

## Spanish Medium Term Plan

Phonetics & Pronunciation				
Year Group	Year 3	Year 4	Year 5	Year 6
<b>Phonics Lesson</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>
<b>Phonics Focus</b>	<b>CH J Ñ LL RR</b> A E I O U (Vowels in English)	<b>CA CE CI CO CU</b> A E I O U (Vowels in English)	<b>GA GE GI GO GU</b>	<b>B V CC QU Z</b> A E I O U (Vowels in English)
<b>Overview</b>	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.
<b>Phonics covered in other units</b>	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 2. 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"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>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</li> </ul>			

**Year 2 Spanish Curriculum**

Term	Summer 1	Summer 2
Unit	<b>Los Saludos Greetings</b>	<b>Los Colores y Los Números Colours &amp; Numbers</b>
Threads	Greeting's and Myself	Numbers and Colours
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 threads 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 threads that will continue throughout the curriculum.
End of Unit Outcomes	<ul style="list-style-type: none"> <li>• Say 'hello' (formally and informally).</li> <li>• Say their name.</li> <li>• Ask how somebody is feeling and give a reply.</li> <li>• Say 'goodbye' and 'see you soon'.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and recognise up to 10 colours in Spanish. (Red, yellow, blue, green, grey, white, purple, orange, brown, black)</li> <li>• Count from 1-10 ten in Spanish.</li> </ul>
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.
Sequence of learning (small steps)	<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>
Phonics	<p>Recommended phonics focus: <b>CH J Ñ LL RR</b></p> <ul style="list-style-type: none"> <li>• <b>J</b> sound in <b>José, Jorge &amp; Juan Pablo</b></li> <li>• <b>LL</b> sound in <b>llamo</b></li> <li>• <b>Stress Placement.</b> Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in <b>es-toy</b>. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like <b>Car-men, lue-go</b></li> <li>• <b>Accents.</b> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in</li> <li>• có-mo</li> </ul>	<p>Recommended phonics focus: <b>CH J Ñ LL RR</b></p> <ul style="list-style-type: none"> <li>• <b>J</b> sound in <b>naranja</b></li> <li>• <b>LL</b> sound in <b>amarillo</b></li> <li>• <b>RR</b> sound in <b>marrón</b></li> <li>• <b>Stress Placement.</b> Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in <b>a-zul</b>. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like <b>a-mari-</b></li> <li>• <b>llo</b>, blan-<b>co</b> and <b>cua-tro</b>.</li> <li>• <b>Accents.</b> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <b>ma-rrón</b>.</li> </ul>

<b>Grammar</b>	None in this unit as it is an introductory unit.	None in this unit as it is an introductory unit.
<b>Skills we will develop</b>	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.
<b>Vocabulary</b>	<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><b>Los saludos = Salutations / Greetings</b>  <b>¡Buenos días! = Hello</b>  <b>¡Hola! = Hello / Hi</b>  <b>Me llamo... = My name is...</b>  <b>¿Cómo estás? = How are you?</b>  <b>Estoy bien = I am well/good</b>  <b>Estoy mal = I am not well/great</b>  <b>Más o menos = So</b>  <b>¡Adiós! = Goodbye</b>  <b>PLUS add on:</b>  <b>¡Hasta luego! = See you soon</b></p>	<p>Ten common colours and how to count from 1 -10 in Spanish. This is all listed on the Vocabulary Sheet.</p> <p><b>Los colores = Colours</b>  <b>Rojo = Red</b>  <b>Amarillo = Yellow</b>  <b>Azul = Blue</b>  <b>Verde = Green Gris = Grey</b>  <b>Blanco = White</b>  <b>Violeta = Purple</b>  <b>Naranja = Orange</b>  <b>Marrón = Brown</b>  <b>Negro = Black</b></p> <p><b>Uno = 1</b>  <b>Dos = 2</b>  <b>Tres = 3</b>  <b>Cuatro = 4</b>  <b>Cinco = 5</b>  <b>Seis = 6</b>  <b>Siete = 7</b>  <b>Ocho = 8</b>  <b>Nueve = 9</b>  <b>Diez = 10</b></p>

**Year 3 Spanish Curriculum**




Term	Autumn	Spring	Summer
<b>Unit</b>	<b>Aprendo Español I Am Learning Spanish</b>	<b>Las Estaciones (Seasons)</b>	<b>Me Presento Presenting myself</b>
<b>Threads</b>	Greeting's, Myself, Numbers and Colours	The World Around Me	Greeting's, Myself and Numbers
<b>Overview</b>	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 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 ' Food and Farming'	This unit continues the threads 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.
<b>End of Unit Outcomes</b>	<ul style="list-style-type: none"> <li>• Pinpoint Spain and other Spanish speaking countries on a map of the world.</li> <li>• Ask and answer the question 'How are you?' in Spanish.</li> <li>• Say 'Hello' and 'Goodbye' in Spanish.</li> <li>• Ask and answer the question 'What is your name?' in Spanish.</li> <li>• Count from 1-10 in Spanish.</li> <li>• Say 10 colours in Spanish.</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Count to 20.</li> <li>• Say their name and age.</li> <li>• Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul>
<b>Unit Activities</b>	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.	<ul style="list-style-type: none"> <li>• Recognise, recall and remember the 4 seasons</li> <li>• Recognise, recall and remember a short phrase for each season</li> </ul> Say which season is their favourite	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!
<b>Sequence of learning</b>	Introduction to Spain & Spanish speaking countries  Asking & saying how you feel	Learn how to recognise and recall the four different seasons with the correct definite article/determiner	Revising Spain & Spanish speaking countries, numbers 1-10 and 'how are you?'

<b>(small steps)</b>	<p>Asking &amp; saying your name</p> <p>Numbers 1 to 10 &amp; colours introduction Consolidation of colours plus fun worksheet activities End of unit assessments</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>	<p>Saying your name &amp; 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 Nationality, soy..., individual presentations,</p> <p>Class Spanish ID cards activity</p> <p>End of unit assessments</p>
<b>Phonics</b>	<p>Recommended phonics focus: <b>CH J Ñ LL RR</b></p> <ul style="list-style-type: none"> <li>• <b>CH</b> sound in <b>ocho</b></li> <li>• <b>J</b> sound in <b>rojo, naranja, Jasmina, José &amp; Juan Pablo</b></li> <li>• <b>Ñ</b> sound in <b>España</b></li> <li>• <b>RR</b> sound in <b>marrón</b></li> <li>• <b>LL</b> sound in <b>¿cómo te llamas? &amp; me llamo</b></li> <li>• <b>Stress Placement.</b> Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in <b>a-zul</b>. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like <b>na-ran-ja</b>.</li> <li>• <b>Ñ tilde.</b> This changes the 'n' to a 'ny' sound like in the English word <b>onion</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ñ</b> sound in <b>otoño</b>. Starting to learn that it is very common and specific sound to Spanish. Like the 'ny' sound in the English word canyon.</li> <li>• <b>J</b> sound in <b>hojas</b>. Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'.</li> </ul> <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>	<p>Recommended phonics focus: <b>CA CE CI CO CU</b></p> <ul style="list-style-type: none"> <li>• <b>CA</b> sound in <b>catorce</b></li> <li>• <b>CE</b> sound in <b>once, doce, trece</b> etc</li> <li>• <b>CI</b> sound in <b>cinco, cincuenta &amp; cien</b>.</li> <li>• <b>CO</b> sound in <b>cómo</b></li> <li>• <b>CU</b> sound in <b>cuatro &amp; cuántos</b></li> <li>• <b>Stress Placement.</b> 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 <b>in-gle-sa</b> and <b>vein-te</b>.</li> <li>• <b>Accents.</b> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <b>dó-nde</b></li> <li>• <b>Ñ tilde.</b> This changes the 'n' to a 'ny' sound as in <b>español &amp; española</b>.</li> </ul>
<b>Grammar</b>	<p>None in this unit as it is introductory.</p>	<p>Nouns &amp; 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.</p>	<p>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!)</p>
<b>Skills we develop</b>	<p>Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson.</p>	<p>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.</p>	<p>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.</p>

<p><b>Vocabulary</b></p>	<p><b>Language necessary to ask and answer the question 'How are you?' in Spanish. Numbers 1-10 and ten key colours.</b></p> <p><b>Aprendo español = I am learning</b>  <b>Spanish Hola = Hello (informal)</b>  <b>Buenos días = Hello (formal)</b>  <b>¿Cómo estás? = How are you?</b>  <b>Estoy bien = I am good</b>  <b>Estoy mal = I am bad</b>  <b>Más o menos = So</b>  <b>Adiós = Goodbye</b>  <b>Hasta luego = See you later</b>  <b>¿Cómo te llamas? = What is your name?</b>  <b>Me llamo ... = My name is ...</b></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...  <b>Porque... = because...</b></p>	<p>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.</p> <p>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</p>	<p>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</p> <p><b>y = and</b>  <b>pero = but</b></p>	<p>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.</p> <p>See table below</p>
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Year 3 - Me presento - Presenting Myself Vocabulary

### 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.
<b>1</b> uno	one
<b>2</b> dos	two
<b>3</b> tres	three
<b>4</b> cuatro	four
<b>5</b> cinco	five
<b>6</b> seis	six
<b>7</b> siete	seven
<b>8</b> ocho	eight

Spanish	English
<b>9</b> nueve	nine
<b>10</b> diez	ten
<b>11</b> once	eleven
<b>12</b> doce	twelve
<b>13</b> trece	thirteen
<b>14</b> catorce	fourteen
<b>15</b> quince	fifteen
<b>16</b> dieciséis	sixteen
<b>17</b> diecisiete	seventeen
<b>18</b> dieciocho	eighteen
<b>19</b> diecinueve	nineteen
<b>20</b> veinte	twenty



Term	Autumn	Spring	Summer
Unit	La fecha - The Date	Mi Familia – My Family	La Clase - The Classroom
Threads	Numbers and Myself	Numbers and Myself	The World Around Me
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 thread 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 <sup>st</sup> person singular to 3 <sup>rd</sup> 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 thread of 'The World Around Me' also gives pupils the opportunity to practice their Spanish throughout the day.
End of Unit Outcomes	<ul style="list-style-type: none"> <li>Remember, recall and spell the 7 days of the week.</li> <li>Remember, recall and spell the 12 months of the year.</li> <li>Remember, recall and spell numbers 1-31.</li> <li>Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</li> <li>Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is.</li> </ul>	<ul style="list-style-type: none"> <li>Tell somebody the members, names and various ages of either their own or a fictional family in Spanish.</li> <li>Continue to count in Spanish, reaching 100, enabling students to say the age of various family members.</li> <li>Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Remember and recall 12 classroom objects with their indefinite article.</li> <li>Replace an indefinite article with a possessive adjective.</li> <li>Say and write what they have and do not have in their pencil case.</li> </ul>
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.

<p><b>Sequence of learning (small steps)</b></p>	<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 &amp; article</p> <p>Introduce vocabulary for next 6 classroom objects &amp; 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>
<p><b>Phonics</b></p>	<p><b>Phonics we will see:</b></p> <p>Recommended phonics focus: <b>GA GE GI GO GU</b></p> <ul style="list-style-type: none"> <li>• <b>GO</b> sound in <b>domingo</b> &amp; <b>agosto</b></li> <li>• <b>Stress Placement.</b> Words that end in a consonant (apart from 'n' or 's')</li> <li>• should be stressed on the last syllable as in the word <b>a-bril</b>. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like <b>sep-tiem-bre</b>, <b>ju-lio</b>, <b>vein-tiu-no</b> and <b>trein-ta</b>.</li> <li>• <b>Ñ tilde.</b> 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.</li> <li>• <b>Silent letters.</b> 'H' is always silent in Spanish (unless it is a word of foreign origin) as in the word <b>hoy</b> which is pronounced oy.</li> </ul>	<p><b>Phonics we will see:</b></p> <p>Recommended phonics focus: <b>CA CE CI CO CU</b></p> <ul style="list-style-type: none"> <li>• <b>CA</b> sound in <b>única</b></li> <li>• <b>CI</b> sound in <b>cien</b></li> <li>• <b>CO</b> sound in <b>único</b></li> <li>• <b>CU</b> sound in <b>cuarenta</b>, <b>cincuenta</b></li> <li>• <b>Stress Placement.</b> 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 <b>her-man-o</b> or <b>her-man-a</b> (remembering silent 'h' in Spanish unless a foreign origin word).</li> <li>• <b>Accents</b> can only be written over vowels in Spanish and indicate the vowel is stressed regardless of the other rules! As seen in <b>tí-o</b> and <b>ú-ni-ca</b>.</li> </ul>	<p><b>Phonics we will see:</b></p> <p>Recommended phonics focus: <b>CA CE CI CO CU</b></p> <ul style="list-style-type: none"> <li>• <b>CA</b> sound in <b>calculadora</b> &amp; <b>cartera</b>.</li> <li>• <b>CE</b> sound in <b>cerrad</b>.</li> <li>• <b>CI</b> sound in <b>silencio</b>.</li> <li>• <b>CU</b> sound in <b>escuchad</b>.</li> <li>• <b>Stress Placement.</b> Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in <b>re-pe-tid</b>. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like <b>ti-je-ras</b>.</li> <li>• <b>Accents.</b> 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 <b>qué</b>. Therefore, used as a question word – not an answer.</li> </ul>

<b>Grammar</b>	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!	<b>Nouns, articles/determiners &amp; possessive adjectives.</b> Exploring possessive adjectives in Spanish with a focus only on 'my. Understanding that there are ' two words in Spanish <b>mi</b> and <b>mis</b> for our one word 'my' in English.  with improving accuracy.	<b>Nouns, gender, articles/determiners &amp; use of the negative.</b> Revisiting that nouns in Spanish have gender and that this affects the choice of article/ determiner. Moving from revisiting <b>tengo...</b> ('I have') to learning the negative option <b>no tengo...</b> ('I do not have') in Spanish. Remembering that the subject pronoun ' <b>yo</b> ' 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.																																																													
<b>Skills we will develop</b>	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.																																																													
<b>Vocabulary</b>	<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><b>Los días de la semana = The days of the week</b>  <b>lunes*</b> =Monday  <b>martes*</b> = Tuesday  <b>miércoles*</b> = Wednesday  <b>jueves*</b> = Thursday  <b>viernes*</b> = Friday  <b>sábado*</b> = Saturday  <b>domingo*</b> = Sunday</p> <p><b>Los meses = The months</b>  <b>enero*</b> = January  <b>febrero*</b> = February  <b>marzo*</b> = March  <b>abril*</b> = April  <b>mayo*</b> = May <b>junio*</b> = June  <b>julio*</b> = July  <b>agosto*</b> = August</p>	<p><b>septiembre*</b> = September  <b>octubre*</b> = October  <b>noviembre*</b> = November  <b>diciembre*</b> = December  <b>veintiuno</b> = twenty one  <b>veintidós</b> = twenty two  <b>veintitrés</b> = twenty three  <b>veinticuatro</b> = twenty four  <b>veinticinco</b> = twenty five  <b>veintiséis</b> = twenty six  <b>veintisiete</b> = twenty seven  <b>veintiocho</b> = twenty eight  <b>veintinueve</b> = twenty nine  <b>treinta</b> = thirty  <b>treinta y uno</b> = thirty one  ¿Qué fecha es hoy? = What is the date today?  Hoy es... = Today it is...  ¿Cuándo es tu cumpleaños? = When is your birthday?  <b>Mi cumpleaños es el... = My birthday is the...</b></p>	<table border="0"> <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. 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. <b>Tengo...</b> ('I have') will be revisited before introducing the negative reply <b>no tengo...</b>(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><b>tengo I have</b>  <b>no tengo I do not have</b>  ¿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...</p> <p><b>mi my (singular nouns)</b>  <b>mis my (plural nouns)</b>  <b>y and</b></p>
diez	=	10	treinta y dos	=	32																																																											
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Year 4 - Mi Familia - My Family

Nombre		Clase	
<b>Unit Glossary</b>			
Spanish	English	Spanish	English
la familia	the family	los abuelos	the grandparents
el padre / el papá	the father / the dad	los hermanos	the siblings/ brothers and sisters
la madre / la mamá	the mother / the mum	mi, mis	my
el hermano	the brother	¿Tienes hermanos?	Do you have any brothers or sisters?
la hermana	the sister	Sí, tengo un hermano.	Yes, I have a brother.
el abuelo	the grandfather	Sí, tengo una hermana.	Yes, I have a sister.
la abuela	the grandmother	Sí, tengo dos hermanos.	Yes, I have two brothers.
el tío	the uncle	Sí, tengo dos hermanas.	Yes, I have two sisters.
la tía	the aunt	No, soy hijo único.	No, I am an only child. (boy)
el padrastro	the stepfather	No, soy hija única.	No, I am an only child. (girl)
la madrastra	the stepmother	¿Cómo te llamas?	What is your name?
el hermanastro	the stepbrother / halfbrother	¿Cómo se llama tu [family member]?	What is your [family member]'s name?
la hermanastra	the stepsister / halfsister	Me llamo...	My name is...
el hijo	the son	Se llama...	His/her name is...
la hija	the daughter	¿Cuántos años tienes?	How old are you?
el primo	the cousin (male)	¿Cuántos años tiene___?	How old is___?
la prima	the cousin (female)	Tengo ___ años.	I am ___ years old.
los padres	the parents	Tiene ___ años.	He/she is ___ years old.

**Year 5 Spanish Curriculum**

Term	Autumn	Spring	Summer
Unit	<b>¿Tienes una mascota? Do you have a pet?</b>	<b>En la cafetería - At the Cafe</b>	<b>Mi casa - My Home</b>
Threads	<b>Myself and The World Around Me</b>	<b>The World Around Me</b>	<b>Myself and The World Around Me</b>
Overview	This unit builds upon the thread '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 <sup>st</sup> person singular to 3 <sup>rd</sup> 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 thread 'Myself' and 'The World Around Me' as pupils orally present and write where they live and what their homes look like.
End of Unit Outcomes	<ul style="list-style-type: none"> <li>• Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish.</li> <li>• Tell somebody in Spanish if they have or do not have a pet.</li> <li>• Ask somebody else in Spanish if they have a pet.</li> <li>• Tell somebody in Spanish the name of their pet.</li> <li>• Attempt to create a longer phrase using the conjunctions y ("and") or pero ("but").</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería.</li> <li>• To understand better how to change a singular noun to plural form.</li> <li>• Perform a short role-play ordering what they would like to eat and drink</li> </ul>	<ul style="list-style-type: none"> <li>• Say whether they live in a house or an apartment and say where it is.</li> <li>• Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.</li> <li>• Tell somebody in Spanish what rooms they have or do not have in their home.</li> <li>• Ask somebody in Spanish what rooms they have or do not have in their home.</li> <li>• Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul>
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 ' <b>tengo...</b> ' (I have) learning how to say ' <b>no tengo...</b> ' (I do not have...) plus the pet in Spanish. Learning how to use the structure ' <b>que se llama</b> ' and complete more demanding listening and reading tasks. There will 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.

<p><b>Sequence of learning (small steps)</b></p>	<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>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>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>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>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 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>
<p><b>Phonics</b></p>	<p>Recommended phonics focus: <b>GA GE GI GO GU</b></p> <ul style="list-style-type: none"> <li>• <b>GA</b> sound in <b>gato &amp; tortuga</b>.</li> <li>• <b>GO</b> sound in <b>gorra &amp; abrigo</b>.</li> <li>• <b>Stress Placement</b>. 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 <b>co-to-rra, tor-tu-ga</b> and <b>pe-rro</b>.</li> <li>• <b>Accents</b>. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <b>rat-ón</b>.</li> </ul>	<p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> <li>• CA sound in calamares &amp; catalana &amp; caliente</li> <li>• CO sound in chocolate &amp; con &amp; cola</li> <li>• 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?</li> </ul>	<p>Recommended phonics focus: <b>GA GE GI GO GU</b></p> <ul style="list-style-type: none"> <li>• <b>GA</b> sound in <b>garaje</b></li> <li>• <b>Stress Placement</b>. 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 <b>ciu-dad, la-va-de-ro</b> and <b>ga-ra-je</b>.</li> <li>• <b>Accents</b>. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <b>sa-lón</b>.</li> <li>• <b>Ñ tilde</b>. This changes the 'n' to a 'ny' sound like in the English word <b>onion</b>. It is another letter not just another phoneme as in <b>baño</b> and <b>montaña</b>.</li> </ul>

<b>Grammar</b>	Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular conjugations of high frequency verbs ' <b>me llamo</b> ', ' <b>tengo</b> ', ' <b>soy</b> ' and ' <b>vivo</b> '. Indefinite articles/determiners un and una. Negative structure ' <b>no tengo...</b> ' Differences in Spanish punctuation marks like ¿;	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 <b>un</b> and <b>una</b> . Revisiting also 1st person singular high frequency verbs <b>llamo</b> , <b>tengo</b> , <b>soy</b> with a particular focus on <b>vivo</b> from the verb <b>VIVIR</b> a regular IR verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' ( <b>hay</b> and <b>no hay</b> ) 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!
<b>Skills we will develop</b>	To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the conjunctions ' <b>y</b> ' (and) and ' <b>pero</b> ' (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
<b>Vocabulary</b>	<p>Revisiting personal details (name/age/where we live) and the high frequency verbs '<b>tengo</b>', '<b>soy</b>' and '<b>vivo</b>'. 8 nouns and indefinite articles for common pets and how to ask and answer the question '<b>¿Tienes una mascota?</b>' using the structure '<b>que se llama</b>' and the two conjunctions '<b>y</b>' (and) and '<b>pero</b>' (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> <p><b>Tengo – I have</b> <b>No tengo... I do not have.....</b> <b>Tengo un (masculine)... I have a...</b> <b>Tengo una (feminine) ... I have a...</b> <b>que se llama... that is called...</b> <b>y and</b> <b>pero but</b></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>

### En la cafeteria - At the Cafe

#### Unit Glossary

Spanish	English	Spanish	English
un bocadillo de jamón	a ham sandwich	un café con leche	a coffee with milk
un bocadillo de queso	a cheese sandwich	un té	a tea
un pastel de limón	a lemon tart	un zumo de naranja	an orange juice
unos churros	some churros	un chocolate caliente	a hot chocolate
unos calamares	some calamari	una limonada	a lemonade
una tortilla de patatas	a Spanish omelette	una coca cola	a coca-cola
una ensalada mixta	a mixed salad		¡Hola!
una paella	a paella		¡Adiós!
una tarta de chocolate	a chocolate cake		¿Qué deseas?
una crema catalana	a crème brûlée		quisiera
unas gambas	some prawns		gracias
unas croquetas	some croquettes		por favor
unas patatas bravas	some patatas bravas		y
un café	a coffee		la cuenta
			the bill

### Mi casa - My Home

Spanish	English	Spanish	English
¿Dónde vives?	Where do you live?	una cocina	a kitchen
Vivo en...	I live in...	un comedor	a dining room
una casa	a house	un cuarto de baño	a bathroom
un piso	an apartment	un dormitorio	a bedroom
en la ciudad	in town	un lavadero	a utility room
en el campo	in the countryside	un sótano	a basement
en la montaña	in the mountains	un despacho	an office / a study
en la costa	by the sea	un salón	a living room
en un pueblo	in a village	un garaje	a garage
En mi casa hay...	In my home there is... / there are...	un jardín	a garden
En mi casa no hay...	In my home there is not... / there are no...	y	and
		pero	but













Year 6 Spanish Curriculum			
Term	Autumn	Spring	Summer
Unit	<b>¿Qué tiempo hace? - What Is the Weather?</b>	<b>En el colegio - At School</b>	<b>El fin de semana - The Weekend</b>
Threads	The World Around Me	Myself and The World Around Me	Myself and The World Around Me
Overview	This lesson builds on from the Year 3 Unit 'Seasons'. 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 threads 'Myself' as pupils discuss their school day and the world around them.	Building on from the 'Myself' thread, 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.
End of Unit Outcomes	<ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for weather in Spanish.</li> <li>• Ask and say what the weather is like today.</li> <li>• Create a Spanish weather map.</li> <li>• Describe the weather in different regions of Spain using a weather map with symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat and recognise the vocabulary for school subjects.</li> <li>• Say what subjects they like and dislike at school.</li> <li>• Say why they like/ dislike certain school subjects.</li> <li>• Tell the time (on the hour) in Spanish.</li> <li>• Say what time they study certain subjects at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask what the time is in Spanish.</li> <li>• Tell the time accurately in Spanish.</li> <li>• Learn how to say what they do at the weekend in Spanish.</li> <li>• Learn to integrate conjunctions into their work.</li> <li>• Present an account of what they do and at what time at the weekend.</li> </ul>
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.

<p><b>Sequence of learning (small steps)</b></p>	<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.</p> <p>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>
<p><b>Phonics</b></p>	<p><b>Phonics we will see:</b></p> <p>Recommended phonics focus: <b>GA GE GI GO GU</b></p> <ul style="list-style-type: none"> <li>• <b>Ñ tilde.</b> 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.</li> <li>• <b>Accents.</b> Accents can be placed on some words like 'qué' to indicate a question word.</li> </ul>	<p>recommended phonics focus: <b>B V CC QU Z</b></p> <ul style="list-style-type: none"> <li>• <b>B</b> sound in <b>aburrido</b> &amp; <b>QU</b> sound in <b>porque</b></li> <li>• <b>Stress Placement.</b> 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 <b>in-te-re-san-te</b> and <b>di-ver-ti-do</b>.</li> <li>• <b>Accents.</b> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <b>in-glés</b>, <b>fá-cil</b> and <b>ma-te-má-ti-cas</b>.</li> <li>• <b>Ñ tilde.</b> 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 <b>español</b>.</li> <li>• <b>Silent letters.</b> 'H' is always a silent letter in Spanish (unless the word is of foreign origin). <b>Hola</b> is pronounced ola.</li> </ul>	<p>Recommended phonics focus: <b>B V CC QU Z</b></p> <ul style="list-style-type: none"> <li>• <b>B</b> sound in <b>aburrido</b></li> <li>• <b>V</b> sound in <b>voy</b>, <b>veo</b>, <b>divertido</b> &amp; <b>levanto</b></li> <li>• <b>Stress Placement.</b> Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like <b>dor-mir</b> and <b>ge-nial</b>. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like <b>le-van-to</b>, <b>di-ver-ti-do</b> and <b>a-bu-rrí-do</b>.</li> <li>• <b>Accents.</b> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <b>in-cre-í-ble</b>.</li> <li>• <b>Silent letters.</b> H' is always silent in Spanish as in the word <b>horrible</b> (unless it is a word of foreign origin). It is pronounced <b>orrible</b>.</li> </ul>

<p><b>Grammar</b></p>	<p>Use of <b>hay</b> &amp; <b>hace</b> 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 &amp; high frequency regular AR verb 'estudiar'. Revision of definite article <b>el, la, los</b> and <b>las</b>. 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 &amp; consolidation of first person singular high frequency verbs such as voy and juego. Also being introduced to new verbs such as <b>veo</b> and <b>leo</b> 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>
<p><b>Skills we will develop</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>Vocabulary</b></p>	<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  <b>lunes* =Monday</b>  <b>martes* = Tuesday</b>  <b>miércoles* = Wednesday</b>  <b>jueves* = Thursday</b>  <b>viernes* = Friday</b>  <b>sábado* = Saturday</b>  <b>domingo* = Sunday</b>          el clima = the weather          En el norte de España... (In 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 <b>¿Qué te gusta?</b> 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 '<b>¿Qué haces los fines de semana?</b>' All listed on Vocabulary Sheet</p>

### En el colegio - At School

Spanish	English	Spanish	English	Spanish	English	Spanish	English	Spanish	English
en el colegio	at school	No me gusta...	I do not like... (singular)	es	it is	¿Qué hora es?	What time is it?	A la una...	At one o'clock...
 el español	Spanish	No me gustan...	I do not like... (plural)	porque es...	because it is...	Es la una.	It is one o'clock.	A las dos...	At two o'clock...
 el inglés	English	Odio...	I hate...	porque son...	because they are...	Son las dos.	It is two o'clock.	A las tres...	At three o'clock...
 el arte	art	Sí, me gusta...	Yes, I like... (singular)	y	and	Son las tres.	It is three o'clock.	A las cuatro...	At four o'clock...
 la educación física	P.E	Sí, me gustan...	Yes, I like... (plural)	pero	but	Son las cuatro.	It is four o'clock.	A las cinco...	At five o'clock...
 la música	music	Sí, me encanta...	Yes, I love... (singular)	sin embargo	however	Son las cinco.	It is five o'clock.	A las seis...	At six o'clock...
 la geografía	geography	Sí, me encantan...	Yes, I love... (plural)	¡Hola!	Hello!	Son las seis.	It is six o'clock.	A las siete...	At seven o'clock...
 la historia	history	No, no me gusta...	No, I do not like... (singular)	¡Hasta luego!	See you soon!	Son las siete.	It is seven o'clock.	A las ocho...	At eight o'clock...
 las matemáticas	maths	No, no me gustan...	No, I do not like... (plural)			Son las ocho.	It is eight o'clock.	A las nueve...	At nine o'clock...
 las ciencias	science	No, odio...	No, I hate...			Son las nueve.	It is nine o'clock.	A las diez...	At ten o'clock...
 la informática	ICT	aburrido	boring			Son las diez.	It is ten o'clock.	A las once...	At eleven o'clock...
¿Qué te gusta?	What do you like?	difícil	difficult			Son las once.	It is eleven o'clock.	A las doce...	At twelve o'clock...
¿Te gusta...?	Do you like...? (singular)	útil	useful			Son las doce.	It is twelve o'clock.		
¿Te gustan...?	Do you like...? (plural)	interesante	interesting			Es medianoche.	It is midnight.		
Me gusta...	I like... (singular)	divertido	fun			Es mediodía.	It is midday.		
Me gustan...	I like... (plural)	fácil	easy						
Me encanta...	I love... (singular)	inútil	pointless						
Me encantan...	I love... (plural)	porque	because						

### 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