

Spanish Level 2

Knowledge Organisers

Spanish L2 - Unit 1: Telling the Time & Revising Numbers

Course Evaluation Criteria

Y4: We would expect all children in Y4 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say most (if not all) multiples of 5 up to 100.
2. Pupils can say most of both the days of the week and months of the year.
3. Pupils can say all of the seasons accurately.
4. Pupils can tell the time to the hour.
5. Pupils can say up to half of the time of day phrases.
6. Pupils can accurately tell the time to quarter hour increments.
7. Pupils can accurately say the days of the week and the months of the year.
8. Pupils can say most of the time of the day phrases.
9. Pupils can accurately ask and answer the question "When is your birthday?"
10. Pupils can answer the question "What time do you get up?" in a full and accurate sentence.

Learning Outcomes

Course Overview: Pupils will learn how to tell the time. They will learn to tell the hour and minutes past the hour. Pupils will also revise numbers, days of the week, months and seasons. Pupils will use this information to ask and answer when their birthday is. Pupils will start to apply times to their daily activities by asking and answering at what time they get up.

Learning Outcomes: Pupils will learn to say the time on the hour and minutes past the hour, whilst linking their previous learning of the days of the week to discuss birthdays and dates.

Keywords - Unit 1

‘Qué hora es?’

What time is it?

Son las dos en punto/y cuarto/y media/menos cuarto

*Its two o'clock/quarter past/
half past/quarter to*

De la mañana

In the morning

De la tarde

In the afternoon

De la noche

In the night

Lunes

Monday

Martes

Tuesday

Miércoles

Wednesday

Jueves

Thursday

Viernes

Friday

Sábado

Saturday

Domingo

Sunday

Enero

January

Febrero

February

Marzo

March

Abril

April

Mayo

May

Junio

June

Julio

July

Agosto

August

Septiembre

September

Octubre

October

Noviembre

November

Diciembre

December



Numbers - Unit 1

Uno

One

Dos

Two

Tres

Three

Cuatro

Four

Cinco

Five

Seis

Six

Seita

Seven

Ocho

Eight

Nueve

Nine

Diez

Ten

Once

Eleven

Doce

Twelve

Trece

Thirteen

Catorce

Fourteen

Quince

Fifteen

Dieciseis

Sixteen

Diecisiete

Seventeen

Dieciocho

Eighteen

Diecinueve

Nineteen

Veinte

Twenty

Spanish L2 - Unit 2: Parts of the Body/Feeling Unwell

Course Evaluation Criteria

Y4: We would expect all children in Y4 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say up to half of the parts of the face.
2. Pupils can say up to half of the parts of the rest of the body.
3. Pupils can say the phrase "I have hurt...".
4. Pupils can say up to half of the remedies.
5. Pupils can say most of the parts of the face.
6. Pupils can accurately say most of the illnesses.
7. Pupils can accurately say most of the parts of the rest of the body.
8. Pupils can accurately say most of the remedies.
9. Pupils can accurately say all body parts.
10. Pupils can accurately say all of the illnesses.

Learning Outcomes

Course Overview: Pupils will learn the vocabulary for different parts of the body through games and songs. Pupils will practise their speaking and writing when saying what is wrong with specific body parts and if they are feeling unwell as well as asking others if they are feeling unwell. Pupils will also revise and use previously learnt vocabulary such as numbers and colours.

Learning Outcomes: Pupils will learn to read the written word for each body part. Pupils will also be able to say what is wrong with them if they are feeling unwell.

Keywords - Unit 2

Qué te duele?	<i>What hurts you?</i>
Me duele...	<i>It hurts me...</i>
Cómo estás?	<i>How are you?</i>
Estoy bien/mal	<i>I'm good/bad</i>
Tengo la varicela	<i>I have chicken pox</i>
Me duele todo	<i>Everything hurts</i>
Estoy malo/a	<i>I am bad</i>
Tengo fiebre	<i>I have a fever</i>
Estoy constipado	<i>I am constipated</i>
Estoy cansado/a	<i>I am tired</i>
Tengo calor	<i>I am hot</i>
Tengo frío	<i>I am cold</i>
Tengo ganas de vomitar	<i>I want to vomit</i>
Tengo tos	<i>I have a cough</i>
Ve a la farmacia	<i>Go to the pharmacy</i>
Ve al dentista	<i>Go to the dentist</i>
Toma este medicamento	<i>Take this medicine</i>
Toma pastillas para la gola	<i>Take these pills</i>
Abrígate	<i>Wrap up warm</i>
Toma una aspirina	<i>Take an aspirin</i>
Ponte un jersey	<i>Put on a sweater</i>

