



Hardingstone Academy KS2 Spanish Curriculum Map - Overview



Why Teach Spanish?

Learning another language is an integral skill in thriving in a growing, global world. Proficiency in a second language will give learners the opportunity to engage with the world in a more immediate and meaningful way. It allows us to understand and celebrate other cultures, beliefs, and people from all over the world.

The study of language provides us with opportunities to develop our literacy and communication skills; not only in the taught language but proficiency is developed in learners' first language too. Our curriculum aims to support learners in becoming confident speakers, astute listeners, and purposeful writers all whilst developing their intercultural understanding of the world around us.

We aim to provide language learning which challenges children beyond their boundaries, promotes the love of languages and cultures, as well as providing opportunities to thrive in our global community and in the subsequent steps of their educational journey.

5 Themes of our Spanish Curriculum

Curriculum maps detail the sequencing of substantive knowledge through five 'big ideas' to enable pupils to build schemata of important concepts



Learning Spanish – The key aims of our language curriculum

Pupils learn the Spanish language in its spoken and written forms. Spanish is produced and understood through speaking, listening, reading and writing. Through these core approaches, we teach pupils how phonics (the relationship between sounds and letters), grammar and vocabulary combine so pupils understand and produce ever more complex language.

Recognise and use phonics with accuracy	To learn the relationship between sounds and letters in Spanish. To recognise these and use them with accuracy.
Understanding and application of grammar	To learn important foundations of another language such as the grammatical aspect of learning the gender of words.
Retrieval skills and vocabulary retention	To consistently learn and remember vocabulary and retrieve this in different contexts or using different skills (reading/aurally).
Listening and reading for gist	To develop comprehension so that pupils can understand authentic texts. Pupils do not have to understand every word to be good linguists – but they will have a secure general sense of meaning.
Successful communication Skills	To be understood by others and to express ideas, thoughts and feelings to another person in another language. Learning the importance of accurate pronunciation, intonation and noticing punctuation when written.

Linguistic skills we develop:



How we assess pupils' learning of the Spanish curriculum

Teachers assess pupils' learning of the curriculum on an ongoing basis. In lessons, they check pupils can remember and use the phonics, grammar and vocabulary accurately and can communicate and understand others using the Spanish language.

Understanding of each unit is assessed through an end of unit assessment of speaking, listening, reading and writing.

Example assessment:

Name: _____ Date: _____ Class: _____ **Unit: Los animales**

<p>Speaking Exercise</p> <p>Can you say any of the following in Spanish?</p> <p>a lion</p> <p>a mouse</p> <p>I am a lion.</p> <p>I am a mouse.</p> <p>I am a monkey.</p>	<p>Listening Exercise</p> <p>From the PowerPoint slide, write the numbers that match the different animals you hear mentioned.</p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>
<p>Reading Exercise</p> <p>Can you draw a line from <u>any</u> of the following words to the correct picture?</p> <p>un león</p> <p>un cerdo</p> <p>una vaca</p> <p>un mono</p> <p>un pájaro</p>	<p>Writing Exercise</p> <p>Can you write any of the following phrases in Spanish?</p> <p>a rabbit</p> <p>a horse</p> <p>a sheep</p> <p>I am a duck.</p> <p>I am a mouse.</p>

Word Bank: Soy un mono un cerdo un pato un conejo un pájaro un caballo un león una oveja un ratón un cerdo

Leaders and other staff regularly review pupils' work in their books, and meet with groups of pupils to check that they are learning the planned curriculum against the key knowledge and skills set out in our curriculum.

We also evaluate pupils' attitudes to learning to check they enjoy and value their lessons in this subject.



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KS2 Spanish Curriculum Map – Key Aims Progression



	Year 3	Year 4	Year 5	Year 6
Recognise and use phonics with accuracy	CH J Ñ LL RR	CA CE CI CO CU	GA GE GI GO GU	B V CC QU Z
Listening and reading for gist	----- Increasing complexity based on the level of language used in the material ----->			
	<ul style="list-style-type: none"> exploring the patterns of language through songs and rhymes listening attentively to short conversations and showing understanding by joining in and responding reading carefully and showing understanding of words and phrases in a familiar text 			
Retrieval skills and vocabulary retention	----- Key vocabulary is identified for each unit (see later page) ----->			
	Vocabulary is progressive and not limited to the vocabulary lists. Retrieval of this should be consistent, regular and cumulative.			
Understanding and application of grammar	<ul style="list-style-type: none"> key phonic vowel and consonant sounds the gender of nouns 	<ul style="list-style-type: none"> adjectives and how to ensure that these agree word order and how this differs to English 	<ul style="list-style-type: none"> high-frequency verb conjugations of regular and most common irregular verbs conjunctions and sequencers to order and link ideas opinion phrases and how to justify these to give more detail 	
Successful communication Skills	<ul style="list-style-type: none"> developing accurate pronunciation and knowledge of key phonic sounds so that speech is clear and understood speaking in sentences, using familiar language and basic language structures engaging in conversations, asking questions 		<ul style="list-style-type: none"> presenting ideas and information clearly to a range of audiences in the target language seeking help and clarification 	<ul style="list-style-type: none"> writing extended sentences from memory and adapting familiar structures to include new language

National Curriculum Programme of Study – Unit objective Mapping		Year 3						Year 4						Year 5						Year 6					
		A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2
Listening	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.		✓	✓			✓	✓		✓	✓	✓							✓						✓
Speaking	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading	Present ideas and information orally to a range of audiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Read carefully and show understanding of words, phrases and simple writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Appreciate stories, songs, poems and rhymes in the language.			✓			✓	✓		✓	✓	✓												✓	✓
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grammar	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 to build sentences; and how these differ from or are similar to English.			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓				✓	✓			✓	✓	✓	✓



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KS2 Spanish Curriculum Map (1) – Phase 2 2022-23



