

# Spanish

## Primary: Key Stage 2

Curriculum plan



**OAK**  
NATIONAL  
ACADEMY

# 1. Curriculum principles

## Coherence and flexibility

Language learning is inherently cumulative. In a classroom setting with limited exposure to the foreign language, learning is most effective when language knowledge is logically sequenced and frequently revisited. This allows children to use their core knowledge flexibly when they need to.

## Language knowledge

We set out to teach and practise the three main bodies of knowledge that research indicates are fundamental to progress for beginner language pupils in a classroom setting. These are phonics (the relationship between sound and writing), vocabulary and grammar. This knowledge is embedded in an understanding of different cultures and how languages differ from one another. This knowledge is often conveyed through the use of stories, songs, poems and rhymes in the target language.

## Knowledge organisation

This knowledge is set out clearly, with an age appropriate explicit spine of grammar and sets of vocabulary. Phonics feature regularly in each lesson and are often revisited.

## Knowledge selection



Over the course of the 39 lessons, teaching involves a range of grammar including nouns, verbs and adjectives, as well as conjunctions and intensifiers. The choice of vocabulary is guided primarily by what is of interest to children of that age, as well as by frequency. The most common verbs will be highlighted so as to allow children to manipulate verbs and create their own sentences in speech and writing. Based on both research and evidence and the knowledge and experience of a wide range of practitioners, the overall aim is to develop core knowledge and skills which children can then use in guided and freer contexts.

## Inclusive and ambitious

These lessons assume no prior knowledge of Spanish and are meant to be inclusive. Children from different language backgrounds will be encouraged to reflect on any differences between their home language, English and the foreign language that they are learning. Lessons will be planned for progress across the achievement range. These lessons are intended to lay the foundations of language learning for further study in Key Stage 3 and beyond.

## Pupil engagement

Carefully designed and engaging activities, appropriate for primary school age children and targeted to their developing cognition and language knowledge, encourage pupils to pay close attention to the meaning and the form of the new language. Practice extends to production, which ensures that children have to actively recall and manipulate the language in order to communicate.

## Motivation through education

Teaching is carefully planned to compel thinking, thinking drives learning, and success in learning is motivational.



## A curriculum of quality

We support the curriculum planning with resources that emphasise engaging activities, explanations and modelling, abundant practice and independent use of the language, building in frequent feedback to maximise confidence and success. Regular and frequent revisiting of knowledge is explicit and systematically integrated into the planning.

## Subject-specific pedagogical principles

These principles are based on research evidence of how children learn languages and underpin the design of this Curriculum Map and the lessons themselves:

- **Real communication and interaction are essential.** Language needs to be presented in a meaningful context, and needs to involve the exchange of new information. For example, in the ‘monster’ unit, children might listen to someone describing a monster and they have to pick the right one from a selection. Or they might have to create their own monster and describe it using the vocabulary and grammar learnt.
- **Learning about other cultures.** Children are intrinsically interested in other cultures and ways of life. For example, children might compare the food they eat or the clothes they wear with that of children from e.g. Senegal. Or they might have to select the correct picture following a description. Music and/or art can be used to explore e.g. emotions, likes and dislikes.
- **Focus on skills.** Vocabulary and grammar are in service of communicative needs rather than being an end in and of themselves. Children need to be able to use the language rather than just learn about it. Children need to learn to deal with unfamiliar language, how to remember words; they need to learn resilience, resourcefulness and perseverance and they need to develop new ways of thinking.





