

Ackworth Howard C of E School

Educating for 'life in all its fullness.'



MFL Curriculum – Essential Knowledge

Intent

At Ackworth Howard J&I School, we believe that modern foreign languages should develop the mind, body and spirit of each child.



Mind

Learning a language at our school fosters pupils' curiosity and deepens their understanding of the world. The teaching should enable children to express their ideas and thoughts in another language, both in speech and writing, and provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Throughout the key stages, children are taught a variety of topics and develop their communicating skills through new vocabulary and the opportunity to explore different cultures. Children are encouraged to speak to each other in Spanish both in and outside of school allowing them to build enduring relationships with internal and external communities, develop their confidence and flourish as a language learner.



Body

Language learning allows our children to develop their understanding of community, where diversity and equality is promoted across the curriculum. In a welcoming environment, different traditions are explored and learners are encouraged to celebrate the wonderful ways to be human, which is evidenced through our MFL theme days, where children have the opportunity to explore different cultures through dance, art and food.



Spirit

Modern foreign languages in our school encourages our children to express and develop their spirituality and provides an opening to other cultures. By being able to communicate with a wider audience, children are able to offer hospitality and welcome all. They are able to develop friendships and thrive in a shared society. Language teaching also provides the foundation for learning further languages, equipping pupils to study and work in other countries.

Children are also offered opportunities to experience other languages such as Swahili through our Tanzania link.

What our children say about MFL...

- I think it's a really good thing to learn Spanish because then I can talk to more people – **Year 3**
- Learning how to speak in Spanish is useful for when you go on holiday – **Year 6**
- I love using Linguascope in Spanish lessons because it helps me to learn and it's fun– **Year 4**
- I like learning about different names of colours and other words from different countries – **Year 5**

Essentials for MFL...

- All children will speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say.
- All children will develop accurate pronunciation and intonation.
- All children will understand and respond to spoken and written language from a variety of authentic sources.
- All children can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- All children will discover and develop an appreciation of a range of writing in the language studied.
- All children will be immersed in language throughout areas of schools including assemblies and specific language related theme days.
- All children will learn how the Spanish language is structured differently to the English language.

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p><u>Year 3</u></p> <p>3.1 Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p> <p>3.2 Can follow and repeat key words from a song, rhyme or poem.</p> <p>3.3 Can recall key phonics words (and gestures), and say them aloud with good pronunciation.</p> <p>3.4 Can read key words (and gestures), and read them aloud with good pronunciation.</p> <p>3.5 Can ask and answer simple pre-learned questions from memory.</p> <p>3.6 Are beginning to understand the formation of questions and answers involving familiar vocabulary</p> <p>3.7 Can indicate that there is a problem using a pre-learned phrases.</p> <p>3.8 Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> <p>3.9 Can read aloud some very familiar words and short phrases with accurate pronunciation.</p> <p>3.10 Can understand some familiar written words and short phrases.</p> <p>3.11 Can use the visual cues and context to follow the gist of a short text.</p> <p>3.12 Can use a word list to locate specific words. 3.13 Can use classroom prompts (such as display) as an aid to spelling.</p> <p>3.14 Can write some single words from memory, with plausible spelling.</p> <p>3.15 Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.</p>	<p><u>Year 3</u></p> <p>See activities from the scheme.</p> <p>Linguascope</p> <p><u>Year 3 Language Learning Strategies:</u></p> <p>Discuss language learning and share ideas and experiences.</p> <p>Use actions and rhymes and play games to aid memorisation.</p> <p>Remember rhyming words.</p> <p>Use the context of what they see/read to determine some of the meaning.</p> <p>Practise new language with a friend and outside the classroom.</p> <p>Look at the face of the person speaking and listen attentively.</p> <p>Use gestures to show they understand.</p> <p>Recognise words which the teacher mouths silently.</p>

Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<ul style="list-style-type: none">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. <p>The starred (*) content above will not be applicable to ancient languages.</p>	<p><u>Year 3 continued</u></p> <p>3.16 Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>3.17 Can form regular plural nouns.</p> <p>3.18 Can identify adjective and noun position.</p> <p>3.19 Can use some singular masculine and plural adjectives correctly.</p> <p>3.20 Can use the high-frequency verb forms 'I have, it is, they are', and regular -ar</p>	<p><u>Year 3</u></p> <p>Write new words.</p> <p>Compare the language with English.</p>

