

	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Reception Autumn 1 st half term				
Reception Autumn 2 Spring 1 Spring 2 Summer1 Summer2	-Children will know that there are people who live in other countries and speak different languages. - Children will know that people can say hello and goodbye in different ways SKILLS: Listening and repeating (speaking) words in isolation ELG - UW -Children will know some similarities and differences between different (religious and) cultural communities in this country, drawing on their experience and what has been read in class. ELG –UW - Children will know similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	Greetings <i>Languages will be specific to nationalities within the class, plus Spanish</i> Spanish Hola – Hello Adiós – Goodbye Polish Cześć – Hello Do widzenia – Goodbye French Bonjour – Hello Au Revoir – Goodbye Italian Ciao – Hello/Good bye Arabic As-salaam 'alykum – Hello Ma'aasalaama - Goodbye		Awareness building in preparation for future language learning in KS2.
Year 1 Autumn	Children will learn the song 'Si Estas Feliz' (If You're Happy and You Know It) in Spanish and understand some of the vocabulary. https://www.youtube.com/watch?v=IU8zZjBV53M	Saludos - Greetings Hola – Hello Adiós – Goodbye	Children know that people speak different languages.	Awareness building in preparation for future language learning in KS2.

1 st half term	Lyrics: <i>Si estás feliz, feliz, feliz aplaude así</i> <i>Si estás feliz, feliz, feliz aplaude así</i> <i>Si estás feliz, feliz, feliz aplaude así, aplaude así,</i> <i>Si estás feliz, feliz, feliz aplaude así</i> <i>Si estás de malas, malas, malas zapatea</i> <i>Si estás de malas, malas, malas zapatea</i> <i>Si estás de malas, malas, zapatea, zapatea</i> <i>Si estás de malas, malas, malas zapatea</i> <i>Si tienes miedo, miedo, miedo di "Oh no!"</i> <i>Si tienes miedo, miedo, miedo di "Oh no!"</i> <i>Si tienes miedo, miedo, miedo di "Oh no!", di "Oh no!"</i> <i>Si tienes miedo, miedo, miedo di "Oh no!"</i> <i>Si tienes sueño, sueño, sueño, dormirás</i> <i>Si tienes sueño, sueño, sueño, dormirás</i> <i>Si tienes sueño, sueño, sueño, dormirás, dormirás</i> <i>Si tienes sueño, sueño, sueño, dormirás</i> <i>Si estás feliz, feliz, feliz aplaude así</i> <i>Si estás feliz, feliz, feliz aplaude así</i> <i>Si estás feliz, feliz, feliz aplaude así, aplaude así,</i> <i>Si estás feliz, feliz, feliz aplaude así</i> Children will know simple greetings: hello and goodbye SKILLS: Listening and repeating (speaking) words in the context of a song.	Vocabulario de la Canción - Song vocabulary feliz – happy de malas – grumpy tienes miedo – be scared (lit. have fear) tienes sueño - be tired (lit. Have tiredness)	Children have practised saying 'Hello' in Spanish in Reception.	Children will learn more Spanish songs in years 2-6 Children will use greetings throughout future language learning.
Year 1 Autumn 2 nd half term				

Year 1 Spring 1 st half term	Children will listen to the story: Oso Pardo (Brown Bear) They will understand some of the story vocabulary. SKILLS: Listening	Vocabulario del cuento - Story vocabulary oso pardo – grizzly bear pájaro rojo – red bird pato amarillo – yellow duck caballo azul – blue horse rana verde – green frog gato morado- purple cat perro blanco – white dog pez dorado - goldfish	Children have previously learned a Spanish song.	Children will listen to more Spanish stories in years 2-4 Children will have another story with animals and colours in Y2 Children learn zoo animal vocabulary in Y3
Year 1 Spring 2 nd half term		Saludos - Greetings Hola – Hello Adiós – Goodbye	Children have previously learned a Spanish song and practised greetings.	Awareness building in preparation for future language learning in KS2. Children will learn more Spanish songs in years 2-6 Children learn physical description in Y4 Children will use greetings throughout future language learning.
Year 1 Summer 1 st half term	Children will learn the song 'Cabeza, Hombros, Rodillas y Pies' (Head, Shoulders, Knees and Toes) in Spanish and understand some of the vocabulary. https://www.youtube.com/watch?v=hEcivwH6wVc Cabeza, hombros, rodillas y pies, rodillas y pies Cabeza, hombros, rodillas y pies, rodillas y pies	Vocabulario de la canción - Song vocabulary cabeza – head hombros – shoulders rodillas – knees pies – feet ojos – eyes orejas – ears	Children listened to a Spanish story in Spring 1. Children will know some of the animal names from the previous story.	Children will listen to more Spanish stories in years 2-6 Children learn pet/animal vocabulary in Y5

	Ojos, orejas, boca y nariz Cabeza, hombros, rodillas y pies, rodillas y pies Children will sing the song "Por la Bahía" and understand some of the vocabulary (familiar song in English) SKILLS: Listening and repeating (speaking) words in the context of a song.	boca – mouth nariz - nose		
Year 1 Summer 2 nd half term				
Year 2 Autumn 1 st half term	Children will know simple greetings Children will remember the song 'Si Estas Feliz' (If You're Happy and You Know It) in Spanish. https://www.youtube.com/watch?v=IU8zZjBV53M Lyrics: <i>Si estás feliz, feliz, feliz aplaude así</i> <i>Si estás feliz, feliz, feliz aplaude así</i> <i>Si estás feliz, feliz, feliz aplaude así, aplaude así,</i> <i>Si estás feliz, feliz, feliz aplaude así</i> <i>Si estás de malas, malas, malas zapatea</i> <i>Si estás de malas, malas, malas zapatea</i> <i>Si estás de malas, malas, zapatea, zapatea</i> <i>Si estás de malas, malas, malas zapatea</i> <i>Si tienes miedo, miedo, miedo di "Oh no!"</i> <i>Si tienes miedo, miedo, miedo di "Oh no!"</i> <i>Si tienes miedo, miedo, miedo di "Oh no!", di "Oh no!"</i> <i>Si tienes miedo, miedo, miedo di "Oh no!"</i> <i>Si tienes sueño, sueño, sueño, dormirás</i>	Saludos - Greetings Hola - Hello Adiós - Goodbye Buenos días - Good morning/day Buenas tardes – Good afternoon Hasta mañana – See you tomorrow Vocabulario de la Canción - Song vocabulary feliz – happy de malas – grumpy tienes miedo – be scared (lit. have fear) tienes sueño - be tired (lit. Have tiredness) aplaude – clap zapatea – stamp di – say	Children previously learned this song in Y1. Children learned some simple greetings in Y1.	Awareness building in preparation for future language learning in KS2. Children will learn more Spanish songs in years 2-6 Children will use greetings throughout future language learning. Children will learn numbers to 10 in Y3.

