

St Mary Magdalene C of E Primary School

Headteacher: Miss S Robinson

Deputy Headteacher: Mrs S Pearson



KS2 Spanish Progression






Communication: listen/speak/read/write				Culture	Outcomes	
Year Group	Vocabulary (nouns)	Oracy (questions/answers)	Grammar	Phonics (pronunciation)	Culture	Outcomes /Evidence Sources
Y3 Aut	<p>Numbers 1-10 un, uno, una / dos / tres / cuatro / cinco / seis / siete / ocho / nueve / diez</p> <p>Pencil case un estuche (a pencil case) un bolígrafo (a pen) un lápiz (a pencil) un lápiz de memoria (a USB) un sacapuntas (a sharpener) un bote de pegamento (a glue stick) una regla (a ruler) una goma (a rubber) unos rotuladores (felt-tip pens) unas tijeras (scissors)</p>	<p>Hola / greetings ¿Cómo te llamas? (What do you call yourself?) Me llamo..... (I call myself) ¿Cómo estás? (How are you?) muy bien, gracias (very well, thanks) estupendo (great), bien (well) regular (ok), mal (bad), fatal (awful)</p> <p>1-10 and giving age ¿Cuántos años tienes? (How old are you?) Tengo ... años. (I am..years old)</p> <p>Pencil case ¿Tienes un/una...? (Do you have a?) Sí, No (Yes, No) ¿Qué tienes en tu estuche? (What do you have in your pencil case?) En mi estuche, tengo...(In my pencil case I have...)</p>	<p>Key Verbs tengo – I have es – it is</p>	<p>Vowels: A - araña, E - elefante, I - idea, O - olvidar, U – universe</p> <p>Key sounds: CA - casa, CE - cerdo, CI - ciclista, CO - coche, CU - cucaracha GA - gato, GE - gemelo, GI - gimnasia, GO - gol, GU - gusano, GUE - guepardo, GUI - guitarra J - jota, H - hamburguesa, ñ - España, Z - zumo, LL - llave</p>	<p>Learn about how Christmas is celebrated in Spain</p> <p>Listen to and learn 'Feliz Navidad'.</p>	<p>Classroom role play scenarios: recorded in portfolios using photographs and speech bubbles of a 'conversation round robin' created by the children.</p> <ol style="list-style-type: none"> Borrowing an item from a pencil case Introducing yourself Asking how someone is Asking someone's age. <p>Spanish Christmas: make Christmas cards</p> <p>Portfolio: place examples/photos of Christmas Cards in portfolio. Also include examples of posters/leaflets/non-chron. reports of how Christmas celebrated in Spain.</p>

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Y3 Spring	<p>Classroom language</p> <ol style="list-style-type: none"> ¡Silencio! (Silence!) ¡Sacad un bolígrafo! (Get out a pen!) ¡Un voluntario! (A volunteer) ¡Abrid los cuadernos! (Open your exercise books!) ¡Mirad! (Look!) ¡Brazos cruzados! (Fold your arms!) ¡Entregad los cuadernos! (Give your books in!) ¡Escuchad! (Listen!) ¡Escribid! (Write!) <p>Animals – nouns</p> <p>tu mascota (your pet) un gato (a cat) un perro (a dog) un pez (a fish) un oso (a bear) un pájaro (a bird) un pato (a duck) un caballo (a horse) una rana (a frog) una oveja (a sheep)</p>	<p>Pets</p> <p>¿Tienes un/una...? (Do you have a?) Sí, No (Yes, No) tengo – I have ¿Cómo se llama a su [perro]? What do you call your [dog]? Llamo a mi perro - masculine ¿cómo llamas a tu [caballo]? Llamo a mi caballo... – feminine What do you call your [horse/dog]? I call my horse/dog...</p>	<p>Articles (a, some)</p> <p>un -- unos, una – unas tu/su – your</p> <p>Plurals Nouns as left with 's' added.</p> <p>Colour Adjectives azul (blue), rojo (red), blanco (white), negro (black), verde (green), amarillo (yellow), pardo (brown), morado (purple)</p> <p>Verbs 'es' (he/she/it is), 'son' (they are), hay (there is/are).</p>	<p>Recap vowel sounds and key sounds from Autumn term</p>	<p>Learn about popular pets kept by Spanish people</p>	<p>Pets Display in Spanish: photographs/images of pets alongside speech bubbles with questions/answers/sentences about pets i.e. 'I have a brown cat'.</p> <p>Portfolio: Photographs of displays and examples not on display in portfolio.</p> <p>Journals: Vocab lists Notes of verbs learned. Practising of questions/answers/sentences about pets for display.</p>

