



## Scheme of work for Key Stage 2

Year 3 units	Themes and vocabulary	Revised themes and vocabulary	Grammar and punctuation	Phonics
Let's Start	<ul style="list-style-type: none"> <li>• Cultural awareness</li> <li>• What do we already know about Spanish/Latin American culture?</li> <li>• Food and drink, people, celebrities, sports players, dance, history, holidays, traditions</li> </ul>			
Countries that speak Spanish	<ul style="list-style-type: none"> <li>• Cultural awareness</li> <li>• Countries that speak Spanish in North America, Central America, South America, Africa and Europe</li> <li>• Flags of Spanish-speaking countries</li> <li>• Atlas research – capital cities, population, rivers and mountains for Spanish-speaking countries</li> </ul>			
Classroom instructions	<ul style="list-style-type: none"> <li>• Instructions – repeat, listen, silence, look, sit down, stand up</li> <li>• Yes/no – sí/no</li> <li>• Asking 'what is this?'</li> </ul>		<ul style="list-style-type: none"> <li>• imperative verbs</li> <li>• es (to be)</li> <li>• ¿qué es eso? – what is this?</li> </ul>	<ul style="list-style-type: none"> <li>h (hola)</li> <li>v (vivo)</li> <li>ll (me llamo)</li> <li>ll [j sound in Latin America]</li> </ul>
Greetings – how are you?	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Asking 'how are you?'</li> <li>• Saying how you feel – bien, mal, fatal, fenomenal, así así, más o menos</li> <li>• Good morning, good afternoon, good night</li> <li>• Saying 'thank you' – gracias</li> <li>• Asking 'and you?' in a conversation</li> <li>• Saying 'goodbye' – adiós, hasta luego, hasta pronto</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom instructions</li> </ul>	<ul style="list-style-type: none"> <li>• estar (to be)</li> <li>• using question marks ¿?</li> <li>• using exclamation marks ¡!</li> <li>• ¿cómo estás? – informal</li> <li>• ¿cómo está? – formal</li> <li>• ¿qué tal? – informal</li> <li>• you - tú (informal)</li> <li>• you - usted (formal)</li> <li>• y conjunction (and)</li> </ul>	<ul style="list-style-type: none"> <li>h (hola)</li> <li>v (vivo)</li> <li>ll (me llamo)</li> <li>ll [j sound in Latin America]</li> </ul>
What is your name?	<ul style="list-style-type: none"> <li>• My name is</li> <li>• Her name is/his name is</li> <li>• What is your name?</li> <li>• What is his/her name?</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom instructions</li> <li>• Greetings/saying goodbye</li> </ul>	<ul style="list-style-type: none"> <li>• llamarse (to be called)</li> <li>• you - tú (informal)</li> <li>• you - usted (formal)</li> <li>• using question marks ¿?</li> <li>• y conjunction (and)</li> </ul>	<ul style="list-style-type: none"> <li>h (hola)</li> <li>v (vivo)</li> <li>ll (me llamo)</li> <li>ll [j sound in Latin America]</li> </ul>

