

Spanish Medium Term Plan

Phonetics & Pronunciation				
Year Group	Year 3	Year 4	Year 5	Year 6
Phonics Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Phonics Focus	CH J Ñ LL RR A E I O U (Vowels in English)	CA CE CI CO CU A E I O U (Vowels in English)	GA GE GI GO GU	B V CC QU Z A E I O U (Vowels in English)
Overview	In this lesson pupils will be introduced to the set of phonics sounds from the Early Language Teaching Type.	In this lesson pupils will be introduced to the first set of phonics sounds from the Intermediate Teaching Type.	In this lesson pupils will be introduced to the second set of phonics sounds from the Intermediate Teaching Type.	In this lesson pupils will be introduced to the set of phonics sounds from the Progressive Teaching Type.
Phonics covered in other units	Y1 CH J Ñ LL RR Y2 CH J Ñ LL RR	Y1 CH J Ñ LL RR Y2 CH J Ñ LL RR Y3 CH J LL Ñ RR and CA CE CI CO CU Y4 GA GE GI GO GU and CA CE CI CO CU	Y1 CH J Ñ LL RR Y2 CH J Ñ LL RR Y3 CH J LL Ñ RR and CA CE CI CO CU Y4 GA GE GI GO GU and CA CE CI CO CU Y5 GA GE GI GO GU and CA CE CI CO CU	Y1 CH J Ñ LL RR Y2 CH J Ñ LL RR Y3 CH J LL Ñ RR and CA CE CI CO CU Y4 GA GE GI GO GU and CA CE CI CO CU Y5 GA GE GI GO GU and CA CE CI CO CU Y6 Y5 GA GE GI GO GU and B V CC QU Z

National curriculum	
KS1	KS2

<p>Although there are no National Curriculum expectations for MFL in KS1 and the Early Years, we have decided that children should be introduced to MFL in Year 1. As there is no formal requirement for formal language teaching to this age group, we concentrate on language delivery, acquisition and making it fun. For this reason, unlike in our other Language Angels units, there is no formal assessment provided at the end of the unit in lesson 6. Instead, there are six fully planned and resourced ‘teaching’ lessons for the pupils to learn from and enjoy.</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 • 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
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Year 1			
Unit	Los Saludos Greetings	Los Colores y Los Números Colours & Numbers	Las Estaciones (Seasons)
Overview	In this unit pupils will learn the vocabulary for basic greetings in Spanish enabling the pupils to participate in a short oral conversation by the end of the unit. ‘Greeting’s and Myself’ are themes that will continue throughout the curriculum.	In this unit pupils will learn to count to ten as well as learning ten popular colours in Spanish. ‘Numbers and Colours’ are themes that will continue throughout the curriculum.	In this unit pupils will learn the four seasons of the year, highlighting a key feature for each season. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season. This unit encompasses the theme ‘The World Around me’ and links well with the Geography unit ‘Seasons’ allowing pupils to practice their Spanish throughout the term.
Themes Covered	Greeting’s and Myself	Numbers and Colours	The World Around Me
Unit Activities	A lot of tasks to help us listen carefully. Repeating the words each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills and have a simple conversation in Spanish from memory, by the end of the unit.	A lot of tasks to help us listen carefully. Repeating the words each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills and remember 10 common colours and count from 1 to 10 in Spanish.	Lots of different engaging visual listening and speaking activities to help us learn the four seasons in Spanish. Learning more about the changes that occur in the world around us during each different season and starting to understand more of what we hear by associating what we hear to gestures and images.
End of Unit Outcomes	<ul style="list-style-type: none"> • Say ‘hello’ (formally and informally). • Say their name. • Ask how somebody is feeling and give a reply. • Say ‘goodbye’ and ‘see you soon’. 	<ul style="list-style-type: none"> • Name and recognise up to 10 colours in Spanish. (Red, yellow, blue, green, grey, white, purple, orange, brown, black) • Count from 1-10 ten in Spanish. 	<ul style="list-style-type: none"> • Recognise, recall and remember the 4 seasons • Recognise, recall and remember a short phrase for each season • Say which season is their favourite
Sequence of learning	<p>How to say 'hello' in Spanish</p> <p>How to say 'my name is...' in Spanish</p> <p>How to say 'how are you?' in Spanish</p> <p>How to say how you are feeling in Spanish</p> <p>How to say 'goodbye' in Spanish</p> <p>How to say 'see you soon' in Spanish</p>	<p>First set of five colours introduced - red, yellow, blue, green, grey</p> <p>Second set of five colours introduced - white, purple, orange, brown, black</p> <p>Consolidate our knowledge of all ten colours</p> <p>Numbers 1 to 5</p> <p>Numbers 6 to 10</p> <p>Consolidate our knowledge of all ten numbers (1-10)</p>	<p>Learn how to recognise and recall the four different seasons with the correct definite article/determiner</p> <p>Learn about what happens in winter and also learn how to say a short sentence about this season</p> <p>Consolidate all knowledge from last lesson and progress to learning about what happens in spring with the aim of saying a short sentence about this season</p> <p>Consolidate all knowledge from last lesson and progress to learning about what happens in summer with the aim of saying a short sentence about this season</p> <p>Consolidate all knowledge from last lesson and progress to learning about what happens in autumn with the aim of saying a short sentence about this season</p> <p>Ask and answer the question ‘what is your favourite season?’</p>
Phonics	<p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> • J sound in José, Jorge & Juan Pablo • LL sound in llamo • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable as 	<p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> • J sound in naranja • LL sound in amarillo • RR sound in marrón • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable as in a-zul. For 	<ul style="list-style-type: none"> • Ñ sound in otoño. Starting to learn that it is very common and specific sound to Spanish. Like the ‘ny’ sound in the English word canyon. • J sound in hojas. Starting to learn that the ‘j’ in Spanish is pronounced as the English ‘h’ in ‘hello’.

