

## Spanish Knowledge Sequencing At Alderman Cogan's CE Primary Academy

<p><b>Intent</b></p>	<p>At Alderman Cogan's we want to give all our children the best possible start in life academically, as citizens and as lifelong learners. Above all, we want them to be highly literate and able to have all the learning necessary to help them to thrive in a complex, changing and competitive world. We want all our students to be ambitious for themselves and about their futures. We will provide the pathways and support for them to realise their ambitions, 'through a Christian lens'.</p> <p>Our ambitious and aspirational MFL curriculum is underpinned by our strong Christian Values through our '<b>Cogan Learning Goal</b>'. Spanish at Alderman Cogan's school will provide children with opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. This will ensure that the foreign language knowledge of our children progresses within each academic year and is extended year upon year throughout the primary phase in preparation for their transition to KS3.</p> <p>The four key language learning skills; <b>listening, speaking, reading</b> and <b>writing</b> will be taught and all necessary <b>grammar</b> will be covered in an age-appropriate way across KS1 and KS2. This will enable children to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help children recall and build on previous knowledge throughout their primary school language learning journey.</p> <p>All children will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer children the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.</p>
<p><b>Substantive Knowledge in Spanish</b></p>	<p>Early Learning units will start at basic noun and article level and will teach children how to formulate short phrases around a topic for example - Spanish greetings e.g. "Buenos días" is "Good morning." By the time children reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on the substantive topic that is the focus. a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.</p>
<p><b>Disciplinary Knowledge in Spanish</b></p>	<p>Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.</p>

EYFS: Building the foundations for Spanish	
Nursery	
In order for children to progress and develop the skills needed to be successful in <b>Spanish</b> , they build important communication and language skills through <b>Communication and Language</b> development, <b>Personal, Social and Emotional</b> development and building their essential skills and knowledge in <b>Literacy</b> .	
Speaking & Listening	Reading
Can start a conversation with an adult or friend and continue it for many turns. Listen with increased attention to sounds.	Enjoy listening to longer stories and remember much of what happens.

EYFS : Building the foundations for Spanish	
Reception	
In the study of Modern Foreign Languages in reception, the focus is on practical communication and enjoyment. Children are taught to:-	
<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes</li> <li>• Engage in conversations; ask and answer questions</li> <li>• Speak in simple sentences and broaden vocabulary</li> <li>• Develop accurate pronunciation</li> <li>• Enjoy songs, stories, poems and rhymes</li> <li>• Start to understand basic grammar</li> <li>• Start to understand similarities and differences in language</li> </ul>	
Speaking & Listening	Reading
Listen and understand some key nouns  Listen and respond using actions  Communication using simple words and modelled phrases  Start to understand basic phonics sounds  Start to copy pronunciation	Start to recognise basic nouns  Start to spot similarities with English  Start to use text types and visual clues

Disciplinary Knowledge							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Listening							
<p>to demonstrate turn-taking in language exchange eg greetings</p> <p>awareness of the concept of another language</p> <p>to enjoy listening to songs and stories in another language</p>	<p>to be curious about another country, its language and its culture</p> <p>to imitate sounds and intonation accurately</p> <p>to begin to join in with songs and rhymes</p> <p>to join in actions for songs and rhymes</p> <p>To use memory techniques to recall new words</p>	<p>Appreciate and actively participate in traditional short stories &amp; fairy tales.</p>	<p>Appreciate short stories &amp; fairy tales and start to understand some of the familiar words in what we hear.</p>	<p>Listen to and enjoy short stories, nursery rhymes &amp; songs.</p> <p>Recognise familiar words and short phrases covered in the units taught.</p>	<p>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.</p>	<p>Listen more attentively and for longer.</p> <p>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p>	<p>Listen to longer text and more authentic foreign language material.</p> <p>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p>
Speaking							
		<p>Learn to repeat and reproduce the language I hear with accurate pronunciation.</p> <p>Join in with songs or stories with actions and attempt some words.</p>	<p>Learn to articulate key words introduced in the lesson and understand their meaning.</p>	<p>Communicate with others using simple words and short phrases covered in the units.</p>	<p>Communicate with others with improved confidence and accuracy.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p>	<p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>	<p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p>
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading							
		<p>Be able to identify written versions of the words I hear.</p>	<p>Being able to identify the written version of a wider range of the words I hear</p>	<p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p>	<p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'.</p> <p>Understand most of what we read in the foreign language when it is based on familiar language.</p>	<p>Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context.</p> <p>Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'</p>	<p>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.</p> <p>Decode unknown language using bilingual dictionaries.</p>
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing							
		<p>Consolidate letter formation skills by copying words in the foreign language from a model.</p>	<p>Start to reproduce nouns and determiners/articles from a model.</p>	<p>Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p>	<p>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.</p>	<p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</p> <p>Learn to manipulate the language and be able to</p>	<p>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. Also start to incorporate conjugated verbs and learn to be comfortable</p>

