

## Spanish Long Term Plan Mixed Age 2-year cycle (Stages 3 and 4)

| Spanish LTP Year A (Stage 3)                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                      |                                                                 |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Unit                                                                                                                                                                                                                                                                                                                                                                                            | Content Revisit and extend...                                                                                                                                                                                                                                                        | Phonics Revisit and extend...                                   | Grammar Revisit and extend...                                                                                                                                                                             | Language Learning Skills Revisit and extend...                                                                                                                                                                                                                                                                                                                                                                                                                          | Skill Levels Stage 3 Stage 4                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Autumn 1</b> <ul style="list-style-type: none"> <li>Me and my friends at school</li> </ul> <b>KPIs</b><br>Can:<br>Say an extended sentence about how feeling with a reason<br>Say a 3 <sup>rd</sup> person singular sentence with details about someone else recognise and say at least 5 school subjects say and write an extended opinion about a school subject using a like/dislike verb | Recall personal information questions and answers<br>Introduce myself<br>Introduce another person<br>Talk about feelings- use of verb "estar" with feelings<br>Opinions and reasons<br>School subjects<br>Likes and dislikes<br><b>Culture:</b> School in Spain and school timetable | ham / geo / ción<br>z / i / v / que<br>ll / vi / me / il        | Conjunctions<br>Extended sentences<br>Verbs of opinion – 1 <sup>st</sup> /2 <sup>nd</sup> person singular<br>Begin to explore 3 <sup>rd</sup> person singular<br>Use of verb to be - estar -with feelings | Speak confidently (words, phrases, sentences).<br>Identify key sounds and silent letters.<br>Memory skills to aid comprehension<br>Identify language patterns<br>Identify word roots across languages<br>Develop reading aloud skills<br>Develop comprehension skills and strategies<br>Develop speaking and writing skills<br>Continue to develop word reference tools skills.<br>Ways to explore sentence structure<br>Write simple extended sentences using a model. | <b>Stage 3 Sound Spelling</b><br>Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.<br><b>Stage 4 Sound Spelling</b><br>Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.<br><br><b>Stage 3 Listening</b><br>Can understand a few familiar spoken words and phrases.<br><b>Stage 4 Listening</b><br>Can understand a few familiar spoken words and phrases. |
| <b>Autumn 2</b> <ul style="list-style-type: none"> <li>Time in the city</li> </ul> <b>KPIs</b><br>Can:<br>Understand at least 5 places in the city/town nouns<br>Say and write a simple sentence to describe what is in a town/city                                                                                                                                                             | Recall familiar places in town/shops nouns<br>Places and nouns for places in a city<br>Simple directions around town/city<br>Buying an entrance ticket                                                                                                                               | qui / iz / ci / oo<br>guo / er / ñ / an<br>ti / lla / ve / ella | Write simple present tense descriptive sentences using nouns and adjectives.                                                                                                                              | Speak confidently (words, phrases, sentences)<br>Listen attentively<br>Make educated guesses<br>Recall previously learnt language.<br>Practise language with a friend<br>Games to aid memory                                                                                                                                                                                                                                                                            | <b>Stage 3 Speaking</b><br>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.<br><b>Stage 4 Speaking</b><br>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.                                                                                                                                                                                                     |

