



Newlands Junior School

We are Proud



Spanish Curriculum

National Curriculum

Aims:

The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking Questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
 - Discover and develop an appreciation of a range of writing in the language studied.

Objectives:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
 - Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
 - Present ideas and information orally to a range of audiences.
 - Read carefully and show understanding of words, phrases and simple writing.
 - Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
 - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
 - Describe people, places, things and actions orally* and in writing.
 - Understand basic grammar appropriate to the language being studied.

Autumn 1				
	Y3	Y4	Y5	Y6
	I am leaning Spanish Famous person – Rafael Nadal (PE Tennis link) Cultural understanding: Where is Spain and where is Spanish spoken?	Presenting myself Famous person- Pablo Picasso (Art link)	My family Famous people: Aztecs and Incas (The Americas topic link)	The weekend Famous person: Santiago Ramón y Cajal (Victorian topic link)
1.	<u>I can pronounce the letters of the Spanish alphabet and the phonics sounds/phonemes ch j ñ ll rr</u> <ul style="list-style-type: none"> Listening task – listen and repeat each letter of Spanish alphabet. Matching activity – match the given sound to its correct letter. Vocabulary: ch, j, ñ, ll, rr, chocolate (chocolate), jirafa (giraffe), niña (girl), caballo (horse), perro (dog)	<u>I can say and read phonics sounds/phonemes in Spanish (ca, ce, ci, co, cu)</u> <ul style="list-style-type: none"> Listening and identify the correct sounds. Pronounce and read new sounds ca, ce, ci, co, cu) Vocabulary: phonics sounds ca, ce, ci, co, cu, casa (house), cerdo (pig), cinco (five), conejo (rabbit), cuatro (four)	<u>I can say, read and use phonics sounds/phonemes in Spanish (ga, ge, gi, go, gu)</u> <ul style="list-style-type: none"> Listening and identify the correct sounds. Pronounce and read new sounds ga, ge, gi, go, gu. Vocabulary: phonics sounds ga, ge, gi, go, gu, gato (cat), geografía (geography), girasol (sunflower), goma (rubber) gusano (worm)	<u>I can say, read and use phonics sounds/phonemes in Spanish (b v cc qu z)</u> <ul style="list-style-type: none"> Listening and identify the correct sounds. Pronounce and read new sounds (b, v cc, qu, z) Use sounds in sentences using known vocabulary Vocabulary: beber (to drink), vaca (cow), diccionario (dictionary), química (chemistry), zanahoria (carrot)
2.	<u>I know Spain is in Europe and can name some other countries that speak Spanish.</u> <ul style="list-style-type: none"> Spain, Argentina, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, 	<u>I can use basic greetings to ask somebody how they are feeling and reply when asked</u> <ul style="list-style-type: none"> Recap hola/buenas dias. Introduce new vocabulary to ask someone how they are feeling. Teach appropriate responses to say express how they are feeling. 	<u>I can say, read and remember the nouns and determiners for family members in Spanish</u> <ul style="list-style-type: none"> Pronounce, read and match names for family members. 'The' is 'la' for feminine nouns and 'el' for masculine 	<u>I can tell the time around the clock in Spanish.</u> <ul style="list-style-type: none"> Introduce new vocabulary and explain how to say what the time is In Spain, time is said by saying the hour and how many minutes until half past, then the hour

