



WHOLE SCHOOL SUBJECT OVERVIEW

SUBJECT: MFL - Spanish

SUBJECT LEADER: D Crossfield

YEAR GROUP	Early Learning Goals	Routines	Core Books and Experiences	Continuous Provision	Themes for Learning
EYFS					Numbers 1-10 Colours – black, white, red, blue, orange, yellow, pink, green, brown, purple Greetings – hello, goodbye

Initial implementation plan (Jan -July 2022)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduction Unit Basic language; Numbers 1-10 Colours – black, white, red, blue, orange, yellow, pink, green, brown, purple Greetings – hello, goodbye	Introduction Unit Basic language; Numbers 1-10 Colours – black, white, red, blue, orange, yellow, pink, green, brown, purple Greetings – hello, goodbye, good day, good morning , good afternoon, good night/evening Topic specific (to prepare to access the following years units);	Introduction Unit Basic language; Numbers 1-12 Colours – black, white, red, blue, orange, yellow, pink, green, brown, purple Greetings – hello, goodbye, good day, good morning , good afternoon, good night/evening Topic specific (to prepare to access the following years units);	Introduction Unit Basic language; Numbers 1-12 Colours – black, white, red, blue, orange, yellow, pink, green, brown, purple Greetings – hello, goodbye, good day, good morning , good afternoon, good night/evening Topic specific (to prepare to access the following years units);	Introduction Unit Basic language; Numbers 1-20 Colours – black, white, red, blue, orange, yellow, pink, green, brown, purple Greetings – hello, goodbye, good day, good morning , good afternoon, good night/evening, how are you, very good thank you, see you soon, see you later, see you tomorrow	Introduction Unit Basic language; Numbers 1-20 Colours – black, white, red, blue, orange, yellow, pink, green, brown, purple Greetings – hello, goodbye, good day, good morning , good afternoon, good night/evening, how are you, very good thank you, see you soon, see you later, see you tomorrow



				Topic specific (to prepare to access the following years units);	Topic specific (to prepare to access the following years units);
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Y R/1, 1 & 2 (Refer to EYFS Section)			
DELIVERY METHOD: ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES:			
OUTLINE OF TERMLY LEARNING THEMES –	NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand	LEARNING OUTCOMES:	KEY VOCABULARY CLASS TEXTS
<p>YEAR A:</p> <p>AUTUMN; What is the weather like around the world? Colours and numbers (Early Unit) In this unit the children will learn how to: • Name and recognise up to ten colours in Spanish. • Count from 1-10 ten in Spanish. (Relevant prior learning; EYFS/implementation year – colours, numbers)</p> <p>SPRING What is life like in a castle? Nursery rhymes (Early Unit) To introduce the children to the familiar nursery rhyme and song Estrellita, ¿Dónde Estás? in Spanish, starting to explore the patterns and sounds of language through songs and rhymes (Relevant prior learning;)</p>	<p>No NC objectives for KS1</p>	<p>Name and recognise up to ten colours in Spanish. - I can say the names of the colours black, white, red, blue, orange, yellow, pink, green, brown, purple - I can recognise and identify these colours when I hear them spoken in Spanish - I can recognise the colour names when written - I can begin to spell some colour words</p> <p>Count from 1-10 ten in Spanish. - I can count aloud from 1-10 in Spanish - I can recognise numbers 1-10 when I hear them spoken aloud in Spanish - I can identify the numbers 1-10 out of order - I can recognise the number words when written - I can begin to spell some number words</p>	<p>El color (colour) Negro (black) Blanco (white) Roja (red) Azul (blue) Amarillo (yellow) Naranja (orange) Verde (green) Rosa (pink) Marron (brown) Morado (purple)</p> <p>Numero (number) Uno (one) Dos (two) Tres (three) Cuatro (four) Cinco (five) Seis (six) Siete (seven) Ocho (eight) Nueve (nine) Dies (ten)</p>



SUMMER

How do plants grow? Plants and lifecycles

Ice cream (Early Unit)

In this unit the children will learn how to: • 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.

(Relevant prior learning;)

**YEAR B:
AUTUMN**

What is it like in different parts of the UK?

Greetings (Early Unit)

In this unit the children will learn how to: • Say 'hello' (formally and informally). • Say their name. • Ask how somebody is feeling and give a reply. • Say 'goodbye' and 'see you soon'

(Relevant prior learning; EYFS/implementation year – greetings)

SPRING

Why are these people famous? Samuel Pepys and Great Fire of London

Transport (Early Unit)

Children learn about popular modes of transport and learn a song to remember the vocabulary.

(Relevant prior learning;)

Know 10 ice cream flavours in Spanish.

- Ask for an ice-cream.
- Ask for a particular flavour.
- Specify cone or tub.
- Say please and thank you.

- Say 'hello' (informally).
- Say what I am called.
- Ask somebody how they are feeling and give a reply back when reminded of the language first.
- Say 'goodbye' and also 'see you soon' when I hear it first.

