

Hadley Wood Primary School

Spanish Curriculum Overview



Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Curriculum Intent:

At Hadley Wood Primary School, we teach Spanish to all classes in Years 3 – 6. We believe that learning a foreign language provides a fantastic opportunity for pupils to discover other cultures; fostering their curiosity and understanding of the world.

Through our languages education, we provide opportunities for pupils to learn, understand and respond to Spanish speakers, both in speech and writing.

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries' DfE: September 2013

At Hadley Wood, our aim is to develop the confidence and competence of each child in the foreign language they are learning.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:

- Speaking
- Listening
- Reading
- Writing
- Grammar

How we plan for and teach Spanish:

Spanish is taught in a whole-class setting by the class teacher. Each class has a timetabled lesson of thirty minutes per week. The lessons are divided into units around a set theme where pupils learn to speak and write confidently in Spanish through a range of engaging resources. Each unit begins with the Success Criteria being shared by the teacher which is revisited at the end of the unit for children to self-assess their achievements.

Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps

- Differentiated activities

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar). The last lesson in each unit focuses on the key language skills and is used to support the teacher assessment (and self-assessment from the child) of the Success Criteria for each unit of work.

At Hadley Wood, we use the Language Angels programme to support our Spanish teaching. We have adopted the scheme of work to meet the needs of our cohort.

What you will see in our Spanish lessons:

1. Every lesson is carefully planned around **an enquiry question for children to answer**. By ensuring that these questions spark children's enquiry and **curiosity**, children are engaged in their learning and want to find out the answer. Lessons are purposeful and result in children gaining a new understanding of the world around them.
2. In each lesson the **learning objective** is designed so that children have a powerful understanding of the skills and understanding they are developing in the lesson. **Success criteria** define the features of the learning intention in the context of the activity so that children can identify what they are aiming for and how well they are doing.
3. Learning is effectively sequenced by sharing prior learning '**building blocks**' at the start of each lesson/topic/new concept. We recognise that children are more likely to retain new learning if it connected to prior understanding. Building blocks help pupils of all levels to connect new learning with existing concepts and promote **independence**.
4. Teachers start each lesson with a **discursive statement** to engage pupils and draw links between prior and new learning. Different levels of challenge and '**what if**' challenges help to ensure our children have high aspirations of themselves and strive to be the best they can be.
5. Teachers skillfully use the '**Deliberate Mistake**' approach to learning to build pupil **resilience** to failure alongside their ability to work independently to problem solve. This embeds the concept that making mistakes is integral to the learning process.

Spanish Long Term Knowledge Map

Rationale for Sequencing

Year 3	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider Spanish knowledge and what later content this prepares for
Autumn 1	Yo Aprendo Español (I am Spanish)	Pupils begin to acquire knowledge of the Spanish language and culture through learning where Spain is in comparison to the rest of the world and exploring the position of famous Spanish cities (making geographical links). Pupils talk about how Spanish is a language used across the world and countries where this is the main language. They develop confidence with asking people their names using the phrase ¿cómo te llamas? and saying their name and how they are feeling in Spanish using the phrase ¿cómo estás? . Pupils learn the Spanish names for colours including : rojo, azul, blanco, naranja, gris, negro, violetta and practise counting fluently to ten.	Aspects of this unit including counting, saying their name and how they are feeling, provide solid foundations for the acquisition of the Spanish language, which is revisited as revision in the unit Me Presento in Year 4 . Naming colours is revisited in the Year 5 unit La Ropa .
	Identify Spain on a map of the world.		
	Highlight famous Spanish cities		
	Talk about other countries where Spanish is spoken.		
	Say their name and how they are feeling in Spanish.		
	Name colours		
	Count to ten in Spanish		
Autumn 2	Los Animales (Animals)	Pupils are introduced to ten animals (including un león , un conejo, un cerdo and una vaca) in Spanish and consolidate this knowledge by matching Spanish words to the appropriate picture. They are challenged to remember the words for at least five animals in Spanish unaided and attempt to spell at least three animals correctly in Spanish.	Naming different animals, using the correct gender supports pupils with the learning and retelling of the story of Goldilocks in Year 4 and understanding how to talk about Pets in Year 5 . The understanding of different genders for animals is revisited in Year 4 and Year 5 where pupils explore animal habitats .
	Learn the nouns for different animals		
	Use the correct gender for animals in Spanish		
	Spell animals names		