Body Parts - Unit 2

La cara		<i>Face</i>
Las orejas		<i>Ears</i>
Los ojos		<i>Eyes</i>
La nariz		<i>Nose</i>
La boca		<i>Mouth</i>
Los dientes		<i>Teeth</i>
El pelo		<i>Hair</i>
La cabeza		<i>Head</i>
El brazo		<i>Arm</i>
La pierna		<i>Leg</i>
La mano		<i>Hand</i>
El pie		<i>Foot</i>
La barriga		<i>Belly</i>
La cabeza		<i>Head</i>
La rodilla		<i>Knee</i>
Los hombros		<i>Shoulders</i>

Spanish L2 - Unit 3: New Foods & Drinks

Course Evaluation Criteria

Y4: We would expect all children in Y4 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.
Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.
Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say up to half of the food items covered in this unit.
2. Pupils can say at least half of the flavours of ice cream covered.
3. Pupils can use the phrase "I would like a/some".
4. Pupils will accurately say "I like", "I love", "I don't like" and "I hate".
5. Pupils can build longer sentences around the phrase "I would like...".
6. Pupils can ask the questions covered in the unit with a low level of accuracy.
7. Pupils can accurately say all the flavours of ice cream.
8. Pupils can say over half of the food items covered in this unit.
9. Pupils can consistently ask the questions covered in this unit with a high level of accuracy.
10. Pupils can say all items of food covered in this unit.

Learning Outcomes

Course Overviews: Pupils will revise previously learnt food vocabulary as well as learning new foods and a range of flavours. Pupils will also revise giving preferences as well as practise their speaking through role playing, ordering in cafes and restaurants as well as buying food at a market. Pupils will also learn how to say "I would like" and improve their written language by completing language tasks.

Learning Outcomes: Pupils will focus on correctly using the language to order food in a café or at the market by having the pupils partake in role-playing activities.

Keywords - Unit 3

Te gusta...?	<i>You like...?</i>
Sí, me gusta(n)...	<i>Yes, I like them</i>
No, no me gusta(n)	<i>No, I do not like them</i>
Qué quieres?	<i>What do you want?</i>
Quisiera...	<i>I'd like...</i>
Cuál es tu helado favorito?	<i>What is your favourite ice cream?</i>
Mi helado favorito es...	<i>My favourite ice cream is...</i>
Cuánto pesa?	<i>How much does it weigh?</i>
El pan	<i>Bread</i>
La tostada	<i>Toast</i>
Los cereales	<i>Cereal</i>
La ensalada	<i>Salad</i>
El bocadillo	<i>Sandwich</i>
La mantequilla	<i>Butter</i>
El jamón	<i>Ham</i>
El queso	<i>Cheese</i>
Las salchichas	<i>Sausages</i>
Los dulces	<i>Sweets</i>
El pastel	<i>Cake</i>
La galleta	<i>Cookie</i>
El perrito caliente	<i>Hot dog</i>

Food & Drink - Unit 3

La manzana	<i>Apple</i>
La pera	<i>Pear</i>
El limón	<i>Lemon</i>
La naranja	<i>Orange</i>
Las uvas	<i>Grapes</i>
El melocotón	<i>Peach</i>
La frambuesa	<i>Raspberry</i>
La piña	<i>Pineapple</i>
La fresa	<i>Strawberry</i>
La leche	<i>Milk</i>
El zumo de naranja	<i>Orange juice</i>
El agua	<i>Water</i>
El café	<i>Coffee</i>
El té	<i>Tea</i>
El batido	<i>Milkshake</i>
El chocolate caliente	<i>Hot chocolate</i>



Spanish L2 - Unit 4: Likes & Dislikes

Course Evaluation Criteria

Y4: We would expect all children in Y4 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.
Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.
Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can conjugate the verb 'to like' in the first and third (singular) person in the present tense.
2. Pupils can give one word reasons for their likes and dislikes.
3. Pupils can say up to half of the film genres.
4. Pupils can say up to half of the toys covered.
5. Pupils can conjugate the verb 'to like' in the third person (plural) in the present tense.
6. Pupils can give several reasons for their opinions.
7. Pupils can say most of the films genres covered.
8. Pupils can say most of the toys covered.
9. Pupils can fully conjugate the verb 'to like' in the present tense.
10. Pupils can give reasons for their opinions in accurate and varied sentences.

