

The logo for Spire Junior School is a circular emblem. The top half is light blue with the text "Spire Junior School" in a dark blue, sans-serif font. Below this, in a smaller font, is the motto "Working for our children". The bottom half of the circle is light green and features a stylized white sailboat with a dark blue shadow cast to its right. The entire logo is centered behind a horizontal blue bar.

# Spanish at Spire Junior School

# SPANISH overview

As part of our Spanish curriculum at Spire Junior School, we follow and use the Language Angels scheme of work and resources. Where necessary, the units have been chosen and adapted to create a two-year rolling programme, with coverage from both early language teaching and intermediate teaching.

Spanish lessons at spire are taught fortnightly. The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.



# Spanish Long-term overview

	Year 3/4	Year 5/6
Cycle A	<p>La fonetica - phonics (early years teaching)</p> <p>Aprendo Espanol - I am learning Spanish (Early language teaching)</p> <p>Las formas (shapes)</p> <p>Los helados (ice- creams)</p>	<p>La fonetica - phonics (early years teaching)</p> <p>Aprendo espanol - I am learning spanish (early language teaching)</p> <p>Mi familia - my family (intermediate teaching)</p> <p>La ropa - clothes (intermediate teaching)</p>

Cycle B

Los Instrumentos  
(Instruments)

Las estaciones -  
seasons (early  
language teaching)

La fruta - fruits (early  
language teaching)

Los animales (early  
language teaching)

Me Presento  
(Presenting myself)

Que tiempo hace? -  
what's the weather like  
(intermediate teaching)

Tienes una mascota?  
- Do you have a pet?  
(intermediate teaching)

La clase - The class  
(intermediate teaching)

# Skills Progression



## Language Learning Skills Progression KS2

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <b>EG:</b> A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning ( <b>EG:</b> 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles ( <b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ( <b>EG:</b> 'I wear...', 'he/she wears...') and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>EG:</b> which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.

# Year 3 /4 - Cycle A

## Unit 1 - La Fonética

### Phonics - Early years teaching

In these 4 sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the 4 lessons is accompanied by a song that pupils will be encouraged to actively participate in, as well as a mouth mechanics guide video.

#### Phonics & Pronunciation - Lesson 1

ch	j	ñ	ll	rr
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#### Phonics & Pronunciation - Lesson 2

ca	ce	ci	co	cu
----	----	----	----	----

#### Phonics & Pronunciation - Lesson 3

ga	ge	gi	go	gu
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#### Phonics & Pronunciation - Lesson 4

b	v	cc	qu	z
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	Learning Intention	Substantive knowledge	Key words										
Lesson 1	To introduce the first set of phonics sounds/phonemes in Spanish.	<p><u>Key sounds/phonemes presented in this lesson:</u></p> <table border="1"> <thead> <tr> <th data-bbox="604 302 795 358">ch</th> <th data-bbox="795 302 989 358">j</th> <th data-bbox="989 302 1182 358">ñ</th> <th data-bbox="1182 302 1375 358">ll</th> <th data-bbox="1375 302 1554 358">rr</th> </tr> </thead> <tbody> <tr> <td data-bbox="604 358 795 1128"> <p>In Castilian Spanish (<i>castellano</i>), this phoneme is pronounced like the 'ch' sound in the English words 'church' or 'chocolate'.</p> </td> <td data-bbox="795 358 989 1128"> <p>This is a tricky phoneme to pronounce in Spanish. Be careful, because it is <u>not</u> pronounced like the English letter 'j' in the word 'joke' for example. Instead, it more resembles the 'h' sound in the English words 'hello' or 'hot'. However, the Spanish 'j' sound is a bit harsher and breathier and should come from the back of the throat.</p> </td> <td data-bbox="989 358 1182 1128"> <p>The 'ñ' is an extra letter in the Spanish alphabet. It is an 'n' with an accent (called a <u>tilde</u>) on top of it and is pronounced like the 'ny' sound in the English word 'canyon'.</p> <p>Note that this is not to be confused with the Spanish letter 'n' <u>without</u> the tilde, which is pronounced like the 'n' in the English word 'net'.</p> </td> <td data-bbox="1182 358 1375 1128"> <p>The double 'll' letter combination is a signature Spanish sound/phoneme.</p> <p>The Spanish 'll' sound is pronounced very similarly to the 'y' sound in the English words 'yeast' or 'yellow'.</p> </td> <td data-bbox="1375 358 1554 1128"> <p>The double 'rr' in Spanish can be quite tricky to pronounce as this sound does not exist in English. It is like a soft rolling 'rrr', made from the tongue tapping against the roof of the mouth in very quick succession. Place the tip of your tongue on the roof of your mouth just behind your top teeth and breath out. This should make your tongue vibrate and produce the Spanish double 'rr' sound.</p> </td> </tr> </tbody> </table>	ch	j	ñ	ll	rr	<p>In Castilian Spanish (<i>castellano</i>), this phoneme is pronounced like the 'ch' sound in the English words 'church' or 'chocolate'.</p>	<p>This is a tricky phoneme to pronounce in Spanish. Be careful, because it is <u>not</u> pronounced like the English letter 'j' in the word 'joke' for example. Instead, it more resembles the 'h' sound in the English words 'hello' or 'hot'. However, the Spanish 'j' sound is a bit harsher and breathier and should come from the back of the throat.</p>	<p>The 'ñ' is an extra letter in the Spanish alphabet. It is an 'n' with an accent (called a <u>tilde</u>) on top of it and is pronounced like the 'ny' sound in the English word 'canyon'.</p> <p>Note that this is not to be confused with the Spanish letter 'n' <u>without</u> the tilde, which is pronounced like the 'n' in the English word 'net'.</p>	<p>The double 'll' letter combination is a signature Spanish sound/phoneme.</p> <p>The Spanish 'll' sound is pronounced very similarly to the 'y' sound in the English words 'yeast' or 'yellow'.</p>	<p>The double 'rr' in Spanish can be quite tricky to pronounce as this sound does not exist in English. It is like a soft rolling 'rrr', made from the tongue tapping against the roof of the mouth in very quick succession. Place the tip of your tongue on the roof of your mouth just behind your top teeth and breath out. This should make your tongue vibrate and produce the Spanish double 'rr' sound.</p>	
ch	j	ñ	ll	rr									
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## Lesson 2

To introduce the second set of phonics sounds/phonemes in Spanish.

### Key sounds/phonemes presented in this lesson:

ca	ce	ci	co	cu
<p>In Castilian Spanish (<i>castellano</i>), the letter combination 'ca' is pronounced like the 'ca' in the English word <u>'cat'</u>.</p> <p>In Castilian Spanish, when a 'c' is followed by the vowels 'a', 'o' or 'u', the 'c' sound is hard (in Spanish, a 'hard c' means a sound like the 'k' in <u>'kick'</u>)</p>	<p>In Castilian Spanish (<i>castellano</i>), the letter combination 'ce' is pronounced like the 'the' in the English word <u>'therapy'</u>.</p> <p>In Castilian Spanish, when a 'c' is followed by the vowels 'e', or 'i' the 'c' sound is soft (in Spanish, a 'soft c' means a sound like the 'th' in the English word <u>'thorn'</u>)</p>	<p>In Castilian Spanish (<i>castellano</i>), the letter combination 'ci' is pronounced like the 'thi' in the English word <u>'thief'</u>.</p> <p>In Castilian Spanish, when a 'c' is followed by the vowels 'e', or 'i' the 'c' sound is soft (in Spanish, a 'soft c' means a sound like the 'th' in the English word <u>'thorn'</u>)</p>	<p>In Castilian Spanish (<i>castellano</i>), the letter combination 'co' is pronounced like the 'co' in the English word <u>'cot'</u>.</p> <p>In Castilian Spanish, when a 'c' is followed by the vowels 'a', 'o' or 'u', the 'c' sound is hard (in Spanish, a 'hard c' means a sound like the 'k' in <u>'kick'</u>)</p>	<p>In Castilian Spanish (<i>castellano</i>), the letter combination 'cu' is pronounced like the 'coo' in the English word <u>'cool'</u>.</p> <p>In Castilian Spanish, when a 'c' is followed by the vowels 'a', 'o' or 'u', the 'c' sound is hard (in Spanish, a 'hard c' means a sound like the 'k' in <u>'kick'</u>)</p>

### Lesson 3

To introduce the third set of phonics sounds/phonemes in Spanish.

ga ge gi go gu

### Key sounds/phonemes presented in this lesson:

ga	ge	gi	go	gu
<p>In Castilian Spanish (<i>castellano</i>), the letter combination 'ga' is pronounced like the 'ga' in the English word 'garage'</p> <p>In Spanish, when a 'g' is followed by the vowels 'a', 'o' or 'u', the 'g' sound is hard (in Spanish, a 'hard g' means a sound like the 'g' in 'green')</p>	<p>In Castilian Spanish, the letter combination 'ge' is pronounced like the 'he' in the English word 'hello'.</p> <p>In Spanish, when a 'g' is followed by the vowels 'e', or 'i', the 'g' sound is soft. (in Spanish, a 'soft g' is pronounced like an English 'h' in the word 'hot' but raspier and from the back of the throat.</p>	<p>In Castilian Spanish, the letter combination 'gi' is pronounced similarly to the English pronoun 'he'.</p> <p>In Spanish, when a 'g' is followed by the vowels 'e', or 'i', the 'g' sound is soft. (in Spanish, a 'soft g' is pronounced like an English 'h' in the word 'hot' but raspier and from the back of the throat.</p>	<p>In Castilian Spanish, the letter combination 'go' is pronounced like the 'go' in the English word 'golf'.</p> <p>In Spanish, when a 'g' is followed by the vowels 'a', 'o' or 'u', the 'g' sound is hard (in Spanish, a 'hard g' means a sound like the 'g' in 'green')</p>	<p>In Castilian Spanish, the letter combination 'gu' is usually pronounced like the 'ghou' in the English word 'ghoul'.</p> <p>In Spanish, when a 'g' is followed by the vowels 'a', 'o' or 'u', the 'g' sound is hard (in Spanish, a 'hard g' means a sound like the 'g' in 'green')</p>

## Lesson 4

To introduce the fourth and final set of phonics sounds/phonemes in Spanish. The sounds introduced in this lesson are: b v cc qu z

### Key sounds/phonemes presented in this lesson:

b	v	cc	qu	z
<p>In Castilian Spanish (<i>castellano</i>) the letter 'b' is pronounced like the 'b' in the English words 'boy' or 'bag'.</p> <p>In Castilian Spanish (<i>castellano</i>), the most important thing to remember about pronouncing the letters 'b' and 'v' is that they are pronounced exactly alike.</p>	<p>In Castilian Spanish the letter 'v' is not pronounced like the English equivalent. Instead, it is pronounced like the 'b' sound in the English words 'boy' or 'bag'.</p> <p>In Castilian Spanish (<i>castellano</i>), the most important thing to remember about pronouncing the letters 'b' and 'v' is that they are pronounced exactly alike.</p>	<p>In Castilian Spanish, the letter combination 'cc' is pronounced as two separate sounds: 'k-th'.</p> <p>The first 'c' is pronounced as a hard 'c' like the 'k' in the English word 'kick'.</p> <p>The second 'c' is pronounced as a soft 'c' which resembles the 'th' sound in the English word 'thorn'. Since a 'c' only becomes soft when followed by the vowels 'e' or 'i', the letter combination 'cc' only exists when followed by 'e' or 'i'.</p>	<p>In Castilian Spanish, the letter combination 'qu' is pronounced like the 'k' in the English word 'kick' or 'kettle'.</p>	<p>In Castilian Spanish, the letter 'z' is pronounced in the same way as the Spanish soft 'c' sound we have seen previously.</p> <p>It is pronounced in the same way as we pronounce the 'th' in the English words 'thorn' or 'thing'.</p>

# Unit 2 - Aprendo Español

## I am learning Spanish (Early Language teaching)

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.



Language  
Spanish



Teaching Type  
Early Language

Unit:

Aprendo español

### Unit Objective:

To find Spain on a map, use key greetings, ask and answer the questions 'How are you?' and 'What is your name?', count from 1-10 and learn 10 colours.

By the end of this unit we will be able to:

- find Spain on a map and be able to recall at least 1 Spanish-speaking country.
- use key greetings.
- ask and answer the question 'How are you?' in Spanish.
- ask and answer the question 'What is your name?' in Spanish.
- count to 10 in Spanish.
- read, write, say and recognise 10 colours in Spanish.