	<p>Uruguay, Venezuela, Puerto Rico all speak Spanish.</p> <ul style="list-style-type: none"> The top three countries with the most Spanish speakers are: Mexico, Colombia, and Spain. Mexico has the largest number of Spanish speakers, followed by Colombia and then Spain. Spanish is used by many people in the world today, partly because Spain travelled and colonized many different parts of the world and created many new countries. <p>Vocabulary: colony, pais, el mundo</p>	<ul style="list-style-type: none"> Role play with partner to ask how each other are. Include intensifier 'muy' (very) Complete listening task Phonics recap <p>Vocabulary: ¡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>	<ul style="list-style-type: none"> Talk about family and answer questions. <p>Vocabulary: madre (mother) padre (father) hermano (brother) hermana (sister) tía (aunty) tío (uncle) abulea (grandma) abuelo (grandad) la/el (the)</p>	<p>minus the amount of minutes to the next hour.</p> <ul style="list-style-type: none"> Matching time to words activity/writing correct time <p>Vocabulary: Es la una (it is 1 o'clock) Son las dos (2 o'clock) y cuarto (quarter past) y media (half past) menos cuarto (quarter to)</p>
3.	<p><u>I can greet people in Spanish</u></p> <ul style="list-style-type: none"> Repeat and independently say a range of greetings using correct pronunciation. Say and respond to different greetings. <p>(Follow up – answer register in Spanish).</p> <p>Vocabulary: Hola (Hello) ¿que tal? (How are you?) ¿Cómo estas? (How are you?) ¿Cómo te llamas? (What is your name?) Adios (Goodbye) Buenos días (Good day) Buenas tardes (Good afternoon) Buenas noches (Good night)</p>	<p><u>I can recall numbers 1-10 and count from 11-20 in Spanish</u></p> <ul style="list-style-type: none"> Star game on slides to recap numbers 0 -10 Language Angels video to teach numbers 11-20 Matching numbers to digits activity <p>once (eleven) doce (twelve) trece (thirteen) catorce (fourteen) quince (fifteen) dieciséis (sixteen) diecisiete (seventeen) dieciocho (eighteen) diecinueve (nineteen) veinte (twenty) ¿Cuántos hay? (how many are there?)</p>	<p><u>I can use the possessive adjective 'my' in Spanish with increasing accuracy and understanding.</u></p> <ul style="list-style-type: none"> Know the difference between mi and mis for 'my' (plurals) nouns can be singular or plural and need mi or mis to (adjectival agreement) <p>Vocabulary: madre (mother) padre (father) hermano (brother) hermana (sister) tía (aunty) tío (uncle) abulea (grandma) abuelo (grandad) mi/mis (my) mayor (older) pequeña (smaller) abuelos (grandparents) padres (parents) hermanastras (step-sisters) hermanastro (step-brother) padrastro (step dad) madrastra (step mum) primos (cousins)</p>	<p><u>I can talk about activities I do at the weekend.</u></p> <ul style="list-style-type: none"> Recap saying how to tell the time Introduce new phrases to say what you do at the weekend Snap cards activity <p>Vocabulary: Me levanto (I get up) Desayuno (I have my breakfast) Veo la tele (I watch television) Leo (I read) Escucho música (I listen to music) Juego a videojuegos (I play computer games) Juego al fútbol (I play football) Voy a la piscina (I go to the swimming pool) Voy al cine (I go to the cinema) Voy a dormir (I go to sleep)</p>

4.	<p><u>I can ask and answer the question '¿Cómo te llamas?'</u> <u>("What is your name?")</u></p> <ul style="list-style-type: none"> • The question '¿Cómo te llamas?' (what is your name?) • My name is... (me llamo...) • Oracy <p>Vocabulary: hola (hello), me llamo (my name is), ¿cómo te llamas? (what is your name?)</p>	<p><u>I can ask somebody how old they are in Spanish and reply when asked to me</u></p> <ul style="list-style-type: none"> • Recap numbers to 20 and greetings from previous lesson • Ask how old are you ¿Cuántos años tienes? • Introduce verb tener (to have) • Tengoaños • Listening and speaking activities <p>¿Cuántos años tienes? How old are you? Tengo ... años. (I am ... years old) Tener (to have)</p>	<p><u>I can ask and answer how many brothers and sisters I have using '¿Tienes hermanos?'</u></p> <ul style="list-style-type: none"> • Recap the determiner 'a' as 'un' (masculine) 'una' feminine. • The question ¿Tienes hermanos? means how many brothers/sisters do you have? • Say I have no brothers/sisters - Soy un hijo/hija unico/a <p>Vocabulary: ¿Tienes hermanos? (Do you have any brothers or sisters?) Tengo (I have) y (and) un/una (a/an) hijo único (only child, male) hija única (only child, female)</p>	<p><u>I can listen to and understand native speakers talking about their weekend</u></p> <ul style="list-style-type: none"> • Recap vocabulary from previous lessons • ¿Qué haces el fin de semana? (What do you do at the weekend?) • Listening activity • Interactive game <p>Vocabulary: El fin de semana (the weekend), ¿Qué haces el fin de semana? (what do you do at the weekend?) Me levanto (I get up), Desayuno (I have my breakfast), Voy al cine (I go to the cinema), Leo (I read), Juego al fútbol (I play football), Juego a videojuegos (I play computer games), Voy a la piscina (I go to the swimming pool), Veo la tele (I watch television), Escucho música (I listen to music), Voy a dormir (I go to sleep)</p>
5.	<p><u>I can count to 10 in Spanish. I know colours in Spanish</u> <u>Tasks:</u> <i>Language Angels lesson 4</i></p> <ul style="list-style-type: none"> • Teach numbers 1 – 10 • Cuántos hay? activity • Counting tennis with partner <p><i>Language Angel lesson 5</i></p> <ul style="list-style-type: none"> • Teach colours using splat activity 	<p><u>I can ask somebody where they live in Spanish and reply when asked to me.</u></p> <ul style="list-style-type: none"> • Ask someone where they live and reply ¿Dónde vives? Vivo en... • Listening task • Teach masculine and feminine for countries (verb subject agreement) • Listening task • Reading task 	<p><u>I can introduce family members in Spanish, using 'se llama' and recall numbers 1 – 100 to say how old they are.</u></p> <ul style="list-style-type: none"> • Ask 'what is his/her name?' (¿cómo se llama?) and how to say her/his name is (se llama) • Organise the given parts of a sentence to translate from English to Spanish • Count in 1s, 2s, 10s to 100 	<p><u>I can conjunctions and time phrases to extend my sentences</u></p> <ul style="list-style-type: none"> • Use time vocabulary with weekend vocabulary to say what time they do activities. • Extend to use conjunctions, e.g. desayuno a las ocho y media después me le levanto a las ocho. (I have breakfast at 8.30 after I get up at 8 o'clock)