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							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.	using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
<b>Grammar</b>								
<b>F1</b>	<b>F2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
		Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	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 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 our 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'.	
<b>Progression of Knowledge - Spanish</b>								
<b>Knowledge</b>								
<b>F1</b>	<b>F2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
<b>Phonics</b>								

<p>Know that Spanish sounds different to English</p>	<p>Know that in Spanish, some sounds are different from English.</p>	<p>Know about the phonemes and graphemes:</p> <p><b>CH J Ñ LL RR</b></p> <p>Ñ sound. Starting to learn that it is very common and a specific sound to Spanish. Like the 'ny' sound in the English word 'canyon'. As seen in araña and pequeña in the Spanish nursery rhymes. LL sound. The double 'LL' letter combination is another signature Spanish sound / phoneme. The Spanish 'LL' sound is pronounced very similarly to the 'y' sound in the English words 'yellow'. As seen in the words llamar, lluvia, pollitos, and gallina in the Spanish nursery rhymes.</p> <p>J sound. Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'. As seen in words from the nurse rhymes like bajo, granja</p>	<p>Know about the following phonemes and graphemes:</p> <p><b>CH J Ñ LL RR</b></p> <p><b>J</b> sound in naranja <b>LL</b> sound in amarillo <b>RR</b> sound in marrón</p> <p><b>LL</b> sound in Estrella Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable.</p> <p>For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like rom-bo and es-tre-lla</p> <p>Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lí-ne-a, cí-r-r-cu-lo, ó-va-lo and pen-tá-go-no.</p>	<p>Know about the following phonemes and graphemes</p> <p><b>CH J Ñ LL RR</b></p> <p><b>CH</b> sound in ocho <b>J</b> sound in rojo, naranja, Jasmina, José &amp; Juan Pablo <b>Ñ</b> sound in España <b>RR</b> sound in marrón <b>LL</b> sound in ¿cómo te llamas? &amp; me llamo</p> <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like na-ran-ja. <b>Ñ</b> tilde. This changes the 'n' to a 'ny' sound like in the English word onion</p> <p><b>RR</b> sound in guitarra <b>Stress placement.</b> For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like trom-pe-ta and gui-ta-rra. <b>Accents</b> can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in cím-balos, train-gu-lo &amp; ba-te-rí-a.</p> <p><b>J</b> sound in naranja Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que.</p> <p><b>Accents</b> can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón</p>	<p>Know about the following phonemes and graphemes</p> <p><b>CA CE CI CO CU</b></p> <p><b>CA</b> sound in catorce <b>CE</b> sound in once, doce, trece etc <b>CI</b> sound in cinco, cincuenta &amp; cien. <b>CO</b> sound in cómo <b>CU</b> sound in cuatro &amp; cuántos</p> <p><b>Stress Placement.</b> Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-gle-sa and vein-te.</p> <p><b>Accents.</b> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dó-nde <b>Ñ</b> tilde. This changes the 'n' to a 'ny' sound as in español &amp; española.</p> <p><b>CA</b> sound in única <b>CI</b> sound in cien <b>CO</b> sound in único <b>CU</b> sound in cuarenta, cincuenta</p> <p><b>Stress Placement.</b> Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable in the word. For words that end in a vowel or 'n' and 's' it is normally the penultimate syllable like her-man-o or her-man-a (remembering silent 'h' in Spanish unless a foreign origin word). <b>Accents</b> can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tí-o and ú-ni-ca.</p> <p><b>GA GE GI GO GU</b></p> <p><b>GA</b> sound in garaje</p> <p><b>Stress Placement.</b> Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-de-ro and ga-ra-je.</p> <p><b>Accents.</b> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón.</p> <p><b>Ñ tilde.</b> This changes the 'n' to a 'ny'</p>	<p>Know about the following phonemes and graphemes</p> <p><b>GA GE GI GO GU GA</b></p> <p><b>GA</b> sound in gato &amp; tortuga <b>GO</b> sound in gorra &amp; abrigo</p> <p><b>Stress Placement.</b> Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tor-tu-ga and pe-rr-o.</p> <p><b>Accents.</b> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón.</p> <p><b>GO</b> sound in domingo &amp; agosto</p> <p><b>Stress Placement.</b> Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lío, vein-tiu-no and trein-ta.</p> <p><b>Ñ tilde.</b> This letter changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme and is seen in cumpleaños.</p> <p><b>Silent letters.</b> 'H' is always silent in Spanish (unless it is a word of foreign origin) as in the word hoy which is pronounced oy.