	Year 3	Year 4	Year 5	Year 6	
Phonetics	CH J Ñ LL RR	CA CE CI CO CU	GA GE GI GO GU	B V CC QU Z	
Speaking	<ul style="list-style-type: none"> Learning to communicate with others using simple words and short phrases covered in the units taught. Being able to communicate our favourite season and why, what instrument we play, what fruits we like (and do not like), being able to order a specific quantity of vegetable using simple, transactional language like 'hello', 'please', 'I would like', 'how much' and 'thank you'. 	<ul style="list-style-type: none"> Learning to communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporating a negative reply if and when required. 'I like apples but I do not like pears.' Being able to order an ice-cream. Presenting confidently on personal details. Age, name and where I live. Starting to move with increasing confidence from 1st person singular to 3rd person singular when talking about others. What he/she is called, how old they are and where they live. 	<ul style="list-style-type: none"> Learning to communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporating a negative reply if and when required. 'I like apples but I do not like pears.' Being able to order an ice-cream. Presenting confidently on personal details. Age, name and where I live and provide extra information such as if I have a pet. Starting to move with confidence from 1st person singular to 3rd person singular when talking about others. What he/she is called, how old they are and where they live. 	<ul style="list-style-type: none"> Learning to communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units. Presenting confidently on personal details such as age, name and where I live but starting to move with confidence from 1st person singular to 3rd person singular and talking about others. What he/she is called, how old they are and where they live. Being able to communicate on what pets I have and do not have. What subjects I study at school and if I like them or not. Making presentations more interesting by saying if we like a particular subject or not and why. Saying the date and talking about the weather. Learning to make more personalised responses and recalling more of the foreign language from memory more easily and quickly. 	
Listening	<ul style="list-style-type: none"> Learning to listen to the foreign language and enjoying short stories, nursery rhymes & songs. Starting to recognise and understand the meaning of familiar words and short phrases connected to the four seasons, commonly played musical instruments, common fruits and vegetables. 	<ul style="list-style-type: none"> Learning to listen more carefully to the longer passages and understanding more of what we hear by picking out key words and phrases covered in the units taught. For example, being able to understand which flavour ice-creams are ordered and whether they are in a cone or tub. How many scoops etc. 	<ul style="list-style-type: none"> Learning to listen more attentively and for longer. Understanding more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Using our knowledge of Planets in English for example to unravel longer passages in the foreign language. 	<ul style="list-style-type: none"> Learning to listen more attentively and for longer. Understanding more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Using our knowledge of Planets and WWII in English for example to unravel longer passages in the foreign language. 	
Reading	<ul style="list-style-type: none"> Learning to read familiar words and short phrases more accurately and confidently by applying knowledge from 'Phonics Lesson 1'. Understanding the meaning in English of words and short phrases from the units covered. 	<ul style="list-style-type: none"> Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. 	<ul style="list-style-type: none"> Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. 	<ul style="list-style-type: none"> Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. 	
Writing	<ul style="list-style-type: none"> Writing familiar words & short phrases introduced in the unit from memory but also learning to use a model or vocabulary list when we are unsure. EG: 'My favourite season is ...', 'I play the piano'. 'I like apples'. 'I do not like pears'. 'Can I have a kilo of carrots please?'. 	<ul style="list-style-type: none"> Writing longer sentences as more units, vocabulary and grammar is covered. Starting to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. What I have in my pencil case and what I do not have in my pencil case. 	<ul style="list-style-type: none"> Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Recalling core vocabulary more easily (numbers, colours, days of the week, months of the year etc) and using it when appropriate. 	<ul style="list-style-type: none"> Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. EG: A presentation or description of a typical school day including subjects, time and opinions. Recalling core vocabulary more easily (numbers, colours, days of the week, months of the year etc) and using it when appropriate. 	
Grammar	<ul style="list-style-type: none"> Starting to understand the concept of noun gender and the use of articles. Nouns are always learnt with the article. Using the first-person singular conjugation of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...' 	<ul style="list-style-type: none"> Understanding better the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introducing simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'My sister is called, and she is... years old. 'My brother is called and he is ...years old'. Using the first-person singular conjugation of high frequency verbs. EG: 'I like...', 'I would like...', 'I am called...', 'I am' and 'I have' but also 'he/she is' and 'he/she has'. 	<ul style="list-style-type: none"> Learning to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understanding better the rules of adjectival agreement and possessive adjectives. How the gender of the noun can impact other words in a sentence. Using the first-person singular conjugation of high frequency verbs. EG: 'I like...' 'I would like ...' 'I am called...' 'I am called...', 'I am' and 'I have' but also 'he/she is' and 'he/she has'. 	<ul style="list-style-type: none"> Improving our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like and WHY). Using opinions and justifications with more confidence. Using the first-person singular conjugation of high frequency verbs. EG: 'I like...' 'I would like ...' 'I am called...' 'I am called...', 'I am', 'I have' and 'I study' but also 'he/she is' and 'he/she has'. 	
Topics	Phonetics 1 (C) & I'm Learning Spanish (E)	Phonetics 2 (C) & Ice-Creams(E)	Phonetics 3 (C) & Home (I)	Phonetics 4 (C) & What is the Date (I)	
	Seasons (E)	Presenting Myself (I)	Weather (E)	Weather (I)	
	Musical Instruments (E)	Family (I)	What is the Date? (E)	Pets (I)	
	Fruits (E)	Goldilocks (I)	Pets (I)	Home (I)	
	Vegetables (E)	Romans (I)	Habitats (I)	WWII (P)	
	Ice-Creams (E)	Classroom (I)	Planets (P)	School (P)	

Every child deserves to be the best they can be

Me, My Family & Friends

School Life & Daily Routines

The World Around Us

Hobbies & Interests

Culture, Food & History

Autumn 1
Autumn 2
Spring 1
Spring 2
Summer 1
Summer 2



Hardingstone Academy

KS2 Spanish Topic Map (2) – Phase 1 2021-22



Me, My Family & Friends		School Life & Daily Routines		The World Around Us		Hobbies & Interests		Culture, Food & History		
Year 3		Year 4		Year 5		Year 6				
Autumn 1	Phonetics 1 (C)	Phonetics 1&2 (C)		Phonetics 1 to 3 (C)		Phonetics 1 to 4 (C)				
	CH J Ñ LL RR	CH J Ñ LL RR	CA CE CI CO CU	CH J Ñ LL RR	CA CE CI CO CU	GA GE GI GO GU	CH J Ñ LL RR	CA CE CI CO CU	GA GE GI GO GU	B V CC QU Z
	I'm Learning Spanish (E)	Fruits (E)		Selection of Core Vocabulary lessons		Selection of Core Vocabulary lessons				
	<ul style="list-style-type: none"> To locate Spain, Madrid and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish. 	<ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish. 								
Autumn 2	Seasons (E)	Vegetables (E)		Fruits (E)		Weather (I)				
	<ul style="list-style-type: none"> Recognise all four seasons in Spanish. Learn an associated action for each season in Spanish. Understand better what happens in the world around us in each season in Spanish. 	<ul style="list-style-type: none"> Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish. 		<ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish. 		<ul style="list-style-type: none"> Recognise and recall the 9 weather expressions in Spanish from memory. Ask what the weather is today and give a reply in Spanish. Describe the weather in Spain, in Spanish using a weather map with symbols. 				
Spring 1	Musical Instruments (E)	Ice-Creams (E)		Ice-Creams (E)		Family (I)				
	<ul style="list-style-type: none"> Name and recognise up to 10 instruments in Spanish. Attempt to spell some of these nouns with their correct definite article/determiner in Spanish. Learn how to say I play an instrument in Spanish. 	<ul style="list-style-type: none"> Name, recognise and remember up to 10 ice-cream flavours in Spanish. Attempt to spell some of these flavours. Use the structure 'quisiera...' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in Spanish. 		<ul style="list-style-type: none"> Name, recognise and remember up to 10 ice-cream flavours in Spanish. Attempt to spell some of these flavours. Use the structure 'quisiera...' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in Spanish. 		<ul style="list-style-type: none"> Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age, and relationship. Count to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). 				
Spring 2	Fruits (E)	Presenting Myself (I)		Presenting Myself (I)		Pets (I)				
	<ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish. 	<ul style="list-style-type: none"> Know how count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply. 		<ul style="list-style-type: none"> Know how count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply. 		<ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences. 				
Summer 1	Vegetables (E)	Classroom (I)		Family (I)		WWII (P)				
	<ul style="list-style-type: none"> Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish. 	<ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands. 		<ul style="list-style-type: none"> Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age, and relationship. Count to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). 		<ul style="list-style-type: none"> Group and order words to decode unknown language. Understand the key facts of history from WW2 when described in Spanish. Say and write in Spanish the key countries and languages involved in WW2. Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside. 				
Summer 2	I Can (E)	Family (I)		Planets (P)		School (P)				
	<ul style="list-style-type: none"> Recognise, use and remember 10 common Spanish verbs/activities. Use these verbs in the infinitive to make a short sentence starting with puedo . 	<ul style="list-style-type: none"> Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age, and relationship. Count to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). 		<ul style="list-style-type: none"> Name and spell accurately some/all the planets in Spanish on a solar map. Say and write extended sentences for at least one planet. Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy. 		<ul style="list-style-type: none"> Name the subjects we study in school in Spanish with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time and on what day we study certain school subjects. 				