Year 3 units	Themes and vocabulary	Revised themes and vocabulary	Grammar and punctuation	Phonics
Spanish alphabet	<ul style="list-style-type: none"> <li>• Letter sounds</li> <li>• Phonics</li> </ul>			ñ rr c [k sound] ( <u>ca</u> torce, <u>cin</u> co, <u>cu</u> atro) ce [th sound] ( <u>on</u> ce, <u>do</u> ce) ce [s sound in Latin America]
Colours	<ul style="list-style-type: none"> <li>• Colours</li> <li>• Artists – Pablo Picasso</li> <li>• Asking ‘how do you spell..?’</li> <li>• Expressing an opinion</li> <li>• Asking for an opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• gustar (to like)</li> <li>• negatives</li> <li>• possessive adjective – mi, tu</li> <li>• using question marks ¿?</li> <li>• y conjunction (and)</li> <li>• hay – there is/there are - adverb</li> </ul>	z (azul) ll (amarillo) i (gris) j (naranja)
Where do you live?	<ul style="list-style-type: none"> <li>• Points of the compass N, E, S, W</li> <li>• Countries</li> <li>• UK countries</li> <li>• Asking ‘where do you live?’</li> <li>• Types of buildings</li> <li>• Countryside, coast, village, town, city</li> </ul>		<ul style="list-style-type: none"> <li>• vivir (to live)</li> <li>• es (to be)</li> <li>• using question marks ¿?</li> <li>• dónde (where)</li> </ul>	v (vivo)
Numbers 0-15	<ul style="list-style-type: none"> <li>• Numbers to 15</li> <li>• Asking ‘how many?’</li> </ul>		<ul style="list-style-type: none"> <li>• cuántas/cuántos</li> <li>• hay – there is/there are - adverb</li> <li>• using question marks ¿?</li> </ul>	c [k sound] ( <u>ca</u> torce, <u>cin</u> co, <u>cu</u> atro) ce [th sound] ( <u>on</u> ce, <u>do</u> ce) ce [s sound in Latin America]
Numbers 16-31	<ul style="list-style-type: none"> <li>• Numbers to 31</li> <li>• Four operations + - x ÷</li> <li>• Before/after</li> <li>• More/less</li> <li>• Asking ‘how much is it?’</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to 16</li> </ul>	<ul style="list-style-type: none"> <li>• es (to be)</li> <li>• prepositions – antes/después</li> <li>• more/less – mas/menos</li> <li>• how much is it? - ¿cuánto es?</li> <li>• using question marks ¿?</li> </ul>	c [k sound] ( <u>ca</u> torce, <u>cin</u> co, <u>cu</u> atro) ce [th sound] ( <u>on</u> ce, <u>do</u> ce) ce [s sound in Latin America]
Days of the week	<ul style="list-style-type: none"> <li>• The days of the week</li> <li>• Asking questions</li> <li>• Today, yesterday, tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• es (to be)</li> <li>• no capital letters for days of the week</li> <li>• prepositions – antes/después</li> <li>• definite article – singular</li> <li>• definite article - plural</li> </ul>	h (hay) í (día) ñ (mañana)
Months of the year	<ul style="list-style-type: none"> <li>• The months of the year</li> <li>• Asking questions</li> <li>• Asking ‘how do you spell..?’</li> </ul>	<ul style="list-style-type: none"> <li>• The days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• no capital letters for months of the year</li> <li>• prepositions – antes/después</li> </ul>	j (julio, junio) z (marzo)
Four seasons	<ul style="list-style-type: none"> <li>• Seasons</li> <li>• Expressing an opinion</li> <li>• Asking for an opinion</li> </ul>	<ul style="list-style-type: none"> <li>• The months of the year</li> </ul>	<ul style="list-style-type: none"> <li>• es (to be)</li> <li>• possessive adjective – mi, tu</li> <li>• using question marks ¿?</li> </ul>	ñ (otoño)

Year 3 units	Themes and vocabulary	Revised themes and vocabulary	Grammar and punctuation	Phonics
What is the date?	<ul style="list-style-type: none"> <li>• Asking and saying the date</li> <li>• Today, yesterday, tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to 16</li> <li>• Numbers to 31</li> <li>• The days of the week</li> <li>• The months of the year</li> </ul>	<ul style="list-style-type: none"> <li>• es (to be)</li> <li>• using question marks ¿?</li> </ul>	h (hoy) ñ (mañana)

