Deer Park Primary School
SPANISH CURRICULUM

Our Ultimate End Goal:

What will our linguists be able to do when they leave Deer Park?

- **By the end of their time at Deer Park Primary School our Year 6 children will have developed an appreciation and respect for other cultures.**
- **They will be equipped with the necessary skills to communicate and express their ideas, at a basic level, in another language and to understand and respond to its speakers, both in speech and writing.**
- **They will have learnt basic Spanish vocabulary through a wide variety of topics, using films, stories, games and songs to enhance and consolidate their learning.**
- **They will have planned and participated in experiences that will have built their confidence in speaking Spanish to an audience and increased their enjoyment of this language.**

Curriculum Coverage
What are the most basic requirements from the National Curriculum?

- 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 2 Languages
- 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

Overview

Cycle A	
Year 3/4	**Year 5/6**
(Phonics 1&2) I am learning Spanish Animals	(Phonics 3&4) I am learning Spanish Fruits
I know how. Fruits	Vegetables Presenting myself
In the classroom Traditions & Celebrations	The date Traditions & Celebrations

Cycle B	
Year 3/4	**Year 5/6**
(Phonics 1&2) I am learning Spanish Seasons	(Phonics 3&4) Do you have a pet? Family ? Traditions & Celebrations
Instruments Ice-creams	At the cafe What is the weather?
Presenting myself Traditions & Celebrations	Clothes Traditions & Celebrations

PROCEDURAL KNOWLEDGE - What skills do we want our linguists to have? Analyse, evaluate and solve problems-How will these skills build on what went before and help prepare our children for what is coming next?				
	Year 3	**YEAR 4**	**YEAR 5**	**YEAR 6**
Listening	Listen to and enjoy short stories, nursery rhymes G songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics G Pronunciation Lessons 1 G 2'. Understand most of what they read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase their knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

Writing	Write familiar words G short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate their understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Propositional knowledge:
What lines of enquiry do we want our linguists to follow?

UNIT	Knowledge
(Phonics 1&2) I am learning Spanish	Introduced to the Hispanic world and Spanish as a subject on their curriculum. Key greetings – Hello, Goodbye Ask and answer the question 'how are you?'. Ask and answer the question 'what is your name?'. Know how to recognise, recall and spell numbers 1-10. Know how to recognise, recall and spell 10 different colours.
Animals	Recognise, recall and spell 10 different animals with their indefinite article/determiner. Consolidate the pronunciation and spelling of all ten animals. Consolidate all ten animals with a particular focus on the indefinite article/determiner. Know the high-frequency irregular verb 'to be' in the first person singular. Be able to form a short sentence with animal nouns.
I am able to/I know how…	Recognise and recall 10 different verbs. Spell these the 10 verbs. Know how to use the verb 'sé' (I know how) with the ten infinitive verbs to start to form sentences. Know how to use the negative structure and be able to say what they can do as well as what they cannot do. Know the conjunctions 'and' and 'but' so that they are able to form more interesting and complex sentences about what activities they can and cannot do.

Fruits	Recognise, recall and spell 10 different fruits with the singular indefinite article/determiner. Say the ten fruits in plural form. Formulate and express an opinion using the fruits they have learnt in this unit using the positive structure 'I like…'. Formulate and express an opinion about the fruits that they have learnt so far in the unit using the negative structure 'I do not like…'.
In the classroom	Recognise, recall and spell 12 different classroom items with their indefinite articles/determiners. Know how to ask and answer the question: 'what is in your pencil case?'. Know possessive adjectives and apply this to their knowledge of different classroom items they have learned so far in the unit. Revisit negative structures in order to say what they do not have in their pencil cases.
Seasons	Recognise, recall and spell the 4 different seasons and express which one is their favourite. Know 2 phrases that can be used to describe spring. Know 2 phrases that can be used to describe summer. Know 2 phrases that can be used to describe autumn. Know 2 phrases that can be used to describe winter.
Instruments	Recognise, recall and remember 10 common instruments with their definite articles/determiners. Consolidate all 10 instruments learnt, with a particular focus on the spellings. Consolidate all 10 instruments with a particular focus on the role of the definite article/determiner. Know the verb 'to play (an instrument)' in the 1st person singular. Be able to form a short sentence with the instrument nouns.