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Hardingstone Academy

KS2 Spanish Topic Map (2) – Phase 2 2022-23



Me, My Family & Friends		School Life & Daily Routines		The World Around Us		Hobbies & Interests		Culture, Food & History	
Year 3		Year 4		Year 5		Year 6			
Autumn 1	Phonetics 1 (C) CH J Ñ LL RR	Phonetics 2 (C) CA CE CI CO CU	Phonetics 3 (C) GA GE GI GO GU	Phonetics 4 (C) B V CC QU Z					
	I'm Learning Spanish (E) <ul style="list-style-type: none"> To locate Spain, Madrid and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish. 	Ice-Creams (E) <ul style="list-style-type: none"> Name, recognise and remember up to 10 ice-cream flavours in Spanish. Attempt to spell some of these flavours. Use the structure 'quisiera...' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in Spanish. 	Home (I) <ul style="list-style-type: none"> Say and write in Spanish whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... Use the connective/conjunction y to link two sentences together 	What is the Date (I) <ul style="list-style-type: none"> Recognise and recall the 12 months of the year in Spanish. Ask what the date is and say the date in Spanish. Ask somebody when their birthday is and say when their own birthday is in Spanish. 					
	Seasons (E) <ul style="list-style-type: none"> Recognise all four seasons in Spanish. Learn an associated action for each season in Spanish. Understand better what happens in the world around us in each season in Spanish. 	Presenting Myself (I) <ul style="list-style-type: none"> Know how count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply. 	Weather (I) <ul style="list-style-type: none"> Recognise and recall the 9 weather expressions in Spanish from memory. Ask what the weather is today and give a reply in Spanish. Describe the weather in Spain, in Spanish using a weather map with symbols. 	Weather (I) <ul style="list-style-type: none"> Recognise and recall the 12 months of the year in Spanish. Ask what the date is and say the date in Spanish. Ask somebody when their birthday is and say when their own birthday is in Spanish. 					
Spring 1	Musical Instruments (E) <ul style="list-style-type: none"> Name and recognise up to 10 instruments in Spanish. Attempt to spell some of these nouns with their correct definite article/determiner in Spanish. Learn how to say I play an instrument in Spanish. 	Family (I) <ul style="list-style-type: none"> Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age, and relationship. Count to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). 	What is the Date? (I) <ul style="list-style-type: none"> Recognise and recall the 12 months of the year in Spanish. Ask what the date is and say the date in Spanish. Ask somebody when their birthday is and say when their own birthday is in Spanish. 	Pets (I) <ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences. 					
	Spring 2	Fruits (E) <ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish. 	Goldilocks (I) <ul style="list-style-type: none"> Listen attentively to a whole familiar fairy tale in Spanish. Remembering new language using picture, word and phrases cards. Improve gist reading and gist listening skills. Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support. 	Pets (I) <ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences. 	Home (I) <ul style="list-style-type: none"> Say and write in Spanish whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... Use the connective/conjunction y to link two sentences together 				
Summer 1		Vegetables (E) <ul style="list-style-type: none"> Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish. 	Romans (I) <ul style="list-style-type: none"> Understand the key facts of the history of Ancient Rome in Spanish. Say and spell the days of the week in Spanish. Name some/all of the most famous Roman inventions in Spain. Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in Spanish. 	Habitats (I) <ul style="list-style-type: none"> Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat. 	WWII (P) <ul style="list-style-type: none"> Group and order words to decode unknown language. Understand the key facts of history from WW2 when described in Spanish. Say and write in Spanish the key countries and languages involved in WW2. Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside. 				
	Summer 2	Ice-Creams (E) <ul style="list-style-type: none"> Name, recognise and remember up to 10 ice-cream flavours in Spanish. Attempt to spell some of these flavours. Use the structure 'quisiera...' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in Spanish. 	Classroom (I) <ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands. 	Planets (P) <ul style="list-style-type: none"> Name and spell accurately some/all the planets in Spanish on a solar map. Say and write extended sentences for at least one planet. Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy. 	School (P) <ul style="list-style-type: none"> Name the subjects we study in school in Spanish with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time and on what day we study certain school subjects. 				

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KS2 Spanish Topic Map (2) – Phase 3 2023-24



Me, My Family & Friends		School Life & Daily Routines		The World Around Us		Hobbies & Interests		Culture, Food & History		
Year 3		Year 4		Year 5		Year 6				
Phonetics 1 (C)		Phonetics 2 (C)		Phonetics 3 (C)		Phonetics 4 (C)				
CH J Ñ LL RR		CA CE CI CO CU		GA GE GI GO GU		B V CC QU Z				
I'm Learning Spanish (E)		Presenting Myself (I)		Home (I)		Clothes (I)				
Autumn 1	<ul style="list-style-type: none"> To locate Spain, Madrid and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish. 		<ul style="list-style-type: none"> Know how count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply. 		<ul style="list-style-type: none"> Say and write in Spanish whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... Use the connective/conjunction y to link two sentences together 		<ul style="list-style-type: none"> Recognise and recall from memory 21 items of clothing. Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour. 			
	Seasons (E)		Family (I)		Weather (I)		School (P)			
Autumn 2	<ul style="list-style-type: none"> Recognise all four seasons in Spanish. Learn an associated action for each season in Spanish. Understand better what happens in the world around us in each season in Spanish. 		<ul style="list-style-type: none"> Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age, and relationship. Count to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). 		<ul style="list-style-type: none"> Recognise and recall the 9 weather expressions in Spanish from memory. Ask what the weather is today and give a reply in Spanish. Describe the weather in Spain, in Spanish using a weather map with symbols. 		<ul style="list-style-type: none"> Name the subjects we study in school in Spanish with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time and on what day we study certain school subjects. 			
	Musical Instruments (E)		Goldilocks (I)		What is the Date? (I)		WWII (P)			
Spring 1	<ul style="list-style-type: none"> Name and recognise up to 10 instruments in Spanish. Attempt to spell some of these nouns with their correct definite article/determiner in Spanish. Learn how to say I play an instrument in Spanish. 		<ul style="list-style-type: none"> Listen attentively to a whole familiar fairy tale in Spanish. Remembering new language using picture, word and phrases cards. Improve gist reading and gist listening skills. Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support. 		<ul style="list-style-type: none"> Recognise and recall the 12 months of the year in Spanish. Ask what the date is and say the date in Spanish. Ask somebody when their birthday is and say when their own birthday is in Spanish. 		<ul style="list-style-type: none"> Group and order words to decode unknown language. Understand the key facts of history from WW2 when described in Spanish. Say and write in Spanish the key countries and languages involved in WW2. Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside. 			
	Fruits (E)		Romans (I)		Pets (I)		Healthy Lifestyle (P)			
Spring 2	<ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish. 		<ul style="list-style-type: none"> Understand the key facts of the history of Ancient Rome in Spanish. Say and spell the days of the week in Spanish. Name some/all of the most famous Roman inventions in Spain. Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in Spanish. 		<ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences. 		<ul style="list-style-type: none"> Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in Spanish. 			
	Vegetables (E)		Classroom (I)		Olympics (I)		At the Weekend (P)			
Summer 1	<ul style="list-style-type: none"> Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish. 		<ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands. 		<ul style="list-style-type: none"> Understand the key facts of the ancient and modern Olympics recounted in Spanish. Learn 10 nouns and articles for common Olympic sports. Explore the full present tense conjugation of the high frequency verb PRACTICAR. Look at the adjectival changes involved when you describe a male Olympian or female Olympian. 		<ul style="list-style-type: none"> Tell the time in Spanish using quarter past, half past and quarter to. Say and write in Spanish what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. 			
	Ice-Creams (E)		My Home (I)		Planets (P)		Me in the World (P)			
Summer 2	<ul style="list-style-type: none"> Name, recognise and remember up to 10 ice-cream flavours in Spanish. Attempt to spell some of these flavours. Use the structure 'quisiera...' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in Spanish. 		<ul style="list-style-type: none"> Say and write in Spanish whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... Use the connective/conjunction y to link two sentences together 		<ul style="list-style-type: none"> Name and spell accurately some/all the planets in Spanish on a solar map. Say and write extended sentences for at least one planet. Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy. 		<ul style="list-style-type: none"> Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid Say and write something we do to help the planet. 			