## Spanish Long Term Plan Mixed Age 2-year cycle (Stages 3 and 4)

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| <p>Say and write the nouns for souvenirs.<br/>Ask and answer politely to purchase an item.<br/>Participate in a simple shopping dialogue.<br/>Write a simple descriptive sentence about a festive jumper.</p>                                                                                                                                              | <p>Buying an item and asking the price<br/>Numbers 0-100 and euros<br/>Souvenir shopping roleplay<br/>Festive jumper nouns<br/><b>Culture:</b> visiting Madrid and getting to know a city in Spain<br/><b>Culture:</b> Shopping in a souvenir shop<br/><b>Culture:</b> a festive jumper competition (for Christmas)</p> |                                                                                      |                                                                                                                                                                   | <p>Use bilingual dictionaries to check spelling and meanings</p>                                                                                                                                                                                                                                                                                                    | <p><b>Stage 3 Reading</b><br/>Can understand simple written phrases. Can match sounds to familiar written words.<br/><b>Stage 4 Reading</b><br/>Can understand simple written phrases. Can match sounds to familiar written words.</p> <p><b>Stage 3 Writing</b><br/>familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.<br/><b>Stage 4 Writing</b><br/>Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p> <p><b>Assessment:</b><br/>Puzzle It Outs, all 4 skills or selected skills (from above)<br/>Per half term/term</p> <p>In line with the Common European Framework of Reference (CEFR), A1 (CEFR)</p> |
| <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>At the market</li> </ul> <p><b>KPIs</b><br/>Can:<br/>Remember and say familiar fruit/veg nouns<br/>Identify cognates and semi cognates (fruit/veg nouns)<br/>Say some numbers between 0 and 100<br/>Participate in an at the market roleplay<br/>Follow simple instructions for a recipe</p> | <p>Recall nouns for fruit and vegetables<br/>Extend knowledge of fruits and vegetables<br/><b>Culture:</b> Euros<br/><b>Culture:</b> Markets in Spain<br/>Likes, dislikes and preferences<br/>Recall numbers 0-100<br/>Weights and quantities</p>                                                                       | <p>lla / za / horia / ie / ei<br/>ura / uta / ita<br/>cua / cue<br/>ez / or / te</p> | <p>Consolidate understanding of masculine and feminine nouns, singular and plural<br/>Commands<br/>Practise question words and forming a question in Spanish.</p> | <p>Speak confidently (words, phrases and sentences)<br/>Explore how to use a bilingual dictionary<br/>Imitate pronunciation<br/>Make educated guesses using context<br/>Actions and games to aid memory<br/>Recall and use previously learnt language<br/>Take risks and learn from mistakes<br/>Identify sounds and silent letters.<br/>Practise with a friend</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| Give simple instructions for a recipe                                                                                                                                                                                                                                                                                                                                                              | At the market roleplays<br>Recipe instructions<br><b>Culture:</b> fruit salad                                                                             |                                                           |                                                                                                                                                                                                                                    | Write simple sentences using a model.                                                                                                                                                                                                                       |  |
| <b>Spring 2</b> <ul style="list-style-type: none"> <li>Clothes</li> </ul> <b>KPIs</b><br>Can:<br>Identify and understand clothes nouns<br>Can say nouns for clothes accurately<br>Can read and understand descriptive sentences about clothes<br>Can use nouns and adjectives accurately to create descriptive sentences<br>Can use parts of the verb to wear to write simple clothes descriptions | Clothes nouns<br>Verb: to wear in Spanish.<br>Adjectives of size and colour<br>School clothes descriptions<br>Fancy dress / Carnival clothes descriptions | jer / za / sey / da<br>lle / v<br>au / ey / ei / oe<br>ón | Consolidate understanding of masc/fem nouns in Spanish<br>Consolidate position and agreement of familiar adjectives with nouns in Spanish<br>Question words<br>Present tense conjugation of the verb "to wear" in Spanish (llevar) | Speak confidently (words and phrases)<br>Identify key sounds and silent letters<br>Use a bilingual dictionary to check spellings or look up new words<br>Actions/games to aid memory<br>Recall and use prior learning<br>Take risks and learn from mistakes |  |
| <b>Summer 1</b> <ul style="list-style-type: none"> <li>Out of this World</li> </ul> <b>KPIs</b><br>Can:<br>Understand information on a simple ID card<br>Ask and answer details about identity                                                                                                                                                                                                     | Personal identity nouns<br>Questions and answers about ID<br>Planets in Spanish<br>Adjectives to describe the planets                                     |                                                           | Consolidate understanding of masc/fem nouns in Spanish<br>Consolidate position and agreement of familiar                                                                                                                           | Speak confidently (words and phrases)<br>Actions/games to aid memory<br>Recall and use prior learning<br>Ask a question accurately<br>Listen attentively                                                                                                    |  |