	<ul style="list-style-type: none"> Rockalingua song: https://www.youtube.com/watch?v=ZiNFXntWOJw <p>Vocabulary: Los números (numbers), uno (one) dos (two), tres (three), cuatro (four), cinco (five), seis (six), siete (seven), ocho (eight), nueve (nine), diez (ten) Los colores (colours) amarillo (yellow) blanco (white) negro (black) azul (blue) verde (green) morado (purple) gris (grey) rojo (red) naranja (orange) marron (brown)</p>	<p>¿Dónde vives? (Where do you live?) Vivo en... (I live in) 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>	<ul style="list-style-type: none"> Explain how 20's are the only numbers joined with the letter i, e.g. veintidos rather than cuarenta y dos. Verb 'tener' to have, 'tiene' (he or she has) Mi madre tiene 43 años Each sentence to be spoken aloud in full sentences <p>Vocabulary: ¿cómo se llama? (what is his/her name?) Se llama (his/her name is) diez (ten) veinte (twenty) treinta (thirty) cuarenta (forty) cincuenta (fifty) sesenta (sixty) setenta (seventy) ochenta (eighty) noventa (ninety) cien (hundred) tengo (I have) tiene (he/she has)</p>	<ul style="list-style-type: none"> Speaking activity, in pairs: ¿Qué haces el fin de semana? Reply: En el fin de semana... <p>Vocabulary: as above, plus: y (and), después (after), más tarde (later), finalmente (finally), también (also)</p>
6.	<p><u>End of unit assessment</u></p>	<p><u>I can present myself and express my nationality in Spanish using basic gender agreement rules.</u></p> <p>Tasks:</p> <ul style="list-style-type: none"> Recap previous learning Using oral scaffold sheet, child write an ID card for themselves. <p>Vocabulary: vivo en.. me llamo.. soy ingles/a, tengo...años, soy de inglaterra, nueve, diez</p>	<p><u>End of unit assessment</u></p>	<p><u>I can use time phrases and opinions to talk or write about my weekend</u></p> <ul style="list-style-type: none"> Teach positive and negative opinions Recap learning so far Speaking task Writing activity or oral scaffold to present their weekend <p>Vocabulary: ¡Es increíble! (It's amazing / incredible!) ¡Es genial! (It's great!) ¡Es divertido! (It's fun!) ¡Es agotador! (It's tiring / exhausting!) ¡Es aburrido! (It's boring!) ¡Es horrible! (It's horrible)</p>

				/ awful!) ¡Me encanta! (I love it) ¡Lo odio! (I hate it)
	Autumn 2			
	Y3	Y4	Y5	Y6
	Animals	Vegetables	The classroom Cultural understanding: School and life for children in Spain Día de los Reyes	The weekend
1.	<p><u>I can recognise and recall 5 animal nouns in Spanish with their correct articles/ determiners.</u></p> <ul style="list-style-type: none"> • Teach vocabulary for lion, pig, bird, rabbit, horse. • Listening activity • Speaking activity • Interactive bingo game <p>Vocabulary: un león (a lion), un pájaro (a bird) un conejo (a rabbit) un caballo (a horse) un cerdo (a pig) los animales (the animals)</p>	<p><u>I can recognise and say the names of 5 vegetables with the correct plural article in Spanish</u></p> <ul style="list-style-type: none"> • Teach vocabulary for vegetables • Oracy practice – you say, I say • Interactive game • Multiple choice activity <p>Las verduras (The vegetables) Las espinacas (The spinach) Las cebollas (The onions) Las zanahorias (The carrots) Las berenjenas (The aubergines) Las patatas (The potatoes)</p>	<p><u>I know the nouns and determiners for common classroom objects.</u></p> <ul style="list-style-type: none"> • Recap words from family and general greetings • Work through PPT as required to teach nouns • Recap phonics sounds ‘ch’ ‘z’ <p>Vocabulary: un libro (a reading book) un cuaderno (an exercise book) un lápiz (a pencil) un bolígrafo (a pen) un sacapuntas (a sharpener) un estuche (a pencil case)</p>	
2.	<p><u>I can recognise and recall animal nouns in Spanish with their correct articles/ determiners.</u></p> <ul style="list-style-type: none"> • Recap vocabulary for lion, pig, rabbit, bird and horse. • Teach vocabulary for duck, cow, sheep, mouse and monkey. • Phonics recap – J <p>Vocabulary: un pato (a duck) una vaca (a cow) una oveja (a sheep) un ratón (a mouse) un mono (a monkey)</p>	<p><u>I can recognise and say the names of vegetables with the correct plural article in Spanish</u></p> <ul style="list-style-type: none"> • Recap 5 vegetables learnt in previous lesson • Teach vocabulary for 5 more vegetables • Oracy practice – partner tennis • Listening task – tick or cross • Colour the correct vegetable reading activity <p>Las judías verdes (The green beans) Los tomates (The</p>	<p><u>I know the names of classroom object nouns with their indefinite articles/determiners, including plurals</u></p> <ul style="list-style-type: none"> • Know classroom vocabulary • The word for ‘a/an’ is una for feminine nouns and ‘un’ for masculine (Slide 43) and plural ‘unas’. • Nouns back pack activity <p>Vocabulary: una calculadora (a calculator) una regla (a ruler) una barra de pegamento (a glue</p>	