Year 3 MFL Vocabulary

Essential Vocabulary

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<ul style="list-style-type: none"> • Hola • Adiós • hasta luego • ¡Buenos días! • ¡Buenas tardes! • ¡Buenas noches! • ¿Cómo te llamas? Me llamo • ¿Qué tal? Bien, muy bien, regular, mal, fatal, fenomenal • Los números 1 – 20 • Simple classroom commands • Más, son when adding numbers 	<ul style="list-style-type: none"> • Days of the week ¿Qué día es hoy? • Months • Numbers 21 – 31 • Commands: escucha, escuchad, mira, mirad, siéntate, sentaos, levántate, levantaos 	<ul style="list-style-type: none"> • ¿Cuándo es tu cumpleaños? Mi cumpleaños es • Cantar - canto; tocar – toco; bailar – bailo; nadar – nado; saltar – salto; hablar – hablo; escuchar – escucho; mirar – miro; caminar – camino • ¿Qué haces? • Colores: rojo, amarillo, verde, azul, blanco, negro, rosa, marrón, gris, morado, naranja 	<ul style="list-style-type: none"> • soy, ¿Y tú? ¿Quién es? Es ...Tiene • parts of the body • recap of colours 	<ul style="list-style-type: none"> • Me gusta, no me gusta, me gustan, no me gustan • Pero, y • Bailar, cantar, saltar, nadar, hablar, escuchar, mirar, tocar, caminar • La princesa, el príncipe, la bruja, la manzana, el embrujo, • Cien años, numbers in tens diez - cien 	<ul style="list-style-type: none"> • Family members with possessive 'mi' • ¿Quién es? Es ... Soy ... • Tengo, tienes, tiene • Domestic pets • Otro/otra

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p><u>Year 4</u></p> <p>4.1 Can understand and respond to a range of familiar spoken words and short phrases.</p> <p>4.2 Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.</p> <p>4.3 Can recognise key sounds and words that rhyme.</p> <p>4.4 Can match key sounds and words that rhyme.</p> <p>4.5 Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.</p> <p>4.6 Are beginning to understand how to form questions/answers independently.</p> <p>4.7 Can use simple pre-learned words and phrases for routine situations.</p> <p>4.8 Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p> <p>4.9 Can match sound to print, by reading aloud familiar words and phrases.</p> <p>4.10 Can read and understand a range of familiar written phrases.</p> <p>4.11 Can identify the overall type of text from its layout, contextual cues and a few familiar words.</p> <p>4.12 Can use a word list to check the spelling of a word.</p> <p>4.13 Can use a dictionary or online resource to check the spelling of a word.</p> <p>4.14 Can write simple words and several short phrases from memory with understandable spelling.</p>	<p><u>Year 4</u></p> <p>See activities from the scheme.</p> <p>Linguascope</p> <p><u>Year 4 Language Learning Strategies:</u></p> <p>Discuss language learning and share ideas and experiences.</p> <p>Use metal associations to help remember words.</p> <p>Ask for repetition and clarification.</p> <p>Use context and previous knowledge to determine meaning and pronunciation.</p> <p>Practise new language with a friend and outside the classroom.</p> <p>Plan and prepare for a language activity.</p> <p>Read and memorise words.</p> <p>Sort words into categories.</p>

Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<ul style="list-style-type: none"> 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. <p>The starred (*) content above will not be applicable to ancient languages.</p>	<p><u>Year 4 continued</u></p> <p>4.15 Can substitute one element in a simple phrase or sentence to vary the meaning. e.g the colour adjective or the noun.</p> <p>4.16 Can use indefinite articles in singular and plural and definite articles in both singular and plural.</p> <p>4.17 Can recognise qualifiers, adverbs of time and prepositions of place.</p> <p>4.18 Can use adjectives (agreement and position) with more confidence.</p> <p>4.19 Can use 'tiene' (3rd person tener) and 'está' (3rd person estar).</p> <p>4.20 Can use the connectives 'and', 'but', 'also'.</p>	<p><u>Year 4</u></p> <p>Apply knowledge about letters and simple grammatical knowledge to experiment with writing.</p> <p>Use a dictionary to look up spellings</p> <p>Use contexts and previous knowledge to determine meaning and pronunciation.</p> <p>Access information sources.</p>