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| <p><i>Recognise planets in target language</i><br/> <i>Use adjectives accurately to describe planets</i><br/> <i>Read and understand simple facts about the planets.</i><br/> <i>Recall and use prior learning to create a simple imaginary planet description.</i></p>                                                                                                                                             | <p>Recall familiar language from range of topics to create an imaginary planet<br/> <b>Links between languages:</b><br/> etymology of planets</p>                                                                                                                                                                                                                 |                                          | <p>adjectives with nouns in Spanish<br/> Question words<br/> Use of verb “to be” in present tense<br/> descriptions<br/> Conjunctions to extend sentences</p>                                                                                                            | <p>Take risks and learn from mistakes<br/> Make links with English and home languages.<br/> Write simple sentences using a model.</p>                                                                                                                                                                      |  |
| <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>Going to the seaside</li> </ul> <p><b>KPIs</b><br/> Can:<br/> <i>Understand and say nouns for beach bag items</i><br/> <i>Use sentence starters to create a sequence of sentences</i><br/> <i>Use “you can” + infinitive of a verb to create a persuasive sentence</i><br/> <i>Say/write extended sentences to describe a day at the seaside.</i></p> | <p>Beach bag item nouns<br/> Sentence starters<br/> You can + verbs as infinitives about activities at the seaside<br/> Conjunctions<br/> Opinions and reasons<br/> <b>Culture:</b> Map and places - in Spain to go on holiday<br/> Beach culture in Spain<br/> <b>Language Puzzle:</b><br/> using our language detective skills to explore another language.</p> | <p>lla / ña / re / pla / pue / cre /</p> | <p>Consolidate position/agreement of adjectives with nouns in Spanish<br/> Explore and understand sentence structure in Spanish: nouns, verbs, adjectives, personal pronouns.<br/> Conjunctions<br/> Explore use of modal verb + infinitive for persuasive sentences</p> | <p>Speak confidently (words and phrases)<br/> Actions/games to aid memory<br/> Identify key sounds and silent letters<br/> Take risks<br/> Games and actions to aid memory<br/> Use a bilingual dictionary to check spellings or look up new words<br/> Write simple extended sentences using a model.</p> |  |

## Spanish Long Term Plan Mixed Age 2-year cycle (Stages 3 and 4)

| Spanish LTP Year B (Stage 4)                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                         |                                                                                        |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Unit                                                                                                                                                                                                                                                                                                                                                                                                                      | Content<br>Revisit and enhance...                                                                                                                                                                       | Phonics<br>Revisit and<br>enhance...                                                   | Grammar<br>Revisit and<br>enhance...                                                                        | Language Learning<br>Skills<br>Revisit and enhance...                                                                                                                                                                                                                                                                                                                               | Skill Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Autumn 1</b> <ul style="list-style-type: none"> <li>This is me!</li> </ul> <b>KPIs</b><br>Can:<br><i>Participate in brief conversations about themselves and others. Understand and use several adjectives about personality. Understand and write several sentences about their personality and physical appearance. Use strategies to decipher unknown words and phrases including using a bilingual dictionary.</i> | Recall personal information questions and answers<br>Revisit and extend "talk" about myself and my feelings<br>Adjectives to describe personality and physical appearance<br>Jobs and professions nouns | qui / jos / or / ora<br>oy / ue / vo / ien / en                                        | Conjunctions<br>Extended sentences<br>Adjectives to describe personality and physical appearance<br>Adverbs | Speak confidently (words, phrases, sentences).<br>Identify key sounds and silent letters.<br>Memory skills to aid comprehension<br>Identify language patterns<br>Continue to develop word reference tools skills.<br>Practise new language with a partner<br>Ask and answer questions with accurate sentence form and intonation.<br>Write simple extended sentences using a model. | <b>Stage 3 Sound Spelling</b><br>Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.<br><b>Stage 4 Sound Spelling</b><br>Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.<br><br><b>Stage 3 Listening</b><br>Can understand a few familiar spoken words and phrases.<br><b>Stage 4 Listening</b><br>Can understand a few familiar spoken words and phrases. |
| <b>Autumn 2</b> <ul style="list-style-type: none"> <li>Homes and houses</li> </ul> <b>KPIs</b><br>Can:                                                                                                                                                                                                                                                                                                                    | House and home nouns<br><b>Culture:</b> Mondrian's house and furniture<br>Adjectives to describe the house<br>Prepositions of place<br><b>Culture:</b> Castles in Spain                                 | ha / ci / jar / que / ño / ca ve / ón / om / il / o<br>orre / asma / illo ce / ma / jo | Consolidate: adjectives of colour and size-agreement and position with nouns                                | Speak confidently (words, phrases, sentences)<br>Listen attentively<br>Make educated guesses<br>Recall previously learnt language.                                                                                                                                                                                                                                                  | <br><b>Stage 3 Speaking</b><br>Can understand a range of familiar spoken phrases and is able to listen for                                                                                                                                                                                                                                                                                                                                                                   |

