

# Spanish KS2 Scheme of Work

Vocabulary and contexts are different in the **Rojo** and **Amarillo** years; grammar and phonics are the same.

# Spanish Y3/4 scheme of work overview: Term 1

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 1 (W1-8)	<b>Describing me and others</b> <ul style="list-style-type: none"><li>in class</li><li>in Perú and in Spain</li></ul>	<b>Talking about being</b> <ul style="list-style-type: none"><li>Essential verb: to be, being – <b>ESTAR</b><ul style="list-style-type: none"><li>I am – <b>estoy</b></li><li>you are – <b>estás</b></li><li>he is – <b>está</b></li><li>she is – <b>está</b></li><li>it is, it's – <b>está</b></li></ul></li><li>Essential verb: to be, being – <b>SER</b><ul style="list-style-type: none"><li>I am – <b>soy</b></li><li>you are – <b>eres</b></li><li>he is – <b>es</b></li><li>she is – <b>es</b></li><li>it is, it's – <b>es</b></li></ul></li><li>Adjective agreement for masculine/feminine</li><li>Yes/no questions with raised intonation</li></ul>	<ul style="list-style-type: none"><li>Vowels [a] [e] [i] [o] [u]</li><li>SSC [ca] [co] [cu]</li></ul>	<ul style="list-style-type: none"><li>Simple greetings</li><li>Verb <b>estar</b></li><li>Range of adjectives</li><li>Days of the week</li></ul>	I can... <ul style="list-style-type: none"><li>respond confidently to greetings and register (L1)</li><li>match target SSC sounds to print (L2)</li><li>sound out new words with target SSC (R3)</li><li>listen and join in with simple songs and rhymes (L1/R2)</li><li>listen and read simple sentences and show understanding (L1/R1)</li><li>say short sentences to describe people (S2/3)</li><li>ask and answer simple yes/no questions about being (S1(a)/G4)</li><li>use regular singular m/f adjectives after être(G3)</li></ul>
Unit 2 (W9-12)	<b>Saying what I and others have</b> <ul style="list-style-type: none"><li>at home</li><li>with friends</li></ul>	<b>Talking about having</b> <p>Essential verb: to have, having – <b>TENER</b></p> <ul style="list-style-type: none"><li>I have – <b>tengo</b></li><li>you have – <b> tienes</b></li><li>he has – <b>tiene</b></li><li>she has – <b>tiene</b></li><li>Indefinite, singular</li><li>Post-nominal adjective gender agreement</li><li>Yes/no questions with raised intonation</li></ul>	<ul style="list-style-type: none"><li>SSC [ce]</li><li>SSC [ci]</li><li>SSC [z]</li></ul>	<ul style="list-style-type: none"><li>Verb <b>tener</b></li><li>Range of singular masculine and feminine nouns</li></ul>	I can... <ul style="list-style-type: none"><li>listen and read simple sentences and show understanding (L1/R1)</li><li>match target SSC sounds to print (L2)</li><li>sound out new words with target SSC (R3)</li><li>say short sentences to say what I and others have (S2/3)</li><li>ask and answer simple questions to identify things and say what I and others have (S1(a)/G4)</li><li>write memory (W1), adapt (W2)</li><li>use singular m/f nouns with indefinite articles (G1)</li></ul>
Unit 3 (W13-14)	<ul style="list-style-type: none"><li>Revision</li><li>Christmas</li></ul>	<ul style="list-style-type: none"><li>Revisit key ideas</li></ul>	<ul style="list-style-type: none"><li>Revisit SSC</li></ul>	<ul style="list-style-type: none"><li>Revisit vocabulary</li></ul>	<ul style="list-style-type: none"><li>show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G3, G4</li><li>listen and join in with simple songs and rhymes (L1/R2)</li></ul>

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# Spanish Y3/4 scheme of work overview: Term 2

