

Spanish Progression of Knowledge with Outcomes

	KNOWLEDGE	OUTCOMES	National curriculum aims
Year 3	<p>Autumn term:</p> <p>Linguistic: Basic greeting/conversation</p> <ul style="list-style-type: none"> Know and understand the greetings hola, Buenos dias, Buenos tardes, Buenos noches, adios, hasta luego. Know and understand the phrase ¿Como te llamas? Know and understand the phrase me llamo. <p>Cultural: Where is Spain?</p> <ul style="list-style-type: none"> Know where Spain is in Europe Know what the Spanish flag looks like Know a few key facts about Spain (e.g. currency, climate) <p>Cultural: Christmas in Spain</p> <ul style="list-style-type: none"> Know the traditions in Spain at Christmas 	<p>All children will:</p> <p>To respond to a Spanish speaker in English e.g. tell someone their name after hearing the question ‘como te llamas?’</p> <p>Greet someone in Spanish by saying hello</p> <p>Identify the Spanish flag</p> <p>Explain one Spanish Christmas traditions</p> <p>Most children will:</p> <p>Respond to a Spanish speaker using Spanish words and phrases.</p> <p>Ask someone a question and understand their answer e.g ask for their name</p> <p>Identify the Spanish flag</p> <p>Locate Spain on a map of Europe</p> <p>Explain Spanish Christmas traditions</p> <p>Some children will:</p> <p>Have a simple conversation in Spanish using full sentences.</p> <p>Be able to tell you someone else’s name</p> <p>Draw the Spanish flag</p> <p>Locate Spain on a map of Europe</p> <p>Describe the difference between English and Spanish Christmas traditions</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences appreciate stories, songs, poems and rhymes in the language describe people, places, things and actions orally and in writing
	<p>Spring term:</p> <p>Linguistic: Numbers 1-30 and age</p> <ul style="list-style-type: none"> Recall greetings Know and understand how to say the numbers 1-30 in Spanish 	<p>All children will:</p> <p>To be able to count to 10 in Spanish.</p> <p>To respond to a Spanish speaker asking their age in English.</p> <p>To know one fact about flamenco dancing.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding

<ul style="list-style-type: none"> • Know and understand the question ¿Cuantos anos tienes? • Know and understand the phrase Tengo...anos. <p>Cultural: Flamenco dancing</p> <ul style="list-style-type: none"> • Know why flamenco dancing is important in Spain. • Know about traditional flamenco dress and music. • Know some basic flamenco dancing moves. • Know about a famous Spanish flamenco dancer. 	<p>Most children will: To be able to count to 30 in Spanish. To respond to a Spanish speaker using Spanish words and phrases. Ask someone their age in Spanish and understand their answer. Describe flamenco dancing and talk about a famous Spanish flamenco dancer.</p> <p>Some children will: To be able to count up to and back from 30 in Spanish. To have a simple conversation in full sentences around ages. Be able to tell you someone else’s age. Describe and explain flamenco dancing and its importance.</p>	<ul style="list-style-type: none"> • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • appreciate stories, songs, poems and rhymes in the language • describe people, places, things and actions orally and in writing
<p>Summer term: Linguistic: Feelings</p> <ul style="list-style-type: none"> • Recall greetings • Know and understand the phrase ¿que tal? • Know and understand how to say how they are feeling (estoy...feliz, mal, estupendo, bien) <p>Cultural: Rafael Nadal – tennis player</p> <ul style="list-style-type: none"> • Know about a famous Spanish tennis player and his achievements. 	<p>All children will: To respond to a Spanish speaker asking how they feel in English. To know one fact about a famous Spanish tennis player.</p> <p>Most children will: Ask someone a question and understand their answer e.g how they are feeling To share facts about a famous Spanish tennis player and their achievements.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

		<p>Some children will: To have a simple conversation in full sentences around feelings. Be able to tell you how someone else is feeling. Describe and explain a famous Spanish tennis players achievements.</p>	<ul style="list-style-type: none"> • present ideas and information orally to a range of audiences • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • 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.
Year 4	<p>Autumn term: Linguistic: Basic greeting/conversation/feelings</p> <ul style="list-style-type: none"> • Know and understand the greetings hola, Buenos dias, Buenos tardes, Buenos noches, adios, hasta luego. • Know and understand the phrase ¿Como te llamas? • Know and understand the phrase me llamo. • Know and understand the phrase ¿que tal? • Know and understand how to say how they are feeling (estoy...feliz, mal, estupendo, bien) <p>Cultural: Madrid</p> <ul style="list-style-type: none"> • Know where Madrid is on a map of Spain. • Know facts about Madrid in order to compare with London. 	<p>All children will: To respond to a Spanish speaker in English e.g. tell someone their name after hearing the question ‘como te llamas?’ Greet someone in Spanish by saying hello To respond to a Spanish speaker asking how they feel in English. Know where Madrid is on a map of Spain.</p> <p>Most children will: Respond to a Spanish speaker using Spanish words and phrases. Ask someone a question and understand their answer e.g ask for their name Ask someone a question and understand their answer e.g how they are feeling</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