Spring 1	Los Instrumentos (Musical instruments)	Pupils develop their knowledge of musical instruments (including la trompeta, la guitarra, el piano and los címbalos) and can name them in Spanish. They match the new Spanish words to the appropriate picture. Pupils are able to remember the words for at least five instruments and their correct gender in Spanish, unaided and can say that they play an instrument, of their choice correctly in Spanish	This unit supports pupil to further understand how different nouns have different genders and the importance of using these accurately when speaking, reading and writing in Spanish.
	Name musical instruments		
	Use the correct gender for instruments		
	Say the instruments they play in Spanish		
Spring 2	La fruta (Fruits)	Pupils name and recognise different fruits including: una ciruela, un albaricoque, una manzana, una pera and attempt to spell some of these nouns. They can ask somebody in Spanish if they like a particular fruit and say what fruits they like using the phrase " Me gustan... " and dislike using the phrase " No me gustan... ".	Exploring the phrase "me gustan..." or "no me gustan..." helps children speak with confidence in the Year 3 unit Puedo where they discuss preferences for different activities.
	Name fruits		
	Ask questions about fruit		
	Explain their likes and dislikes		
Summer 1	La historia de la antigua Gran Bretaña (Ancient Britain)	Having previously studied the Stone age, Bronze age and Iron age in Britain, this unit provides scope for children to develop previously acquired knowledge into Spanish. They learn and use the Spanish for "I am" (Soy), "I have" (Tengo) and "I live" (Vivo). Pupils name in Spanish, the six key periods of ancient Britain, introduced in chronological order (using prior learning from History). They say in Spanish three of the types of people who lived in ancient Britain. Pupils tell somebody in Spanish the three key hunting tools used during the stone age (la edad de piedra), bronze age (la edad de bronce) and	This unit prepares pupils to talk with historical accuracy in Spanish and lays the foundations for pupils to learn about the Olympics both from Ancient Greece and present day in Year 5 and World War 2 in Year 6 . This focus within the curriculum makes links with Spanish and history that the pupils study within the Key Stage 2 curriculum.
	Use Soy, Tengo and Vivo		
	Name the six key periods in ancient Britain		
	Types of people who lived in ancient Britain and their dwellings		
	Tools		

		iron age (la edad de hierro) in ancient Britain and name the three types of dwellings people lived in during the stone age, bronze age and iron age.	
Summer 2	Puedo... (I can...)	Pupils begin to recognise some common Spanish verbs and activities including bailar (to dance) and cocinar (to cook) . They use these verbs to convey meaning in Spanish by matching them to their appropriate picture. Pupils use these verbs in the infinitive with puedo...	Using Spanish verbs accurately is the foundation of pupils using grammar in Spanish correctly and echoed throughout all the units. As pupils progress they use a wider range of increasingly complex verbs with a two focus units in Year 6 on the use of regular and irregular verbs .
	Common Spanish verbs and activities		
	Use verbs with the infinitive puedo...		
	Explain preferences of activities		
Year 4	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider Spanish knowledge and what later content this prepares for
Autumn 1	Me Presento (Presenting Myself)	Pupils revisit counting and accurately count to 20 in Spanish. They refine saying their name and age (using the question ¿cuántos años tienes?) in Spanish. Pupils practise how to say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling. They say with confidence where they live and tell others if they are Spanish or English or another nationality using the verb "soy" before stating the nationality. Pupils are reminded of the concept of gender and noun agreement.	Continuing to develop confidence with speaking in Spanish and naming others provides pupils with the confidence for talking about their family in the Year 4 unit La Familia and Mi Casa , where pupils count up to 100. Fluency with the foundations laid within the unit supports the language acquired in Year 5 when learning about dates .
	Count to 20		
	Greetings		
	Nationality		
Autumn 2	La Familia (Family)	Pupils learn the nouns in Spanish for members of their family. They are able to tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. They continue to	The learning within this unit provides the foundations for pupils using Spanish with confidence when talking about their home later in Year 4 , as well as their personal beliefs and lives when learning about Me and the World in Year 6 .
	Names of family members		
	Age of family members		
	Ask questions about other pupils families		