Through song and story learn Spanish for the following modes of transport:
car, plane, boat, bus, motorbike, train, and lorry

Un helado de vainilla = a vanilla
 helado de fresa = a strawberry ice
 helado de pistacho = a pistachio
 helado de plátano = a banana ice
 helado de menta = a mint ice-cream
 Un helado de chocolate = a chocolate
 Un helado de limón = a lemon ice
 Un helado de café = a coffee ice
 Un helado de caramelo = a caramel
 Un helado de mora = a blackberry
 'quisiera' (I would like)
 'un cucurucho' (a cone) and 'una
 pot/tub) 'please', 'por favor' Gr

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 / not good
 Más o menos = So, so
 ¡Adiós! = Goodbye
 ¡Hasta luego! = See you soon

El camión = The lorry
 El camión pita = The lorry beeps
 El tren = The train
 El tren silba = The train whistles
 La motocicleta = The motorcycle
 La motocicleta acelera = The motorcycle
 accelerates
 El autobús = The bus
 El autobús para = The bus stops
 El barco = The boat
 El barco flota = The boat floats
 El aeroplano = The plane
 El aeroplano vuela = The plane flies
 El coche = The car
 El coche circula = The car drives



<p>SUMMER Which animals live at the seaside? Little Red Riding Hood (Early Unit) In this unit the children will learn how to: • 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. (Relevant prior learning;)</p>		<p>Name at least three body parts from the song (and spell – higher ability)</p>	<p>Ojos = eyes Orejas = ears cuerpo = the body La boca = the mouth La boca = the mouth La na Los ojos = the eyes Los p Las orejas = the ears Las rodi El hombro = the shoulder</p>
<p>CONCEPTUAL LINKS ACROSS THE CURRICULUM:</p>			

<p style="text-align: center;">Y 2/3 & 3</p>			
<p>DELIVERY METHOD: ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES:</p>			
<p>OUTLINE OF TERMLY LEARNING THEMES</p>	<p>NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand</p>	<p>LEARNING OUTCOMES:</p>	<p>KEY VOCABULARY CLASS TEXTS</p>
<p>YEAR A: AUTUMN How does S. America compare with Wombwell I can (Early Unit) In this unit the children will learn to: • Recognise some common Spanish verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with puedo.. Also Review Colours and Numbers (Early Unit) (Relevant prior learning;) SPRING Stone Age to Iron Age: Tribes, hunting , gathering and farming Roman Britain: Expansion and Invasion</p>	<p>No NC objectives for KS1 KS2 NC objectives;</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding 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 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 <p>KS2 NC coverage;</p>	<p>Recognise some common Spanish verbs/activities; -Can speak and understand when spoken to, the Spanish for the verbs; -Recognise the above verbs when written - Use these verbs to convey meaning in English by matching them to their appropriate picture. - Begin to spell these verbs accurately Use these verbs in the infinitive with puedo; - I can say I am able to do some of these activities in Spanish by using ‘puedo’. Begin to write simple sentences using ‘puedo’ and the above verbs. Recognise some common Spanish Fruits</p>	<p>puedo.. means ‘I can’ or ‘I am ab Bailar = to dance Canta Cocinar = to cook Saltar Hablar = to talk Escuc Comer = to eat Beber Ver la tele = to watch TV Escrib</p> <p>La fruta = the fruits Las manzan Las fresas = the strawberries</p>