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KS2 Spanish Topic Map (2) – Phase 4 2024-25



Me, My Family & Friends		School Life & Daily Routines		The World Around Us		Hobbies & Interests		Culture, Food & History	
Year 3		Year 4		Year 5		Year 6			
Autumn 1	Phonetics 1 (C)	Phonetics 2 (C)	Phonetics 3 (C)	Phonetics 4 (C)					
	CH J Ñ LL RR	CA CE CI CO CU	GA GE GI GO GU	B V CC QU Z					
	I'm Learning Spanish (E)	Presenting Myself (I)	Pets (I)	School (P)					
	<ul style="list-style-type: none"> To locate Spain, Madrid and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish. 	<ul style="list-style-type: none"> Know how count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply. 	<ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences. 	<ul style="list-style-type: none"> Name the subjects we study in school in Spanish with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time and on what day we study certain school subjects. 					
Autumn 2	Seasons (E)	Family (I)	What is the Date? (I)	WWII (P)					
	<ul style="list-style-type: none"> Recognise all four seasons in Spanish. Learn an associated action for each season in Spanish. Understand better what happens in the world around us in each season in Spanish. 	<ul style="list-style-type: none"> Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age, and relationship. Count to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). 	<ul style="list-style-type: none"> Recognise and recall the 12 months of the year in Spanish. Ask what the date is and say the date in Spanish. Ask somebody when their birthday is and say when their own birthday is in Spanish. 	<ul style="list-style-type: none"> Group and order words to decode unknown language. Understand the key facts of history from WW2 when described in Spanish. Say and write in Spanish the key countries and languages involved in WW2. Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside. 					
Spring 1	Musical Instruments (E)	Goldilocks (I)	Weather (I)	At the Weekend (P)					
	<ul style="list-style-type: none"> Name and recognise up to 10 instruments in Spanish. Attempt to spell some of these nouns with their correct definite article/determiner in Spanish. Learn how to say I play an instrument in Spanish. 	<ul style="list-style-type: none"> Listen attentively to a whole familiar fairy tale in Spanish. Remembering new language using picture, word and phrases cards. Improve gist reading and gist listening skills. Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support. 	<ul style="list-style-type: none"> Recognise and recall the 9 weather expressions in Spanish from memory. Ask what the weather is today and give a reply in Spanish. Describe the weather in Spain, in Spanish using a weather map with symbols. 	<ul style="list-style-type: none"> Tell the time in Spanish using quarter past, half past and quarter to. Say and write in Spanish what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. 					
Spring 2	Fruits (E)	Romans (I)	Olympics (I)	Healthy Lifestyle (P)					
	<ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish. 	<ul style="list-style-type: none"> Understand the key facts of the history of Ancient Rome in Spanish. Say and spell the days of the week in Spanish. Name some/all of the most famous Roman inventions in Spain. Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in Spanish. 	<ul style="list-style-type: none"> Understand the key facts of the ancient and modern Olympics recounted in Spanish. Learn 10 nouns and articles for common Olympic sports. Explore the full present tense conjugation of the high frequency verb PRACTICAR. Look at the adjectival changes involved when you describe a male Olympian or female Olympian. 	<ul style="list-style-type: none"> Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in Spanish. 					
Summer 1	Vegetables (E)	Classroom (I)	Clothes (I)	Regular Verbs (P)					
	<ul style="list-style-type: none"> Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish. 	<ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands. 	<ul style="list-style-type: none"> Recognise and recall from memory 21 items of clothing. Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour. 	<ul style="list-style-type: none"> Understand better what personal/subject pronouns are. Understand better the concept of verb stems and endings. Conjugate easily and with clear understanding regular -er verbs like COMER. Conjugate easily and with clear understanding regular -ir verbs like VIVIR. Conjugate easily and with clear understanding regular -ar verbs like HABLAR. 					
Summer 2	Ice-Creams (E)	My Home (I)	Planets (P)	Me in the World (P)					
	<ul style="list-style-type: none"> Name, recognise and remember up to 10 ice-cream flavours in Spanish. Attempt to spell some of these flavours. Use the structure 'quisiera...' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in Spanish. 	<ul style="list-style-type: none"> Say and write in Spanish whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... Use the connective/conjunction y to link two sentences together 	<ul style="list-style-type: none"> Name and spell accurately some/all the planets in Spanish on a solar map. Say and write extended sentences for at least one planet. Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy. 	<ul style="list-style-type: none"> Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid Say and write something we do to help the planet. 					

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KS2 Spanish Vocabulary Map (3) – Phase 1 2021-22



	Year 3	Year 4	Year 5	Year 6	
Autumn 1	Phonetics 1 (C)	Phonetics 1&2 (C)		Phonetics 1 to 3 (C)	
	CH J Ñ LL RR	CH J Ñ LL RR	CA CE CI CO CU	CH J Ñ LL RR CA CE CI CO CU GA GE GI GO GU	
	I'm Learning Spanish (E)	Fruits (E)		Selection of Core Vocabulary lessons	
	<ul style="list-style-type: none"> • Uno• Dos• Tres• Cuarto• Cinco 	<ul style="list-style-type: none"> • rojo• Amarillo• Blanco• Azul• Naranja 	<ul style="list-style-type: none"> • Gris• Negro• Verde• Morado• marron 	<ul style="list-style-type: none"> • Las manzanas• Las fresas• Los melocotones• Los platanos• Las cerezas 	
Autumn 2	Seasons (E)	Vegetables (E)		Fruits (E)	
	<ul style="list-style-type: none"> • El invierno• La primavera• El Verano• El otono 	<ul style="list-style-type: none"> • Las berenjenas• Las espinacas• Las cebollas• Las zanahorias 	<ul style="list-style-type: none"> • Los calabacines• Los tomates• Las judias verdes• Los guisantes• Los champinones• Las patatas 	<ul style="list-style-type: none"> • Las manzanas• Las fresas• Los melocotones• Los platanos• Las cerezas• Las narajas• Las ciruelas• Las peras• Los kiwis• Los albaricoques 	<ul style="list-style-type: none"> • Hace sol• Hace mucho viento• Hace frio• Esta nevando• Esta lloviendo• Hay tormenta• Hace buen tiempo• Hace mal tiempo• Hace calor
	Musical Instruments (E)	Ice-Creams (E)		Ice-Creams (E)	Family (I)
	<ul style="list-style-type: none"> • Toco la bateria• Toco la flauta• Toco la guitarra• Toco la trompeta• Toco el piano• Toco el triangulo• Toco el violin• Toco el arpa• Toco los cimbales• Toco el clarinete 	<ul style="list-style-type: none"> • Un helado de platano• Un helado de vainilla• Un helado de pistachio• Un helado de menta• Un helado de fresa• Un helado de caramelo• Un helado de chocolate• Un helado de mora• Un helado de limon• Un helado de café 	<ul style="list-style-type: none"> • Un helado de platano• Un helado de vainilla• Un helado de pistachio• Un helado de menta• Un helado de fresa• Un helado de caramelo• Un helado de chocolate• Un helado de mora• Un helado de limon• Un helado de café 	<ul style="list-style-type: none"> • La mama• La abuela• La hija• La hermana• La tia• El papa• El abuelo• El hijo• El hermano• El tio• Los padres• Los Abuelos 	
Spring 2	Fruits (E)	Presenting Myself (I)		Presenting Myself (I)	
	<ul style="list-style-type: none"> • Las manzanas• Las fresas• Los melocotones• Los platanos• Las cerezas• Las narajas• Las ciruelas• Las peras• Los kiwis• Los albaricoques 	<ul style="list-style-type: none"> • Buenos dias!• Hola!• Adios!• Hasta luego!• Como estas?• Mas o menos• Estoy bien• Estoy mal• Como te llamas?• Me llamo• Cuantos anos tienes?• Tengo...anos• Donde vives?• Vivo en 	<ul style="list-style-type: none"> • Buenos dias!• Hola!• Adios!• Hasta luego!• Como estas?• Mas o menos• Estoy bien• Estoy mal• Como te llamas?• Me llamo• Cuantos anos tienes?• Tengo...anos• Donde vives?• Vivo en 	<ul style="list-style-type: none"> • Tienes una mascota?• Un perro• Un hamster• Un pez• Una cotorra• Un gato• Un conejo• Un raton• Una tortuga 	
	Vegetables (E)	Classroom (I)		Family (I)	
	<ul style="list-style-type: none"> • Las berenjenas• Las espinacas• Las cebollas• Las zanahorias• Los calabacines• Los tomates• Las judias verdes• Los guisantes• Los champinones• Las patatas 	<ul style="list-style-type: none"> • Una barra de pegmento• Un cuaderno• Un lapiz• Un boligrafo• Un sacapuntas• Un libro• Una calculadora• Una regla• Una goma• Un estuche• Unas Tijeras• I Levantas la mano !• Abrid los libros !• Escribid !• Preguntad !• Repetid !• Pensad !• Cerrad los libros ! 	<ul style="list-style-type: none"> • La mama• La abuela• La hija• La hermana• La tia• El papa• El abuelo• El hijo• El hermano• El tio• Los padres• Los abuelos 	<ul style="list-style-type: none"> • La segunda Guerra Mundial• Londres• La Guerra comenzo• El primer ministro• El rey era George VI• Londres fue bombardeado regularmente• Inglaterra• Francia• Italia• Alemania• Polonia• Checoslovaquia• Los Estados Unidos• Evacuado• Soldados• refugios 	
Summer 2	I Can (E)	Family (I)		Planets (P)	
	<ul style="list-style-type: none"> • Puedo bailar• Puedo cantar• Puedo comer• Puedo ver la tele• Puedo cocinar• Puedo saltar• Puedo escribir• • Puedo escuchar• Puedo beber• Puedo hablar 	<ul style="list-style-type: none"> • La mama• La abuela• La hija• La hermana• La tia• El papa• El abuelo• El hijo• El hermano• El tio• Los padres• Los abuelos 	<ul style="list-style-type: none"> • La Luna• El Sol• La Tierra• Saturno• Venus• Urano• Ju[iter• Mercurio• Pluton• Marte• Neptuno 	<ul style="list-style-type: none"> • La informatica• La historia• El ingles• El arte• El espanol• La educacion fisica• La Geografia• La musica• Las matematicas• Las ciencias 	
	Vegetables (E)	Classroom (I)		Family (I)	

