



SUPER 6

- I can locate and name the Spanish-speaking countries of Latin America on my maps and identify the regions of Mexico, Central America and South America
- I can ask the question *¿Adónde vas?* – Where are you going?, with appropriate intonation and recognise the difference between *voy a* – I am going and *vas a* – you are going; speak in short sentences with reasonable accuracy to describe where I or a partner are going
- I can ask the question *¿Cómo vas?* – How are you going?, with appropriate intonation; identify, say and begin to write several types of transport in Spanish; recognise the different usage of the prepositions *en* and *a* when describing travel
- I can repeat each of the seven days of the week in Spanish with accuracy; begin to build spoken sentences that start with a day of the week
- I can write a travel diary, with some support from available scaffolds, that describes where Oscar the bear is going and how he is getting there, with one entry for each day of the week
- I can use generally accurate pronunciation when speaking aloud; identify and use ways to improve a performance; use natural-sounding intonation; learning some lines by heart

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**Los días de la semana**  
**The days of the week**

lunes		Monday
martes		Tuesday
miércoles		Wednesday
jueves		Thursday
viernes		Friday
sábado		Saturday
domingo		Sunday

**I can use common words and phrases in Spanish**

Adónde vas?		Where are you going?
voy		I go/ I am going
vas		you go/ you are going
a		to

*voy* - I go/I am going  
*vas* - you go/you are going  
*a* - to

*¿Adónde vas?*  
Where are you going?

*Voy a México.*  
I am going to Mexico.

El lunes, voy a Chile.  
Voy en avión.  
On Monday, I am going to Chile. I am going by aeroplane.

Latin America

Many countries in Latin America speak Spanish as their first language.

Mexico - **México**

Central America - **Centroamérica**

South America - **América del Sur**

**Did you know?**

The days of the week in Spanish do not begin with a capital letter, unless they start the sentence!

**I can use common words and phrases in Spanish**

Voy en tren		I am going by train
Voy en autobus		I am going by bus
Voy en bicicleta		I am going by bicycle
Voy en avion		I am going by aeroplane
Voy en barco		I am going by boat
Voy a pie		I am going on foot
Voy en coche		I am going by car

Use *el* before the day of the week to mean 'on'



SUPER 6

- I can build sentences about Peru using the model hay/no hay + [plural noun]
- I can repeat animal names with increasing accuracy
- I can apply an understanding of nouns to create the plural form
- I can create original, written sentences adapted from a model, including some vocabulary from memory
- I can form adjectives to agree with the gender of the noun that I describe
- I can speak complete, descriptive phrases with clear pronunciation

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**hay**  
there is/ are

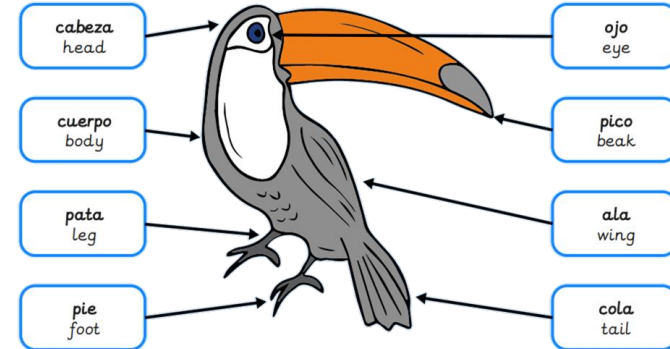
la capa emergente		the emergent layer
la capa del dosel		the canopy
el sotobosque		the understorey
el suelo del bosque		the forest floor

**Body parts**

cabeza		head
cuerpo		body
pata		leg
pie		foot
ojo		eye
pico		beak
ala		wing
cola		tail

**I can use common words and phrases in Spanish**

un guacamayo		a macaw
un tucan		a toucan
una mariposa		a butterfly
un murcielago		a bat
un mono		a monkey
una iguana		an iguana
un perezoso		a sloth
un jaguar		a jaguar
una rana		a frog
une serpiente		a snake
un armadillo		an armadillo
un oso hormiguero		an anteater
un insecto		an insect



**Vowel combinations**

- a + i/y sounds like 'eye' *En Perú hay montañas.*  
In Peru, there are mountains.
- o + i/y sounds like 'oy' *Soy una mariposa.*  
I am a butterfly.
- u + y sounds like 'we' *Soy muy feroz.*  
I am very fierce.

**Mouth Mechanics**



*Soy una rana verde, muy pequeña y un poco tímida.*  
I am a green frog, very small and a bit shy.

*Tengo dos ojos y cuatro patas.*  
I have two eyes and four legs.