<p>Fruits (Early Unit) In this unit the children will learn how to: • 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.</p> <p>Vegetables (Early Unit) In this unit the children will learn how to: • Name and recognise up to 10 vegetables in Spanish. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. Fruits</p> <p>(Relevant prior learning; EYFS/Y1 -colours)</p> <p>SUMMER What do plants and animals need to be healthy? Presenting myself (Intermediate Unit) In this unit the children will learn how to: • Count to 20 in Spanish. • Say their name and age in Spanish. • Say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling. • Tell you where they live in Spanish. • Tell you if they are Spanish or English, introducing concept of gender and agreement.</p>	<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. 	<p>-Can speak and understand when spoken to, the Spanish for the fruits: Apple, orange, banana, pear, plum, grapes, pineapple, grapefruit, strawberries, raspberries</p> <p>-Recognise the above nouns when written</p> <p>-Begin to spell some of the above nouns correctly</p> <p>-Ask someone if they like or dislike a fruit in Spanish.</p> <p>Recognise some common Spanish Vegetables</p> <p>-Can speak and understand when spoken to, the Spanish for the vegetables; spinach, onions, carrots, aubergines, potatoes, green beans, tomatoes, peas, mushrooms, courgettes</p> <p>-Recognise the above nouns when written</p> <p>-Begin to spell some of the above nouns correctly</p> <p>-Ask someone if they like or dislike a vegetable in Spanish.</p> <p>-Ask someone for vegetables from a market stall stating the weight required.</p> <p>-Recognise numbers 1 – 20</p> <p>-Say name in Spanish</p> <p>-Ask someone how they are feeling and then say how you are feeling back.</p> <p>-Tell someone where you live.</p> <p>-Tell someone if you are Spanish or English.</p> <p>-Become familiar with the concept of gender agreement.</p>	<p>Las naranjas = the oranges Las peras = the pears Las cerezas = the cherries Las ciruelas = the plums Los melocotones = the peaches Los plátanos = the bananas Los kiwis = the kiwis Los albaricoques = the apricots No me gustan... = I do not like... y = and pero = but ¿ Te gustan... ? = Do you like...? Sí, me gustan... = Yes, I like... No, no me gustan... = No, I do not like... Las verduras = The vegetables Las espinacas = The spinach Las cebollas = The onions Las zanahorias = The carrots Las berenjenas = The aubergines Las patatas = The potatoes Las judías verdes = The green beans Los tomates = The tomatoes Los guisantes = The peas Los champiñones = The mushrooms Los calabacines = The courgettes Quisiera... = I would like ... Un kilo de... = A kilo of... Medio kilo de... = Half a kilo ¿Puedo ayudarte? = Can you help you? ¿Algo más? = Is that all? ¿Cuánto cuesta? = How much is it? por favor = 10 euros please Gracias = Thank you Hasta luego = Goodbye En mi cesta = In my basket I have... ¿Cómo te llamas? = What is your name? llamo ... = My name is ... ¿Cómo estás? = How are you? Estoy bien = I am well / good Estoy mal = I am not well / not good Más o menos = So, so ¡Adiós! = Goodbye ¡Hasta luego! = See you soon Once = Eleven Doce = Twelve Trece = Thirteen Catorce = Fourteen Quince = Fifteen Dieciséis = Sixteen</p>
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<p>The family (Intermediate Unit) In this unit the children will learn how to: • Say the nouns in Spanish for members of their family. • Tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. • Continue to count, reaching 100, to enable students to say the age of various family members. • Understand the concept of mi and mis in Spanish.</p> <p>(Relevant prior learning; greetings, numbers)</p> <p>YEAR B: AUTUMN Exploring rivers, mountains and oceans Seasons (Early Unit/Intermediate Unit) In this unit the children will learn to say the four seasons in Spanish and some key vocabulary for things relevant to that season.</p> <p>Also Review Greetings/I'm learning Spanish (Early Units)</p>		<p>-Say nouns for family members; mum, dad, son, daughter, aunt, uncle, grandma, grandad,</p> <p>-Counting to 100</p> <p>-Tell the age of family members</p> <p>-Understand the concept of mi and mis in Spanish</p> <p>-Say the names of the seasons in Spanish – Sing songs to remember.</p> <p>-recognise key vocabulary to describe the seasons: cold, snow, flowers, birds sing, hot, sunny, trees loose leaves.</p> <p>-Say which season is your favourite and why.</p>	<p>Diecisiete = Seventeen Dieciocho = Eighteen Diecinueve = Nineteen Veinte = Twenty</p> <p>¿Cuántos años tienes? = How old are you? Tengo ... años = I am ... years old ¿Dónde vives? = Where do you live? Vivo en... = I live in (+ town/city) Londres = London Soy inglés/inglesa = I am English Soy español/española = I am Spanish Soy de Inglaterra = I am from England</p> <p>La mamá = the mother El papá = the father La abuela = grand-mother El abuelo = the grand-father La hija = the daughter El hijo = the son La tía = the aunty El tío = the uncle Los padres = the parents Los abuelos = grand-parents ¿Tienes un hermano? = Do you have a brother? ¿Tienes una hermana? = Do you have a sister? Si, tengo un hermano = Yes, I have a brother Si, tengo una hermana = Yes, I have a sister Si, tengo dos hermanos = Yes, I have two brothers Si, tengo dos hermanas = Yes, I have two sisters No, soy hijo único = No, I am an only child No, soy hija única = No, I am an only child Diez = 10 Veinte = 20 Treinta = 30 Cuarenta = 40 Cincuenta = 50 Sesenta = 60 Setenta = 70 Ochenta = 80 Noventa = 90 Cien = 100</p> <p>Las estaciones = The seasons El invierno = Winter La primavera = Spring El verano = Summer El otoño = Autumn Hay cuatro estaciones = There are four seasons En invierno = In winter Hace frío = It is cold Nieva = It snows/ it is snowing*</p>
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<p>(Relevant prior learning: greetings, colours)</p> <p>SPRING <u>Stone Age to Iron Age: Technology and travel</u> <u>Roman Britain: Who was Boudicca?</u> Ancient Britain (Early Unit) In this unit the children will learn how to: • Learn and use the Spanish for “I am” (Soy), “I have” (Tengo) and “I live” (Vivo). • Name in Spanish, the six key periods of ancient Britain, introduced in chronological order. • Be able to say in Spanish three of the types of people who lived in ancient Britain. • Tell somebody in Spanish the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. • Name the three types of dwellings people lived in during the stone age, bronze age and iron age.</p> <p>In class (Intermediate Unit) In this unit the children will learn how to: • Recognise and repeat from memory simple classroom objects and use the correct gender. • Say what they have and do not have in their pencil case. • Recognise and respond to simple classroom commands and praise (Relevant prior learning: numbers, greetings,)</p>		<p>-Review key greetings: hello, good day, good afternoon, good night, good bye, How are you? *See Greetings Early Unit Yr 1 and 2</p> <p>-Learn Spanish for I am, I have, I live and make simple sentences with these to talk about themselves. I am English. I have a mother and a father. I live in Barnsley.</p> <p>-Name the 6 key periods of ancient Britain (Stone age, Iron Age, Bronze Age, Romans, Anglo Saxons and vikings)</p> <p>-Be able to say three types of people who lived in ancient Britain (stone age, iron age, bronze age man)</p> <p>-Name three types of hunting tools (flint, axe, sword)</p> <p>-Name three types of dwelling (cave, hut, round house)</p> <p>-Recognise and say 5 classroom objects; pencil sharpener, exercise book, pen, pencil, reading book, rubber, ruler, calculator, scissors, glue stick, book bag and to use correct gender with these nouns.</p> <p>-listen to and respond to classroom commands; listen, write, repeat, read, silence,</p>	<p>En primavera = In spring Las flores flowers grow Los pájaros cantan En verano = In summer Hace sol Hace calor = It is hot En otoño = In autumn Los árboles hojas = The trees lose their leaves favorita es = My favourite season Because</p> <p>Soy... = I am Soy un hombre de la edad de piedra man from the stone age Soy una mujer de la edad de piedra woman from the stone age Soy un hombre de la edad de bronce man from the bronze age Soy una mujer de la edad de bronce woman from the bronze age Soy un hombre de la edad de hierro man from the iron age Soy una mujer de la edad de hierro woman from the iron age Tengo... = I have... Un sílex Un hacha * = an axe Una espada Vivo... = I live ... Vivo en... = I live in Una cueva = a cave Una choza Una casa redonda = a round house</p> <p>Un sacapuntas = a pencil sharpener Un cuaderno = an exercise book Un lápiz = a pencil Un bolígrafo Un estuche = a pencil case Un libro = a reading book Una goma = a rubber Una regla Una calculadora = a calculator Unas tijeras * = a pair of scissors Una barra de pegamento = a glue stick Una cartera = a book bag / a school bag</p>
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SUMMER

