

Spanish Medium Term Plan

Phonetics & Pronunciation				
Year Group	Year 3	Year 4	Year 5	Year 6
Phonics Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Phonics Focus	CH J Ñ LL RR A E I O U (Vowels in English)	CA CE CI CO CU A E I O U (Vowels in English)	GA GE GI GO GU	B V CC QU Z A E I O U (Vowels in English)
Overview	In this lesson pupils will be introduced to the set of phonics sounds from the Early Language Teaching Type.	In this lesson pupils will be introduced to the first set of phonics sounds from the Intermediate Teaching Type.	In this lesson pupils will be introduced to the second set of phonics sounds from the Intermediate Teaching Type.	In this lesson pupils will be introduced to the set of phonics sounds from the Progressive Teaching Type.
Phonics covered in other units		Y3 CH J LL Ñ RR and CA CE CI CO CU Y4 GA GE GI GO GU and CA CE CI CO CU	Y3 CH J LL Ñ RR and CA CE CI CO CU Y4 GA GE GI GO GU and CA CE CI CO CU Y5 GA GE GI GO GU and CA CE CI CO CU	Y3 CH J LL Ñ RR and CA CE CI CO CU Y4 GA GE GI GO GU and CA CE CI CO CU Y5 GA GE GI GO GU and CA CE CI CO CU Y6 Y5 GA GE GI GO GU and B V CC QU Z
National curriculum				
KS1		KS2		
Although there are no National Curriculum expectations for MFL in KS1 and the Early Years, we have decided that children should be introduced to MFL in Year 2. In Year 2, the children are introduced to numbr 1-10 and colours. This key vovacaulary will support their learning in KS2.		<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 		

Year 2 Spanish Curriculum – Numbers 1-10 repeat it

Term	Autumn 1	Spring 1
Unit	Los números Numbers 1-10 Core Vocab	Los colores Colours – ten KS1 Core Vocab
Threads	Core Vocabulary (Numbers)	Core Vocabulary (Colours)
Overview	This is the first in a series of 4 lessons where pupils will eventually learn numbers 1-100 in Spanish. In this lesson, pupils learn the numbers 1-10. (Refer to school planners for vocabulary)	This lesson introduces the 10 common colours in Spanish. (Refer to school planners for vocabulary)
End of Unit Outcomes	Say numbers 1-10	Say the ten common colours
Vocabulary	Los números = numbers uno = one dos = two tres = three cuatro = four cinco = five seis = six siete = seven ocho = eight nueve = nine diez = ten	Los colores = colours amarillo = yellow blanco = white negro = black azul = blue verde = green morado = purple gris = grey rojo = red naranja = orange marrón = brown




Year 3 Spanish Curriculum									
Term	Autumn		Spring	Summer					
Unit	Core Vobabulary Numbers, Colours, Days of the Week and Months of the Year		Los Saludos Greetings	Me Presento Presenting myself					
Threads	Core Vocabulary KS2 – Numbers – Numbers 1-31 (Lessons 1-3), days of the week and months of the year. (Refer to school planners for Vocabulary)		Greeting’s and Myself	‘Greeting’ and ‘Myself’ (Refer to school planners for Vocabulary)					
Further Information	<div><ul style="list-style-type: none">Lesson 1 - Phonics Lesson 1</div> <div>Phonics & Pronunciation - Lesson 1</div> <table><tr><td>ch</td><td>j</td><td>ñ</td><td>ll</td><td>rr</td></tr></table> <div><ul style="list-style-type: none">Lesson 2 – Core Vocabulary – Recap Colours from Y2Lesson 3 –Core Vocabulary – Numbers – Lesson 2- numbers 11-20 (Recap numbers 1-10 from Y2)Lesson 4 – Core Vocabulary – Numbers – Lesson 3- numbers 21-31Lesson 5 – Core Vocabulary - Days of week – one lessonLesson 6 – Core Vocabulary - Days month – one lesson</div>		ch	j	ñ	ll	rr		Lesson 1 -Lesson 1 Lesson 2 – Lesson 2 Lesson 3 – Lesson 4 (incorporates numbers to 20) Lesson 4 – Lesson 5 Lesson 5 – Lesson 6 assessment
ch	j	ñ	ll	rr					
Overview	This unit begins by recapping numbers 1-10 and the 10 common colours learnt in Y2. The pupils are then introduced to the second and third lessons on number where they learn how to recognise, recall and spell numbers 11-20 and then 21-31. The pupils then move on to learning how to recognise,recall and spell the days of the week and months of the year. The vocabulary in this unit supports the teaching and learning in many other units, including The Date in Year 4. .		In this unit pupils will learn the vocabulary for basic greetings in Spanish enabling the pupils to participate in a short oral conversation by the end of the unit. ‘Greeting’s and Myself’ are themes that will continue throughout the curriculum.	By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. Pupils revisit numbers to 20 which supports them when speaking about their age.					