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KS2 Spanish Vocabulary Map (3) – Phase 2 2022-23



	Year 3	Year 4	Year 5	Year 6									
Autumn 1	Phonetics 1 (C) CH J Ñ LL RR	Phonetics 2 (C) CA CE CI CO CU	Phonetics 3 (C) GA GE GI GO GU	Phonetics 4 (C) B V CC QU Z									
	I'm Learning Spanish (E)	Ice Creams (E)	Home (I)	What is the Date?									
	<ul style="list-style-type: none"> Uno Dos Tres Cuartro Cinco 	<ul style="list-style-type: none"> Seis Siete Ocho Nueve diez 	<ul style="list-style-type: none"> rojo Amarillo Blanco Azul Naranja 	<ul style="list-style-type: none"> Gris Negro Verde Morado marron 	<ul style="list-style-type: none"> Un helado de platano Un helado de vainilla Un helado de pistachio Un helado de menta Un helado de fresa 	<ul style="list-style-type: none"> Un helado de caramelo Un helado de chocolate Un helado de mora Un helado de limon Un helado de café 	<ul style="list-style-type: none"> Un casa Un piso En la ciudad En el campo En la montana En la costa En un pueblo Una cocina Un comedor 	<ul style="list-style-type: none"> Un cuarto de bano Un dormitorio Un lavadero Un sotano Un despacho 	<ul style="list-style-type: none"> Un salon Un garaje Un Jardin Done vives? Vivo en En mi casa hay 	<ul style="list-style-type: none"> Enero Febrero Marzo Abril Mayo Junio Julio Agosto Setiembre Octubre 	<ul style="list-style-type: none"> Noviembre Diciembre Lunes Martes Miercoles Jueves Viernes Sabado Domingo Once 	<ul style="list-style-type: none"> Doce Trece Catorce Quince Dieciseis Diecisiete Dieciocho Diecinueve Veinte Neintiuno 	<ul style="list-style-type: none"> Veintidos Veintitres Veinticuatro Veinticinco Veintiseis Veintisiete Veintiocho Veintinueve Treinta Treinta y uno
Autumn 2	Seasons (E)	Presenting Myself (E)	Weather (E)	Weather (I)									
	<ul style="list-style-type: none"> El invierno La primavera 	<ul style="list-style-type: none"> El Verano El otono 	<ul style="list-style-type: none"> Buenos dias! Hola! Adios! Hasta luego! Como estas? 	<ul style="list-style-type: none"> Mas o menos Estoy bien Estoy mal Como te llamas? Me llamo 	<ul style="list-style-type: none"> Cuantos anos tienes? Tengo...anos Donde vives? Vivo en 	<ul style="list-style-type: none"> Hace sol Hace mucho viento Hace frio 	<ul style="list-style-type: none"> Esta nevando Esta lloviendo Hay tormenta 	<ul style="list-style-type: none"> Hace buen tiempo Hace mal tiemp Hace calor 	<ul style="list-style-type: none"> Hace sol Hace mucho viento Hace frio 	<ul style="list-style-type: none"> Esta nevando Esta lloviendo Hay tormenta 	<ul style="list-style-type: none"> Hace buen tiempo Hace mal tiemp Hace calor 		
Spring 1	Musical Instruments (E)	Family (E)	What is the Date? (E)	Pets (I)									
	<ul style="list-style-type: none"> Toco la bateria Toco la flauta Toco la guitarra Toco la trompeta 	<ul style="list-style-type: none"> Toco el piano Toco el triangulo Toco el violin 	<ul style="list-style-type: none"> Toco el arpa Toco los cimbalos Toco el clarinete 	<ul style="list-style-type: none"> La mama La abuela La hija La hermana 	<ul style="list-style-type: none"> La tia El papa El abuelo El hijo 	<ul style="list-style-type: none"> El hermano El tio Los padres Los abuelos 	<ul style="list-style-type: none"> Enero Febrero Marzo Abril Mayo Junio Julio Agosto 	<ul style="list-style-type: none"> Setiembre Octubre oviembre Diciembre Lunes Martes Miercoles Jueves 	<ul style="list-style-type: none"> Viernes Sabado Domingo Once Doce Trece Catorce Quince 	<ul style="list-style-type: none"> Dieciseis Diecisiete Dieciocho Diecinueve Veinte Neintiuno eintidos Veintitres 	<ul style="list-style-type: none"> Veinticuatro Veinticinco Veintiseis Veintisiete Veintiocho Veintinueve Treinta Treinta y uno 	<ul style="list-style-type: none"> Tienes una mascota? Un perro Un hamster 	<ul style="list-style-type: none"> Un pez Una cotorra Un gato
Spring 2	Fruits (E)	Goldilocks (I)	Pets (I)	Home (I)									
	<ul style="list-style-type: none"> Las manzanas Las fresas Los melocotones Los platanos 	<ul style="list-style-type: none"> Las cerezas Las narajas Las ciruelas 	<ul style="list-style-type: none"> Las peras Los kiwis Los albaricoques 	<ul style="list-style-type: none"> Ricitos de Oro Papa oso Mama oso Bebe oso Una casa El tazón grande 	<ul style="list-style-type: none"> El tazón mediano El tazón pequeño La silla grande La silla mediana La silla pequeña La cama grande 	<ul style="list-style-type: none"> La cama mediana La cama pequeña Dulce Salado Un bosque pequeño 	<ul style="list-style-type: none"> Tienes una mascota? Un perro Un hamster 	<ul style="list-style-type: none"> Un pez Una cotorra Un gato 	<ul style="list-style-type: none"> Un conejo Un raton Una tortuga 	<ul style="list-style-type: none"> Un casa Un piso En la ciudad En el campo En la montana En la costa En un pueblo 	<ul style="list-style-type: none"> Una cocina Un comedor Un cuarto de bano Un dormitorio Un lavadero Un sotano Un despacho 	<ul style="list-style-type: none"> Un salon Un garaje Un Jardin Done vives? Vivo en En mi casa hay 	
Summer 1	Vegetables (E)	Romans (I)	Habitats (I)	WWII (P)									
	<ul style="list-style-type: none"> Las berenjenas Las espinacas Las cebollas Las zanahorias 	<ul style="list-style-type: none"> Los calabacines Los tomates Las judias verdes 	<ul style="list-style-type: none"> Los guisantes Los champinones Las patatas 	<ul style="list-style-type: none"> Los bano romanos La calefaccion central Los acueductos La calzada romana Los puentes romanos 	<ul style="list-style-type: none"> La esculturas romanas Los numeros romanos El latin Los mosaicos romanos Lunes 	<ul style="list-style-type: none"> Martes Miercoles Jueves Viernes Sabado domingo 	<ul style="list-style-type: none"> refugio comida aire sol agua la selva tropical 	<ul style="list-style-type: none"> el desierto el oceano el campo el Artico Los cactus 	<ul style="list-style-type: none"> Las algas Las plantas resistentes Los arbustos Arboles altos 	<ul style="list-style-type: none"> El mono arana El camello El Tiburon El oso polar El conejo 	<ul style="list-style-type: none"> La segunda Guerra Mundial Londres La Guerra comenzo El primer ministro El rey era George VI 	<ul style="list-style-type: none"> Londres fue bombardeado regularmente Inglaterra Francia Italia Alemania 	<ul style="list-style-type: none"> Polonia Checoslovaquia Los Estados Unidos Evacuado Soldados refugios
Summer 2	Ice Creams (E)	Classrom (I)	Planets (P)	School (P)									
	<ul style="list-style-type: none"> Un helado de platano Un helado de vainilla Un helado de pistachio Un helado de menta Un helado de fresa 	<ul style="list-style-type: none"> Un helado de caramelo Un helado de chocolate Un helado de mora Un helado de limon Un helado de café 	<ul style="list-style-type: none"> Una barra de pegmento Un cuaderno Un lapiz Un boligrafo Un sacapuntas 	<ul style="list-style-type: none"> Un libro Una calculadora Una regla Una goma Un estuche Unas Tijeras 	<ul style="list-style-type: none"> ¡ Levantas la mano ! ¡ Abrid los libros ! ¡ Escribid ! ¡ Preguntad ! ¡ Repetid ! ¡ Pensad ! ¡ Cerrad los libros ! 	<ul style="list-style-type: none"> La Luna El Sol La Tierra Saturno 	<ul style="list-style-type: none"> Venus Urano Ju[iter Mercurio 	<ul style="list-style-type: none"> Pluton Marte Neptuno 	<ul style="list-style-type: none"> La informatica La historia El ingles El arte 	<ul style="list-style-type: none"> El espanol La educacion fisica La Geografia 	<ul style="list-style-type: none"> La musica Las matematicas Las ciencias 		