	<ul style="list-style-type: none"> Know and understand why people visit Madrid. 	<p>Describe one similarity and one difference between Madrid and London.</p> <p>Some children will: Have a simple conversation in Spanish using full sentences. Be able to tell you someone else's name Explain and describe why people visit Madrid.</p>	<ul style="list-style-type: none"> 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>Spring term: Linguistic: Numbers 1-30 and age</p> <ul style="list-style-type: none"> Recall greetings Know and understand how to say the numbers 1-30 in Spanish Know and understand the question ¿Cuantos anos tienes? Know and understand the phrase Tengo...anos. <p>Cultural: Easter in Spain</p> <ul style="list-style-type: none"> Know the traditions in Spain at Easter. 	<p>All children will: To be able to count to 10 in Spanish. To respond to a Spanish speaker asking their age in English. To know one Spanish Easter tradition.</p> <p>Most children will: To be able to count to 30 in Spanish. To respond to a Spanish speaker using Spanish words and phrases. Ask someone their age in Spanish and understand their answer. To be able to explain the Spanish traditions at Easter.</p> <p>Some children will: To be able to count up to and back from 30 in Spanish. To have a simple conversation in full sentences around ages. Be able to tell you someone else's age. To describe the similarities and differences between Spanish and English Easter traditions.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

			<ul style="list-style-type: none"> • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • 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>Summer term: Linguistic: Days of the week and months of the year, My birthday</p> <ul style="list-style-type: none"> • Recall number 1-30. • Know and understand the days of the week – lunes, martes, miercoles, jueves, Viernes, sabado, domingo. • Know and understand the phrases: Hoy es... (Today is...) Los dias de la semana (The days of the week). • Know and understand the months of the year – enero, febrero, marzo, abril, mayo, junio, julio, Agosto, septiembre, octubre, noviembre, diciembre. • Know and understand the phrase: Los meses del ano (The months of the year). • Know and understand the question: Cuando es tu cumpleaños? (When is your birthday?) 	<p>All children will: To respond to a Spanish speaker in English by translating the days of the week. To be able to say what the day/month is in English after being asked in Spanish. To say when own birthday is in English after being asked in Spanish. To be able to say what bull fighting is and talk about a famous Spanish bull fighter.</p> <p>Most children will: To be able to say the days of the week in Spanish. To be able to say what day it is today in Spanish. To know the majority of the months of the year in Spanish. To be able to say when their birthday is in Spanish. To be able to describe bull fighting and talk about the running of the bulls in Pamploma.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences*

	<ul style="list-style-type: none"> Know and understand the phrases: Mi cumpleaños es el...de... (My birthday is the ... of...) Feliz cumpleaños! (Happy birthday) <p>Cultural: Famous matador – Manolete, Bull fighting (including running of the bulls, Pamploma)</p> <ul style="list-style-type: none"> Know about a famous matador and his achievements. Know what bull fighting is and why some regions of Spain have bull fighting. Know about the running of the bulls in Pamploma. 	<p>Some children will:</p> <p>To be able to say the days of the week and the months of the year in Spanish.</p> <p>To be able to say today's date in Spanish.</p> <p>To be able to say when their birthday is in Spanish and ask someone else when their birthday is.</p> <p>To be able to describe the reasons for and against bull fighting and talk about the running of the bulls in Pamploma.</p>	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly 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.
Year 5	<p>Autumn term:</p> <p>Linguistic: Food, ordering in a restaurant</p> <ul style="list-style-type: none"> Recall greetings Know and understand the following words in Spanish: La fruta, Una pera, Una manzana, Un tomate, La naranja, La verdura, La leche, Un huevo, Una sopa, una hamburguesa, La carne, Un queso, El almuerzo, Una papa, El azúcar, El té, Una caramelo, Una galleta salada, Una pizza, Una uva, Una fresa, Un plátano, El melón, Un jugo, Un ensalada, El arroz, Un pastel, Un café, Un pan, Una mantequilla, El desayuno, La cena, La sal, La pimienta, Una crema, Una galleta, Un donut. Know and understand the following phrases in Spanish: Me gusta/n, no me gusta/n, que desea?, algo más?, vale, sí, quisiera, la cuenta por favor. 	<p>All children will:</p> <p>To be able to translate Spanish foods into English where hearing them.</p> <p>To be able to answer the question te gusta? In English.</p> <p>To be able to answer the question que desea? In English.</p> <p>To be able to name a few traditional Spanish foods and compare with own food.</p> <p>To be able to name a famous Spanish chef.</p> <p>Most children will:</p> <p>To be able to say the majority of the Spanish food words and phrases.</p> <p>To be able to answer the questions te gusta? and que desea? in Spanish.</p> <p>To be able to name some traditional Spanish foods and compare with English foods.</p> <p>To be able to describe the achievements of a famous Spanish chef.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences*

