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| **Topic** | **Números 1-10** | | **Hola! Instructions & greetings** | | | **Feelings and name** | | **Colores (vocab- likes & dislikes – conjunctions)** | | | **Navidad.** | | | |
| **Key vocabulary** | In order:  Uno  Dos  Tres  Cuatro  Cinco  Seis | Siete  Ocho  Nueve  Diez | Escucha!-listen!  Mira!-look up!  Repetid-repeat  Silencio!-silence  Levanta la mano!-raise your hand  ¿Listos?-ready? | Buenos días-good morning  Buenas tardes-good afternoon  Buenas noches-good night  Hola-Hi  Hola amigo / Hola amiga-Hi friend  Adios-bye  Gracias-thank you  Hasta luego – see you soon | | ¿Cómo estás?  ¿Qué tal?  fantástico/  Muy bien/ bien / regular/ así así/ fatal.  Estoy… | ABC (el alfabeto)  ¿Cómo te llamas? What is your name?  Me llamo… My name is…  ¿Cómo se escribe? How do you write it?  Se escribe… | Rojo-red  Amarillo-yellow  Verde-green  Azul-blue  Rosa-Pink  Naranja-orange  Morado-purple.  Negro-black  Marron-brown  Gris-grey  Blanco-white. | | ¿Te gusta el rojo?-Do you like red?  Si, me gusta el rojo- Yes I like red.  No, no me gusta el rojo – No, I don’t like red.  Me gusta el rojo pero no me gusta el verde. I like red but I don’t like green. | Acebo-mistletoe  Angeles-angels  Año nuevo-New year  Nochebuena-Xmas eve  Nochevieja-  Ny eve  Navidad- Christmas | Reyes magos- Wise men.  Papa Noel- father christmas.  Regalo-present | | |
| **Statutory Requirements** | To recognize and use numbers up to 10 in and out of order and to be able to use them in maths. | | To understand and respond to instructions and greetings.  To focus on the pronunciation of some specific letters in Spanish: v / j / ll | | | To ask and answer ‘how are you?’ in Spanish  To learn about the Spanish alphabet.  To ask and answer ‘what are you called?’ and be able to spell our name. | | To say, write and recognize all colours in Spanish.  To say what colours I like and do not like.  To start using conjunctions. Pero = but | | | To learn about Christmas in Spain. | | | |
| **Key Performance Indicators for Listening in every topic.** | * Repeat words modelled by teacher. Show understably with an action. | | | | * Children can understand and respond to a few familiar spoken words. | | | |  | | | |  |
| **Key Performance Indicators for Speaking in every topic.** | * Learn specific vocabulary accuracy in pronunciation by listening to and repeating recordings of authentic speakers. | | | | * Recognise a familiar question and respond with a simple rehearsed response. | | | |  | | | |  |
| **Key Performance Indicators for Reading in every topic.** | * Begin to recognise short sentences. | | | | * Begin to recognise written vocabulary. | | | |  | | | |  |
| **Key Performance Indicators for Writing in every topic.** | * Copy simple vocabulary. * Children can with support substitute one element in a simple phrase to vary the meaning. | | | | * Children can write some single words from memory with plausible spelling. | | | |  | | | |  |