



SPANISH SUBSTANTIVE KNOWLEDGE

Key Spanish words

Numbers 1 to 10

Names of colours

<u>Yo Aprendo Español</u> <u>(I'm Learning Spanish)</u>	<u>Los Animales (Animals)</u>	<u>La Fruta (Fruits)</u>	<u>Los Instrumentos</u> <u>(Musical Instruments)</u>	<u>Caperucita Roja (Little</u> <u>Red Riding Hood) *</u>	<u>Puedo (I can...)</u>
Ask how someone is ¿Cómo estás?	Name animals.	Name fruits.	Name musical instruments.	Name different body parts.	Name some verbs/activities.
Answer the question ¿Cómo estás? saying how I feel.	Build a simple sentence using the verb soy (I am) + animal. Follow the sentence with Me llamo + name	Ask somebody if they like a particular fruit. "¿Te gustan...?"	Say toco (I play) a particular instrument in Spanish.		Use verbs with puedo...
Ask somebody their name ¿Cómo te llamas'?	<u>Grammar</u>	Say what fruits I like and dislike. Me gustan...(I like...) No me gustan...(I do not like...)	Say that he/she plays a particular instrument <i>él</i> <i>toca.../ella toca...</i>		<u>Grammar</u>
Tell someone my name. Me llamo...	<i>Know that nouns can be masculine or feminine</i>	<u>Grammar</u>	<u>Grammar</u>		<i>Explore the three main groups of verbs in Spanish with endings er, ir and ar.</i>
Count to 20		<i>Categorise nouns by gender (un or una).</i>	<i>Explore the use of articles -la, el and los.</i>		

<u>Me Presento</u> <u>(Presenting myself)</u>	<u>La Familia (The Family)</u>	<u>Mi casa (My Home)</u>	<u>Hábitats (Habitats) *</u>	<u>Mi Clase (My Classroom)</u>	<u>Ricitos De Oro y Los Tres Osos (Goldilocks and the Three Bears) *</u>
Ask somebody their age <i>¿Cuántos años tienes?</i>	Names for family members	Names of common locations of homes.	Name the key elements animals and plants need to survive in their habitat	Name classroom objects.	
Tell someone my age. <i>Tengo ____ años.</i>	Ask/answer the question <i>¿Cómo se llama?</i> telling somebody the name of family members <i>él/ella se llama...</i>	Names of common rooms in a house.	<u>Grammar</u> <i>Explore regular present tense verbs –er and -ir</i>	Say what I have and do not have in my pencil case. <i>En mi estuche tengo.../En mi estuche no tengo...</i>	
Tell someone my nationality.		Answer the question <i>¿Dónde vives ?</i> saying whether I live in a house or apartment and say where it's located. <i>Vivo en.... en....</i>	 <i>Explore the 3rd person conjugation of the verbs crecer and vivir.</i>	Ask somebody what they have in their pencil case <i>¿Qué tienes en tu estuche?</i>	
Count to 100 in multiples of 10	Tell somebody a family members age (numbers to 100)				
<u>Grammar</u> <i>Begin to understand gender agreement (soy inglés/inglesa and soy español/español)</i>	Ask/answer the questions <i>¿Tienes un hermano? / ¿Tienes una hermana?</i> telling somebody if I have a brother/sister.	Tell somebody what rooms I have or do not have in my home. <i>En mi casa hay.../En mi casa no hay...</i>		Recognise and respond to classroom commands and praise. <u>Grammar</u>	

	<p><u>Grammar</u></p> <p><i>Know matching gender articles for member of their family la/el.</i></p> <p><i>To understand gender agreement él/ella se llama</i></p>	<p>Ask somebody what rooms they have or do not have in their home <i>¿cómo es tu casa?</i></p> <p><u>Grammar</u></p> <p><i>To pluralise nouns i.e. vowel ending add s/consonant ending add es</i></p>		<p><i>Use the correct article un/una/unas</i></p>	
--	---	---	--	---	--

<p><u>¿Tienes una mascota?</u> (Do you have a pet?)</p> <p>Name pets.</p> <p>Tell somebody if I have or do not have a pet. <i>Tengo.../no tengo...</i></p> <p>Tell somebody my pet's name <i>que se llama...</i></p> <p><u>Grammar</u></p> <p>Create a longer phrase using the connectives <i>Y</i> ("and") or <i>PERO</i> ("but").</p>	<p><u>¿Qué Fecha Es Hoy?</u> (What is the date?)</p> <p>Name the days of the week.</p> <p>Name the months of the year.</p> <p>Say the date in Spanish <i>Hoy es (number) de (month).</i></p> <p>Ask somebody when it's their birthday <i>¿Cuándo es tu cumpleaños?</i> and say when I have my birthday. <i>Mi cumpleaños es el...</i></p> <p><u>Grammar</u></p>	<p><u>¿Qué Tiempo Hace?</u> (The Weather)</p> <p>Name different types of weather.</p> <p>Ask and say what the weather is like today.</p> <p>Describe the weather in different regions of Spain.</p>	<p><u>La ropa (The Clothes)</u></p> <p>Name a variety of clothes.</p> <p>Say what I wear in different weather/situations. <i>Cuando hace buen tiempo llevo...</i></p> <p>Describe clothes in terms of their colour</p> <p><u>Grammar</u></p> <p>Know that the adjective comes after the noun.</p>	<p><u>Los Romanos (The Romans) *</u></p>	<p><u>Las Olimpiadas (The Olympics) *</u></p> <p>Name key sports in the current Olympic games.</p> <p>Say what sports I play and what sports I do not play. (<i>Practico... No practico...</i>)</p> <p><u>Grammar</u></p> <p>Understand the concept of gender, using <i>el</i> and <i>la</i> when I say I play a sport in Spanish.</p>
---	---	---	---	--	--