	<p>Cultural: Spanish chef Jose Andrés</p> <ul style="list-style-type: none"> • Know some of the achievements of Spanish chef Jose Andres. • Know some of his recipes and compare with English recipes. 	<p>Some children will:</p> <p>To be able to say the all of the Spanish food words and phrases.</p> <p>To be able to ask and answer the questions ¿Qué desea? and te gusta? in Spanish.</p> <p>To be able to name and describe some traditional Spanish foods and compare with English foods.</p> <p>To be able to explain and describe the achievements of a famous Spanish chef.</p>	<ul style="list-style-type: none"> • read carefully and show understanding of words, phrases and simple writing • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • 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>Spring term:</p> <p>Linguistic: Pets and describing them</p> <ul style="list-style-type: none"> • Know and understand the following words in Spanish: un gata (cat), un perro (dog), un pajarito (bird), un conejo (rabbit), un hamster (hamster), una tortuga (tortoise), un pez (fish), una cobaya (Guinea pig), un raton (rat), un caballo (horse) • Know and understand the following describing words in Spanish: pequeno/a, rapido/a, Viejo/a, lento/a, grande, joven, colours (from year 4). • Know and understand the following phrases in Spanish: Mi mascota (my pet), Tengo (I have), No tengo (I don't have), tienes mascotas? • Cultural: Beatriz Ferrer-Salat Serra de Migui – Show jumper 	<p>All children will:</p> <p>To be able to translate Spanish pets into English where hearing them.</p> <p>To be able to answer the question tienes mascotas? In English.</p> <p>To be able to name a famous Spanish showjumper.</p> <p>Most children will:</p> <p>To be able to say the majority of the Spanish pets words and phrases.</p> <p>To be able to answer the questions tienes mascotas? in Spanish.</p> <p>To be able to describe a pet using one adjective in Spanish.</p> <p>To be able to describe the achievements of a famous Spanish showjumper.</p> <p>Some children will:</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

	<ul style="list-style-type: none"> Know about a famous Spanish showjumper and her achievements. 	<p>To be able to say all of the Spanish pets words and phrases. To be able to ask and answer the questions tienes mascotas? in Spanish. To be able to describe a pet using more than one adjective in Spanish. To be able to explain and describe the achievements of a famous Spanish showjumper.</p>	<ul style="list-style-type: none"> present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly 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>Summer term: Linguistic: Going on holiday (transport, clothes to pack, where to stay, things to do)</p> <ul style="list-style-type: none"> Recall: greetings and feelings Know and understand the following words in Spanish el avion (plane), el piloto (pilot), la azafata (flight attendant – female), la maleta (suitcase), el pasaporte (passport), el barco (boat), el ferry (ferry), el hotel (hotel), el mapa (map), la playa (beach), la piscina (swimming pool), la isla (island), la postal (postcard), la camara de fotos (camera), el aeropuerto (airport), unos pantalones cortos (shorts), una camiseta de interior (vest), un jersey (jumper), un vestido (dress), la camisa (shirt), la camiseta 	<p>All children will: To be able to give the English translation to words spoken to them in Spanish. Identify where Barcelona is on a map of Spain.</p> <p>Most children will: To be able to respond to questions asked in Spanish. To be able to translate English words into Spanish. Describe one similarity and one difference between Barcelona and London.</p> <p>Some children will:</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly

	<p>(t-shirt), la chaqueta (jacket), unos pantalones (trousers), unos zapatos (shoes)</p> <p>Cultural: Barcelona</p> <ul style="list-style-type: none"> • Know where Barcelona is on a map of Spain. • Know facts about Barcelona in order to compare with London. • Know and understand why people visit Barcelona. 	<p>To be able to speak in simple sentences in Spanish using learnt vocabulary.</p> <p>To be able to use a dictionary to translate most words from Spanish to English.</p> <p>Explain and describe why people visit Barcelona.</p>	<ul style="list-style-type: none"> • 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.
Year 6	<p>Autumn term:</p> <p>Linguistic: School (subjects, time)</p> <ul style="list-style-type: none"> • Recall numbers, days of the week • Know and understand the following Spanish words and phrases: el arte, el frances, el ingles, el espanol, el aleman, el arte dramatico, la quimica, La física, La biología, La educación física, La informática, La religion, La geografía, La historia, La tecnología, Las lenguas extranjeras Modernas, Las matemáticas, Las ciencias, Las ciencias de la tierra, te gusta? • Know and understand the following Spanish time words and phrases: en punto (o'clock), y media (half past), y cuarto (quarter past), menos cuarto (quarter to), las una (one), las dos (two), las tres (three), las cuatro (four), las cinco (five), las seis (six), las siete (seven), las ocho (eight), las nueve (nine), las diez (ten), las once (eleven), las doce (twelve), que hora es? (what time is it). <p>Cultural: Alonso - Racing car driver and/or Andres Iniesta – football player</p>	<p>All children will:</p> <p>To be able to translate Spanish subjects and times into English where hearing them.</p> <p>To be able to answer the questions ¿Te gusta....? and ¿Que hora es? in English.</p> <p>To be able to name one similarity and one difference between Spanish and English schools.</p> <p>Most children will:</p> <p>To be able to say the majority of the Spanish subject and time words and phrases.</p> <p>To be able to answer the questions ¿Te gusta....? and ¿Que hora es? in Spanish.</p> <p>To be able to describe one similarity and one difference between Spanish and English schools.</p> <p>Some children will:</p> <p>To be able to say all of the Spanish subject and time words and phrases.</p> <p>To be able to ask and answer the questions ¿Te gusta....? and ¿Que hora es? in Spanish.</p> <p>To be able to describe one similarity and one difference between Spanish and English schools and give own opinions.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter

	<ul style="list-style-type: none"> Know about the achievements of Alonso and/or Andres Iniesta. 		<p>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>
	<p>Spring term: Cultural: Celebrating the new year in Spain</p> <ul style="list-style-type: none"> Recall other Spanish celebrations learnt about – Christmas Know the Spanish traditions for celebrating the New Year in Spain. Know the similarities and differences between English and Spanish traditions. <p>Cultural: La Tomatina</p> <ul style="list-style-type: none"> Know and understand the festival La Tomatina and why it is so popular with tourists. 	<p>All children will: To name one Spanish tradition at New year. To be able to talk about the festival La Tomatina is.</p> <p>Most children will: To name a few Spanish traditions at New Year. To be able to describe what the festival La Tomatina is.</p> <p>Some children will: To name a few Spanish traditions at New Year and compare with English traditions. To be able to describe what the festival La Tomatina is and why it is so popular with tourists.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe people, places, things and actions orally* and in writing
	<p>Summer term: Linguistic: All about me – hobbies, my family, my personality, my appearance</p> <ul style="list-style-type: none"> Recall greetings, introducing name, age, birthday, pets, feelings, favourite food and school subjects. Know and understand the following Spanish words and phrases linked to hobbies: la fotografía, la cocina, los juegos de mesa, el dibujo, los paseos, la música, la informática, 	<p>All children will: To be able to translate Spanish words for hobbies, family, personality and appearance into English where hearing them. To be able to say one hobby, one member of family and one adjective to describe personality and appearance in Spanish.</p> <p>Most children will:</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

	<p>la lectura, el camping, el baile, Una cosa me gusta, una cosa no me gusta.</p> <ul style="list-style-type: none"> • Know and understand the following Spanish words and phrases linked to family: madre, padre, hijo, hija, hermana, hermano, tia, tio, prima, primo, sobrina, sobrino, abuelo, abuela, padrastra, madrastra, esta es mi familia. • Know and understand the following Spanish words and phrases linked to personality: alegre, amable, amistoso/a, antipatico/a, carinoso/a, comprensivo/a, debil, deportivo/a, egoista, formal, gracioso/a, hablador/a, honrado/a, loco/a, Maduro/a, maleducado/a, perezoso/a, rico/a, serio/a, simpatico/a, triste, valiente. • Know and understand the following Spanish words and phrases linked to appearance: calvo/a, castano/a, corto/a, fuerte, grande, joven, largo/a, liso/a, pelirrojo/a, pequeno/a, rizado/a, rubio/a, guapo/a, Moreno/a, los ojos, el pelo, gafas, barba, colours (from year 4). 	<p>To be able to say the majority of the Spanish words for hobbies, family, personality and appearance.</p> <p>To be able to say one hobby, one member of family and one adjective to describe personality and appearance in Spanish in a sentence.</p> <p>Some children will:</p> <p>To be able to say all of the Spanish words for hobbies, family, personality and appearance.</p> <p>To be able to describe myself using hobbies, members of family and adjectives to describe personality and appearance in Spanish in a sentence.</p>	<ul style="list-style-type: none"> ▪ present ideas and information orally to a range of audiences* ▪ read carefully and show understanding of words, phrases and simple writing ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally* and in writing ▪ 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.
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