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Y3 Sum	<p>Fruit - la fruta una manzana / las manzanas (an apple/ the apples) una pera / las peras (a pear/ the pears) una ciruela / las ciruelas (a plum/ the plums) una fresa / las fresas (a strawberry/ the strawberries) una naranja / las naranjas (an orange/ the oranges) una banana / las bananas (a banana/the bananas)</p> <p>Popular café foods (<i>N.B. extend to children's favourite foods</i>) una ensalada (a salad), una hamburguesa (a hamburger), una limonada (a lemonade), una fruta (a fruit), unas patatas fritas (some chips), un perrito caliente (a hot dog), un helado (an ice cream), un zumo (a juice), un bocadillo (a sandwich), un trozo de pastel de chocolate (a piece of chocolate cake), una porción de tarta de frutas (a serving of fruit cake), una Magdalena (a cupcake), un trozo de sandía (a piece of watermelon), un vaso de agua (a glass of water)</p> <p>The days of the week - los días de la semana lunes, martes, miércoles, jueves, viernes, sábado, domingo</p> <p>los números 1 1- 31 once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno...</p>	<p>Ordering food in a café ¿Qué quieres? (What do you want?) Quiero un / una...(I want a) Por favor (please) Aquí tienes (Here you are) Gracias (thank you) De nada (you're welcome)</p> <p>¿De qué color es (What colour is)? ¿Cuántos ... hay? (How many... are there?) ¿Qué día es (hoy)? (What day is it (today)?</p>	<p>Recap key verbs, articles, adjectives and making plurals</p>	<p>Recap vowel sounds and key sounds from Autumn term</p>	<p>Researching popular Spanish foods</p>	<p>Invite parents/other pupils to take part in a Café Role Play</p> <p>To support this, create a display to show favourite snacks on plates that they can choose from.</p> <p>Portfolios: Photographs of role play and examples of plates made for display alongside speech bubbles with café language</p> <p>Journals: Vocab lists Notes of verbs learned. Practising of questions/answers/ sentences for the role play</p>

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Y4 Aut	<p>Months - los meses & Seasons enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre el verano (summer), el invierno (winter), el otoño (autumn), la primavera (spring)</p> <p>Birthday Party Vocab ¡Feliz Cumpleaños!, ¡Felicidades!, el cumpleaños, una tarjeta, una fiesta, un regalo, un globo, una tarta, los amigos, una pelota, una flor (flores), el major, delicioso, maravilloso, magnífico.</p> <p>Happy Birthday, congratulations, birthday, a card, a party, a gift, a balloon, a cake, friends, a ball, a flower (flowers), the best, delicious, wonderful, magnificent.</p>	<p>Months & Dates ¿Qué día es (hoy)? (What day is it (today)? Hoy es martes. (Today is Tuesday). ¿Qué fecha es (hoy)? (What date is it (today)?</p> <p>Say how many days each month has: i.e. enero tiene 31 días / febrero tiene 28 días</p> <p>Asking and answering birthday questions ¿Cuándo es tu cumpleaños? (When is your birthday?) Mi cumpleaños es el 12 de enero (My birthday is on the 12th January) Por favor ven a mi fiesta de cumpleaños. (Please come to my birthday party.) Feliz Cumpleaños! (Happy birthday)</p>	<p>Key Verbs <u>To have</u> tengo – I have tiene – it has ella tiene – she has él tiene – he has</p>		<p>Learn to sing ‘Happy Birthday’ in Spanish.</p> <p>Learn about birthday customs in Spanish-speaking countries i.e. piñata in Mexico</p>	<p>Invite parents/other pupils to take part in a birthday party by creating and writing invitations. During the party undertake Spanish customs i.e. piñatas, singing happy birthday. Create birthday cards in Spanish</p> <p>Portfolios: Photographs of birthday party and examples of invitations and cards alongside speech bubbles with birthday phrases being used</p> <p>Journals: Vocab lists / Notes of verbs & key phrases learned. Practising of questions/answers/ sentences for the role play, cards & invitations</p>
Revision Topics	<p>The days of the week - los días de la semana lunes, martes, miércoles, jueves, viernes, sábado, domingo</p> <p>los números 1- 31</p>	<p>Hola / greetings ¿Cómo te llamas? (What do you call yourself?) Me llamo..... (I call myself) ¿Cómo estás? (How are you?) muy bien, gracias (very well, thanks)</p>				