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 4a</b> (W1-4)	<b>Saying what I and others do</b> <ul style="list-style-type: none"> <li>activities in class</li> <li>in the week</li> <li>outside</li> <li>in the morning</li> <li>at Spanish club</li> <li>at the weekend</li> <li>in Barcelona</li> <li>in the afternoon</li> </ul>	<b>Talking about doing</b> <ul style="list-style-type: none"> <li>Infinitive – regular AR verbs (singular)</li> <li>Definite articles – <b>el, la</b></li> </ul>	<ul style="list-style-type: none"> <li>SSC [l] [ll]</li> <li>SSC [ga] [go] [gu]</li> </ul>	<ul style="list-style-type: none"> <li>Range of regular – AR verbs</li> <li>Family members</li> <li>Range of nouns, adjectives and adverbs</li> </ul>	I can... <ul style="list-style-type: none"> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>listen and read simple sentences and show understanding (L1/R1)</li> <li>say short sentences to describe actions (S2/3)</li> <li>ask and answer simple yes/no questions about doing (S1(a)/G4)</li> <li>use singular m/f nouns with definite articles (G2)</li> </ul>
<b>Unit 4b</b> (W5-6)	<b>Saying what I and others do</b> <ul style="list-style-type: none"> <li>activities in and out of class</li> <li>break time</li> <li>reading club</li> </ul>	<b>Talking about doing (2)</b> <ul style="list-style-type: none"> <li>Infinitive – regular ER verbs (singular)</li> <li>Personal ‘a’</li> </ul>	<ul style="list-style-type: none"> <li>SSC [ga] [go] [gu]</li> <li>SSC [ca] [co] [cu]</li> <li>SSC [que]</li> </ul>	<ul style="list-style-type: none"> <li>Range of regular – ER verbs</li> <li>Range of singular masculine and feminine nouns</li> </ul>	I can... <ul style="list-style-type: none"> <li>listen/read simple sentences and show understanding (L1/R1)</li> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>talk about what I and others do (S1 (a)(b), /S2/3, G4)</li> <li>write from memory (W1), adapt (W2), describe actions (W3)</li> <li>use singular m/f nouns with definite articles (G2), connectives (G5)</li> </ul>
<b>Unit 5</b> (W7-9)	<ul style="list-style-type: none"> <li><b>Saying how many, describing things</b></li> <li>Carnaval</li> <li>a story</li> <li>my monster</li> <li>revision</li> </ul>	<b>Talking about more than one</b> <ul style="list-style-type: none"> <li>Essential verb: there is/are – <b>hay</b></li> <li>Plural indefinite articles – <b>unos, unas</b></li> <li>Regular plural marking on nouns [-s]</li> </ul>	<ul style="list-style-type: none"> <li>SSC [qui]</li> <li>Revisit [que] [qui] [ce] [ci]</li> </ul>	<ul style="list-style-type: none"> <li>Numbers 1-12</li> <li>Parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>ask and answer simple questions to say how many things there are (S1(a)/G4)</li> <li>use singular and plural m/f nouns with indefinite articles (G2)</li> </ul>
<b>Unit 6</b> (W10-11)	<ul style="list-style-type: none"> <li>Revision</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G2, G4</li> <li>listen and join in with simple songs and rhymes (L1/R2)</li> </ul>

Vocabulary and contexts are different in the **Rojo** and **Amarillo** years; grammar and phonics are the same.