Year 4 units	Themes and vocabulary	Revised themes and vocabulary	Grammar and punctuation	Phonics
How old are you?	<ul style="list-style-type: none"> <li>Saying how old you are</li> <li>Asking how old someone is</li> </ul>	<ul style="list-style-type: none"> <li>Numbers to 16</li> </ul>	<ul style="list-style-type: none"> <li>tener (to have)</li> <li>using question marks ¿?</li> <li>y conjunction (and)</li> </ul>	ñ (años)
Happy Birthday	<ul style="list-style-type: none"> <li>Saying when your birthday is</li> <li>Asking someone when their birthday is</li> </ul>	<ul style="list-style-type: none"> <li>Numbers to 31</li> <li>Asking and saying the date</li> <li>Today, yesterday, tomorrow</li> <li>Months of the year</li> </ul>	<ul style="list-style-type: none"> <li>possessive adjective – mi, tu</li> <li>es (to be)</li> <li>tener (to have)</li> <li>using question marks ¿?</li> <li>using exclamation marks ¡!</li> <li>difference between tu (your) and tú (you)</li> </ul>	ñ (cumpleaños)
Parts of the head	<ul style="list-style-type: none"> <li>Naming the parts of the head</li> </ul>	<ul style="list-style-type: none"> <li>Asking ‘how do you spell..?’</li> </ul>	<ul style="list-style-type: none"> <li>imperative verbs</li> <li>singular and plural articles – el, los, la, las</li> <li>singular/plural</li> <li>definite/indefinite articles</li> </ul>	j (ojos) z (nariz, cabeza)
Parts of the body	<ul style="list-style-type: none"> <li>Naming the parts of the body</li> <li>Left and right</li> </ul>	<ul style="list-style-type: none"> <li>Naming the parts of the head</li> </ul>	<ul style="list-style-type: none"> <li>imperative verbs</li> <li>singular and plural articles – el, los, la, las</li> <li>singular/plural</li> <li>definite/indefinite articles</li> </ul>	ll (rodilla) z (brazo) h (hombro)
The family	<ul style="list-style-type: none"> <li>Members of the family</li> <li>Masculine and feminine nouns</li> </ul>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Asking ‘how are you?’</li> </ul>	<ul style="list-style-type: none"> <li>notion of gender</li> <li>noun endings</li> <li>definite/indefinite articles</li> <li>singular/plural</li> <li>tener (to have)</li> <li>y conjunction (and)</li> </ul>	j (hijo/a) h (hermano/a)
Numbers to 100	<ul style="list-style-type: none"> <li>Multiples of 10 to 100</li> <li>Numbers to 100</li> </ul>	<ul style="list-style-type: none"> <li>Members of the family</li> <li>Numbers to 31</li> <li>Four operations + - x ÷</li> </ul>	<ul style="list-style-type: none"> <li>y conjunction (and)</li> <li>prepositions – antes/después</li> <li>more/less – mas/menos</li> <li>tener (to have)</li> <li>possessive adjectives – singular/plural – my, your, his, her</li> <li>difference between tu (your) and tú (you)</li> </ul>	c [k sound] (catorce, cinco, cuatro) ce [th sound] (once, doce) ce [s sound in latin america]

Year 4 units	Themes and vocabulary	Revised themes and vocabulary	Grammar and punctuation	Phonics
Pets	<ul style="list-style-type: none"> <li>Names for pets</li> <li>Saying what pets we have</li> </ul>	<ul style="list-style-type: none"> <li>Colours</li> </ul>	<ul style="list-style-type: none"> <li>tener (to have)</li> <li>gustar (to like)</li> <li>notion of gender</li> <li>definite/indefinite articles</li> <li>singular/plural</li> </ul>	<ul style="list-style-type: none"> <li>rr (perro)</li> <li>j (conejo)</li> <li>z (pez)</li> <li>h (hámster)</li> <li>ll (caballo)</li> </ul>
Wild animals	<ul style="list-style-type: none"> <li>Names for wild animals</li> </ul>	<ul style="list-style-type: none"> <li>Colours</li> </ul>	<ul style="list-style-type: none"> <li>cognates</li> <li>gender</li> <li>adjectival agreement with singular nouns</li> <li>adjectival agreement with gender</li> <li>ü – diéresis</li> </ul>	<ul style="list-style-type: none"> <li>ll (camello, ballena)</li> <li>z (pez)</li> <li>j (jirafa)</li> <li>c (cebra)</li> </ul>
Adjectives for animals	<ul style="list-style-type: none"> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Pets</li> <li>Wild animals</li> <li>Colours</li> </ul>	<ul style="list-style-type: none"> <li>ser (to be)</li> <li>adjectival agreement with singular nouns</li> <li>adjectival agreement with gender</li> <li>possessive adjectives – my</li> <li>y conjunction (and)</li> </ul>	As previous units
On the farm	<ul style="list-style-type: none"> <li>Farm animals</li> <li>Phonics – pronunciation focus</li> </ul>	<ul style="list-style-type: none"> <li>Alphabet/letters</li> </ul>	<ul style="list-style-type: none"> <li>gustar (to like)</li> <li>gender</li> <li>using question marks ¿?</li> <li>possessive adjectives – my</li> </ul>	<ul style="list-style-type: none"> <li>h (huevo)</li> <li>j (espantapájaros, granja)</li> <li>ll (pollito, gallina, gallo)</li> <li>v (vaca, cuervo, oveja, abeja)</li> <li>c (cerdo)</li> <li>r (granja)</li> </ul>
Classroom objects	<ul style="list-style-type: none"> <li>Objects in the classroom</li> <li>Asking ‘do you have...?’</li> <li>¿me pasas...? - can you pass me?</li> </ul>	<ul style="list-style-type: none"> <li>Alphabet</li> <li>Asking ‘how do you spell..?’</li> <li>Please, thank you, you are welcome</li> <li>Instructions – mostradme</li> </ul>	<ul style="list-style-type: none"> <li>tener (to have)</li> <li>dar (to give)</li> <li>gender</li> <li>using question marks ¿?</li> <li>negatives</li> <li>y conjunction (and)</li> <li>pero conjunction (but)</li> </ul>	<ul style="list-style-type: none"> <li>j (tijeras)</li> <li>z (lápiz)</li> </ul>