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	<p>once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve veinte, veintiuno... treinta, treinta y uno...</p> <p>Classroom language 1. ¡Silencio! ¡Sacad un bolígrafo! ¡Un voluntario! ¡Abrid los cuadernos! ¡Mirad! ¡Brazos cruzados! ¡Entregad los cuadernos! ¡Escuchad! ¡Escribid!</p>	<p>estupendo (great), bien (well) regular (ok), mal (bad), fatal (awful)</p>				
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

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Y4 Spring	<p>Shapes un círculo (a circle), un triángulo (a triangle), un cuadrado (a square), un rectángulo (a rectangle), un óvalo (an oval), un punto (a dot), un ojo (an eye), una estrella (a star), una espiral (a spiral), una estrella (a star)</p> <p>Parts of the face/body (un ojo) / los ojos (eyes), el pelo (hair), (el diente)/los dientes (teeth), la cabeza (head), la cara (face), la nariz (nose), la boca (mouth), la oreja / las orejas (ears), (el mentón - chin), (la mejilla - cheek), (la ceja - eyebrow), la piel (skin), (las pestañas - eyelashes) La cabeza (head) la mano (hand), la pierna (leg), el codo (elbow), la rodilla (knee), el estómago (stomach), el brazo (arm), el pie (foot), el hombro (shoulder), el dedo (finger)</p>	<p>Describing pictures La cara es cuadrada – The face is square La nariz es curva – The nose is curved</p> <p><i>(N.B. Combine vocabulary and grammar to read, write, speak and listen descriptive sentences)</i></p>	<p>Shape & Colour Adjectives violeta, marrón, gris, rosa, naranja, recto (straight) curvo (curved), pequeño (small), grande (big), fino (thin), grueso (thick)</p> <p>Prepositions of place - describing pictures Arriba (at the top / above) Abajo (at the bottom / below) A la izquierda (to the left) A la derecha (to the right) En el centro (in the centre) encima de (on top of) debajo de (underneath) al lado de (next to)</p>		<p>Learning about Picasso – a Spanish Cubist Artist (his life and painting style)</p>	<p>Study and recreate pieces of Picasso’s artwork (linked with Art lessons). Create a display and label it with Spanish sentences describing the pictures.</p> <p>Portfolios: Photograph of the display Examples of images & sentences which haven’t been included on the display</p> <p>Journals: Vocab lists / Notes of verbs & key phrases learned. Practising of questions/answers/ sentences for the role play, cards & invitations</p>
Revision Topics			<p>Colour Adjectives azul (blue), rojo (red), blanco (white), negro (black), verde (green), amarillo (yellow), pardo (brown), morado (purple)</p>			

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Y4 Summer	Nouns for family members un hermano (brother), una hermana (sister), una madre (mother), un padre (father), los padres (parents), un abuelo (grandfather), una abuela (grandmother)	Siblings & pets - asking & answering survey, including spelling names ¿Tienes..? (Do you have..?) ¿Cómo se llama? (What is he/she called?) El es llamado... (He is called...) Ella es llamada... (She is called...) ¿Cómo se escribe? (How do you spell that?) ¿Cómo es ella? (What does she look like?) Ella tiene... ¿Como se ve el? (What does he look like?) El tiene... Explaining who people are (use these as stems) Esto es... – This is... Él es mi hermano – He is my brother Ella es mi madre – She is my mother Tengo un hermano llamado - I have a brother called... Tengo una hermana llamada - I have a sister called...	Key Verbs <u>To be</u> Estoy - I am Usted está – you are Él es - he is Ella es – she is Son – they are Adjectives Describing hair & eyes Tengo los ojos azules, verdes, grises, negros, marrones (blue, green, grey, black, brown eyes) el pelo largo, corto, mediano, liso, rizado, ondulado, rubio, moreno, castaño, marrón, negro, rojo (long, short, medium, straight, curly, wavy, blond, dark, chestnut, brown, black, red hair)	Alphabet (for name spelling) A - a, B - bé, C - thé, D - dé, E - é, F - effé, G - jé, H - aché, I - ee, J - jota, K - ka, L - ellé, M - emé, N - ené, O - o, P - pé, Q - koo, R - erré, S - esé, T - té, U - ubé, W - ubé doblé, X - ekeys, Y - yé, Z - theta		Create a family portrait with written descriptions. Create and undertake a survey of classmates' family members Portfolios: Examples of final portraits, sentences and completed surveys. Journals: Vocab lists / Notes of verbs & key phrases learned. Practising of questions/answers/ sentences for the descriptions and surveys/survey design
Revision Topics			Key Verbs <u>To have</u> tengo – I have tiene – it has ella tiene – she has él tiene – he has			