Ice-creams	Recognise, recall and remember 10 different ice-cream flavours. Apply their knowledge of the 10 different ice-cream flavours to the structure 'I would like' along with the conjunction 'and'. Specify whether they would like their ice-cream in a cone or a cup. Know how to specify how many scoops they would like as well as some transactional vocabulary in order to take part in a role-play at an ice-cream parlour.
Presenting myself	Know basic greetings and will learn how to ask and answer the question 'how are you?'. Know how to ask and answer the question 'what is your name?'. Consolidate numbers 1-10 and will progress to learning numbers 11-20. Consolidate their knowledge of numbers 1-20 and apply this knowledge to be able to say how old they are. Know how to ask and answer the question 'where do you live?' and be introduced to simple adjectival agreement.
Vegetables	Know how to recognise, recall and spell 10 different vegetables with the plural definite article/determiner. Know how to say 'a kilo of' plus a vegetable. Know how to formulate a short phrase using the structure 'I would like' plus a quantity of various vegetables. Know the conjunction 'and' so that they can formulate longer and more interesting sentences.
The date	Know how to recognise, recall and spell the 7 days of the week. Know how to form a short sentence about what day of the week it is today. Know how to recognise, recall and spell the 12 months of the year. Know how to recognise, recall and spell numbers 1-31. Know the structure necessary to say the date. Know how to say when their birthday is.

Traditions & Celebrations	Know all about the famous Spanish festival, La Tomatina, ask questions, give answers, and express an opinion about it. Know all about the famous Spanish festival, Fallas de Valencia, ask questions, give answers, and express an opinion about it. Know all about the famous Spanish festival, Sanfermines, ask questions, give answers, and express an opinion about it. Know all about the famous Spanish celebration, Día de los Muertos, ask questions, give answers, and express an opinion about it. Know all about the famous Spanish tradition, Semana Santa, ask questions, give answers, and express an opinion about it.
(Phonics 3&4) Do you have a pet?	Recognise, recall and spell 8 common pets with their indefinite article/determiner. Know how to use the irregular high frequency verb 'I have', along with the conjunction 'and' in order to say which pets they have. Know how to use the structure 'that is called', to allow them to introduce their pets. Know the negative structures so that they can say which animals they do not have as pets. Know how to use the conjunction 'but' to make their sentences more complex and interesting.
Family	Recognise, recall and spell different family members with the correct definite article/determiner. Know how to use the possessive adjective 'my' with increasing accuracy. Know how to ask and answer the question 'do you have any siblings?'. Know the language needed to introduce their own/fictitious family members. Know how to move from 1st person singular 'my name is' to 3rd person singular 'he/she is called'. Know numbers 1-100 and use this knowledge to be able to say how old their own/fictitious family members are.
At the cafe	Recognise, recall and spell the 20 masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a cafetería.

	Know some transactional language so that they can order what they would like to eat and drink in the cafetería. Know how to ask for the bill and how to say 'goodbye' and 'thank you'. Know about Spanish currency and consolidate their knowledge of numbers in order to calculate the bill in the cafeteria.
What is the weather?	Recognise, recall and spell 10 different phrases for describing weather and revise key conjunctions. Know the 4 compass points and know how to say the temperature. Recognise and recall the 7 days of the week and times of day. Present a weather forecast using all their knowledge learnt in this unit.
Clothes	Recognise, recall and spell 15 different items of clothing with their indefinite articles/determiners. Know how to describe what they are wearing by colour using 10 common colours and the structure 'I wear/I'm wearing' with the conjunction 'and'. Know about the changes involved in adjectival agreement when describing items of clothing by colour. Know how to integrate everything they have learnt so far to describe what they wear in 4 different scenarios: at school, at home, in summer and in winter.