Year 4 units	Themes and vocabulary	Revised themes and vocabulary	Grammar and punctuation	Phonics
In the classroom	<ul style="list-style-type: none"> <li>• More objects in the classroom</li> <li>• Asking 'What is your teacher called?'</li> </ul>	<ul style="list-style-type: none"> <li>• Objects in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• possessive adjectives – my, your</li> <li>• gender</li> <li>• using question marks ¿?</li> <li>• llamarse (to be called)</li> <li>• cuántas/cuántos</li> <li>• hay – there is/there are – adverb</li> <li>• singular/plural</li> </ul>	ll (silla) rr (pizarra, borrador) z (pizarra, tiza)

Year 5 units	Themes and vocabulary	Revised themes and vocabulary	Grammar and punctuation	Phonics
Going to the zoo	<ul style="list-style-type: none"> <li>• Zoo animals</li> <li>• Describing animals</li> <li>• Habitats</li> <li>• Verb conjugations</li> </ul>	<ul style="list-style-type: none"> <li>• Wild animals</li> <li>• Talking about preferences</li> <li>• Colours</li> </ul>	<ul style="list-style-type: none"> <li>• es (to be)</li> <li>• vivir (to live)</li> <li>• comer (to eat)</li> <li>• gustar (to like)</li> <li>• gender</li> <li>• adjectival agreement with singular/plural nouns</li> <li>• adjectival agreement with gender</li> <li>• ü – diéresis</li> <li>• negatives</li> <li>• using question marks ¿?</li> <li>• cognates</li> <li>• y conjunction (and)</li> <li>• a el (al) de el (del) - contractions</li> </ul>	ge/gi/j (rojo, jirafa) ñ (pequeño) h (herbívoro, hay) ll (gorilla) ü (pingüino) z (pez) r (reptiles)
2D Shapes	<ul style="list-style-type: none"> <li>• 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to 20</li> <li>• Asking questions – how many?</li> </ul>	<ul style="list-style-type: none"> <li>• tener (to have)</li> <li>• cognates</li> <li>• using question marks ¿?</li> <li>• definite articles</li> </ul>	h (heptágono, hexágono)
Measurements	<ul style="list-style-type: none"> <li>• Measures and measurements</li> <li>• Length, weight, capacity</li> <li>• Equivalents</li> <li>• Counting in hundreds to 1000</li> <li>• Types of packaging</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to 100</li> <li>• Asking questions – how many?</li> </ul>	<ul style="list-style-type: none"> <li>• gender</li> <li>• cognates</li> <li>• using question marks ¿?</li> <li>• hay – there is/there are - adverb</li> </ul>	j (caja, jarra) z (diez) h (hay) r (gramo, kilogramo, litro)
Going shopping	<ul style="list-style-type: none"> <li>• Types of shop</li> <li>• Money</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to 100</li> <li>• Places – town, village, city</li> </ul>	<ul style="list-style-type: none"> <li>• ir (to go)</li> <li>• comprar (to buy)</li> <li>• vender (to sell)</li> <li>• vivir (to live)</li> <li>• definite articles</li> <li>• hay – there is/there are – adverb</li> <li>• negatives</li> </ul>	c (farmacia) z (zapatería) h (hay)
Fruits	<ul style="list-style-type: none"> <li>• Fruits</li> <li>• What are you going to buy?</li> <li>• I'm going to buy</li> </ul>	<ul style="list-style-type: none"> <li>• Types of shop – supermarket, shop, market</li> <li>• Colours</li> <li>• Expressing an opinion</li> <li>• Asking for an opinion</li> </ul>	<ul style="list-style-type: none"> <li>• ir (to go)</li> <li>• gustar (to like)</li> <li>• comprar (to buy)</li> <li>• es (to be)</li> <li>• adjectival agreement with gender</li> <li>• adjectival agreement with singular/plural nouns</li> </ul>	ñ (piña) z (manzana) j (naranja)



Year 5 units	Themes and vocabulary	Revised themes and vocabulary	Grammar and punctuation	Phonics
Vegetables	<ul style="list-style-type: none"> <li>• Vegetables</li> <li>• Salad</li> </ul>	<ul style="list-style-type: none"> <li>• What are you going to buy?</li> <li>• I'm going to buy</li> <li>• Types of shop – supermarket, shop, market</li> <li>• Colours</li> <li>• Expressing an opinion</li> <li>• Asking for an opinion</li> </ul>	<ul style="list-style-type: none"> <li>• ir (to go)</li> <li>• gustar (to like)</li> <li>• comprar (to buy)</li> <li>• es (to be)</li> <li>• adjectival agreement with gender</li> <li>• adjectival agreement with singular/plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>ll (cebolla)</li> <li>z (zanahoria)</li> <li>ñ (champiñon)</li> <li>j (arvejas)</li> </ul>
Going to the doctor	<ul style="list-style-type: none"> <li>• Saying 'I am ill'</li> <li>• Asking what hurts</li> <li>• Saying what hurts you</li> <li>• People who work in a hospital</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of the head</li> <li>• Parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>• dolor (pain)</li> <li>• me duele/me duelen</li> <li>• adjectival agreement with gender</li> <li>• adjectival agreement with singular/plural nouns</li> </ul>	h (hombro, hospital)
Telling the time	<ul style="list-style-type: none"> <li>• Asking 'what time is it?'</li> <li>• Saying the time</li> <li>• Night and day</li> <li>• Morning, afternoon, evening</li> <li>• Time zones</li> <li>• Fractions – quarter, half</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to 12</li> <li>• Countries</li> </ul>	<ul style="list-style-type: none"> <li>• es (to be)</li> <li>• y conjunction (and)</li> <li>• menos (less)</li> </ul>	<ul style="list-style-type: none"> <li>h (hora)</li> <li>c (cinco, doce)</li> <li>z (diez)</li> <li>ñ (mañana)</li> </ul>
Musical instruments	<ul style="list-style-type: none"> <li>• Instruments</li> <li>• Instruments from Spain and South America</li> <li>• Musical styles</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing an opinion</li> <li>• Asking for an opinion</li> <li>• Countries</li> </ul>	<ul style="list-style-type: none"> <li>• tocar (to play/touch)</li> <li>• gustar (to like)</li> <li>• cognates</li> <li>• singular/plural nouns</li> <li>• definite articles</li> <li>• negatives</li> </ul>	<ul style="list-style-type: none"> <li>ñ (castañuelas)</li> <li>rr (guitarra)</li> </ul>
Clothes				
Food and drink				
Plants				

Year 6 units	Themes and vocabulary	Revised themes and vocabulary	Grammar and punctuation	Phonics
Weather	<ul style="list-style-type: none"> <li>• Types of weather</li> <li>• Describing climate</li> <li>• More points of the compass – NE, SE, SW, NW</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons</li> <li>• Points of the compass N, E, S, W</li> <li>• Measurements – temperature</li> <li>• Countries</li> <li>• Clothing</li> </ul>	<ul style="list-style-type: none"> <li>• es (to be)</li> <li>• hacer (to make)</li> <li>• llevar (to wear)</li> <li>• hay – there is/there are</li> <li>• frequency phrases</li> <li>• adjectival agreement with gender</li> <li>• adjectives of frequency</li> <li>• negatives</li> <li>• using question marks ¿?</li> <li>• y conjunction (and)</li> <li>• definite and indefinite articles</li> <li>• cognates</li> </ul>	<ul style="list-style-type: none"> <li>ll (llueve/llamas)</li> <li>ñ (españa)</li> <li>h (húmedo, hace, hielo, huracán)</li> </ul>
Jobs	<ul style="list-style-type: none"> <li>• Soy (I am)</li> <li>• Asking ‘what do you want to be?’</li> <li>• Saying what you want to be</li> <li>• Jobs and careers</li> </ul>	<ul style="list-style-type: none"> <li>• People who work in the hospital</li> <li>• In the classroom (teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• estar (to be)</li> <li>• future tense – to be</li> <li>• hacer (to do/make)</li> <li>• using question marks ¿?</li> <li>• gender</li> </ul>	<ul style="list-style-type: none"> <li>z (actriz)</li> <li>c (policía)</li> <li>j (jardinero/jardinera)</li> </ul>
3D Shapes	<ul style="list-style-type: none"> <li>• 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to 30</li> <li>• ¿me pasas...? - can you pass me?</li> <li>• Please, thank you, you are welcome</li> <li>• Instructions – mostradme</li> </ul>	<ul style="list-style-type: none"> <li>• tener (to have)</li> <li>• cognates</li> <li>• using question marks ¿?</li> <li>• adjectival agreement with gender</li> <li>• negatives</li> <li>• definite and indefinite articles</li> <li>• plural and singular</li> </ul>	<ul style="list-style-type: none"> <li>v (vértice)</li> <li>c (cilindro)</li> <li>h (hexagonal)</li> </ul>
Appearances	<ul style="list-style-type: none"> <li>• Adjectives to describe hair</li> <li>• Eye colour</li> <li>• Wearing glasses</li> </ul>	<ul style="list-style-type: none"> <li>• Colours</li> <li>• Members of the family</li> </ul>	<ul style="list-style-type: none"> <li>• tener (to have)</li> <li>• llevar (to wear) - glasses</li> <li>• ser (to be)</li> <li>• negatives</li> <li>• y, pero – conjunctions (and, but)</li> <li>• adjectival agreement with gender</li> <li>• pronouns</li> <li>• using question marks ¿?</li> </ul>	<ul style="list-style-type: none"> <li>v (verde, vosotros)</li> <li>c (lacio)</li> <li>ñ (castaño)</li> <li>ll (llevar)</li> <li>z (azul)</li> <li>j (ojos)</li> <li>rr (marron, pelirroja, pelirrojo)</li> </ul>

Year 6 units	Themes and vocabulary	Revised themes and vocabulary	Grammar and punctuation	Phonics
Sports and hobbies	<ul style="list-style-type: none"> <li>Sports</li> <li>Activities</li> </ul>	<ul style="list-style-type: none"> <li>Weekend</li> <li>Every day</li> <li>Friends</li> <li>Brothers and sisters</li> </ul>	<ul style="list-style-type: none"> <li>jugar (to play)</li> <li>practicar (to practise)</li> <li>gustar (to like)</li> <li>negatives</li> <li>cognates</li> <li>possessive adjectives – my</li> <li>using question marks ¿?</li> <li>difference between tu (your) and tú (you)</li> <li>contraction al (a+el)</li> </ul>	<ul style="list-style-type: none"> <li>h (hielo)</li> <li>j (jugar)</li> </ul>
In the town	<ul style="list-style-type: none"> <li>Buildings in a village, town or city</li> </ul>	<ul style="list-style-type: none"> <li>Points of the compass N, E, S, W</li> <li>More points of the compass – NE, SE, SW, NW</li> <li>Countries</li> <li>UK countries</li> <li>Asking ‘where do you live?’</li> <li>Types of buildings</li> <li>Countryside, village, town, city</li> <li>Numbers</li> </ul>	<ul style="list-style-type: none"> <li>vivir (to live)</li> <li>hay – there is/there are</li> <li>negatives</li> <li>cognates</li> <li>connectives – y, tambien</li> <li>possessive adjectives – my, your</li> <li>using question marks ¿?</li> <li>indefinite articles</li> <li>adjectives of frequency</li> </ul>	<ul style="list-style-type: none"> <li>c (ciudad, farmacia)</li> <li>h (hotel, hospital)</li> <li>v (vivo)</li> <li>j (granja)</li> </ul>
Asking directions	<ul style="list-style-type: none"> <li>Directions</li> <li>Ordinal numbers</li> <li>Near and far</li> </ul>	<ul style="list-style-type: none"> <li>Left, right</li> <li>Buildings</li> </ul>	<ul style="list-style-type: none"> <li>tomar (to take)</li> <li>ser (to be)</li> <li>using question marks ¿?</li> <li>prepositions – hasta (until), cerca (near), lejos (far)</li> <li>contraction al (a+el)</li> <li>difference between tu (your) and tú (you)</li> <li>hay – there is/there are</li> <li>adjectival agreement with gender</li> <li>y conjunction (and)</li> </ul>	<ul style="list-style-type: none"> <li>c (cerca, tercero, cruce)</li> <li>j (lejos)</li> <li>z (izquierda)</li> <li>ll (calle)</li> <li>h (hasta, hay)</li> </ul>
Transport				
Maps				
Planets				

All year groups	Themes and vocabulary	Revised themes and vocabulary	Grammar and punctuation	Phonics
Christmas	<ul style="list-style-type: none"> <li>• Cultural awareness</li> <li>• Christmas vocabulary</li> </ul>			j (oveja, José, Jesús) ll (estrella) ñ (niño) z (feliz)