	<p>in es-toy. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like Car-men, lue-go</p> <ul style="list-style-type: none"> • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in • có-mo 	<p>words that end in a vowel or 'n' and 's' it is normally the second to last syllable like a-mari-</p> <ul style="list-style-type: none"> • llo, blan-co and cua-tro. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ma-rrón. 	<p><i>Even if we do not see these letters and sounds, we will hear them many times as they are in key words in this unit</i></p>
Grammar	None in this unit as it is an introductory unit.	None in this unit as it is an introductory unit.	Nouns & articles/determiners. We will start to notice that in Spanish there is often an article/determiner before a noun when there is not one in English. One word in English can be two words in Spanish! For example, spring is la primavera.
Skills we will develop	Learning to listen really well and repeat what we hear with improving accuracy. Working on my memory so that we are able to have a simple and short conversation in Spanish using the words and the short phrases we have learnt.	Learning to listen really carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term.	Learning to listen more carefully to what we hear in Spanish. Starting to become more familiar with the different sounds, pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language so that we can say start to remember the names of the four seasons in Spanish.
Vocab	<p>The vocabulary required to have a short conversation/exchange when meeting somebody for the first time. This is all listed on the Vocabulary Sheet.</p> <p>Los saludos = Salutations / Greetings ¡Buenos días! = Hello ¡Hola! = Hello / Hi Me llamo... = My name is... ¿Cómo estás? = How are you? Estoy bien = I am well/good Estoy mal = I am not well/great Más o menos = So ¡Adiós! = Goodbye PLUS add on: ¡Hasta luego! = See you soon</p>	<p>Ten common colours and how to count from 1 -10 in Spanish. This is all listed on the Vocabulary</p> <p>Sheet.Los colores = Colours Rojo = Red Amarillo = Yellow Azul = Blue Verde = Green Gris = Grey Blanco = White Violeta = Purple Naranja = Orange Marrón = Brown Negro = Black</p> <p>Uno = 1 Dos = 2 Tres = 3 Cuatro = 4 Cinco = 5 Seis = 6 Siete = 7 Ocho = 8 Nueve = 9 Diez = 10</p>	<p>There will be quite a lot of language presented with a strong focus on the nouns and determiners/articles for the four seasons in Spanish.</p> <p>Las estaciones = The seasons Hay cuatro estaciones = There are four seasons El invierno = Winter La primavera = Spring El verano = Summer El otoño = Autumn</p> <p>En invierno = In winter Hace frío = It is cold Nieva = It snows</p> <p>En primavera = In spring Las flores crecen = The flowers grow Los pájaros cantan = The birds sing</p> <p>En verano = In summer Hace sol = It is sunny Hace calor = It is hot</p> <p>En otoño = In autumn Los árboles pierden sus hojas = The trees lose their leaves</p> <p>¿Cuál es tu estación favorita? = What is your favourite season? Mi estación favorita es... = My favourite season is... Porque... = because...</p>




Year 2 Spanish Curriculum			
Unit	En la Selva In the Jungle	Los Superhéroes Superheroes	Las Formas Shapes
Overview	In this unit pupils will learn 7 jungle animals (nouns and definite articles) via colourful and immersive lessons and recap numbers 1-5. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.	In this unit pupils will learn about 6 superheroes via colourful and immersive lessons. Pupils will be reintroduced to a series of colours and high frequency verbs to help describe each superhero character (I am called, I have, I live, I am and I am able to). Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in. This unit reinforces the vocabulary of colours learnt in Year 1, allowing pupils to use colours to describe superheroes as well as introducing high frequency verbs linked to the theme 'Myself.'	In this unit pupils will learn 10 common shapes and also recap the numbers 1-10. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten shape nouns with their indefinite article. This unit links to the pupil's maths work and the world around them, allowing them to use their Spanish knowledge across the curriculum. It also reinforces the theme of numbers.
Themes Covered	The World Around Me	Myself and Colours	The World Around Me and Numbers
Unit Activities	A lot of tasks to help us learn to listen more carefully in Spanish. Repeating the words and short phrases each lesson to ensure we can remember all the new language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills.	A lot of tasks to help us learn to listen more carefully in Spanish. Repeating the words and short phrases each lesson to ensure we can remember all the new words and language presented to us. Remembering and recalling more easily and with more confidence each lesson. Helping to improve our memory skills and linguistic competence.	Lots and lots of different speaking and listening tasks to help us remember the ten shapes in Spanish. Learning to work with a partner and using mini flash cards to play games that will help us remember. Learning and/or revising numbers so we can work towards saying how many sides some of the shapes have in Spanish.
End of Unit Outcomes	<ul style="list-style-type: none"> Recognise, recall and remember up to 7 different jungle animals in Spanish. Recognise, recall and remember a short phrase for each jungle animal in Spanish. Learn to listen attentively to, understand and participate actively in a Spanish song about animals that may live in the jungle. 	<ul style="list-style-type: none"> Recognise, recall, and remember the 6 colours presented in Spanish. Recognise and remember the high frequency verbs: 'I am called', 'I have', 'I live', 'I am' and 'I know how to...' Present and describe themselves as a superhero. 	<ul style="list-style-type: none"> Name and recognise up to 10 shapes in Spanish. Attempt to spell some of these nouns. Recognise that nouns are commonly associated with an article in Spanish and in this case 'un' or 'una'. Have an opportunity to revise numbers 1-5 and 6-10.
Sequence of learning	<p>Introduce the pupils to two common jungle animals in Spanish and start to explore the patterns and sounds of language through song. (El elefante et el león (the elephant and the lion)</p> <p>To introduce the pupils to one more common jungle animal in Spanish and further explore the patterns and sounds of language through song. El mono (the monkey)</p> <p>To introduce the pupils to one more common jungle animal in Spanish and further explore the patterns and sounds of language through song. El leopardo (the leopard)</p> <p>To introduce the pupils to one more common jungle animal in Spanish and further explore the patterns and sounds of language through song. La jirafa (the giraffe)</p> <p>To introduce the pupils to one more common jungle animal in Spanish and further explore the patterns and sounds of language through song. El hipopótamo (the hippopotamus)</p>	<p>To introduce the pupils to the first superhero, Vera, and learn how to present themselves as a superhero in Spanish. Key Language Me llamo Vera. = I am called Vera. Vivo en un planeta. = I live on a planet. Soy una superheroína. = I am a superhero (fem. agreement). un antifaz (verde) = a (green) mask un escudo (verde) = a (green) shield un casco (verde) = a (green) helmet Tengo un antifaz verde. = I have a green mask. Tengo un escudo verde. = I have a green shield. Tengo un casco verde. = I have a green helmet. Sé volar. = I know how to fly. Sé saltar. = I know how to jump. Sé correr. = I know how to run.</p> <p>To introduce the pupils to the second superhero, Azure, and learn how to present themselves as a superhero in Spanish.</p> <p>To introduce the pupils to the third superhero, Amarilda, and learn how to present themselves as a superhero in Spanish.</p> <p>To introduce the pupils to the fourth superhero, Nathan, and learn how to present themselves as a superhero in Spanish.</p>	<p>Recognise, recall and spell five different shapes with their indefinite article/determiner Un triángulo = A triangle Un cuadrado = A square Un óvalo = An oval Un círculo = A circle Un rectángulo = A rectangle</p> <p>Recognise, recall and spell a further five different shapes with their indefinite article/determiner Un pentágono = A pentagon Un hexágono = A hexagon Un rombo = A rhombus Una línea = A line Una estrella = A star</p> <p>Consolidate all ten shapes with a particular focus on the article/determiner.</p> <p>Further re-enforcement of the ten shapes using the numbers 1-5 and 6-10</p> <p>Consolidating shapes and numbers 1-10 (use Colours and Numbers resources 6-5 from Y1 for numbers 6-10)</p>