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KS2 Spanish Vocabulary Map (3) – Phase 3 2023-24



	Year 3	Year 4	Year 5	Year 6
Autumn 1	Phonetics 1 (C) CH J Ñ LL RR	Phonetics 2 (C) CA CE CI CO CU	Phonetics 3 (C) GA GE GI GO GU	Phonetics 4 (C) B V CC QU Z
	I'm Learning Spanish (E) • Uno • Dos • Tres • Cuarto • Cinco • Seis • Siete • Ocho • Nueve • diez • rojo • Amarillo • Blanco • Azul • Naranja • Gris • Negro • Verde • Morado • marron	Presenting Myself (E) • Buenos dias! • Hola! • Adios! • Hasta luego! • Como estas? • Mas o menos • Estoy bien • Estoy mal • Como te llamas? • Me llamo • Cuantos anos tienes? • Tengo...anos • Tengo...anos • Donde vives? • Vivo en	Home (I) • Un casa • Un piso • En la ciudad • En el campo • En la montana • En la costa • En un pueblo • Una cocina • Un comedor • Un cuarto de bano • Un dormitorio • Un lavadero • Un sotano • Un despacho • Un salon • Un garaje • Un Jardin • Done vives? • Vivo en • En mi casa hay	Clothes (I) • Un vestido • Una falda • Una chaqueta • Una camisa • Una corbata • Una bufanda • Una gorra • Unos pantalones • Un traje de bano • Una camiseta • Unos pantalones cortos • Unas medias • Un suiter • Un Abrigo • Unas gafas • Unas botas • Unos zapatos • Unos guantes • Unas sandalias • Unos calcetines
Autumn 2	Seasons (E) • El invierno • La primavera • El Verano • El otono	Family (E) • La mama • La abuela • La hija • La hermana • La tia • El papa • El abuelo • El hijo • El hermano • El tio • Los padres • Los abuelos	Weather (E) • Hace sol • Hace mucho viento • Hace frio • Esta nevando • Esta lloviendo • Hay tormenta • Hace buen tiempo • Hace mal tiempo • Hace calor	School (P) • La informatica • La historia • El ingles • El arte • El espanol • La educacion fisica • La Geografia • La musica • Las matematicas • Las ciencias
	Musical Instruments (E) • Toco la bateria • Toco la flauta • Toco la guitarra • Toco la trompeta • Toco el piano • Toco el triangulo • Toco el violin • Toco el arpa • Toco los cimbalos • Toco el clarinete	Goldilocks (I) • Ricitos de Oro • Papa oso • Mama oso • Bebe oso • Una casa • El tazon grande • El tazon mediano • El tazon pequeno • La silla grande • La silla mediana • La silla pequena • La cama grande • La cama mediana • La cama pequena • Dulce • Salado • Un bosque pequeno	What is the Date? (E) • Enero • Febrero • Marzo • Abril • Mayo • Junio • Julio • Agosto • Setiembre • Octubre • oviembre • Diciembre • Lunes • Martes • Miercoles • Jueves • Viernes • Sabado • Domingo • Once • Doce • Trece • Catorce • Quince • Dieciseis • Diecisiete • Diecinueve • Veinte • Neintiuno • eintidos • Veintitres • Veinticuatro • Veinticinco • Veintiseis • Veintisiete • Veintiocho • Veintinueve • Treinta • Treinta y uno	WWII (P) • La segunda Guerra Mundial • Londres • La Guerra comenzo • El primer ministro • El rey era George VI • Londres fue bombardeado regularmente • Inglaterra • Francia • Italia • Alemania • Polonia • Checoslovaquia • Los Estados Unidos • Evacuado • Soldados • refugios
Spring 1	Fruits (E) • Las manzanas • Las fresas • Los melocotones • Los platanos • Las cerezas • Las narajas • Las ciruelas • Las peras • Los kiwis • Los albaricoques	Romans (I) • Los bano romanos • La calefaccion central • La calzada romana • Los puentes romanos • La esculturas romanas • Los numeros romanos • El latin • Los mosaicos romanos • Lunes • Martes • Miercoles • Jueves • Viernes • Sabado • domingo	Pets (I) • Tienes una mascota? • Un perro • Un hamster • Un pez • Una cotorra • Un gato • Un conejo • Un raton • Una tortuga	Healthy Lifestyle (P) • Pollo • Pescado • Agua • Vegetales • Fruta • Queso • Leche desnatada • Pan integral • Cereals • Nueces • Carne roja • Patatas fritas • Caramelos • Bebidas con gas • Galletas • Chocolate • Leche entera • Pan blanco • mantequilla
	Vegetables (E) • Las berenjenas • Las espinacas • Las cebollas • Las zanahorias • Los calabacines • Los tomates • Las judias verdes • Los guisantes • Los champinones • Las patatas	Classrom (I) • Una barra de pegmento • Un cuaderno • Un lapiz • Un boligrafo • Un sacapuntas • Un libro • Una calculadora • Una regla • Una goma • Un estuche • Unas Tijeras • I Levantas la mano ! • Abrid los libros ! • Escribid ! • Preguntad ! • Repetid ! • Pensad ! • Cerrad los libras !	Olympics (I) • Practico tiro con arco • Practico atletismo • Practico boxeo • Practico ciclismo • Practico salto de trampoline • Practico equitacion • Practico esgrima • Practico remo • Practico natacion • Practico triatlton	At the Weekend (P) • Me levanto • Desayuno • Voy al cine • Leo • Juego al futbol • Juego con videojuegos • Voy a la piscina • Veo la tele • Esucho • Musica • Voy a dormir
Spring 2	Ice Creams (E) • Un helado de platano • Un helado de vainilla • Un helado de pistachio • Un helado de menta • Un helado de fresa • Un helado de caramelo • Un helado de chocolate • Un helado de mora • Un helado de limon • Un helado de café	My Home • Un casa • Un piso • En la ciudad • En el campo • En la montana • En la costa • En un pueblo • Una cocina • Un comedor • Un cuarto de bano • Un dormitorio • Un lavadero • Un sotano • Un despacho • Un salon • Un garaje • Un Jardin • Done vives? • Vivo en • En mi casa hay	Planets (P) • La Luna • El Sol • La Tierra • Saturno • Venus • Urano • Ju[iter • Mercurio • Pluton • Marte • Neptuno	Me in the World (P) • Yo en el mundo • Hola! • Cuantos anos tienes? • Donde vives? • Espana • Mexico • En Europa • Lima • De Peru • Hablamos todos espanol • El mundo

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KS2 Spanish Vocabulary Map (3) – Phase 4 2024-25