## 2. Subject structure overview

Unit	Context	Grammar	Vocabulary	Prior knowledge required
<p>Phonics - The following sounds will be covered over the course of the 8 units:</p> <ul style="list-style-type: none"> <li>• vowels</li> <li>• ñ</li> <li>• ce/ci/z</li> <li>• j/gi</li> <li>• ll</li> <li>• b/v</li> <li>• r/rr</li> <li>• qu</li> <li>• silent h</li> </ul>				
<p>Each lesson will begin with a simple introductory routine with the child and an interaction with “¿qué tal?” or a similar question. Each lesson will end with a suitable farewell.</p> <p>This systematic inclusion of greetings routines means that there is no need for dedicated lessons on greetings.</p> <p>It is also possible that teachers can pick up and revisit questions and answers from previous units, as appropriate, at the beginning of a lesson.</p>				
1	<p>Así soy yo</p> <ul style="list-style-type: none"> <li>• Saying my name</li> <li>• Describing myself</li> <li>• Saying my age</li> <li>• Saying which month my birthday is in</li> <li>• Finding out about the use of capital letters on the months</li> </ul>	<ul style="list-style-type: none"> <li>• tengo</li> <li>• soy</li> <li>• es</li> <li>• me llamo</li> <li>• masculine and feminine adjectives (o&gt;a, adding a)</li> </ul>	<ul style="list-style-type: none"> <li>• tengo...años</li> <li>• months</li> <li>• mi cumpleaños es en...</li> <li>• adjectives: alto, bajo, inglés, escocés, galés, irlandés</li> <li>• question forms ¿cómo te llamas? ¿cuántos años tienes? ¿cómo eres? ¿cuándo es tu cumpleaños? ¿cuántos/as?</li> </ul>	none



<p>2</p>	<p>¿Dónde vives?</p> <p>saying which Spanish-speaking country you live in</p> <ul style="list-style-type: none"> <li>● saying your nationality</li> <li>● saying what languages you speak</li> <li>● using negative verbs with no</li> <li>● recap of age</li> <li>● recap of saying your name</li> <li>● finding out about the use of capital letters on nationalities</li> </ul> <p>*see appendix re names</p>	<ul style="list-style-type: none"> <li>● (no) hablo</li> <li>● (no) soy</li> <li>● (no) vivo</li> <li>● en</li> <li>● tengo</li> <li>● masculine and feminine adjectives (o&gt;a, adding a)</li> </ul>	<ul style="list-style-type: none"> <li>● español(a)</li> <li>● británico/a, mexicano/a,</li> <li>● hondureño/a, chileno/a, boliviano/a</li> <li>● en el Reino Unido, en España, en México, en Honduras, en Chile, en Bolivia</li> <li>● inglés</li> <li>● numbers</li> <li>● tengo...años</li> <li>● question form: ¿dónde vives? / ¿de qué nacionalidad eres? / ¿qué idioma hablas?</li> </ul>	<ul style="list-style-type: none"> <li>● agreement of masculine and feminine adjectives</li> <li>● use of soy</li> </ul>
<p>3</p>	<p>Eso, ¿qué es?</p> <ul style="list-style-type: none"> <li>● identifying objects</li> <li>● understanding grammatical gender</li> <li>● describing masculine and feminine nouns with some adjectives</li> <li>● adjectival position (after the noun)</li> <li>● saying what animal it is or isn't using es and no es</li> <li>● creating strange animals</li> </ul>	<ul style="list-style-type: none"> <li>● nouns</li> <li>● gender</li> <li>● indefinite articles un/una</li> <li>● (no) es</li> <li>● adjectival agreement m.sg. and f.sg. (o&gt;a, no change)</li> <li>● conjunction y</li> </ul>	<ul style="list-style-type: none"> <li>● nouns: pets: perro, gato, conejo, pájaro, cobaya, tortuga</li> <li>● colours: rojo, negro, amarillo, rosa, verde, naranja</li> <li>● es</li> <li>● question forms: eso, ¿qué es? / ¿de qué color es?</li> </ul>	<ul style="list-style-type: none"> <li>● masculine and feminine adjectival forms</li> <li>● es</li> </ul>