</p> <p><b>GA</b> sound in gafas <b>GU</b> sound in guantes</p> <p><b>Stress Placement.</b> Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like guan-tes, a-bri-go, blu-sa, san-da-lias and cha-que-ta.</p> <p><b>Accents.</b> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lle-váis.</p>	<p>Know about the following phonemes and graphemes</p> <p><b>B V CC QU Z</b></p> <p><b>Stress Placement.</b> Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-te-re-san-te and di-ver-ti-do.</p> <p><b>Accents</b> can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas.</p> <p><b>Ñ tilde.</b> This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español.</p> <p><b>Silent letters.</b> 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola.</p> <p><b>B V CC QU Z</b></p> <p><b>B</b> sound in aburrido <b>V</b> sound in voy, veo, divertido &amp; levanto</p> <p><b>Stress Placement.</b> Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable like dor-mir and ge-nial. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like le-van-to, di-ver-ti-do and a-bu-rrí-do.</p> <p><b>Accents.</b> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-cre-í-ble.</p> <p><b>Silent letters.</b> 'H' is always silent in Spanish as in the word verb horrible (unless it is a word of foreign origin). It is pronounced orrible.</p> <p><b>B</b> sound in hablo &amp; besos <b>V</b> sound in salvar, carnaval, Navidad, vas &amp; voy <b>QU</b> sound in qué</p>
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					sound like in the English word onion. It is another letter not just another phoneme as in baño and montaña.		<p><b>Z</b> sound in utilizar</p> <p><b>Silent letters.</b> H' is always silent in Spanish as in the word verb hablo (unless it is a word of foreign origin). It is pronounced ablo.</p> <p><b>Ñ tilde.</b> This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español.</p> <p><b>Stress Placement.</b> For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like pre-fe-ri-da, fies-ta &amp; co-lo-ri-da</p> <p><b>Accents.</b> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dí-a &amp; in-glés.</p>
<b>Grammar</b>							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduction to Spanish	Introductory units	Introductory units	<p><b>Nouns, gender &amp; articles/determiners.</b></p> <p>a/an can be either <b>un</b> and <b>una</b> (masuline/femine).</p>	<p><b>Nouns, definite articles/determiners and high frequency</b></p> <p>verb 'tocar' in 1st person singular only.</p> <p>spanish can cover two words eg es = it is</p> <p>Understand how to use 'y' to join two words.</p> <p><b>Nouns, gender, articles/determines</b></p> <p>Gender affects other words in sentences like the indefinite article/determine which has two forms: <b>un, una</b></p> <p>Plural definite article/determiner is <b>los</b> or <b>las</b></p> <p>Upside down question mark is used at the beginning of all questions plural form</p>	<p><b>Adjectival Agreement</b></p> <p>Add a 'a' to the end of the adjective to show that the person talking is benign described is female</p> <p><b>Nouns, articles/determiners and possessive adjectives:</b></p> <p>-Mi and mis for 'my'</p> <p>-'I am' and 'I have' are 'he/she is' and 'he/she has'</p> <p><b>Nouns, gender, articles/determiners and use of the negative</b></p> <p>-Sounds in Spanish are gendered and affects choice of article/determiner</p> <p>-tengo 'I have'</p> <p>-no tengo, 'I do not have'</p>	<p><b>Indefinite articles, high frequency verbs and negative structure</b></p> <p>-1st person singular conjugation and high frequency verbs <b>me llamo, tengo, soy</b> and <b>vivo</b></p> <p>-indefinite articles/determiners <b>un</b> and <b>una</b></p> <p>Negative structure <b>no tengo</b></p> <p>Differences in Spanish punctuation</p> <p><b>Ordinal and cardinal numbers</b></p> <p>Months of the year and days of the week do not have capital letters unless they are at the beginning of a sentence</p> <p>2nd, 3rd, 4th etc is not used in the date</p> <p>Upside down question mark is at the beginning of all sentences that are questions</p> <p><b>Verbs, possessive adjectives, gender, definite/indefinite articles and adjectival agreements</b></p> <p>Possessive adjectives for the words 'my'</p>	<p><b>Nouns, gender, definite articles and high frequency AR verb 'estudiar'</b></p> <p>Revision of <b>el, la, los</b> and <b>las</b></p> <p>1st person singular conjugation of <b>estudiar</b></p> <p><b>Verbs, conjunctions and opinions</b></p> <p>Revision of first person singular high frequency verbs '<b>voy</b>' and '<b>juego</b>'</p> <p>New verbs such as '<b>veo</b>' and '<b>leo</b>', subject personal pronoun is not required</p> <p>New conjunctions and opinions for joining phrases together</p> <p>Upside down question mark and exclamation marks are used at the start of sentences</p>