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Y5 Aut	<p>Question Words ¿Cómo? ¿Qué?¿Dónde? ¿Cuándo? ¿Quién? ¿Con quién? ¿Cuánto? ¿Cuántos? ¿Cuál? As? What, where? When? Who? With whom? How much? How many? Which?</p> <p>Numbers – linked 5x table to support to money/time cinco, diez, quince, veinte, veinticinco, treinta, treinta y cinco, cuarenta, cuarenta y cinco, cincuenta</p> <p>Breakfast Items un yogur (a yoghurt), cereales (los) (cereals), pan (el) (bread), una tostada (a piece of toast), fruta (la) (fruit), mantequilla (la) (butter), mermelada (la) (jam), leche (la) (milk), té (el) (tea), café (el) (coffee), chocolate caliente (el) (hot chocolate), zumo de naranja (el) (orange juice)</p>	<p>Asking for & giving time ¿Qué hora es? (What time is it?) Es la una / Son las cinco..(It's one o'clock, It's five o'clock) Son las cinco y diez. (It's ten past five.) Son las cinco menos veinte. (It's twenty to five).</p> <p>Breakfast ¿A qué hora desayunas? (What time do you have breakfast?) ¿Que quieres para desayunar? (What do you want for breakfast?) Me gustaría... (I would like...) ¿Qué desayunas? (What do you have for breakfast?) <i>NB. Use verbs and vocabt support answers</i> Desayuno (I have for breakfast)... Tengo tostadas para el desayuno (I have toast for breakfast) Me gusta leche – I like milk Te gusta cereales – you like cereals</p>	<p>Key Verbs</p> <p>desayunar – to have breakfast (yo) desayuno (tú) desayunas (él / ella) desayuna (nosotros) desayunamos (vosotros) desayunáis (ellos / ellas) desayunan</p> <p>Gustar- to like (me) gusta (te) gusta (les) gusta (nos) gusta (os) gusta (les) gusta</p>	<p>Researching and tasting traditional Spanish breakfasts</p>	<p>Holding a Breakfast Café, supported by making menus. Pupils take on the role of waiters/waitresses, asking people what they would like for breakfast and taking their orders.</p> <p>Portfolios: Examples of menus, photographs of the café, reviews from customers (in Spanish). Speech bubbles to show questions and answers heard.</p> <p>Journals: Vocab lists / Notes of verbs & key phrases learned. Practising of questions/answers/ sentences for the menus and cafe</p>
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

	<p>Classroom language 1. ¡Silencio! ¡Sacad un bolígrafo! ¡Un voluntario! ¡Abrid los cuadernos! ¡Mirad! ¡Brazos cruzados! ¡Entregad los cuadernos! ¡Escuchad! ¡Escribid!</p>				
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Y5 Spring	Sports (and sportswear) - Deportes Football - El fútbol, Baseball – Béisbol, Basketball – Baloncesto, Cycling – Ciclismo, Camping – Campamento, Fishing – Pesca, Running – Correr, Karate – Kárate, Marathon – Maratón, Sailing – Navegación, Jogging - Salir a correr, Rowing - Remo, Baseball - El béisbol, Cricket - El croquet, Racing – Carreras, Gymnastics - La gimnasia, Golf - El golf, Badminton - El badminton, Handball - El balonmano, Kayaking - El piragüismo, Martial arts - Los artes marciales, Windsurfing - El windsurfing, Wrestling - La lucha grecorromana, Volleyball - El voleibol, Swimming - La natación, Triathlon - El triatlón, Water polo - El polo acuático, Snorkeling - El buzo superficial, Jogging - El correr, Hiking - La caminata, Hunting - La caza, Skateboarding - El skateboarding, Scuba diving - El buceo	Sports & likes/dislikes (me gusta/no me gusta) - survey ¿Te gusta (el rugby)? (Do you like (rugby)? el fútbol (football), el rugby (rugby), el ciclismo (cycling), el tenis (tennis), el esquí (skiing), el atletismo (athletics), la natación (swimming), la gimnasia (gymnastics) Saying what sports you know how to play/do ¿Qué deportes sabes practicar? (What sports can you play?) Sé practicar / jugar al (I can/know how to do / play) Juego al... (I play) Practico... (I do) Saying how often you do something Los lunes (On Mondays) etc with rest of the days of the week Todos los días (every day) Una vez a la semana (once a week) Dos veces a la semana (twice a week) A veces (sometimes) Nunca (never)	Juego al (I play) (yo) juego (tú) juegas (él / ella) juega (nosotros) jugamos (vosotros) jugáis (ellos / ellas) juegan Practico (I do) (yo) practico (tú) practicas (él / ella) practica (nosotros) practicamos (vosotros) practicáis (ellos / ellas) practican	Juego (<i>hue-go</i>)	Spanish sportspeople competing in Olympics/ internationally. Introduce a few sports that are popular / traditional in Spanish-speaking countries.	Create and undertake a survey of classmates' favourite sports Portfolios: Examples of completed surveys. Journals: Vocab lists / Notes of verbs & key phrases learned. Practising of questions/answers/ sentences for the descriptions and surveys/survey design
Revision Topics			Gustar- to like			Survey design