	<ul style="list-style-type: none"> <li>● using the conjunction y</li> </ul>			
4	<p>Me visto</p> <ul style="list-style-type: none"> <li>● saying the names of clothes</li> <li>● understanding the difference between singular and plural</li> <li>● describing masculine, feminine and plural nouns</li> <li>● adjectival position</li> <li>● joining two phrases using y or pero</li> <li>● saying what you do and don't have</li> </ul>	<ul style="list-style-type: none"> <li>● indefinite articles un, una (unos, unas)</li> <li>● gender</li> <li>● adjectival agreement singular and plural (o&gt;a,os,as, adding s)</li> <li>● (no) tengo</li> <li>● (no) es</li> <li>● conjunctions y and pero</li> </ul>	<ul style="list-style-type: none"> <li>● adjectives: grande, pequeño, elegante, rojo, negro, amarillo, rosa, verde, naranja</li> <li>● nouns: sombrero, jersey, falda, camiseta, calcetines, pantalones, zapatillas, mallas</li> <li>● y</li> <li>● pero</li> <li>● (no) tengo</li> <li>● (no) es</li> <li>● question form: ¿qué tienes?</li> </ul>	<ul style="list-style-type: none"> <li>● adjectival agreement (singular)</li> <li>● concept of gender</li> <li>● indefinite articles</li> </ul>
5	<p>Describo un monstruo</p> <p>describing masculine, feminine and plural parts of the head and face using colours and size/shape adjectives</p> <ul style="list-style-type: none"> <li>● using intensifiers muy and bastante</li> <li>● using the 3<sup>rd</sup> person forms tiene, es to describe a monster</li> </ul>	<ul style="list-style-type: none"> <li>● tiene</li> <li>● es</li> <li>● intensifiers muy and bastante</li> <li>● adjectival agreement (o&gt;a,os,as, e&gt;es, a&gt;as, adding es)</li> <li>● definite articles el, la, los, las</li> <li>● conjunctions y and también</li> </ul>	<ul style="list-style-type: none"> <li>● grande, pequeño, largo, corto</li> <li>● rojo, amarillo, negro, verde, rosa, naranja, azul, marrón</li> <li>● cuello, pelo, nariz, cabeza, boca, ojos, dientes, orejas</li> <li>● question form: ¿cómo es el monstruo?</li> </ul>	<ul style="list-style-type: none"> <li>● adjectival agreement (masculine, feminine, singular, plural)</li> <li>● colours</li> </ul>
6	<p>¡A comer!</p> <ul style="list-style-type: none"> <li>● talking about food</li> </ul>	<ul style="list-style-type: none"> <li>● definite articles</li> <li>● me encanta(n), le encanta(n)</li> </ul>	<ul style="list-style-type: none"> <li>● queso, helado, ensalada, sopa, caramelos, plátanos, manzanas, patatas fritas</li> </ul>	<ul style="list-style-type: none"> <li>● definite articles</li> <li>● negative forms (no + verb form)</li> </ul>





	<ul style="list-style-type: none"> <li>giving your opinions of drinks</li> <li>giving the opinions of other people about foods</li> <li>saying you or someone else is hungry, hot or cold</li> <li>saying what you want to have</li> <li>joining your sentences with conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>(no) me gusta(n), (no) le gusta(n)</li> <li>odio / odia</li> <li>tengo hambre / tiene hambre</li> <li>tengo calor / tiene calor</li> <li>tengo frío / tiene frío</li> <li>quiero / quiere</li> <li>conjunctions y, pero, también, sin embargo</li> </ul>	<ul style="list-style-type: none"> <li>question forms: ¿te gusta(n)? / ¿tienes hambre? etc</li> </ul>	
7	<p>Hago deporte</p> <ul style="list-style-type: none"> <li>saying the sports you do and play</li> <li>saying the sports you don't do or play</li> <li>giving your opinions of sports</li> <li>saying what sports you do and play in different kinds of weather</li> <li>saying what clothes you wear to do different sports</li> <li>joining phrases with conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>a + el</li> <li>(no) juego</li> <li>(no) hago</li> <li>me encanta(n)</li> <li>(no) me gusta(n)</li> <li>odio</li> <li>jugar</li> <li>hacer</li> <li>notion of infinitive form</li> <li>conjunctions y, pero, sin embargo, también</li> <li>llevo</li> <li>hace for weather expressions</li> </ul>	<ul style="list-style-type: none"> <li>playing sports: fútbol, tenis, baloncesto, balonmano</li> <li>doing sports: baile, ciclismo, natación, gimnasia</li> <li>hace calor/frío/sol/viento</li> <li>llueve, nieva</li> <li>cuando</li> <li>question form: ¿qué haces? / ¿te gusta?</li> </ul>	<ul style="list-style-type: none"> <li>definite articles</li> <li>negative verb forms (no + verb form)</li> </ul>
8	Mi pueblo	<ul style="list-style-type: none"> <li>(no) hay</li> <li>voy</li> </ul>	<ul style="list-style-type: none"> <li>supermercado, cine, parque, colegio</li> </ul>	<ul style="list-style-type: none"> <li>notion of gender</li> <li>adjectival agreement</li> </ul>