# Spanish Y3/4 scheme of work overview: Term 3

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 7</b> (W1-6)	<b>Describing things and people</b> <ul style="list-style-type: none"> <li>Describing pictures</li> <li>at the zoo</li> <li>favourites</li> <li>ages, states</li> <li>my birthday</li> <li>favourites</li> <li>states</li> </ul>	<b>Talking about being (2)</b> <ul style="list-style-type: none"> <li>Singular definite and indefinite articles (revisit)</li> <li>Postnominal adjective agreement (revisit)</li> <li>Subject pronouns for clarity and emphasis – <b>yo, tú, él, ella</b></li> <li>Possessive adjectives <b>mi, tu</b></li> <li>Use of <b>de</b> for possession</li> <li>Noun + <b>favorito/a, preferido/a</b></li> <li><b>Tener</b> meaning 'be' for <b>age</b> and <b>states</b></li> </ul>	<ul style="list-style-type: none"> <li>SSC [j]</li> <li>SSC [ge] [gi]</li> <li>[ge] [gi] vs [ga] [go] [gu]</li> <li>SSC [gue] [gui]</li> <li>revisit SSC</li> <li>SSC [n] [ñ]</li> </ul>	<ul style="list-style-type: none"> <li>Range of nouns</li> <li>Range of adjectives</li> <li><b>Numbers 1-12</b> (revisit)</li> <li>Months of the year</li> <li><b>hunger, thirst, right</b></li> <li>heat, cold, fear, tiredness</li> </ul>	I can... <ul style="list-style-type: none"> <li>listen and read simple sentences and show understanding (L1/R1)</li> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>say short sentences to describe things and people (S2/3)</li> <li>ask and answer simple information questions about what things are like and when (S1(a)/G4)</li> <li>use singular m/f nouns with definite &amp; indefinite articles, and possessive adjectives (G2)</li> <li>use regular singular m/f adjectives after <b>ser</b> (G3)</li> <li>use a dictionary (R5)</li> </ul>
<b>Unit 8</b> (W7-9)	<b>Expressing likes and saying what I and others do</b> <ul style="list-style-type: none"> <li>opinions</li> <li>end of term show</li> <li>my dad's work</li> <li>in the summer</li> <li>my mum's work</li> </ul>	<b>Talking about likes &amp; dislikes</b> <ul style="list-style-type: none"> <li>Plural definite article <b>los, las</b></li> <li>Use of definite article after verbs of opinion</li> <li>Revisit –AR and –ER verbs</li> </ul>	<ul style="list-style-type: none"> <li>SSC [r] [rr]</li> <li>SSC [v] [b]</li> <li>SSC [h]</li> </ul>	<ul style="list-style-type: none"> <li>Range of –AR and –ER verbs</li> <li>Range of plural nouns</li> </ul>	I can... <ul style="list-style-type: none"> <li>listen and read simple sentences and show understanding (L1/R1)</li> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>say short sentences to say what I and others like (S1(b)/S2/3)</li> <li>ask and answer simple questions to say what I and others like (S1(a)/G4)</li> <li>write from memory (W1), describe actions, things (W3)</li> <li>use plural m/f nouns with definite articles (G2)</li> </ul>
<b>Unit 9</b> (W10-13)	<ul style="list-style-type: none"> <li>Assessments</li> <li>The Hungry Caterpillar</li> <li>Un poema</li> </ul>	<ul style="list-style-type: none"> <li>Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, G2, G3, G4</li> <li>listen and join in with simple songs and rhymes (L1/R2)</li> <li>appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2)</li> <li>use a dictionary (R5)</li> </ul>

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# Spanish Y5/6 scheme of work overview: Term 1

