



LKS2 Markland Hill Spanish Curriculum – YEAR B

Autumn		Spring		Summer	
APRENDO ESPAÑOL I'm Learning Spanish Substantive Knowledge • Pinpoint Spain and other Spanish speaking countries on a map of the world • Ask and answer the question 'How are you?' in Spanish • Say 'Hello' and 'Goodbye' in Spanish • Ask and answer the question 'What is your name?' in Spanish • Count to ten in Spanish • Say ten colours in Spanish Disciplinary knowledge -Starting to work on memory skills so that language and the spelling of new words are remembered after the lesson. End Points • I can find Spain on a map of the world if I am shown Europe first. • I can repeat all my personal details in Spanish, and ask for the same information back, with the help of	LOS COLORES Y LOS NÚMEROS Colours and Numbers Substantive Knowledge • Name and recognise up to ten colours in Spanish. • Count from 1-10 ten in Spanish. Disciplinary knowledge -Learning to listen and repeat what they hear with improving accuracy. -Working on memory skills so that they are able to remember the new words they have learnt in Spanish long term. End Points • I can repeat and recognise most of the ten colours in Spanish. All with a prompt first. • I can repeat and recognise most of the numbers 1-10 in Spanish but I may need a prompt first from counting from 1-10. • I may be able to attempt to spell a couple of the numbers from 1-10 and some of the colours in Spanish.	LA FRUTA The fruits Substantive Knowledge • Name and recognise up to 10 fruits in Spanish. • Attempt to spell some of these nouns. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits they like and dislike. Disciplinary knowledge -Working on memory, recall and retention skills using images to help. -Learning how to ask a question and answer it in Spanish including a simple opinion. End Points • I can repeat and recognise most of the ten fruits in Spanish with their correct article. • I can attempt to possibly spell five of these words unaided from memory with good accuracy. • I can ask somebody in Spanish if they like a particular fruit but I may need a reminder of the question first.	LOS INSTRUMENTOS Instruments Substantive Knowledge • Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. • Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to ten different instruments. Disciplinary knowledge -Learning to listen carefully and repeat what they hear with improving accuracy. -Working on memory skills so that they are able to remember the new words they have learnt in Spanish long term and with accurate and authentic pronunciation. End Points • I can attempt to name/spell at least five different instruments in	CAPERUCITA ROJA Little Red Riding Hood Substantive Knowledge • Sit and listen attentively to a familiar fairy tale in Spanish. • Use picture and word cards to recognise and retain key vocabulary from the story. • Name and spell at least three parts of the body in Spanish as seen in the story. Disciplinary knowledge -To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. -Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this. End Points • I can listen and follow the entire story of Little Red Riding Hood in Spanish and understand most of what I hear.	LOS HELADOS Ice-creams Substantive Knowledge • Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in Spanish using 'quisiera'. • Say what flavour they would like. • Say whether they would like their ice-cream in a cone or a small pot/tub Disciplinary knowledge -Working on improving memory, recall and retention skills using images to help. -Learning to always look for cognates first (such as vainilla for vanilla, chocolate for chocolate and caramelo for caramel) and associating word and phrases to images to help. - Building on this language to learn the phrases necessary to order an ice-cream in Spanish. - Useful phrases such as 'I would like', 'please' and 'thank you' End Points • I can repeat and recognise most of the ten ice-cream flavours in Spanish as presented in this unit. • I can attempt to possibly spell five of these ice-cream flavours in Spanish unaided from memory with good accuracy.

an adult or the PowerPoint used in class. • I can remember some numbers from 1-10 clearly in Spanish without any help and can attempt to spell some of these correctly. • I can say some of the ten colours in Spanish without any help and can attempt to spell some of these correctly.		• I can say in Spanish which of the ten fruits I like and dislike, but I may need a model answer.	Spanish with the correct definite article/determiner. • I understand that the instruments do not all have the same definite article/determiner. • I can say/write at least five short phrases on five different instruments in Spanish but may need to look at the vocabulary sheet to support me with the spellings.	• I can remember nearly all of the words for the picture cards in Spanish and find it easier when I have a word bank, an adult or a partner to prompt me. • I can remember and spell three parts of the body we covered in class.	• I can say in Spanish that I would like an ice-cream, using 'quisiera', but I may need a reminder of the question first. • I can specify in Spanish what flavour ice-cream I would like, but I may need a model answer. • I can specify in Spanish whether I would like my ice-cream in a pot or a cone or a small pot/tub if I am reminded of the language first..
Key Vocabulary: hola, ¡Adiós! ¡Hasta luego! ¡Buenos días! Estoy bien, estoy mal, más o menos, me llamo, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, azul, gris, blanco, negro, verde, morado, naranja, amarillo, rojo marrón	Key Vocabulary: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, rojo, rosa, morado, negro, azul, verde, Amarillo, naranja, blanco, gris	Key Vocabulary: una manzana, una fresa, un melocotón, Un plátano, una cereza, una naranja, una ciruela, una pera, un kiwi, un albarícoque, me gustan, no me gustan,	Key Vocabulary: tocar, la trompeta, la batería, la guitarra, la flauta, el clarinet, el arpa, el piano, el triángulo, el violín, los címbalos	Key Vocabulary: La abuela, la abuelita, el lobo, el cazador, Caperucita Roja, el bosque, los padres, los dientes, la casa, los ojos, las orejas, el cuerpo, la cabeza, la boca, la nariz, los los pies, las rodillas, el hombro	Key Vocabulary: Vainilla, fresa, pistachio, plátano, menta, caramelo, chocolate, limón, café, mora, helado, querer
Cultural lesson: Día de los muertos – design a mask		Cultural lesson: La Feria de Sevilla – festival		Cultural lesson: La Tomatina - festival	