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Y5 Summer	<p>Spanish words for instruments el teclado (keyboard), el piano, el saxófono, el tambor (drum), el cajón (Peruvian drum), la flauta (recorder / flute), la batería (drums), la trompeta (trumpet), la guitarra, la zampoña (Peruvian pan pipes)</p> <p>Types of music el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional</p>	<p>Opinions on different types of music En mi opinión (in my opinion) Pienso que (I think that)</p> <p>Learning to give reasons with 'porque' ¿Por qué te gusta..? (Why do you like..?) Porque es + adjective (masc. / fem. ending)</p> <p>Instrument discussion ¿Qué instrumento tocas? (What instrument do you play?) ¿Qué instrumento sabes tocar? (What instrument can you play?) Yo toco la trompeta – I play the trumpet (feminine) Yo toco el teclado – I play the keyboard (masculine)</p>	<p>Tocar (I play [instrument]) (yo) toco (tú) tocas (él / ella) toca (nosotros) tocamos (vosotros) tocais (ellos / ellas) tocan</p> <p>Adjectives to describe music tranquilo / ruidoso (quiet / noisy) emocionante / aburrido (exciting / boring) divertido / serio (fun / serious) tradicional / moderno (traditional / modern)</p>	Traditional Spanish music and musical instruments incl. la zampoña (Peruvian pan pipes that all school children learn)	<p>Linked to music – listen to traditional Spanish musical performances. Using Spanish, the children say what instruments they can hear and give opinions on the pieces.</p> <p>Portfolios: Photographs of musical performances, examples of speech bubbles/reviews in Spanish</p> <p>Journals: Vocab lists / Notes of verbs & key phrases learned. Practising of questions/answers/opinions etc.</p>
Revision Topics		¿Te gusta...? (Do you like?)	Revision of likes/dislikes me gusta/no me gusta		

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Y6 Aut	<p>Describing weather Hace buen tiempo (it's good weather), hace calor (it's hot), hace frío (it's cold), hace mal tiempo (it's bad weather), hace sol (it's sunny), hace viento (it's windy), hay niebla (it's foggy), hay tormenta (it's stormy), llueve (it's raining), nieva (it's snowing).</p> <p>Describing Spain (muchos) un río / muchos ríos (a river, lots of rivers) un puerto / muchos puertos (a port, lots of ports) un aeropuerto / muchos aeropuertos (an airport, lots of airports) una playa / muchas playas (a beach, lots of beaches) una montaña / muchas montañas (a mountain, lots of mountains)</p> <p>Places in the town un castillo (a castle), un mercado (a market), un estadio (a stadium), un centro comercial (a shopping centre), un polideportivo (a sports centre), un cine (a cinema) una piscina (a swimming pool), una universidad</p>	<p>Describing weather ¿Qué tiempo hace? (What's the weather like?) En .. en invierno siempre hace frío. (In ... in winter it's always cold.) en invierno (in winter), en otoño (in autumn), en primavera (in spring), en verano (in summer), a veces (sometimes), normalmente (usually)</p> <p>What Spain is famous for ¿Por qué es famosa España? (Why is Spain famous?) Es famosa por ... (It's famous for...) la paella, la tapas, la siesta, la fiesta, flamenco, Pablo Picasso, Jamón Ibérico, Salvador Dali, Sangria, el fútbol, el toreo (bullfighting).</p> <p>Saying where you live ¿Dónde vives? Vivo en...</p> <p>Places in the town ¿Qué hay en (Madrid)? (What is there in (Madrid))? En Madrid hay... (In Madrid there is...)</p> <p>Describing a town & giving opinions ¿Te gusta...? (Do you like...?) Me gusta (I like) No me gusta (I don't like) Me encanta (I love) Odio (I hate) Prefiero (I prefer) ¿Te gusta...? (Do you like...?) ¿Por qué te gusta..? (Why do you like..?) Porque me parece ... (because it seems...) Porque creo que es... (because I think it is...) sucio / limpio (dirty / clean) tranquilo / ruidoso (quiet / noisy)</p>		<p>Famous Spanish customs and traditions i.e. food, siestas, flamenco, bullfighting.</p> <p>Linked to particular cities where appropriate.</p>	<p>Create a fact sheet about a Spanish City/Region for the purposes of tourist information</p> <p>Portfolios: Examples of published tourist fact sheets/leaflets.</p> <p>Journals: Vocab lists / Notes of verbs & key phrases learned. Planning for leaflet/fact sheet.</p>