	<ul style="list-style-type: none"> <li>● saying what places there are and aren't in your town</li> <li>● describing the places in your town</li> <li>● saying where you go in your town</li> <li>● saying how you get to different places in your town</li> <li>● giving opinions of the places in town and using adjectives to explain the opinions</li> </ul>	<ul style="list-style-type: none"> <li>● notion of gender</li> <li>● indefinite articles</li> <li>● definite articles</li> <li>● pluralisation</li> <li>● numbers</li> <li>● adjectival agreement (masculine, feminine, singular, plural)</li> <li>● a + el, la</li> <li>● (no) me gusta</li> <li>● me encanta</li> <li>● odio</li> <li>● (no) es</li> <li>● intensifiers bastante and muy</li> <li>● conjunctions y, pero, también, sin embargo, porque</li> </ul>	<ul style="list-style-type: none"> <li>● piscina, tienda, casa, estación</li> <li>● grande, pequeño, bonito, interesante, tranquilo, moderno, histórico, limpio</li> <li>● pueblo</li> <li>● en coche, en autobús, en tren, en bici</li> <li>● a pie</li> <li>● question forms: ¿cómo vas? / ¿cómo es?</li> </ul>	<ul style="list-style-type: none"> <li>● definite articles</li> <li>● indefinite articles</li> </ul>
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### 3. Suggested sequence

Ideally, pupils should work through the units in chronological order. If teachers or pupils prefer to access the units in a different order to support an existing scheme of work, it is advised that they look at the prior knowledge required to access that unit so that they are aware of what will be expected during the lessons.

### 4. Unit specifics

Unit	Lesson	Content	Grammar	Outcomes
1 Así soy yo	1	<ul style="list-style-type: none"> <li>● saying your name</li> <li>● describing yourself</li> </ul>	<ul style="list-style-type: none"> <li>● ser (soy)</li> <li>● simple adjectival agreement (changing o to a or adding a when feminine)</li> </ul>	Me llamo.... Soy alto / alta. Soy inglés /inglesa.
	2	<ul style="list-style-type: none"> <li>● counting to 12</li> <li>● saying your age</li> </ul>	<ul style="list-style-type: none"> <li>● tener (tengo)</li> </ul>	Tengo ocho años. Tengo doce años.
	3	<ul style="list-style-type: none"> <li>● saying the months</li> </ul>		
	4	<ul style="list-style-type: none"> <li>● saying the month your birthday is in</li> </ul>	<ul style="list-style-type: none"> <li>● ser (es)</li> </ul>	Mi cumpleaños es en junio. Mi cumpleaños es en marzo.
	5	<ul style="list-style-type: none"> <li>● saying your name, age and birthday, and describing yourself</li> </ul>	<ul style="list-style-type: none"> <li>● ser (soy, es)</li> <li>● tener (tengo)</li> <li>● simple adjectival agreement as above</li> </ul>	Me llamo Amelia. Tengo nueve años. Mi cumpleaños es el treinta de agosto. Soy baja. Soy galesa.