	<i>Si tienes sueño, sueño, sueño, dormirás</i> <i>Si tienes sueño, sueño, sueño, dormirás, dormirás</i> <i>Si tienes sueño, sueño, sueño, dormirás</i> <i>Si estás feliz, feliz, feliz aplaude así</i> <i>Si estás feliz, feliz, feliz aplaude así</i> <i>Si estás feliz, feliz, feliz aplaude así, aplaude así,</i> <i>Si estás feliz, feliz, feliz aplaude así</i> Children will learn the song 'En Halloween' https://www.youtube.com/watch?v=AbitByi-hNk and will understand some of the story vocabulary. <i>De esta forma yo me disfrazo, me disfrazo, me disfrazo</i> <i>De esta forma yo me disfrazo</i> <i>En Halloween</i> <i>De esta forma salgo con amigos, con amigos, con amigos</i> <i>De esta forma salgo con amigos</i> <i>En Halloween</i> <i>De esta forma yo toco la puerta, toco la puerta, toco la puerta</i> <i>De esta forma yo toco la puerta</i> <i>En Halloween</i> <i>De esta forma digo "¿Dulce o truco?", "¿Dulce o truco?", "¿Dulce o truco?"</i> <i>De esta forma digo "¿Dulce o truco?",</i> <i>En Halloween</i> <i>De esta forma digo "Gracias", "Gracias", "Gracias"</i> <i>De esta forma digo "Gracias"</i> <i>En Halloween</i> <i>De esta forma comparto mis dulces, comparto mis dulces, comparto mis dulces</i>	dormir – to sleep Vocabulario de la Canción - Song vocabulary me disfrazo – I dress up amigos – friends toco la puerta – knock on the door digo – I say dulces – sweets		
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	<i>De esta forma comparto mis dulces</i> <i>En Halloween</i> SKILLS: Listening and repeating (speaking) words in the context of a song.			
Year 2 Autumn 2 nd half term				
Year 2 Spring 1 st half term	Children will listen to the story: El Artista Que Pintó un Caballo Azul (The Artist Who Painted a Blue Horse) and will understand some of the story vocabulary. SKILLS: Listening	Vocabulario del cuento- Story vocabulary	Children listened to two Spanish fairy tales in Y1.	Children will listen to more Spanish stories in years 3-6
Year 2 Spring 2 nd half term	Children will remember the song 'Cabeza, Hombros, Rodillas y Pies' (Head, Shoulders, Knees and Toes') in Spanish and understand some of the vocabulary. https://www.youtube.com/watch?v=hEcivwH6wVc Cabeza, hombros, rodillas y pies, rodillas y pies Cabeza, hombros, rodillas y pies, rodillas y pies Ojos, orejas, boca y nariz Cabeza, hombros, rodillas y pies, rodillas y pies Children will learn the song: ¿Cuántos dedos? https://www.youtube.com/watch?v=VM1enUfi0BI ¿Cuántos dedos en una mano? ¿Cuántos dedos en una mano? ¿Cuántos dedos en una mano? Contemos todos juntos 1, 2, 3, 4, 5	Vocabulario de la canción - Song vocabulary cabeza – head hombros – shoulders rodillas – knees pies – feet ojos – eyes orejas – ears boca – mouth nariz - nose Los números - Numbers uno – one dós - two tres – three cuatro – four cinco – five seis – six siete – seven	Children learned this song in Y1.	Awareness building in preparation for future language learning in KS2. Children will learn more Spanish songs in years 2-6 Children learn numbers in Y3 Children learn physical description in Y4 Children will use greetings throughout future language learning.

	1, 2, 3, 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 ¿Cuántos dedos en dos manos? ¿Cuántos dedos en dos manos? ¿Cuántos dedos en dos manos? Contemos todos juntos 1, 2, 3, 4, 5 6, 7, 8, 9, 10 1, 2, 3, 4, 5 6, 7, 8, 9, 10 Aplauda, aplauda, aplauda tus manos X X X X X Aplauda, aplauda, aplauda tus manos X X X X X Aplauda, aplauda, aplauda tus manos X X X X X Aplauda tus manos conmigo X X X X X Contemos los dedos de los pies ¿Cuántos dedos en un pié? ¿Cuántos dedos en un pié? ¿Cuántos dedos en un pié? Contemos todos juntos 1, 2, 3, 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 ¿Cuántos dedos en dos pies? ¿Cuántos dedos en dos pies? ¿Cuántos dedos en dos pies? Contemos todos juntos 1, 2, 3, 4, 5 6, 7, 8, 9, 10 1, 2, 3, 4, 5 6, 7, 8, 9, 10 Pisen, pisen, pisen fuerte X X X X X Pisen, pisen, pisen fuerte	ocho – eight nueve – nine diez - ten Vocabulario de la canción - song vocabulary los dedos – fingers/toes una mano – a hand dos manos – two hands aplaude – clap los pies – feet pisen - stamp		
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	X X X X X Pisen, pisen, pisen fuerte X X X X X Pisen fuerte conmigo 1, 2, 3, 4, 5 6, 7, 8, 9, 10 SKILLS: Listening and repeating (speaking) words in the context of a song. Children will learn the numbers to 5.			
Year 2 Summer 1 st half term	Children will listen to the story: De La Cabeza a los Pies (From Head to Toe) and will understand some of the story vocabulary. SKILLS: Listening	Vocabulario del cuento- Story vocabulary	Children have already listened to 3 stories in Spanish.	Children will listen to more Spanish stories in years 3-6
Year 2 Summer 2 nd half term				