	Year 3	Year 4	Year 5	Year 6
Autumn 1	Phonetics 1 (C)	Phonetics 2 (C)	Phonetics 3 (C)	Phonetics 4 (C)
	CH J Ñ LL RR	CA CE CI CO CU	GA GE GI GO GU	B V CC QU Z
Autumn 2	I'm Learning Spanish (E)	Presenting Myself (E)	Pets (I)	School (P)
	<ul style="list-style-type: none"> <li style="width: 25%;">• Uno <li style="width: 25%;">• Seis <li style="width: 25%;">• rojo <li style="width: 25%;">• Gris <li style="width: 25%;">• Dos <li style="width: 25%;">• Siete <li style="width: 25%;">• Amarillo <li style="width: 25%;">• Negro <li style="width: 25%;">• Tres <li style="width: 25%;">• Ocho <li style="width: 25%;">• Blanco <li style="width: 25%;">• Verde <li style="width: 25%;">• Cuarto <li style="width: 25%;">• Nueve <li style="width: 25%;">• Azul <li style="width: 25%;">• Morado <li style="width: 25%;">• Cinco <li style="width: 25%;">• diez <li style="width: 25%;">• Naranja <li style="width: 25%;">• marron 	<ul style="list-style-type: none"> <li style="width: 25%;">• Buenos dias! <li style="width: 25%;">• Mas o menos <li style="width: 25%;">• Cuantos anos tienes? <li style="width: 25%;">• Hola! <li style="width: 25%;">• Estoy bien <li style="width: 25%;">• Tengo...anos <li style="width: 25%;">• Adios! <li style="width: 25%;">• Estoy mal <li style="width: 25%;">• Tengo...anos <li style="width: 25%;">• Hasta luego! <li style="width: 25%;">• Como te llamas? <li style="width: 25%;">• Donde vives? <li style="width: 25%;">• Como estas? <li style="width: 25%;">• Me llamo <li style="width: 25%;">• Vivo en 	<ul style="list-style-type: none"> <li style="width: 25%;">• Tienes una mascota? <li style="width: 25%;">• Un pez <li style="width: 25%;">• Un conejo <li style="width: 25%;">• Un perro <li style="width: 25%;">• Una cotorra <li style="width: 25%;">• Un raton <li style="width: 25%;">• Un hamster <li style="width: 25%;">• Un gato <li style="width: 25%;">• Una tortuga 	<ul style="list-style-type: none"> <li style="width: 25%;">• La informatica <li style="width: 25%;">• El espanol <li style="width: 25%;">• La musica <li style="width: 25%;">• La historia <li style="width: 25%;">• La educacion fisica <li style="width: 25%;">• Las matematicas <li style="width: 25%;">• El ingles <li style="width: 25%;">• La Geografia <li style="width: 25%;">• Las ciencias <li style="width: 25%;">• El arte
Spring 1	Seasons (E)	Family (E)	What is the Date? (E)	WWII (P)
	<ul style="list-style-type: none"> <li style="width: 33%;">• El invierno <li style="width: 33%;">• El Verano <li style="width: 33%;">• El otono 	<ul style="list-style-type: none"> <li style="width: 25%;">• La mama <li style="width: 25%;">• La tia <li style="width: 25%;">• El hermano <li style="width: 25%;">• La abuela <li style="width: 25%;">• El papa <li style="width: 25%;">• El tio <li style="width: 25%;">• La hija <li style="width: 25%;">• El abuelo <li style="width: 25%;">• Los padres <li style="width: 25%;">• La hermana <li style="width: 25%;">• El hijo <li style="width: 25%;">• Los abuelos 	<ul style="list-style-type: none"> <li style="width: 25%;">• Enero <li style="width: 25%;">• Setiembre <li style="width: 25%;">• Viernes <li style="width: 25%;">• Febrero <li style="width: 25%;">• Octubre <li style="width: 25%;">• Sabado <li style="width: 25%;">• Marzo <li style="width: 25%;">• oviembre <li style="width: 25%;">• Domingo <li style="width: 25%;">• Abril <li style="width: 25%;">• Diciembre <li style="width: 25%;">• Once <li style="width: 25%;">• Mayo <li style="width: 25%;">• Lunes <li style="width: 25%;">• Doce <li style="width: 25%;">• Junio <li style="width: 25%;">• Martes <li style="width: 25%;">• Trece <li style="width: 25%;">• Julio <li style="width: 25%;">• Miercoles <li style="width: 25%;">• Catorce <li style="width: 25%;">• Agosto <li style="width: 25%;">• Jueves <li style="width: 25%;">• Quince <li style="width: 25%;">• Dieciseis <li style="width: 25%;">• Diecisiete <li style="width: 25%;">• Dieciocho <li style="width: 25%;">• Diecinueve <li style="width: 25%;">• Veinte <li style="width: 25%;">• Neintiuno <li style="width: 25%;">• Eintidos <li style="width: 25%;">• Veintitres <li style="width: 25%;">• Veinticuatro <li style="width: 25%;">• Veinticinco <li style="width: 25%;">• Veintiseis <li style="width: 25%;">• Veintisiete <li style="width: 25%;">• Veintiocho <li style="width: 25%;">• Veintinueve <li style="width: 25%;">• Treinta <li style="width: 25%;">• Treinta y uno 	<ul style="list-style-type: none"> <li style="width: 33%;">• La segunda Guerra Mundial <li style="width: 33%;">• Londres fue bombardeado regularmente <li style="width: 33%;">• Polonia <li style="width: 33%;">• Londres <li style="width: 33%;">• La Guerra comenzo <li style="width: 33%;">• Inglaterra <li style="width: 33%;">• El primer ministro <li style="width: 33%;">• Francia <li style="width: 33%;">• El rey era George VI <li style="width: 33%;">• Italia <li style="width: 33%;">• Alemania <li style="width: 33%;">• Los Estados Unidos <li style="width: 33%;">• Evacuados <li style="width: 33%;">• Soldados <li style="width: 33%;">• refugios
Spring 2	Musical Instruments (E)	Goldilocks (I)	Weather (E)	At the Weekend (P)
	<ul style="list-style-type: none"> <li style="width: 33%;">• Toco la bateria <li style="width: 33%;">• Toco el piano <li style="width: 33%;">• Toco el arpa <li style="width: 33%;">• Toco la flauta <li style="width: 33%;">• Toco el triangulo <li style="width: 33%;">• Toco los cimbalos <li style="width: 33%;">• Toco la guitarra <li style="width: 33%;">• Toco el violin <li style="width: 33%;">• Toco el clarinete <li style="width: 33%;">• Toco la trompeta 	<ul style="list-style-type: none"> <li style="width: 33%;">• Ricitos de Oro <li style="width: 33%;">• El tazon mediano <li style="width: 33%;">• La cama mediana <li style="width: 33%;">• Papa oso <li style="width: 33%;">• El tazon pequeno <li style="width: 33%;">• La cama pequena <li style="width: 33%;">• Mama oso <li style="width: 33%;">• La silla grande <li style="width: 33%;">• Dulce <li style="width: 33%;">• Bebe oso <li style="width: 33%;">• La silla mediana <li style="width: 33%;">• Salado <li style="width: 33%;">• Una casa <li style="width: 33%;">• La silla pequena <li style="width: 33%;">• Un bosque pequeno <li style="width: 33%;">• El tazon grande <li style="width: 33%;">• La cama grande 	<ul style="list-style-type: none"> <li style="width: 33%;">• Hace sol <li style="width: 33%;">• Esta nevando <li style="width: 33%;">• Hace buen tiempo <li style="width: 33%;">• Hace mucho viento <li style="width: 33%;">• Esta lloviendo <li style="width: 33%;">• Hace mal tiempo <li style="width: 33%;">• Hace frio <li style="width: 33%;">• Hay tormenta <li style="width: 33%;">• Hace calor 	<ul style="list-style-type: none"> <li style="width: 33%;">• Me levanto <li style="width: 33%;">• Juego al futbol <li style="width: 33%;">• Veo la tele <li style="width: 33%;">• Desayuno <li style="width: 33%;">• Juego con videojuegos <li style="width: 33%;">• Esucho <li style="width: 33%;">• Voy al cine <li style="width: 33%;">• Voy a la piscina <li style="width: 33%;">• Musica <li style="width: 33%;">• Leo <li style="width: 33%;">• Voy a dormir