What life can be found in the seas and oceans?

Animals (Early Unit)

In this unit the children will learn how to: • Remember all the language from unit 1 • Be introduced to ten animals in Spanish • Match all the new Spanish words to the appropriate picture • Remember the words for at least five animals in Spanish unaided • Attempt to spell at least three animals correctly in Spanish

Do you have a pet? (Intermediate Unit)

In this unit the children will learn how to: • Repeat, recognise and attempt to spell the eight 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 connectives Y (“and”) or PERO (“but”).

(Relevant prior learning; animals, little red riding hood)

-Learn words for ten animals; lion, bird, rabbit, horse, monkey, pig, canary, mouse, cow, sheep

-Remember at least five of these words unaided (orally)

-Write at least three of these words.

-Use the correct article for the animals taught: dog, cat, hamster, rabbit, fish, mouse, parrot, tortoise

-Tell someone if they have or do not have a pet.

-Ask someone else if they have a pet.

-Tell somebody the name of the pet.

-Say longer sentences such as:

Id like a cat **but** my mum doesn't like them.

I have a fish **and** a dog,

tengo = I have no tengo = I have
tengo un bolígrafo = I have a pen
bolígrafo = I do not have a pen
¿Qué tienes en tu estuche? = What
in your pencil case?

En mi estuche tengo... = They list
in their pencil case (in Spanish).

En mi estuche no tengo... = They
do not have in their pencil case

¡ Escuchad ! = listen ¡ Escribe ! = write

¡ Repetid ! = repeat ¡ Leed ! = read

Silencio ! = silence ¡ Cerrad los libros ! = close your books

¡ Abrid los libros ! = open your books ¡ Pensad ! = think

Preguntad ! = ask

¡ Levantad la mano ! = raise your hand

Un león = a lion Un pájaro = a bird

Un conejo = a rabbit Un caballo = a horse

Un mono = a monkey Un cerdo = a pig

Un canario = a canary Un ratón = a mouse

Una vaca = a cow Una oveja = a sheep

Soy – I am

Tengo... = I have... Tengo un perro = I have a dog

Tengo un gato = I have a cat Tengo un conejo = I have a rabbit

Tengo un hamster = I have a hamster Tengo un pez = I have a fish

Tengo un hamster = I have a hamster Tengo un pez = I have a fish

ratón = I have a mouse Tengo un parrot = I have a parrot / parakeet

Tengo un tortoise = I have a tortoise Y = and

Tengo... = I have... ...que se llama... = that is called...

Example: Tengo un perro que se llama Lolo = I have a dog that is called Lolo

No tengo ... = I have not got / I do not have

Examples: Tengo un perro = I have a dog No tengo un perro = I do not have a dog

cotorra = I have a parrot/parakeet No tengo una cotorrea = I do not have a parrot/parakeet

Que se llama... = that is called

CONCEPTUAL LINKS:



Y 4, 4/5 & 5																	
DELIVERY METHOD: ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES:																	
OUTLINE OF TERMLY LEARNING THEMES – Description of historical content and context	NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand	LEARNING OUTCOMES:	KEY VOCABULARY CLASS TEXTS														
<p>YEAR A: AUTUMN Where would you like to visit in Europe? Weather (Intermediate Unit) In this unit the children will learn how to: • Repeat and recognise the vocabulary for weather in Spanish. • Ask what the weather is like today. • 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.</p> <p>The Date (Intermediate Unit) In this unit the children will learn how to: • Repeat and recognise the months of the year in Spanish. • Ask when somebody has a birthday and say when they have their birthday. • Say the date in Spanish. • Create a Spanish calendar. • Recognise key dates in the Spanish calendar</p>	<p>KS2 NC coverage;</p> <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 	<p>-Say when the weather is: raining, snowing, sunny, windy, fine, not good, cold, hot, stormy.</p> <p>-Ask what the weather is like.</p> <p>-Say what the weather is like today.</p> <p>-Describe weather in different regions using directional language.</p> <p>-Recognise and say months of the year.</p> <p>-Ask someone when their birthday is.</p> <p>-Say when your birthday is.</p> <p>-Say the date.</p>	<p>TEXTS: Está lloviendo = it is raining Está snowing Hay tormenta = there is sol = it is sunny Hace mucho viento = it is sunny Hace buen tiempo = the weather is good mal tiempo = the weather is not good = it is cold Hace calor = it is hot</p> <table border="0"> <tr> <td>Monday</td> <td>lunes</td> </tr> <tr> <td>Tuesday</td> <td>martes</td> </tr> <tr> <td>Wednesday</td> <td>miércoles</td> </tr> <tr> <td>Thursday</td> <td>jueves</td> </tr> <tr> <td>Friday</td> <td>viernes</td> </tr> <tr> <td>Saturday</td> <td>sábado</td> </tr> <tr> <td>Sunday</td> <td>domingo</td> </tr> </table> <p>En el norte de España = in the north of Spain el sur de España = in the south of Spain centro de España = in the centre of Spain oeste de España = in the west of Spain este de España = in the east of Spain</p> <p>enero = January febrero = February March abril = April mayo = May junio = June julio = July agosto = August septiembre = September octubre = October noviembre = November diciembre = December</p>	Monday	lunes	Tuesday	martes	Wednesday	miércoles	Thursday	jueves	Friday	viernes	Saturday	sábado	Sunday	domingo
Monday	lunes																
Tuesday	martes																
Wednesday	miércoles																
Thursday	jueves																
Friday	viernes																
Saturday	sábado																
Sunday	domingo																