2 ¿Dónde vives?	1	<ul style="list-style-type: none"> <li>● recapping saying your name and saying your age</li> <li>● saying your nationality</li> </ul>	<ul style="list-style-type: none"> <li>● tener (tengo)</li> <li>● ser (soy)</li> <li>● simple adjectival agreement (changing o to a or adding a when feminine)</li> </ul>	<p>Me llamo Celia. Tengo siete años. Soy española. Soy chilena.</p>
	2	<ul style="list-style-type: none"> <li>● recapping saying your nationality</li> <li>● saying which country you live in</li> <li>● saying which language you speak</li> </ul>	<ul style="list-style-type: none"> <li>● conjugation regular -IR verb (vivo)</li> <li>● conjugation regular -AR verb (hablo)</li> <li>● en + countries</li> </ul>	<p>Vivo en España. Hablo español. Vivo en el Reino Unido. Soy británico.</p>
	3	<ul style="list-style-type: none"> <li>● saying which language you don't speak saying which country you don't live in</li> <li>● saying which nationality you aren't</li> </ul>	<ul style="list-style-type: none"> <li>● negative verb forms using no (no hablo, no vivo, no soy)</li> <li>● conjugation regular -IR verb (vivo)</li> <li>● conjugation regular -AR verb (hablo)</li> <li>● ser (soy)</li> </ul>	<p>No vivo en Honduras. No soy mexicana. No hablo galés.</p>
	4	<ul style="list-style-type: none"> <li>● saying your name, your age, your nationality, the country you live in and the language you speak.</li> <li>● Using negative verb forms to say where you don't live, which nationality you aren't and which language you don't speak</li> </ul>	<ul style="list-style-type: none"> <li>● tener (tengo)</li> <li>● ser (soy)</li> <li>● simple adjectival agreement (changing o to a or adding a when feminine)</li> <li>● conjugation regular -IR verb (vivo)</li> <li>● conjugation regular -AR verb (hablo)</li> <li>● en + countries</li> <li>● negative verb forms using no (no hablo, no vivo, no soy)</li> </ul>	<p>Me llamo Ana. Tengo once años. No soy española. Vivo en Bolivia. Soy boliviana. Hablo español. No hablo inglés.</p>
3	1	<ul style="list-style-type: none"> <li>● saying the names of 6 pets</li> </ul>	<ul style="list-style-type: none"> <li>● masculine and feminine singular nouns</li> <li>● indefinite articles (un/una)</li> </ul>	<p>un gato una cobaya</p>



Eso, ¿qué es?			<ul style="list-style-type: none"> <li>notion of grammatical gender</li> </ul>	
	2	<ul style="list-style-type: none"> <li>recapping gender</li> <li>saying that it is or isn't a certain pet</li> </ul>	<ul style="list-style-type: none"> <li>notion of grammatical gender</li> <li>masculine and feminine singular nouns</li> <li>indefinite articles (un/una)</li> <li>ser (es)</li> <li>negative verb forms using no (no es)</li> </ul>	<p>es un perro no es una tortuga</p>
	3	<ul style="list-style-type: none"> <li>describing the pets with some colours</li> </ul>	<ul style="list-style-type: none"> <li>masculine and feminine singular nouns</li> <li>indefinite articles</li> <li>adjectival position</li> <li>simple adjectival agreement (changing o&gt;a)</li> </ul>	<p>un gato negro una cobaya negra un perro amarillo una tortuga amarilla</p>
	4	<ul style="list-style-type: none"> <li>describing pets with more colours</li> <li>joining descriptions with a conjunction</li> </ul>	<ul style="list-style-type: none"> <li>masculine and feminine singular nouns</li> <li>indefinite articles</li> <li>adjectival position</li> <li>simple adjectival agreement (adjectives that are the same in masculine and feminine)</li> <li>conjunction (y)</li> </ul>	<p>un pájaro rosa una cobaya rosa un perro verde una tortuga verde un gato rojo y verde</p>
	5	<ul style="list-style-type: none"> <li>creating strange animals and describing them</li> </ul>	<ul style="list-style-type: none"> <li>masculine and feminine singular nouns</li> <li>indefinite articles (un/una)</li> <li>notion of grammatical gender</li> <li>adjectival agreement</li> <li>adjectival position (after the noun)</li> <li>conjunction (y)</li> <li>ser (es, no es)</li> </ul>	<p>Es un perro rojo y amarillo. No es una tortuga negra.</p>