	To introduce the pupils to one more common jungle animal in Spanish and further explore the patterns and sounds of language through song. La serpiente	To introduce the pupils to the fifth superhero, Rubina, and learn how to present themselves as a superhero in Spanish. To introduce the pupils to the sixth superhero, Morane, and learn how to present themselves as a superhero in Spanish.		End of unit assessments	
Phonics	Recommended phonics focus: CH J Ñ LL RR J sound in jirafa . This letter is pronounced like the ‘h’ sound in the English word ‘hot’. <ul style="list-style-type: none">RR sound in correAccents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in león. <i>Even if we do not see these letters and sounds in the lessons often, we will hear these signature Spanish sounds many times as they appear in key words in this unit.</i>	Recommended phonics focus: CH J Ñ LL RR <ul style="list-style-type: none">LL sound in amarillo & me llamoJ sound in rojo & naranjaAccents. Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in superhé-roe and superhero-ína. <i>Even if we do not see these letters and sounds in the lessons often, we will hear these signature Spanish sounds many times as they appear in key words in this unit</i>		Recommended phonics focus: CH J Ñ LL RR <ul style="list-style-type: none">LL sound in EstrellaStress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like rom-bo and es-tre-lla.Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lí-ne-a, cír-r-cu-lo, ó-va-lo and pen-tá-go-no.	
Grammar	Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners in English. For example, as seen with the word for ‘the’ in Spanish. El león but la jirafa. We will see that this happens a lot in Spanish and learn why in future units!	Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for ‘a’ in Spanish; un superhéroe but una superheroína. We will see that this happens a lot in Spanish and learn why in future units!		Nouns, gender & articles/determiners. In this unit we will be exploring that the word for a/an in Spanish can be either un and una (these words are articles/determiners and tell us if the noun, the shape, is either a masculine or feminine noun. In Spanish this is called the gender of the noun). We will learn that it is important to remember which shapes are un and which shapes are una. We will see this a lot as we learn more Spanish!	
Skills we will develop	Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation.	Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words and phrases we have learnt in Spanish long term and with accurate and authentic pronunciation.		Working on being able to pronounce and remember new words in Spanish using images of the shapes to help us. Learning our first words in Spanish and learning to remember the article/determiner with the noun. Using what we know in English to help us. Working on remembering the shapes in Spanish over a longer period of time.	
Vocab	Seven jungle animals and an opportunity to revise and recall numbers 1-5. El elefante = The elephant El elefante se balancea = The elephant waddles/sways El león = The lion El león ruge = The lion roars El mono = The monkey El mono trepa = The monkey climbs El leopardo = The leopard El leopardo corre = The leopard runs La jirafa = The giraffe La jirafa se estira = The giraffe stretches El hipopótamo = The hippopotamus El hipopótamo nada = The hippopotamus swims La serpiente = The snake La serpiente reptar = The snake slithers	Revision of six common colours and how to present ourselves as a superhero in Spanish using the high frequency verbs ‘I am called’, ‘I have’, ‘I live’, ‘I am’ and ‘I know how’. Los colores = Colours (Recap) Rojo = Red Amarillo = Yellow Azul = Blue Verde = Green Violeta = Purple Marrón = Brown Me llamo Morane. = I am called Morane. Vivo en un planeta. = I live on a planet. Soy un superhéroe. = I am a superhero (masc. agreement)	un antifaz (morado) = a (purple) mask un escudo (morado) = a (purple) shield un casco (morado) = a (purple) helmet Tengo un antifaz morado . = I have a purple mask. Tengo un escudo morado . = I have a purple shield. Tengo un casco morado . = I have purple helmet. Sé volar. = I know how to fly. Sé saltar. = I know how to jump. Sé correr. = I know how to run. (all colours included)	The nouns and determiners/articles for 10 common shapes and numbers 1-10 in Spanish. This is all listed on the Vocabulary Sheet. Dibujad = Draw Un triángulo = A triangle Un cuadrado = A square Un óvalo = An oval Un círculo = A circle Un rectángulo = A rectangle Un pentágono = A pentagon Un hexágono = A hexagon Un rombo = A rhombus Una línea = A line Una estrella = A star	Numbers (Recap) Uno = 1 Dos = 2 Tres = 3 Cuatro = 4 Cinco = 5 Seis = 6 Siete = 7 Ocho = 8 Nueve = 9 Diez = 10

Year 3			
Unit	Aprendo Español I Am Learning Spanish	Sé... I Know How...	Me Presento Presenting myself
Overview	By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken. This unit moves on from the Year 1 unit 'Greetings'. In this unit, pupils begin to ask and answer questions about themselves and others. Pupils also consolidate their knowledge of colours and numbers 1-10.	In this unit pupils will learn 10 familiar activities that they know how or do not know how in Spanish. This unit continues the theme of 'Myself'. This is one of the first units introducing the negative form, allowing the pupils to build more interesting and complex sentences including the option of using conjunctions.	This unit continues the themes of 'Greetings' and 'Myself'. By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. Pupils will also continue to learn numbers, increasing to numbers to 20.
Themes Covered	Greeting's, Myself, Numbers and Colours	Myself	Greeting's, Myself and Numbers
Unit Activities	There will be a number of different activities to improve cultural awareness of Spain and Spanish speaking countries. Children will be expected to locate Spain and other Spanish speaking countries on a map. There will also be a variety of oral role play tasks to ask how somebody is feeling with opportunities to reply.	Simple reading, listening and written tasks to help learn and remember the new vocabulary. There will be more focus on remembering the spellings of the action verbs with more accuracy with a choice of written tasks and general desk-based activities. The final task will be to say/write what activities we know how, and do not know how to do, with conjunctions for more able pupils.	A number of different activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords. There will also be the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!
End of Unit Outcomes	<ul style="list-style-type: none"> Pinpoint Spain and other Spanish speaking countries on a map of the world. Ask and answer the question 'How are you?' in Spanish. Say 'Hello' and 'Goodbye' in Spanish. Ask and answer the question 'What is your name?' in Spanish. Count from 1-10 in Spanish. Say 10 colours in Spanish. 	<ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs in Spanish. Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to .). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but) 	<ul style="list-style-type: none"> Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.
Sequence of learning	<p>Introduction to Spain & Spanish speaking countries</p> <p>Asking & saying how you feel</p> <p>Asking & saying your name</p> <p>Numbers 1 to 10 & colours introduction</p> <p>Consolidation of colours plus fun worksheet activities</p> <p>End of unit assessments</p>	<p>Introduce first 5 activities / verbs</p> <p>Introduce next 5 activities / verbs</p> <p>Introduction of 'puedo'</p> <p>Reading & listening exercises around 'puedo'</p> <p>Consolidation of 'puedo'</p> <p>End of unit assessments</p>	<p>Revising Spain & Spanish speaking countries, numbers 1-10 and 'how are you?'</p> <p>Saying your name & asking someone their name. Numbers 11 to 20.</p> <p>Numbers 10 to 20 listening exercise and 'how old are you?'</p> <p>'Where do you live?' and further number work</p> <p>Nationality, soy..., individual presentations,</p> <p>Class Spanish ID cards activity</p> <p>End of unit assessments</p>