	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 3 Autumn 1 st half term	Children will know what the subject of Modern Foreign Languages is and why it is important to have an awareness of languages other than their own. Children will know words and phrases to use when saying hello and goodbye. Children will know the vocabulary and grammatical structures to ask and answer how they are feeling and what their name is. Children will know the 1st/2nd persons pf the verb 'estar' (estoy/estas) Children will know how to use the verb 'llamarse' in 2nd person question and 1st person statements. Children will know that questions in Spanish need to be prefaced with ¿. SKILLS: The knowledge will be gained primarily through listening to and speaking short phrases. The children will be exposed to the written form of key words and phrases (introducing reading). PRONUNCIATION: Children will recognise and pronounce the 'l' and 'y' ('ll') sounds accurately. L sounds (/l/) just like in English. Y sounds (/j/) sound like "you" in English and can be spelled with a "ll" or a "y" Children will acknowledge the European Day of Languages and know why it is celebrated	Greetings Hola – Hello Adiós – Goodbye Hasta luego – See you later Buenos días – Good morning/day Personal information ¿Como estas? How are you? ¿Que tal? - How are you? Estoy fenomenal – I'm great! Estoy bien – I am fine Estoy muy bien – I am very well Estoy así así – I am okay Estoy fatal – I am terrible ¿Y tú? - And you? ¿Como te llamas? – What is your name? Me llamo ...– My name is	In Foundation and KS1 the children will have been taught that different languages are spoken around the world. They will have learned some simple greetings and the way some Spanish words sound and are pronounced. The children have learned several Spanish songs in KS1 and listened to 4 different Spanish fairy tales.	Cultural and linguistic knowledge acquired here is the foundation for future learning in KS2.

Year 3 Autumn 2nd half term	Children will know the numbers one to ten in Spanish. Children will know the vocabulary and grammatical structures to ask and answer how old they are. Children will know that Spanish uses the verb 'tener' (to have) to describe age. For example, 'I am seven years old' translates literally into Spanish as 'I have seven years.' Children will be able to conjugate the verb 'tener' in 1st/2nd persons in questions and statements. Children will know some topic specific Christmas vocabulary (outlined right) Children will know the words to the chorus of a traditional Christmas song: 'Dulce Navidad' SKILLS: - The knowledge will be gained primarily through listening to and speaking short phrases. - Speaking -The numbers will be repeated orally and used to count physical objects. - Listening and repeating (speaking) words in the context of a song. - The children will be exposed to the written form of key phrases (introducing reading). - Reading - Children will be encouraged to recognise the written form of the numbers - Writing – children will have the opportunity to write a short, scaffolded text in Spanish PRONUNCIATION:	Numbers – Los numeros 1 uno, 2 dos, 3 tres, 4 cuatro, 5 cinco, 6 seis, 7 siete, 8 ocho, 9 nueve, 10 diez. Personal information ¿Cuántos años tienes? – How old are you? Tengo siete años. – I am seven years old Christmas Feliz navidad – Happy Christmas Papá Noel – Father Christmas el árbol de navidad – Christmas tree el regalo – present el hombre de nieve - snowman el reno - reindeer Dulce Navidad Navidad, Navidad, dulce Navidad La alegría de este día hay que celebrar, ey Navidad, Navidad, dulce Navidad La alegría de este día hay que celebrar	Children are building on their existing ability to exchange personal information in Spanish. Children learned numbers to 5 in Y2. Children are making connections to their own cultural traditions at Christmas – explored throughout Foundation and KS1.	Children will use their knowledge of numbers in future learning on dates, times and quantities. Children will build on their knowledge of Christmas related vocabulary in subsequent years as they learn how Christmas is celebrated in Spain and Mexico.
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	Children will recognise and pronounce the 'n' and 'ñ' sounds accurately 'n' - pronounced like 'n' in 'nose' in English – and 'ñ' - pronounced like the first 'n' in 'onion'.			
Year 3 Spring 1 st half term	Children will know the days of the week and will be able to say which day is today/yesterday/ tomorrow. Children will know that days of the week are not capitalised in Spanish. Children will know that International Mother Language Day is a worldwide annual celebration held on 21st February to promote awareness of other languages and cultures and to promote multilingualism.	Días de la Semana - Days of the Week Hoy es.. – Today is Ayer fue – Yesterday was Mañana será – Tomorrow will be lunes – Monday martes – Tuesday miercoles – Wednesday jueves – Thursday viernes – Friday sabado – Saturday domingo - Sunday	Children continue to build on their awareness of pronunciation specific to Spanish and widen their vocabulary. Children are developing their understanding of the use of the verb 'tener'(to have)	In Y4, children will learn the months in order to say the date.

	Key Grammar: The verb SER = 'to be' es- is- Present tense fue – was- Past simple tense será - will be – Future simple tense SKILLS: - The knowledge will be gained primarily through listening to and repeating (speaking) - Listening and repeating (speaking) words in the context of a song. - Reading - Children will be encouraged to recognise the written form of the days of the week - Writing – children will write the names of the days of the week Children will Recognise and pronounce 'e' and 'u' accurately. Spanish vowels are always pronounced the same way, wherever they appear in a word. 'e' - eh – like the 'e' in 'bed' in English 'u' - oo – like the 'oo' in 'boot' in English			
Year 3 Spring 2 nd half term	Children will know the numbers 11-20 Children will understand and respond to an authentic text: La Oruga Muy Hambrienta (The Very Hungry Caterpillar) Children will know some key story vocabulary Children will know 3rd person past simple tense of 'comer' - comió SKILLS: - The knowledge of numbers and story vocabulary will be gained primarily through listening to and repeating (speaking) - Children will listen to the story being read aloud in Spanish.	Numbers – Los números 11 once 12 doce 13 trece 14 catorce 15 quince 16 dieciséis 17 diecisiete 18 dieciocho 19 diecinueve 20 veinte Story Vocabulary la oruga – caterpillar hambrienta – hungry la manzana – apple la pera – pear la ciruela – plum la fresa – strawberry la naranja – orange la mariposa – butterfly comer – to eat	Children will be familiar with this story in English from Foundation. Children have already listened to stories in Spanish in KS1. The story revisits number and days of the week vocabulary in Spanish.	Children will learn more fruit vocabulary in Summer 2. Children will use bigger numbers when saying the date in Y4.