END POINTS

What key learning to we want our children to know and remember by the end of each unit?
What will we assess our children against?

YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
I AM LEARNING SPANISH By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken. **ANIMALS** By the end of this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in Spanish. Pupils will be able to recognise, recall, remember and spell up to ten animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners. **I KNOW HOW...** By the end of this unit pupils will learn 10 familiar activities that they know how or do not know how in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions. **FRUITS** By the end of the unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. Pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish. **IN THE CLASSROOM** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.	**I AM LEARNING SPANISH** By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken. **FRUITS** By the end of the unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. Pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish. **VEGETABLES** By the end of this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall. **PRESENTING MYSELF** By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. **THE DATE** Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.

TRADITIONS & CELEBRATIONS By the end of this unit pupils will have the knowledge and skills necessary to ask and respond to key questions in the foreign language about 5 key traditions and celebrations in the Spanish-speaking world. This is a unit that focuses on key question words so that pupils can express an opinion about a tradition or celebration in the foreign language and can develop an appreciation of traditions and celebrations different to their own culture. **SEASONS** By the end of unit pupils will learn the 4 seasons of the year along with 2 phrases for each season in Spanish. Pupils will have the skills and knowledge to say which is their favourite season and describe it in an extended sentence. **INSTRUMENTS** By the end of this unit pupils will learn 10 common instruments and will be introduced to the 1st person singular high frequency verb 'I play' in Spanish. Pupils will be able to recognise, recall, and spell up to 10 instruments with their definite articles/determiners. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and articles/determiners. **ICE-CREAMS** By the end of this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. Pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or a cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like. **PRESENTING MYSELF** By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	**TRADITIONS & CELEBRATIONS** By the end of this unit pupils will have the knowledge and skills necessary to ask and respond to key questions in the foreign language about 5 key traditions and celebrations in the Spanish-speaking world. This is a unit that focuses on key question words so that pupils can express an opinion about a tradition or celebration in the foreign language and can develop an appreciation of traditions and celebrations different to their own culture. **DO YOU HAVE A PET?** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently. **FAMILY** By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular. **AT THE CAFÉ** By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafetería. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language. **WHAT IS THE WEATHER?** By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.

	CLOTHES By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in Spanish by colour. This unit brings together nouns, gender, articles/determiners, plurality, adjectival agreement, 1st person and verb conjugation so that pupils can express what they are wearing in full sentences in different scenarios in Spanish.

Key Vocabulary

Traditions and Celebrations

Spanish	English
¿Dónde?	Where?
¿Cuándo?	When?
¿Por qué?	Why?
¿Cuánto dura?	How long does it last?
¿Cuántos?	How many?
Es...	It is...
Se celebra...	It is celebrated...
Dura...	It lasts...
Me gusta...	I like it...
No me gusta...	I do not like it...

Spanish	English
porque...	because...
la fiesta	the festival
marzo	March
abril	April
julio	July
agosto	August
noviembre	November

The Date

Spanish	English
la fecha	the date
los días de la semana	the days of the week
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
¿Qué fecha es hoy?	What is the date today?
Hoy es ...	Today is...
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July

Spanish	English
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December
1 uno	one
2 dos	two
3 tres	three
4 cuatro	four
5 cinco	five
6 seis	six
7 siete	seven
8 ocho	eight
9 nueve	nine
10 diez	ten
11 once	eleven
12 doce	twelve
13 trece	thirteen

Spanish	English
14 catorce	fourteen
15 quince	fifteen
16 dieciséis	sixteen
17 diecisiete	seventeen
18 dieciocho	eighteen
19 diecinueve	nineteen
20 veinte	twenty
21 veintiuno	twenty-one
22 veintidós	twenty-two
23 veintitrés	twenty-three
24 veinticuatro	twenty-four
25 veinticinco	twenty-five
26 veintiséis	twenty-six
27 veintisiete	twenty-seven
28 veintiocho	twenty-eight
29 veintinueve	twenty-nine
30 treinta	thirty
31 treinta y uno	thirty-one