Phonics	Recommended phonics focus: CH J Ñ LL RR <ul style="list-style-type: none"> CH sound in ocho J sound in rojo, naranja, Jasmina, José & Juan Pablo Ñ sound in España RR sound in marrón LL sound in ¿cómo te llamas? & me llamo Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable as in a-zul. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like na-ran-ja. Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion 		Recommended phonics focus: CH J LL Ñ RR <ul style="list-style-type: none"> J sound in dibujar Ñ sound in hablar español Silent letters. ‘H’ is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar. Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable as in bai-lar and can-tar. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable. 		Recommended phonics focus: CA CE CI CO CU <ul style="list-style-type: none"> CA sound in catorce CE sound in once, doce, trece etc CI sound in cinco, cincuenta & cien. CO sound in cómo CU sound in cuatro & cuántos Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like in-gle-sa and vein-te. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dó-nde Ñ tilde. This changes the ‘n’ to a ‘ny’ sound as in español & española.
Grammar	None in this unit as it is introductory.		Modal verb plus infinitive. Learning that sé (that comes from the modal verb saber and translates as ‘I know how’) is ALWAYS followed by a verb in its infinitive form in Spanish. The negative sentence structure in Spanish follows the rule of no plus the conjugated MODAL verb, sé, plus the INFINITIVE verb		Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in Spanish. Adding an ‘a’ to the end of the adjective to show that the person talking or being described is female. Also seeing the upside-down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!)
Skills we develop	Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson.		We will work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in Spanish after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to Spanish section of a dictionary. Learning how to build sentences in Spanish using the 1st person conjugated verb sé (I know how) or no sé (I do not know how), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions y (and) & pero (but) in Spanish.		To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.
Vocab	Language necessary to ask and answer the question ‘How are you?’ in Spanish. Numbers 1-10 and ten key colours. Aprendo español = I am learning Spanish Hola = Hello (informal) Buenos días = Hello (formal) ¿Cómo estás? = How are you? Estoy bien = I am good Estoy mal = I am bad Más o menos = So Adiós = Goodbye Hasta luego = See you later ¿Cómo te llamas? = What is your name? Me llamo ... = My name is ...	Uno = One Dos = Two Tres = Three Cuatro = Four Cinco = Five Seis = Six Siete = Seven Ocho = Eight Nueve = Nine Diez = Ten Los colores = The colours Amarillo = Yellow Blanco = White Negro = Black Azul = Blue Verde = Green Morado = Purple Gris = Grey Rojo = Red Naranja = Orange Marrón = Brown	Ten different high frequency action verbs linked to common activities. First person conjugation of the modal verb saber (to know how), in the positive and negative plus ten common infinitive verbs. All listed on the Vocabulary Sheet. Sé... I know how No sé... I do not know how... tocar un instrumento = to play an instrument montar en bicicleta = to ride a bike hablar español = to speak Spanish	Bailar = to dance Cantar = to sing Cocinar = to cook Saltar = to jump Hablar = to talk Escuchar = to listen Comer = to eat Beber = to drink Ver la tele = to watch TV Escribir = to write Patinar to ice-skate Dibujar to draw Nadar to swim y = and pero = but	Numbers 1-10 will be revisited along with the language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time. All language is listed on the Vocabulary Sheet. See table below

Unit Glossary

Spanish	English
¡Buenos días!	Good morning!
¡Hola!	Hi!
¿Cómo estás?	How are you?
 Estoy bien.	I am well.
 Estoy mal.	I am not great.
 Más o menos.	So, so.
Estoy muy bien.	I am very well.
Estoy muy mal.	I am really not great.
¡Adiós!	Goodbye!
¡Hasta luego!	See you later!
¿Cómo te llamas?	What is your name?
Me llamo...	My name is ...
¿Cuántos años tienes?	How old are you?
Tengo...años	I am ... years old.
¿Dónde vives?	Where do you live?
Vivo en...	I live in...

Spanish	English
Soy...	I am...
español/española	Spanish
inglés/inglesa	English
galés/galesa	Welsh
irlandés/irlandesa	Irish
escocés/escocesa	Scottish
Soy de...	I am from...
Soy de Inglaterra.	I am from England.
 uno	one
 dos	two
 tres	three
 cuatro	four
 cinco	five
 seis	six
 siete	seven
 ocho	eight

Spanish	English
 nueve	nine
 diez	ten
 once	eleven
 doce	twelve
 trece	thirteen
 catorce	fourteen
 quince	fifteen
 dieciséis	sixteen
 diecisiete	seventeen
 dieciocho	eighteen
 diecinueve	nineteen
 veinte	twenty

Year 4			
Unit	La fecha - The Date	Mi Familia – My Family	La Clase - The Classroom
Overview	Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish. This unit builds on the pupils previous learning of numbers, moving to numbers up to 31. Pupils use this knowledge to talk about the date and their birthdays.	By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form, building on the theme of ‘Myself.’ Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1 st person singular to 3 rd person singular. This unit also allows pupils to consolidate numbers to 31 and learn the new vocabulary for numbers up to 100.	By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses. This unit’s theme of ‘The World Around Me’ also gives pupils the opportunity to practice their Spanish throughout the day.
Themes Covered	Numbers and Myself	Numbers and Myself	The World Around Me
Unit Activities	A number of different activities to learn how to say the date in Spanish. Starting by learning the 12 months of the year in Spanish (including word searches, crosswords and word puzzles). After recycling and revisiting numbers 1-31, learning how to ask and say the date and finally ask and say when our birthdays are. After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt personal details.	Activities to help learn the nouns and articles/determiners for key members of the family. Learning how to say what our family members are called and how old they are. Lots of activities to help understand better how to use a possessive adjective (the word for ‘my’) accurately in Spanish. The reading and listening tasks will be more challenging building up to the final task of a written and/or oral presentation on our own / a family	Learning twelve classroom objects (noun and article) with a variety of speaking, listening and written tasks. Activities to help us understand better why there are two different words for ‘my’ in Spanish. Many extended, longer writing, reading and listening tasks all working towards the final activity of being able to say and write what we have and do not have in our pencil case.
End of Unit Outcomes	<ul style="list-style-type: none"> Remember, recall and spell the 7 days of the week. Remember, recall and spell the 12 months of the year. Remember, recall and spell numbers 1-31. Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is. 	<ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives ‘mi’ and ‘mis’ in Spanish. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). 	<ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article. Replace an indefinite article with a possessive adjective. Say and write what they have and do not have in their pencil case.