It will help if we already know:

- No previous knowledge is required as this is recommended as a starter unit for this teaching type.

Skills we will develop:

Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. Learning to look for cognates first and associating words and phrases to images.

Activities we will complete:

A number of different activities to improve cultural awareness of Spain and Hispanic countries. Pupils will be expected to locate Spain on a map, as well as familiarise themselves with Hispanic countries on a world map too. There will also be a variety of activities in both the spoken and written form to ask how somebody is feeling with opportunities to reply, for example a role-play in Lesson 3.

Grammar we will learn & revisit:

None in this unit as it is introductory.



Phonics & pronunciation we will see:

- **CH** sound in 'ocho'.
- **J** sound in 'rojo' and 'naranja'.
- **Ñ** sound in 'España'.
- **LL** sound in 'amallo'.
- **RR** sound in 'marrón'.
- **Accents**. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in coo-mo.
- **Ñ letter**. It is pronounced as the 'ny' sound in the English word 'onion'.



Vocabulary we will learn & revisit:

Language necessary to use key greetings, ask and answer the questions 'How are you?' and 'What is your name?' as well as numbers 1-10 and 10 key colours in Spanish. All listed on the Pupil Unit Glossary.

1 Greet your partner.

¡Buenos días!



¡Hola!



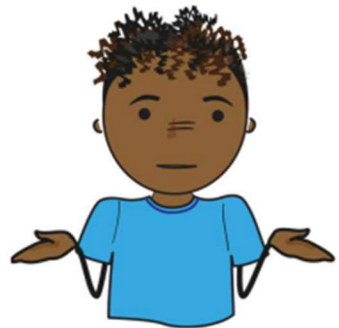
Hi!/Hello!

2 Ask your partner how they are feeling.

¿Cómo estás?



How are you?



3 Tell them how you're feeling.



Estoy bien.



Estoy mal.



Estoy regular.

4 Ask your partner what their name is and then tell them your name.

¿Cómo te llamas?



What is your name?

Me llamo...



My name is...



5 Say goodbye or see you later.

¡Hasta luego!

¡Adiós!



See you later!

Goodbye!

	Learning Intention	Substantive knowledge	Key words
Lesson 1	I will learn more about the Hispanic world.	Children will be able to locate Spain on a World Map. Children will be able to look at countries that border Spain. Children will be shown other countries where people speak Spanish. Children will identify key landmarks. Children will look at 3 key Spanish Cuisines. Children will identify key famous people who are Spanish. Children will identify key Spanish traditions and celebrations.	Hispanic Spanish flag Map Language Capital city Landmark Tradition
Lesson 2	To learn how to say basic greetings and how to ask somebody how they are feeling as well as responses to the question in Spanish.	Pupils learn the 2 ways to greet somebody in Spanish, 'buenos días' and 'hola' and will be able to identify the difference in this greeting.  The pupils learn how to say 'how are you' in Spanish and will be able to respond with appropriate feelings.	Aprendo Espanol - I am learning Spanish Hola - Hi/Hello Buenos Dias - Good Morning Como estas? How are you? Estoy bien - I am fine Estoy Mal - I am not fine Estoy regular - So-so Adios - Goodbye Hasta luego - See you later
Lesson 3	I will learn how to ask and answer the question '¿Cómo te llamas?' (What is your name?) in Spanish.	Me llamo - My name is... Children will learn how to ask the question 'what is your name?' in Spanish. Children will learn how to respond using 'me llamo + name'.	Como to llamas? - What is your name? Me llamo - My name is Aprendo Espanol - I am learning Spanish Hola - Hi/Hello Buenos Dias - Good Morning Como estas? How are you? Estoy bien - I am fine Estoy Mal - I am not fine Estoy regular - So-so Adios - Goodbye Hasta luego - See you later
Lesson 4	I will learn the numbers 1-10 in Spanish.	Children will be able to count from 1-10 in Spanish Children are able to write numbers 1-10 in Spanish with accurate spelling.	Los numeros - numbers Uno - one Dos - two Tres - three

			<p>Cuatro - four  Cinco - five  Seis - six  Siete - seven  Ocho - eight  Nueve - nine  Diez - ten</p>
<p><b>Lesson 5</b></p>	<p>To learn 10 key colours in Spanish</p>	<p>Children will be able to hear the audio of colours and will be able to repeat and consolidate.  Children will be able to identify the written form of colours in Spanish.  Children will learn how to ask and answer the question 'what is your favourite colour? In Spanish.</p>	<p>Los colores - colours  Amarillo - yellow  Blanco - white  Negro - black  Azul - blue  Verde - green  Morado - purple  Gris - grey  Rojo - red  Naranja - orange  Marron - brown  Cual es tu color favorito? -  What is your favourite colour?  Mi color favorito es el - My  favourite colour is</p>

# Unit 3 - Las formas

## Shapes (early language teaching)

In this unit pupils will learn 10 common shapes and also the numbers 1-5 in Spanish. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 shape nouns with their indefinite articles/determiners in the foreign language.



Language  
Spanish

Teaching Type:  
Early Language

Unit:  
Las formas

Unit Objective:

To remember and name 10 common shapes and count from 1-5 in Spanish.

By the end of this unit, we will be able to:

- Name, recognise and remember up to 10 shapes in Spanish.
- Attempt to spell some of these shapes in Spanish.
- Attempt to remember which shapes are masculine or feminine.
- Revise and/or learn numbers 1-5 in Spanish.

It will help if we already know:

- Vocabulary from the 'I Am Learning Spanish' unit, especially numbers 1-5.

Skills we will develop:

We will work on being able to pronounce and remember new words in Spanish using clear colourful images of the shapes to help us. We will learn key nouns in Spanish and will learn the article/determiner alongside the noun, using what we know in English to help us. We will work on remembering the shapes in Spanish over a longer period of time.

Activities we will complete:

Lots and lots of different speaking and listening tasks to help us remember the 10 shapes in Spanish. We will learn to work with a partner and will use mini flash cards to play games that will help us remember. We will learn and/or revise numbers 1-5 so we can work towards saying how many of each shape there is in Spanish in singular and plural forms.

Grammar we will learn & revisit:

Nouns, gender & articles/determiners. In this unit we will be exploring that the word for 'a/an' in Spanish can be either 'un' (masculine) or 'una' (feminine) – this is called the gender of the noun. We will learn that it is important to remember which shapes are masculine and which shapes are feminine. We will see this a lot in other units!

Phonics & pronunciation we will see:

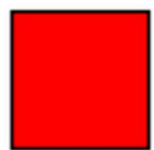
Recommended phonics focus from the group **CH J Ñ LL RR**:

- **LL** sound in 'estrellla'
- **J** sound in 'dibujad'
- 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' or '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 i-ne-a, er-cu-lo, o-va-lo, and pent-a-go-no.

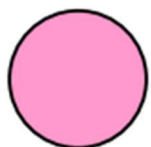
Vocabulary we will learn & revisit:

The nouns and determiners/articles for 10 common shapes and numbers 1-5 in Spanish. All listed on the Vocabulary Sheet and Pupil Unit Glossary.

## Las formas



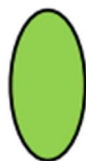
un cuadrado



un círculo



un triángulo



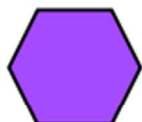
un óvalo



un rectángulo



un rombo



un hexágono



una estrella



una línea



un pentágono

## Los números

1

uno

2

dos

3

tres

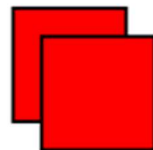
4

cuatro

5

cinco

## Las formas plurales



dos cuadrados



tres círculos



dos triángulos



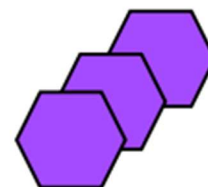
cinco óvalos



dos rectángulos



dos líneas



tres hexágonos



tres rombos



dos pentágonos



cuatro estrellas

	Learning Intention	Substantive knowledge	Key words
Lesson 1	To learn 5 shapes in Spanish.	<p>In Spanish, there are TWO SINGULAR INDEFINITE ARTICLE words for our English words "A" or "AN".</p> <p>Which version you need depends on the noun.</p> <p>The INDEFINITE ARTICLE words in Spanish are:</p> <ul style="list-style-type: none"> <li>un - the INDEFINITE ARTICLE to use before MASCULINE nouns.</li> <li>una - the INDEFINITE ARTICLE to use before FEMININE nouns</li> </ul>	<p>las formas = (the) shapes</p> <p>un triángulo = a triangle</p> <p>un cuadrado = a square</p> <p>un óvalo = an oval</p> <p>un círculo = a circle</p> <p>un rectángulo = a rectangle</p>
Lesson 2	To learn 5 new shapes in Spanish.	<p>In Spanish, there are TWO SINGULAR INDEFINITE ARTICLE words for our English words "A" or "AN".</p> <p>Which version you need depends on the noun.</p> <p>The INDEFINITE ARTICLE words in Spanish are:</p> <ul style="list-style-type: none"> <li>· un - the INDEFINITE ARTICLE to use before MASCULINE nouns.</li> <li>· una - the INDEFINITE ARTICLE to use before FEMININE nouns</li> </ul>	<p>un pentágono = a pentagon</p> <p>un hexágono = a hexagon</p> <p>un rombo = a rhombus</p> <p>una línea = a line</p> <p>una estrella = a star</p>
Lesson 3	To spell 10 shapes correctly.		<p>Dibujad... = Draw...</p> <p>las formas = (the) shapes</p> <p>un triángulo = a triangle</p> <p>un cuadrado = a square</p> <p>un óvalo = an oval</p> <p>un círculo = a circle</p> <p>un rectángulo = a rectangle</p> <p>un pentágono = a pentagon</p> <p>un hexágono = a hexagon</p> <p>un rombo = a rhombus</p> <p>una línea = a line</p> <p>una estrella = a star</p>
Lesson 4	To revise the numbers 1-5 in Spanish to talk about individual shapes.		<p>uno = one</p> <p>dos = two</p> <p>tres = three</p> <p>cuatro = four</p> <p>cinco = five</p> <p>Dibujad... = Draw...</p>

## Lesson 5

To consolidate our Spanish knowledge on shapes.

### Singular Form

un círculo



un triángulo



un cuadrado



un rectángulo



un óvalo



un hexágono



un pentágono



un rombo



una estrella



una línea



### Plural Form

dos círculos

dos triángulos

dos cuadrados

dos rectángulos

dos óvalos

dos hexágonos

dos pentágonos

dos rombos

dos estrellas

dos líneas

uno = one

dos = two

tres = three

cuatro = four

cinco = five

Dibujad... = Draw...

las formas = (the) shapes

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

# Unit 4 - Los helados

## Ice creams (Early language teaching)

In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or a cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.



Language:  Spanish

Teaching Type: Early Language

Unit: Los helados

### Unit Objective:

To order an ice-cream in Spanish, in a role-play.

By the end of this unit, we will be able to:

- Recognise, recall and spell up to 10 ice-cream flavours in Spanish.
- Use the structure 'Quisiera' (*I would like*) to order an ice-cream in Spanish.
- Say whether we would like a cone or a cup with the number of scoops in Spanish.
- Use all the language from the unit to perform a short role-play with key transactional language in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'Aprendo español' unit.



### Skills we will develop:

Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as 'chocolate' for 'chocolate', 'vainilla' for 'vanilla' and 'caramelo' for 'caramel') and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in Spanish and useful phrases such as 'I would like,' 'please' and 'thank you.'

### Activities we will complete:

There will be a wide variety of speaking and listening tasks associated with the 10 ice-cream flavours working towards ordering an ice-cream by the end of the unit. Opportunity to improve written skills with an ample choice of desk-based activities in each lesson.

### Grammar we will learn & revisit:

Nouns, gender & a high frequency verb. Starting to understand better that nouns in Spanish are either masculine or feminine ('un helado', 'un cucurucho', 'una tarrina') and that there are different words for 'a' or 'an' in Spanish depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation 'Quisiera' which is the verb conjugation for 'I would like/want', deriving from the verb 'querer' meaning 'to want'.

### Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- CH sound in **chocolate**, **pistacho** & **cucurucho**.
- LL sound in **vainilla**.
- RR sound in **tarrina**.
- **Accents**. Accents can only be written over 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 **plá-ta-no**.



### Vocabulary we will learn & revisit:

10 different flavours of ice-creams and a range of key transactional language and phrases associated to ordering an ice-cream in Spanish. All listed on the Pupil Unit Glossary.



1 Say hello.

¡Hola!