	Concept of possessives mi and mis.	practise counting in Spanish, reaching 100, to enable students to say the age of various family members. Pupils understand the concept of mi and mis in Spanish.	
Spring 1	Ricitos De Oro y Los Tres Osos (Goldilocks & The Three Bears)	Pupils develop their understanding of making links between traditional tales in different languages by listening attentively to the story in Spanish. This supports them to recognise, understand and remember more of the new language. They increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish. Pupils develop their thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases.	The development in confidence of pupils practising their thinking and reasoning skills in Spanish as well as identifying strategies to memorise new words and phrases is invaluable to support pupils with moving forward across the Spanish curriculum.
	Listen to stories in Spanish		
	Memorise key words and phrases		
	Retell aspects of the story in Spanish		
Spring 2	Hábitats (Habitats - part 1)	Pupils learn and are able to articulate in Spanish the key elements animals and plants need to survive in their habitat. They tell somebody in Spanish examples of the most common habitats for plants and animals and give a named example of these habitats including el Amazonas, el Sahara, el desierto and el campo and which animals live in these different habitats. Pupils are able to articulate with confidence which plants live in these different habitats.	The learning from this unit is further consolidated in Year 5 when the pupils learn to talk about their habitat in further detail in Spanish (with a greater focus on a wider range of verbs and increasingly complex language)
	Basic elements that animals and plants need for survival		
	Different habitats across the world		
	Animals in different habitats		
	Plants in different habitats		
Summer 1	Mi Clase (In the Classroom)	Pupils are able to recognise and repeat from memory simple classroom objects and use the correct gender including: un lápiz, un libro, una goma and un sacapuntas. They say what they have and do not have in their pencil case using the phrase en mi	This unit of work prepares pupils to explore lessons and the classroom further in the Year 6 unit on School , where pupils convey opinions on their preferences towards lessons in Spanish and conduct a survey.
	Classroom objects		
	Gender of objects		

	Commands	estuche tengo.... Pupils recognise and respond to simple classroom commands and praise.	
Summer 2	Mi Casa (My Home)	Pupils are able to say whether they live in a house or an apartment and say where it is using the language: una casa, un piso, en la ciudad, en la costa . They repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Pupils talk in Spanish what rooms they have or do not have in their home and ask somebody else in Spanish what rooms they have or do not have in their home using the phrasing " en mi casa hay... " and " en mi casa no hay... ". They create a longer spoken or written passage in Spanish making links to previously learnt language (incorporating personal details such as their name and age).	The language acquired within this unit supports pupils to develop their written knowledge in Spanish and commit to memory simple language patterns key to language fluency.
	Name different types of housing		
	Name rooms within houses		
	Write in Spanish about their home		
Year 5	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider Spanish knowledge and what later content this prepares for
Autumn 1	¿Tienes una mascota? (Do you have a pet?)	Pupils say and write from memory, with the correct gender and accurate pronunciation and spelling, the eight nouns in Spanish for popular pets. They say and write what their pet is called in Spanish and ask somebody in Spanish what pet they have. Pupils say and write a short presentation including some or all of the following: my name; my age; what pet I have; what pet I don't have; my pet's name; a connective " y " (and) or " pero " (but).	This unit supports pupils to continue to develop their understanding of talking about animals, which is useful within the Year 5 unit on habitats . The presentation made at the end of unit consolidate prior Spanish knowledge taught over the previous two years.
	Name pets		
	Ask questions about pets		
	Use the connective "y" or "pero" when presenting information about pets.		