4 Me visto	1	<ul style="list-style-type: none"> <li>● saying some clothes words</li> </ul>	<ul style="list-style-type: none"> <li>● masculine and feminine, singular and plural nouns</li> <li>● indefinite articles (un, una, (unos, unas))</li> <li>● notion of grammatical gender</li> <li>● singular and plural</li> <li>● ser (es, no es, son, no son)</li> </ul>	<p>Es un sombrero No es una camiseta Son pantalones Son zapatillas</p>
	2	<ul style="list-style-type: none"> <li>● describing clothes with colours</li> </ul>	<ul style="list-style-type: none"> <li>● masculine and feminine, singular and plural nouns</li> <li>● indefinite articles (un, una, (unos, unas))</li> <li>● notion of grammatical gender</li> <li>● singular and plural</li> <li>● adjectival agreement (singular and plural)</li> <li>● adjectival position (after the noun)</li> <li>● ser (es, no es, son, no son)</li> </ul>	<p>Es un sombrero rojo. No es una camiseta negra. Son calcetines rosas. No son mallas verdes.</p>
	3	<ul style="list-style-type: none"> <li>● describing clothes with colours and sizes or styles</li> </ul>	<ul style="list-style-type: none"> <li>● masculine and feminine, singular and plural nouns</li> <li>● indefinite articles (un, una, (unos, unas))</li> <li>● notion of grammatical gender</li> <li>● singular and plural</li> <li>● adjectival agreement (singular and plural)</li> <li>● adjectival position</li> <li>● ser (es, no es, son, no son)</li> <li>● conjunction (y)</li> </ul>	<p>Es un sombrero grande y negro. No es una falda pequeña y roja. Son calcetines pequeños y amarillos. No son mallas rojas y elegantes.</p>



	4	<ul style="list-style-type: none"> <li>● saying clothes that you have</li> <li>● joining description with a conjunction</li> </ul>	<ul style="list-style-type: none"> <li>● masculine and feminine, singular and plural nouns</li> <li>● indefinite articles (un, una (unos, unas))</li> <li>● notion of grammatical gender</li> <li>● singular and plural</li> <li>● adjectival agreement (singular and plural)</li> <li>● adjectival position</li> <li>● tener (tengo)</li> <li>● conjunction (y)</li> </ul>	<p>Tengo un sombrero amarillo y un jersey grande.</p> <p>Tengo unos calcetines rosas y unas zapatillas negras.</p>
	5	<ul style="list-style-type: none"> <li>● saying clothes that you have and don't have</li> <li>● joining description with conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>● masculine and feminine, singular and plural nouns</li> <li>● indefinite articles (un, una (unos, unas))</li> <li>● notion of grammatical gender</li> <li>● singular and plural</li> <li>● adjectival agreement (singular and plural)</li> <li>● adjectival position</li> <li>● tener (tengo, no tengo)</li> <li>● conjunctions (y, pero)</li> </ul>	<p>Tengo un jersey verde y unas mallas rosas pero no tengo una falda roja.</p>
5 Describo un monstruo	1	<ul style="list-style-type: none"> <li>● describing someone else's size and colour</li> </ul>	<ul style="list-style-type: none"> <li>● ser (es)</li> <li>● adjectival agreement (masculine and feminine singular)</li> </ul>	<p>es rojo</p> <p>es roja</p> <p>es grande</p> <p>es pequeña</p>
	2	<ul style="list-style-type: none"> <li>● naming parts of the head and face</li> </ul>	<ul style="list-style-type: none"> <li>● masculine and feminine, singular and plural nouns</li> <li>● definite articles (el, la, los, las)</li> </ul>	<p>el pelo</p> <p>la nariz</p> <p>los ojos</p> <p>las orejas</p>