Hello/Hi!

2 Would you like a cone or a cup?

Quisiera...

I would like...



un cucurucho



una tarrina

por favor

please

3 How many scoops?

¿Cuántas bolas?

How many scoops?

Quisiera...

I would like...



una bola



dos bolas



tres bolas

4 What flavour?



de vainilla



de fresa



de plátano



de menta



de pistacho



de chocolate



de café



de limón



de caramelo



de mora

5 Anything else?

y

and

6 Say goodbye.

¡Gracias!



Thank you!

¡Adiós!



Goodbye!

	Learning Intention	Substantive knowledge	Key words
Lesson 1	To introduce the unit 'Los helados and learn 5 flavours of ice-cream.	To recognise, recall and spell 5 different ice cream flavours.	Los helados - the ice-creams Un helado de vainilla - a vanilla ice cream Un helado de platano - a banana ice cream Un helado de fresa - a strawberry ice cream Un helado de menta - a mint ice cream Un helado de pistacho - a pistachio ice cream
Lesson 2	To consolidate previous learning of flavours and learn 5 more flavours of icecream.	To recognise, recall and spell 5 different ice cream flavours. To be able to identify, match and write all ice cream flavours.	Los helados - the ice-creams Un helado de vainilla - a vanilla ice cream Un helado de platano - a banana ice cream Un helado de fresa - a strawberry ice cream Un helado de menta - a mint ice cream Un helado de pistacho - a pistachio ice cream un helado de chocolate = a chocolate ice-cream un helado de café = a coffee ice-cream un helado de limón = a lemon ice-cream un helado de caramelo = a caramel ice-cream un helado de mora = a blackberry ice-cream
Lesson 3	To learn how to express which ice-	To understand the structure 'Quisiera' (I would like) to express which ice-cream they would like.	Quisiera... = I would like... y = and

	<p>cream flavour the pupils would like in Spanish, using the structure 'Quisiera' (I would like) and the conjunction 'y' (and).</p>	<p>To understand the conjunction 'y' (and) to ask for multiple ice cream flavours.</p>	<p>Los helados - the ice-creams  Un helado de vainilla - a vanilla ice cream  Un helado de platano - a banana ice cream  Un helado de fresa - a strawberry ice cream  Un helado de menta - a mint ice cream  Un helado de pistacho - a pistachio ice cream  un helado de chocolate = a chocolate ice-cream  un helado de café = a coffee ice-cream  un helado de limón = a lemon ice-cream  un helado de caramelo = a caramel ice-cream  un helado de mora = a blackberry ice-cream</p>
<p>Lesson 4</p>	<p>To learn how to order an ice-cream in a cone or a cup in Spanish.</p>	<p>To accurately use the vocabulary 'un cucurucho' 'una tarrina' and 'por favour'.   To be able to verbally order an cream in a cone/cup with accurate pronunciation of the flavours.</p>	<p>Un cucurucho - a cone  Una tarrina - a cup  por favour - please  Quisiera... = I would like...  y = and  Los helados - the ice-creams  Un helado de vainilla - a vanilla ice cream  Un helado de platano - a banana ice cream  Un helado de fresa - a strawberry ice cream  Un helado de menta - a mint ice cream  Un helado de pistacho - a pistachio ice cream  un helado de chocolate = a chocolate ice-cream</p>

			<p>un helado de café = a coffee ice-cream  un helado de limón = a lemon ice-cream  un helado de caramelo = a caramel ice-cream  un helado de mora = a blackberry ice-cream</p>
<p><b>Lesson 5</b></p>	<p>To learn how to specify the number of ice-cream scoops to then progress to ordering an ice-cream in a role-play in Spanish, using key transactional language.</p>	<p>Children are able to accurately use the target question 'Cuántas bolas?' (how many scoops?)</p>	<p>¿Cuántas bolas? = How many scoops?  una bola = one scoop  dos bolas = two scoops  tres bolas = three scoops  una bola de vainilla = one scoop of vanilla ice-cream  dos bolas de vainilla = two scoops of vanilla ice-cream  tres bolas de vainilla = three scoops of vanilla ice-cream  una bola de chocolate = one scoop of chocolate ice-cream  dos bolas de chocolate = two scoops of chocolate ice-cream  tres bolas de chocolate = three scoops of chocolate ice-cream  ¡Hola! = Hello/Hi!  ¿Qué sabor? = What flavour?  Gracias. ¡Adiós! = Thank you. Goodbye!</p>

Year 5 / 6 - Cycle

A

# Unit 1 - La fonética

## Phonics & pronunciation - intermediate teaching

In these 4 sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the 4 lessons is accompanied by a song that pupils will be encouraged to actively participate in, as well as a mouth mechanics guide video.

### Phonics & Pronunciation - Lesson 1

ch	j	ñ	ll	rr
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### Phonics & Pronunciation - Lesson 2

ca	ce	ci	co	cu
----	----	----	----	----

### Phonics & Pronunciation - Lesson 3

ga	ge	gi	go	gu
----	----	----	----	----

### Phonics & Pronunciation - Lesson 4

b	v	cc	qu	z
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	Learning Intention	Substantive knowledge	Key words										
Lesson 1	To introduce the first set of phonics sounds/phonemes in Spanish.	<p><u>Key sounds/phonemes presented in this lesson:</u></p> <table border="1"> <thead> <tr> <th data-bbox="604 302 795 358">ch</th> <th data-bbox="795 302 989 358">j</th> <th data-bbox="989 302 1182 358">ñ</th> <th data-bbox="1182 302 1375 358">ll</th> <th data-bbox="1375 302 1554 358">rr</th> </tr> </thead> <tbody> <tr> <td data-bbox="604 358 795 1130"> <p>In Castilian Spanish (<i>castellano</i>), this phoneme is pronounced like the 'ch' sound in the English words 'church' or 'chocolate'.</p> </td> <td data-bbox="795 358 989 1130"> <p>This is a tricky phoneme to pronounce in Spanish. Be careful, because it is <u>not</u> pronounced like the English letter 'j' in the word 'joke' for example. Instead, it more resembles the 'h' sound in the English words 'hello' or 'hot'. However, the Spanish 'j' sound is a bit harsher and breathier and should come from the back of the throat.</p> </td> <td data-bbox="989 358 1182 1130"> <p>The 'ñ' is an extra letter in the Spanish alphabet. It is an 'n' with an accent (called a <u>tilde</u>) on top of it and is pronounced like the 'ny' sound in the English word 'canyon'.</p> <p>Note that this is not to be confused with the Spanish letter 'n' <u>without</u> the tilde, which is pronounced like the 'n' in the English word 'net'.</p> </td> <td data-bbox="1182 358 1375 1130"> <p>The double 'll' letter combination is a signature Spanish sound/phoneme.</p> <p>The Spanish 'll' sound is pronounced very similarly to the 'y' sound in the English words 'yeast' or 'yellow'.</p> </td> <td data-bbox="1375 358 1554 1130"> <p>The double 'rr' in Spanish can be quite tricky to pronounce as this sound does not exist in English. It is like a soft rolling 'rrr', made from the tongue tapping against the roof of the mouth in very quick succession. Place the tip of your tongue on the roof of your mouth just behind your top teeth and breath out. This should make your tongue vibrate and produce the Spanish double 'rr' sound.</p> </td> </tr> </tbody> </table>	ch	j	ñ	ll	rr	<p>In Castilian Spanish (<i>castellano</i>), this phoneme is pronounced like the 'ch' sound in the English words 'church' or 'chocolate'.</p>	<p>This is a tricky phoneme to pronounce in Spanish. Be careful, because it is <u>not</u> pronounced like the English letter 'j' in the word 'joke' for example. Instead, it more resembles the 'h' sound in the English words 'hello' or 'hot'. However, the Spanish 'j' sound is a bit harsher and breathier and should come from the back of the throat.</p>	<p>The 'ñ' is an extra letter in the Spanish alphabet. It is an 'n' with an accent (called a <u>tilde</u>) on top of it and is pronounced like the 'ny' sound in the English word 'canyon'.</p> <p>Note that this is not to be confused with the Spanish letter 'n' <u>without</u> the tilde, which is pronounced like the 'n' in the English word 'net'.</p>	<p>The double 'll' letter combination is a signature Spanish sound/phoneme.</p> <p>The Spanish 'll' sound is pronounced very similarly to the 'y' sound in the English words 'yeast' or 'yellow'.</p>	<p>The double 'rr' in Spanish can be quite tricky to pronounce as this sound does not exist in English. It is like a soft rolling 'rrr', made from the tongue tapping against the roof of the mouth in very quick succession. Place the tip of your tongue on the roof of your mouth just behind your top teeth and breath out. This should make your tongue vibrate and produce the Spanish double 'rr' sound.</p>	
ch	j	ñ	ll	rr									
<p>In Castilian Spanish (<i>castellano</i>), this phoneme is pronounced like the 'ch' sound in the English words 'church' or 'chocolate'.</p>	<p>This is a tricky phoneme to pronounce in Spanish. Be careful, because it is <u>not</u> pronounced like the English letter 'j' in the word 'joke' for example. Instead, it more resembles the 'h' sound in the English words 'hello' or 'hot'. However, the Spanish 'j' sound is a bit harsher and breathier and should come from the back of the throat.</p>	<p>The 'ñ' is an extra letter in the Spanish alphabet. It is an 'n' with an accent (called a <u>tilde</u>) on top of it and is pronounced like the 'ny' sound in the English word 'canyon'.</p> <p>Note that this is not to be confused with the Spanish letter 'n' <u>without</u> the tilde, which is pronounced like the 'n' in the English word 'net'.</p>	<p>The double 'll' letter combination is a signature Spanish sound/phoneme.</p> <p>The Spanish 'll' sound is pronounced very similarly to the 'y' sound in the English words 'yeast' or 'yellow'.</p>	<p>The double 'rr' in Spanish can be quite tricky to pronounce as this sound does not exist in English. It is like a soft rolling 'rrr', made from the tongue tapping against the roof of the mouth in very quick succession. Place the tip of your tongue on the roof of your mouth just behind your top teeth and breath out. This should make your tongue vibrate and produce the Spanish double 'rr' sound.</p>									

## Lesson 2

To introduce the second set of phonics sounds/phonemes in Spanish.

### Key sounds/phonemes presented in this lesson:

ca	ce	ci	co	cu
<p>In Castilian Spanish (<i>castellano</i>), the letter combination 'ca' is pronounced like the 'ca' in the English word <u>'cat'</u>.</p> <p>In Castilian Spanish, when a 'c' is followed by the vowels 'a', 'o' or 'u', the 'c' sound is hard (in Spanish, a 'hard c' means a sound like the 'k' in <u>'kick'</u>)</p>	<p>In Castilian Spanish (<i>castellano</i>), the letter combination 'ce' is pronounced like the 'the' in the English word <u>'therapy'</u>.</p> <p>In Castilian Spanish, when a 'c' is followed by the vowels 'e', or 'i' the 'c' sound is soft (in Spanish, a 'soft c' means a sound like the 'th' in the English word <u>'thorn'</u>)</p>	<p>In Castilian Spanish (<i>castellano</i>), the letter combination 'ci' is pronounced like the 'thi' in the English word <u>'thief'</u>.</p> <p>In Castilian Spanish, when a 'c' is followed by the vowels 'e', or 'i' the 'c' sound is soft (in Spanish, a 'soft c' means a sound like the 'th' in the English word <u>'thorn'</u>)</p>	<p>In Castilian Spanish (<i>castellano</i>), the letter combination 'co' is pronounced like the 'co' in the English word <u>'cot'</u>.</p> <p>In Castilian Spanish, when a 'c' is followed by the vowels 'a', 'o' or 'u', the 'c' sound is hard (in Spanish, a 'hard c' means a sound like the 'k' in <u>'kick'</u>)</p>	<p>In Castilian Spanish (<i>castellano</i>), the letter combination 'cu' is pronounced like the 'coo' in the English word <u>'cool'</u>.</p> <p>In Castilian Spanish, when a 'c' is followed by the vowels 'a', 'o' or 'u', the 'c' sound is hard (in Spanish, a 'hard c' means a sound like the 'k' in <u>'kick'</u>)</p>

### Lesson 3

To introduce the third set of phonics sounds/phonemes in Spanish.