	- Children will be able to read and write sentences related to the story			
Year 3 Summer 1 st half term	Children will know the names of different kinds of weather. Children will know that in Spanish, a number of different verbs are used to express what the weather is like: • 'hay' – 'there is/are' (so 'hay niebla' literally means 'there is fog') • 'hace' – 'he/she/it does' (so 'hace frío' literally means 'it does cold') • present simple verb – Llueve = Literally "It rains" Children will know that in Spanish, the third person present form of haber is 'hay,' which is used to mean 'there is' or 'there are' Cross curricular: Children will know that Antoni Gaudí was a famous Spanish architect, known for his mosaic work which can be found all over Barcelona. Children will know the pronunciation of 'n' and 'ñ'. N (/n/) sounds (like "nose" in English) is usually spelled n. Ñ • NY (/ɲ/) sounds (like the first "n" of onion in English) is usually spelled ñ. Tip: say N followed by a Y, like in "lasagne" SKILLS - The knowledge of weather vocabulary and phrases will be gained primarily through listening to and repeating (speaking) - Children will practise listening and responding to different types of weather. - Children will create a weather record (writing)	El tiempo – The Weather ¿Qué tiempo hace? – What's the weather like?/ Hace frío. - It's cold. Hace calor. - It's hot. Hace buen tiempo. - It's good weather. Hace mal tiempo. - It's bad weather. Hace sol. - It's sunny. Hace viento. - It's windy. Hay niebla. - It's foggy. Hay tormenta. - It's stormy. Hay un arco iris. - There's a rainbow. Llueve. - It's raining. Nieva. - It's snowing.	Children will now be able to say what day it is and what the weather is like, building on their ability to talk about 'now' Cross curricular link to art and history.	Children will use 'hay' for 'there is/there are' when describing Exeter in Y5.
Year 3 Summer 2 nd half term	Children will know words for some typical zoo animals in Spanish. The animal nouns are taught with their definite articles to enable the formation of opinions. Students will learn how to use opinion verbs so that they can express their opinion about the different animals. Opinion Phrases	el león - (the) lion el tigre - (the) tiger el elefante - (the) elephant el gorila - (the) gorilla el oso - (the) bear el pingüino - (the) penguin		Children will use 'gustarse' for preferences in Y4-6

	Some opinion phrases in Spanish work in a different way. The verb “gustar” means “to please”, so “me gusta” literally means “it pleases me”. If Ss want to say they like a singular noun, they can use “me gusta”. If Ss want to say they like a plural noun, they need to use “me gustan”. e.g. me gusta el león - me gustan los leones “Encantar” works in the same way me encanta el oso – me encantan los osos In Spanish, we also need to use the definite article between the verb and the noun. Me gustan los leones (I like “the” lions)	¿Te gustan los ...? - Do you like ...? Me gustan – I like... No me gustan – I don't like... Me encantan – I adore Odio – I hate los cocodrilos - crocodiles los delfines – dolphins los insectos- insects los tiburones - sharks		
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 4 Autumn 1 st half term	Children will know the vocabulary of different family members and be able to describe their own family using the verb 'tener' (to have). Children will know the conjugations of the verb 'tener' (to have) in the 1st/2nd persons in statements, negatives and questions. Tengo una hermana.—I have a sister. Tienes un padre y una madre.—You have a father and mother. ¿Tienes un tío? - Have you got an uncle? For negatives simply add 'no' to the beginning of the statement. E.g. 'No tengo' - I don't have All nouns in Spanish have a gender, even if they are inanimate objects or concepts. This needs to be learned separately and students should try to learn the gender of every new noun. Indefinite articles in Spanish depend on the gender of the noun – 'un' for masculine, 'una' for feminine (and 'unos' for masculine plural / 'unas' for feminine plural) Children will acknowledge the European Day of Languages and know why it is celebrated PRONUNCIATION: Children will know how to pronounce 'a' and 'ei' in Spanish. The "a" sounds like the 'a' in "hat" in English and is usually spelled 'a'. The "ei" sounds like the 'ay' in "May" in English and is usually spelled 'ei' or 'ey'. This sound is made up of two sounds: an EH followed by an EE. Make sure you can hear both sounds and glide between them.	My Family – Mi familia una madre— mother un padre—father un hermano—a brother una hermana—a sister un abuelo – grandfather una abuela – grandmother una mascota—a pet un tío – uncle una tía – aunt un primo – cousin (m) una prima – cousin (f)	Building on knowledge of exchanging personal information from Y3. Further use of the verb 'tener' (to have).	Use of the verb 'tener' (to have) to talk about pets in Y5. Personal information will be used in the final project in Y6.

	SKILLS - The family member vocabulary will be gained primarily through listening to and repeating (speaking) - Children will practise talking about their families (speaking/listening). - Children will write words for family members (writing)			
Year 4 Autumn 2nd half term	Children will use possessive adjectives to say family members' ages. Children will know the months of the year. Children will know numbers 21-30. Children will be introduced to the grammatical structure alongside the vocabulary above in order to be able to say the date. Children will know that months are not capitalised in Spanish unless at the beginning of a sentence. Children will know that cognates are words in 2 languages that have similar meanings, spellings and pronunciation e.g. 'setiembre' and September. Children will learn about how New Year is celebrated in Spain and be introduced to some associated vocabulary (receptive understanding only). Children will know the chorus to a traditional Christmas song: Los Peces en el Río. PRONUNCIATION:	mi - my Tengo siete años. - I'm seven years old. Mi hermana tiene once años. - My sister is eleven years old. Months – Los meses enero – January febrero – February marzo – March abril – April mayo – May junio – June julio – July agosto – August setiembre – September octubre – October noviembre – November diciembre - December Los números 21-30 21—veintiuno	In Y3 children learned the days of the week and the weather so this builds on their ability to talk about 'now'. Children learned a different Christmas carol in Y3.	Children will be able to say and write the date, adding it to their written work moving forwards. Children will continue to learn about festive traditions in years 5 & 6.