*Me gusta saltar y comer insectos.*  
I like to jump and eat insects.



muy - very

un poco - a bit





SUPER 6

- I can read and interpret locational language in a description of South America's geography
- I can write sentences about animal habitats in South America
- I can compare animal habitats now and in the past
- I can identify causes of environmental problems in South America and possible solutions
- I can give instructions using imperative verbs on how to protect South America's environment
- I can script and present an advert campaigning for action to address South America's environmental problems

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Problemas Problems		
el calentamiento global		global warming
la deforestacion		deforestation
la contaminacion		pollution

**I can use common words and phrases in Spanish**

el desierto del Atacama		the Atacama Desert
la selva amazónica		the Amazon Rainforest
el rio Amazonas		the Amazon River
los Andes		the Andes
el mar Caribe		the Caribbean Sea
el oceano Atlantico		the Atlantic Ocean
el oceano Pacifico		the Pacific Ocean



Soluciones Solutions		
apagar las luces y los dispositivos		to switch off lights and electronic devices
caminar mas		to walk more
comer menos carne		to eat less meat
limpiar las playas		to clean the beaches
reciclar papel y plasticos		to recycle paper and plastic
reutilizer objetos		to reuse objects
usar transporte public y bicicletas		to use public transport and bicycles

¿Cómo vamos a reducir el calentamiento global?  
How are we going to reduce global warming?



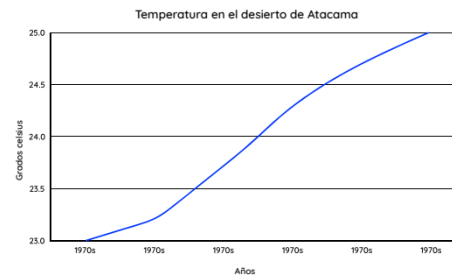
Apaga las luces y dispositivos electrónicos.  
Turn off the lights and electronic devices.

Usa transporte público y bicicletas.  
Use public transport and bicycles.

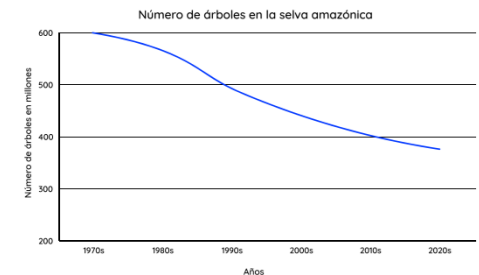
Recicla plásticos.  
Recycle plastics.



Hace/Hay + más/menos + [noun] + que antes.



Hace más calor que antes.  
It is hotter than before.



Hay menos árboles que antes.  
There are fewer trees than before.



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SUPER 6

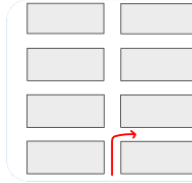
- I can use contextual clues and knowledge of grammar to deduce meaning and translate sentences
- I can describe the Ancient Maya people using evidence to justify conclusions
- I can deduce the meaning of directional language
- I can follow simple directions
- I can interpret directional language to navigate around a Maya city
- I can apply knowledge of directional and descriptive language to write clues for a treasure hunt around a Maya city

### Landmarks

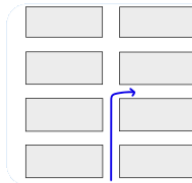
el campo de pelota		the ball court
el mercado		the market
el observatorio		the observatory
el palacio		the palace
la piramide		the pyramid
la plaza		the town square
el templo		the temple

### Directions

toma la primera a la izquierda	1 <sup>st</sup> ←	take the first left
toma la primera a la derecha	1 <sup>st</sup> →	take the first right
toma la segunda a la izquierda	2 <sup>nd</sup> ←	take the second left
toma la segunda a la derecha	2 <sup>nd</sup> →	take the second right
gira a ala izquierda	←	turn left
gira a la derecha	→	turn right
sigue todo recto	↑	go straight on



**Toma la primera a la derecha.**  
Take the first right.



**Toma la segunda a la derecha.**  
Take the second right.

### Describing people

atlético		athletic
reigioso		religious
creative		creative
inteligente		intelligent
buenos comerciantes		good traders
sociable		sociable
poderoso		powerful

### Describing landmarks

antiguo		ancient
grande		big
misterioso		mysterious
tranquilo		peaceful
bonito		pretty
spectacular		spectacular
impresionante		impressive

Desde la pirámide, sigue todo recto. Gira a la izquierda. Toma la segunda a la derecha.  
From the pyramid, go straight ahead. Turn left. Take the second right.

el observatorio  
the observatory



¿Qué hay allí?  
What is there?

Allí está un sitio maravilloso para observar las estrellas.  
There is a marvellous place to observe the stars

En mi opinión, los Mayas eran creativos porque en las ciudades hay pirámides impresionantes.  
In my opinion, the Maya were creative because in the cities there are impressive pyramids.



la pirámide  
the pyramid