

Years	AUTUMN 1 (6)	AUTUMN 2 (M5/F6)	SPRING 1 (M4/F5)	SPRING 2 (5)	SUMMER1 (M4/F6)	SUMMER 2 (M8/F7)
Y2	GREETINGS (GENDER)	DAY OF THE DEAD CHRISTMAS VOCABULARY	NUMBERS 0-20	MONTHS OF THE YEAR	FARM ANIMALS (COLOURS, NUMBERS, VERB "HAY", ARTICLES)	FRUITS (COLOURS, NUMBERS, ARTICLES)
Y1	GREETINGS (GENDER)	NUMBERS 0-10	COLOURS (ORAL& WRITING) CHRISTMAS VOCABULARY	BODY PARTS (NUMBERS, ARTICLES)	SALAD INGREDIENTS (NUMBERS,COLOURS,ARTICL	ES)KITCHEN OBJECTS (NUMBERS, COLOURS, SALAD)
R	GREETINGS	GREETINGS NUMBERS 0-5 CHRISTMAS VOCABULARY	NUMBERS 0-5 CHRISTMAS VOCABULARY	COLOURS (ORAL)	BODY PARTS	SEASONS

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Y3	Greetings Basic words to greet someone in Spanish How are you? (answer) What's your name? My name is...	Greetings Have a short conversation with a classmate using all the words and write it on the Spanish book.	Numbers Fluency 4 communicative skills. To listen to numbers up to 30 by Spanish speakers and be able to take notes of this number without mistakes. To read numbers up to 30 out loud. To write the spelling of numbers up to 30 in Spanish. To say numbers up to 30 clearly.	Our birthdays To name the 4 seasons in Spanish. To name the months of the year. To express what season, date and month is their birthday.	The weather To name types of weather. To describe the weather of places (pictures) To describe the weather of each season. To make a weekly forecast.	The clothes To describe clothes by its colour. To draw and label the school uniform / favourite outfit. To inform what clothes do you put on depending on the weather or place you go. To describe what people wear. To describe what to wear "yesterday, today and tomorrow". To express how clothes fits you.

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Y4	<p><u>Meeting someone new</u></p> <p>Ask and answer about basic information about someone: name, age, origin and place they live.</p>	<p><u>Meeting someone new</u></p> <p>Ask and answer about basic information about someone: name, age, origin and place they live.</p>	<p><u>Numbers up to 100</u></p> <p>Fluency 4 communicative skills. Listen to tens by Spanish speakers and take notes of this es of this number without mistakes. To read tens out loud. To write the spelling of tens. To say tens clearly. Use of expression "my phone number is"</p>	<p><u>Hobbies</u></p> <p>To name different leisure activities. To organise leisure activities throughout the week (use of days of the week) To express likes and dislikes. To express hobbies, I do depend on the weather.</p>	<p><u>Hobbies</u></p> <p>To name different leisure outdoor activities. The use of the expression "vamos" / "vamos a ..." + infinitive verb forms with affirmative or negative reply (Let's...) To express my favourite leisure activity. To express what other people like to do. High-frequency verb: saber (to know / be able)</p>	<p><u>The house</u></p> <p>To name rooms of the house To name rooms of own house in a map. To describe the house by its room classified in floors.</p>

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Y5	<p><u>Greetings</u> Different typical expressions used by Spanish speakers when they meet someone they know) High-frequency expressions to greet someone. Formal and informal high-frequency expressions to ask and answer: How are you? Different formal and informal Spanish expressions to farewell people. Differences using personal pronouns: tú / usted Punctuation: Spanish question mark “?” Phonics: “ll” and “qu” Ask for basic information about someone: name, age, origin and place they live after they greet and ask how you are</p>	<p><u>Greetings</u> Different typical expressions used by Spanish speakers when they meet someone they know) High-frequency expressions to greet someone. Formal and informal high-frequency expressions to ask and answer: How are you? Different formal and informal Spanish expressions to farewell people. Differences using personal pronouns: tú / usted Punctuation: Spanish question mark “?” Phonics: “ll” and “qu” Ask for basic information about someone: name, age, origin and place they live after they greet and ask how</p>	<p><u>Numbers (up to 1000)</u> (Fluency using hundreds with the 4 communication skills) To listen to hundreds by Spanish speakers and be able to take notes of this number without mistakes. To read hundreds out loud. To write the spelling of hundreds. To say hundreds clearly. Use of expression “my phone number is”</p>	<p><u>Family members</u> To name family members. To make a family tree. To introduce their family members. To discuss how their family tree is set up. To express how many siblings they have, or to express they are an only child. Adjectives to describe family members character (to describe people). To describe connections between members. High frequency verb: tener (to have)</p>	<p><u>Body parts</u> To name body parts To make the plural –s/-es and identify genders when needed to use coherent article. To describe bodies from different monsters (amount and colours)</p>	<p><u>Food & drinks</u> To name food & drinks. To express favourite meals. To express food & drinks likes and dislikes. To name crockery and cutlery. To express thirst and hunger and how to make a simple polite order. To make a comic ordering food in a restaurant. High frequency verb: gustar (like) / ser (verb to be)</p>

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Y6	<p>Greetings (with coherent formality register)</p> <p>Formal and informal greetings and typical expressions to greet someone.</p> <p>Formal and informal different ways of asking and answering: How are you?</p> <p>Different formal and informal Spanish expressions to farewell people.</p> <p>Differences using personal pronouns: tú / usted</p> <p>Punctuation: Spanish question mark “?”</p> <p>Phonics: “ll” and “qu”</p>	<p>Greetings (with coherent formality register)</p> <p>Formal and informal greetings and typical expressions to greet someone.</p> <p>Formal and informal different ways of asking and answering: How are you?</p> <p>Different formal and informal Spanish expressions to farewell people.</p> <p>Differences using personal pronouns: tú / usted</p> <p>Punctuation: Spanish question mark “?”</p> <p>Phonics: “ll” and “qu”</p>	<p>Numbers</p> <p>(Fluency using thousands, and millions with the 4 communication skills)</p> <p>To listen to numbers by Spanish speakers and be able to take notes of this number without mistakes.</p> <p>To read long numbers out loud.</p> <p>To write the spelling of number words.</p> <p>To say long numbers clearly.</p> <p>Use of expression “my phone number is”</p>	<p>School supplies:</p> <p>To name and spell classroom objects.</p> <p>To express the use of this object.</p> <p>To ask and express about a quantity of a certain object.</p> <p>Use of indefinite articles: un/ una (a/ an</p> <p>Use of question word “¿Cuánto...? (How many/ much)</p> <p>High Frequency verbs: Haber (there is/are) / estar (verb to be 3rd person)</p>	<p>The Time</p> <p>High Frequency verb: ser (to be)</p> <p>Vocabulary related to times of the day & units time measurement.</p>	<p>The city:</p> <p>To name different places in the city and shops.</p> <p>To locate places in the city using prepositions of place.</p> <p>To give simple directions (ordinal numbers)</p> <p>High Frequency verbs: “tome” and “siga” (“take” and “follow” imperative), “ir” (verb to go)</p> <p>To name means of transports.</p> <p>To ask and answers what means of transports they use to reach places.</p>