End of Unit Outcomes	<ul style="list-style-type: none">Recall and spell numbers 1-10 (Recal – recap, Spelling – new learning) and 10 common colours.Say numbers 11-20.Say numbers 21-31.Say the days of the week.Say the months of the year.	<ul style="list-style-type: none">Say ‘hello’ (formally and informally).Say their name.Ask how somebody is feeling and give a reply.Say ‘goodbye’ and ‘see you soon’.	<ul style="list-style-type: none">Say their name and age.Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.Tell you where they live.<ul style="list-style-type: none">Tell you their nationality and understand basic gender agreement rules.Recall, recognise and spell numbers 1-20.					
Unit Activities	Pupils learn new and existing vocabulary in context using a variety of activities. Lessons are accompanied by a song that pupils will be encouraged to participate in form short sentences based on the vocabulary learnt	A lot of tasks to help us listen carefully. Repeating the words each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills and have a simple conversation in Spanish from memory, by the end of the unit.	A number of different activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords. There will also be the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!					
Sequence of learning (small steps)	<p>Recall, Recognise and spell numbers 1-10 and 10 common colours.</p> <p>Recall, Recognise and begin to spell numbers 11-20.</p> <p>Recall, Recognise and begin to spell numbers 21-31.</p> <p>Recall, Recognise and begin to spell the days of the week.</p> <p>Recall, Recognise and begin to spell the months of the year.</p>	<p>How to say 'hello' in Spanish</p> <p>How to say 'my name is...' in Spanish</p> <p>How to say 'how are you?' in Spanish</p> <p>How to say how you are feeling in Spanish</p> <p>How to say 'goodbye' in Spanish</p> <p>How to say 'see you soon' in Spanish</p>	<p>Consolidate basic greetings and learn how to further present themselves by asking and answering questions.</p> <p>learn how to ask and answer the question ¿Cómo te llamas? (What is your name?).</p> <p>Consolidate knowledge of numbers 1-20 in Spanish and learn how to ask and answer the question ¿Cuántos años tienes? (How old are you?).</p> <p>Learn how to ask and answer the question ¿Dónde vives? (Where do you live?), as well as learn the basics of adjectival agreement in Spanish.</p>					
Phonics	<p>Phonics & Pronunciation - Lesson 1</p> <table><tr><td>ch</td><td>j</td><td>ñ</td><td>ll</td><td>rr</td></tr></table>	ch	j	ñ	ll	rr	<p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none">J sound in José, Jorge & Juan PabloLL sound in llamoStress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable as in es-toy. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like Car-men, lue-go	<p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none">CA sound in catorceCE sound in once, doce, trece etcCI sound in cinco, cincuenta & cien.CO sound in cómoCU sound in cuatro & cuántosStress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable. For words that end in a vowel or ‘n’ and ‘s’ it
ch	j	ñ	ll	rr				

		<ul style="list-style-type: none">• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in• có-mo	<p>is normally the second to last syllable like in-<u>gle</u>-sa and ve<u>in</u>-te.</p> <ul style="list-style-type: none">• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <u>dó</u>-nde• Ñ tilde. This changes the ‘n’ to a ‘ny’ sound as in español & española.	
Grammar	None in this is core vocabukary unit.	None in this unit as it is an introductory unit.	Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in Spanish. Adding an ‘a’ to the end of the adjective to show that the person talking or being described is female. Also seeing the upside-down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!)	
Skills we develop	Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson.	Learning to listen really well and repeat what we hear with improving accuracy. Working on my memory so that we are able to have a simple and short conversation in Spanish using the words and the short phrases we have learnt.	To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.	
Vocabulary	<p>Los números Previous Key Language: uno = one dos = two tres = three cuatro = four cinco = five seis = six siete = seven ocho = eight nueve = nine diez = ten</p> <p>New Key Language: once = eleven doce = twelve trece = thirteen catorce = fourteen quince = fifteen dieciséis = sixteen diecisiete = seventeen dieciocho = eighteen diecinueve = nineteen veinte = twenty</p>	<p>veintiuno = twenty-one veintidós = twenty-two veintitrés = twenty-three veinticuatro = twenty-four veinticinco = twenty-five veintiséis = twenty-six veintisiete = twenty-seven veintiocho = twenty-eight veintinueve = twenty-nine treinta = thirty treinta y uno = thirty-one treinta = thirty cuarenta = forty cincuenta = fifty sesenta = sixty setenta = seventy ochenta = eighty noventa = ninety cien = one hundred Los números = numbers</p>	<p>The vocabulary required to have a short conversation/exchange when meeting somebody for the first time. This is all listed on the Vocabulary Sheet.</p> <p>Los saludos = Salutations / Greetings ¡Buenos días! = Hello ¡Hola! = Hello / Hi Me llamo... = My name is... ¿Cómo estás? = How are you? Estoy bien = I am well/good Estoy mal = I am not well/great Más o menos = So ¡Adiós! = Goodbye PLUS add on: ¡Hasta luego! = See you soon</p>	<p>Numbers 1-20 will be revisited along with the language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time. All language is listed on the Vocabulary Sheet.</p> <p>See table below</p>

Year 3 - Me presento - Presenting Myself Vocabulary

Unit Glossary

Spanish	English
¡Buenos días!	Good morning!
¡Hola!	Hi!
¿Cómo estás?	How are you?
 Estoy bien.	I am well.
 Estoy mal.	I am not great.
 Más o menos.	So, so.
Estoy muy bien.	I am very well.
Estoy muy mal.	I am really not great.
¡Adiós!	Goodbye!
¡Hasta luego!	See you later!
¿Cómo te llamas?	What is your name?
Me llamo...	My name is ...
¿Cuántos años tienes?	How old are you?
Tengo...años	I am ... years old.
¿Dónde vives?	Where do you live?
Vivo en...	I live in...