<p>(Relevant prior learning: numbers, months, days, seasons)</p> <p>SPRING Who were the Anglo Saxons and Vikings? Ancient Greeks: Culture and Beliefs Clothes (Intermediate Unit) In this unit the children will learn how to: • Repeat and recognise the vocabulary for a variety of clothes in Spanish. • Use the appropriate genders and articles for these clothes. • Use the verb LLEVAR in Spanish with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy. (Relevant Prior Learning – colours)</p> <p>The Vikings (Progressive Unit)</p>	<ul style="list-style-type: none"> 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. <p>Additional coverage;</p>	<p>-Recognise some key dates in the Spanish calendar.</p> <p>-Know vocabulary for: swimwear, dress, coat, t shirt, blouse, tie, scarf, skirt, jacket, shirt, cap, trousers, shorts, gloves, shoes, socks, tights, boots, sandals, sunglasses. -Use mi or mis for gender agreement. -Use llevar to say I wear. -Say what you wear in different weather conditions. -Describe clothes in terms of colour and apply adjectival agreement.</p> <p>-To know and use tengo and soy verbs. -To describe yourself using language of hair colour, eye colour and height.</p>	<p>¿Qué fecha es hoy? (What is the date today?) Hoy es... (Today it is...) ¿Cuándo es tu cumpleaños? (When is your birthday?) and how to answer it cumpleaños es el... (My birthday is on...) Jan 1st Año Nuevo (New Year's Eve) día de los Reyes Magos (12th night of Christmas presents are given away) 19th San José (Father's Day) Varadero Santo (Good Friday) Variable Día del (Easter Sunday) May 1st Día del Day) Jun 24th San Juan (St. John's Day) (mid June) Corpus Christi Jun 29th San San Pablo (St. Peter & St.Paul) Jun 30th (St. James, patron saint of Spain) Jul 15th Asunción (Assumption) Oct 12th Día de Hispanidad (Columbus Day) Nov 1st todos los santos (All Saints Day) Nov 6th la Constitución (Constitution Day) Dec 8th Inmaculada Concepción (Immaculate Conception) Dec 24th Noche Buena Eve) Dec 25th Navidad (Christmas) Noche Vieja (New Year's Eve)</p> <p>Un traje de baño = swim wear Un jumper Un vestido = a dress Un Una camiseta = a tee shirt Una b Una corbata = a tie Una bufanda falda = a skirt Una chaqueta = a camisa = a shirt Unit – La Ropa gorra = a cap Unos pantalones = trousers * Unos pantalones cortos shorts * Unos guantes = a pair of zapatos = a pair of shoes * Unos pair of socks * Unas medias = a p Unas botas = a pair of boots * Un pair of sandals * Unas gafas = a p glasses/sunglasses * llevo = I wear</p> <p>La edad de piedra = the stone age bronce = the bronze age La edad</p>
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The unit starts with a lesson on reading, listening, and decoding longer text (a key language learning strategy) before recycling the two key high frequency verbs required to describe appearance - Tengo (I have) and soy (I am). These two verbs will be used with a much wider range of vocabulary to describe the four members of the Viking family. Adjectival agreement will be thoroughly explored once again along with the opportunity to recycle the possessive adjective 'my' as the pupils work through the lessons in the unit. There will be clear opportunities to move from first person to third person singular in the challenge sections, allowing the children to describe someone else should they wish. The lessons require the pupils to describe themselves as a member of the Viking family first but they can, of course, describe themselves and friends/family members/others as they will have the knowledge to do so. The unit ends with a challenging lesson on daily routine including an opportunity to look at reflexive verbs in more depth if required.

(Relevant prior learning; family, myself, ancient Britain)

SUMMER
[What on Earth is beyond our planet?](#)
Planets (Progressive)
 In this unit the children will learn how to: • Name and recognise the planets in Spanish on a solar system map. • Spell at least five of the planets in Spanish. • Say an interesting fact about at least four of the planets in Spanish. • Explain the rules of adjectival agreement clearly in Spanish.