ga ge gi go gu

### Key sounds/phonemes presented in this lesson:

ga	ge	gi	go	gu
<p>In Castilian Spanish (<i>castellano</i>), the letter combination 'ga' is pronounced like the 'ga' in the English word 'garage'</p> <p>In Spanish, when a 'g' is followed by the vowels 'a', 'o' or 'u', the 'g' sound is hard (in Spanish, a 'hard g' means a sound like the 'g' in 'green')</p>	<p>In Castilian Spanish, the letter combination 'ge' is pronounced like the 'he' in the English word 'hello'.</p> <p>In Spanish, when a 'g' is followed by the vowels 'e', or 'i', the 'g' sound is soft. (in Spanish, a 'soft g' is pronounced like an English 'h' in the word 'hot' but raspier and from the back of the throat.</p>	<p>In Castilian Spanish, the letter combination 'gi' is pronounced similarly to the English pronoun 'he'.</p> <p>In Spanish, when a 'g' is followed by the vowels 'e', or 'i', the 'g' sound is soft. (in Spanish, a 'soft g' is pronounced like an English 'h' in the word 'hot' but raspier and from the back of the throat.</p>	<p>In Castilian Spanish, the letter combination 'go' is pronounced like the 'go' in the English word 'golf'.</p> <p>In Spanish, when a 'g' is followed by the vowels 'a', 'o' or 'u', the 'g' sound is hard (in Spanish, a 'hard g' means a sound like the 'g' in 'green')</p>	<p>In Castilian Spanish, the letter combination 'gu' is usually pronounced like the 'ghou' in the English word 'ghoul'.</p> <p>In Spanish, when a 'g' is followed by the vowels 'a', 'o' or 'u', the 'g' sound is hard (in Spanish, a 'hard g' means a sound like the 'g' in 'green')</p>

## Lesson 4

To introduce the fourth and final set of phonics sounds/phonemes in Spanish. The sounds introduced in this lesson are: b v cc qu z

### Key sounds/phonemes presented in this lesson:

b	v	cc	qu	z
<p>In Castilian Spanish (<i>castellano</i>) the letter 'b' is pronounced like the 'b' in the English words 'boy' or 'bag'.</p> <p>In Castilian Spanish (<i>castellano</i>), the most important thing to remember about pronouncing the letters 'b' and 'v' is that they are pronounced exactly alike.</p>	<p>In Castilian Spanish the letter 'v' is not pronounced like the English equivalent. Instead, it is pronounced like the 'b' sound in the English words 'boy' or 'bag'.</p> <p>In Castilian Spanish (<i>castellano</i>), the most important thing to remember about pronouncing the letters 'b' and 'v' is that they are pronounced exactly alike.</p>	<p>In Castilian Spanish, the letter combination 'cc' is pronounced as two separate sounds: 'k-th'.</p> <p>The first 'c' is pronounced as a hard 'c' like the 'k' in the English word 'kick'.</p> <p>The second 'c' is pronounced as a soft 'c' which resembles the 'th' sound in the English word 'thorn'. Since a 'c' only becomes soft when followed by the vowels 'e' or 'i', the letter combination 'cc' only exists when followed by 'e' or 'i'.</p>	<p>In Castilian Spanish, the letter combination 'qu' is pronounced like the 'k' in the English word 'kick' or 'kettle'.</p>	<p>In Castilian Spanish, the letter 'z' is pronounced in the same way as the Spanish soft 'c' sound we have seen previously.</p> <p>It is pronounced in the same way as we pronounce the 'th' in the English words 'thorn' or 'thing'.</p>

# Unit 2 - Aprendo Español

## I am learning Spanish (Early Language Teaching)

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.



### Unit Objective:

To find Spain on a map, use key greetings, ask and answer the questions 'How are you?' and 'What is your name?', count from 1-10 and learn 10 colours.

By the end of this unit we will be able to:

- find Spain on a map and be able to recall at least 1 Spanish-speaking country.
- use key greetings.
- ask and answer the question 'How are you?' in Spanish.
- ask and answer the question 'What is your name?' in Spanish.
- count to 10 in Spanish.
- read, write, say and recognise 10 colours in Spanish.

It will help if we already know:

- No previous knowledge is required as this is recommended as a starter unit for this teaching type.



### Skills we will develop:

Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. Learning to look for cognates first and associating words and phrases to images.

### Activities we will complete:

A number of different activities to improve cultural awareness of Spain and Hispanic countries. Pupils will be expected to locate Spain on a map, as well as familiarise themselves with Hispanic countries on a world map too. There will also be a variety of activities in both the spoken and written form to ask how somebody is feeling with opportunities to reply, for example a role-play in Lesson 3.



### Grammar we will learn & revisit:

None in this unit as it is introductory.

### Phonics & pronunciation we will see:

- **CH** sound in 'ocho'.
- **J** sound in 'rojo' and 'naranja'.
- **Ñ** sound in 'España'.
- **LL** sound in 'amarllo'.
- **RR** sound in 'marrrrón'.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in coo-mo.
- **Ñ letter.** It is pronounced as the 'ny' sound in the English word 'onion'.

### Vocabulary we will learn & revisit:

Language necessary to use key greetings, ask and answer the questions 'How are you?' and 'What is your name?' as well as numbers 1-10 and 10 key colours in Spanish. All listed on the Pupil Unit Glossary.

1 Greet your partner.

¡Buenos días!



¡Hola!



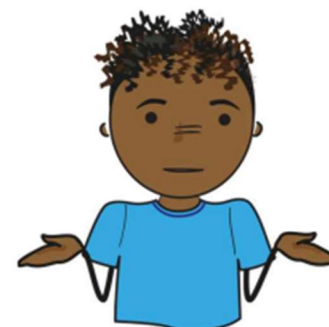
Hi!/Hello!

2 Ask your partner how they are feeling.

¿Cómo estás?



How are you?



3 Tell them how you're feeling.



Estoy bien.



Estoy mal.



Estoy regular.

4 Ask your partner what their name is and then tell them your name.

¿Cómo te llamas?



What is your name?

Me llamo...



My name is...



5 Say goodbye or see you later.

¡Hasta luego!

¡Adiós!



See you later!

Goodbye!



	Learning Intention	Substantive knowledge	Key words
Lesson 1	I will learn more about the Hispanic world.	Children will be able to locate Spain on a World Map. Children will be able to look at countries that border Spain. Children will be shown other countries where people speak	Hispanic Spanish flag Map

		<p>Spanish.</p> <p>Children will identify key landmarks.</p> <p>Children will look at 3 key Spanish Cuisines.</p> <p>Children will identify key famous people who are Spanish.</p> <p>Children will identify key Spanish traditions and celebrations.</p>	<p>Language</p> <p>Capital city</p> <p>Landmark</p> <p>Tradition</p>
Lesson 2	<p>To learn how to say basic greetings and how to ask somebody how they are feeling as well as responses to the question in Spanish.</p>	<p>Pupils learn the 2 ways to greet somebody in Spanish, 'buenos días' and 'hola' and will be able to identify the difference in this greeting.</p> <p>The pupils learn how to say 'how are you' in Spanish and will be able to respond with appropriate feelings.</p>	<p>Aprendo Español - I am learning Spanish</p> <p>Hola - Hi/Hello</p> <p>Buenos Dias - Good Morning</p> <p>Como estas? How are you?</p> <p>Estoy bien - I am fine</p> <p>Estoy Mal - I am not fine</p> <p>Estoy regular - So-so</p> <p>Adios - Goodbye</p> <p>Hasta luego - See you later</p>
Lesson 3	<p>I will learn how to answer the question '¿Cómo te llamas?' (What is your name?) in Spanish.</p>	<p>Me llamo - My name is...'</p> <p>Children will learn how to ask the question 'what is your name?' in Spanish.</p> <p>Children will learn how to respond using 'me llamo + name'.</p>	<p>Como te llamas? - What is your name?</p> <p>Me llamo - My name is</p> <p>Aprendo Español - I am learning Spanish</p> <p>Hola - Hi/Hello</p> <p>Buenos Dias - Good Morning</p> <p>Como estas? How are you?</p> <p>Estoy bien - I am fine</p> <p>Estoy Mal - I am not fine</p> <p>Estoy regular - So-so</p> <p>Adios - Goodbye</p> <p>Hasta luego - See you later</p>
Lesson 4	<p>I will learn the numbers 1-10 in Spanish.</p>	<p>Children will be able to count from 1-10 in Spanish</p> <p>Children are able to write numbers 1-10 in Spanish with accurate spelling.</p>	<p>Los numeros - numbers</p> <p>Uno - one</p> <p>Dos - two</p> <p>Tres - three</p> <p>Cuatro - four</p> <p>Cinco - five</p> <p>Seis - six</p> <p>Siete - seven</p> <p>Ocho - eight</p>

			Nueve - nine Diez - ten
Lesson 5	To learn 10 key colours in Spanish	Children will be able to hear the audio of colours and will be able to repeat and consolidate. Children will be able to identify the written form of colours in Spanish. Children will learn how to ask and answer the question 'what is your favourite colour?' In Spanish.	Los colores - colours Amarillo - yellow Blanco - white Negro - black Azul - blue Verde - green Morado - purple Gris - grey Rojo - red Naranja - orange Marron - brown Cual es tu color favorito? - What is your favourite colour? Mi color favorito es el - My favourite colour is

# Unit 3 - Mi familia

## My Family - (intermediate teaching)

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 in Spanish. 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.



Language  
Spanish



Teaching Type:  
Intermediate

Unit:  
Mi familia

Unit Objective:

To talk simply about your/a family in Spanish.

By the end of this unit we will be able to:

- Remember the nouns with their articles/determiners for different family members in Spanish from memory.
- Describe our own or a fictitious family in Spanish by name, age and relationship.
- Learn numbers up to 100 in Spanish.
- Understand possessive adjectives better in Spanish ('my' form only).

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the 'Aprendo español' and 'Me presento' units (how to say your name, age, where you live, nationality and numbers 1-20).
- What a verb is in English and be already familiar with the Spanish high frequency verbs in 1<sup>st</sup> person singular form: 'soy' (I am), 'tengo' (I have), 'vivo' (I live) and 'me llamo' (my name is).

Skills we will develop:

We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. We will recall that nouns have gender and that this impacts the choice of articles/determiners and possessives adjectives. We will improve our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.

Activities we will complete:

We will complete activities to help learn the nouns and definite articles/determiners for key members of the family. We will learn how to say what family members are called and how old they are. There will be many 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/a family.

Grammar we will learn & revisit:

Nouns, articles/determiners and possessive adjectives. We will explore possessive adjectives in Spanish with a focus only on 'my'. We will learn that there are 2 ways to say 'my' in Spanish covered in the unit: 'mi' and 'mis'. We will also recognise that the articles/determiners 'el' and 'la' are dropped when we speak of close, biological family members in the singular form.

Phonics & pronunciation we will see:

Recommended phonics focus: **CA CE CI CO CU**

- **CA** sound in 'única'.
- **CE** sound in 'quince'.
- **CI** sound in 'cien'.
- **CO** sound in 'único'.
- **CU** sound in 'cuarenta'.
- Stress placement. Words that end in a consonant (apart from an 'n' or an 's') should be stressed on the last syllable of the word. For words that end in a vowel 'n' or 's', it is normally the second to last syllable, as seen in 'her-ma-no' or 'her-ma-na'.
- Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! This can be seen in this unit in words such as 'tí-o' and 'ú-ni-co'.



Vocabulary we will learn & revisit:

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 somebody is.

All vocabulary is listed on the Pupil Unit Glossary.

1 Introduce yourself.

Me llamo...

Tengo ... años.

Vivo en...

2 Ask somebody if they have any siblings?  
¿Tienes hermanos?

3a How to respond if you have one or more siblings.

Tengo...

un hermano

una hermana

dos hermanos

dos hermanas

Use a conjunction: y (and)

3b How to respond if you are an only child.

Soy hijo único.

Soy hija única.

4 Introduce your family members.

mi

mi

mis

mis

mi padre

mi madre

mis padres

mis hermanas

mi hermano

mi hermana

mis abuelos

mis tías

mi tío

mi tía

mis hermanos

mi abuelo

mi abuela

5 Introduce your family members' names.

¿Cómo se llama?

Mi padre se llama...

Mi madre se llama...

Mi hermano se llama...

Mi hermana se llama...

¿Cómo se llaman?

Mis padres se llaman...

6 Say how old your family members are.

1 uno	11 once	30 treinta
2 dos	12 doce	40 cuarenta
3 tres	13 trece	50 cincuenta
4 cuatro	14 catorce	60 sesenta
5 cinco	15 quince	70 setenta
6 seis	16 dieciséis	80 ochenta
7 siete	17 diecisiete	90 noventa
8 ocho	18 dieciocho	100 cien
9 nueve	19 diecinueve	
10 diez	20 veinte	

¿Cuántos años tiene?