Spanish	English
Soy...	I am...
español/española	Spanish
inglés/inglesa	English
galés/galesa	Welsh
irlandés/irlandesa	Irish
escocés/escocesa	Scottish
Soy de...	I am from...
Soy de Inglaterra.	I am from England.
 uno	one
 dos	two
 tres	three
 cuatro	four
 cinco	five
 seis	six
 siete	seven
 ocho	eight

Spanish	English
 nueve	nine
 diez	ten
 once	eleven
 doce	twelve
 trece	thirteen
 catorce	fourteen
 quince	fifteen
 dieciséis	sixteen
 diecisiete	seventeen
 dieciocho	eighteen
 diecinueve	nineteen
 veinte	twenty

Year 4 Spanish Curriculum

Term	Autumn	Spring	Summer
Unit	La fecha - The Date - keep	Mi Familia – My Family	Mi casa - My Home -
Threads	Numbers and Myself	Numbers and Myself Links all Year 3 units	Myself and The World Around Me
Further Information	Lesson 1 - Lesson 2 -phonics Phonics & Pronunciation - Lesson 2 <div> <div>ca</div> <div>ce</div> <div>ci</div> <div>co</div> <div>cu</div> </div>	Lesson 1 – Lesson 1 Lesson 2 – Lesson 2 Lesson 3 – Lesson 3 Lesson 4 – Lesson 4 Lesson 5 - Lesson on numbers -Core lesson 4 Lesson 6 – Lesson 5 – number to 100 Lesson 7 – Lesson 6	
Overview	<p>This unit builds on from the Core Vocabulary units on Numbers taught in Y3. Days of the week, months of the year and numbers 1-20 are revisited and consolidated. Pupils are introduced to numbers 21-31 so that, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish. Pupils use this knowledge to talk about the date and their birthdays.</p> <p>In this series of 4 lessons pupils will learn numbers 1-100 in Spanish. Starting with 1-10, then 11-20, 21-31 and finally 10-100, focusing on multiples of 10. These 4 lessons to introduce the pupils to numbers 1-100 and are most suited to classes that wish to learn and/or revise this core vocabulary. No previous knowledge is expected and it is suitable for all teaching types and year groups.</p>	<p>By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form, building on the thread of 'Myself.'</p> <p>Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular. This unit also allows pupils to consolidate numbers to 31 and learn the new vocabulary for numbers up to 100. The last in the series of 4 lessons is taught on numbers 10-100 before the children are introduced to using the vocabulary in sentences about their family.</p>	<p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses. This unit continues to build upon the thread 'Myself' and 'The World Around Me' as pupils orally present and write where they live and what their homes look like.</p>
End of Unit Outcomes	<ul style="list-style-type: none"> Remember, recall and spell the 7 days of the week. Remember, recall and spell the 12 months of the year. Remember, recall and spell numbers 1-31. Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is. 	<ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). 	<ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they have or do not have in their home. Ask somebody in Spanish what rooms they have or do not have in their home.

			<ul style="list-style-type: none"> Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).
Unit Activities	<p>A number of different activities to learn how to say the date in Spanish. Starting by learning the 12 months of the year in Spanish (including word searches, crosswords and word puzzles). After recycling and revisiting numbers 1-31, learning how to ask and say the date and finally ask and say when our birthdays are. After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt personal details.</p>	<p>Activities to help learn the nouns and articles/determiners for key members of the family. Learning how to say what our family members are called and how old they are. Lots of activities to help understand better how to use a possessive adjective (the word for 'my') accurately in Spanish. The reading and listening tasks will be more challenging building up to the final task of a written and/or oral presentation on our own / a family</p>	<p>The unit starts with learning how to say if we live in a house or an apartment and 10 nouns and their appropriate indefinite articles/determiners for rooms of the house via a variety of speaking, listening, reading and written tasks (using a series of gap fills, word puzzles, crosswords, word searches and true/false activities). Leading towards a final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home. Revisiting and reusing previously learnt language.</p>
Sequence of learning (small steps)	<p>Recap how to recognise and recall and learn how to spell spell the seven days of the week with the aim of using this knowledge to form a short sentence about what day of the week it is today by the end of the lesson.</p> <p>Consolidate the seven days of the week taught last lesson and recap how to recognise and recall and learn how spell the twelve months of the year.</p> <p>Consolidate all language taught so far in the unit and progress to recapping how to recognise and recall and learn how to spell numbers 1-31.</p> <p>Recognise, recall and spell numbers 10-100 (new learning)</p> <p>Start to put all new language into context by learning the structure necessary to say the date.</p> <p>Build on their knowledge of how to say the date by learning how to say when their birthday is.</p>	<p>Learn how to recognise, recall and spell different family members with the correct definite article/determiner.</p> <p>Consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective 'my' with increasing accuracy.</p> <p>Learn how to ask and answer the question 'do you have any siblings?'</p> <p>Further consolidate the language needed to introduce their own/ fictitious family members. This will involve moving from 1st person singular 'I am called' to 3rd person singular 'he/she is called'.</p> <p>Introduce numbers 1-100 and use this knowledge to be able to say how old their own / fictitious family members are.</p>	<p>Learn how to say whether they live in a house or an apartment and where they live based on a choice of five different locations.</p> <p>En la ciudad = In town En el campo = In the countryside En la montaña = In the mountains En la costa = By the sea En un pueblo = In a village</p> <p>Consolidate the language taught last lesson and learn how to recognise, recall and spell five different rooms in the house.</p> <p>Una cocina = A kitchen Un comedor = A dining room Un cuarto de baño = A bathroom Un dormitorio = A bedroom Un lavadero = A utility room</p> <p>Learn how to recognise, recall and spell a further five different rooms in the house.</p> <p>Un sótano = A basement Un despacho = An office / a study Un salón = A living room Un garaje = A garage Un jardín = a garden use.</p> <p>Revisit negative structures to say which rooms they do not have in their houses.</p> <p>Put all new language into context by integrating it with previously learnt language including personal details.</p>


Phonics	<p>Phonics we will see:</p> <p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> GO sound in domingo & agosto Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lio, vein-tiu-no and trein-ta. Ñ tilde. This letter changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme and is seen in cumpleaños. Silent letters. 'H' is always silent in Spanish (unless it is a word of foreign origin) as in the word hoy which is pronounced oy. 	<p>Phonics we will see:</p> <p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> CA sound in única CI sound in cien CO sound in único CU sound in cuarenta, cincuenta Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable in the word. For words that end in a vowel or 'n' and 's' it is normally the penultimate syllable like her-man-o or her-man-a (remembering silent 'h' in Spanish unless a foreign origin word). Accents can only be written over vowels in Spanish and indicate the vowel is stressed regardless of the other rules! As seen in tí-o and ú-ni-ca. 	<p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> GA sound in garaje Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-de-ro and ga-ra-je. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter not just another phoneme as in baño and montaña.
Grammar	<p>Ordinal & cardinal numbers. To learn that months of the year and the days of the week do not have a capital letter in Spanish unless they are found at the start of a sentence. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. Seeing that the upside-down question mark (¿) is used at the beginning of all sentences that are questions, no exceptions!</p>	<p>Nouns, articles/determiners & possessive adjectives. Exploring possessive adjectives in Spanish with a focus only on 'my'. Understanding that there are 'two' words in Spanish mi and mis for our one word 'my' in English.</p> <p>with improving accuracy.</p>	<p>Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles un and una. Revisiting also 1st person singular high frequency verbs llamo, tengo, soy with a particular focus on vivo from the verb VIVIR a regular IR verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (hay and no hay) structure. Noting the upside-down question mark (¿) is used at the beginning of all questions-no exceptions! This also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!</p>
Skills we will develop	<p>To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.</p>	<p>We will learn to talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'. We will increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. We will be reminded that nouns have gender and that this impacts the choice of articles and possessives adjectives. We will improve our ability to choose these words carefully, applying increasingly grammatical awareness and using this</p>	<p>To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge</p>





Vocabulary	<p>The vocabulary for the days of the week, the months, numbers 1-31, the structures involved for asking and saying the date and how to ask and say when your birthday is.</p> <p>Los días de la semana = The days of the week lunes* = Monday martes* = Tuesday miércoles* = Wednesday jueves* = Thursday viernes* = Friday sábado* = Saturday domingo* = Sunday</p> <p>Los meses = The months enero* = January febrero* = February marzo* = March abril* = April mayo* = May junio* = June julio* = July agosto* = August</p>	<p>septiembre* = September octubre* = October noviembre* = November diciembre* = December veintiuno = twenty one veintidós = twenty two veintitrés = twenty three veinticuatro = twenty four veinticinco = twenty five veintiséis = twenty six veintisiete = twenty seven veintiocho = twenty eight veintinueve = twenty nine treinta = thirty treinta y uno = thirty one ¿Qué fecha es hoy? = What is the date today? Hoy es... = Today it is... ¿Cuándo es tu cumpleaños? = When is your birthday?</p> <p>Mi cumpleaños es el... = My birthday is the...</p>	<p>See table below</p> <p>Basic personal details will be revisited including the high frequency 1st person singular verbs soy, me llamo, tengo and vivo. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures vivo en and en mi casa hay... and en mi casa no hay... All on the Vocabulary Sheet.</p>	<p>See Table below.</p> <p>Basic personal details will be revisited including the high frequency 1st person singular verbs soy, me llamo, tengo and vivo. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures vivo en and en mi casa hay... and en mi casa no hay... All on the Vocabulary Sheet.</p>
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Year 4 - Mi Familia - My Family

Nombre		Close	
Unit Glossary			
Spanish	English	Spanish	English
la familia	the family	los abuelos	the grandparents
el padre / el papá	the father / the dad	los hermanos	the siblings/ brothers and sisters
la madre / la mamá	the mother / the mum	mi, mis	my
el hermano	the brother	¿Tienes hermanos?	Do you have any brothers or sisters?
la hermana	the sister	Sí, tengo un hermano.	Yes, I have a brother.
el abuelo	the grandfather	Sí, tengo una hermana.	Yes, I have a sister.
la abuela	the grandmother	Sí, tengo dos hermanos.	Yes, I have two brothers.
el tío	the uncle	Sí, tengo dos hermanas.	Yes, I have two sisters.
la tía	the aunt	No, soy hijo único.	No, I am an only child. (boy)
el padrastro	the stepfather	No, soy hija única.	No, I am an only child. (girl)
la madrastra	the stepmother	¿Cómo te llamas?	What is your name?
el hermanastro	the stepbrother / halfbrother	¿Cómo se llama tu [family member]?	What is your [family member]'s name?
la hermanastra	the stepsister / halfsister	Me llamo...	My name is...
el hijo	the son	Se llama...	His/her name is...
la hija	the daughter	¿Cuántos años tienes?	How old are you?
el primo	the cousin (male)	¿Cuántos años tiene...?	How old is...?
la prima	the cousin (female)	Tengo ___ años.	I am ___ years old.
los padres	the parents	Tiene ___ años.	He/she is ___ years old.

Mi casa - My Home

Spanish	English
¿Dónde vives?	Where do you live?
Vivo en...	I live in...
 una casa	a house
 un piso	an apartment
 en la ciudad	in town
 en el campo	in the countryside
 en la montaña	in the mountains
 en la costa	by the sea
 en un pueblo	in a village
En mi casa hay...	In my home there is... / there are...
En mi casa no hay...	In my home there is not... / there are no...

Spanish	English
 una cocina	a kitchen
 un comedor	a dining room
 un cuarto de baño	a bathroom
 un dormitorio	a bedroom
 un lavadero	a utility room
 un sótano	a basement
 un despacho	an office / a study
 un salón	a living room
 un garaje	a garage
 un jardín	a garden
y	and
pero	but

Year 5 Spanish Curriculum

Term	Autumn	Spring	Summer
Unit	¿Qué tiempo hace? - What Is the Weather?	En la cafetería - At the Cafe	¿Tienes una mascota? Do you have a pet?
Threads	The World Around Me	The World Around Me	Myself and The World Around Me
Overview	By the end of this unit pupils will have the knowledge and skills to describe the weather in Spanish and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge. This unit allows pupils to use their Spanish knowledge throughout the year when referring to the weather and the world around them.	By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafetería. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language for the world around them.	This unit builds upon the thread 'Myself'. By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1 st person singular to 3 rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.
Extra Information	Lesson 1 – Phonics Lesson 3 <div> <div>ga</div> <div>ge</div> <div>gi</div> <div>go</div> <div>gu</div> </div>		
End of Unit Outcomes	<ul style="list-style-type: none"> Repeat and recognise the vocabulary for weather in Spanish. Ask and say what the weather is like today. Create a Spanish weather map. Describe the weather in different regions of Spain using a weather map with symbols. 	<ul style="list-style-type: none"> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink 	<ul style="list-style-type: none"> Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. Tell somebody in Spanish if they have or do not have a pet. Ask somebody else in Spanish if they have a pet. Tell somebody in Spanish the name of their pet. Attempt to create a longer phrase using the conjunctions y ("and") or pero ("but").
Unit Activities	A number of different activities to learn how to describe the weather in Spanish. Starting by learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to be help us understand a Spanish weather forecast and read a Spanish weather map more easily. Using all this new knowledge to create our own Spanish weather map and Spanish weather forecast in our final task !	Learning strategies such as identifying cognates to help remember and recall a wider range of nouns and indefinite articles/determiners for a selection of typical food, snacks and drinks offered in a Spanish cafetería. Understanding how to make singular nouns plural (so we can order more than one of something). Lots of speaking activities to help learn the new transactional language required to perform role-plays as waiter/customer in a Spanish cafetería. Remembering to use greetings and conjunctions from previous units. Using our maths knowledge to understand Spanish currency better so we can also ask and pay for the bill in Spanish.	A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting 'tengo...' (I have) learning how to say 'no tengo...' (I do not have...) plus the pet in Spanish. Learning how to use the structure 'que se llama' and complete more demanding listening and reading tasks. There will a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.
Sequence of learning	Learn how to recognise and recall nine different phrases for describing weather.	Learn how to recognise, recall and spell eight common pets with their indefinite article/determiner.	Introduce the nouns and article for eight common pets.

(small steps)	<p>Further consolidate the nine different phrases introduced last lesson through a variety of consolidation activities.</p> <p>Consolidate the nine key phrases for describing weather by completing an extended reading and listening task. (revises days of the week)</p> <p>Learn how to read a weather map as they will describe the weather in different parts of the country.</p> <p>Consolidate all vocabulary taught so far in the unit by pretending to be Spanish weather presenters.</p> <p>End of unit assessment</p>	<p>un perro, un gato, un conejo, un hamster, un pez, un ratón, una cotorra una Tortuga</p> <p>Consolidate the language taught last lesson and progress to learning how to use the irregular high frequency verb 'I have', along with the conjunction 'and' in order to say which pets they have.</p> <p>introduced to the structure 'who is called', to allow them to introduce their pets.</p> <p>Introduce the negative structures, so as to say which animals they do not have as pets.</p> <p>Consolidate all vocabulary taught so far in the unit and use the conjunction 'but' to make sentences more complex and interesting.</p>	<p>Revises the article and nouns for eight common pets and introduce the phrase "Tengo" (I have...) plus the connective "y" (and).</p> <p>Revise the article and nouns for eight common pets, the phrase "Tengo" (I have...), the connective "y" (and) and the phrase "que se llama" (that is called).</p> <p>Revise the article and nouns for eight common pets, the phrase "Tengo" (I have...), the connective "y" (and), "que se llama" (that is called) and the NEGATIVE "No tengo..." (I do not have...)</p> <p>Revise the article and nouns for eight common pets, the phrase "Tengo" (I have...), the connective "pero" (but), "que se llama" (that is called) and the NEGATIVE "No tengo..." (I do not have...)</p>
Phonics	<p>Phonics we will see:</p> <p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> • Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme as in España. • Accents. Accents can be placed on some words like 'qué' to indicate a question word. 	<p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> • CA sound in calamares & catalana & caliente • CO sound in chocolate & con & cola • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué deseas? 	<p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> • GA sound in gato & tortuga. • GO sound in gorra & abrigo. • Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tor-tu-ga and pe-rro. <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón.</p>
Grammar	<p>Use of hay & hace with weather phrases. To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding it is not always a word for word translation and there can be fixed expressions to learn.</p> <p>Question and exclamation marks in Spanish Punctuation can be different in different languages. Upside down exclamation and question marks appear at the start on sentences as well the exclamation and question marks at the end of sentences. Without exceptions!</p>	<p>Nouns, indefinite articles/determiners & plurality. Remembering that nouns in Spanish can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in Spanish so more than one of each item can be ordered from the choice of food, snacks and drinks.</p>	<p>Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular conjugations of high frequency verbs 'me llamo', 'tengo', 'soy' and 'vivo'. Indefinite articles/determiners un and una. Negative structure 'no tengo...' Differences in Spanish punctuation marks like ¿</p>
Skills we will develop	<p>To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.</p>	<p>To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving</p>	<p>To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the conjunctions 'y' (and) and 'pero' (but). Incorporating the personal details previously</p>

		oral work by learning to ask more questions in Spanish and creating more personalised responses.	learnt with our new knowledge. Moving to phrase level and creating extended sentences.	
Vocabulary	<p>The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a Spanish weather map. This is all listed on the Vocabulary Sheet.</p> <p>está lloviendo = it is raining está nevando = it is snowing hay tormenta = there is a storm hace sol = it is sunny hace mucho viento = it is windy hace buen tiempo = the weather is fine hace mal tiempo = the weather is not good hace frío = it is cold hace calor = it is hot lunes* =Monday martes* = Tuesday miércoles* = Wednesday jueves* = Thursday viernes* = Friday sábado* = Saturday domingo* = Sunday el clima = the weather En el norte de España... (Int the north) En el sur de España... (In the south) En el centro de España... (In the centre) En el oeste de España... (In the west) En el este de España... = (In the East)</p>	<p>See table below</p> <p>A wide range of common food, snacks and drinks available in a typical Spanish cafetería. The transactional language required to order and pay for food. All listed on the Vocabulary Sheet.</p>	<p>Revisiting personal details (name/age/where we live) and the high frequency verbs 'tengo', 'soy' and 'vivo'. 8 nouns and indefinite articles for common pets and how to ask and answer the question '¿Tienes una mascota?' using the structure 'que se llama' and the two conjunctions 'y' (and) and 'pero' (but).</p> <p>un perro a dog un gato a cat un conejo a rabbit un hámster a hamster un pez a fish un ratón a mouse una cotorra a parrot / parakeet una tortuga a tortoise</p>	<p>Tengo – I have No tengo... I do not have..... Tengo un (masculine)... I have a... Tengo una (feminine) ... I have a... que se llama... that is called... y and pero but</p>

En la cafetería - At the Café

Unit Glossary











Spanish	English	Spanish	English
 un bocadillo de jamón	a ham sandwich	 un café con leche	a coffee with milk
 un bocadillo de queso	a cheese sandwich	 un té	a tea
 un pastel de limón	a lemon tart	 un zumo de naranja	an orange juice
 unos churros	some churros	 un chocolate caliente	a hot chocolate
 unos calamares	some calamari	 una limonada	a lemonade
 una tortilla de patatas	a Spanish omelette	 una coca cola	a coca-cola
 una ensalada mixta	a mixed salad		¡Hola!
 una paella	a paella		¡Adiós!
 una tarta de chocolate	a chocolate cake		¿Qué deseas?
 una crema catalana	a crème brûlée		quisiera
 unas gambas	some prawns		gracias
 unas croquetas	some croquettes		por favor
 unas patatas bravas	some patatas bravas		y
 un café	a coffee		la cuenta
			the bill

Year 6 Spanish Curriculum										
Term	Autumn			Summer						
Unit	En el colegio - At School			El fin de semana - The Weekend						
Threads	Myself and The World Around Me			Myself and The World Around Me						
Overview	In this unit pupils will learn the nouns and determiners/definite articles for ten school subjects in Spanish. They will also learn how to conjugate the verb ‘to study’, an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time / day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit. This unit builds on the threads ‘Myself’ as pupils discuss their school day and the world around them. Pupils are introduced to telling the time which will be built upon in the next unit.			Building on from the ‘Myself’ thread, in this unit pupils will learn ten phrases for activities they may do at the weekend in Spanish building on from the activities learnt in Year 3. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.						
Extra Information	Lesson 1 – Phonics Lesson 4 <table><tr><td>b</td><td>v</td><td>cc</td><td>qu</td><td>z</td></tr></table>			b	v	cc	qu	z	Core Vocabulary – What is the time?	
b	v	cc	qu	z						
End of Unit Outcomes	<ul style="list-style-type: none">• Repeat and recognise the vocabulary for school subjects.• Say what subjects they like and dislike at school.• Say why they like/ dislike certain school subjects.• Tell the time (on the hour) in Spanish.• Say what time they study certain subjects at school.			<ul style="list-style-type: none">• Ask what the time is in Spanish.• Tell the time accurately in Spanish.• Learn how to say what they do at the weekend in Spanish.• Learn to integrate conjunctions into their work.• Present an account of what they do and at what time at the weekend.						
Unit Activities	Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill, crosswords, wordsearches and word puzzles. Forming positive and negative opinions on school subjects, justifying opinions using a survey, 'guess who' reading pair work activity and role play. There will be a challenging listening task incorporating time and more challenging reading comprehensions and written tasks. Revisiting our knowledge on basic personal details.			Learning to tell the time in Spanish including quarter past, half past and quarter to. Learning 10 short phrases for activities that often happen at the weekend. Lots of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Building on the short phrases from week 2 by adding a time, a conjunction, another activity and an opinion. Final activities will include a picture story and an email in Spanish detailing what you do at the weekend. There is an opportunity to present an extended piece orally and a translation activity from English into Spanish.						

Sequence of learning (small steps)	<p>Learn how to recognise, recall and spell ten different school subjects with the correct definite article/determiner in the foreign language.</p> <p>Learn how to conjugate the verb 'to study' in first person singular so they can say which subjects they study at school.</p> <p>Consolidate all vocabulary taught in the previous lesson and progress to learning how to give an opinion in both positive and negative form about each school subject.</p> <p>Consolidate numbers 1-12 and will progress to learning how to say what the time is by the hour in the foreign language.</p> <p>Extend sentences by learning how to say at what time they study each subject.</p> <p>Further extend their sentences by learning how to say at what time they study each subject and give their opinion on these subjects as well.</p> <p>By the end of the lesson, they will be expected to present a short piece of text in both written and oral form.</p>	<p>Consolidate numbers learn how to tell the time in increments of five.</p> <p>Consolidate the vocabulary for time and learn new phrases to describe the activities that may be done at the weekend.</p> <p>Consolidate the vocabulary introduced last week through a variety of listening and reading activities.</p> <p>Extend sentences by integrating a time phrase and connectives with the phrases for weekend activities.</p> <p>Further extend sentences in the by learning saying at what time they do each activity on the weekend as well as give their opinions on these activities as well.</p>
Phonics	<p>recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> • B sound in aburrido & QU sound in porque • Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-te-re-san-te and di-ver-ti-do. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-glés, fácil and ma-te-má-ti-cas. • Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español. • Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola. 	<p>Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> • B sound in aburrido • V sound in voy, veo, divertido & levanto • Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like dor-mir and ge-nial. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like le-van-to, di-ver-ti-do and a-bu-rri-do. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-cre-í-ble. • Silent letters. H' is always silent in Spanish as in the word horrible (unless it is a word of foreign origin). It is pronounced orrible.
Grammar	<p>Nouns, gender, definite articles & high frequency regular AR verb 'estudiar'. Revision of definite article el, la, los and las. Focus on 1st person singular conjugation of verb estudiar with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.</p>	<p>Verbs, conjunctions and opinions. Revision & consolidation of first person singular high frequency verbs such as voy and juego. Also being introduced to new verbs such as veo and leo and remembering that the subject/personal pronoun is not required. New conjunctions and opinions for joining two phrases together and opinions. Remembering punctuation is different in Spanish as they use upside-down question and exclamation marks (¿) at the start of sentences</p>

Skills we will develop	To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting. To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.	
Vocabulary	See Table below Key vocabulary on 10 nouns and definite articles for school subjects. Two positive and two negative opinions in reply to the target question ¿Qué te gusta? and a variety of justifications to expand the opinion given in reply. All listed on the Pupil Vocabulary Sheet.	See Table below Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question ' ¿Qué haces los fines de semana? ' All listed on Vocabulary Sheet

En el colegio - At School

Spanish	English
en el colegio	at school
 el español	Spanish
 el inglés	English
 el arte	art
 la educación física	P.E
 la música	music
 la geografía	geography
 la historia	history
 las matemáticas	maths
 las ciencias	science
 la informática	ICT
¿Qué te gusta?	What do you like?
¿Te gusta...?	Do you like...? (singular)
¿Te gustan...?	Do you like...? (plural)
Me gusta...	I like... (singular)
Me gustan...	I like... (plural)
Me encanta...	I love... (singular)
Me encantan...	I love... (plural)

Spanish	English
No me gusta...	I do not like... (singular)
No me gustan...	I do not like... (plural)
Odio...	I hate...
Sí, me gusta...	Yes, I like... (singular)
Sí, me gustan...	Yes, I like... (plural)
Sí, me encanta...	Yes, I love... (singular)
Sí, me encantan...	Yes, I love... (plural)
No, no me gusta...	No, I do not like... (singular)
No, no me gustan...	No, I do not like... (plural)
No, odio...	No, I hate...
aburrido	boring
difícil	difficult
útil	useful
interesante	interesting
divertido	fun
fácil	easy
inútil	pointless
porque	because

Spanish	English
es	it is
porque es...	because it is...
porque son...	because they are...
y	and
pero	but
sin embargo	however
¡Hola!	Hello!
¡Hasta luego!	See you soon!

Spanish	English
¿Qué hora es?	What time is it?
Es la una.	It is one o'clock.
Son las dos.	It is two o'clock.
Son las tres.	It is three o'clock.
Son las cuatro.	It is four o'clock.
Son las cinco.	It is five o'clock.
Son las seis.	It is six o'clock.
Son las siete.	It is seven o'clock.
Son las ocho.	It is eight o'clock.
Son las nueve.	It is nine o'clock.
Son las diez.	It is ten o'clock.
Son las once.	It is eleven o'clock.
Son las doce.	It is twelve o'clock.
Es medianoche.	It is midnight.
Es mediodía.	It is midday.

Spanish	English
A la una...	At one o'clock...
A las dos...	At two o'clock...
A las tres...	At three o'clock...
A las cuatro...	At four o'clock...
A las cinco...	At five o'clock...
A las seis...	At six o'clock...
A las siete...	At seven o'clock...
A las ocho...	At eight o'clock...
A las nueve...	At nine o'clock...
A las diez...	At ten o'clock...
A las once...	At eleven o'clock...
A las doce...	At twelve o'clock...

El fin de semana - The Weekend

Spanish	English
el fin de semana	the weekend
¿Qué haces los fines de semana?	What do you do at the weekend?
 Me levanto.	I get up.
 Desayuno.	I eat breakfast.
 Veo la tele.	I watch television.
 Leo.	I read.
 Escucho música.	I listen to music.
 Juego a videojuegos.	I play videogames.
 Juego al fútbol.	I play football.
 Voy a la piscina.	I go to the swimming pool.
 Voy al cine.	I go to the cinema.
 Voy a dormir.	I go to sleep.
y	and
después	after
también	also
más tarde	later on

Spanish	English
finalmente	finally
porque	because
¡Es increíble!	It's amazing / incredible!
¡Es genial!	It's great!
¡Es divertido!	It's fun!
¡Es agotador!	It's tiring / exhausting!
¡Es aburrido!	It's boring!
¡Es horrible!	It's horrible / awful!
¿Qué hora es?	What time is it?
Es la una.	It is one o'clock.
Son las dos.	It is two o'clock.
Son las tres.	It is three o'clock.
Son las cuatro.	It is four o'clock.
Son las cinco.	It is five o'clock.
Son las seis.	It is six o'clock.
Son las siete.	It is seven o'clock.

Spanish	English
Son las ocho.	It is eight o'clock.
Son las nueve.	It is nine o'clock.
Son las diez.	It is ten o'clock.
Son las once.	It is eleven o'clock.
Son las doce.	It is twelve o'clock.
Es mediodía.	It is midday.
Es medianoche.	It is midnight.
y cuarto	quarter past
y media	half past
menos cuarto	quarter to