Learning Outcomes

Course Overview: Pupils will learn new vocabulary to expand on giving preferences. This will include saying "I love" and "I hate" and giving reasons why. Pupils will learn a range of new vocabulary that they can apply their preferences to, and practise doing so by writing full sentences. Pupils will also practise their speaking by asking others about their preferences and by presenting their own preferences as a rap/poem/song.

Learning outcomes: Pupils will be able to elaborate further on the things they like and dislike by matching phrases and creating short statements.

Keywords - Unit 4

Te gusta(n)...		<i>You like those...?</i>
Sí, me gusta(n)...		<i>Yes, I like them</i>
No, no me gusta(n)...		<i>No, I don't like them</i>
Me gusta(n)		<i>I like them</i>
No me gusta(n)		<i>I do not like</i>
Te gusta		<i>You like?</i>
Me encanta		<i>I'm loving it</i>
Odio		<i>Hate</i>
Por qué?		<i>Why?</i>
Porque...		<i>Because...</i>
Qué piensas de...?		<i>What do you think of?</i>
Es útil		<i>It is useful</i>
Interesante		<i>Interesting</i>
Basura		<i>Trash</i>
Demasiado fácil		<i>Too easy</i>
Aburrido		<i>Boring</i>
Difícil		<i>Hard</i>
Qué tipo de película te gusta?		<i>What type of movie do you like?</i>
Cuál es tu película favorita?		<i>What's your favourite movie?</i>

Films and Food - Unit 4

La película de acción	<i>Action movie</i>
De ciencia ficción	<i>Science fiction</i>
De terror	<i>Horror</i>
De animación	<i>Animation</i>
Policiaca	<i>Police movies</i>
Del oeste	<i>Western</i>
El musical	<i>Musicals</i>
La comedia romántica	<i>Romantic Comedies</i>
La comedia	<i>Comedies</i>
La col	<i>Cabbage</i>
El chocolate	<i>Chocolate</i>
La natación	<i>Swimming</i>
El pastel	<i>Cake</i>
El lunes	<i>Mondays</i>
Los plátanos	<i>Bananas</i>

Spanish L2 - Unit 5: Weather & Transport

Course Evaluation Criteria

Y4: We would expect all children in Y4 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.
Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.
Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can ask the question "What is the weather like today?"
2. Pupils can say up to half of the clothing and transport covered in the unit.
3. Pupils can say up to half of the weather phrases.
4. Pupils can accurately say either "I wear..." or "I put on..."
5. Pupils can say at least half of the items of clothing and transport covered in the unit.
6. Pupils can say over half of the weather phrases with a good level of accuracy.
7. Pupils can say most, if not all, of the weather phrases accurately.
8. Pupils can combine their weather and clothing vocabulary to say what they wear in certain weathers, with limited accuracy and variation of nouns.
9. Pupils can accurately and confidently use the phrases "I wear..." and "I put on..." interchangeably.
10. Pupils can combine their weather and clothing vocabulary to say what they wear in certain weathers with a larger variation of nouns and a better level of accuracy.

Learning Outcomes

Course Overview: Pupils will learn the vocabulary for the weather and different items of clothing. Pupils will build written sentences and present on what clothing is appropriate for what weather. Pupils will also be introduced to different methods of transport. Pupils will play a range of games and work through reading and writing tasks to consolidate their learning.

Learning Outcomes: Pupils will be able to understand and read descriptions about the weather, clothing and methods of transport.

Keywords - Unit 5

Qué tiempo hace?	<i>What is the weather like?</i>
Hace frío	<i>It's cold</i>
Hace sol	<i>It's sunny</i>
Hay nubes	<i>There are clouds</i>
Hace viento	<i>Windy</i>
Nieva	<i>Snow</i>
Hace calor?	<i>Is it hot?</i>
Graniza	<i>Hail</i>
Hay tormenta	<i>There is a storm</i>
Hay niebla	<i>There is fog</i>
Llueve	<i>Rain</i>
El avión	<i>Plane</i>
Cuando hace...?	<i>When does...?</i>
Llevo...	<i>I wear</i>
Qué te vas a poner?	<i>What are you going to wear?</i>
Me voy a poner...	<i>I'm going to wear...</i>