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 1</b> (W1-7)	<b>Describing me and others</b> <ul style="list-style-type: none"> <li>in class</li> <li>people and friends</li> <li>birthdays, dates,</li> <li>Día de los Muertos,</li> <li>concerts &amp; celebrations, events</li> <li>Sports Day</li> </ul>	<b>Talking about being</b> <ul style="list-style-type: none"> <li>Essential verb: to be, being – <b>ESTAR</b> <ul style="list-style-type: none"> <li>we are – <b>estamos</b></li> <li>they are – <b>están</b></li> </ul> </li> <li>Essential verb: to be, being – <b>SER</b> <ul style="list-style-type: none"> <li>we are – <b>somos</b></li> <li>they are – <b>son</b></li> </ul> </li> <li>Regular adjective agreement for masculine/feminine (plural)</li> <li>Information questions (¿quién? ¿cuándo? ¿cuál?)</li> </ul>	<ul style="list-style-type: none"> <li>Vowels [a] [e] [i] [o] [u]</li> <li>Consonant vowel syllables</li> <li>Strong vowels</li> <li>Weak vowels</li> </ul>	<ul style="list-style-type: none"> <li>Verb <b>estar</b> (plural)</li> <li>Verb <b>ser</b> (plural)</li> <li>Range of adjectives</li> <li>Numbers 1-31</li> <li>Months</li> </ul>	I can... <ul style="list-style-type: none"> <li>transcribe (L2) and sound out (R3) new words with target SSC</li> <li>listen and read sentences and show understanding (L1/R1)</li> <li>say short sentences to describe people (S2/3)</li> <li>ask and answer simple yes/no questions about being and when things take place (S1(a)/G4)</li> <li>write from memory (W1), adapt (W2) and describe people (W3)</li> <li>use regular singular and plural m/f adjectives after <b>estar</b> &amp; <b>ser</b> (G3) and time adverbs (G5)</li> </ul>
<b>Unit 2</b> (W8-12)	<b>Saying what I and others have</b> <ul style="list-style-type: none"> <li>at school, at home</li> <li>family, teachers</li> <li>in town, cities</li> <li>celebrities</li> </ul>	<b>Talking about having</b> <p>Essential verb: to have, having – <b>TENER</b></p> <ul style="list-style-type: none"> <li>we have – <b>tenemos</b></li> <li>they have – <b>tienen</b></li> <li>Indefinite articles (singular &amp; plural)</li> <li>Post-nominal adjective gender agreement (singular &amp; plural)</li> <li>Negation (no)</li> <li>Yes/no questions with raised intonation</li> </ul>	<ul style="list-style-type: none"> <li>Revisit all vowels</li> <li>SSC [ca] [co] [cu]</li> <li>SSC [ce] [ci]</li> <li>SSC [z]</li> <li>SSC [ch]</li> </ul>	<ul style="list-style-type: none"> <li>Verb <b>tener</b> (plural)</li> <li>school &amp; home nouns</li> <li>places in town</li> <li>prepositions of place</li> <li>face, hair &amp; eyes</li> </ul>	I can... <ul style="list-style-type: none"> <li>listen and read sentences and show understanding (L1/R1)</li> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>say short sentences to say what I and others have and describe physical appearance (S2/3)</li> <li>write memory (W1), adapt (W2)</li> <li>use singular and plural m/f nouns (G2) with indefinite and definite articles (G1)</li> <li>use prepositions of place (G5)</li> </ul>
<b>Unit 3</b> (W13-14)	<ul style="list-style-type: none"> <li>Revision/ Assessment</li> <li>Villancicos</li> <li>El Gordo</li> <li>El Día de Reyes</li> </ul>	<ul style="list-style-type: none"> <li>Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G3, G4</li> <li>listen and join in with simple songs and rhymes (L1)</li> <li>appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2)</li> </ul>

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# Spanish Y5/6 scheme of work overview: Term 2