Sequence of learning	<p>Learn how to recognise, recall and spell the seven days of the week with the aim of using this knowledge to form a short sentence about what day of the week it is today by the end of the lesson.</p> <p>Consolidate the seven days of the week taught last lesson and will learn how to recognise, recall and spell the twelve months of the year.</p> <p>Consolidate all language taught so far in the unit and progress to learning how to recognise, recall and spell numbers 1-31.</p> <p>Start to put all new language into context by learning the structure necessary to say the date.</p> <p>Build on their knowledge of how to say the date by learning how to say when their birthday is.</p> <p>End of unit assessment.</p>	<p>Learn how to recognise, recall and spell different family members with the correct definite article/determiner.</p> <p>Consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective ‘my’ with increasing accuracy.</p> <p>Learn how to ask and answer the question ‘do you have any siblings?’</p> <p>Further consolidate the language needed to introduce their own/ fictitious family members. This will involve moving from 1st person singular ‘I am called’ to 3rd person singular ‘he/she is called’.</p> <p>Introduce numbers 1-100 and use this knowledge to be able to say how old their own / fictitious family members are.</p> <p>End of unit assessment.</p>	<p>Introduce vocabulary for first 6 classroom objects & article</p> <p>Introduce vocabulary for next 6 classroom objects & article.</p> <p>Classroom commands - ‘What is in your pencil case?’ (revisit possessive adjectives)</p> <p>Revisit possessive adjectives in the and apply this to the twelve different classroom items they have learned so far in the unit. Use of tengo (I have)</p> <p>Revisit negative structures in order to say what they do not have in their pencil cases. Use no tengo (I do not have)</p> <p>End of unit assessments</p>
Phonics	<p>Phonics we will see:</p> <p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> • GO sound in domingo & agosto • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) • should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like sep-tiem-bre, ju-lío, vein-tiú-no and trein-ta. • Ñ tilde. This letter changes the ‘n’ to a ‘ny’ sound like in the English word onion. It is another letter in Spanish not just another phoneme and is seen in cumpleaños. • Silent letters. ‘H’ is always silent in Spanish (unless it is a word of foreign origin) as in the word hoy which is pronounced oy. 	<p>Phonics we will see:</p> <p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> • CA sound in única • CI sound in cien • CO sound in único • CU sound in cuarenta, cincuenta • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable in the word. For words that end in a vowel or ‘n’ and ‘s’ it is normally the penultimate syllable like her-man-o or her-man-a (remembering silent ‘h’ in Spanish unless a foreign origin word). • Accents can only be written over vowels in Spanish and indicate the vowel is stressed regardless of the other rules! As seen in tí-o and ú-ni-ca. 	<p>Phonics we will see:</p> <p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> • CA sound in calculadora & cartera. • CE sound in cerrad. • CI sound in silencio. • CU sound in escuchad. • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like ti-je-ras. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué. Therefore, used as a question word – not an answer.
Grammar	<p>Ordinal & cardinal numbers. To learn that months of the year and the days of the week do not have a capital letter in Spanish unless they are found at the start of a sentence. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. Seeing that the upside-down question mark (¿) is used at the beginning of all sentences that are questions, no exceptions!</p>	<p>Nouns, articles/determiners & possessive adjectives. Exploring possessive adjectives in Spanish with a focus only on ‘my. Understanding that there are ‘ two words in Spanish mi and mis for our one word ‘my’ in English.</p> <p>with improving accuracy.</p>	<p>Nouns, gender, articles/determiners & use of the negative.</p> <p>Revisiting that nouns in Spanish have gender and that this affects the choice of article/ determiner. Moving from revisiting tengo... (‘I have’) to learning the negative option no tengo...(‘I do not have’) in Spanish. Remembering that the subject pronoun ‘yo’ is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside-down exclamation and question mark at the start of a sentence.</p>

Skills we will develop	To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.		We will learn to talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the ‘I’ form of a verb to the ‘he/she form’. We will increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. We will be reminded that nouns have gender and that this impacts the choice of articles and possessives adjectives. We will improve our ability to choose these words carefully, applying increasingly grammatical awareness and using this		To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. To improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a possessive and negative reply.																																																												
Vocab	<p>The vocabulary for the days of the week, the months, numbers 1-31, the structures involved for asking and saying the date and how to ask and say when your birthday is.</p> <p>Los días de la semana = The days of the week lunes* =Monday martes* = Tuesday miércoles* = Wednesday jueves* = Thursday viernes* = Friday sábado* = Saturday domingo* = Sunday</p> <p>Los meses = The months enero* = January febrero* = February marzo* = March abril* = April mayo* = May junio* = June julio* = July agosto* = August septiembre* = September octubre* = October noviembre* = November diciembre* = December</p>	<p>veintiuno = twenty one veintidós = twenty two veintitrés = twenty three veinticuatro = twenty four veinticinco = twenty five veintiséis = twenty six veintisiete = twenty seven veintiocho = twenty eight veintinueve = twenty nine treinta = thirty treinta y uno = thirty one</p> <p>¿Qué fecha es hoy? = What is the date today?</p> <p>Hoy es... = Today it is...</p> <p>¿Cuándo es tu cumpleaños? = When is your birthday?</p> <p>Mi cumpleaños es el... = My birthday is the...</p>	<table><tr><td>diez</td><td>=</td><td>10</td><td>treinta y dos</td><td>=</td><td>32</td></tr><tr><td>veinte</td><td>=</td><td>20</td><td>treinta y tres</td><td>=</td><td>33</td></tr><tr><td>treinta</td><td>=</td><td>30</td><td>cuarenta y uno</td><td>=</td><td>41</td></tr><tr><td>cuarenta</td><td>=</td><td>40</td><td>cuarenta y dos</td><td>=</td><td>42</td></tr><tr><td>cincuenta</td><td>=</td><td>50</td><td>cuarenta y tres</td><td>=</td><td>43</td></tr><tr><td>sesenta</td><td>=</td><td>60</td><td></td><td></td><td></td></tr><tr><td>setenta</td><td>=</td><td>70</td><td></td><td></td><td></td></tr><tr><td>ochenta</td><td>=</td><td>80</td><td></td><td></td><td></td></tr><tr><td>noventa</td><td>=</td><td>90</td><td></td><td></td><td></td></tr><tr><td>cien</td><td>=</td><td>100</td><td></td><td></td><td></td></tr></table> <p>We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-100 plus how to say how old we are.</p> <p>The pattern of putting ‘y’ (and) in between the two numbers as seen in the examples for 32 and 42 will continue all the way to one hundred. The only ones, as mentioned, to watch out for are numbers 21-29. Numbers will be something to revisit and consolidate constantly going forward in Spanish.</p> <p>See Vocabulary list below.</p>	diez	=	10	treinta y dos	=	32	veinte	=	20	treinta y tres	=	33	treinta	=	30	cuarenta y uno	=	41	cuarenta	=	40	cuarenta y dos	=	42	cincuenta	=	50	cuarenta y tres	=	43	sesenta	=	60				setenta	=	70				ochenta	=	80				noventa	=	90				cien	=	100				<p>11 nouns and articles for common classroom objects with the question and answer of what is in my pencil case. The two options for ‘my’ in Spanish. Tengo... (‘I have’) will be revisited before introducing the negative reply no tengo...(I don’t have). This is all listed on the Vocabulary Sheet</p> <p>un libro a reading book un cuaderno an exercise book un lápiz a pencil un bolígrafo a pen un sacapuntas a sharpener un estuche a pencil case una calculadora a calculator una barra de pegamento a glue stick una regla a ruler una goma a rubber una mochila a rucksack unas tijeras a pair of scissors</p> <p>tengo I have no tengo I do not have ¿Qué tienes en tu estuche? En mi estuche tengo... In my pencil case I have... En mi estuche no tengo... In my pencil case I do not have... mi my (singular nouns) mis my (plural nouns) y and</p>	
diez	=	10	treinta y dos	=	32																																																												
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Nombre	
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Clase	
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Unit Glossary






































