to have a confident interchange of several pieces of information</li> <li>• Get the pupils to watch your lips whilst you mouth either an answer or a question and then to provide the answer or the question that matches it.</li> <li>• Clap the rhythm of a question and get class to identify it and provide the answer either in words or claps.</li> <li>• Use flippy-flappy to match questions to answers</li> <li>• Play hot potato with all the questions using a soft toy to pass it around</li> <li>• Timed activity: give 1 minute to a volunteer to prepare a small presentation about him/herself and to say as many things as he/she can in Spanish.</li> <li>• Draw attention to how the negative is formed</li> </ul>	<p>Soft toy</p> <p>Flippy flappy</p> <p>Power-point</p>

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<p>others; seek clarification and help.</p> <p>To learn to talk about nationality of themselves and others</p> <p>O5.1.</p> <p>O5.3 Listen attentively and understand more complex phrases and sentences</p> <p>P.O.S. 1, 3 P.O.S. 12. Understand basic grammar appropriate to the language being studied.</p>	<p>¿Cuál es tu nacionalidad?</p> <p>¿Cuál es su nacionalidad?</p> <p>Soy inglés/a</p> <p>Soy español/a</p> <p>Es inglés/a</p> <p>Es español/a</p> <p>Phonemes: Revisit some of the sounds we find in the questions about ourselves (<i>ñ, ll</i>) and the vowels, particularly in words such as <i>tiene/s/n</i>.</p>	<ul style="list-style-type: none"> <li>• Repetition using different voices, and gesture to denote masculine and feminine(it's a good idea to colour code the flashcards as well) Point out that adjectives may change their sound according to the gender of the person they describe. Eg inglés/inglesa.</li> <li>• Show different flashcards of well known people of different people of different nationalities and ask '¿De qué nacionalidad es?'</li> <li>• Use guessing games with people flashcards eg. Pupils guess 'Es español/española' etc before each down turned card is revealed. When they get one wrong the game passes to another pupil.</li> <li>• Use powerpoint 'Se busca' ('Wanted') where brief descriptions of famous people are given for pupils to guess and recycle all the personal information statements already know and also to guess by context and cognates other vocabulary</li> </ul>	<p>Flashcards of well known people</p> <p>Power-point of celebrities and their nationalities</p> <p>Map of the world to point out countries where different people come from.</p> <p>'Se busca' powerpoint</p>

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<p><b>To talk about likes, dislikes and preferences. Revise schools subjects and introduce other subjects about which pupils can express preferences.</b></p> <p>O5.1 O5.2 Understand and express simple opinions <i>P.O.S. 1 &amp; 3</i></p>	<p>¿Qué prefieres? ¿Qué te encanta? Eg. ¿Prefieres el rojo o el azul? Prefiero..... Me gusta..... Me encanta..... No me gusta..... Odio..... Connectives: pero, y</p>	<ul style="list-style-type: none"> <li>• Show two colours and ask ‘¿Qué prefieres rojo o naranja? Develop into other areas such as ‘¿Qué prefieres Liverpool o Everton? ¿El chocolate o la pizza? ¿Los gatos o los perros?’</li> <li>• Class teacher can try to incorporate expressions of opinion into other parts of the school day. Eg at fruit time</li> <li>• Encourage children to make longer sentences such as ‘Me gustan los gatos y los perros pero no me gustan los conejos’. Use flashcards of objects such as colours and animals with flashcards of hearts or crosses to denote the degree of preference. Play human sentences by getting pupils in the class to form a sentence whilst pupils at the front holding flashcards put themselves into the right order to form the sentence. This could be made competitive by introducing a time limit.</li> </ul>	<p>Flashcards of school subjects/fruit or any other content to teach preferences</p>