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	(a university), muchas tiendas (lots of shops), muchos museos (lots of museums), muchos parques (lots of parks), muchos restaurantes (lots of restaurants)	divertido / aburrido (fun/ boring) bonito / feo (pretty / ugly) tradicional / moderno (traditional / modern) turístico / industrial famoso / conocido			
Revision Topics	<p>Classroom language ¡Silencio! ¡Sacad un bolígrafo! ¡Un voluntario! ¡Abrid los cuadernos! ¡Mirad! ¡Brazos cruzados! ¡Entregad los cuadernos! ¡Escuchad! ¡Escribid!</p> <p>Seasons el invierno (winter), el otoño (autumn), la primavera (spring), el verano (summer)</p>	¿Te gusta...? (Do you like?)	<p>Tener - to have tengo – I have, tiene – it has, ella tiene – she has, él tiene – he has</p> <p>Gustar- to like (me) gusta, (te) gusta, (les) gusta, (nos) gusta, (os) gusta, (les) gusta</p>		

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Communication: listen/speak/read/write				Culture	Outcomes
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Y6 Spring/Summer	<p>Key language for festivals me gusta(n) / me encanta(n) / odio / prefiero/ me parece (it looks / seems) / creo (I believe) hay/se llama (it is called) baila(n) (dances) toca(n) (plays) canta(n) (sings) se celebra(n) (is celebrated) lleva(n) (wears) dura(n) (lasts) / la fiesta/las fiestas (festival / festivals) / la gente (people) / un instrumento (an instrument) / la tradición (tradition) / la cultura (culture) / sombreros (hats), gafas (glasses), pelucas (wigs), un pañuelo (scarf), una camiseta (t-shirt), un traje tradicional (traditional dress), un disfraz (fancy dress) / fuegos artificiales (fireworks), canciones (songs), petardos (firecrackers), figuras de papel maché (papier maché figures) / el encierro (bull running), la corrida de toros (bull fight)</p>	<p>Statements about Festivals España es famosa por sus fiestas: Spain is famous for its festivals Fiestas celebran la tradición y la cultura española: Festivals celebrate Spanish tradition and culture En muchas fiestas la gente baila, canta y toca instrumentos: In lots of festivals people dance, sing and play instruments. En muchas fiestas también hay fuegos artificiales: In lots of festivals there are also fireworks.</p> <p>Carnaval de Cadiz – relate language to write about other festivals ¿Cuándo es? (When is it?) Es en (julio) (It is in (july)) ¿Cuántos días dura la fiesta? (How many days does the festival last?) Dura (seis) días. (It lasts (six) days). ¿Dónde está? (Where is it?) Está en..(It is in) ¿Qué lleva la gente? (What do people wear?) La gente lleva... (People wear...) ¿Qué hay...? (What is there...?) ¿Qué opinas de..? (What do you think about...?)</p>		Research cities and festivals i.e. Cadiz	<p>Extended Final project: Holiday brochure including a written non-chronological report on a chosen city and relevant festivals which take place there (building on last term’s individual leaflet to build a group brochure)</p> <p>Portfolios: Examples of holiday final brochures.</p> <p>Journals: Vocab lists / Notes of verbs & key phrases learned. Planning for brochures.</p>
Revision Topics	Pupils will be expected to utilise all prior knowledge to support the written outcomes.				