	Children will know how to pronounce 'g' and 'j' in Spanish. G sounds like G followed by an A, O or U like the G in the English word "go" J (always) and G followed by an E or an I - like the "ch" in the English word "loch". Use the back of your throat as if you were gargling! SKILLS - The months will be learned primarily through listening to and repeating (speaking) - Children will practise saying and writing dates (speaking/writing). - Children will read written dates and match to English translation (reading) - Christmas song (speaking)	22– veintidós 23– veintitrés 24– veinticuatro 25—veinticinco 26—veintiséis 27—veintisiete 28– veintiocho 29—veintinueve 30– treinta 31—treinta y uno La Nochevieja – New Year's Eve ¡Feliz Año Nuevo! - Happy New Year! Comer- to eat doce uvas – twelve grapes las campanadas – the bell chimes buena suerte- good luck los fuegos artificiales - fireworks Los Peces en el Río Pero mira como beben los peces en el río Pero mira como beben por ver al Diós nacido		
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		Beben y beben y vuelven a beber Los peces en el río por ver a Diós nacer		
Year 4 Spring 1st half term	Children will know the vocabulary for parts of the face, hair and eye colour, and will be able to form statements to describe their physical appearance. Adjectives in Spanish go after the noun and need to change if they refer to feminine or plural items. If an adjective ends in –o in the masculine form, replace this with –a to make the feminine form. E.g. rubio - rubia Adjectives that end in a consonant or an –e do not need change in the feminine form. For plural adjectives, if the original form ends in a vowel, add –s. E.g verde - verdes If the adjective ends in a consonant, add –es. E.g. marron - marrones In Spanish, the adjective goes after the noun E.g. el pelo (noun) negro (adjective) – black (adj.) hair (noun) The letter ñ is a letter in the Spanish alphabet formed by adding a wavy mark over an 'n'. International Mother Language Day is a worldwide annual celebration held on 21 February to promote awareness of languages and cultures and to promote multilingualism. Picasso – linked to Art curriculum PRONUNCIATION N This sounds like the 'n' in 'nose' in English. Ñ This sounds like the first "n" in "onion" in English. In Spanish, this sound is usually spelled "ñ". Tip: say N followed by a Y, like in the word "lasagne". SKILLS	What I look like – Como soy una cara - a face una nariz - a nose una boca - a mouth los ojos - (the) eyes las orejas - (the) ears el pelo - (the) hair los dientes - (the) teeth Tener – to have Tengo – I have Tengo los ojos azules. I have blue eyes. Tengo los ojos marrones. I have brown eyes. Tengo los ojos verdes. I have green eyes. Tengo los ojos grises. I have grey eyes. Tengo el pelo rubio. I have blonde hair. Tengo el pelo castaño. I have brown hair. Tengo el pelo negro. I have black hair. Tengo el pelo pelirrojo. I have red hair.	In Y3 the children began to exchange personal information, and this language will help them to expand further when sharing. The children have already learned to use the verb 'tener' in statements, negatives and questions.	Picasso lesson linked to Art curriculum

	- The descriptive vocabulary will be gained primarily through listening to and repeating (speaking) - Children will practise talking about their physical appearance (speaking/listening). - Children will read a physical description and match to a picture (reading). - Children will write a physical description of themselves or a photo (writing)			
Year 4 Spring 2 nd half term	Children will know vocabulary for physical features and be able to describe themselves physically. Children will know the vocabulary for different body parts. Children will be able to describe an alien using the above vocabulary and the 3rd person singular form of 'ser' (to be) and 'tener' (to have). Adjectives – as for Spring 1. The word for 'hair' in Spanish ("el pelo") is masculine and singular, so adjectives used to describe hair must be in the masculine singular form – e.g. el pelo negro. It does not matter if it is a girl or boy being described. The word for 'eyes' in Spanish ("los ojos") is masculine and plural, so adjectives used to describe eyes must be in the masculine plural form – e.g. los ojos azules. It does not matter if it is a girl or a boy being described. Negatives: To produce a negative phrase in Spanish, you need to add the word "no" in front of the noun • Eg. 'llevo gafas' (I wear glasses) → 'no llevo gafas' (I don't wear glasses) Ser: The verb 'ser' means 'to be' in Spanish and we use it to describe what people look like. soy = I am eres = you (singular) are es = he/she/it is somos = we are sois = you (plural) are son = they are Tener: The verb 'tener' means 'to have' in Spanish. tengo = I have	Soy alto. - I am tall. (boy) Soy alta. – I am tall. (girl) Soy bajo. - I am short. (boy) Soy baja. – I am short. (girl) Tengo el pelo largo. - I have long hair. Tengo el pelo corto .- I have short hair. Llevo gafas. - I wear glasses. No llevo gafas. - I don't wear glasses. la cabeza - (the) head la espalda - (the) back los hombros (the) shoulders los brazos - (the) arms las manos - (the) hands las piernas - (the) legs las rodillas – (the) knees los pies - (the) feet Es bajo – He is short. Es baja - She is short. Tiene el pelo rubio – He/She has blonde hair. Tiene el pelo negro. - He/She has black hair. cuatro brazos – four arms un ojo - one eye cinco ojos - five eyes ocho piernas - eight legs tres cabezas – three heads seis manos – six hands	Children build on descriptive language from the previous half term.	

	tienes = you (singular) have tiene = he/she/it has tenemos = we have tenéis = you (plural) have tienen = they have Know some vocabulary related to Easter in Spain. SKILLS - The descriptive vocabulary will be gained primarily through listening to and repeating (speaking) - Children will write a 3rd person physical description (writing)	la Pascua – Easter ¡Feliz Pascua! - Happy Easter un desfile – a procession La Semana Santa – Holy Week unas velas – candles un trono –a throne los tambores - drums		
Year 4 Summer 1st half term	Children will know how to form statements, negatives and questions about hobbies using the verb 'gustarse' Opinions with an infinitive: • In Spanish, you can use an opinion phrase (e.g. me gusta) with an infinitive verb to express what you like or dislike doing. An infinitive verb is a verb as you would find it in the dictionary. • In Spanish, infinitive verbs always end in AR, ER or IR. For example, "me gusta jugar al fútbol" translates as both "I like to play football" and "I like playing football" Gustar Students have seen this verb in its plural form – e.g. me gustan los leones = I like lions • When we are using "gustar" with an infinitive verb, we use the singular form "me gusta" • Students will only need to use "me gusta" in this lesson, but the rest of the verb is here: me gusta = I like te gusta = you (one person) like le gusta = he/she likes nos gusta = we like os gusta = you (group of people) like les gusta (they like) Children will know the pronunciation of 'g' when followed by 'a' and 'o' = sounds like the 'g' in the English word "go" 'g' followed by an 'e' or an 'i' and the letter 'j' sound = like the "ch" in the English word "loch". Use the back of your throat as if you were gargling!	Tiempo libre – Free Time ¿Qué te gusta hacer en tu tiempo libre? – What do you like doing in your free time? Te gusta...? - Do you like (+activity)? Me gusta/ No me gusta... - I like / I don't like jugar al fútbol - playing football jugar en el ordenador/jugar videojuegos – playing on the computer/playing videogames bailar - dancing ver la tele – watching tv escuchar música - listening to music leer – reading ir al parque – going to the park A las tres – At 3 o'clock A las cinco – At 5 o'clock Los lunes - On Mondays Los sábados - On Saturdays	Children are increasingly able to share personal information. Children have used 'gustarse' to talk about animal preferences in Y3.	Children will use 'gustarse' to talk about school and clothes in Y6.