Tiene \_\_\_\_ años.

	Learning Intention	Substantive knowledge	Key words
Lesson 1	To introduce the unit and learn how to present family members.	<p>To recognise and recall vocabulary for different family members.</p> <p>To understand the different articles/determiners that can be used.</p> <p>The 4 DEFINITE ARTICLES /DETERMINERS (the word for 'the') in Spanish are:</p> <p>EL - The DEFINITE ARTICLE to use before masculine singular nouns.</p> <p>LA - The DEFINITE ARTICLE to use before feminine singular nouns.</p> <p>LOS - The DEFINITE ARTICLE to use before masculine plural nouns.</p> <p>LAS - The DEFINITE ARTICLE to use before feminine plural nouns.</p>	<p>la madre = the mother</p> <p>la hermana = the sister</p> <p>la hermana mayor = the older sister</p> <p>la hermana menor = the younger sister</p> <p>la abuela = the grandmother</p> <p>la tía = the aunty</p> <p>el padre = the father</p> <p>el hermano = the brother</p> <p>el abuelo = the grandfather</p> <p>el tío = the uncle</p>
Lesson 2	To learn how to use the possessive adjective 'my' in Spanish.	<p>I am able to use the possessive adjective 'my' accurately and apply this to family members.</p> <p>Mi - singular possessive adjective</p> <p>Mis - plural possessive adjective</p>	<p>mi = my (singular)</p> <p>mis = my (plural)</p> <p>mi madre = my mother</p> <p>mi hermana = my sister</p> <p>mi abuela = my grandmother</p> <p>mi tía = my aunty</p> <p>mi padre = my father</p> <p>mi hermano = my brother</p> <p>mi abuelo = my grandfather</p> <p>mi tío = my uncle</p> <p>mis padres = my parents</p> <p>mis abuelos = my grandparents</p> <p>mis hermanas = my sisters</p>
Lesson 3	To learn how to ask and answer the question '¿tienes hermanos?'	<p>To ask and answer the question ¿Tienes hermanos? (do you have any siblings?)</p> <p>To understand how to use 'Tengo' (I have).</p>	<p>¿Tienes hermanos? = Do you have any siblings?</p> <p>¡Sí! = Yes!</p> <p>Tengo un hermano. = I have a brother.</p> <p>Tengo una hermana. = I have a sister.</p> <p>Tengo dos hermanos. = I have two brothers.</p>

			<p>Tengos dos hermanas. = I have two sisters.</p> <p>un hermanastro = step/half-brother</p> <p>una hermanastra = step/half-sister</p> <p>un gemelo = a twin (masculine)</p> <p>una gemela = a twin (feminine)</p> <p>¡No! = No!</p> <p>Soy hijo único. = I am an only child (masculine).</p> <p>Soy hija única. = I am an only child (feminine)</p>
Lesson 4	To learn how to introduce somebody using 'se llama' (is called) in Spanish.	<p>To recognise and use the phrase 'se llama' correctly.</p> <p>To use the 3<sup>rd</sup> person plural 'se llaman' (they are called).</p>	<p>¿Cómo te llamas? = What is your name?</p> <p>¿Cómo se llama? = What is he/she called?</p> <p>Me llamo... = My name is...</p> <p>...se llama... = ...he/she is called...</p>
Lesson 5	To learn how to recall numbers 1-100 in Spanish and apply this to express age.	<p>To use the verb 'tener' (to have) to express someones age using the structure 'tiene...años'.</p> <p>To use the question '¿cuantos años tiene tu...?' to ask how old is your? (relative).</p>	<p>Tengo ... años. = I am ... years old.</p> <p>Tiene ... años. = He/She is ... years old.</p> <p>diez = ten</p> <p>veinte = twenty</p> <p>treinta = thirty</p> <p>cuarenta = forty</p> <p>cinquenta = fifty</p> <p>sesenta = sixty</p> <p>setenta = seventy</p> <p>ochenta = eighty</p> <p>noventa = ninety</p> <p>cien = one hundred</p>

# Unit 4 - La ropa

## Clothes (intermediate teaching)

By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in Spanish by colour. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, articles/determiners, plurality, adjectival agreement, 1st person verb conjugation) so that pupils can express what they are wearing in full sentences in different scenarios in Spanish.



Language Spanish

Teaching Type: Intermediate Language

Unit: La ropa

### Unit Objective:

To describe what clothes you are wearing by colour in Spanish.

### By the end of this unit we will be able to:

- Recognise and recall from memory 21 items of clothing.
- Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.
- Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.

### It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units and in particular colours and simple adjectival agreement (nationality in 'Me presente').
- Understand better that nouns have gender and this has an impact on other words in a sentence
  - like the spelling of the adjective.
- Understand better the differences between definite and indefinite articles.
- The vocabulary to describe weather.



### Skills we will develop:

To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.

### Activities we will complete:

Lots of speaking, reading and written activities to learn the 21 nouns and appropriate articles for clothes (wordsearches, word puzzles and cross words). Plus extended listening and reading tasks. Spoken and written scaffolded activities that will support us in saying what we wear in different scenarios. A final creative activity where we will pack a suitcase for a holiday allowing us to revise the possessive adjective "my" and describing our clothes by colour.

### Grammar we will learn & revisit:

Verbs, possessive adjectives, gender, definite/indefinite articles & adjectival agreement. The possessive adjectives for the word 'my' in Spanish and gender of nouns will be revisited before the whole verb conjugation of the regular 'ar' verb LLEVAR is introduced. Adjectival agreement is also revisited and extended using colours.

### Phonics & pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU

- GA sound in gafas.
- GO sound in gorra & abrigo.
- GU sound in guantes
- **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 **guan-tes**, **a-bri-go**, **blu-sa**, **san-da-lia**s and **cha-que-ta**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **lle-váis**.
- **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 **baño**.



### Vocabulary we will learn & revisit:

Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'ar' verb llevar to wear. All listed in the Vocabulary Sheet.

Question:

¿Qué llevas?

What are you wearing?

Answer:

Llevo ... y ...

I'm wearing/I wear ... and ...



4 escenarios:



En el colegio...

At school...



En casa...

At home...



En verano...

In summer...



En invierno...

In winter...

15 items of clothing:



un vestido



un jersey



un abrigo



un gorro



un chándal



una camisa



una camiseta



una falda



una chaqueta



una bufanda



unos pantalones



unos pantalones cortos



unas zapatitos



unas zapatillas de deporte



unas gafas de sol

10 colours:



rojo



amarillo



morado



negro



blanco



verde



naranja



azul



gris



marrón

	Learning Intention	Substantive knowledge	Key words
Lesson 1	To introduce the aim of the unit La ropa and to learn eleven new nouns and articles for items of clothing.	<p>I am able to use the articles 'unos' and 'unas' correctly for masculine and feminine nouns.</p> <p>I am able to identify different items of clothing.</p>	<p>Un traje de baño = swimwear</p> <p>Un sueter - a jumper</p> <p>Un vestido = a dress</p> <p>Un abrigo - a coat</p> <p>Una camiseta - a tshirt</p> <p>Una blusa - a blouse</p> <p>Una corbata - a tie</p>
Lesson 2	To continue with introduction to ten new items of clothing.	<p>I am able to understand the meaning of masculine singular, feminine singular, masculine plural and female plural.</p> <p>I am able to recognise, recall and spell the next 10 items of clothing.</p>	<p>Una bufanda - a scarf</p> <p>Una falda - a skirt</p> <p>Una chaqueta - a jacket</p> <p>Una camisa - a shirt</p> <p>Una gorra - a cap</p>
Lesson 3	To fully conjugate the Spanish regular AR verb - llevar.	<p>To understand how to say 'I wear, you wear, he wears, she wears, we wear, you wear, they wear' in Spanish.</p> <p>I am able to understand the meaning of llevo, llevas and llevamos.</p>	<p>Unos pantalones - a pair of trousers</p> <p>Unos pantalones cortos = a pair of shorts</p> <p>Unos guantes - a pair of gloves</p> <p>Unos zapatos - a pair of shoes</p> <p>Unos calcetines - a pair of socks</p> <p>Unas medias - a pair of tights</p>
Lesson 4	To describe clothes in terms of colour.	I can understand how colours may change spelling depending on gender and plurality.	<p>Unas botas - a pair of boots</p> <p>Unas sandalias - a pair of sandals</p>
Lesson 5	To learn how to use possessive adjectives.	<p>I can understand that there are two words for 'my' in Spanish.,</p> <p>Mi = to be used with all singular nouns</p> <p>Mis - to be used with all plural nouns.</p> <p>I am able to apply the correct possessive adjective to the item of clothing.</p>	<p>Unas gafas - a pair of glasses/sunglasses</p> <p>Mi - my</p> <p>Mis - my</p> <p>En mi maleta voy a poner... = In my suitcase I am going to put...</p>

Year 3/4 - Cycle

B

# Unit 1 - Los instrumentos

## Instruments (Early language)

In this unit pupils will learn 10 common instruments and will be introduced to the 1<sup>st</sup> person singular high frequency verb 'I play' in Spanish. By the end of the unit pupils will be able to recognise, recall, and spell up to 10 instruments with their definite articles/determiners. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and articles/determiners.



Language  
Spanish

Teaching Type:  
Early Language

Unit:  
Los Instrumentos

### Unit Objective

To say what instrument you play in Spanish.

By the end of this unit we will be able to:

- Name and recognise up to 10 instruments in Spanish.
- Attempt to spell some of these nouns with their definite article/determiner in Spanish.
- Learn how to say 'I play' + an instrument in Spanish.

### Skills we will develop:

Working on improving memory skills and learning to recognise cognates such as 'guitarra', 'piano', 'clarinete'. Starting to build a short phrase in Spanish using a conjugated verb in the 1<sup>st</sup> person: to play (**tocar**), along with the definite determiner/article (**la, el** or **los**). We will learn how to choose and order these words accurately and will learn that in Spanish the personal pronoun **I (yo)** is often dropped and just '**toco**' is used. We will see that this happens a lot in Spanish.

### Activities we will complete:

A number of activities across all 4 skills (speaking, reading, listening and writing) to help pupils learn and retain the new vocabulary as well as to aid the final task of recalling from memory in oral and written form '**toco**' plus the definite article/determiner and an instrument.

### Grammar we will learn & revisit:

Nouns, definite articles/determiners and high frequency verb '**tocar**' in 1<sup>st</sup> person singular only. Using a noun (instrument) with the correct definite article and 1<sup>st</sup> person singular of the verb to play (**tocar**): '**toco**'. We will learn that nouns in Spanish can have different articles based on their gender (masculine/feminine nouns) and plurality. Introduction to 3 definite articles (**la, el** and **los**). Learning how to categorise nouns in Spanish by their article/determiner, gender and plurality. Understanding that **yo (I)** is often not used with a verb. We translate '**toco**' as 'I play' even though the 'I' is missing!

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'Aprendo español' unit.
- What a noun and article/determiner is in English.
- What a verb is in English.



### Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- RR sound in guitarra.
- Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed! As seen in cim-ba-los, tri-án-gu-lo, el vi-o-lín & ba-te-r-a.



### Vocabulary we will learn & revisit:

10 common instruments with their definite article/determiner first and then in a short phrase using the 1<sup>st</sup> person conjugation of the verb '**tocar**' (**toco**). All listed on the Pupil Unit Glossary.

Toco...