						Gender nouns (revisited)  Whole verb conjugation of the regular 'ar' verb <b>LLEVAR</b>  Adjectival agreement revisited  Extended use of the colours	
<b>Vocabulary</b>							
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Greetings:</b> Hello, goodbye</p>	<p><b>Greetings:</b> Hello, goodbye, see you later</p>	<p><b>Greetings:</b> Good morning, hi, my name is..., How are you?, I am well/good, I am not well/good, so, so, goodbye, see you later</p>	<p><b>Greetings:</b></p> <p><b>Numbers:</b> 1-10</p> <p><b>Colours:</b> white, blue, grey, yellow, brown, black, orange, red, green, purple</p> <p><b>Shapes:</b> triangle, square, oval, circle, rectangle, pentagon, hexagon, rhombus, star, line, draw</p> <p><b>Above as plural</b></p> <p><b>Nouns:</b> a/an - uno</p>	<p><b>Greetings:</b> Hello, How are you? I am fine, I am not very well, so, so! Goodbye, What is your name? My name is...</p> <p><b>Numbers:</b> 1-10</p> <p><b>Colours:</b> white, blue, grey, yellow, brown, black, orange, red, green, purple</p> <p><b>Instruments:</b> The, trumpet, drum, guitar, flute, clarinet, harp, piano, triangle, violin, cymbals, I play...</p> <p><b>Fruits:</b> an apple, a strawberry, a peach, a banana, a cherry, an orange, a plum, a pear, a kiwi, an apricot, I like....</p> <p>Above as plurals; the apples etc</p> <p><b>Masculine/Feminine:</b>                      El (the masculine)                      La (the feminine)                      Los (the masculine plural)                      Las (the masculine plural)</p>	<p><b>Greetings:</b> How old are you? I am... years old, I live in...., I am Spanish, I am English</p> <p><b>Numbers:</b> 1-20</p> <p><b>Colours:</b> white, blue, grey, yellow, brown, black, orange, red, green, purple</p> <p><b>Home:</b> Where do you live? I live in...a house, an apartment, in town, in the countryside, in the mountains, by the sea, in a village, a kitchen, a dining room, a bathroom, a bedroom, a basement, a utility room, an office/study, a living room, a garage, a garden                      In my house there is..../there are....                      In my house there is not..../there are no.....</p> <p><b>Conjunctions:</b> and, but</p> <p><b>Masculine</b>                      Soy espanol                      Soy ingles</p> <p><b>Femine</b>                      Soy espanola                      Soy inglesa</p> <p><b>tengo</b> 'I have'  <b>no tengo</b>, 'I do not have'  <b>Mi</b> and <b>mis</b> for 'my'                      'I am' and 'I have' are 'he/she is' and 'he/she has'</p>	<p><b>Clothes:</b> the clothes, a pair of