	3	<ul style="list-style-type: none"> <li>describing parts of the head and face with colours and sizes</li> </ul>	<ul style="list-style-type: none"> <li>masculine and feminine, singular and plural nouns</li> <li>definite articles (el, la, los, las)</li> <li>adjectival agreement</li> <li>adjectival position</li> </ul>	<p>el pelo negro la boca amarilla los dientes naranjas las orejas verdes</p> <p>el cuello largo y azul la nariz larga y azul los dientes largos y azules las orejas largas y azules</p>
	4	<ul style="list-style-type: none"> <li>describing the parts of a monster's head and face</li> <li>joining descriptions with conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>tener (tiene)</li> <li>masculine and feminine, singular and plural nouns</li> <li>definite articles (el, la, los, las)</li> <li>adjectival agreement</li> <li>adjectival position</li> <li>conjunctions (y, también)</li> </ul>	<p>Tiene el pelo marrón, también tiene los ojos grandes y verdes. Tiene las orejas cortas y amarillas.</p>
	5	<ul style="list-style-type: none"> <li>making description better using intensifiers</li> </ul>	<ul style="list-style-type: none"> <li>tener (tiene)</li> <li>ser (es)</li> <li>masculine and feminine, singular and plural nouns</li> <li>definite articles (el, la, los, las)</li> <li>adjectival agreement</li> <li>adjectival position</li> <li>conjunctions (y, también)</li> <li>intensifiers (muy, bastante)</li> </ul>	<p>Es muy grande y azul. Tiene los ojos amarillos y los dientes largos y marrones. También tiene el pelo rojo y bastante corto.</p>
6 ¡A comer!	1	<ul style="list-style-type: none"> <li>saying some food words</li> </ul>	<ul style="list-style-type: none"> <li>masculine, feminine, singular and plural nouns</li> </ul>	<p>el queso la sopa</p>





		<ul style="list-style-type: none"> <li>saying you want to have some of these foods</li> </ul>	<ul style="list-style-type: none"> <li>definite articles (el, la, los, las)</li> <li>quiero</li> </ul>	<p>los plátanos las patatas fritas Quiero ensalada y manzanas.</p>
	2	<ul style="list-style-type: none"> <li>saying you or someone else is hungry, hot and cold</li> </ul>	<ul style="list-style-type: none"> <li>tener (tengo, tiene)</li> <li>tener hambre, tener calor, tener frío</li> <li>quiero, quiere</li> <li>masculine, feminine, singular and plural nouns</li> </ul>	<p>Tengo hambre. Quiero pan. Tiene calor. Quiere helado. Tiene frío. Quiere sopa.</p>
	3	<ul style="list-style-type: none"> <li>giving opinions about singular foods</li> <li>joining opinions using conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>masculine, feminine, singular nouns</li> <li>definite articles (el, la)</li> <li>(no) me gusta</li> <li>me encanta</li> <li>odio</li> <li>conjunctions (y, también, pero, sin embargo)</li> </ul>	<p>Me encanta la sopa Me gusta el queso pero no me gusta la ensalada.</p> <ul style="list-style-type: none"> <li>Odio el helado.</li> </ul>
	4	<ul style="list-style-type: none"> <li>giving opinions about plural foods</li> <li>joining opinions using conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>masculine, feminine, plural nouns</li> <li>definite articles (los, las)</li> <li>(no) me gustan</li> <li>me encantan</li> <li>odio</li> <li>conjunctions (y, también, pero, sin embargo)</li> </ul>	<p>Me gustan las manzanas sin embargo odio los plátanos.</p>
	5	<ul style="list-style-type: none"> <li>giving someone else's opinions about singular and plural foods</li> </ul>	<ul style="list-style-type: none"> <li>masculine, feminine, singular and plural nouns</li> <li>definite articles (el, la, los, las)</li> <li>(no) me gusta(n)</li> </ul>	<p>Le gusta la ensalada y le encanta el helado. Le encantan las patatas fritas y le gustan los caramelos.</p>