I play...

el

piano



triángulo



arpa



clarinete



violín



la



trompeta



batería



flauta dulce



guitarra

los



címbalos

	Learning intention	Substantive knowledge	Key words
Lesson 1	To introduce the unit 'los instrumentos'.	<p>I am able to name 5 instruments.</p> <p>I am able to learn the 4 definite articles for our English word 'the'. The 4 DEFINITE ARTICLE words in Spanish are: el - the DEFINITE ARTICLE to use before MASCULINE nouns. la - the DEFINITE ARTICLE to use before FEMININE nouns. los - the DEFINITE ARTICLE to use before all MASCULINE plural nouns. las - the DEFINITE ARTICLE to use before all FEMININE plural nouns. (Not seen in this unit)</p>	<p>los instrumentos = the instruments el arpa = the harp el piano = the piano el triángulo = the triangle el clarinete = the clarinet el violín = the violin</p>
Lesson 2	To learn how to name 5 more instruments with their definite articles.	<p>I am able to name 5 more instruments.</p> <p>I am able to recognise how the instruments are spelt.</p>	<p>los címbalos = the cymbals la batería = the drums la guitarra = the guitar la flauta dulce = the recorder la trompeta = the trumpet</p>
Lesson 3	I am able to correctly spell all instrument nouns.	I am able to recognise, recall and accurately spell 10 instruments correctly in Spanish.	<p>los instrumentos = the instruments el arpa = the harp el piano = the piano el triángulo = the triangle el clarinete = the clarinet el violín = the violin los címbalos = the cymbals la batería = the drums la guitarra = the guitar la flauta dulce = the recorder la trompeta = the trumpet</p>
Lesson 4	To understand the importance of the roles of articles/determiners.	<p>I am able to use the 4 articles/determiners</p> <p>The 4 DEFINITE ARTICLE words in Spanish are: el - the DEFINITE ARTICLE to use before MASCULINE nouns.</p>	<p>los instrumentos = the instruments el arpa = the harp el piano = the piano</p>

		<p>la - the DEFINITE ARTICLE to use before FEMININE nouns.  los - the DEFINITE ARTICLE to use before all MASCULINE plural nouns.  las - the DEFINITE ARTICLE to use before all FEMININE plural nouns. (Not seen in this unit.)</p>	<p>el triángulo = the triangle  el clarinete = the clarinet  el violín = the violin  los címbalos = the cymbals  la batería = the drums  la guitarra = the guitar  la flauta dulce = the recorder  la trompeta = the trumpet</p>
<p><b>Lesson 5</b></p>	<p>To learn how to conjugate the regular AR verb 'tocar' (to play) and toco (I play) to form simple sentences.</p>	<p>To recognise, recall and spell the verb 'toco' and use it to form short sentences with previously learnt instruments in Spanish.</p>	<p>los instrumentos = the instruments  Toco el arpa. = I play the harp.  Toco el piano. = I play the piano.  Toco el triángulo. = I play the triangle.  Toco el clarinete. = I play the clarinet.  Toco el violín. = I play the violin.  Toco los címbalos. = I play the cymbals.  Toco la batería. = I play the drums.  Toco la guitarra. = I play the guitar.  Toco la flauta dulce. = I play the recorder.  Toco la trompeta. = I play the trumpet.</p>

# Unit 2 - las estaciones

## Seasons (Early language teaching)

In this unit pupils will learn the four seasons of the year along with a key feature for each season in Spanish. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.



Language  
Spanish

Teaching Type  
Early Language

Unit  
Las estaciones

Unit Objective:

To talk about our favourite season in Spanish.

By the end of this unit we will be able to:

- Name, recognise and remember all four seasons in Spanish.
- Say what our favourite season is in Spanish.
- Say why it is our favourite season in Spanish.
- Start to recognise and use the conjunction **y** (and) in our spoken and written responses.

It will help if we already know:

- No previous knowledge is necessary as this is a starter unit designed to be used in the early stages of a language learning journey, but it is recommended to teach 'I Am Learning Spanish' before this unit.



Skills we will develop:

Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.

Activities we will complete:

Using our knowledge of the four seasons in English to support our new learning and understanding of the seasons in Spanish via many engaging visual listening and speaking tasks. Learning the nouns for the four seasons, followed by a short phrase associated to each one. Reading and written activities on both word and phrase level to support word order and simple sentence structure in Spanish.

Grammar we will learn & revisit:

**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. For example, spring in Spanish is 'la primavera'. Starting to notice that there are more words for 'the' in Spanish than in English.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- **J sound in hojas.** Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'.
- **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'.
- **Silent letters.** 'H' is always a silent letter in Spanish (unless the word is of foreign origin). **Hace** is pronounced without the 'h'. **Hojas** is also pronounced without the 'h'.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **árboles** and **pájaros**.



Vocabulary we will learn & revisit:

The nouns and determiners/articles for the four seasons in Spanish. There is the opportunity to learn a short phrase in Spanish and use this to say what our favourite season is in Spanish and why, using the conjunctions **y** (and) and **'porque'** (because), featured in the Challenge section.



- 1 Ask your partner what their favourite season is.

¿Cuál es tu estación favorita?



Which is your favourite season?

- 2 Start your answer.

Mi estación favorita es...



My favourite season is...

- 3 Pick a season.



el invierno



la primavera



el verano



el otoño

- 4 Give a reason.

porque...



because...



nieva



hace frío



las flores crecen



los pájaros cantan



hace sol



hace calor



los árboles pierden sus hojas

- 5 Don't forget to say 'and' before the last reason.

y



and


	Learning intention	Substantive knowledge	Key words
Lesson 1	To introduce the unit 'los estaciones'	In Spanish, the article (the word for 'the', 'a' / 'an' or 'some') is often used when we would omit it in English. For example, in English we would simply say 'winter' but in Spanish we say 'the winter'.	Las estaciones = The seasons El invierno = Winter La primavera = Spring El verano = Summer El otoño = Autumn Hay cuatro estaciones = There are four seasons
Lesson 2	To learn about the season 'winter' in Spanish.	To learn about what happens in winter and to learn a sentence in Spanish about this season.  To use new vocabulary learnt to further improve their understanding of the world and changes to the environment.	Las estaciones = The seasons El invierno = Winter La primavera = Spring El verano = Summer El otoño = Autumn Hay cuatro estaciones = There are four seasons En invierno = In winter Hace frío = It is cold Nieva = It snows/ it is snowing* Y = and
Lesson 3	To learn about the season 'spring' in Spanish.	To learn about what happens in spring and to learn a sentence in Spanish about this season.  To use new vocabulary learnt to further improve their understanding of the world and changes to the environment.	En primavera = In spring Las flores crecen = The flowers grow Los pájaros cantan = The birds sing
Lesson 4	To learn about the season 'summer' in Spanish.	To learn about what happens in summer and to learn a sentence in Spanish about this season.  To use new vocabulary learnt to further improve their understanding of the world and changes to the environment.	En verano = In summer Hace sol = It is sunny Hace calor = It is hot
Lesson 5	To learn about the season 'autumn' in Spanish.	To learn about what happens in autumn and to learn a sentence in Spanish about this season.  To use new vocabulary learnt to further improve their understanding of the world and changes to the environment.	En otoño = In autumn Los árboles pierden sus hojas = The trees lose their leaves

			<p>Mi estación favorita es = My favourite season is Porque = Because</p>
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# Unit 3 - Las frutas

## Fruits (early language teaching)

In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.

**LANGUAGE ANGELS** Language: Spanish  Teaching Type: Early Language Unit: La fruta

**Unit Objective:**  
To say what fruit we like and do not like in Spanish.

**By the end of this unit we will be able to:**

- Name, recognise and remember up to 10 fruits in Spanish.
- Attempt to spell some of these nouns with their correct article/determiner.
- Ask somebody in Spanish if they like a particular fruit.
- Say what fruits we like and dislike in Spanish.

**Skills we will develop:**  
Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in Spanish including a simple opinion.

**Activities we will complete:**  
A choice of listening and reading tasks with desk-based activities including word searches, crosswords, gap-fills and word puzzles. Completing activities often with a partner (including a survey) for the final task of asking a question about what fruits others like and be able to answer it with 'I like/I do not like' plus a particular fruit.

**Grammar we will learn & revisit:**  
**Nouns, gender, articles/determiners and plural form.** We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: **un** and **una**. Understanding that the plural definite article/determiner is **los** or **las** in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!



**It will help if we already know:**

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'I Am Learning Spanish' unit.
- What a noun and article/determiner is in English.
- What a verb is in English.

**Phonics & pronunciation we will see:**  
Recommended phonics focus: CH J Ñ LL RR

- J sound in **naranja**.
- **Stress Placement.** Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like **pa-ra**, **ce-re-za**, **ci-rue-la** and **al-ba-ri-co-que**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed - regardless of the other rules! As seen in **plá-ta-no** and **me-lo-co-tón**.

**Vocabulary we will learn & revisit:**  
The nouns and determiners/articles for 10 common fruits in Spanish. The language required to ask a question in Spanish and how to answer the question in Spanish (using the positive and negative form). This is all listed on the Vocabulary Sheet.



1



una manzana



una cereza



una ciruela



una naranja



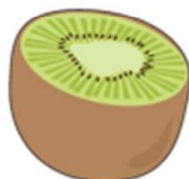
una pera



una fresa



un melocotón



un kiwi



un plátano



un albaricoque

2 Express your opinion.



Me gustan...



No me gustan...

3 Which fruits do you like? Which fruits don't you like?



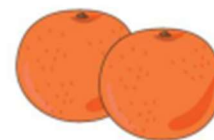
las manzanas



las cerezas



las ciruelas



las naranjas



las peras



las fresas



los melocotones



los kiwis



los plátanos



las albaricoques

	Learning intention	Substantive knowledge	Key words
Lesson 1	To name and remember 5 fruits in Spanish.	The article (the word for 'the', 'a' / 'an' or 'some') is often used in Spanish when we would omit it in English.	La fruta = The fruits Una manzana = An apple Una fresa = A strawberry Una naranja = An orange Una pera = A pear Una cereza = A cherry
Lesson 2	To name five more nouns for fruits in Spanish.	To understand which fruits have 'un' (masculine nouns) and 'una' (feminine nouns).  To be able to name ten different fruits in Spanish.	Una ciruela = A plum Un melocotón = A peach Un plátano = A banana Un kiwi = A kiwi Un albaricoque = An apricot
Lesson 3	To move from singular noun to plural nouns.	Singular Version Plural Version Una manzana - Las manzanas Una fresa - Las fresas Una naranja - Las naranjas Una pera - Las peras Una cereza - Las cerezas Una ciruela - Las ciruelas Un melocotón - Los melocotones Un plátano - Los plátanos Un kiwi - Los kiwis Un albaricoque - Los albaricoques	La fruta = the fruits Las manzanas = the apples Las fresas = the strawberries Las naranjas = the oranges Las peras = the pears Las cerezas = the cherries Las ciruelas = the plums Los melocotones = the peaches Los plátanos = the bananas Los kiwis = the kiwis Los albaricoques = the apricots
Lesson 4	To use 'me gustan' (I like...) to formulate an opinion.	To be able to formulate an opinion using 'me gustan' using prior knowledge of 10 learnt fruits.	Me gustan... = I like... Sí = Yes No = No

## Lesson 5

To use the negative opinion 'no me gustan' (I do not like).

To be able to formulate an opinion using 'no me gustan' using prior knowledge of 10 learnt fruits.

No me gustan... = I do not like...  
y = and  
pero = but  
¿Te gustan...? = Do you like...?  
Sí, me gustan... = Yes, I like...  
No, no me gustan... = No, I do not like...

# Unit 4 - Tienes una mascota

## Do you have a pet? (Intermediate teaching)

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



Language  
Spanish

Teaching Type:  
Intermediate Language

Unit:  
¿Tienes una mascota?

Unit Objective:

To say what pet you have and do not have in Spanish

By the end of this unit we will be able to:

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in Spanish what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Language units.
- Vocabulary from 'Me presento' and 'Mi familia' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in Spanish have gender and this has an impact on the determiner.



Skills we will develop:

To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives **y** (and) and **pero**. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.

Activities we will complete:

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.

Grammar we will learn & revisit:

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 ¿

Phonics & pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU

- **GA** sound in **gato** & **tortuga**.
- **GO** sound in **tengo**.
- **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-tó-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**.



Vocabulary we will learn & revisit:

Revisiting personal details (names/ 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 '¿Tienes una mascota?' using the structure **que se llama** and the two conjunctions **y** (and) and **pero** (but). All listed in the Vocabulary Sheet.

1 Introduce yourself.

Me llamo \_\_\_\_\_

Tengo \_\_\_ años

Vivo en \_\_\_\_\_

2 Do you have a pet?

Tengo...



I have...



un perro



un conejo



una cotorra



un pez



un gato



un ratón



una tortuga



un hámster

3 What are they called?

que se llama...



that is called...

4 Use a conjunction.

pero



but...

y



and...

