

Y3/4 SPANISH CURRICULUM



GREETINGS	PEOPLE & PLACES	NATURE / ANIMALS	OUR BODIES	HOBBIES	FOOD & SHOPS
Where I live Numbers to 30 (extend to 50)	My family School: Subjects / jobs	Weather My pets Colours	Describing and comparing body parts Clothing	Hobbies / Sports	Spanish Market
Greet each other and ask about where they live. Say how old they are and ask their partner their age. Say/read the day and date. Say and ask others when their birthday is. Recognise aurally / written the numbers 1 – 20. Count to 30. Count in multiples of 10 to 100. Y4 EXT: Understand that Spanish is spoken in many countries. Ask and answer questions about modes of transport. Count to 50.	Know the Spanish for members of their family. Hold a conversation with a partner about their family. Respond to simple commands in lessons. Know the Spanish for different jobs and subjects in school. Y4 EXT: Create a dialogue with a partner around the subjects they like / dislike. Write sentences (from memory) expressing opinions about what they like / do not like to do in school.	Talk about the weather. Know the Spanish for different pets / animals. Hold a conversation with a partner about pets. Recall colours learnt. Say and ask others what their favourite colour is. Y4 EXT: Create and perform a dialogue about the weather. Write an individual weather diary for a week. Write a description of animals using 2 adjectives.	Know a wider range of body parts. Use adjectives to describe and compare (e.g. She has blue eyes. He is taller). Know common items of clothing and describe using colour size (small, medium, large). Respond to and create descriptions using colour correctly, agreeing in gender and number. Y4 EXT: Express simple preferences using parts of me gusta + colour and -ar verbs. Create a dialogue with a partner using questions and complex sentences to express opinions about clothing.	Know the Spanish for different sports and hobbies of their family. Hold a conversation with a partner about what they like to do at the weekend. Y4 EXT: Create a dialogue with a partner around ¿Qué te gusta hacer? (What do you like to do?). Write sentences from memory expressing opinions about what they like/do not like to do. Create a dialogue with a partner around ¿Qué haces el lunes? Produce an individual written diary of daily activities. Create complex sentences which include time + activities.	Understands the types of food and produce at a Spanish Market. Know how to ask 'How much is...?' for items of food / clothing. Hold a simple conversation with a partner. Y4 EXT: Perform a role play (using a variety of times + activities), drawing on work done on clothing, hobbies and the market.
The yo and tú forms of the verb llamarse. Know months do not have a capital letter (unless they start a sentence). Structures to say simple mental Maths eg 2 más 3 son 5. 1 st and 2nd person singular of 'ir' - voy, vas. Use of 'en' or 'a' with modes of transport	Tengoaños. Commands in the singular and plural. How to say 'of the' masculine form – del. Infinitive form of several AR verbs and the 1st person singular form. Indirect object pronoun with gustar. Infinitive phrases with 'me gusta'.	1 st person singular of common -ar verbs and their infinitives. How to ask and give information about favourite colour using Cuál. Differences between the use of 'está' and 'es'. Hace, hay and está as constructions to use when describing weather.	Gender and number differences of nouns. Adjectives describing nouns. 3rd person singular of the verb 'tener'. 1st person singular form of common -AR and - ER verbs. Definite articles el, los, la, las Recognise and apply simple adjectival agreements.	The infinitive of a selection of -ar verbs. Masculine / feminine adjectives to describe nouns. 1st person singular form of common -AR and - ER verbs. Recognise and apply simple adjectival agreements. Manipulate the language by choosing different adjectives and activities.	1st, 2nd and 3rd persons singular of the verb 'tener'. Use the masculine/feminine versions 'un/una' The 1st person singular form of a range of verbs. Connectives to manipulate language and produce more complex sentences
ll, ue, j, c, silent h; use of the accent when it denotes stress V, ue, c, ll	Ñ, ua, z, soft c, j, ei, v, i, silent h J, soft c, i, ue	Ñ, ai, j, v, ue and silent h. J, z	ll, ue, ie Ue, g, z, soft c, silent h	R, soft c, j, silent h Ll, z, silent h, ñ, v, j	Z, ll, rr, ñ, silent h, hard g c, ll, j, e, v, silent h

Year 3 OUTCOMES	Year 4 OUTCOMES	KEY SKILLS
<ul style="list-style-type: none"> • Understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly • Follow and repeat key words from a song, rhyme or poem. • Recall key phonics words (and gestures), and say them aloud with good pronunciation. • Read key words (and gestures), and read them aloud with good pronunciation. • Ask and answer simple pre-learned questions from memory. • Beginning to understand the formation of questions and answer involving familiar vocabulary • Repeat and say familiar words and short simple phrases, using understandable pronunciation. • Read aloud some very familiar words and short phrase with accurate pronunciation. • Understand some familiar written words and short phrases. • Use the visual cues and context to follow the gist of a short text. • Use a word list / display to locate specific words. • Write some single words from memory, with plausible spelling • With support, substitute one element in a simple phrase or sentence to vary the meaning. • Use indefinite articles in the singular with masculine and feminine nouns. • Form regular plural nouns. • Identify adjective and noun position. • Use some singular masculine and plural adjectives correctly. • Use the high-frequency verb forms (I have, it is, they are, there is/are) confidently. 	<ul style="list-style-type: none"> • Understand and respond to a range of familiar spoken words and short phrases • Recognise / match key sounds and words that rhyme. • Rehearse and perform short role-plays with several exchanges and secure pronunciation. • Beginning to understand how to form questions/answers independently. • Use simple pre-learned words and phrases for routine situations and interaction. • Read and understand a range of familiar written phrases. • Use a word list or dictionary to check the spelling of a word. Write simple words and several short phrases from memory with understandable spelling. • Substitute one element in a simple phrase or sentence to vary the meaning e.g. the colour, adjective or noun. • Use indefinite articles in singular and plural and definite articles in both singular and plural. • Use a variety of plural nouns, including some irregular ones. • Use adjectives (agreement and position) with more confidence. • Use 'tiene' (3rd person tener) and 'está' (3rd person estar). • Use connectives 'and'(y), 'but' (pero), 'also' (además) 	<ul style="list-style-type: none"> ○ <i>Listen attentively and demonstrate this by responding</i> ○ <i>Work effectively in pairs and give each other feedback</i> ○ <i>Recall key phonic sounds</i> ○ <i>Respond to a variety of inputs to learn new grammar points</i> ○ <i>Develop strategies to aid memorisation, such as actions linked to verbs</i> ○ <i>Build on prior knowledge to access a new text</i> ○ <i>Develop a strategy of their own to help them memorise new vocabulary</i> ○ <i>Use a bi-lingual dictionary to look up simple nouns</i> ○ <i>Deliver a short presentation about a topic in Spanish</i> ○ <i>Use context and prior learning to determine meaning</i> ○ <i>Apply phonic knowledge to support reading and writing</i> ○ <i>Understand that Spanish is spoken in many countries</i> ○ <i>Work with a partner</i> ○ <i>Use mental associations to help remember words</i> ○ <i>Read and memorise words</i> ○ <i>Develop intercultural understanding</i> ○ <i>Build on prior knowledge to create new sentences</i> ○ <i>Look at the writing conventions of the language</i> ○ <i>Discuss language learning and share ideas</i>