

Spanish Curriculum Coverage

Listen attentively to spoken language and show understanding by joining in and responding	- All units
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	- All units (plus phonics 1-4)
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	- All units
Speak in sentences, using familiar vocabulary, phrases and basic language structures	- All units
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	- All units (plus phonics 1- 4)
Present ideas and information orally to a range of audiences	- All units
Read carefully and show understanding of words, phrases and simple writing	- All units
Appreciate stories, songs, poems and rhymes in the language	- All units
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	- All units
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	- All units
Describe people, places, things and actions orally* and in writing	<ul style="list-style-type: none"> - Under the sea (ANIMALS) NURSERY - The Circus (PEOPLE & PLACE) RECEPTION - In the jungle (ANIMALS) RECEPTION - Minibeast (ANIMALS & ACTIONS) Y1 - In my town (PLACE) Y1 - Superheroes (ACTIONS) Y1 - Animals (ANIMALS) Y2

	<ul style="list-style-type: none"> - Instruments (ACTIONS) Y2 - I am learning... (PLACE & PEOPLE) Y3 - Presenting Myself (PEOPLE & PLACE) Y3 - My Family (PEOPLE & PLACE) Y4 - The Weather (THINGS) Y4 - Do you have a pet? (THINGS) Y4 Y5 - Clothes (THINGS) Y5 - Romans (PEOPLE, PLACES & THINGS) Y5 - At School (THINGS) Y6 - The Weekend (THINGS & ACTIONS) Y6 - Healthy Lifestyles (THINGS & ACTIONS) Y6 - Vikings (PEOPLE, PLACES & THINGS) Y6 - Me in the world (PEOPLE & PLACES) Y6 - Planets (THINGS, PEOPLE & PLACES) Y6
<p>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>	<ul style="list-style-type: none"> • <u>GENDER & ARTICLES:</u> <ul style="list-style-type: none"> - Seasons Y2 - Ice-cream Y3 - Presenting myself Y3 - Family Y4 - Do you have a pet? Y4 Y5 - Clothes Y5 - Romans Y5 - At school Y6 - Healthy lifestyles Y6 - Vikings Y6 - Me in the world Y6 - Planets Y6 • <u>FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS:</u> <ul style="list-style-type: none"> - Ice creams Y3 - I am learning... Y3

- Presenting myself Y3
- Family Y4
- The weather Y4
- Do you have a pet? Y5
- Clothes Y5
- Romans Y5
- At school Y6
- The weekend Y6
- Healthy lifestyles Y6
- POSSESSIVES
- Family Y4
- Clothes Y5
- Vikings Y6
- ADJECTIVAL AGREEMENT
- Presenting myself Y3
- My family Y4
- Clothes Y5
- Vikings Y6
- CONJUNCTIONS/CONNECTIVES
- Seasons Y2
- Ice-cream Y3
- Do you have a Pet? Y4/Y5
- USING THE NEGATIVE
- Do you have a pet? Y4/Y5
- Romans Y5
- At school Y6
- The weekend Y6
- Healthy lifestyles Y6
- OPINIONS
- Seasons Y3
- Ice-creams Y3

	<ul style="list-style-type: none">- At school Y6- The weekend Y6- Vikings Y6• <u>WHOLE CONJUGATION OF HIGH FREQUENCY VERBS</u>- Clothes Y5- At school Y6- Vikings Y6
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