	SKILLS - Hobbies vocabulary will be gained primarily through listening to and repeating (speaking) - Children will be able to match hobbies to English translation (reading) - Children will be able to complete a comic strip about their week (writing)			
Year 4 Summer 2nd half term	Children will understand and respond to an authentic text: Jack y las Habichuelas Mágicas Children will know how to form statements, negatives and questions about food using the verb 'gustarse' Children will know that when talking about food likes we use the singular for uncountable nouns - things we can't really count like meat or bread and plural for countable, such as the fruit and veg. When you are using the plural, you need to change the verb gustar to a plural form - so there is 'n' on the end of it. SKILLS - Children will listen to the story read in Spanish (listening) - The story vocabulary will be gained primarily through listening to and repeating (speaking) - Children will be able to understand written sentences from the story (reading) - - Food vocabulary will be gained primarily through listening to and repeating (listening/ speaking) - Children will practise reading sentences and matching to the English translation (reading) - Children will be able to create a written vocabulary record (writing)	Jack y Las Habichuelas mágicas las habichuelas mágicas - magic beans la vaca - cow la planta - plant un castillo - castle una gallina - a hen un arpa - harp el gigante - the giant La Comida - Food el pan - bread el pescado - fish la carne - meat el queso - cheese la fruta - fruit la pasta - pasta el aguacate - avocado las patatas - potatoes los cereales - cereal las verduras - vegetables los judías - beans Me gusta la pasta. - I like pasta. (Literally 'Pasta is pleasing to me.') No me gusta la pasta. - I don't like pasta. (Literally 'Pasta is not pleasing to me.') Me gustan las patatas. - I like potatoes. (Literally 'Potatoes are pleasing to me.')	Children will be familiar with this story in English. Children have already looked at a familiar authentic text in Spanish. Children learned fruit vocabulary and talked about preferences using 'gustar' in Y3.	Children will use 'gustarse' to talk about school and clothes in Y6.

		No me gustan las patatas. - I don't like potatoes. (Literally 'Potatoes are not pleasing to me.')		
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 5 Autumn 1 st half term	Children will know the vocabulary of different pets and be able to say what pets they have using the verb 'tener' (to have). Children will remember that nouns have a gender in Spanish and be able to use the indefinite articles 'un' and 'una' appropriately. Children will be able to form plural nouns. Children will be able to form a negative statement in Spanish. PRONUNCIATION Children will know how to pronounce 's' and 'c' in Spanish. 's' as in 'sun' in English 'c' as in 'cat' in English—if followed by an 'a', 'o' or 'u' ('casa', 'coche', 'cuatro') SKILLS - Pet vocabulary will be gained primarily through listening to and repeating (listening/ speaking) - Children will be able to match animal names to a picture (reading) - Children will be able to create a written vocabulary record (writing) Children will acknowledge the European Day of Languages and know why it is celebrated	Tengo—I have una mascota—a pet un gato—a cat un perro—a dog un hamster—a hamster un conejo—a rabbit un pez—a fish un ratón—a mouse una cobaya—a guinea pig un pájaro—a bird Tengo un gato.—I have a cat. Tengo dos conejos.—I have two rabbits. No tengo mascota.—I don't have a pet. ¿Tienes una mascota? - Have you got a pet.	Children have previously learned the verb 'tener' to have in statements, negatives and questions.	Personal information can be used in the final project - Y6

Year 5 Autumn 2nd half term	Children will know the vocabulary and structure of how to tell the time in Spanish. Children will know that when telling the time in Spanish, you need to use the 3rd person plural of the verb 'ser' (to be): "son las" ('it is', literally 'they are the') or "a las" ('at', literally 'at the') Apart from when it is 1 o'clock, then use 3rd person singular. Es la una – It's one o'clock. Literally 'It is the one' Son las dos. - It's two o'clock. Literally 'They are the two' Son las tres y cinco. - It's five past three. Literally 'They are the three and five' Children will know the chorus to a traditional Christmas song: El Burrito Sabanero Children will know some of the food traditionally eaten in Spain at Christmas. PRONUNCIATION Children will consolidate existing pronunciation knowledge and skills when practising the Christmas song SKILLS - Telling the time vocabulary and phrases will be gained primarily through listening to and repeating (listening/ speaking) - Children will be able to create a written vocabulary record (writing)	La Hora - The Time ¿Qué hora es? - What time is it? Es la una – It's one o'clock. Son las dos. - It's two o'clock. Son las tres y cinco. - It's five past three. Son las cuatro y diez. - It's ten past four. Son las cinco y cuarto. - It's quarter past five. Son las seis y media. - It's half past six. Son las siete menos veinticinco. - It's twenty five to seven. Son las ocho menos cuarto. - It's quarter to eight. Mediodía – midday Medianoche – midnight El Burrito Sabanero Con mi burrito sabanero, voy camino de Belén Con mi burrito sabanero, voy camino de Belén Si me ven, si me ven Voy camino de Belén Si me ven, si me ven Voy camino de Belén El lucerito mañanero ilumina mi sendero El lucerito mañanero ilumina mi sendero Si me ven, si me ven Voy camino de Belén Si me ven, si me ven Voy camino de Belén Con mi cuatrico voy cantando, mi burrito va trotando Con mi cuatrico voy cantando, mi burrito va trotando Si me ven, si me ven	Children have prior knowledge of the verb 'ser' (to be) Children have learned numbers to 30 in Y3 & Y4 Children have learned traditional Christmas songs in Y3 and Y4 Children are building on prior learning around Christmas and New Year traditions in Spain.	Children will refer to times when learning about tickets for travel in Summer 1. Children will be able to consolidate knowledge of telling the time and build fluency throughout Y6 when telling the time at school.
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		Voy camino de Belén Si me ven, si me ven Voy camino de Belén Tuki tuki tuki tuki Tuki tuki tuki ta Apúrate, mi burrito Que ya vamos a llegar Tuki tuki tuki tuki Tuki tuki tuki tu Apúrate mi burrito Vamos a ver a Jesús (Receptive understanding) La comida de Navidad – Christmas food En España, en Navidad – In Spain at Christmas Comemos – We eat Bebemos – We drink Cordero - lamb Gambas – prawns Langosta – lobster Turrón - nougat-like sweet Pavo – turkey roscón de reyes – traditional sweet bread Champañ - champagne		
Year 5 Spring 1 st half term	Children will know vocabulary of places in a town. Children will know the structure of statements, negatives and questions to describe Exeter using 'hay' (There is/There are) International Mother Language Day is a worldwide annual celebration held on 21 February to promote awareness of languages and cultures and to promote multilingualism.	En la ciudad – In the city la biblioteca – library el centro comercial – shopping mall la catedral – cathedral el cine – cinema el museo – museum el parque – park el restaurante – restaurant la tienda – shop el supermercado – supermarket	Prior knowledge of 'hay' from Y3 (weather)	