Year 4 MFL Vocabulary

Essential Vocabulary

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<ul style="list-style-type: none"> ¿Qué tiempo hace? hace calor, hace frío, hace sol, hace viento; hay niebla; está nublado, está lloviendo, está nevando ¿Cómo vas al colegio? Voy en coche, en tren, en bici, en autobús, en moto, en metro, en avión, en barco; a pie Names of Spanish-speaking countries 	<ul style="list-style-type: none"> ¿Qué te gusta hacer? Me gusta, no me gusta, me encanta, odio, prefiero Tocar el piano, jugar al fútbol, trabajar en mi ordenador, patinar, pintar, montar en bici 	<ul style="list-style-type: none"> ¿Dónde vives? ¿Dónde está? Porque es Interesante, delicioso, divertido, complejo; las hierbas – la silvia, la menta, el romero, el tomillo, el perejil; Infinitive phrases with 'me gusta': leer el periódico, tomar el té chino, jugar a las cartas, jugar al ajedrez, escribir y recibir cartas, hacer magdalenas, escuchar la radio, coleccionar objetos de diseño, dormir con la luz encendida, ver la tele, beber cerveza 	<ul style="list-style-type: none"> ¿Qué deportes practicas? Juego al fútbol, al tenis, al críquet, al baloncesto Practico gimnasio, natación, atletismo, ciclismo, equitación Tengo hambre, tengo sed Como + List of healthy and unhealthy foods Bebo + list of drinks 	<ul style="list-style-type: none"> Animales – el león, el gallo, el canguro, el pez, el cucú, el elefante, el burro, el pájaro, el cisne, la tortuga, la gallina Adjetivos – lento(a), rápido(a), pequeño(a), tímido(a), grande, fuerte, feroz Habitats – la sabana, una granja, el mar, un bosque, una casa, un piso ¿Qué hora es? Son las dos; Es la una 	<ul style="list-style-type: none"> ¿Qué tiempo hace? hace calor, hace frío, hace sol, hace viento; hay niebla; está nublado, está lloviendo, está nevando Articles of clothing: un abrigo, un sombrero, un paraguas, una bufanda, unas botas, unas gafas de sol El norte, el sur, el centro, el este, el oeste, el sudoeste, el noreste ¿Qué llevas? LlevoLlevo ... ¿Qué temperatura hace? Hace ...grados, bajo cero Quando

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p><u>Year 5</u></p> <p>5.1 Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> <p>5.2 Can join in with familiar short songs, rhymes or poems, or parts of them.</p> <p>5.3 Can write high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly.</p> <p>5.4 Can use understandable spelling for high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly.</p> <p>5.5 Can ask and answer simple questions on the current topic.</p> <p>5.6 Can adapt models successfully to give own information, including simple questions, substituting individual words.</p> <p>5.7 Can use several short phrases and questions in predictable classroom interactions.</p> <p>5.8 Can produce some short phrases within a familiar topic, with good pronunciation.</p> <p>5.9 Can read short phrases accurately that contain mostly familiar language.</p> <p>5.10 Can understand familiar words and simple sentences</p> <p>5.11 Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.</p> <p>5.12 Can use alphabetical order confidently.</p> <p>5.13 Can recognise and use the main dictionary codes for nouns. Can appreciate that there may be more than one entry for each word.</p>	<p><u>Year 5</u></p> <p>See activities from the scheme.</p> <p>Linguascope</p> <p><u>Year 5 Language Learning Strategies:</u></p> <p>Plan and prepare – analyse what needs to be done to carry out a task.</p> <p>Integrate new languages into previously learnt language.</p> <p>Apply grammatical knowledge to make sentences.</p> <p>Use actions and rhymes to aid memorisation.</p> <p>Ask for repetition and clarification.</p> <p>Use context and previous knowledge to help understanding.</p> <p>Practise new language with a friend and outside the classroom.</p> <p>Look and listen for visual and aural clues.</p>

Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<ul style="list-style-type: none"> 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. <p>The starred (*) content above will not be applicable to ancient languages.</p>	<p><u>Year 5 continued</u></p> <p>5.14 Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p> <p>5.15 Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)</p> <p>5.16 Can use the definite article with verbs of like / dislike.</p> <p>5.17 Can understand and use devices to make verb forms negative.</p> <p>5.18 Are showing some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English.</p> <p>5.19 Can use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame).</p> <p>5.20 Can create complex sentences (with the support of a frame)</p>	<p><u>Year 5</u></p> <p>Use a dictionary or a word list.</p> <p>Pronounce/read aloud unknown words.</p>