Spanish	English
la familia	the family
el padre / el papá	the father / the dad
la madre / la mamá	the mother / the mum
el hermano	the brother
la hermana	the sister
el abuelo	the grandfather
la abuela	the grandmother
el tío	the uncle
la tía	the aunt
el padrastro	the stepfather
la madrastra	the stepmother
el hermanastro	the stepbrother / halfbrother
la hermanastra	the stepsister / halfsister
el hijo	the son
la hija	the daughter
el primo	the cousin (male)
la prima	the cousin (female)
los padres	the parents

Spanish	English
los abuelos	the grandparents
los hermanos	the siblings/ brothers and sisters
mi, mis	my
¿Tienes hermanos?	Do you have any brothers or sisters?
Sí, tengo un hermano.	Yes, I have a brother.
Sí, tengo una hermana.	Yes, I have a sister.
Sí, tengo dos hermanos.	Yes, I have two brothers.
Sí, tengo dos hermanas.	Yes, I have two sisters.
No, soy hijo único.	No, I am an only child. (boy)
No, soy hija única.	No, I am an only child. (girl)
¿Cómo te llamas?	What is your name?
¿Cómo se llama tu [family member] ?	What is your [family member]'s name?
Me llamo...	My name is...
Se llama...	His/her name is...
¿Cuántos años tienes?	How old are you?
¿Cuántos años tiene___?	How old is___?
Tengo ___ años.	I am ___ years old.
Tiene ___ años.	He/she is ___ years old.

Year 5			
Unit	¿Tienes una mascota? Do you have a pet?	En la cafetería - At the Cafe	Mi casa - My Home
Overview	This unit builds upon the theme 'Myself'. By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1 st person singular to 3 rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafetería. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language for the world around them.	By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses. This unit continues to build upon the theme 'Myself' and 'The World Around Me' as pupils orally present and write where they live and what their homes look like.
Themes Covered	Myself and The World Around Me	The World Around Me	Myself and The World Around Me
Unit Activities	A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting ' tengo... ' (I have) learning how to say ' no tengo... ' (I do not have...) plus the pet in Spanish. Learning how to use the structure ' que se llama ' and complete more demanding listening and reading tasks. There will be a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.	Learning strategies such as identifying cognates to help remember and recall a wider range of nouns and indefinite articles/determiners for a selection of typical food, snacks and drinks offered in a Spanish cafetería. Understanding how to make singular nouns plural (so we can order more than one of something). Lots of speaking activities to help learn the new transactional language required to perform role-plays as waiter/customer in a Spanish cafetería. Remembering to use greetings and conjunctions from previous units. Using our maths knowledge to understand Spanish currency better so we can also ask and pay for the bill in Spanish.	The unit starts with learning how to say if we live in a house or an apartment and 10 nouns and their appropriate indefinite articles/determiners for rooms of the house via a variety of speaking, listening, reading and written tasks (using a series of gap fills, word puzzles, crosswords, word searches and true/false activities). Leading towards a final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home. Revisiting and reusing previously learnt language.
End of Unit Outcomes	<ul style="list-style-type: none"> Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. Tell somebody in Spanish if they have or do not have a pet. Ask somebody else in Spanish if they have a pet. Tell somebody in Spanish the name of their pet. Attempt to create a longer phrase using the conjunctions y ("and") or pero ("but"). 	<ul style="list-style-type: none"> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink 	<ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they have or do not have in their home. Ask somebody in Spanish what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).
Sequence of learning	<p>Introduce the nouns and article for eight common pets.</p> <p>Revises the article and nouns for eight common pets and introduce the phrase "Tengo" (I have...) plus the connective "y" (and).</p> <p>Revise the article and nouns for eight common pets, the phrase "Tengo" (I have...), the connective "y" (and) and the phrase "que se llama" (that is called).</p>	<p>Learn how to recognise, recall and spell eight common pets with their indefinite article/determiner. un perro, un gato, un conejo, un hamster, un pez, un ratón, una cotorra una Tortuga</p> <p>Consolidate the language taught last lesson and progress to learning how to use the irregular high frequency verb 'I have', along with the conjunction 'and' in order to say which pets they have.</p>	<p>Learn how to say whether they live in a house or an apartment and where they live based on a choice of five different locations. En la ciudad = In town En el campo = In the countryside En la montaña = In the mountains En la costa = By the sea En un pueblo = In a village</p> <p>Consolidate the language taught last lesson and learn how to recognise, recall and spell five different rooms in the house. Una cocina = A kitchen Un comedor = A dining room</p>

	<p>Revise the article and nouns for eight common pets, the phrase "Tengo" (I have...), the connective "y" (and), "que se llama" (that is called) and the NEGATIVE "No tengo..." (I do not have...)</p> <p>Revise the article and nouns for eight common pets, the phrase "Tengo" (I have...), the connective "pero" (but), "que se llama" (that is called) and the NEGATIVE "No tengo..." (I do not have...)</p> <p>End of unit assessments</p>	<p>introduced to the structure 'who is called', to allow them to introduce their pets.</p> <p>Introduce the negative structures, so as to say which animals they do not have as pets.</p> <p>Consolidate all vocabulary taught so far in the unit and use the conjunction 'but' to make sentences more complex and interesting.</p> <p>End of unit assessment</p>	<p>Un cuarto de baño = A bathroom Un dormitorio = A bedroom Un lavadero = A utility room</p> <p>Learn how to recognise, recall and spell a further five different rooms in the house. Un sótano = A basement Un despacho = An office / a study Un salón = A living room Un garaje = A garage Un jardín = a garden use.</p> <p>Revisit negative structures to say which rooms they do not have in their houses.</p> <p>Put all new language into context by integrating it with previously learnt language including personal details.</p> <p>End of unit assessments</p>
Phonics	<p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> GA sound in gato & tortuga. GO sound in gorra & abrigo. Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tor-tu-ga and pe-rro. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón. 	<p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> CA sound in calamares & catalana & caliente CO sound in chocolate & con & cola Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué deseas? 	<p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> GA sound in garaje Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-de-ro and ga-ra-je. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter not just another phoneme as in baño and montaña.
Grammar	Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular conjugations of high frequency verbs ' me llamo ', ' tengo ', ' soy ' and ' vivo '. Indefinite articles/determiners un and una. Negative structure ' no tengo... ' Differences in Spanish punctuation marks like ¿i	Nouns, indefinite articles/determiners & plurality. Remembering that nouns in Spanish can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in Spanish so more than one of each item can be ordered from the choice of food, snacks and drinks.	Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles un and una . Revisiting also 1st person singular high frequency verbs llamo , tengo , soy with a particular focus on vivo from the verb VIVIR a regular IR verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (hay and no hay) structure. Noting the upside-down question mark (¿) is used at the beginning of all questions-no exceptions! This also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!
Skills we will develop	To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the conjunctions ' y ' (and) and ' pero ' (but). Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.	To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in Spanish and creating more personalised responses.	To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge
Vocab	<p>Revisiting personal details (name/age/where we live) and the high frequency verbs 'tengo', 'soy' and 'vivo'. 8 nouns and indefinite articles for common pets and how to ask and answer the question</p> <p>Tengo – I have No tengo... I do not have..... Tengo un (masculine)... I have a... Tengo una (feminine) ... I have a... que se llama... that is called...</p>	<p>See table below</p> <p>A wide range of common food, snacks and drinks available in a typical Spanish cafetería. The transactional language required to order and pay for food. All listed on the Vocabulary Sheet.</p>	<p>See table below</p> <p>Basic personal details will be revisited including the high frequency 1st person singular verbs soy, me llamo, tengo and vivo. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures vivo en and en mi casa hay... and en mi casa no hay... All on the Vocabulary Sheet.</p>