trousers, swimwear, a jumper, a tee shirt, a coat, a dress, a blue, a tie, a scarf, a skirt, a jacket, a shirt, a cap, a pair of gloves, boots, socks/tights, sandals, sunglasses, a pair of shorts, a pair of shoes, a pair of socks</p> <p><b>Yo llevo:</b> I wear  <b>Tú llevas:</b> You wear  <b>Él lleva:</b> he wears  <b>Ella lleva:</b> she wears  <b>Nosotros llevamos:</b> we wear (masculine and mixed group)  <b>Nosotras llevamos:</b> we wear (femine)  <b>Vosotros lleváis:</b> You all wear (masculine &amp; mixed)  <b>Vosotras lleváis:</b> You all wear (femine)  <b>Ellos llevan:</b> They all wear (masculine and mixed group)  <b>Ellas llevan:</b> They all wear (feminine)</p> <p><b>Days of the week</b></p> <p><b>School</b>                      For school I wear...                      When it is nice weather I wear...                      When it snows I wear....                      When I am holiday I wear....</p>	<p><b>Greetings:</b> See you later! / See you soon! Kisses, See you soon! Hi!</p> <p><b>Me in the World:</b>                      I am called...I live...I speak... I speak Spanish.I speak English. My favourite festival is Carnival. My favourite festival is Holy Week (Easter). My favourite festival is the National Holidays. My favourite festival is Eid. My favourite festival is Diwali. My favourite festival is Christmas. It is a very traditional and religious festival. It is a very happy / cheerful festival. It is a very colourful festival. What are you going to do to help save the planet? I am going to use less paper.I am going to use less cardboard.I am going to use less plastic.I am going to use less water.</p> <p><b>School:</b>                      Subjects, boring, difficult, useful, interesting, fun, easy, pointless</p> <p><b>Conjunctions:</b>  <b>Porque</b>: because  <b>Porque es</b>... Because it is...  <b>Porque son</b>... Because they are...  <b>Y:</b> and  <b>Pero:</b> but  <b>Sin embargo:</b> however</p> <p><b>Pronouns:</b>  <b>Nosotros:</b> we (masculine &amp; mixed group)  <b>Nosotras:</b> We (all feminine group)  <b>Vosotros:</b> You all (masculine &amp; mixed group)  <b>Vosotras:</b> You all (all feminine group)  <b>Ellos:</b> They (masculine &amp; mixed group)</p>

# Spanish Knowledge Sequencing At Alderman Cogan's CE Primary Academy

							<p><b>Ellas</b> They (all feminine group) <b>Voy:</b> I go <b>Vas:</b> You go <b>Va:</b> He goes <b>Va:</b> She goes</p> <p><b>Nosotros /nosotras vamos:</b> We go <b>Vosotros/ vosotras vais:</b> You all go <b>Ellos/ellas van:</b> They go</p>
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