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| <p>Understand brief descriptions of items in a house</p> <p>Use a sequence of simple sentences with nouns and adjectives to describe a house</p> <p>Ask and answer where something is, using prepositions of place.</p>                                                                                                                                                             | <p><b>Boardgame:</b> escape from the castle</p> <p><b>Story:</b> Enter the Castle</p> <p><b>Culture:</b> a festive elf on the shelf lesson (for Christmas)</p>     |                                                                            | <p>Consolidate – singular and plural nouns</p> <p>Prepositions of place</p>                                                                                                                                                               | <p>Practise language with a friend</p> <p>Games to aid memory</p> <p>Use bilingual dictionaries to check spelling and meanings</p>                                                                                                                                                                                                                                                                                                                         | <p>specific words and phrases.</p> <p><b>Stage 4 Speaking</b></p> <p>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.</p>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Sports</li> </ul> <p><b>KPIs</b></p> <p>Can:</p> <p>Say and write nouns for sport</p> <p>Identify cognates and semi-cognates</p> <p>Express a like/dislike of a sport</p> <p>Identify and attempt to use parts of the present tense of jugar</p> <p>Give an opinion</p> <p>Say and write a description of a sport</p> | <p>Sports nouns</p> <p>Cognates and semi cognates</p> <p>Likes, dislikes and preferences</p> <p>Opinions about sports</p> <p><b>Culture:</b> football in Spain</p> | <p>ción / ces / gim</p> <p>ba / bai / ci / on</p> <p>rr / ju / is / io</p> | <p>Identify cognates and semi-cognates</p> <p>Use of jugar and hacer with sports</p> <p>Regular present tense conjugation of verb: jugar</p> <p>Sentences to express likes, dislikes</p> <p>preference with conjunctions and opinions</p> | <p>Speak confidently (words, phrases and sentences)</p> <p>Explore how to use a bilingual dictionary</p> <p>Imitate pronunciation</p> <p>Make educated guesses using context</p> <p>Actions and games to aid memory</p> <p>Recall and use previously learnt language</p> <p>Take risks and learn from mistakes</p> <p>Make links between English/home languages and Spanish</p> <p>Practise with a friend</p> <p>Write simple sentences using a model.</p> | <p><b>Stage 3 Reading</b></p> <p>Can understand simple written phrases.</p> <p>Can match sounds to familiar written words.</p> <p><b>Stage 4 Reading</b></p> <p>Can understand simple written phrases.</p> <p>Can match sounds to familiar written words.</p> <p><b>Stage 3 Writing</b></p> <p>familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p> <p><b>Stage 4 Writing</b></p> <p>Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the</p> |
| <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>My best day ever</li> </ul> <p><b>KPIs</b></p> <p>Can:</p>                                                                                                                                                                                                                                                            | <p>Funfair ride nouns</p> <p>Likes, dislikes, preferences</p> <p>Opinions and adjectives for rides</p>                                                             | <p>yu / me / y</p> <p>za / llas / sión</p> <p>ria / ido</p>                | <p>Identifying cognates/semi cognates</p>                                                                                                                                                                                                 | <p>Speak confidently (words and phrases)</p> <p>Identify key sounds and silent letters</p>                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <p>Understand information about a theme park<br/>Describe funfair rides in simple sentences.<br/>Express opinions of rides in extended sentences using conjunctions and adjectival phrases.<br/>Say a simple statement about favourite things<br/>Write a simple statement about favourite things</p>                          | <p>Cognates and semi-cognates<br/>Descriptions of a theme park<br/>Favourite things (with familiar language from previous topics)<br/><b>Culture:</b> theme park in Spain<br/><b>Culture:</b> feria de abril</p>                         |                                  | <p>Consolidate use of adjectives with nouns in Spanish<br/>Conjunctions to extend sentences</p>                                                                                       | <p>Use a bilingual dictionary to check spellings or look up new words<br/>Actions/games to aid memory<br/>Recall and use prior learning<br/>Take risks and learn from mistakes<br/>Positive attitude to language</p>                                       | <p>message is understood.</p> <p><b>Assessment:</b><br/>Puzzle It Outs, all 4 skills or selected skills (from above) Per half term/term</p> <p>In line with the Common European Framework of Reference (CEFR), A1 (CEFR)</p> |
| <p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>Tapas culture</li> </ul> <p><b>KPIs</b><br/>Can:<br/>Understand a target language menu.<br/>Express opinions about a range of tapas.<br/>Ask for tapas politely<br/>Participate in short roleplays<br/>Understand and create a conversation at the tapas bar</p> | <p>Tapas nouns<br/>Asking for tapas<br/>Opinions of tapas<br/>Create tapas menu<br/>Order tapas politely<br/>Asking for and understanding a simple menu<br/>Conversation at the tapas bar<br/><b>Culture:</b> Tapas culture in Spain</p> | <p>que / lla / zo / qui / ci</p> | <p>Consolidate understanding of how to use verbs to express likes and dislikes<br/>Revisiting and extending polite requests and transactions<br/>Opinions to express like/dislike</p> | <p>Speak confidently (words and phrases)<br/>Actions/games to aid memory<br/>Recall and use prior learning<br/>Ask a question accurately<br/>Listen attentively<br/>Take risks and learn from mistakes<br/>Make links with English and home languages.</p> |                                                                                                                                                                                                                              |
| <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>Let's celebrate</li> </ul> <p><b>KPIs</b><br/>Can:</p>                                                                                                                                                                                                           | <p>Revisit and extend roleplay language to create a café sketch and performance<br/>Nature nouns (nature trail/scavenger hunt)</p>                                                                                                       | <p>v / ñ / hi / ho</p>           | <p>Consolidate understanding of how to use verbs to express likes and dislikes</p>                                                                                                    | <p>Speak confidently (words and phrases)<br/>Actions/games to aid memory<br/>Identify key sounds and silent letters</p>                                                                                                                                    |                                                                                                                                                                                                                              |