Autumn 2	<p>¿Qué Fecha Es Hoy? (What is the date?)</p> <p>Months of the year</p> <p>Ask what the date is</p> <p>Key dates in the Spanish calendar</p> <p>Birthdays</p>	<p>Pupils learn how to recognise, read, say and spell the twelve months of the year in Spanish as accurately as possible. They learn how to ask what the date is in Spanish by saying ¿Qué fecha es hoy? Pupils are able to say the date in Spanish (including a shorter version). They ask the question "When is your birthday?" by saying ¿Cuándo es tu cumpleaños? in Spanish and can respond. Pupils learn some key dates from the Spanish calendar (traditional Spanish celebrations for example).</p>	<p>Pupils benefit from the opportunity to continue to practise asking and answering increasingly detailed questions and responses. Having a secure knowledge of dates supports pupils within the Year 5 unit on weather as they are able to make links between different types of the weather and months of the year.</p>
Spring 1	<p>¿Qué Tiempo Hace? (How is the Weather?)</p> <p>Name different types of weather</p> <p>Ask and answer questions about the weather</p> <p>Make links between weather and different Spanish regions</p> <p>Read a weather map</p>	<p>Pupils read and recognise the vocabulary for weather in Spanish. They say and write the vocabulary accurately for weather in Spanish. Pupils ask the question "what the weather is like today?" or ¿Qué tiempo hace? and answer using words such as está lloviendo, hace frío, hay tormenta in Spanish. They describe the weather in different regions of Spain using a weather map with symbols in spoken and written form, making links with geographical knowledge</p>	<p>This unit allows the pupils to make links between weather and different Spanish regions which prepares the pupils to draw comparisons between Lima and Madrid in the Year 6 unit on Me and the World, as well as how weather effects habitats and animal adaptation and they types of clothes worn in different weathers, later in Year 5.</p>
Spring 2	<p>Hábitats (Habitats - part 2)</p> <p>Animal adaptation</p> <p>Verb 'crecer' (to grow)</p> <p>Verb 'vivir' (to live)</p>	<p>Pupils build on their knowledge from Year 4 by increasing in complexity the Spanish used the write the key elements animals and plants need to survive in their habitat. They are able to articulate in Spanish which plants grow in each habitat and some of their adaptations using the verb 'crecer' (to grow). Pupils look at which animals live</p>	<p>The increasing knowledge of regular and irregular verbs is further explored in Year 6 to enable pupils to communicate in Spanish with fluency.</p>

	Spanish presentation on animal adaptation	in each habitat and some of their adaptations using the verb ' vivir ' (to live). Pupils make a presentation on animal adaptations and habitats in Spanish	
Summer 1	Las Olimpiadas (The Olympics)	Pupils learn about the key facts of the ancient and modern Olympics in Spanish. They are encouraged to look out for cognates (a word that is related in origin to another word from a different language) and highlight key words when decoding longer text to help them to understand and read in Spanish. Pupils learn the nouns in Spanish for key sports in the current Olympic Games and can say and spells these with their correct gender/article. The learn to use the verb practicar to help them to say what sports people play and what sports other people do not play.	
	Ancient and modern Olympics		
	Name different current Olympic sports		
	Use the verb ' practicar '		
	Read and write about different Olympic sports in Spanish		
Summer 2	La Ropa (Clothes)	Pupils say and write the vocabulary (nouns with the correct gender and article) for a range of clothes in Spanish accurately and with good pronunciation. These include: una gorra, una camisa, las gafas and los guantes. They use the verb llevar (to wear) conjugated in Spanish to help them describe what they wearing and what other people are wearing. Pupils discuss in Spanish the clothes worn in different situations and different weather. Describe clothing worn in terms of colour using accurate adjectival agreement. Pupils use the correct possessive adjective for 'My' in	The use of the possessive adjective for 'my' proves useful when writing in Spanish from the perspective of an evacuee in Year 6, as does the different clothing worn and types of weathers.
	Name different clothes in Spanish		
	introduction of verb 'llevar' using the form 'llevo' (I wear)		
	Describe clothing using colours		