Presenting Myself

Spanish	English
¡Buenos días!	Good morning!
¡Hola!	Hi!/Hello!
¿Cómo estás?	How are you?
Estoy bien.	I am fine.
Estoy mal.	I am not great.
Estoy regular.	So-so.
Estoy muy bien.	I am great.
Estoy muy mal.	I am really not great.
muy	very
¡Adiós!	Goodbye!
¡Hasta luego!	See you later!
¿Cómo te llamas?	What is your name?
Me llamo...	My name is ...
¿Cuántos años tienes?	How old are you?
Tengo ... años.	I am ... years old.
¿Dónde vives?	Where do you live?
Vivo en...	I live in...

Spanish	English
Soy...	I am...
español/española	Spanish
inglés/inglesa	English
galés/galesa	Welsh
irlandés/irlandesa	Irish
escocés/escocesa	Scottish
Soy de...	I am from...
Soy de Inglaterra.	I am from England.
uno	one
dos	two
tres	three
cuatro	four
cinco	five
seis	six
siete	seven
ocho	eight

Spanish	English
nueve	nine
diez	ten
once	eleven
doce	twelve
trece	thirteen
catorce	fourteen
quince	fifteen
dieciséis	sixteen
diecisiete	seventeen
dieciocho	eighteen
diecinueve	nineteen
veinte	twenty

Vegetables

	Spanish	English
	las berenjenas	the aubergines
	las espinacas	the spinach
	las cebollas	the onions
	los calabacines	the courgettes
	los tomates	the tomatoes
	las judías verdes	the green beans
	los guisantes	the peas
	los champiñones	the mushrooms
	las zanahorias	the carrots
	las patatas	the potatoes

	Spanish	English
	un kilo de...	one kilo of...
	medio kilo de...	half a kilo of...
	Quisiera...	I would like...
	por favor	please
	y	and
	¡Hola!	Hello!
	¿Puedo ayudarte?	Can I help you?
	¿Algo más?	Is that all/anything else?
	¿Cuánto cuesta?	How much is that?
	gracias	thank you
	¡Hasta luego!	Goodbye!
	En mi cesta tengo...	In my basket I have...

Fruits

Spanish	English
La fruta	Fruits
la manzana	(the) apple
la fresa	(the) strawberry
la pera	(the) pear
la naranja	(the) orange
la cereza	(the) cherry
la ciruela	(the) plum
el plátano	(the) banana
el melocotón	(the) peach
el albaricoque	(the) apricot
el kiwi	(the) kiwi

Spanish	English
las manzanas	apples
las fresas	strawberries
las peras	pears
las naranjas	oranges
las cerezas	cherries
las ciruelas	plums
los plátanos	bananas
los melocotones	peaches
los albaricoques	apricots
los kiwis	kiwis
Me gustan...	I like...
No me gustan...	I don't like...
¿Te gustan...?	Do you like...?
Sí, me gustan...	Yes, I like...
No, no me gustan...	No, I don't like...

I Am Learning Spanish

Spanish	English
¡Buenos días!	Good morning!
¡Hola!	Hi!/Hello!
¿Cómo estás?	How are you?
Estoy bien.	I am fine.
Estoy mal.	I am not great.
Estoy regular.	So-so.
¡Adiós!	Goodbye!
¡Hasta luego!	See you later!
¿Cómo te llamas?	What is your name?
Me llamo...	My name is...
uno	one
dos	two
tres	three
cuatro	four
cinco	five

Spanish	English
seis	six
siete	seven
ocho	eight
nueve	nine
diez	ten
rojo	red
azul	blue
amarillo	yellow
verde	green
negro	black
blanco	white
gris	grey
naranja	orange
morado	purple
marrón	brown

Phonics and Pronunciation

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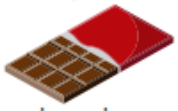

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Animals

Spanish	English
los animales	the animals
un	a *(masculine)*
una	a *(feminine)*
un caballo	a horse
un cerdo	a pig
un león	a lion
un pájaro	a bird

Spanish	English
un mono	a monkey
un pato	a duck
un ratón	a mouse
un conejo	a rabbit
una oveja	a sheep
una vaca	a cow
Soy...	I am ...