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 4</b> (W1-6)	<b>Saying what I and others do</b> <ul style="list-style-type: none"> <li>Customs (Las Fallas)</li> <li>in language class</li> <li>volunteering</li> <li>break time</li> <li>on a farm</li> <li>my room</li> <li>Traditions (Nochevieja, Año Nuevo)</li> <li>in school</li> <li>at the weekend</li> <li>free time</li> <li>packing</li> </ul>	<b>Talking about doing</b> (we, they) <ul style="list-style-type: none"> <li>regular AR verbs (plural)</li> <li>regular ER verbs (plural)</li> <li>yes/no questions</li> <li>negation (<b>no</b>)</li> <li>Plural possessive adjectives <b>mis, tus</b></li> </ul>	<ul style="list-style-type: none"> <li>SSC [l] [ll]</li> <li>SSC [ga] [go] [gu]</li> <li>Stress pattern 1</li> <li>Stress pattern 2</li> <li>Stress pattern 3</li> <li>SSC [que] [qui]</li> </ul>	<ul style="list-style-type: none"> <li>Range of –AR and –ER verbs</li> <li>Range of high-frequency nouns related to festivals and celebrations, free time and life at home and school</li> <li>Adverbs of frequency &amp; location</li> </ul>	I can... <ul style="list-style-type: none"> <li>transcribe (L2) and sound out (R3) new words with target SSC</li> <li>listen and read sentences and show understanding (L1/R1)</li> <li>say short sentences to say what people do (plural persons) (S2/3)</li> <li>ask and answer longer yes/no questions about doing (S1(a)/G4)</li> <li>write from memory (W1), adapt (W2) and describe actions (W3)</li> <li>use plural –AR and –ER verb forms in questions, in affirmative and negative statements (G4)</li> </ul>
<b>Unit 5</b> (W7-9)	<b>Saying where you're going and what there is there</b> <ul style="list-style-type: none"> <li>Oviedo</li> <li>compass points (Spain)</li> <li>Madrid</li> <li>Badajoz town/village</li> <li>physical geography (Peru)</li> <li>Córdoba</li> </ul>	<b>Talking about going</b> <ul style="list-style-type: none"> <li>Essential verb: to go, going – <b>IR</b> <ul style="list-style-type: none"> <li>I go – <b>voy</b></li> <li>you go – <b>vas</b></li> <li>he goes – <b>va</b></li> <li>she goes – <b>va</b></li> </ul> </li> <li>Preposition <b>a (al, a la)</b></li> </ul>	<ul style="list-style-type: none"> <li>SSC [n] [ñ]</li> <li>SSC [v] [b]</li> <li>SSC [r] [rr]</li> </ul>	<ul style="list-style-type: none"> <li>Verb <b>ir</b></li> <li>Numbers 1-31 (revisit)</li> <li>cardinal points</li> <li>nouns and proper nouns for places</li> </ul>	I can... <ul style="list-style-type: none"> <li>listen and read sentences and show understanding (L1/R1)</li> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>say short sentences to say where I and others go (S2/3)</li> <li>write from memory (W1), adapt (W2) and describe actions (W3)</li> <li>use prepositions of place (G5) accurately with articles (G1)</li> </ul>
<b>Unit 6</b> (W10-11)	<ul style="list-style-type: none"> <li>Revision / assessment</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>show evidence of L1, L2, R1, R3, S1(a), S2, W1, G1, G2, G4, G5</li> <li>listen and join in with simple songs and rhymes (L1/R2)</li> </ul>



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# Spanish Y5/6 scheme of work overview: Term 3