-To describe the character of a person or yourself.
 -To say 3 activities you have been doing during the day (imaginative ideas pretending you are a member of a Viking family)

-Name and recognise planets in Spanish.
 -Spell 5 planets in Spanish.
 -Say interesting facts for 4 planets.
 -Explain the adjectival agreement.

iron age El imperio Romano = the Anglosajones = the Anglo Saxon vikinga = the Viking age SOY (I am) to ES (he/she is) and to TIENE (he/she has) Soy = I am Bajo/a = short Peligroso/a = dangerous Bárbaro/a = barbaric Violento/a = violento Aterrador/a = terrifying Despiado/a = despicable Atrevido/a = adventurous Inteligente/a = intelligent Fuerte = strong Pero = but Y = and Tengo = I have El pelo = hair Largo/a = long Corto* = short No tengo el pelo = I don't have hair Liso* = straight Rizado* = curly Curly wavy Moreno* = black Gris* = grey brown Rubio* = blond Soy pelirrojo/a = ginger/I am a redhead Tengo = I have Los ojos = eyes Azules* = blue Verdes* = green Marrones* = brown Me levanto = I wake up/I wake myself up = I go fishing Como = I eat Rezo = I pray I pillage Exploro = I explore Lucho = I fight acuesto = I go to bed/I put myself to bed I do/ I make Hablo = I speak / talk Todos los días = Everyday Spanish personal subject pronouns You Él = He Ella = She Nosotros = We You (all) Ellos = They (masculine) Ellas = They (feminine) Spanish reflexive pronouns Myself Te = Yourself Se = Himself/ Herself Ourselves Os = Yourselves Se = Themselves

Los planetas = the planets La Luna = the Moon Sol = the Sun La Tierra = the Earth Mercurio = Mercury Neptuno = Neptune Plutón = Pluto Saturno = Saturn Urano = Uranus = Venus Júpiter = Jupiter El Sol está en el centro The sun is in the center Saturno está lejos del sol y tiene 18 lunas Saturn is far from the sun and has 18 moons Venus está cerca del sol y hace mucho viento Venus is close to the sun it is always very windy Urano es azul del sol y es azul y verde Uranus is blue the sun and is blue and green Júpiter



<p>Café (Intermediate Unit) In this unit the children will learn how to: • Order from a selection of foods from a Spanish menu. • Order from a selection of drinks from a Spanish menu. • Order a Spanish breakfast. • Order typical Spanish snacks. • Ask for the bill. • Remember how to say hello, goodbye, please and thank you.</p> <p>(Relevant prior learning; iccream, fruits, vegetables)</p> <p>YEAR B: AUTUMN <u>How does Whitby compare to Wombwell?</u> My home (Intermediate Unit) In this unit the children will learn how to: • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt 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</p>
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<ul style="list-style-type: none">-order items (at least 10 different items – drinks and food) from a selection of Spanish food.-Order a Spanish breakfast.-Order a Spanish snack.-Ask for the bill.-Remember your manners: hello, goodbye, please, thank you. <ul style="list-style-type: none">-Say where you live (house type)-Recognise 10 nouns and spell them for rooms inside the house.-Tell someone what rooms you have in side your house – in Spanish.-Ask someone else what rooms they have.
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<p>y también está bastante lejos de huge and also quite far from the bastante pequeño y está cerca de quite small and close to the sun Planetas Page 9 Plutón es el m pequeño Pluto is the furthest an Marte está bastante cerca del so is quite close to the sun and red planeta cerca de Marte y tiene s luna The Earth is a planet close t has one moon Neptuno es u</p> <p>Quiero = I would like (NB: the ea order both drinks and food and 'to eat' and 'to drink') Por favor zumo = a juice Un café = a black con leche = a white coffee Un té Un té con leche = a tea with milk caliente = a hot chocolate La cue the bill please Un croissant = a croissant La ma butter Pan = bread La mermelad Un bizcocho = sponge cake Cere ¿Qué quieres? = what would you I would like ... La cuenta por favo please Quiero... = I would like Por favor trozo de tortilla = a piece of tort Spanish doughnuts Tapas = tapa starters) Patatas fritas = chips Un sandwich Una coca-cola = a coke con gas = a fizzy lemonade</p> <p>¿ Dónde vives ? = Where do you I live in... Una casa = A house Un apartment En la ciudad = In tow In the countryside En la montañ mountains En la costa = By the s = In a village En mi casa hay... = In my home t are... Una cocina = A kitchen Un dining room Un cuarto de baño</p>



rooms they have or do not have in their home. • Ask somebody else in Spanish what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age)

(Relevant prior learning; family)

SPRING

[What was life like in Wombwell during WW1?](#)

[Ancient Greeks – Innovation and Legacy](#)

Classroom (intermediate Unit) Revisiting from 2 years previous

In this unit the children will learn how to: • Recognise and repeat from memory simple classroom objects and use the correct gender. • Say what they have and do not have in their pencil case. • Recognise and respond to simple classroom commands and praise.

(Relevant prior learning; classroom vocab, numbers)

-Create short spoken (or written) passage in Spanish about where they live including...

My name is

I am ---- Years old

I live in Barnsley.

My house is _____

Describe house (basic)

Recognise and say 10 classroom objects; pencil sharpener, exercise book, pen, pencil, reading book, rubber, ruler, calculator, scissors, glue stick, book bag *and to use correct gender with these nouns.*

-say what they have in their pencil case.

-listen to and respond to classroom commands; listen, write, repeat, read, silence, close your books, open your books, think, ask, raise your hand.