	SKILLS - Places vocabulary will be gained primarily through listening to and repeating (listening/ speaking) - Children will be able to create a written vocabulary record (writing)	En Exeter hay un/una... - In Exeter there is... ¿Hay un/una... en Exeter? Si hay. No, no hay.		
Year 5 Spring 2 nd half term	Children will know the names of different kinds of transport in Spanish. Children will be able to make statements and ask questions about how they travel to school. PRONUNCIATION Children will know the sounds 'o' and 'au'. O like all other Spanish vowels will always be pronounced in the same way. This sounds like the 'o' at the beginning of 'octopus in English, but shorter and with a more rounded mouth. AU • Where in English, these two vowels make a new sound, in Spanish we pronounce all the vowels 'a' and 'u' therefore, is pronounced 'ah-oo'. This is known as a diphthong, where the two vowels are blended together to produce one sound. 'au' sounds like 'ow' in 'cow' in English. SKILLS - Transport vocabulary will be gained primarily through listening to and repeating (listening/ speaking) - Children will be able to identify how someone travels to school through conversation (listening) - Children will be able to understand a text about travelling to school and match to a visual representation. (reading) - Children will be able to translate a Spanish sentence about travelling. (reading)	Getting around – Moverse por la ciudad Voy a pie – I go on foot. Voy en coche. - I go by car. Cojo el autobus. - I catch the bus. Mi colegio está cerca/lejos. - My school is near/far. el coche – car el autobús - bus el autocar – coach la motocicleta - motorcylce el tren – train el avión - plane la bicicleta - bicycle viajar – to travel ir – to go ¿Cómo vas a la escuela? - How do you go to school?	Prior knowledge of places in the city from previous half term.	Children will learn how to buy a ticket for travel in the following term.
Year 5 Summer	Children will continue to learn key vocabulary for getting around town. Children will learn the imperative form of verbs,	Indicaciones- Directions Discuple ¿Dónde está...?	Children have prior knowledge of places in a town that can be used as	

1 st half term	learning how to give simple directions to find their way around town. Children will know we use the imperative to give instructions, commands and orders. They will know the imperative form of the following verbs in order to give directions: girar (to turn), seguir (to continue) Children will know the tu imperative is the same as the third person in the present (he/she/it): girar → gira seguir → sigue Children will know the pronunciation of 'e' and 'u'. E sounds (/e/), like all other Spanish vowels will always be pronounced in the same way. This sounds like "EH" as in "bed" in English. U sounds (/u/) are therefore always pronounced in the same way. This is an OO sound, like "boot" in English. Tip: Say "oo" but keep your lips rounded as if doing a pouty duck face! SKILLS - Directions vocabulary will be gained primarily through listening to and repeating (listening/ speaking) - Children will be able to read written directions and follow on a map (reading) - Children will be able to give simple spoken instructions for a partner to follow on a map (speaking/listening)	¿Dónde está la Sagrada Familia? Gira a la izquierda Gira a la derecha Sigue todo recto Después Gracias	landmarks when giving directions.	
Year 5 Summer 2 nd half term	Children will know the vocabulary and grammar to form statements and questions relating to buying a ticket for travel using 'querer' (to want), '¿Cuánto cuesta?' (How much?) and '¿A qué hora' (what time?) Children will know the written form of the language above and be able to write and act out a dialogue buying a ticket for travel. SKILLS Children will be introduced to the phrases through a spoken dialogue (listening)	De viaje – Travelling un billete – ticket un billete de ida y vuelta – return ticket un billete de ida – single ticket un autobús - bus un tren – train la taquilla – ticket office Quiero un billete para ... - I want a ticket for ... ¿Cuánto cuesta un billete de ida? - How much is a single ticket?		In Y6 children will learn how to order food using 'querer' (to want) and '¿Cuánto cuesta?' (How much?)

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	Children will identify useful phrases from the written dialogue (reading) Children will be able to write and perform a simple dialogue (writing/speaking)	¿A qué hora llega el autobús? - What time does the bus arrive? ¿A qué hora sale el tren? - What time does the bus leave		
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 6 Autumn 1 st half term	Children will know how to say what they study at school using the appropriate definite article. Children will use the 1st person present tense of a regular '-ar' verb -'estudiar' (to study). PRONUNCIATION Children will know how to pronounce 'd' and 'z' in Spanish. 'D' is similar to English but a softer sound. 'Z' is like 'th' as in 'thing'. Note that the letter 'c' before 'e' and 'i' is pronounced the same way. SKILLS - Children will be introduced to the vocabulary through repetition (listening & speaking) - Children will identify the school subjects and match to an image (reading) - Children will create a written vocabulary record of the subjects. (writing) Children will acknowledge the European Day of Languages and know why it is celebrated	Las Asignaturas—Subjects Estudio—I study las matemáticas—maths el inglés— English las ciencias—science la historia—history la geografía—geography el español—Spanish el dibujo—art la educación física—PE la música—music Estudio las matemáticas y el inglés.—I study maths and English.	Further work on sharing personal information, linked to years 3-5.	Personal information can be used in the final project at the end of Y6.
Year 6 Autumn 2 nd half term	(Retrieval/extension) Children will use the verb gustarse to express preference about school subjects. Children will know the names of other countries that speak Spanish. Grammar - Hablar - The verb 'hablar' is the verb 'to speak/talk'. It is a regular verb. In this unit, we are using the impersonal form "se habla", which translates as "is spoken".	Retrieval Me gusta aprender ... - I like learning... No me gusta aprender... - I don't like learning... Me encanta aprender... - I love learning... Odio aprender... - I hate learning.. Se habla español en... - Spanish is spoken in...	Children have prior knowledge of the verb 'gustar' to express preference from Y3 and Y4. Children have previously learned to express	Cross-curricular: Opportunity to link Spanish with History and talk about colonialism to explain why there are so many countries across the globe that speak Spanish (as well as other languages like English).