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
<b>Unit 7</b> (W1-6)	<b>Saying what I and others do – cities and festivals</b> <ul style="list-style-type: none"> <li>activities at home</li> <li>preparing a party</li> <li>weather &amp; seasons</li> <li>La Tomatina (Spain)</li> <li>Fiestas Patrias, Inti Raymi (Peru)</li> <li>physical geography (Spain)</li> <li>a party</li> <li>in my free time</li> <li>weather and activities</li> <li>Feria de Abril</li> <li>Las Fallas</li> <li>physical geography (Mexico)</li> </ul>	<b>Talking about doing (I, you, s/he)</b> <ul style="list-style-type: none"> <li>Essential verb: to do, make – <b>HACER</b> <ul style="list-style-type: none"> <li>I do, make – <b>hago</b></li> <li>you do, make – <b>haces</b></li> <li>s/he does – <b>hace</b></li> </ul> </li> <li><b>hace</b> (weather)</li> <li>using <b>mucho</b> &amp; <b>todo</b></li> </ul> <b>Talking about doing (we, they)</b> <ul style="list-style-type: none"> <li>-AR and -ER verbs</li> </ul>	<ul style="list-style-type: none"> <li>Accents (rules 1-3)</li> <li>Revisit [z] [ca] [co] [cu] [ce] [ci] [ch] [que] [qui]</li> <li>Revisit [ge] [gi] [ga] [go] [gu] [gue] [gui]</li> </ul>	<ul style="list-style-type: none"> <li>Verb <b>hacer</b> (singular)</li> <li>activity nouns</li> <li>seasons</li> <li>sports</li> <li>numbers 16-31</li> </ul>	I can... <ul style="list-style-type: none"> <li>transcribe (L2) and sound out (R3) new words with target SSC</li> <li>listen and read sentences and show understanding (L1/R1)</li> <li>say short and some longer sentences to describe actions (S2/3)</li> <li>ask and answer short and longer information questions (S1(a)/G4)</li> <li>Write from memory (W1), adapt (W2) and describe weather and actions (W3)</li> <li>use singular forms of <b>hacer</b> in questions and statements (G4)</li> </ul>
<b>Unit 8</b> (W7-9)	<b>Expressing likes and actions</b> <ul style="list-style-type: none"> <li>household chores</li> <li>in school</li> <li>travelling around Spain</li> <li>learning languages</li> <li>on holiday</li> <li>in Spanish class</li> </ul>	<b>Talking about wanting, having and being able to do</b> <ul style="list-style-type: none"> <li>2-verb structures: <b>amar, odiar, deber, querer, poder</b></li> </ul>	<ul style="list-style-type: none"> <li>Revisit all SSC</li> </ul>	<ul style="list-style-type: none"> <li>a range of -AR and -ER verbs (plural)</li> <li>Verbs <b>deber, querer, poder</b> (singular)</li> <li>a range of vocabulary for tasks at home and away and in school</li> </ul>	I can... <ul style="list-style-type: none"> <li>listen and read sentences and show understanding (L1/R1)</li> <li>match target SSC sounds to print (L2)</li> <li>sound out new words with target SSC (R3)</li> <li>say short and longer sentences to say what I and others do, like/dislike doing and want to, have to or can do (S2/3)</li> <li>write memory (W1), adapt (W2), describe actions, likes and dislikes, wants, ability and obligation (W3)</li> </ul>
<b>Unit 9</b> (W10-13)	<ul style="list-style-type: none"> <li>Revision/assessment</li> <li>Quiero ver una vaca</li> <li>La plaza tiene una torre</li> </ul>	<ul style="list-style-type: none"> <li>Revisit key ideas</li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC</li> </ul>	<ul style="list-style-type: none"> <li>Revisit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, W2, W3, G1, G4, G5</li> <li>listen and join in with simple songs and rhymes (L1/R2)</li> <li>appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2)</li> <li>use a dictionary (R5)</li> </ul>

Key	KS2 Programme of Study
L1	Listen attentively and show understanding by joining in and responding
L2	Link the spelling, sound and meaning of words
S1(a)	Ask and answer questions
S1(b)	Express opinions and respond to those of others
S1(c)	Ask for clarification and help
S2	Speak in sentences
S3	Describe people, places, things and actions orally (to a range of audiences)
R1	Read and show understanding of words, phrases and simple texts
R2	Appreciate stories, songs, poems and rhymes in the language
R3	Read aloud with accurate pronunciation
R4	Understand new words that are introduced into familiar written material
R5	Use a dictionary
W1	Write words and phrases from memory
W2	Adapt phrases to create new sentences
W3	Describe people, places, things and actions in writing
G1	Gender of nouns - definite and indefinite articles
G2	Singular and plural forms of nouns
G3	Adjectives (place and agreement)
G4	Conjugation of key verbs (and making verbs negative)
G5	Connectives and qualifiers, adverbs of time, prepositions of place