I know how...

Spanish	English
Sé...	I know how...
No sé...	I do not know how...
bailar	to dance
cantar	to sing
saltar	to jump
cocinar	to cook
montar en bicicleta	to ride a bike

Spanish	English
tocar un instrumento	to play an instrument
patinar	to ice-skate
dibujar	to draw
nadar	to swim
hablar español	to speak Spanish
y	and
pero	but

The Classroom

	Spanish	English
	un libro	a reading book
	un cuaderno	an exercise book
	un lápiz	a pencil
	un bolígrafo	a pen
	un sacapuntas	a sharpener
	un estuche	a pencil case
	una calculadora	a calculator
	una barra de pegamento	a glue stick
	una regla	a ruler
	una goma	a rubber
	una mochila	a rucksack
	unas tijeras	a pair of scissors

Spanish	English
tengo	I have
no tengo	I do not have
¿Qué tienes en tu estuche?	What do you have in your pencil case?
En mi estuche tengo...	In my pencil case I have...
En mi estuche no tengo...	In my pencil case I do not have...
mi	my (singular nouns)
mis	my (plural nouns)
y	and

Seasons

Spanish	English
las estaciones	seasons
la primavera	spring
el verano	summer
el otoño	autumn
el invierno	winter
Mi estación favorita es...	My favourite season is...
en primavera	in spring
las flores crecen	the flowers grow
los pájaros cantan	the birds sing

Spanish	English
en verano	in summer
el sol brilla	the sun shines
hace calor	it's hot
en otoño	in autumn
los días se acortan	the days get shorter
los árboles pierden sus hojas	the trees lose their leaves
en invierno	in winter
hace frío	it's cold
los animales hibernan	the animals hibernate
y	and

Ice Creams

Spanish	English
un helado	an ice-cream
...de vainilla	vanilla flavour
...de fresa	strawberry flavour
...de plátano	banana flavour
...de menta	mint flavour
...de pistacho	pistachio flavour
...de chocolate	chocolate flavour
...de café	coffee flavour
...de limón	lemon flavour
...de caramelo	caramel flavour
...de mora	blackberry flavour
Quisiera...	I would like...

Spanish	English
un cucurucho	a cone
una tarrina	a cup
una bola	one scoop
dos bolas	two scoops
tres bolas	three scoops
por favor	please
y	and
¡Hola!	Hello!
¿Qué sabor?	What flavour?
¿Cuántas bolas?	How many scoops?
gracias	thank you
¡Adiós!	Goodbye!

Clothes

Spanish	English
la ropa	clothes
un vestido	a dress
un jersey	a jumper
un abrigo	a coat
un gorro	a beanie
un chándal	a tracksuit
una camisa	a shirt
una camiseta	a T-shirt
una falda	a skirt
una chaqueta	a jacket
una bufanda	a scarf
unos pantalones	trousers
unos pantalones cortos	shorts
unos zapatos	shoes
unas zapatillas de deporte	trainers
unas gafas de sol	sunglasses
¿Qué llevas?	What are you wearing?