	Children will know the names of the different continents and use the verb “estar” to say where a country is. Children will know key vocabulary of the Maya, linked to their current history topic. Children will have some knowledge of things you can buy at a Spanish Christmas market. SKILLS - Children will be introduced to new vocabulary through repetition (listening & speaking) - Children will be able to match a written text with a pictorial representation (reading) - Children will create their own vocabulary record (writing) PRONUNCIATION Revise the ‘g’ and ‘j’ sounds. Remembering that G followed by an A, O or U is sounds like the G in the English word “go” J (always) and G (when followed by an E or an I) sounds like the “ch” in the English word “loch”. Use the back of your throat as if you were gargling!	España - Spain México - Mexico los Estados Unidos – the United States Cuba - Cuba Argentina - Argentina Perú - Peru Guinea Ecuatorial- Equatorial Guinea Los Continentes – The Continents ¿Dónde está....? - Where is...? España está... - Spain is... Cuba está... - Cuba is... Guinea Ecuatorial está... - Equatorial Guinea is... en Europa – in Europe en África - in Africa en Asia – in Asia en Norteamérica - in North America en Sudamérica - in South America en Centroamérica - in Central America La civilización Maya – The Maya La ciudad estado = city state El comercio – trade Un diós - god La tecnología – technology Las pirámides - pyramids Los granos de cacao – cocoa beans El maíz - corn El sistema de escritura – writing system	preference on a range of topics. Children will have prior knowledge of the continents from their Geography learning. Children have learned Spanish Christmas songs in years 3-5	
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		El imperio comercial – trading empire Blanca Navidad Version  BLANCA NAVIDAD   VILLANCICO Especial en el PUEBLO ❄️💖 Oh, blanca Navidad, sueño Y con la nieve alrededor Blanca Nochebuena Y es mensajera de paz Y de puro amor Oh, blanca Navidad, nieva Un blanco sueño y un cantar La nostalgia vuelve a lograr Al llegar la blanca Navidad (Receptive understanding) En el mercado de Navidad – At the Christmas Market En la Plaza Mayor – In the main square se puede comprar – You can buy churros – sweet doughnuts chocolate caliente – hot chocolate polvorones – sweet biscuits juguetes – toys figuras – figurines adornos – decorations regalos - presents		
Year 6 Spring 1 st half term	Children will know vocabulary linked to food and drink at a cafe. KEY VERB ‘gustarse’ In Spanish we express likes and dislikes in a different way to English. The verb ‘gustarse’ literally means ‘to please someone’. The structure to say ‘I like’ + food is Me gusta + definite article el/la + food word. For a negative add ‘No’ at the beginning. Me gusta la pizza. - I like pizza. No me gusta el pollo. - I don’t like chicken.	En el café - In the café la hamburguesa - burger la ensalada - salad el zumo - juice la pizza - pizza el agua - water el refresco - fizzy drink el bocadillo - sandwich (baguette) las patatas fritas - chips el pollo - chicken el batido - milkshake la pasta - pasta	Children have some prior knowledge of food from Y3 and 4.	

	Sometimes you will need to make the sentence plural – just like in English. in this case the structure is Me gustan + plural definite article los/las + food word Me gustan los batidos. - I like milkshakes. Definite articles in Spanish depend on the gender of the noun – 'el' for masculine, 'la' for feminine. We use 'los' for masculine plural and 'las' for feminine plural. E.g. el refresco (a fizzy drink) - los refrescos (the fizzy drinks) /la hamburguesa (the burger) - las hamburguesas (the burgers) There are different ways to form plurals in Spanish, depending on the gender and ending of the noun. If a singular noun ends in a vowel, add –s to form plural (e.g. patata → patatas) If a singular noun ends in a consonant, add –es to form plural (e.g. pan (bread) → panes (breads)) International Mother Language Day is a worldwide annual celebration held on 21 February to promote awareness of languages and cultures and to promote multilingualism. SKILLS - Children will be introduced to the vocabulary through repetition (listening & speaking) - Children will identify useful phrases from the written dialogue (reading) - Children will be able to write and perform a simple dialogue (writing/speaking) -	el pascado - fish		
Year 6 Spring 2 nd half term	Children will know the names for typical food and drink you can get in a café in Spain. Children will know the phrases they need to order food and drink, and what the waiter might say to them.	Key text Customer 1: Hola, quiero un plato de pollo con patatas por favor. Customer 2 Y yo quiero pescado y una ensalada. Waiter: Claro, ¿y para beber? Customer 1: Un zumo de naranja. Customer 2: Y un refresco, quiero Fanta limón por favor.	Children will use the food vocabulary from Spring 1.	

	SKILLS - Children will be introduced to the vocabulary through repetition (listening & speaking) - Children will identify useful phrases from the written dialogue (reading) - Children will be able to write and perform a simple dialogue (writing/speaking)	Waiter: Muy bien. Un pollo con patatas, un pescado con ensalada, un zumo de naranja y una Fanta limón. ... Waiter: ¿Algo más? Customer: No gracias, solamente la cuenta por favor. Waiter: Bien. Son 38 euros por favor. ¿Efectivo o tarjeta? Customer: Efectivo. Aquí tienes, gracias. Waiter: ¡Gracias! ¡Adiós! Customer 1: Hello, I want chicken and chips please. Customer 2: And I want fish and a salad. Waiter: Of course. And to drink? Customer 1: An orange juice. Customer 2: And a fizzy drink, I want lemon Fanta please. Waiter: Very good. One chicken and chips, one fish and salad, one orange juice and one lemon Fanta. ... Waiter: Anything else? Customer: No thank you, just the bill please. Waiter: Good. It's 38 euros. Cash or card? Customer: Cash. Here you are, thank you. Waiter: Thank you! Goodbye!		
Year 6 Summer 1 st half term	SATS allowance			

Year 6 Summer 2 nd half term	Children will revise and consolidate prior learning by: - Preparing and presenting a written/spoken personal profile in Spanish Children will look ahead to language learning in KS3 All 4 skills practised			
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