Year 5 MFL Vocabulary

Essential Vocabulary

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<ul style="list-style-type: none"> Tengo hambre; tengo sed; ¿qué tienes? ¿Te gusta...? ¿Te gustan ...? Me gusta ... Me gustan .. prefiero ... Y, pero, porque ¿Qué comes? ¿Qué bebes? Como ... Bebo ... ¿Qué comiste ayer? ¿Qué bebiste ayer? Comí ... Bebí ... ¿Qué comió? Comió ¿Qué bebió? Bebió 	<ul style="list-style-type: none"> La música pop/ la música jazz/ la música clásica/ la música reggae/la música folklórica Me gusta/ no me gusta/ me encanta/ odio/ prefiero Y, pero Musical instruments Adjectives: genial/guay/horrible/aburrido(a)/fantástico(a) 	<ul style="list-style-type: none"> Directions: a la derecha; a la izquierda; todo recto ¿Dónde está? Places in a town Adjectives: fantástico(a), pequeño(a), aburrido(a), grande, genial, interesante 	<ul style="list-style-type: none"> Verbs: navegar, dormir, nadar, pasear, hablar, mirar Connectives: y, pero, porque Beach scene: el mar, el cielo, el sol, el barco, el vestido, el niño, el bebé, la arena, la cesta, la mujer, la playa, la concha Colores 	<ul style="list-style-type: none"> Seasons and weather vocabulary New words in the song 'La Primavera' by Los Pimpollos New words in the poem 'Amanecer de Otoño' by Antonio Machado New words in the poem 'Las Estaciones del Año' by Andrés Díaz Marrero 	<ul style="list-style-type: none"> Vocabulary for planets and word classes; adjectives of colour and size.

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p><u>Year 6 continued</u></p> <p>6.1 Can understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</p> <p>6.2 Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.</p> <p>6.3 Can write individual words accurately, building them from written syllables.</p> <p>6.4 Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.</p> <p>6.5 Can ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</p> <p>6.6 Can answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</p> <p>6.7 Can use a repertoire of classroom language with teacher and peers.</p> <p>6.8 Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.</p> <p>6.9 Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.</p> <p>6.10 Can understand a short text made up of short sentences with familiar language on a familiar topic.</p> <p>6.11 Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning.</p>	<p><u>Year 6</u></p> <p>See activities from the scheme.</p> <p>Linguascope</p> <p><u>Year 6 Language Learning Strategies:</u></p> <p>Discuss language learning and reflect and share ideas and experiences.</p> <p>Plan and prepare – analyse what needs to be done in order to carry out a task.</p> <p>Use language known in one context or topic in another context or topic.</p> <p>Ask for repetition and clarification.</p> <p>Use context and previous knowledge to help understanding and reading skills.</p> <p>Practise new language with a friend and outside the classroom.</p> <p>Listen for clues to meaning e.g. tone of voice, key words.</p>

Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials	Activities
<ul style="list-style-type: none"> 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. <p>The starred (*) content above will not be applicable to ancient languages.</p>	<p><u>Year 6 continued</u></p> <p>6.12 Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.</p> <p>6.13 Can appreciate that Spanish words do not always have a direct equivalent in English.</p> <p>6.14 Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p> <p>6.15 Can write sentences on a few topics using, e.g. a model, a writing frame, sentence starters.</p> <p>6.16 Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p> <p>6.17 Can use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.</p> <p>6.18 Can use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.</p> <p>6.19 Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</p> <p>6.20 Can use subordinating connectives, e.g. 'because'.</p>	<p><u>Year 6</u></p> <p>Make predictions based on existing knowledge.</p> <p>Apply a range of linguistic knowledge to create simple, written production.</p> <p>Evaluate work.</p> <p>Compare and reflect on techniques for memorising language.</p> <p>Use a dictionary.</p>

Year 6 MFL Vocabulary

Essential Vocabulary

Half Term 1

- ¿Qué tiempo hace hoy? Weather terms (see Unit 12)
- ¿Qué tiempo va a hacer? Va a hacer calor etc; va a nevar; va a llover
- Los continents; los ríos del mundo; el nacimiento
- Más grande; más pequeño
- ¿Donde está el Amazonas? Está en América del Sur

Half Term 2

- See the glosario at the end of the book, Raúl en Sutton House, una casa Tudor . An example of the vocabulary includes: Acercarse a (vr), El asador (nm), Bailar (v), La batidora de mantequilla (nf), El baúl (nm), Beber (v)

Half Term 3

- Una bolsa de patatas fritas, una ración de patatas fritas, una taza de té sin leche, una taza de chocolate, un vaso de limonada, un vaso de coca cola, un café con leche, un agua mineral, un zumo de naranja, un helado de, un bocadillo de queso

Half Term 4

- Las Noticias, la sección, el periódico, la tecnología, la Ciencia, el salud, los deportes, el video, las cartas, la cocina, el tiempo, la moda, la television, los viajes.
- Muy, demasiado
- El año escolar, los alumnos, el instituto