Un dormitorio = A bedroom Un baño = A bathroom Un living room = A living room Un comedor = A dining room Un salón = A living room Un estudio = A study office / a study Un salón = A living room Un sótano = A basement Un garaje = A garage Un jardín = a garden En mi casa hay... = In my home there are... En mi casa no hay... = In my home there are not... / there are no... Y = and Pe... Me llamo... = My name is... Tengo... años = I am... years old Vivo en... = I live in... ¿Cómo es tu casa? = How is your home? ¿Qué tienes? = What do you have? ¿Dónde vives? = Where do you live? ¿Cómo es tu casa? = How is your home like?

Un sacapuntas = a pencil sharpener Un cuaderno = an exercise book Un lápiz = a pencil Un bolígrafo = a pen Un estuche = a pencil case Un libro = a reading book Una goma = a rubber Una calculadora = a calculator Unas tijeras * = a pair of scissors Una barra de pegamento = a glue stick Una cartera = a book bag / a school bag tengo = I have no tengo = I have not tengo un bolígrafo = I have a pen ¿Qué tienes en tu estuche? = What do you have in your pencil case? En mi estuche tengo... = They have... in their pencil case (in Spanish). En mi estuche no tengo... = They do not have in their pencil case ¡ Escuchad ! = listen ¡ Escribid ! = write ¡ Repetid ! = repeat ¡ Silencio ! = silence ¡ Cerrad los libros ! = Close your books ¡ Abrid los libros ! = Open your books

verdadero (true) or falso (false)



The Olympics (Intermediate Unit)

In this unit the children will learn how to: • Tell somebody in Spanish the key facts of the ancient Olympics. • Tell somebody in Spanish the key facts of the modern Olympic games. • Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in Spanish. • Say the nouns in Spanish for key sports in the current Olympic games. • Conjugate the irregular verb PRACTICAR enabling the students to say what sports they play and what sports they do not play. • Understand the concept of gender, using el and la when you say you play a sport in Spanish.

(Relevant prior learning; ancient Britain, numbers, likes and dislikes)

SUMMER

Which animals and plants live in habitats around the world?

Habitats (intermediate Unit)

In this unit the children will learn how to: • Tell somebody in Spanish the key elements animals and plants need to survive in their habitat. • Tell somebody in Spanish examples of the most common habitats for plants and animals and give a named example of these habitats. • Tell somebody in Spanish which animals live in these different habitats. • Tell somebody in Spanish which plants live in these different habitats.

Me in the world (progressive unit)

In this unit the children will learn: • About the many countries in the world that speak Spanish. • About different festivals (religious and non-religious) around the world. • That we are different and yet all the same. • That we can all help to protect our planet

-Tell someone three key facts about ancient Olympics in Spanish.

-Tell someone three key facts about modern Olympics in Spanish.

-Begin to look for clues when decoding longer texts.

-Say nouns for 8 events in Spanish.

-Use verb practicar when talking about sports they play and do not play.

-use correct gender la and el when discussing sports.

-Say that animals/plants need water, food and oxygen to survive.

-Be able to say three habitats and an animal that lives in each place in Spanish.

-Say an adaptation of three animals to their habitat in Spanish.

-Say five countries in the world that speak Spanish.

-Say three different festivals around the world in Spanish.

Say three different things we can do to save our planet in Spanish.

‘Las Olimpiadas

La equitación = horse riding La natación = swimming El remo = rowing

Las Olimpiadas | Page 20 El atletismo = athletics

El boxeo = boxing El ciclismo = cycling

El trapezista = gymnast El tiro con arco = archery

El triatlón = triathlon

Nosotros = An all masculine group

group in which the male speaker is included ('we').

Nosotras = An all feminine group in which the female speaker is included ('we').

Ellos = An all masculine group or a mixed group.

Ellos = An all masculine group or a mixed group.

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Ellos = An all masculine group or a mixed group.



(Relevant prior learning; animals, geography – world knowledge)			to use less cardboard. Voy a utilizar = I am going to use less water. "¿Qué vas a hacer para ayudar a la planeta?" ("What are you going to do to save the planet?")
CONCEPTUAL LINKS:			

Y 6			
DELIVERY METHOD: ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES:			
OUTLINE OF TERMLY LEARNING THEMES –	NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand	LEARNING OUTCOMES:	KEY VOCABULARY CLASS TEXTS
<p>AUTUMN Extreme Earth: What causes natural disasters? Regular Verbs In this unit the children will learn how to: • Recognise and understand what a pronoun is in both English and Spanish and be able to say what the key personal pronouns are in Spanish. • Understand what a verb is in both English and Spanish and how to then create a stem and work out the endings for regular –ER, -IR and -AR verbs. • Conjugate in Spanish a regular –ER verb. • Conjugate in Spanish a regular –IR verb. • Conjugate in Spanish a regular –AR verb.</p> <p>Irregular verbs (Progressive units) In this unit the children will learn how to: • Recognise and understand what a verb and pronoun are in both English and Spanish and be able to say what the key personal pronouns are in Spanish. • Conjugate in Spanish the irregular verb IR (to go). • Conjugate in Spanish the irregular verb TENER (to have). • Conjugate in Spanish the irregular verb SER and ESTAR (both mean to be). • Conjugate in Spanish the irregular verb HACER (to do).</p>	<p>KS2 NC coverage;</p> <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 	<p>-Say what a pronoun is in English and what they are in Spanish. -know verbs comer, vivir and hablar Conjugate in Spanish a regular –ER verb. Conjugate in Spanish a regular –IR verb. Conjugate in Spanish a regular –AR verb.</p> <p>-Conjugate in Spanish the irregular verb IR (to go). Conjugate in Spanish the irregular verb TENER (to have). -Conjugate in Spanish the irregular verb SER and ESTAR (both mean to be).</p>	<p>TEXTS: Yo = I Tú = You (informal) Usted = You (formal) (see notes below) Él = He Ella = She We (masculine or mixed group) Vosotros = You (masculine or mixed group) Vosotras = You (informal - feminine group) Ustedes = You (formal) (see notes below) Ellos = They (masculine or mixed group) Ellas = They (feminine group) Prometer = to promise. Acelerar = to accelerate. Amar = to love. Aplaudir = to applaud. Decidir = to decide) Comer – To eat, vivir – to live, hablar – to speak, cantar – to sing, comprar – to buy, vender – to sell, partir – to leave</p> <p>IR = 'to go' TENER = 'to have' SER = 'to be' ESTAR = 'to be' HACER = 'to do'</p>