Transport & Clothes - Unit 5

La ambulancia	<i>Ambulance</i>
El coche	<i>Car</i>
La bicicleta	<i>Bicycle</i>
El barco	<i>Boat</i>
El bus	<i>Bus</i>
El camión de bomberos	<i>Fire engine</i>
El helicóptero	<i>Helicopter</i>
La moto	<i>Motorcycle</i>
El tractor	<i>Tractor</i>
El tren	<i>Train</i>
El vestido	<i>Dress</i>
El jersey	<i>Jersey</i>
La camisa	<i>Shirt</i>
Los pantalones	<i>Trousers</i>
Los zapatos	<i>Shoes</i>
La falda	<i>Skirt</i>
La bufanda	<i>Scarf</i>
El abrigo	<i>Coat</i>
Las sandalias	<i>Sandals</i>
Los guantes	<i>Gloves</i>
Los pantalones cortos	<i>Shorts</i>
La gorra	<i>Cap</i>
El gorro	<i>Hat</i>



Spanish L2 - Unit 6: Clothing & Shops

Course Evaluation Criteria

Y4: We would expect all children in Y4 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.

Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say less than half of the shops and items of clothing covered in the unit.
2. Pupils can ask "How much does it cost?"
3. Pupils can accurately describe an item of clothing's size and colour.
4. Be able to conjugate the verb 'to wear' in the first and third (singular) person.
5. Pupils can inconsistently gender and pluralise adjectives to match the noun.
6. Pupils can consistently get the word order of a sentence correct.
7. Pupils can consistently gender and pluralise adjectives correctly to match familiar nouns.
8. Pupils can say most of the items of clothing and shops covered in the unit.
9. Pupils can fully conjugate the verb 'to wear' in the present tense.
10. Pupils can combine the vocabulary they have learnt to fully and accurately describe what other people are wearing.

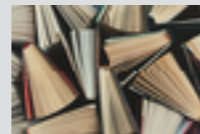
Learning Outcomes

Course Overview: Pupils will learn more items of clothing and how to conjugate the verb 'to wear' for different pronouns in the present tense. Pupils will write sentences to describe what they are wearing, as well as talking and asking about what other people are wearing. Pupils will also learn the names for different shops and practise asking how much something costs in role-play activities.

Learning Outcomes: Pupils will be able to say the clothes that they wear on different occasions and give their opinion about them.

Keywords - Unit 6

Pequeño/a	<i>Small</i>
Oscuro/a	<i>Dark</i>
El quiosco/la papelería	<i>Stationary shop</i>
La panadería/pastelería	<i>Bakery</i>
La farmacia	<i>Pharmacy</i>
La juguetería	<i>Toy shop</i>
La zapatería	<i>Shoe shop</i>
La tienda de ropa	<i>Clothes shop</i>
La tienda de mascotas/	<i>Pet shop</i>
La carnicería	<i>Butchers</i>
La floristería	<i>Florist</i>
La gasolinera	<i>Petrol station</i>
La librería	<i>The Bookstore</i>
La joyería	<i>Jewellery shop</i>
Cuánto cuesta...?	<i>How much?</i>
Es/Son...euros	<i>It is euros</i>
Tú llevas	<i>You wear</i>
Èl/ella lleva	<i>He/She carries</i>
Nosotros/as llevamos	<i>We carry</i>
Vosotros/as lleváis	<i>You carry</i>
Ellos/as llevan	<i>They carry</i>
Qué llevas?	<i>What are you wearing?</i>
Yo llevo	<i>I'm wearing</i>



Clothing Continued - Unit 6

Un pantalón corto	<i>Shorts</i>
Una gorra/a	<i>Cap/Hat</i>
Una corbata	<i>Tie</i>
Las zapatillas	<i>Sneakers</i>
Los calcetines	<i>Socks</i>
Las gafas de sol	<i>Sunglasses</i>
Una camiseta	<i>T-shirt</i>
El bañador	<i>Swimsuit</i>
El chándal	<i>Tracksuit</i>
La chaqueta	<i>Jacket</i>
Los vaqueros	<i>Cowboy</i>
Rojo	<i>Red</i>
Amarillo	<i>Yellow</i>
Verde	<i>Green</i>
Morado	<i>Purple</i>
Blanco	<i>White</i>
Rosa	<i>Pink</i>
Azul	<i>Blue</i>