	<p><i>Know that months and dates do not have a capital letter unless they are found at the start of a sentence.</i></p> <p><i>Recognise that the 2nd, 3rd, 4th etc is not used in the Spanish date.</i></p> <p><i>Know that 1st is use only and that el uno or el primero is used.</i></p>		<p><i>Know that my has two forms – mi(singular) and mis (plural)</i></p>		
--	---	--	--	--	--

<u>En El Colegio (At School)</u>	<u>Los Verbos Regulares (Regular Verbs)</u>	<u>El Fin De Semana (The Weekend)</u>	<u>La Segunda Guerra Mundial (World War 2)</u>	<u>Los Planetas (The Planets)</u>	<u>Yo En El Mundo (Me in the World)</u>
<p>Name school subjects</p> <p>Ask and say what subjects I like and dislike at school ¿ Te gusta... ?/ ¿ Te gustan... ?</p> <p>Give opinions about school subjects with justifications i.e. <i>I love Mathematics because it's useful.</i></p> <p>Tell the time (o'clock)</p> <p>Say what time I have a particular subject at school.</p>	<p><u>Grammar</u></p> <p>Name different personal pronouns</p> <p>Identify the stem and the ending in regular verbs</p> <p>Conjugate regular ER, IR and AR verbs.</p>	<p>Ask what the time is in Spanish ¿Qué hora es? and tell someone the time to the nearest 5minutes.</p> <p>Ask someone what they do at the weekend ¿Qué haces los fines de semana? and tell someone the activities that I do at the weekend.</p> <p>I can give an opinion about activities.</p> <p><u>Grammar</u></p> <p>I can use extended sentences by using</p>	<p>Name the countries involved in WW2</p> <p>Name languages involved in WW2</p>	<p>Use colour and size adjectives.</p> <p><u>Grammar</u></p> <p>Know that adjectives agree with the subject they're describing (and that there are 4 possible forms).</p>	<p>Name countries in the world that speak Spanish.</p> <p>Name some festivals from around the world.</p>

<u>Grammar</u> Use the correct article (la, el. Los, las)		<i>connectives such as y and pero.</i>			
---	--	---	--	--	--

SPANISH DISCIPLINARY KNOWLEDGE					
SPEAKING	LISTENING	READING	WRITING	GRAMMAR	
<ul style="list-style-type: none"> Speak with others using simple words, phrases and short sentences (e.g. 	<ul style="list-style-type: none"> Listen and respond to familiar spoken words, phrases and sentences (e.g. simple 	<ul style="list-style-type: none"> Recognise and understand familiar written words and short phrases (e.g. 	<ul style="list-style-type: none"> Write some familiar simple words from memory or using supported written 	<ul style="list-style-type: none"> Start to understand the concept of gender (masculine, feminine, neuter (if applicable) 	

<p>greetings and basic information about myself).</p> <ul style="list-style-type: none"> • Speak aloud familiar words or short phrases in chorus. • Use correct pronunciation when speaking and start to see links between pronunciation and spelling 	<p>instructions, rhymes, songs).</p> <ul style="list-style-type: none"> • Develop understanding of the sounds of individual letters and groups of letters (phonics). 	<p>basic nouns and first person “I” form of simple verbs) in written text.</p> <ul style="list-style-type: none"> • Read aloud familiar words or short phrases in chorus. 	<p>materials (e.g. familiar nouns).</p>	<p>and how this is shown in the language being studied</p>
<ul style="list-style-type: none"> • Communicate by asking and answering a wider range of questions, using longer phrases and sentences. • Present short pieces of information to another person. • Apply phonic knowledge to support speaking (also reading and writing). 	<ul style="list-style-type: none"> • Listen for and identify specific words and phrases in instructions, stories and songs. • Follow a text accurately whilst listening to it being read 	<ul style="list-style-type: none"> • Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). • Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. 	<ul style="list-style-type: none"> • Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. • Introduce and use the negative form. • Begin to look at what a fully conjugated verb looks like
<ul style="list-style-type: none"> • Take part in short conversations using sentences and familiar vocabulary. 	<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences in longer 	<ul style="list-style-type: none"> • Read a variety of simple texts in different but authentic formats 	<ul style="list-style-type: none"> • Write simple sentences and short paragraphs from memory or using 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine & feminine) and which

<ul style="list-style-type: none"> • Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. • Understand and express simple opinions using familiar topics and vocabulary. 	<p>passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <ul style="list-style-type: none"> • Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. 	<p>(e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p>	<p>supported written materials (e.g. using a word bank).</p> <ul style="list-style-type: none"> • Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.) • Check spellings with a dictionary. 	<p>article (definite or indefinite) to use correctly with different nouns.</p> <ul style="list-style-type: none"> • Use the negative form, possessives and connectives. • Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.
<ul style="list-style-type: none"> • Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. • Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). • Use connectives to link together what they say so as to add fluency. 	<ul style="list-style-type: none"> • Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. • Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer 	<ul style="list-style-type: none"> • Read aloud with expression and accurate pronunciation. • Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target 	<ul style="list-style-type: none"> • Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). • Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.) • Identify and correctly use adjectives (e.g. 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. • Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where

	questions based on what they hear	language (supervision required).	colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).	appropriate) for the main types of verbs. <ul style="list-style-type: none">• Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).
--	-----------------------------------	----------------------------------	--	--