		<ul style="list-style-type: none"> <li>● joining opinions using conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>● me encanta(n)</li> <li>● odio</li> <li>● conjunctions (y, también, pero, sin embargo)</li> </ul>	
7 Hago deporte	1	<ul style="list-style-type: none"> <li>● saying different sports</li> </ul>	<ul style="list-style-type: none"> <li>● masculine and feminine nouns</li> <li>● definite articles (el, la)</li> </ul>	<p>el fútbol el baile la natación la gimnasia</p>
	2	<ul style="list-style-type: none"> <li>● saying which sports you play and do or don't play or do</li> <li>● joining sentences using conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>● masculine and feminine nouns</li> <li>● definite articles (el, la)</li> <li>● conjugation –AR verb jugar (juego)</li> <li>● hacer (hago)</li> <li>● a + el</li> <li>● conjunctions (y, también, pero, sin embargo)</li> </ul>	<p>Juego al fútbol pero no hago natación. No juego al balonmano. No hago baile.</p>
	3	<ul style="list-style-type: none"> <li>● giving opinions of different sports</li> <li>● joining opinions using conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>● masculine and feminine nouns</li> <li>● definite articles (el, la)</li> <li>● (no) me gusta</li> <li>● me encanta</li> <li>● odio</li> <li>● conjunctions (y, también, pero, sin embargo)</li> <li>● notion of infinitives (hacer, jugar)</li> </ul>	<p>Me encanta jugar al baloncesto y me gusta hacer ciclismo. Odio jugar al tenis.</p>
	4	<ul style="list-style-type: none"> <li>● saying what sports you do in different kinds of weather</li> </ul>	<ul style="list-style-type: none"> <li>● masculine and feminine nouns</li> <li>● definite articles (el, la)</li> <li>● conjugation –AR verb jugar (juego)</li> </ul>	<p>Cuando hace sol, juego al tenis. Cuando llueve, hago natación.</p>



			<ul style="list-style-type: none"> <li>● hacer (hago, hace)</li> <li>● a + el</li> <li>● conjunctions (y, también, pero, sin embargo)</li> </ul>	
	5	<ul style="list-style-type: none"> <li>● saying what kind of clothes you wear to do different sports</li> </ul>	<ul style="list-style-type: none"> <li>● masculine and feminine nouns</li> <li>● definite articles (el, la)</li> <li>● conjugation –AR verb jugar (juego) and llevar (llevo)</li> <li>● hacer (hago)</li> <li>● a + el</li> <li>● conjunctions (y, también, pero, sin embargo)</li> </ul>	Quando juego al fútbol, llevo calcetines rojos.
8 Mi pueblo	1	<ul style="list-style-type: none"> <li>● saying some places in town</li> <li>● saying what there is in the town</li> </ul>	<ul style="list-style-type: none"> <li>● hay</li> <li>● masculine and feminine nouns</li> <li>● indefinite articles (un/una)</li> <li>● conjunctions (y, también)</li> </ul>	Hay un cine y un supermercado. También hay una estación.
	2	<ul style="list-style-type: none"> <li>● saying what there is and is not in the town</li> </ul>	<ul style="list-style-type: none"> <li>● (no) hay</li> <li>● masculine and feminine nouns</li> <li>● indefinite articles (un/una)</li> <li>● conjunctions (y, pero, también, sin embargo)</li> <li>● plural forms</li> </ul>	En mi pueblo hay una escuela y un hospital pero no hay un parque. En mi pueblo hay cinco tiendas sin embargo no hay un cine.
	3	<ul style="list-style-type: none"> <li>● saying where in town you are going to</li> <li>● saying what transport you are taking to a place</li> </ul>	<ul style="list-style-type: none"> <li>● ir (voy)</li> <li>● definite articles (el, la)</li> <li>● a + el</li> <li>● en / a + transport</li> <li>● masculine and feminine nouns</li> </ul>	Voy al supermercado en coche. Voy a la estación a pie. Voy a la escuela en bici.



	4	<ul style="list-style-type: none"> <li>● giving opinions of the town</li> <li>● explaining the opinions</li> </ul>	<ul style="list-style-type: none"> <li>● (no) me gusta</li> <li>● me encanta</li> <li>● odio</li> <li>● ser (es, no es)</li> <li>● porque</li> <li>● intensifiers (muy, bastante)</li> <li>● conjunctions (y, pero, también, sin embargo, porque)</li> </ul>	Me gusta mi pueblo porque es tranquilo y bastante limpio, y no es muy grande.
	5	<ul style="list-style-type: none"> <li>● describing the places in town</li> </ul>	<ul style="list-style-type: none"> <li>● masculine and feminine nouns</li> <li>● definite articles (el, la)</li> <li>● adjectival agreement</li> <li>● adjectival position</li> <li>● ser (es, no es)</li> <li>● intensifiers (muy bastante)</li> <li>● conjunctions (y, pero, también, sin embargo, porque)</li> </ul>	La escuela es moderna y limpia. El cine es grande pero no es bonito.