		Spanish in relation to the items of clothing learnt.	
Year 6	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider MFL knowledge and what later content this prepares for
Autumn 1	En El Colegio (School)	Pupils learn the vocabulary for school subjects including el español, el inglés and las matemáticas . In Spanish they express an opinion on school subjects and partake in a class survey. Pupils use the phrases ' si a mí me gusta... ' and ' no a mí no me gusta... '. Pupils learn how to tell the time both asking ¿Qué hora es? and responding to the nearest hour e.g. es la una or son las dos . Pupils learn how to use the verb 'ir'. They create own school timetable in Spanish	At Hadley Wood Primary School, the teaching of Spanish as our Modern Foreign Languages aspect of the curriculum prepares pupils to be able to access the KS3 national curriculum for languages. This aims to ensure that all pupils: <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied. <p>The impact of the delivery and learning in our curriculum can be measured by the linguistic</p>
	School subjects		
	Opinions on school - 'si a mí me gusta...' / 'no a mí no me gusta...'		
	Telling the time		
	Verb 'ir'		
Autumn 2	La Segunda Guerra Mundial (World War 2)	Pupils use their knowledge of the Spanish language to help them with decoding longer passage of text using key information from World War II. They learn about some of the countries and languages involved in World War II including ' Inglaterra ' and ' Francia '. Pupils read in Spanish the story of Ralph and Vera (evacuees) and their experiences in London and then the countryside. During this the pupils learn language including ' vi ' (past tense) ' en la ciudad... ' and ' en el campo... '. Pupils write in Spanish as an evacuee using language such as en la ciudad la vida es... ', as well as a range of suitable adjectives for city life including	
	Read and learn about evacuee experiences in Spanish		
	Use the verb 'vi' to describe what evacuees saw		
	Write in Spanish from the perspective of an evacuee		
	NB – This unit will be introduced 2022-2023		

		' peligrosa ' range of suitable adjectives for country life including ' tranquila '	competence shown by our pupils both orally and in a written format.
Spring 1	Los Verbos Regulares (Regular Verbs)	This unit is all about meeting this specific but very important part of all foreign language learning. Pupils learn about pronouns, verb infinitives, verb stems & endings and the three different categories of Spanish regular verbs (-er regular verbs, -ir regular verbs and -ar regular verbs). Pupils that these types of verbs are called regular because the way the endings of the verb changes for each of the personal pronouns follows the same pattern.	
	Spanish Pronouns - yo, tú, nosotros, vosotros and ellos		
	Verb stems and endings including: er, ir and ar		
	Regular verbs including Comer, Vivir and Hablar		
Spring 2	Los Verbos Irregulares (Irregular Verbs)	Pupils revisit the different pronouns and the five most commonly used and important Spanish irregular verbs (Ir, Tener, Ser, Estar and Hacer). Pupils learn that these types of verbs are called irregular because the way the endings of the verb changes for each of the personal pronouns follows a random, irregular pattern. Pupils learn that they have endings that we simply have to learn as there is no pattern to follow.	
	Spanish Pronouns		
	Irregular Verb - Ir (to go)		
	Irregular Verb - Tener (to have)		
	Irregular Verbs - Ser & Estar (both mean 'to be')		
	Irregular Verb - Hacer (to do)		
Summer 1	La Comida Sana (Healthy Lifestyle)	Pupils learn about healthy food choices including ' pesca do' and ' fruta ' and unhealthy food choices including ' patatas fritas ' and ' chocolate '. They use the verbs ' comer ' (to eat) and ' beber ' (to drink) in conjunction with the foods & drinks . Pupils develop the use of the	
	Healthy and unhealthy foods and drink		
	Activities that help and hinder a healthy lifestyle		
	Healthy recipe and instructions		

		negative form of the verbs ' comer ' and ' beber ' and ' no como... '. They explore options for active and non-active physical activities ' juego al baloncesto '. Pupils write or follow an example of a healthy recipe, translated into Spanish.	
Summer 2	Yo En EL Mundo (Me In The World)	Pupils are introduced to four different characters living in Spain.	
	Festivals and celebrations	Each character tells the others about their favourite festival / celebration. They discuss their Eid and Christmas celebrations in more detail. discuss the similarities and differences between the cities in which they live: Lima and Madrid, the vocabulary includes: hay, habitantes, clima, tenemos playas y montañas . All four characters discuss what they will do to try to help save the planet using the question: ¿Qué vas a hacer tú para ayudar a salvar el planeta? and response Voy a utilizar menos...	
	Similarities and differences between Lima and Madrid		
	Sustainability		

Coverage of Skills Years 3-6

The Spanish curriculum at Hadley Wood Primary School enables pupils to develop their fluency, confidence and language acquisition through a carefully sequenced curriculum that builds on prior knowledge with a focus on communication. The map below shows the coverage of skills within each unit. The attainment targets covered are detailed in the table below for clarity to show links with the national curriculum.

Our programme of study is adapted from the scheme Language Angels, with units of work chosen to fit our curriculum themes and pupil needs. Year 3 study entry level Spanish, Year 4 and 5 study at an intermediate level (with some Year 5 units taken from the progressive level) and Year 6 study at progressive level. This ensures that both knowledge and skills are sequenced in a manner that provides appropriate progression and challenge.

Listening	Speaking	Reading	Writing	Grammar

	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 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.	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 to build sentences; and how these differ from or are similar to English.
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
Year 3 (Entry level)												
Yo Aprendo Español			/	/	/	/	/		/	/		
Los Animales	/		/	/	/	/	/		/	/	/	/
Los Instrumentos	/	/	/	/	/	/	/	/	/	/		
La Fruta	/		/	/	/	/	/	/	/	/		/
Antigua Gran Bretaña	/			/	/	/	/		/	/	/	/
Puedo...	/		/	/	/	/	/		/	/	/	
Year 4 (Intermediate level)												
Me Presento	/		/	/	/	/	/		/	/		/
La Familia	/	/	/	/	/	/	/	/	/	/	/	/
Ricitos De Oro y Los Tres Osos	/	/		/	/	/	/	/	/			

Hábitats	/	/		/	/	/	/		/	/	/	
Mi Clase	/		/	/	/	/	/		/	/	/	/
Mi Casa	/		/	/	/	/	/		/	/	/	/
Year 5 (Intermediate and Progressive level)												
¿Tienes una mascota?	/		/	/	/	/	/		/	/	/	/
¿Qué Fecha Es Hoy?	/		/	/	/	/	/		/	/		
¿Qué Tiempo Hace?	/		/	/	/	/	/		/	/	/	
Hábitats	/		/	/	/	/	/		/	/	/	/
Las Olimpiadas	/	/		/	/	/	/	/	/	/	/	/
La Ropa	/		/	/	/	/	/		/	/	/	/
Year 6 (Progressive level)												
En El Colegio	/	/	/	/	/	/		/	/	/	/	/
La Segunda Guerra Mundial	/		/	/	/	/	/	/	/	/	/	/
Los Verbos Regulares	/				/				/	/		
Los Verbos Irregulares	/				/				/	/		
La Comida Sana	/		/	/	/	/			/	/	/	/
Yo En EL Mundo	/		/	/	/	/	/		/	/	/	/