

# Spanish Key Stage 2

Curriculum map





# 1. Philosophy

## Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



## 2. Units



KS2 Spanish is formed of 8 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Así soy yo	Year 5, Year 6	5
2 ¿Dónde vives?	Year 5, Year 6	4
3 Eso, ¿qué es?	Year 5, Year 6	5
4 Me visto	Year 5, Year 6	5
5 Describo un monstruo	Year 5, Year 6	5
6 ¡A comer!	Year 5, Year 6	5
7 Hago deporte	Year 5, Year 6	5
8 Mi pueblo	Year 5, Year 6	5



# 3. Lessons

## Unit 1 Así soy yo

5 Lessons

Lesson  
number

Lesson question

About the lesson

1.

**Introducing and describing yourself in Spanish**

**Pupils will learn**

- saying your name
- describing yourself
- ser (soy)
- simple adjectival agreement (changing o to a or adding a when feminine)

**Essential additional subject-specific information**

- Target phrases: Me llamo, Soy alto / alta, Soy inglés /inglesa

## 2. Saying your age in Spanish

### Pupils will learn

- counting to 12
- saying your age
- tener (tengo)

### Essential additional subject-specific information

- Target phrases: Tengo ocho años, Tengo doce años
- 

## 3. Months of the year in Spanish

### Pupils will learn

- saying the months
  - review counting to 12
- 

## 4. Saying the month of your birthday

### Pupils will learn

- saying the month your birthday is in
- ser (es)

### Essential additional subject-specific information

- Target phrases: Mi cumpleaños es en junio, Mi cumpleaños es en marzo
- 



## 5.

### Saying your name, age and birthday in Spanish

#### Pupils will learn

- saying your name, age and birthday, and describing yourself
- ser (soy, es)
- tener (tengo)
- simple adjectival agreement as above

#### Essential additional subject-specific information

- Target phrases: Me llamo Amelia. Tengo nueve años. Mi cumpleaños es el treinta de agosto. Soy baja. Soy galesa.
- 





Lesson  
number

Lesson question

About the lesson

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1.

Saying your nationality

Pupils will learn

- recapping saying your name and saying your age
- saying your nationality
- tener (tengo)
- ser (soy)
- simple adjectival agreement (changing o to a or adding a when feminine)

**Essential additional subject-specific information**

- Target phrases: Me llamo Celia, Tengo siete años, Soy española, Soy chilena
-

2.

## Saying which country you live in and which language you speak

### Pupils will learn

- recapping saying your nationality
- saying which country you live in
- saying which language you speak
- conjugation regular -IR verb (vivo)
- conjugation regular -AR verb (hablo)

### Essential additional subject-specific information

- Target phrases: Vivo en España, Hablo español, Vivo en el Reino Unido, Soy británico



3.

## Saying which language you don't speak, which country you don't live in and which nationality you aren't

### Pupils will learn

- saying which language you don't speak saying which country you don't live in
- saying which nationality you aren't
- negative verb forms using no (no hablo, no vivo, no soy)
- conjugation regular -IR verb (vivo) conjugation regular -AR verb (hablo)
- ser (soy)

### Essential additional subject-specific information

- Target phrases: No vivo en Honduras, No soy mexicana, No hablo galés



## 4.

### Saying where you live, your nationality and which language you speak

#### Pupils will learn

- saying your name, your age, your nationality, the country you live in and the language you speak
- Using negative verb forms to say where you don't live, which nationality you aren't and which language you don't speak
- negative verb forms using no (no hablo, no vivo, no soy)
- simple adjectival agreement (changing o to a or adding a when feminine)
- conjugation regular -IR verb (vivo)

#### Essential additional subject-specific information

- Target phrases: Me llamo Ana. Tengo once años. No soy española. Vivo en Bolivia. Soy boliviana. Hablo español. No hablo inglés.
- 





Lesson  
number

Lesson question

About the lesson

1.

Saying the names of 6 pets

Pupils will learn

- saying the names of 6 pets
- masculine and feminine singular nouns
- indefinite articles (un/una)
- notion of grammatical gender

**Essential additional subject-specific information**

- Target phrases: un gato, una cobaya

2.

Saying it is or isn't a certain pet

Pupils will learn

- recapping gender
- saying that it is or isn't a certain pet
- masculine and feminine singular nouns
- indefinite articles (un/una)
- negative verb forms using no (no es)

**Essential additional subject-specific information**

- Target phrases: es un perro, no es una tortuga

### 3.

#### Describing the pets with some colours

##### Pupils will learn

- describing the pets with some colours
- masculine and feminine singular nouns
- indefinite articles
- adjectival position
- simple adjectival agreement (changing o>a)

##### Essential additional subject-specific information

- Target phrases: un gato negro, una cobaya negra, un perro amarillo, una tortuga amarilla



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### 4.

#### Describing pets with more colours and joining descriptions with a conjunction

##### Pupils will learn

- describing pets with more colours
- joining descriptions with a conjunction
- indefinite articles
- simple adjectival agreement (adjectives that are the same in masculine and feminine)
- conjunction (y)

##### Essential additional subject-specific information

- Target phrases: un pájaro rosa, una cobaya rosa, un perro verde, una tortuga verde, un gato rojo y verde
-

## 5.

### Creating strange animals and describing them

#### Pupils will learn

- creating strange animals and describing them
- indefinite articles (un/una)
- adjectival position (after the noun)
- conjunction (y)
- ser (es, no es)

#### Essential additional subject-specific information

- Target phrases: Es un perro rojo y amarillo, No es una tortuga negra
- 





Lesson  
number

Lesson question

About the lesson

1.

**Naming items of clothing**

**Pupils will learn**

- saying some clothes words
- indefinite articles (un, una, (unos, unas))
- masculine and feminine, singular and plural nouns
- ser (es, no es, son, no son)

**Essential additional subject-specific information**

- Target phrases: Es un sombrero, No es una camiseta, Son pantalones, Son zapatillas

## 2.

### Describing clothes using colours

#### Pupils will learn

- describing clothes with colours
- indefinite articles (un, una, (unos, unas))
- adjectival agreement (singular and plural)
- adjectival position (after the noun)
- ser (es, no es, son, no son)

#### Essential additional subject-specific information

- Target phrases: Es un sombrero rojo, No es una camiseta negra, Son calcetines rosas, No son mallas verdes



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## 3.

### Describing clothes with colours, sizes and styles

#### Pupils will learn

- describing clothes with colours and sizes or styles
- indefinite articles (un, una, (unos, unas))
- adjectival agreement (singular and plural)
- ser (es, no es, son, no son)
- conjunction (y)

#### Essential additional subject-specific information

- Target phrases: Es un sombrero grande y negro, No es una falda pequeña y roja, Son calcetines pequeños y amarillos, No son mallas rojas y elegantes
-



## 4. Saying clothes that you have and using a conjunction

### Pupils will learn

- saying clothes that you have
- joining description with a conjunction
- indefinite articles (un, una (unos, unas))
- adjectival agreement (singular and plural)
- conjunction (y)

### Essential additional subject-specific information

- Target phrases: Tengo un sombrero amarillo y un jersey grande, Tengo unos calcetines rosas y unas zapatillas negras

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## 5. Saying which clothes you do or don't have and joining descriptions with a conjunction

### Pupils will learn

- saying clothes that you have and don't have
- joining description with conjunctions
- indefinite articles (un, una (unos, unas))
- tener (tengo, no tengo)
- conjunctions (y, pero)

### Essential additional subject-specific information

- Target phrases: Tengo un jersey verde y unas mallas rosas pero no tengo una falda roja
-



Lesson number	Lesson question	About the lesson
1.	<b>Describing someone else's size and colour</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• describing someone else's size and colour</li><li>• ser (es)</li><li>• adjectival agreement (masculine and feminine singular)</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>• Target phrases: es rojo, es roja, es grande, es pequeña</li></ul>
2.	<b>Naming parts of the head and face</b>	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>• naming parts of the head and face</li><li>• masculine and feminine, singular and plural nouns</li><li>• definite articles (el, la, los, las)</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>• Target phrases: el pelo, la nariz, los ojos, las orejas</li></ul>



### 3. Describing parts of the head and face with colours and sizes

#### Pupils will learn

- describing parts of the head and face with colours and sizes
- masculine and feminine, singular and plural nouns
- definite articles (el, la, los, las)
- adjectival agreement
- adjectival position

#### Essential additional subject-specific information

- Target phrases: el pelo negro, la boca amarilla, los dientes naranjas, las orejas verdes, el cuello largo y azul, la nariz larga y azul, los dientes largos y azules, las orejas largas y azules



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### 4. Describing a monster's head and face and joining descriptions with conjunctions

#### Pupils will learn

- describing the parts of a monster's head and face
- joining descriptions with conjunctions
- tener (tiene)
- definite articles (el, la, los, las)
- conjunctions (y, también)

#### Essential additional subject-specific information

- Target phrases: "Tiene el pelo marrón, también tiene los ojos grandes y verdes", "Tiene las orejas cortas y amarillas"
-

## 5.

### Making monster description better using intensifiers

#### Pupils will learn

- making description better using intensifiers
- tener (tiene)
- ser (es)
- definite articles (el, la, los, las)
- intensifiers (muy, bastante)

#### Essential additional subject-specific information

- Target phrases: "Es muy grande y azul", "Tiene los ojos amarillos y los dientes largos y marrones. También tiene el pelo rojo y bastante corto"
- 





Lesson  
number

Lesson question

About the lesson

1.

**Saying some food words and saying you want to have some of these foods**

**Pupils will learn**

- saying some food words
- saying you want to have some of these foods
- masculine, feminine, singular and plural nouns
- definite articles (el, la, los, las)
- quiero

**Essential additional subject-specific information**

- Target phrases: el queso, la sopa, los plátanos, las patatas fritas, Quiero ensalada y manzanas

2.

## Saying you or someone else is hungry, hot and cold

### Pupils will learn

- saying you or someone else is hungry, hot and cold
- tener (tengo, tiene)
- tener hambre, tener calor, tener frío
- quiero, quiere
- masculine, feminine, singular and plural nouns

### Essential additional subject-specific information

- Target phrases: Tengo hambre, Quiero pan, Tiene calor, Quiere helado, Tiene frío, Quiere sopa



3.

## Giving opinions about singular foods and joining opinions using conjunctions

### Pupils will learn

- giving opinions about singular foods
- joining opinions using conjunctions
- definite articles (el, la)
- (no) me gusta
- conjunctions (y, también, pero, sin embargo)

### Essential additional subject-specific information

- Target phrases: Me encanta la sopa, Me gusta el queso pero no me gusta la ensalada



#### 4. Giving opinions about plural foods and joining opinions using conjunctions

##### Pupils will learn

- giving opinions about plural foods
- joining opinions using conjunctions
- definite articles (los, las)
- conjunctions (y, también, pero, sin embargo)

##### Essential additional subject-specific information

- Target phrases: Me gustan las manzanas sin embargo odio los plátanos
- 

#### 5. Giving someone else's opinion about singular and plural foods and joining opinions using conjunctions

##### Pupils will learn

- giving someone else's opinions about singular and plural foods
- joining opinions using conjunctions
- definite articles (el, la, los, las)
- conjunctions (y, también, pero, sin embargo)

##### Essential additional subject-specific information

- Target phrases: "Le gusta la ensalada y le encanta el helado", "Le encantan las patatas fritas y le gustan los caramelos"
-



Lesson  
number

Lesson question

About the lesson

1.

**Saying different sports**

**Pupils will learn**

- saying different sports
- masculine and feminine nouns
- definite articles (el, la)

**Essential additional subject-specific information**

- Target phrases: el fútbol, el baile, la natación, la gimnasia

2.

**Saying which sports you play and do, which sports you don't play and do, and joining sentences using conjunctions**

**Pupils will learn**

- saying which sports you play and do or don't play or do
- joining sentences using conjunctions
- definite articles (el, la)
- conjugation -AR verb jugar (juego)
- conjunctions (y, también, pero, sin embargo)

**Essential additional subject-specific information**

- Target phrases: Juego al fútbol pero no hago natación, No juego al balonmano, No hago baile

### 3. Giving opinions of different sports and joining opinions using conjunctions

#### Pupils will learn

- giving opinions of different sports
- joining opinions using conjunctions
- conjunctions (y, también, pero, sin embargo)
- notion of infinitives (hacer, jugar)
- definite articles (el, la)

#### Essential additional subject-specific information

- Target phrases: Me encanta jugar al baloncesto y me gusta hacer ciclismo, Odio jugar al tenis



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### 4. Saying what sports you do in different weathers

#### Pupils will learn

- saying what sports you do in different kinds of weather
- conjugation -AR verb jugar (juego)
- hacer (hago, hace)
- a + el
- conjunctions (y, también, pero, sin embargo)

#### Essential additional subject-specific information

- Target phrases: Cuando hace sol, juego al tenis, Cuando llueve, hago natación
-

## 5.

### Saying what kind of clothes you wear to do different sports

#### Pupils will learn

- saying what kind of clothes you wear to do different sports
- conjunctions (y, también, pero, sin embargo)
- a + el
- hacer (hago)
- conjugation -AR verb jugar (juego) and llevar (llevo)

#### Essential additional subject-specific information

- Target phrases: "Cuando juego al fútbol, llevo calcetines rojos"
- 







Lesson  
number

Lesson question

About the lesson

1.

Saying some places there are in town

Pupils will learn

- saying some places in town
- saying what there is in the town
- hay
- indefinite articles (un/una)
- conjunctions (y, también)

**Essential additional subject-specific information**

- Target phrases: "Hay un cine y un supermercado. También hay una estación"

## 2. Saying what there is and is not in the town

### Pupils will learn

- saying what there is and is not in the town
- (no) hay
- indefinite articles (un/una)
- conjunctions (y, pero, también, sin embargo)

### Essential additional subject-specific information

- Target phrases: "En mi pueblo hay una escuela y un hospital pero no hay un parque", "En mi pueblo hay cinco tiendas sin embargo no hay un cine"



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## 3. Saying where in town you are going to and what transport you are taking there

### Pupils will learn

- saying where in town you are going to
- saying what transport you are taking to a place
- ir (voy)
- definite articles (el, la)
- en / a + transport

### Essential additional subject-specific information

- Target phrases: Voy al supermercado en coche, Voy a la estación a pie, Voy a la escuela en bici
-

## 4.

### Giving opinions of the town and explaining those opinions

#### Pupils will learn

- giving opinions of the town
- explaining the opinions
- (no) me gusta
- intensifiers (muy, bastante)
- conjunctions (y, pero, también, sin embargo, porque)

#### Essential additional subject-specific information

- Target phrases: "Me gusta mi pueblo porque es tranquilo y bastante limpio, y no es muy grande"



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## 5.

### Describing the places in town

#### Pupils will learn

- describing the places in town
- conjunctions (y, pero, también, sin embargo, porque)
- intensifiers (muy bastante)
- ser (es, no es)
- definite articles (el, la)

#### Essential additional subject-specific information

- Target phrases: "La escuela es moderna y limpia", "El cine es grande pero no es bonito"
-

# 4. Learn More



## Contents

### Section number

### Section contents

1.	Coherence and flexibility
2.	Language knowledge
3.	Knowledge organisation
4.	Knowledge selection
5.	Inclusive and ambitious
6.	Pupil engagement
7.	Motivation through education
8.	A curriculum of quality
9.	Subject-specific pedagogical principles
10.	Lesson greeting routines



11. Key stage 2 phonics instructions
12. Additional unit information: context, grammar, vocabulary, prior knowledge

## **1. Coherence and flexibility**

Language learning is inherently cumulative. In a classroom setting with limited exposure to the foreign language, learning is most effective when language knowledge is logically sequenced and frequently revisited. This allows children to use their core knowledge flexibly when they need to.

## **2. Language knowledge**

We set out to teach and practise the three main bodies of knowledge that research indicates are fundamental to progress for beginner language pupils in a classroom setting. These are phonics (the relationship between sound and writing), vocabulary and grammar. This knowledge is embedded in an understanding of different cultures and how languages differ from one another. This knowledge is often conveyed through the use of stories, songs, poems and rhymes in the target language.

## **3. Knowledge organisation**

This knowledge is set out clearly, with an age appropriate explicit spine of grammar and sets of vocabulary. Phonics feature regularly in each lesson and are often revisited.

## **4. Knowledge selection**

Over the course of the 39 lessons, teaching involves a range of grammar including nouns, verbs and adjectives, as well as conjunctions and intensifiers. The choice of vocabulary is guided primarily by what is of interest to children of that age, as well as by frequency. The most common verbs will be highlighted so as to allow children to manipulate verbs and create their own sentences in speech and writing. Based on both research and evidence and the knowledge and experience of a wide range of practitioners, the overall aim is to develop core knowledge and skills which children can then use in guided and freer contexts.

## **5. Inclusive and ambitious**



These lessons assume no prior knowledge of Spanish and are meant to be inclusive. Children from different language backgrounds will be encouraged to reflect on any differences between their home language, English and the foreign language that they are learning. Lessons will be planned for progress across the achievement range. These lessons are intended to lay the foundations of language learning for further study in Key Stage 3 and beyond.

## 6. Pupil engagement

Carefully designed and engaging activities, appropriate for primary school age children and targeted to their developing cognition and language knowledge, encourage pupils to pay close attention to the meaning and the form of the new language. Practice extends to production, which ensures that children have to actively recall and manipulate the language in order to communicate.

## 7. Motivation through education

Teaching is carefully planned to compel thinking, thinking drives learning, and success in learning is motivational.

## 8. A curriculum of quality

We support the curriculum planning with resources that emphasise engaging activities, explanations and modelling, abundant practice and independent use of the language, building in frequent feedback to maximise confidence and success. Regular and frequent revisiting of knowledge is explicit and systematically integrated into the planning.

## 9. Subject-specific pedagogical principles

These principles are based on research evidence of how children learn languages and underpin the design of this Curriculum Map and the lessons themselves:

- **Real communication and interaction are essential.** Language needs to be presented in a meaningful context, and needs to involve the exchange of new information. For example, in the 'monster' unit, children might listen to someone describing a monster and they have to pick the right one from a selection. Or they might have to create their own monster and describe it using the vocabulary and grammar learnt.
- **Learning about other cultures.** Children are intrinsically interested in other cultures and ways of life. For example, children might compare the food they eat or the clothes they wear with that of children from e.g. Senegal. Or they might



have to select the correct picture following a description. Music and/or art can be used to explore e.g. emotions, likes and dislikes.

- **Focus on skills.** Vocabulary and grammar are in service of communicative needs rather than being an end in and of themselves. Children need to be able to use the language rather than just learn about it. Children need to learn to deal with unfamiliar language, how to remember words; they need to learn resilience, resourcefulness and perseverance and they need to develop new ways of thinking.

## 10. Lesson greeting routines

Each lesson will begin with a simple introductory routine with the child and an interaction with “¿qué tal?” or a similar question. Each lesson will end with a suitable farewell.

This systematic inclusion of greetings routines means that there is no need for dedicated lessons on greetings.

It is also possible that teachers can pick up and revisit questions and answers from previous units, as appropriate, at the beginning of a lesson.

## 11. Key stage 2 phonics instructions

The following sounds will be covered over the course of the 8 units:

- vowels
- j/gi
- r/rr
- ñ
- ll
- qu
- ce/ci/z
- b/v

- silent h



## 12. Additional unit information: context, grammar, vocabulary and prior knowledge

The tables below provide additional information about each unit in our key stage 2 Spanish curriculum.

Each table provides a summary of a single unit. You will find information about:

- the main grammar taught in the unit
- the prior knowledge required for the unit
- the different types of vocabulary taught in the unit
- the main language context for the unit

### Unit 1: Así soy yo

Context	Grammar	Vocabulary	Prior knowledge required
<ul style="list-style-type: none"> <li>• Saying my name</li> <li>• Describing myself</li> <li>• Saying my age</li> <li>• Saying which month my birthday is in</li> <li>• Finding out about the use of capital letters on the months</li> </ul>	<ul style="list-style-type: none"> <li>• tengo</li> <li>• soy</li> <li>• es</li> <li>• me llamo</li> <li>• masculine and feminine adjectives (o&gt;a, adding a)</li> </ul>	<ul style="list-style-type: none"> <li>• tengo...años</li> <li>• months</li> <li>• mi cumpleaños es en...</li> <li>• adjectives: alto, bajo, inglés, escocés, galés, irlandés</li> <li>• question forms ¿cómo te llamas?</li> <li>• ¿cuántos años tienes?</li> <li>• ¿cómo eres? ¿cuándo es tu cumpleaños?</li> </ul>	<p>none</p>





## Unit 2: ¿Dónde vives?

Context	Grammar	Vocabulary	Prior knowledge required
<p>saying which Spanish-speaking country you live in</p> <ul style="list-style-type: none"> <li>saying your nationality</li> <li>saying what languages you speak</li> <li>using negative verbs with no</li> <li>recap of age</li> <li>recap of saying your name</li> <li>finding out about the use of capital letters on nationalities</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>(no) hablo</li> <li>(no) soy</li> <li>(no) vivo</li> <li>en</li> <li>tengo</li> <li>masculine and feminine adjectives (o&gt;a, adding a)</li> </ul>	<ul style="list-style-type: none"> <li>español(a)</li> <li>británico/a, mexicano/a,</li> <li>hondureño/a, chileno/a, boliviano/a</li> <li>en el Reino Unido, en España, en México, en Honduras, en Chile, en Bolivia</li> <li>inglés</li> <li>numbers</li> <li>tengo...años</li> <li>question form: ¿dónde vives? / ¿de qué nacionalidad eres? / ¿qué idioma hablas?</li> </ul>	<ul style="list-style-type: none"> <li>agreement of masculine and feminine adjectives</li> <li>use of soy</li> </ul>

## Unit 3: Eso, ¿qué es?

Context	Grammar	Vocabulary	Prior knowledge required
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- identifying objects
- understanding grammatical gender
- describing masculine and feminine nouns with some adjectives
- adjectival position (after the noun)
- saying what animal it is or isn't using es and no es
- creating strange animals
- using the conjunction y
- nouns
- gender
- indefinite articles un/una
- (no) es
- adjectival agreement m.sg. and f.sg. (o>a, no change)
- conjunction y
- nouns: pets: perro, gato, conejo, pájaro, cobaya, tortuga
- colours: rojo, negro, amarillo, rosa, verde, naranja
- es
- question forms: eso, ¿qué es? / ¿de qué color es?
- masculine and feminine adjectival forms
- es

## Unit 4: Me visto

### Context

- saying the names of clothes
- understanding the difference between singular and plural
- describing masculine, feminine and plural nouns
- adjectival position

### Grammar

- indefinite articles un, una (unos, unas)
- gender
- adjectival agreement singular and plural (o>a,os,as, adding s)
- (no) tengo
- (no) es

### Vocabulary

- adjectives: grande, pequeño, elegante, rojo, negro, amarillo, rosa, verde, naranja
- nouns: sombrero, jersey, falda, camiseta, calcetines, pantalones, zapatillas, mallas
- y

### Prior knowledge required

- adjectival agreement (singular)
- concept of gender
- indefinite articles



- joining two phrases using y or pero
- saying what you do and don't have
- conjunctions y and pero
- pero
- (no) tengo
- (no) es
- question form: ¿qué tienes?

## Unit 5. Describo un monstruo

Context	Grammar	Vocabulary	Prior knowledge required
<p>Describing masculine, feminine and plural parts of the head and face using colours and size/shape adjectives</p> <ul style="list-style-type: none"><li>• using intensifiers muy and bastante</li><li>• using the 3rd person forms tiene, es to describe a monster</li></ul>	<ul style="list-style-type: none"><li>• tiene</li><li>• es</li><li>• intensifiers muy and bastante</li><li>• adjectival agreement (o&gt;a,os,as, e&gt;es, a&gt;as, adding es)</li><li>• definite articles el, la, los, las</li><li>• conjunctions y and también</li></ul>	<ul style="list-style-type: none"><li>• grande, pequeño, largo, corto</li><li>• rojo, amarillo, negro, verde, rosa, naranja, azul, marrón</li><li>• cuello, pelo, nariz, cabeza, boca, ojos, dientes, orejas</li><li>• question form: ¿cómo es el monstruo?</li></ul>	<ul style="list-style-type: none"><li>• adjectival agreement</li><li>• (masculine, feminine, singular, plural)</li><li>• colours</li></ul>

## Unit 6: ¡A comer!

Context	Grammar	Vocabulary	Prior knowledge required
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- talking about food
- giving your opinions of drinks
- giving the opinions of other people about foods
- saying you or someone else is hungry, hot or cold
- saying what you want to have
- joining your sentences with conjunctions
- definite articles
- me encanta(n), le encanta(n)
- (no) me gusta(n), (no) le gusta(n)
- odio / odia
- tengo hambre / tiene hambre
- tengo calor / tiene calor
- tengo frío / tiene frío
- quiero / quiere
- conjunctions y, pero, también, sin embargo
- queso, helado, ensalada, sopa, caramelos, plátanos, manzanas, patatas fritas
- question forms: ¿te gusta(n)? / ¿tienes hambre? etc
- definite articles
- negative forms (no + verb form)



## Unit 7: Hago deporte

### Context

- saying the sports you do and play
- saying the sports you don't do or play
- giving your opinions of sports

### Grammar

- a + el
- (no) juego
- (no hago)
- me encanta(n)
- (no) me gusta(n)
- odio

### Vocabulary

- playing sports: fútbol, tenis, baloncesto, balonmano
- doing sports: baile, ciclismo, natación, gimnasia
- hace calor/frío/sol/viento

### Prior learning required

- definite articles
- negative verb forms (no + verb form)



- saying what sports you do and play in different kinds of weather
- saying what clothes you wear to do different sports
- joining phrases with conjunctions
- jugar
- hacer
- notion of infinitive form
- conjunctions y, pero, sin embargo, también
- llevo
- hace for weather expressions
- llueve, nieva
- cuando
- question form: ¿qué haces? / ¿te gusta?

## Unit 8: Mi pueblo

### Context

- saying what places there are and aren't in your town
- describing the places in your town
- saying where you go in your town
- saying how you get to different places in your town
- giving opinions of the places in town and using adjectives to explain the opinions

### Grammar

- (no) hay
- voy
- notion of gender
- indefinite articles
- definite articles
- pluralisation
- numbers
- adjectival agreement (masculine, feminine, singular, plural)
- a + el, la

### Vocabulary

- supermercado, cine, parque, colegio
- piscina, tienda, casa, estación
- grande, pequeño, bonito, interesante, tranquilo, moderno, histórico, limpio
- pueblo
- en coche, en autobús, en tren, en bici
- a pie
- question forms: ¿cómo vas? / ¿cómo es?

### Prior knowledge required

- notion of gender
- adjectival agreement
- definite articles
- indefinite articles

- (no) me gusta
- me encanta
- odio
- (no) es
- intensifiers bastante and muy
- conjunctions y, pero, también, sin embargo, porque