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<p><b>Revise family introducing the P.O.S.essive article.</b></p> <p>O5.3 Listen attentively and understand more complex phrases and sentences</p> <p>O5.4 Prepare a short presentation on a familiar topic</p> <p><i>P.O.S 12</i></p> <p><i>P.O.S 4. Speak in sentences, using familiar vocabulary, phrases and basic language structures</i></p> <p><b>Introduce personal descriptions.</b></p> <p>O5.4 Prepare a short presentation on a familiar topic</p> <p><i>P.O.S. 4 &amp; 12</i></p> <p><i>P.O.S. 6. Present ideas</i></p>	<p>Revise vocabulary from <i>El Nabo Gigante</i></p> <p>Introduce new family members:</p> <p>Mi padre</p> <p>Mi madre</p> <p>Mi hermana</p> <p>Mi hermano</p> <p>Mi abuelo</p> <p>Mi abuela</p> <p>Mi tío</p> <p>Mi tía</p> <p>¿Cómo eres tú?</p> <p>¿Cómo es él?</p> <p>¿Cómo es ella?</p> <p>Soy ...</p> <p>Tengo...</p>	<ul style="list-style-type: none"> <li>Pupils can begin to talk about family members/imaginary family members by giving information about them in the third person. Eg mi hermana se llama...., vive en ....</li>   <li>Use flashcards for personal descriptions to present and practise the new vocab.</li> <li>Practise using the usual repetition techniques eg. Repeat if true, repeat quietly if I say it loud,</li> </ul>	<p>Flashcards/book/power-point of the El Nabo Gigante story.</p> <p>Las mascararas</p> <p>Flashcards of people/faces to depict adjectives</p>

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<p>and information orally to a range of audiences P.O.S. 11. Describe people, places, things and actions orally and in writing.</p> <p><b>Classroom Language</b></p> <p>O5.3 Listen attentively and understand more complex phrases and sentences P.O.S. 1 &amp; 3</p>	<p>Él/ella es... Él/ella tiene...</p> <p>alto/a, bajo/a, gordo/a delgado/a guapo/a feo/a divertido/a aburrido/a viejo/a joven fuerte débil feliz triste</p> <p>los ojos azules/negros... el pelo rubio/moreno...</p> <p>¿Cómo se dice.....en español?</p>	<p>repeat loudly if I say it quietly.</p> <ul style="list-style-type: none"> <li>• Play the line game/ noughts and crosses etc in order to memorise the new vocab</li> <li>• Use 'Las máscaras' to introduce hair and eye colour.</li> <li>• Describe somebody in the class and the class has to guess who it is</li> <li>• A pupil could do the above</li> <li>• Revise <i>El Nabo Gigante</i> story using this vocab to describe the family members drawing attention to the adjectival agreement.</li> <li>• Sing the song '¿Cómo eres tú?' to the tune of the Adams' family.</li> <li>• Use pictures of famous people, class can describe them, then teacher (or pupil ) describes one and the class has to say which one it is.</li> <li>• Pupils can extend their descriptions of family members or pets by describing them more fully</li> </ul> <p>The distinction should be made between 'soy' and 'tengo', 'él/ella es' and 'él/ella tiene' make it explicit to the pupils what these verbs mean and insist on their correct use in this context</p> <ul style="list-style-type: none"> <li>• Encourage children to ask for unknown language in Spanish. Eg names of more obscure pets or adjectives to describe them.</li> <li>• Encourage pupils to use dictionaries to find</li> </ul>	<p>Power-point</p> <p>Dictionaries Visual prompts of useful classroom phrases.</p>

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<p><b>Numeracy</b></p> <p>Numbers from 0-1000</p> <p>To understand and use numbers to 1000</p> <p>O4.2 Listen for specific words and phrases</p> <p><i>P.O.S. 1</i></p>	<p>Los números hasta 1000.</p> <p>100=cien</p> <p>200=doscientos</p> <p>300=trescientos</p> <p>400=cuatrocientos</p> <p>500=quinientos</p> <p>600=seiscientos</p> <p>700=setecientos</p> <p>800=ochocientos</p> <p>900=novecientos</p> <p>1000=mil</p> <p>más</p> <p>menos</p>	<p>unknown language and to become more independent learners.</p> <ul style="list-style-type: none"> <li>• Revise and develop knowledge of numbers using flashcards.</li> <li>• Bring a pupil out to the front of the class and draw a number on his/her back. The pupil has to say what number it is. The activity can then be repeated in pairs.</li> <li>• Throw a number dice or use a number fan, and use the number to generate a maths question.</li> <li>• Play the 'Wild West' game. Two members of the class stand up and the first to call out the correct answer and eliminate the other one remains 'up' to compete against a new pupil. The last one standing wins.</li> <li>• Play 'lotto' using numbers 100-1000 to practise listening and understanding.</li> <li>• Play number games on the board eg boys and girls compete in teams to touch a number called out by the teacher, or to write a number or the product of a sum.</li> <li>• Finger writing in the air.</li> </ul>	<p>Number flashcards</p> <p>Dice</p> <p>Number fans</p> <p>Lotto cards</p> <p>Mini- whiteboards</p>

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<p><b>Alphabet</b></p> <p><b>Revision of work done in year four including initial and final sounds and sound spelling links of these letters 'j,g,q,c,ll,ñ'</b></p> <p>L4.4 Write simple words and phrases using a model and some words from memory</p> <p>P.O.S. 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words.</p>	<p>por</p> <p>dividido por</p> <p>igual a/son</p> <p>Letters of the alphabet</p> <p>Phonemes: all previously learnt</p>	<ul style="list-style-type: none"> <li>• Using graphemes written on cards, look at the hard and soft sounds of the letter <i>c</i> e.g <i>cien, cuarenta, catorce, cincuenta</i></li>   <li>• Sing the alphabet rap.</li> <li>• Sing the vowel song 'Veo, veo' or 'Con la a...'</li> <li>• Use previously learnt words to ask for a word which begins with/ends with a certain letter.</li> <li>• Play the fruit salad game with letter cards or giving pupils a letter to remember.</li> <li>• Play 'El Oculista' (optician) where pupils are challenge to identify rows of letters smaller and smaller each time</li> <li>• Pass around a bag containing the letters which spell a word. Eg 'Hola' Play some Spanish music or sing a song. When the music stops a child takes a letter out of the bag, names the letter and places it on the board. Continue until all letters are on the board and the first child to arrange the letters into a word gains a point. The same can be done to recycle personal information expressions.</li> </ul>	<p>Bag</p> <p>Individual letter cards or magnetic letters</p>

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<p><b>Story;</b> <b>El gran monstruo verde</b></p> <p>O5.3 Listen attentively and understand more complex phrases and sentences</p> <p>O5.4 Prepare a short presentation on a familiar topic</p> <p><i>P.O.S. 1, 4, 11 &amp; 12</i></p>	<p>La nariz Las orejas Los ojos La boca La cabeza El pelo</p>	<ul style="list-style-type: none"> <li>• Put a group of phonemes into a bag and repeat above activity but this time the child who pulls a phoneme out of the bag has to name a word that contains that phoneme. Alternatively all pupils could be asked to write a word on their whiteboard that contains that phoneme. (Pupils may need the support of having a list to choose from).</li> <li>• Randomly distribute a letter or phoneme to the class. Pupils have to go around chanting their letter or sound until they find the group of people who have the same sound..</li> </ul> <ul style="list-style-type: none"> <li>• Use repetition activities to practise the names of parts of the face</li> <li>• Tell the story getting class to join in</li> <li>• Use mini whiteboards get the class to work in twos describing monsters to each other and drawing them</li> <li>• Bring out a boy and a girl, teacher describes a monster and the most accurate/best drawing wins.</li> <li>• as above but pupils do the description</li> <li>• Use this story to reinforce the negative</li> </ul>	<p>Flashcard of a face Mini-whiteboards Powerpoint Story of 'El gran monstruo verde'</p>



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<p><b>Body parts and illness</b></p> <p><b>Recognise the written words for body parts and make an attempt at the spelling.</b></p> <p>L4.4 Write simple words and phrases using a model and some words from memory</p> <p>P.O.S. 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words</p> <p>P.O.S. 8. Appreciate stories, songs, poems and rhymes in the language.</p> <p>P.O.S. 7. Read carefully and show understanding of words, phrases and simple writing</p> <p>P.O.S. 9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using</p>	<p>As above but with:</p> <p>los hombros las manos las rodillas los brazos las piernas los pies el estómago los codos la lengua el culo</p> <p>Phonemes: <i>ll, cu, co j, gua</i></p>	<ul style="list-style-type: none"> <li>Recycle parts of the body with repetition and memory games</li> <li>Reinforce body parts by teaching the clapping song 'Este ritmo'. This is a Spanish playground game which combines coordination, clapping rhythms with parts of the body Other songs you may wish to use are 'Cabeza,hombros'... '<i>Chu Chu Ua</i>'... and '<i>La clase baila</i>'</li> <li>Introduce the written words for body parts using previously employed techniques eg use flippy flappy and children have to match picture to word</li> <li>Play family fortunes; pupils have to guess the word on the teachers hidden list. They gain points according to where that word ranks on the list. The list consists of a random choice of body words face down on the board.</li> <li>Children label a body in Spanish by choosing the correct item of vocabulary (worksheet provided)</li> <li>Get pupils to predict spellings of some words before they see them.</li> </ul>	<p>Flashcards of body parts Word cards of body parts Cloth body kit from TES Body part worksheet Power-point of the 'A mi burro' song</p>

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<p>a dictionary</p> <p><b>Use the first person to talk about where a pain is</b></p> <p>O5.4 Prepare a short presentation on a familiar topic</p> <p>O6.2 Perform to an audience</p> <p><i>P.O.S. 3, 4, 6 &amp; 8</i></p> <p><b>Join in with a song about illness</b></p> <p>O6.2 Perform to an audience</p> <p><i>P.O.S. 6 &amp; 8</i></p>	<p>¿Cómo estás? No estoy bien</p> <p>¿Qué te pasa? Me duele..... Me duelen...</p> <p>A mi burro</p> <p><i>Phonemes: rr of burro &amp; perro</i></p>	<ul style="list-style-type: none"> <li>Encourage the children to repeat illness phrases with you with an action to accompany each phrase. <i>Copiad y repetid</i></li> <li>Introduce the concept of illness by acting out a problem. <i>Doctor, doctor, estoy malo/a. Me duele/n... etc</i></li> <li>Build up a dialogue which the children could perform in pairs</li> </ul> <p><i>Eg Buenos días doctor                      Buenos días.</i></p> <p><i>Estoy malito/a                                      ¿Qué te pasa?</i></p> <p><i>Me duele la cabeza                                ¿Desde cuándo?</i></p> <p><i>Desde el domingo                                Toma una aspirina.</i></p> <p><i>Gracias doctor. Adiós.                        Adiós</i></p> <ul style="list-style-type: none"> <li>A mi burro : get class to join in with this song. Use props and get pupils up to play the parts of the donkey whilst the rest of the class joins in with singing and actions (An opportunity to reinforce the possessive article 'mi')</li> <li><i>Point out the difference between r and rr and use some examples of words e.g. perro, aburrido, cerrar, arriba</i></li> </ul>	<p>Flashcards to depict doctor's responses eg picture of a red cross for 'Vamos al hospital'</p> <p>Powerpoint of 'A mi burro' Props for use with song</p>

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<p><b>Time</b> (analogue, all points)</p> <p>O5.3 Listen attentively and understand more complex phrases and sentences</p> <p>L5. 3 Write words, phrases and short sentences using a reference</p> <p><i>P.O.S. 1 &amp; 4</i></p>	<p>¿Qué hora es?</p> <p>Es la / son las .....</p> <p>Y cuarto</p> <p>Y media</p> <p>Menos cuarto</p> <p>Menos cinco</p> <p>etc</p>	<ul style="list-style-type: none"> <li>• Revise the time using a large clockface. Get children to repeat <i>es la una / son las dos</i> etc.</li> <li>• Ask the question <i>¿Qué hora es?</i> Encourage children to respond <i>son las ...</i> by illustrating various times on the large clock</li> <li>• Use actions eg hands pointing up, pointing down etc to practice and illustrate the main points of time.</li> <li>• Ask the question <i>¿son las tres ?</i> Children respond <i>si, son las tres</i> or <i>no, son las ocho</i> etc depending on the time you are showing</li> <li>• Play repeat only if it's true. <i>Repetid si es correcto</i></li> <li>• Ask a child to set the clock to the right time on the clockface – this could be done as a whole class activity using small clocks <i>Busca la hora correcta</i></li> <li>• Children could use a clock stamp and write in some times and label in Spanish.</li> <li>• Play human clocks using arms as the clocks hands.</li> </ul>	<p>Set of toy clock with mini clocks</p> <p>Time work sheet</p>