	<p>'¿Tienes una mascota?' using the structure 'que se llama' and the two conjunctions 'y' (and) and 'pero' (but). All listed in the Vocabulary Sheet.</p> <p>un perro a dog un gato a cat un conejo a rabbit un hámster a hamster un pez a fish un ratón a mouse una cotorra a parrot / parakeet una tortuga a tortoise</p>	y and pero but		
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En la cafeteria - At the Cafe				Mi casa - My Home			
Unit Glossary							
Spanish	English	Spanish	English	Spanish	English	Spanish	English
 un bocadillo de jamón	a ham sandwich	 un café con leche	a coffee with milk	¿Dónde vives?	Where do you live?	 una cocina	a kitchen
 un bocadillo de queso	a cheese sandwich	 un té	a tea	Vivo en...	I live in...	 un comedor	a dining room
 un pastel de limón	a lemon tart	 un zumo de naranja	an orange juice	 una casa	a house	 un cuarto de baño	a bathroom
 unos churros	some churros	 un chocolate caliente	a hot chocolate	 un piso	an apartment	 un dormitorio	a bedroom
 unos calamares	some calamari	 una limonada	a lemonade	 en la ciudad	in town	 un lavadero	a utility room
 una tortilla de patatas	a Spanish omelette	 una coca cola	a coca-cola	 en el campo	in the countryside	 un sótano	a basement
 una ensalada mixta	a mixed salad			 en la montaña	in the mountains	 un despacho	an office / a study
 una paella	a paella	¡Hola!	Hello!	 en la costa	by the sea	 un salón	a living room
 una tarta de chocolate	a chocolate cake	¡Adiós!	Goodbye!	 en un pueblo	in a village	 un garaje	a garage
 una crema catalana	a crème brûlée	¿Qué deseas?	What would you like?	En mi casa hay...	In my home there is... / there are...	 un jardín	a garden
 unas gambas	some prawns	quisiera	I would like	En mi casa no hay...	In my home there is not... / there are no...	y	and
 unas croquetas	some croquettes	gracias	thank you			pero	but
 unas patatas bravas	some patatas bravas	por favor	please				
 un café	a coffee	y	and				
		la cuenta	the bill				

Year 6			
Unit	¿Qué tiempo hace? - What Is the Weather?	En el colegio - At School	El fin de semana - The Weekend
Overview	By the end of this unit pupils will have the knowledge and skills to describe the weather in Spanish and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge. This unit allows pupils to use their Spanish knowledge throughout the year when referring to the weather and the world around them.	In this unit pupils will learn the nouns and determiners/definite articles for ten school subjects in Spanish. They will also learn how to conjugate the verb 'to study', an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time / day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit. This unit builds on the themes 'Myself' as pupils discuss their school day and the world around them.	Building on from the 'Myself' theme, in this unit pupils will learn ten phrases for activities they may do at the weekend in Spanish building on from the activities learnt in Year 3. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.
Themes Covered	The World Around Me	Myself and The World Around Me	Myself and The World Around Me
Unit Activities	A number of different activities to learn how to describe the weather in Spanish. Starting by learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to be help us understand a Spanish weather forecast and read a Spanish weather map more easily. Using all this new knowledge to create our own Spanish weather map and Spanish weather forecast in our final task !	Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill, crosswords, wordsearches and word puzzles. Forming positive and negative opinions on school subjects, justifying opinions using a survey, 'guess who' reading pair work activity and role play. There will be a challenging listening task incorporating time and more challenging reading comprehensions and written tasks. Revisiting our knowledge on basic personal details.	Learning to tell the time in Spanish including quarter past, half past and quarter to. Learning 10 short phrases for activities that often happen at the weekend. Lots of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Building on the short phrases from week 2 by adding a time, a conjunction, another activity and an opinion. Final activities will include a picture story and an email in Spanish detailing what you do at the weekend. There is an opportunity to present an extended piece orally and a translation activity from English into Spanish.
End of Unit Outcomes	<ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in Spanish. • Ask and say what the weather is like today. • Create a Spanish weather map. • Describe the weather in different regions of Spain using a weather map with symbols. 	<ul style="list-style-type: none"> • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in Spanish. • Say what time they study certain subjects at school. 	<ul style="list-style-type: none"> • Ask what the time is in Spanish. • Tell the time accurately in Spanish. • Learn how to say what they do at the weekend in Spanish. • Learn to integrate conjunctions into their work. • Present an account of what they do and at what time at the weekend.