<p>(Relevant prior learning; verbs encountered during other units)</p> <p>SPRING Who were the Ancient Egyptians? What was Wombwell like in Victorian times? At school (Progressive Unit) In this unit the children will learn how to: • 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.</p> <p>(Relevant prior learning; the classroom, numbers)</p> <p>At the Weekend (Progressive unit) In this unit the children will learn how to: • Ask what the time is in Spanish. • Tell the time accurately in Spanish. • Learn how to say what</p>	<ul style="list-style-type: none"> • 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. 	<p>-Conjugate in Spanish the irregular verb HACER (to do).</p> <p>-Name 8 different school subjects in Spanish. -Say what subjects they like and dislike. -Say why they like and dislike. -Tell the time to the hour in Spanish. -Say what hour they study certain subjects.</p>	<p>Las asignaturas = School subjects = ICT La historia = History La música = Music geografía = Geography La educación = Education El inglés = English El español = Spanish Art Las matemáticas = Maths Las ciencias = Sciences ¿Qué te gusta ? = What do you like? gusta...? / ¿Te gustan...? * = Do you like...? / Me gustan... * = I like... Me encantan... * = I love... No me gustan... * = I do not like... Ojalá me gusta... / Sí, me gustan... ** = I would like... / Sí, me encantan... love... No, no me gusta... / No, no me gustan... ** = No, I do not like... No, odio ** = I hate... And Pero = But Aburrido = Boring Dificil = Difficult Interesante = Interesting Divertido = Fun Easy Inútil = Pointless Porque = Because Porque es... = Because it is... Porque son... = Because they are... ¿Qué hora es? = what time is it? one o'clock Son las dos = it is two o'clock tres = it is three o'clock Son las cuatro = it is four o'clock o'clock Son las cinco = it is five o'clock seis = it is six o'clock Son las siete = it is seven o'clock o'clock Son las ocho = it is eight o'clock nueve = it is nine o'clock Son las diez = it is ten o'clock o'clock Son las once = it is eleven o'clock doce = it is twelve o'clock Es medianoche = it is midnight midnight Es mediodía = it is midday</p>
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they do at the weekend in Spanish. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend.

(Relevant prior learning; At school – time, verbs, sports)

SUMMER

What is the story behind Chocolate?

Healthy Lifestyle (Progressive Unit)

In this unit the children will learn how to: • Name and recognise ten foods and drinks that are considered good for your health. • Name and recognise ten foods and drinks that are not considered good for your health. • Say what activities they do to keep in shape during the week. • Say in general what they do to keep a healthy lifestyle. • Learn to make a healthy recipe in Spanish.

(Relevant prior learning ; icecream, fruits, vegetables, café,)

-Say the time in Spanish to quarter of the hour.
-Say what they do at the weekend in Spanish (up to 5 activities)
-Put and (y) into sentences to make them longer.
-Say what times they do particular activities.

-Name 10 food in Spanish that are good for you.
-Name 10 food that are not good for you.
-Name 5 activities you do to keep in shape.
-Say a sentence to say generally how you keep healthy.
-Learn to make a healthy Spanish recipe.

Y cuarto = quarter past Y media
Menos cuarto = quarter to
Me levanto = I get up Desayuno
breakfast Veo la tele = I watch te
read Escucho música = I listen to
videojuegos = I play computer g
fútbol = I play football Voy a la p
the swimming pool Voy al cine =
cinema Voy a dormir = I go to sle
¡Es increíble! = It's amazing / inc
genial! = It's great! ¡Es divertido
agotador! = It's tiring / exhaustin
= It's boring! ¡Es horrible! = It's h
¿Qué haces los fines de semana?
do at the weekend?

Comer = to eat Comer sano = to
Pescado = fish Pollo = chicken Q
Leche desnatada = skimmed mil
wholemeal bread Agua = water
Vegetales = vegetables Fruta = fr
nuts carne roja = red meat leche
pan blanco = white bread choco
mantequilla = butter caramelos
fritas = chips bebidas con gas = f
galletas = biscuits Como = I eat E
Unit - La Comida Sana | Page 10
buena salud como... = To stay he
Para tener una buena salud beb
healthy I drink... Para tener una
como... = To stay healthy I do no
tener una buena salud no bebo.
healthy I do not drink...
Juego al baloncesto = I play bask
mi perro = I walk my dog Hago n
swimming Monto en bicicleta = I
judo = I do judo Juego al tenis =
veo la tele = I do not watch telev
con juegos electrónicos = I do no
games
¡Cortar! = cut ¡Añadir! = add ¡M
¡Rallar! = grate ¡Cocinar! = cook



CONCEPTUAL LINKS: