

Key stage 2 scheme of work for languages: overview of Spanish units 1–12

Topic/theme	Functions/notions	Grammar	Core language	Phonic focus
Unit 1 Yo (All about me)				
<ul style="list-style-type: none"> Greetings Introducing yourself 	<ul style="list-style-type: none"> Simple greetings Making simple statements (about name and age) Asking simple questions (about name and age) Numbers 1–10 	<ul style="list-style-type: none"> <i>llamarse</i>: yo and tú forms (yo) me llamo, (tú) te llamas Possessive adjective: <i>mi</i> 	<ul style="list-style-type: none"> <i>¡Buenos días! ¡Buenas tardes!</i> <i>¡Hola!</i> <i>¿Qué tal?</i> <i>Bien/Mal. ¿Y tú?</i> <i>¡Adiós!</i> <i>señor/señora</i> <i>Sí/No</i> <i>(Yo) me llamo ...</i> <i>¿Cómo te llamas?</i> <i>Éste/Ésta es ...</i> <i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i> <i>¿Cuántos años tienes?</i> <i>Tengo siete/ocho años</i> 	<ul style="list-style-type: none"> <i>j</i> <i>ll</i> silent <i>h</i> <i>ñ</i> <i>e</i>
Unit 2 Canciones y juegos (Songs and games)				
<ul style="list-style-type: none"> Responding to a song in Spanish Understanding simple instructions Making a game 	<ul style="list-style-type: none"> Numbers 11–20 Simple instructions Expressing preference 	<ul style="list-style-type: none"> Singular and plural nouns 	<ul style="list-style-type: none"> <i>once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte</i> <i>¿Cuántos?</i> <i>(Yo) prefiero ...</i> 	<ul style="list-style-type: none"> <i>r</i> <i>c (e/i)</i> <i>z</i> <i>v</i> <i>u</i> revision of <i>ll</i> and <i>ñ</i>

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Unit 3 ¡Vamos a celebrarlo! (Celebrations)				
<ul style="list-style-type: none"> Saying what you can do well Celebrating achievements and special occasions 	<ul style="list-style-type: none"> Making simple statements (about activities) Expressing praise Months of the year Writing an invitation Asking permission 	<ul style="list-style-type: none"> Regular -ar and -er verbs: yo form Simple adverbs Position of simple adverbs <i>poder</i>: ¿(Yo) puedo? (asking permission) <i>saber</i>: (yo) sé + infinitive <i>ser</i>: (yo) soy, (tú) eres en + month 	<ul style="list-style-type: none"> (Yo) <i>nado bien</i> (Yo) <i>leo/bailo/canto bien</i> (Yo) <i>juego bien al fútbol</i> ¡bravo/estupendo/fenomenal/ guai! ¡Soy/Eres un campeón/ una campeona! ¡Feliz cumpleaños! enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre (Yo) sé ¿(Yo) puedo? (Yo) quiero por favor 	<ul style="list-style-type: none"> <i>d</i> making the sound <i>th</i>, as in 'although' consolidation of <i>j</i>, <i>ll</i>, <i>ñ</i>, <i>v</i> and <i>z</i>
Unit 4 Retratos (Portraits)				
<ul style="list-style-type: none"> Parts of the body Colours Descriptions of people 	<ul style="list-style-type: none"> Making simple statements (about appearance) Giving a simple description (of a person) 	<ul style="list-style-type: none"> Adjectives: agreement and position <i>tener</i>: él/ella tiene <i>ser</i>: él/ella es 	<ul style="list-style-type: none"> los colores rojo, negro, blanco, amarillo, violeta, naranja, rosa, marrón, azul, verde (Yo) tengo ... (Él/Ella) tiene ... el pelo azul/rojo/verde/ amarillo/rubio la boca azul/roja/verde/amarilla los ojos azules/rojos/verdes/ amarillos (Él/Ella) es ... alto/alta bajo/baja 	<ul style="list-style-type: none"> difference between the sounds <i>z</i> and <i>d</i> (<i>th</i> as in 'although') revision of <i>j</i> and <i>ll</i>

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Unit 5 Los cuatro amigos (The four friends)				
<ul style="list-style-type: none"> Responding to a story Understanding simple instructions Descriptions of animals 	<ul style="list-style-type: none"> Giving a simple description (of an animal) Making simple statements (about movement) 	<ul style="list-style-type: none"> Negatives (<i>no ...</i>) Regular <i>-er</i> and <i>-ar</i> verbs: <i>él/ella</i> form <i>ser: es</i> 	<ul style="list-style-type: none"> <i>el caballo</i> <i>la oveja</i> <i>el conejo</i> <i>el ratón</i> <i>... galopa</i> <i>... corre</i> <i>Es ...</i> <i>gris</i> <i>No, el conejo no galopa, etc</i> 	<ul style="list-style-type: none"> <i>i</i> revision of <i>ll, j</i> and <i>z</i>
Unit 6 Cultivando unas cosas (Growing things)				
<ul style="list-style-type: none"> Responding to a story Buying things Ordering in a restaurant 	<ul style="list-style-type: none"> Expressing likes and dislikes (about food) Saying what you would like 	<ul style="list-style-type: none"> Questions: with <i>¿Qué?</i> <i>gustar: me/te gusta, me/te gustan</i> <i>gustar: negative no me gusta / no me gustan</i> <i>querer: (usted) quiere</i> (polite form) <i>ir: (yo) voy</i> 	<ul style="list-style-type: none"> <i>¿Te gusta(n) ...?</i> <i>Me gusta(n) ... (mucho)</i> <i>No me gusta(n) ... (mucho)</i> <i>¿Qué quiere usted?</i> <i>Aquí tiene</i> <i>Gracias</i> 	<ul style="list-style-type: none"> <i>g (e/i)</i> revision of <i>j, ll</i> and <i>d (th)</i>

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Unit 7 ¡A bordo! (All aboard)				
<ul style="list-style-type: none"> • Travel • Weather 	<ul style="list-style-type: none"> • Making statements (about travel) • Describing the weather • Days of the week 	<ul style="list-style-type: none"> • <i>en/a</i> + transport • <i>a</i> + place • <i>ir</i>: (yo) voy, (tú) vas • Question with <i>¿A dónde?</i> • <i>hacer</i>: hace 	<ul style="list-style-type: none"> • (Yo) voy <i>al colegio</i> • <i>en autobús/coche/bicicleta</i> • <i>a pie</i> • <i>¿A dónde vas?</i> • (Yo) voy ... <i>a México/España</i> • <i>Hace calor / mal tiempo / buen tiempo / viento / frío / sol</i> • <i>Llueve</i> • <i>lunes, martes, miércoles, jueves, viernes, sábado, domingo</i> 	<ul style="list-style-type: none"> • <i>au</i> • revision of vowel sounds • <i>z</i> and <i>j</i>
Unit 8 La paga (Pocket money)				
<ul style="list-style-type: none"> • Expressing opinions about likes and dislikes 	<ul style="list-style-type: none"> • Expressing likes and dislikes (about food and toys) • Justification of opinions • Numbers 21–39 • Simple prices 	<ul style="list-style-type: none"> • <i>eso/esa</i> • <i>tener</i>: negative <i>no tengo</i> 	<ul style="list-style-type: none"> • <i>eso/esa</i> • <i>Me encanta ...</i> • <i>No me gusta nada ...</i> • <i>veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta</i> • <i>¿Cuánto es?</i> • <i>un euro</i> • <i>Es genial, magnífico</i> • <i>No tengo ...</i> 	<ul style="list-style-type: none"> • <i>eu</i> • <i>ei</i>

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Unit 9 ¡Cuéntame un cuento! (Tell me a story!)				
<ul style="list-style-type: none"> Responding to a story 	<ul style="list-style-type: none"> Instructions Numbers in multiples of 10 up to 100 	<ul style="list-style-type: none"> Imperatives: <i>tú</i> form Adjectives: masculine and feminine singular agreement <i>estar</i>: <i>está</i> 	<ul style="list-style-type: none"> <i>cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien</i> <i>alto/alta, bajo/baja</i> <i>verdadero/falso</i> 	<ul style="list-style-type: none"> revision of <i>r</i> and <i>d</i> (<i>th</i>) synthesising familiar words
Unit 10 La vida deportiva (Sporting life)				
<ul style="list-style-type: none"> Healthy food and drinks 	<ul style="list-style-type: none"> Making simple statements (about activities and diet) 	<ul style="list-style-type: none"> Questions: with <i>¿Qué?</i> (revision) <i>hacer</i>: (<i>yo</i>) <i>hago</i>, (<i>tú</i>) <i>haces</i> 	<ul style="list-style-type: none"> <i>¿Qué haces el (lunes)?</i> <i>(Yo) juego al tenis / al cricket / al baloncesto</i> <i>(Yo) monto en bici</i> <i>(Yo) patino/bailo</i> <i>(Yo) hago gimnasia / natación</i> <i>cero</i> <i>el zumo de naranja</i> <i>el pescado</i> <i>el chocolate</i> <i>el yogurt</i> <i>la coca</i> <i>los caramelos</i> (m) <i>las patatas fritas</i> (f) <i>las zanahorias</i> (f) <i>una manzana</i> <i>Es bueno/buena/malo/mala para la salud</i> <i>Son buenos/buenas/malos/malas para la salud</i> 	<ul style="list-style-type: none"> <i>qu</i> synthesising words from individual phonemes

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Unit 11 El Carnaval de los animales ('Carnival of the Animals')				
<ul style="list-style-type: none"> Animals and their habitats 	<ul style="list-style-type: none"> Giving a simple description (of animals and habitats) Telling the time on the hour Asking and answering simple questions 	<ul style="list-style-type: none"> Adjectives: masculine and feminine agreements and invariable Adverbs 	<ul style="list-style-type: none"> ¿Dónde vives? Vivo en ... rápido/rápida lento/lenta pequeño/pequeña grande rápidamente lentamente fuerte suave ¿Qué hora es? la una, las dos, las tres, las cuatro, las cinco, las seis, las siete, las ocho, las nueve, las diez, las once, las doce 	<ul style="list-style-type: none"> consolidation of phoneme–grapheme correspondence identifying key phonemes synthesising words
Unit 12 ¿Qué tiempo hace? (What's the weather like?)				
<ul style="list-style-type: none"> Weather Clothing 	<ul style="list-style-type: none"> Describing the weather Revision of numbers to 40 Saying the temperature (plus and minus) Saying the date 	<ul style="list-style-type: none"> Complex sentences starting with a subordinate clause using <i>Cuando ...</i> <i>Llevar</i>: (yo) llevo, (tú) llevas 	<ul style="list-style-type: none"> Nieva Hielo Cuando ... llevas ... (Yo) llevo bajo cero lunes, 5 de junio, etc el 5 de junio, etc 	<ul style="list-style-type: none"> oi/oy revision of key phonemes, especially v consolidation of phoneme–grapheme correspondence breaking words into individual phonemes synthesising phonemes to build words

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Framework objectives	Units					
	1	2	3	4	5	6
Oracy						
O3.1		●	●	●	●	●
O3.2	●	●	●	●	●	●
O3.3	●	●	●	●	●	●
O3.4	●	●			●	●
Literacy						
L3.1	●	●	●	●	●	●
L3.2	●					●
L3.3		●	●	●	●	●
Intercultural understanding						
IU3.1	●					
IU3.2	●			●		●
IU3.3	●					●
IU3.4		●		●		●

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Framework objectives	Units					
	7	8	9	10	11	12
Oracy						
O4.1	●		●	●	●	●
O4.2	●	●	●	●	●	●
O4.3	●	●	●		●	●
O4.4	●	●		●	●	●
Literacy						
L4.1	●		●	●	●	●
L4.2	●					●
L4.3	●	●	●	●		●
L4.4	●		●	●	●	
Intercultural understanding						
IU4.1					●	
IU4.2	●	●				
IU4.3			●			
IU4.4	●					