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<p><b>Clothes and uniform.</b></p> <p><b>Recognise the written words for clothes</b></p> <p>L3.1 Recognise some familiar words in written form</p> <p>O5.3 Listen attentively and understand more complex phrases and sentences</p> <p><i>P.O.S. 1, 2 &amp; 7</i></p>	<p>La falda La mini-falda La camisa La camiseta La chaqueta El pantalón/los pantalones El abrigo El jersey El vestido Los calcetines Los zapatos Las botas Las zapatillas Los guantes El sombrero El cinturón La corbata El bolso El pijama El bañador</p> <p>Llevo= I wear Lleva = he/she wears 'Número ocho lleva un sombrero'</p>	<ul style="list-style-type: none"> <li>• Use 'Elikits' to introduce the clothes and practise using flashcard techniques</li> <li>• Introduce the items of clothing by pulling them out of a black bin liner and dressing up a child – particularly large and horrible items will make the learning experience more memorable. Say the words over and over and ask the children a suitable question to involve them. <i>E.g. Ah! Unos pantalones, unos pantalones grandes, umm unos pantalones azules, unos pantalones grandes azules. ¿Son rojos? ¿Para quién son los pantalones? ¿Son unos pantalones para mi? ¿son para Sarah?</i> (Another opportunity to reinforce gender and adjectival agreement )</li> <li>• <b>Play Elikits bingo to reinforce written words</b></li> <li>• <b>Get pupils to work in pairs using the Elikits bingo cards. They can practise saying the words and correct one another. They could also guess what clothes their partner has on their card.</b></li> <li>• Play various repetition games to help the children to internalise the language. (Another opportunity to reinforce gender and adjectival agreement)</li> <li>• Recycle colours when questioning the children about clothing</li> <li>• Play dressing up games. Divide the class into</li> </ul>	<p>Elikits (clothes) Items of clothing</p>

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<p>Say what you wear according to the weather O5.1, reuse familiar vocabulary and structures in new contexts <i>P.O.S. 2 &amp; 4</i></p> <p>Write some simple sentences about what you are wearing L5.2 Make simple sentences and short texts L5. 3 Write words, phrases and short sentences using a reference <i>P.O.S 6 &amp; 12</i> <i>(P.O.S. 10. Write phrases from memory, and adapt these to create new sentences,</i></p>	<p>Clothes and weather phrases as before</p> <p>cuando = when llevo = I wear</p>	<p>teams in the hall if possible. Each team has a pile of clothing situated at the other end of the hall. Give each team member a number. Shout out a number and tell them what to go and put on. They must be the first one back, dressed in the correct item or items to gain a point for their team. <i>Número cinco lleva un bolso</i></p> <ul style="list-style-type: none"> <li>• Encourage the children to choose an item of clothing and to say the words from memory if possible. Give them a phrase and they must choose a suitable item. <i>E.g. hace frío (Child: llevo un jersey) Hace calor (llevo una camiseta). Para jugar al fútbol (llevo unos pantalones cortos).</i> Some pupils should be able to produce whole phrases themselves</li> <li>• The children could take digital pictures of themselves in uniform - summer and winter and label the uniform in Spanish. These pictures could then be sent to the link school if class links have been set up. It is vital that some work on adjectival endings is done to remind the children that when labelling the pictures gender has to be taken into account and the position of the adjective.</li> <li>• Ideal uniforms could be designed and labelled</li> <li>• Enact a fashion show getting pupils to give a commentary on what is being worn</li> </ul>	<p>Digital camera</p>

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<p>to express ideas clearly)</p> <p><b>Join in with the song : 'Llevo mucha ropa' (We will rock you tune)</b> P.O.S. 8</p>	<p><i>Llevo pantalones, Llevo camiseta, Llevo calcetines, Llevo corbata</i></p> <p><i>Llevo chaqueta Llevo botas, Llevo sombrero, Llevo cinturón</i></p> <p><i>Llevo mucha ropa, ropa Llevo mucha ropa, ropa Etc...</i></p> <p><b>Phonemes: Revisit the phoneme //</b></p>	<ul style="list-style-type: none"> <li>• Get pupils to sing the song whilst one pupil at the front puts on each item of clothes as they are named</li> <li>• Get pupils to write their own version of the song</li> </ul>	<p>Powerpoint 'Llevo mucha ropa' Items of clothing</p>

## Grammar and literacy to be covered in Year Five

- Reinforce grammar points from previous years
- Reinforce sound spelling links and continue to familiarise pupils with the written version of familiar words
- Use of the third person in familiar questions (name age and where someone lives)
- The plural 'los/las'
- The negative
- The verbs 'tener' and 'ser' in the first three persons
- The alphabet (emphasis on tricky spelling links)
- Adjectival agreements
- **Phonics: *ci, ce, cu, ca, co, Vowels, silent h, ll, rr***

Graphemes:

A	E	I	O	U
LL	J	Ñ	RR	CE
CI	CH	CU	CA	CO
H	GE/I	GO/GA	GUE	GUA
AY	UA	UE	QU	V



Draft programme of study	KS2 Framework	Concrete examples
<p>1. Listen attentively to spoken language and show understanding by joining in and responding</p>	<p>O 3.1 O 3.2 O 5.2 O 5.3 O 6.1 O 6.3 LLS 3.4 LLS 3.7 LLS 5.4 LLS 5.7 LLS 6.5 LLS 6.7 LLS 6.8</p>	<p>Joining in with greetings songs, answering questions when thrown a toy. Repetition and recognition activities for body parts, illness, clothes, Joining in with songs about illness and clothes, and <i>El Gran Monstruo Verde</i> story.</p>
<p>2. Explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words</p>	<p>O 3.1 O 4.2 O 4.1 O 6.1 O 6.2 L 3.1 L 3.2 L 4.3 L 6.3 KAL 3.6 KAL 3.7 KAL 4.5</p>	<p>Work done on the phonemes <i>j, ll, qu, h, cu, ca, ci, ce</i> when studying body parts, question words, numbers, time and instructions.</p>
<p>3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>O 3.3 O 4.4 O 5.2 O 5.1 O 6.4 KAL 3.5 KAL 4.3 KAL 6.6 LLS 4.3</p>	<p>Express preferences across several topics. Hold a dialogue in the doctor's surgery. Ask how something is said in Spanish.</p>

	LLS 5.5 LLS 6.4	
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures	O 4.4 O 5.4 KAL 5.1 KAL 5.2 KAL 5.3 KAL 6.5	Asking and responding to personal questions. Use connectives to make more complex sentences eg what you wear in certain weathers, seasons, to do certain activities. Describing a monster both orally and in writing.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	KAL 3.1 KAL 3.2 KAL 3.3 KAL 4.5 KAL 5.4 LLS 3.2 LLS 3.3 LLS 5.3 LLS 6.8	Repetition activities throughout all topics. Reading the story of <i>El Gran Monstruo Verde</i> aloud using text.
6. Present ideas and information orally to a range of audiences	O 3.3 LLS 3.5 O 4.4 O 5.1 O 5.4 O 6.2 O 6.4 IU 6.3	Performing song <i>A mi burro</i> and story <i>El Gran Monstruo Verde</i> to class or parents. Describe a monster of family member to a partner. Give information to a doctor.
7. Read carefully and show understanding of words, phrases and simple writing	L 3.2 KAL 3.1 KAL 3.6 LLS 3.4 L 4.1 L 4.3 KAL 4.5 LLS 4.11	Read and show understanding of words for body parts, clothes, numbers. Understand the time phrases in writing. Follow the text of the story <i>El Gran Monstruo Verde</i>

	<p>L 5.1 KAL 5.4 LLS 5.9 L 6.1 KAL 6.4 LLS 6.5</p>	
<p>8. Appreciate stories, songs, poems and rhymes in the language</p>	<p>O 3.1 L 3.2 O 4.2 IU 4.3 O 6.1 L 6.2</p>	<p>Join in with story of <i>El Gran Monstruo Verde</i> Join in with songs <i>A mi burro</i> and the <i>We will rock you</i> clothes song</p>
<p>9. 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>L 3.3 LLS 3.9 LLS 4.10 LLS 4.12 L 5.3 LLS 5.8 LLS 5.9 LLS 6.11</p>	<p>Encourage pupils to predict new words such as 'quart' by asking what English word it is similar to. Encourage pupils to use a dictionary to find their own words when describing a monster.</p>
<p>10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>L 3.3 LLS 3.9 L 4.4 KAL 4.5 LLS 4.9 LLS 4.10 L 5.3 KAL 5.2 KAL 5.3 LLS 5.2 LLS 5.8 L 6.4 KAL 6.3 KAL 6.5 LLS 6.3</p>	<p>Some pupils may be able to write sentences describing monsters/school uniforms, from memory, and adapt them by substituting adjectives.</p>

	LLS 6.8	
11. Describe people, places, things and actions orally and in writing.	O and L strands as above	Describe a monster orally and in writing. Describe what someone is wearing orally and in writing.
12. Understand basic grammar appropriate to the language being studied, such as (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.	KAL 3.4 KAL 3.5 KAL 3.8 KAL 4.1 KAL 4.2 KAL 4.4 KAL 4.5 KAL 5.2 KAL 5.3 KAL 5.5 KAL 5.7 KAL 5.8 KAL 6.1 KAL 6.2 KAL 6.3 KAL 6.5	Grammar points such as gender, word order and adjectival agreement reinforced through work on clothes and descriptions. The plural 'los' and plural agreement (clothes) Use of the first three persons when asking personal information questions. The verbs ' <i>tener</i> ' and ' <i>ser</i> ' in the first three persons when describing someone.