Spanish	English
llevar	to wear
llevo	I wear/I'm wearing
y	and
En el colegio...	At school...
En casa...	At home...
En verano...	In summer...
En invierno...	In winter...
rojo	red
amarillo	yellow
azul	blue
negro	black
verde	green
morado	purple
gris	grey
blanco	white
naranja	orange
marrón	brown

Instruments

Spanish	English
el	the *(masculine singular)*
la	the *(feminine singular)*
los	the *(masculine plural)*
las	the *(feminine plural)* *not seen in this unit*
la trompeta	the trumpet
la batería	the drums
la guitarra	the guitar
la flauta dulce	the recorder

Spanish	English
el clarinete	the clarinet
el arpa	the harp
el piano	the piano
el triángulo	the triangle
el violín	the violin
los címbalos	the cymbals
Toco…	I play…

My Family

Spanish	English
la familia	the family
la madre	the mother
la abuela	the grandmother
la tía	the aunty
la hermana mayor	the older sister
la hermana menor	the younger sister
el hermano	the brother
el tío	the uncle
el padre	the father
el abuelo	the grandfather
los padres	the parents
los abuelos	the grandparents
las hermanas	the sisters
¿Cómo se llama?	What is he/she called?
se llama	he/she is called
mi	my *(singular family members)*
mis	my *(plural family members)*

Spanish	English
¿Tienes hermanos?	Do you have any siblings?
Sí, tengo un hermano.	Yes, I have a brother.
Sí, tengo una hermana.	Yes, I have a sister.
Sí, tengo dos hermanos.	Yes, I have two brothers.
Sí, tengo dos hermanas.	Yes, I have two sisters.
No, soy hijo único.	No, I am an only child *(male)*.
No, soy hija única.	No, I am an only child *(female)*.
¿Cúantos años tiene?	How old is he/she?
Tiene ... años.	He/she is ... years old.
diez	ten
veinte	twenty
treinta	thirty
cuarenta	forty
cincuenta	fifty
sesenta	sixty
setenta	seventy
ochenta	eighty
noventa	ninety
cien	one hundred

What's the Weather Like?

Spanish	English
¿Qué tiempo hace?	What's the weather like?
Hace calor.	It's hot.
Hace frío.	It's cold.
Hace buen tiempo.	It's nice weather.
Hace mal tiempo.	It's bad weather.
Hace viento.	It's windy.
Hace sol.	It's sunny.
Hay tormenta.	It's stormy.
Está nublado.	It's cloudy.
Llueve.	It's raining.
Nieva.	It's snowing.
En el norte...	In the north...
En el este...	In the east...
En el sur...	In the south...

Spanish	English
En el oeste...	In the west...
Hace ... grados.	It's ... degrees.
Hoy es...	Today is...
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
por la mañana	in the morning
por la tarde	in the afternoon
y	and
pero	but

Do You Have a Pet?

Spanish	English
un perro	a dog
un gato	a cat
un conejo	a rabbit
un hámster	a hamster
un pez	a fish
un ratón	a mouse
una cotorra	a parrot / parakeet
una tortuga	a tortoise

Spanish	English
Tengo...	I have...
No tengo...	I do not have...
Tengo un...	I have a... (masculine)
Tengo una...	I have a... (feminine)
que se llama...	that is called...
y	and
pero	but

At the Cafe

Spanish	English
un bocadillo de jamón	a ham sandwich
un bocadillo de queso	a cheese sandwich
un pastel de limón	a lemon tart
unos churros	some churros
unos calamares	some calamari
una tortilla de patatas	a Spanish omelette
una ensalada mixta	a mixed salad
una paella	a paella
una tarta de chocolate	a chocolate cake
una crema catalana	a crème brûlée
unas gambas	some prawns
unas croquetas	some croquettes
unas patatas bravas	some patatas bravas
un café	a coffee

Spanish	English
un café con leche	a coffee with milk
un té	a tea
un zumo de naranja	an orange juice
un chocolate caliente	a hot chocolate
una limonada	a lemonade
una coca cola	a coca-cola
¡Hola!	Hello!
¡Adiós!	Goodbye!
¿Qué deseas?	What would you like?
quisiera	I would like
gracias	thank you
por favor	please
y	and
la cuenta	the bill