Summer 1	Fruits (E)	Romans (I)	Olympics (I)	Healthy Lifestyle (P)
	<ul style="list-style-type: none"> <li style="width: 33%;">• Las manzanas <li style="width: 33%;">• Las cerezas <li style="width: 33%;">• Las peras <li style="width: 33%;">• Las fresas <li style="width: 33%;">• Las narajas <li style="width: 33%;">• Los kiwis <li style="width: 33%;">• Los melocotones <li style="width: 33%;">• Las ciruelas <li style="width: 33%;">• Los albaricoques <li style="width: 33%;">• Los platanos 	<ul style="list-style-type: none"> <li style="width: 33%;">• Los bano romanos <li style="width: 33%;">• La esculturas romanas <li style="width: 33%;">• Martes <li style="width: 33%;">• La calefaccion central <li style="width: 33%;">• Los numeros romanos <li style="width: 33%;">• Miercoles <li style="width: 33%;">• Los acueductos <li style="width: 33%;">• El latin <li style="width: 33%;">• Jueves <li style="width: 33%;">• La calzada romana <li style="width: 33%;">• Los mosaicos romanos <li style="width: 33%;">• Viernes <li style="width: 33%;">• Los puentes romanos <li style="width: 33%;">• Lunes <li style="width: 33%;">• Sabado <li style="width: 33%;">• domingo 	<ul style="list-style-type: none"> <li style="width: 33%;">• Practico tiro con arco <li style="width: 33%;">• Practico salto de trampoline <li style="width: 33%;">• Practico remo <li style="width: 33%;">• Practico atletismo <li style="width: 33%;">• Practico equitacion <li style="width: 33%;">• Practico natacion <li style="width: 33%;">• Practico boxeo <li style="width: 33%;">• Practico esgrima <li style="width: 33%;">• Practico triatlion <li style="width: 33%;">• Practico ciclismo 	<ul style="list-style-type: none"> <li style="width: 33%;">• Pollo <li style="width: 33%;">• Cereals <li style="width: 33%;">• Bebidas con gas <li style="width: 33%;">• Pescado <li style="width: 33%;">• Nueces <li style="width: 33%;">• Galletas <li style="width: 33%;">• Agua <li style="width: 33%;">• Carne roja <li style="width: 33%;">• Chocolate <li style="width: 33%;">• Vegetales <li style="width: 33%;">• Patatas fritas <li style="width: 33%;">• Leche entera <li style="width: 33%;">• Fruta <li style="width: 33%;">• Caramelos <li style="width: 33%;">• Pan blanco <li style="width: 33%;">• Queso <li style="width: 33%;">• Leche desnatada <li style="width: 33%;">• mantequilla
Summer 2	Vegetables (E)	Classroom (I)	Clothes (I)	Regular Verbs (P)
	<ul style="list-style-type: none"> <li style="width: 33%;">• Las berenjenas <li style="width: 33%;">• Los calabacines <li style="width: 33%;">• Los guisantes <li style="width: 33%;">• Las espinacas <li style="width: 33%;">• Los tomates <li style="width: 33%;">• Los champinones <li style="width: 33%;">• Las cebollas <li style="width: 33%;">• Las judias verdes <li style="width: 33%;">• Las patatas <li style="width: 33%;">• Las zanahorias 	<ul style="list-style-type: none"> <li style="width: 33%;">• Una barra de pegmento <li style="width: 33%;">• Un libro <li style="width: 33%;">• I Levantas la mano ! <li style="width: 33%;">• Un cuaderno <li style="width: 33%;">• Una calculadora <li style="width: 33%;">• Abrid los libros ! <li style="width: 33%;">• Un lapiz <li style="width: 33%;">• Una regla <li style="width: 33%;">• Escribid ! <li style="width: 33%;">• Un boligrafo <li style="width: 33%;">• Una goma <li style="width: 33%;">• Preguntad ! <li style="width: 33%;">• Un sacapuntas <li style="width: 33%;">• Un estuche <li style="width: 33%;">• Repetid ! <li style="width: 33%;">• Unas Tijeras <li style="width: 33%;">• Pensad ! <li style="width: 33%;">• Cerrad los libras ! 	<ul style="list-style-type: none"> <li style="width: 33%;">• Un vestido <li style="width: 33%;">• Una gorra <li style="width: 33%;">• Un Abrigo <li style="width: 33%;">• Una falda <li style="width: 33%;">• Unos pantalones <li style="width: 33%;">• Unas gafas <li style="width: 33%;">• Una chaqueta <li style="width: 33%;">• Un traje de bano <li style="width: 33%;">• Unas botas <li style="width: 33%;">• Una camisa <li style="width: 33%;">• Una camiseta4unos <li style="width: 33%;">• Unos zapatos4unos <li style="width: 33%;">• Una corbata <li style="width: 33%;">• pantalones cortos <li style="width: 33%;">• guantes <li style="width: 33%;">• Una bufanda <li style="width: 33%;">• Unas medias <li style="width: 33%;">• Unas sandalias <li style="width: 33%;">• Un suiter <li style="width: 33%;">• Unos calcetines 	<ul style="list-style-type: none"> <li style="width: 33%;">• Tu <li style="width: 33%;">• Nosotros <li style="width: 33%;">• Ustedes <li style="width: 33%;">• Usted <li style="width: 33%;">• Nosotras <li style="width: 33%;">• Ellos <li style="width: 33%;">• El <li style="width: 33%;">• Vosotros <li style="width: 33%;">• Ellas <li style="width: 33%;">• Vosotras <li style="width: 33%;">• Ella
Summer 2	Ice Creams (E)	My Home (I)	Planets (P)	Me in the World (P)
	<ul style="list-style-type: none"> <li style="width: 33%;">• Un helado de platano <li style="width: 33%;">• Un helado de caramelo <li style="width: 33%;">• Un helado de vainilla <li style="width: 33%;">• Un helado de chocolate <li style="width: 33%;">• Un helado de pistachio <li style="width: 33%;">• Un helado de mora <li style="width: 33%;">• Un helado de menta <li style="width: 33%;">• Un helado de limon <li style="width: 33%;">• Un helado de fresa <li style="width: 33%;">• Un helado de café 	<ul style="list-style-type: none"> <li style="width: 33%;">• Un casa <li style="width: 33%;">• Una cocina <li style="width: 33%;">• Un salon <li style="width: 33%;">• Un piso <li style="width: 33%;">• Un comedor <li style="width: 33%;">• Un garaje <li style="width: 33%;">• En la ciudad <li style="width: 33%;">• Un cuarto de bano <li style="width: 33%;">• Un Jardin <li style="width: 33%;">• En el campo <li style="width: 33%;">• Un dormitorio <li style="width: 33%;">• Done vives? <li style="width: 33%;">• En la montana <li style="width: 33%;">• Un lavadero <li style="width: 33%;">• Vivo en <li style="width: 33%;">• En la costa <li style="width: 33%;">• Un sotano <li style="width: 33%;">• Vivo en <li style="width: 33%;">• En un pueblo <li style="width: 33%;">• Un despacho <li style="width: 33%;">• En mi casa hay 	<ul style="list-style-type: none"> <li style="width: 33%;">• La Luna <li style="width: 33%;">• Venus <li style="width: 33%;">• Pluton <li style="width: 33%;">• El Sol <li style="width: 33%;">• Urano <li style="width: 33%;">• Marte <li style="width: 33%;">• La Tierra <li style="width: 33%;">• Ju[iter <li style="width: 33%;">• Saturno <li style="width: 33%;">• Mercurio <li style="width: 33%;">• Neptuno 	<ul style="list-style-type: none"> <li style="width: 33%;">• Yo en el mundo <li style="width: 33%;">• Donde vives? <li style="width: 33%;">• Lima <li style="width: 33%;">• Hola! <li style="width: 33%;">• Espana <li style="width: 33%;">• De Peru <li style="width: 33%;">• Cuantos anos tienes? <li style="width: 33%;">• Mexico <li style="width: 33%;">• Hablamos todos espanol <li style="width: 33%;">• En Europa <li style="width: 33%;">• El mundo

Every child deserves to be the best they can be