5 Which animals don't you have?

No tengo...



perro



conejo



pez



hámster



gato



cotorra



ratón



tortuga

	Learning intention	Substantive knowledge	Key words
Lesson 1	To learn the 8 different pets in Spanish.	To introduce the unit and the aim of the lesson: to learn the 8 different pets in Spanish with their corresponding indefinite articles/determiners.  The 2 words in Spanish for indefinite articles are: UN (a/an) - MASCULINE INDEFINITE ARTICLE UNA (a/an) - FEMININE INDEFINITE ARTICLE	¿Tienes una mascota? = Do you have a pet? un = a/an (masculine form) una = a/an (feminine form) un perro = a dog un gato = a cat un conejo = a rabbit un ratón = a mouse un hámster = a hamster un pez = a fish una cotorra = a parrot una tortuga = a tortoise
Lesson 2	To introduce the 1st person verb conjugation Tengo (I have)	The 1st person conjugation of TENER is Tengo (I have). This goes with the personal pronoun Yo (I).	Tengo = I have y = and
Lesson 3	To introduce the structure que se llama (that is called)	In this lesson the children learn the structure que se llama (that is called) which derives from the reflexive verb, llamarse (to be called). se llama = 3rd person singular conjugation of LLAMARSE	que se llama = that is called
Lesson 4	To introduce the negative structure No tengo... (I do not have...)	In this lesson, the children learn how to form negative structures to express what pet(s) they do not have in Spanish. To say 'not' in Spanish you place the word no before the conjugated verb - in this unit we are using tengo which is the 1st person conjugation of the verb TENER (to have), so: NO TENGO ... + the animal	No tengo = I do not have
Lesson 5	To introduce the conjunction pero (but)	to introduce the conjunction pero (but) so that pupils can express what pet(s) they have and do not have in one extended sentence in Spanish.	pero = but

Year 5 / 6 - Cycle

B

# Unit 1 - Me presento

## Presenting myself (Intermediate teaching)

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.



Language:  Spanish

Teaching Type: Intermediate

Unit: Me presento

### Unit Objective:

To be able to present yourself in Spanish, with your name, age and nationality.

By the end of this unit we will be able to:

- Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked.
- Ask somebody their name in Spanish and reply when asked.
- Recall numbers 1-20 in Spanish.
- Ask somebody how old they are in Spanish and reply when asked.
- Ask somebody where they live in Spanish and reply when asked.
- Express our nationalities in Spanish and understand basic gender agreement rules.

### Skills we will develop:

To work towards holding a simple conversation with a partner, asking a question as well as being able to answer one. Being able to present ourselves in Spanish. Saying what our name is, how old we are, where we live and our nationality.

### Activities we will complete:

A number of different activities to revise and consolidate language covered in Early Language units, working towards a simple role-play where we are learning to both ask and answer questions. An extra question will be added on each week with an answer but still recycling previous language. There will be a greater choice of written worksheets that require phrase level responses as well as the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

### Grammar we will learn & revisit:

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 (e.g. the nationalities 'English' or 'Spanish' in Lesson 5) 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!)



### It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and core vocabulary from the 'Early Language' unit 'I Am Learning Spanish'.
- What a verb is in English and knowledge of high frequency first person verbs such as soy (*I am*), tengo (*I have*) and vivo (*I live*).

### Phonics & pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU

- CA sound in catorce.
- CE sound in cence, cence, cence etc.
- CI sound in cinco and cincuenta.
- CO sound in coccés.
- CU sound in cuatro.
- Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed! As seen in á-nde and ó-mo.
- Ñ tilde. This changes the 'n' to a 'ny' sound in español & española.



### Vocabulary we will learn & revisit:

Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus, new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Pupil Unit Glossary.

1 Greet your partner.

¡Buenos días!

¡Hola!



2 Ask your partner what their name is and then tell them what your name is.

¿Cómo te llamas?

Me llamo...



What is your name?

My name is...

3 Ask your partner how they are feeling and then tell them how you are feeling.

¿Cómo estás?



Estoy bien.



Estoy mal.



Estoy regular.



Estoy muy bien.



Estoy muy mal.



How are you?

4 Ask your partner how old they are and then tell them how old you are.

¿Cuántos años tienes?



How old are you?

Tengo ... años.



I am ... years old.

- |               |              |               |              |
|---------------|--------------|---------------|--------------|
| 1 uno         | 2 dos        | 3 tres        | 4 cuatro     |
| 5 cinco       | 6 seis       | 7 siete       | 8 ocho       |
| 9 nueve       | 10 diez      | 11 once       | 12 doce      |
| 13 trece      | 14 catorce   | 15 quince     | 16 dieciséis |
| 17 diecisiete | 18 dieciocho | 19 diecinueve | 20 veinte    |

5 Ask your partner where they live and then tell them where you live.

¿Dónde vives?



Where do you live?

Vivo en... + city



I live in... + city

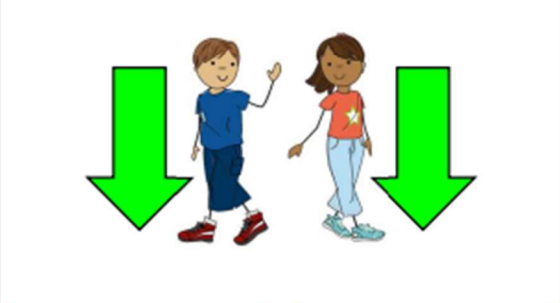
6 What is your nationality?  
Soy...

- |          |           |
|----------|-----------|
| español  | española  |
| inglés   | inglesa   |
| irlandés | irlandesa |
| galés    | galesa    |
| escocés  | escocesa  |

7 Say goodbye to your partner.

¡Hasta luego!

¡Adiós!



See you later!

Goodbye!

	Learning intention	Substantive knowledge	Key words
Lesson 1	To consolidate basic greetings in Spanish	To use the intensifier 'muy' (very) in Spanish.	<p>Me presento = Presenting Myself          ¡Hola! = Hi/Hello!          ¡Buenos días! = Good morning!          ¿Cómo estás? = How are you?          Estoy bien. = I am fine.          Estoy mal. = I am not great.          Estoy regular. = So-so.          ¿Y tú? = And you?          muy = very          ¡Estoy muy bien! = I am great!          ¡Estoy muy mal! = I am really not great!          ¡Adiós! = Goodbye!          ¡Hasta luego! = See you later!</p>
Lesson 2	To learn how to ask and answer the question ¿Cómo te llamas? (What is your name?) in Spanish.	Children will know how to ask 'what is your name?' in Spanish.	<p>Me llamo ... = My name is ...          ¿Cómo te llamas? = What is your name?</p>
Lesson 3	To learn numbers 11-20 and be able to count from 1-20 in Spanish.	<p>I am able to recall knowledge of numbers 1-10 in Spanish.          I am able to recognise numbers 11-20 in Spanish.</p>	<p>once = eleven          doce = twelve          trece = thirteen          catorce = fourteen          quince = fifteen          dieciséis = sixteen          diecisiete = seventeen          dieciocho = eighteen          diecinueve = nineteen          veinte = twenty</p>
Lesson 4	To consolidate knowledge of numbers 1-20 in Spanish and learn how to ask and	<p>I able to ask and answer 'how old are you?' in Spanish.          I am able to recall numbers 1-20 in Spanish.</p>	<p>¿Cuántos años tienes? = How old are you?          Tengo ... años. = I am ... years old.</p>

	<p>answer the question          ¿Cuántos años tienes?          (How old are you?).</p>		
<p>Lesson 5</p>	<p>To learn how to ask and answer the question          ¿Dónde vives? (Where do you live?)</p>	<p>I am able to ask and answer the question 'Donde Vives?' in Spanish.</p>	<p>¿Dónde vives? =          Where do you live?          Vivo en... = I live in          (+ town/city).          Soy inglés/inglesa. =          I am English.          Soy español/española.          = I am Spanish.          Soy          irlandés/irlandesa. =          I am Irish.          Soy galés/galesa. = I          am Welsh.          Soy escocés/escocesa.          = I am Scottish.          Soy de Inglaterra. = I          am from England.          Soy de ... + country. =          I am from ... (+          country)</p>

# Unit 2 -

## Que tiempo hace? - What's the weather like?

By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.



Language: Spanish

Teaching Type: Intermediate

Unit: ¿Qué tiempo hace?



### Unit Objective:

To be able to say what the weather is like in Spanish.

By the end of this unit, we will be able to:

- Ask what the weather is like and respond in Spanish.
- Recognise and recall the conjunctions 'y' (*and*) & 'pero' (*but*).
- Recognise and recall the 4 core compass points in Spanish.
- Recognise and recall numbers 1-31 in Spanish to express the temperature.
- Recognise and recall the 7 days of the week and the time of day in Spanish.
- Present a weather forecast in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Language units & numbers 1-31.
- Vocabulary from the Intermediate unit 'Me presento', including how to say your name and age in Spanish.

### Skills we will develop:

To learn how to formulate the weather in Spanish and to express what the weather is like using compass points, days of the week, times of day and temperature.

### Activities we will complete:

A number of different activities to learn how to describe the weather in Spanish. Starting by learning the 10 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to help us understand a Spanish weather forecast and read a Spanish weather map more easily. Using all this new knowledge to present a weather forecast in pairs or groups by the end of the unit.

### Grammar we will learn & revisit:

Present tense verbs used in set weather phrases, which may not directly translate to the English equivalent e.g. 'Hace buen tiempo' and 'Hay tormenta'. Also, the days of the week do not have a capital letter in Spanish unless they are found at the start of a sentence.

### Phonics & pronunciation we will see:

Recommended phonics focus: **B V CC QU Z**

- **B** sound in nu**bl**ado, **b**uen, and **b**ienvenido
- **V** sound in **v**iento, llue**v**e, nie**v**a, jue**v**es, **v**iernes, and **bi**en**v**enido.
- Difference between B & V. There is no difference in the pronunciation of these 2 letters in Spanish. They are pronounced like the 'b' in the English word 'b**o**y'. There is never an exception to this rule.
- Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in está and qué.



### Vocabulary we will learn & revisit:

The 10 weather types, the conjunctions 'and' & 'but', the 4 compass points, the numbers 1-31, the 7 days of the week, 2 times of day, and how to say the temperature in Spanish. This is all listed on the Pupil Unit Glossary.

1 Introduce yourself.

**¡Hola!**  
**Me llamo...**



2 Give the day of the week.

**Hoy es...**

<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	

3 Welcome your viewers.

**¡Bienvenidos  
a la previsión  
del tiempo!**

4 Use compass points.

5 Express different weather types.

Hace calor.	Hace frío.	Hace buen tiempo.	Hace mal tiempo.	Hace viento.
Hace sol.	Hay tormenta.	Está nublado.	Llueve.	Nieva.

6 Time of day.

**por la mañana**  
**por la tarde**

7 Temperature.

**Hace ... grados.**  
↓  
**It's ... degrees.**

8 Conjunctions.

**y**      **pero**  
↓            ↓  
**and**      **but**

	Learning intention	Substantive knowledge	Key words
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<p><b>Lesson</b> 1</p>	<p>To introduce the unit Que tiempo hace?</p>	<p>To ask what the weather is like and respond in Spanish.</p>	<p>¿Qué tiempo hace? = What's the weather like? Hace calor. = It's hot. Hace frío. = It's cold. Hace buen tiempo. = It's nice weather. Hace mal tiempo. = It's bad weather. Hace viento. = It's windy.</p>
<p><b>Lesson</b> 2</p>	<p>To consolidate the previous 5 weather types and introduce 5 more in Spanish.</p>	<p>To ask what the weather is like and respond in Spanish.</p>	<p>Hace sol. = It's sunny. Hay tormenta. = It's stormy. Está nublado. = It's cloudy. Llueve. = It's raining. Nieva. = It's snowing. y = and pero = but</p>
<p><b>Lesson</b> 3</p>	<p>To learn how to use compass points when talking about the weather, as well as how to say what the temperature is in Spanish</p>	<p>To recognise and recall the 4 core compass points in Spanish.  To recognise and recall the numbers 1-31 in Spanish to say the temperature</p>	<p>en el norte = in the north en el este = in the east en el sur = in the south en el oeste = in the west Hace ... grados. = It's ... degrees.</p>
<p><b>Lesson</b> 4</p>	<p>To learn the days of the week and 2 times of day (in the morning &amp; in the afternoon) in Spanish</p>	<p>To recognise and recall the 7 days of the week and the time of day in Spanish.</p>	<p>Hoy es... = Today is... lunes = Monday martes = Tuesday miércoles = Wednesday jueves = Thursday viernes = Friday sábado = Saturday domingo = Sunday por la mañana = in the morning por la tarde = in the afternoon</p>
<p><b>Lesson</b> 5</p>	<p>To present a weather forecast in Spanish incorporating everything</p>		<p>¡Hola! = Hello! Me llamo... = My name is...</p>

we have learnt so far in  
the unit

¡Bienvenidos a la  
previsión = Welcome  
to the weather  
forecast!  
del tiempo!