Sequence of learning	<p>Learn how to recognise and recall nine different phrases for describing weather.</p> <p>Further consolidate the nine different phrases introduced last lesson through a variety of consolidation activities.</p> <p>Consolidate the nine key phrases for describing weather by completing an extended reading and listening task. (revises days of the week)</p> <p>Learn how to read a weather map as they will describe the weather in different parts of the country.</p> <p>Consolidate all vocabulary taught so far in the unit by pretending to be Spanish weather presenters.</p> <p>End of unit assessment</p>	<p>Learn how to recognise, recall and spell ten different school subjects with the correct definite article/determiner in the foreign language. Learn how to conjugate the verb 'to study' in first person singular so they can say which subjects they study at school.</p> <p>Consolidate all vocabulary taught in the previous lesson and progress to learning how to give an opinion in both positive and negative form about each school subject.</p> <p>Consolidate numbers 1-12 and will progress to learning how to say what the time is by the hour in the foreign language.</p> <p>Extend sentences by learning how to say at what time they study each subject.</p> <p>Further extend their sentences by learning how to say at what time they study each subject and give their opinion on these subjects as well.</p> <p>By the end of the lesson, they will be expected to present a short piece of text in both written and oral form.</p> <p>End of unit assessment.</p>	<p>Consolidate numbers learn how to tell the time in increments of five.</p> <p>Consolidate the vocabulary for time and learn new phrases to describe the activities that may be done at the weekend.</p> <p>Consolidate the vocabulary introduced last week through a variety of listening and reading activities.</p> <p>Extend sentences by integrating a time phrase and connectives with the phrases for weekend activities.</p> <p>Further extend sentences in the by learning saying at what time they do each activity on the weekend as well as give their opinions on these activities as well.</p> <p>End of unit assessment</p>
Phonics	<p>Phonics we will see:</p> <p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> • Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme as in España. • Accents. Accents can be placed on some words like 'qué' to indicate a question word. 	<p>recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> • B sound in aburrido & QU sound in porque • Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-te-re-san-te and di-ver-ti-do. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas. • Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español. • Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola. 	<p>Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> • B sound in aburrido • V sound in voy, veo, divertido & levanto • Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like dor-mir and ge-nial. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like le-van-to, di-ver-ti-do and a-bu-rri-do. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-cre-í-ble. • Silent letters. 'H' is always silent in Spanish as in the word horrible (unless it is a word of foreign origin). It is pronounced orrible.
Grammar	<p>Use of hay & hace with weather phrases. To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding it is not always a word for word translation and there can be fixed expressions to learn.</p> <p>Question and exclamation marks in Spanish Punctuation can be different in different languages. Upside down exclamation and question marks appear at the start on sentences as well the exclamation and question marks at the end of sentences. Without exceptions!</p>	<p>Nouns, gender, definite articles & high frequency regular AR verb 'estudiar'. Revision of definite article el, la, los and las. Focus on 1st person singular conjugation of verb estudiar with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.</p>	<p>Verbs, conjunctions and opinions. Revision & consolidation of first person singular high frequency verbs such as voy and juego. Also being introduced to new verbs such as veo and leo and remembering that the subject/personal pronoun is not required. New conjunctions and opinions for joining two phrases together and opinions. Remembering punctuation is different in Spanish as they use upside-down question and exclamation marks (¡¿) at the start of sentences</p>

Skills we will develop	To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.	To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.	To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.
Vocab	<p>The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a Spanish weather map. This is all listed on the Vocabulary Sheet.</p> <p>está lloviendo = it is raining está nevando = it is snowing hay tormenta = there is a storm hace sol = it is sunny hace mucho viento = it is windy hace buen tiempo = the weather is fine hace mal tiempo = the weather is not good hace frío = it is cold hace calor = it is hot</p> <p>lunes* =Monday martes* = Tuesday miércoles* = Wednesday jueves* = Thursday viernes* = Friday sábado* = Saturday domingo* = Sunday</p> <p>el clima = the weather</p> <p>En el norte de España... (Int the north) En el sur de España... (In the south) En el centro de España... (In the centre) En el oeste de España... (In the west) En el este de España... = (In the East)</p>	<p>See Table below</p> <p>Key vocabulary on 10 nouns and definite articles for school subjects. Two positive and two negative opinions in reply to the target question ¿Qué te gusta? and a variety of justifications to expand the opinion given in reply. All listed on the Pupil Vocabulary Sheet.</p>	<p>See Table below</p> <p>Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question '¿Qué haces los fines de semana?' All listed on Vocabulary Sheet</p>

En el colegio - At School

Spanish	English
en el colegio	at school
 el español	Spanish
 el inglés	English
 el arte	art
 la educación física	P.E
 la música	music
 la geografía	geography
 la historia	history
 las matemáticas	maths
 las ciencias	science
 la informática	ICT
¿Qué te gusta?	What do you like?
¿Te gusta...?	Do you like...? (singular)
¿Te gustan...?	Do you like...? (plural)
Me gusta...	I like... (singular)
Me gustan...	I like... (plural)
Me encanta...	I love... (singular)
Me encantan...	I love... (plural)

Spanish	English
No me gusta...	I do not like... (singular)
No me gustan...	I do not like... (plural)
Odio...	I hate...
Sí, me gusta...	Yes, I like... (singular)
Sí, me gustan...	Yes, I like... (plural)
Sí, me encanta...	Yes, I love... (singular)
Sí, me encantan...	Yes, I love... (plural)
No, no me gusta...	No, I do not like... (singular)
No, no me gustan...	No, I do not like... (plural)
No, odio...	No, I hate...
aburrido	boring
difícil	difficult
útil	useful
interesante	interesting
divertido	fun
fácil	easy
inútil	pointless
porque	because

Spanish	English
es	it is
porque es...	because it is...
porque son...	because they are...
y	and
pero	but
sin embargo	however
¡Hola!	Hello!
¡Hasta luego!	See you soon!

Spanish	English
¿Qué hora es?	What time is it?
Es la una.	It is one o'clock.
Son las dos.	It is two o'clock.
Son las tres.	It is three o'clock.
Son las cuatro.	It is four o'clock.
Son las cinco.	It is five o'clock.
Son las seis.	It is six o'clock.
Son las siete.	It is seven o'clock.
Son las ocho.	It is eight o'clock.
Son las nueve.	It is nine o'clock.
Son las diez.	It is ten o'clock.
Son las once.	It is eleven o'clock.
Son las doce.	It is twelve o'clock.
Es medianoche.	It is midnight.
Es mediodía.	It is midday.

Spanish	English
A la una...	At one o'clock...
A las dos...	At two o'clock...
A las tres...	At three o'clock...
A las cuatro...	At four o'clock...
A las cinco...	At five o'clock...
A las seis...	At six o'clock...
A las siete...	At seven o'clock...
A las ocho...	At eight o'clock...
A las nueve...	At nine o'clock...
A las diez...	At ten o'clock...
A las once...	At eleven o'clock...
A las doce...	At twelve o'clock...

El fin de semana - The Weekend

Spanish	English
el fin de semana	the weekend
¿Qué haces los fines de semana?	What do you do at the weekend?
 Me levanto.	I get up.
 Desayuno.	I eat breakfast.
 Veo la tele.	I watch television.
 Leo.	I read.
 Escucho música.	I listen to music.
 Juego a videojuegos.	I play videogames.
 Juego al fútbol.	I play football.
 Voy a la piscina.	I go to the swimming pool.
 Voy al cine.	I go to the cinema.
 Voy a dormir.	I go to sleep.
y	and
después	after
también	also
más tarde	later on

Spanish	English
finalmente	finally
porque	because
¡Es increíble!	It's amazing / incredible!
¡Es genial!	It's great!
¡Es divertido!	It's fun!
¡Es agotador!	It's tiring / exhausting!
¡Es aburrido!	It's boring!
¡Es horrible!	It's horrible / awful!
¿Qué hora es?	What time is it?
Es la una.	It is one o'clock.
Son las dos.	It is two o'clock.
Son las tres.	It is three o'clock.
Son las cuatro.	It is four o'clock.
Son las cinco.	It is five o'clock.
Son las seis.	It is six o'clock.
Son las siete.	It is seven o'clock.

Spanish	English
Son las ocho.	It is eight o'clock.
Son las nueve.	It is nine o'clock.
Son las diez.	It is ten o'clock.
Son las once.	It is eleven o'clock.
Son las doce.	It is twelve o'clock.
Es mediodía.	It is midday.
Es medianoche.	It is midnight.
y cuarto	quarter past
y media	half past
menos cuarto	quarter to