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| <p>Use a word reference tool and comprehension strategies to access unfamiliar language</p> <p>Compile over time and write a sequence of short texts to describe themselves and the things they like.</p> | <p>Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/ likes and dislikes</p> <p><b>Language Puzzle:</b> using our language detective skills to explore another language.</p> |  | <p>Revisiting and extending polite requests and transactions</p> <p>Opinions to express like/dislike</p> <p>Building sentences and short texts with present tense verbs/ nouns. adjectives and conjunctions</p> | <p>Recall and use prior learning</p> <p>Take risks</p> <p>Games and actions to aid memory</p> <p>Use a bilingual dictionary to check spellings or look up new words</p> <p>Write simple extended sentences using a model.</p> |  |
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| Coverage in Year A (Stage 3)                                                                                                                                                              |          |          |          |          |          |          |
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| <b>Progression over year linked to DFE A1-12 (English schools only)</b><br>During Stage 3 children will begin to explore and develop all 12 DFE A1s (see highlighted cells in grid below) |          |          |          |          |          |          |
|                                                                                                                                                                                           | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Listen attentively and show understanding by joining in and responding                                                                                                                    |          |          |          |          |          |          |
| Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words                                                                    |          |          |          |          |          |          |
| Engage in conversations: ask 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 intonations, so that others understand.                                                                                                                |          |          |          |          |          |          |
| 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 another language.                                                                                                                          |          |          |          |          |          |          |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.                 |          |          |          |          |          |          |
| Write phrases from memory and adapt these to create new sentences to express ideas clearly.                                                                                               |          |          |          |          |          |          |
| Describe people, places and things                                                                                                                                                        |          |          |          |          |          |          |
| Understand basic grammar                                                                                                                                                                  |          |          |          |          |          |          |

## Spanish Long Term Plan Mixed Age 2-year cycle (Stages 3 and 4)

| Coverage in Year B (Stage 4)                                                                                                                                                              |          |          |          |          |          |          |
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| <b>Progression over year linked to DFE A1-12 (English schools only)</b><br>During Stage 3 children will begin to explore and develop all 12 DFE A1s (see highlighted cells in grid below) |          |          |          |          |          |          |
|                                                                                                                                                                                           | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Listen attentively and show understanding by joining in and responding                                                                                                                    |          |          |          |          |          |          |
| Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words                                                                    |          |          |          |          |          |          |
| Engage in conversations: ask 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 intonations, so that others understand.                                                                                                                |          |          |          |          |          |          |
| 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 another language.                                                                                                                          |          |          |          |          |          |          |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.                 |          |          |          |          |          |          |
| Write phrases from memory and adapt these to create new sentences to express ideas clearly.                                                                                               |          |          |          |          |          |          |
| Describe people, places and things                                                                                                                                                        |          |          |          |          |          |          |
| Understand basic grammar                                                                                                                                                                  |          |          |          |          |          |          |