# Unit 3 - Tienes una mascota - Do you have a pet?

## Intermediate teaching

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 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.



Language  
Spanish

Teaching Type:  
Intermediate Language

Unit:  
¿Tienes una mascota?

### Unit Objective:

To say what pet you have and do not have in Spanish

By the end of this unit we will be able to:

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in Spanish what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Language units.
- Vocabulary from 'Me presento' and 'Mi familia' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in Spanish have gender and this has an impact on the determiner.



### Skills we will develop:

To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives **y** (and) and **pero**. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.

### Activities we will complete:

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 a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.

### Grammar we will learn & revisit:

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 ¿

### Phonics & pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU

- **GA** sound in **gato** & **tortuga**.
- **GO** sound in **tengo**.
- **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-tg-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**.



### Vocabulary we will learn & revisit:

Revisiting personal details (names/ 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 '¿Tienes una mascota?' using the structure **que se llama** and the two conjunctions **y** (and) and **pero** (but). All listed in the Vocabulary Sheet.

1 Introduce yourself.

Me llamo \_\_\_\_\_

Tengo \_\_\_ años

Vivo en \_\_\_\_\_

2 Do you have a pet?

Tengo...



I have...



un perro



un conejo



una cotorra



un pez



un gato



un ratón



una tortuga



un hámster

3 What are they called?

que se llama...



that is called...

4 Use a conjunction.

pero



but...

y



and...

5 Which animals don't you have?

No tengo...



perro



conejo



pez



hámster



gato



cotorra



ratón



tortuga

	Learning intention	Substantive knowledge	Key words
Lesson 1	To learn the 8 different pets in Spanish.	To introduce the unit and the aim of the lesson: to learn the 8 different pets in Spanish with their corresponding indefinite articles/determiners.  The 2 words in Spanish for indefinite articles are: UN (a/an) - MASCULINE INDEFINITE ARTICLE UNA (a/an) - FEMININE INDEFINITE ARTICLE	¿Tienes una mascota? = Do you have a pet? un = a/an (masculine form) una = a/an (feminine form) un perro = a dog un gato = a cat un conejo = a rabbit un ratón = a mouse un hámster = a hamster un pez = a fish una cotorra = a parrot una tortuga = a tortoise
Lesson 2	To introduce the 1st person verb conjugation Tengo (I have)	The 1st person conjugation of TENER is Tengo (I have). This goes with the personal pronoun Yo (I).	Tengo = I have y = and
Lesson 3	To introduce the structure que se llama (that is called)	In this lesson the children learn the structure que se llama (that is called) which derives from the reflexive verb, llamarse (to be called). se llama = 3rd person singular conjugation of LLAMARSE	que se llama = that is called
Lesson 4	To introduce the negative structure No tengo... (I do not have...)	In this lesson, the children learn how to form negative structures to express what pet(s) they do not have in Spanish. To say 'not' in Spanish you place the word no before the conjugated verb - in this unit we are using tengo which is the 1st person conjugation of the verb TENER (to have), so: NO TENGO ... + the animal	No tengo = I do not have
Lesson 5	To introduce the conjunction pero (but)	to introduce the conjunction pero (but) so that pupils can express what pet(s) they have and do not have in one extended sentence in Spanish.	pero = but

# Unit 4 - La clase

## The class (Intermediate teaching)

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.



Language  
Spanish

Teaching Type:  
Intermediate Language

Unit:  
La clase

### Unit Objective:

To say what you have and do not have in your pencil case in Spanish.

### By the end of this unit we will be able to:

- Recall from memory a selection of nouns and indefinite articles for common classroom objects.
- Learn how to use the negative in Spanish.
- Describe what we have and do not have in our pencil case.
- Respond to simple classroom commands.

### It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the 'Early learning Units' units.
- That *tengo* means I have and comes from the verb to have *tener* in Spanish.
- What a noun and article/determiner is in English.
- What a verb is in English.



### Skills we will develop:

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. Improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a negative reply.

### Activities we will complete:

Learning 11 classroom objects and classroom commands. A variety of speaking, listening and written tasks (including crosswords, word puzzles and snap cards). Playing a fun class 'follow on game'. Extended, longer writing, reading and listening tasks all working towards the final activity of interviewing others in class using a survey on what they have and do not have in their pencil case.

### Grammar we will learn & revisit:

**Nouns, gender, articles/determiners & use of the negative.** 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.

### Phonics & pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU

- 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-jg-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.



### Vocabulary we will learn & revisit:

11 nouns and articles for common classroom objects, 10 simple classroom commands. *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.

Me llamo \_\_\_\_\_

Tengo \_\_\_ años

Vivo en \_\_\_\_\_



En mi estuche...

In my pencil case...



En mi mochila...

In my rucksack...

tengo...



un libro



una calculadora



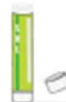
un cuaderno



una regla



un lápiz



una barra de  
pegamento



un bolígrafo



una goma



un sacapuntas



unas tijeras

y

and

pero

but

no tengo...



libro



calculadora



cuaderno



regla



lápiz



barra de  
pegamento



bolígrafo



goma



sacapuntas



tijeras

Mi

mi libro

mi calculadora

mi cuaderno

mi regla

mi lápiz

mi barra de pegamento

mi bolígrafo

mi goma

mi sacapuntas

Mis

mis tijeras

	Learning intention	Substantive knowledge	Key words
Lesson 1	To start the unit and introduce the nouns and articles/determiners for six common classroom objects.	<p>UN - The INDEFINITE ARTICLE to use before MASCULINE SINGULAR nouns.</p> <p>UNA - The INDEFINITE ARTICLE to use before FEMININE SINGULAR nouns.</p> <p>UNOS - The INDEFINITE ARTICLE to use before MASCULINE PLURAL nouns.</p> <p>UNAS - The INDEFINITE ARTICLE to use before FEMININE PLURAL nouns.</p>	<p>un libro = a reading book</p> <p>un cuaderno = an exercise book</p> <p>un lápiz = a pencil</p> <p>un bolígrafo = a pen</p> <p>un sacapuntas = a sharpener</p> <p>un estuche = a pencil case</p>
Lesson 2	To learn a further six classroom object nouns with their indefinite articles/determiners (one in plural form)	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 45%;"> <p style="text-align: center;"><u>Masculine singular nouns</u></p> <p>un libro = a reading book</p> <p>un cuaderno = an exercise book</p> <p>un estuche = a pencil case</p> <p>un lápiz = a pencil</p> <p>un bolígrafo = a pen</p> <p>un sacapuntas = a sharpener</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 45%;"> <p style="text-align: center;"><u>Feminine singular nouns</u></p> <p>una calculadora = a calculator</p> <p>una regla = a ruler</p> <p>una goma = a rubber</p> <p>una mochila = a rucksack</p> <p>una barra de pegamento = a glue stick</p> </div> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 60%; text-align: center;"> <p style="text-align: center;"><u>Plural Nouns</u></p> <p>unas tijeras = some scissors/a pair of scissors</p> </div>	<p>una calculadora = a calculator</p> <p>una regla = a ruler</p> <p>una barra de pegamento = a glue stick</p> <p>una goma = a rubber</p> <p>una mochila = a pencil case</p> <p>unas tijeras = scissors (better translated as a pair of scissors)</p>
Lesson 3	To learn the question '¿Qué tienes en tu estuche?' and have the knowledge and skills in Spanish to formulate an answer using the structure 'En mi estuche tengo...'		<p><b>Key Language</b></p> <p>¿Qué tienes en tu estuche? - what do you have in your pencil case?</p> <p>En mi estuche... - in my pencil case...</p> <p>tengo - I have</p> <p>y - and</p>
Lesson 4	introduce the possessive adjectives 'mi' and 'mis' in Spanish	<p>Mi - used when talking about singular nouns (they take the indefinite articles/determiners 'un' and 'una').</p> <p>Mis - used when talking about plural nouns (they take the indefinite articles/determiners 'unos' and 'unas').</p>	<p>Mi = My (singular nouns)</p> <p>Mis = My (plural nouns)</p>
Lesson 5	To learn how to use the negative structure 'No tengo...' (I do not have) in Spanish	To use the negative construction in Spanish and use all my new knowledge to describe what I have/do not have in my pencil case.	<p>No tengo... - do not have</p> <p>No tengo bolígrafo. - I do not have a pen</p>

			<p>No tengo lápiz. - I do not have a pencil</p> <p>No tengo sacapuntas. - I do not have a sharpener</p> <p>No tengo libro. - I do not have a reading book</p> <p>No tengo cuaderno. - I do not have an exercise book</p> <p>No tengo estuche. - I do not have a pencil case.</p> <p>No tengo regla - I do not have a ruler</p> <p>No tengo goma. - I do not have a rubber</p> <p>No tengo calculadora. - I do not have a calculator</p> <p>No tengo mochila. - I do not have a rucksack</p> <p>No tengo barra de pegamento - I do not have a gluestick</p> <p>No tengo tijeras. = I do not any scissors.</p>
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## Our Approach to assessing the retention of knowledge in Spanish

### Formative Assessment

- We use ongoing questioning to support teacher's assessment of learning within lessons: this is used to inform future teaching and planning.
- Our whole school approach to feedback ensures that children receive feedback on any work being produced throughout their designated learning time for that subject.
- Retrieval activities are built into all lessons to support the retention of knowledge, understanding of vocabulary and to assess gaps in learning. This is done through both listening activities and reading activities.
- Sticky knowledge and key vocabulary recall activities are used for teachers to recap over the key learning taking place throughout the unit of work.
- Units are progressive so that children can incorporate prior learning into their new units of work.
- If a misunderstanding is established, staff will adapt their teaching, planning, working walls and resources in order to address any gaps in learning or misconceptions with the wider group.

### Summative Assessment

- Children will complete an end of unit consolidation lesson to bring together all of the learning completed in the unit.

## Examples of our Spanish assessment

Marker To

Nombre:  Fecha:  Clase:  Unit: Las formas

### Speaking Exercise

Can you say any of the following phrases in Spanish?

a triangle  
a square  
an oval  
a star  
three pentagons

### Listening Exercise

From the PowerPoint slide write any of the numbers that correspond to the 5 different shapes the speaker mentions.

### Reading Exercise

Can you draw a line from any of the following phrases to the correct picture?

un pentágono  
una estrella  
una línea  
dos cuadrados  
tres círculos

### Writing Exercise

Can you write any of the following 5 phrases in Spanish?  
(NB: Try to use the correct article/determiner, 'un' or 'una')

a rectangle

a line

a square

a rhombus

two triangles

Word Bank	un triángulo	cinco	una estrella	dos
	una línea	un cuadrado	tres pentágonos	un rectángulo

## SEND in my subject

Cognition and Learning		Communication and Interaction	
Subject concerns for SEND	Provision for SEND	Subject concerns for SEND	Provision for SEND
<p>Language acquisition and knowledge of first language.</p> <p>Grammatical features associated with Spanish speaking and vocabulary.</p> <p>Retention of information.</p> <p>Processing ability/speed.</p>	<p>Use of technology and appropriate use of subject materials such as videos and songs to enhance understanding.</p> <p>Use of talking tins to rehearse and repeat language vocabulary.</p> <p>Use of the programme 'iwidgit' for visuals to support the retention of key vocabulary.</p> <p>Children to use story maps/diagrams to present their learning. Work is differentiated.</p> <p>Forward and backward chaining of vocabulary.</p>	<p>Children may struggle with the pronunciation of vocabulary.</p> <p>Language difficulties may make children unable to access learning a new language.</p>	<p>Children to complete activities associated with phonics progression.</p> <p>Children to have instructions broken down and repeated.</p>
Physical and Sensory		Social, Emotional and Mental Health	
Subject concerns for SEND	Provision for SEND	Subject concerns for SEND	Provision for SEND
<p>Children may have delayed fine motor skills.</p> <p>Children with visual impairments may find it difficult to see images and text shown during the RE lessons.</p>	<p>Enlargement of resources for those children with visual impairments.</p> <p>Ensure children are close to whiteboard.</p> <p>Children to have different ways to record their learning. E.g) through seesaw, videos, pictures, storyboards.</p> <p>Use of pencil grips and tripod pencils.</p>	<p>Children's mental health and wellbeing may impact on their ability to access their learning.</p> <p>Children may struggle to show understanding and tolerance of other people's languages/way of speaking.</p> <p>Children may lack self-esteem in their speaking of a new language.</p>	<p>Children to receive regular brain breaks to support their regulation.</p> <p>Children given additional ways to access and be involved in the lesson to develop their confidence levels.</p>