		<p>tomatoes) Los guisantes (The peas) Los champiñones (The mushrooms) Los calabacines (The courgettes)</p>	<p>stick) una goma (a rubber) una mochila (a pencil case) unas tijeras (scissors)</p>	
3.	<p>I can spell animal nouns with their determiners in Spanish</p> <ul style="list-style-type: none"> Recap animal nouns via reading task Writing task <p>Vocabulary: un pato (a duck) una vaca (a cow) una oveja (a sheep) un ratón (a mouse) un mono (a monkey) un león (a lion), un pájaro (a bird) un conejo (a rabbit) un caballo (a horse) un cerdo (a pig) los animales (the animals)</p>	<p><u>I can compose a question to ask for a kilo or half a kilo of a vegetable in Spanish</u></p> <ul style="list-style-type: none"> Recap name of all 10 vegetables with determiners los/las Teach grammar - un kilo de zanahorias, las is replaced by 'de' (of) Practice saying un kilo de... for all of the vegetables Interactive bingo game <p>Vocabulary: as above, plus: un kilo de... (a kilo of...)</p>	<p><u>I can answer the question '¿Qué tienes en tu estuche?' (What do you have in your pencil case?)</u></p> <p>Task:</p> <ul style="list-style-type: none"> Recap 12 classroom nouns with correct articles and determiners Teach question ¿Qué tienes en tu estuche? (What is in your pencil case?) Structure a suitable response Listening task Interactive bingo game <p>Vocabulary: ¿Qué tienes en tu estuche? (What do you have in your pencil case?) En mi estuche tengo...(I my pencil case I have...) tengo (I have) y (and)</p>	
4.	<p><u>I can explore and understand the role of the indefinite article/determiner in Spanish.</u></p> <ul style="list-style-type: none"> Determiners in English are the, a, an and in Spanish they are un, una. Un is masculine, una is feminine Select the correct determiner for each animal - feminine/masculine. Interactive look and spell game <p>Vocabulary: un/una (a/an), o (or)</p>	<p><u>I can say 'quisiera' (I would like) when buying vegetables</u></p> <ul style="list-style-type: none"> Recap vocabulary taught so far Use quisiera (I would like) and por favour (please) to construct a sentence asking for an amount of vegetables. E.g. Quisiera un kilo de patatas por favour. Listening exercise Speaking challenge <p>Vocabulary: Quisiera... (I would like...) Un kilo de... (One kilo of...) Medio kilo de... (Half a kilo of...)</p>	<p><u>I can use possessive adjectives 'mi' and 'mis'</u></p> <ul style="list-style-type: none"> Recap vocabulary from unit Recap vocabulary for my 'mi' and 'mis' possessive adjectives. writing task for mi/mis. Speaking task. <p>Vocabulary: tengo, mi (my, singular nouns) mis (my, plural nouns)</p>	

		<p>Por favor (please) ¿puedo ayudarte? (can I help you?) ¿algo más? (anything else) si (yes) no (no) gracias (thank you) ¿Cuánto cuesta? (how much is it?) Hasta luego (bye/see you soon) Hola, buenos dias (hello, how are you?) euros (euros)</p>		
5.	<p><u>I can use the verb 'soy' (I am)</u></p> <ul style="list-style-type: none"> Recap animals with the correct determiner (un or una) Listening and guessing activity Chn use oral scaffold to say what animal they are to a partner <p>Vocabulary: soy (I am) adivina (guess)</p>	<p><u>I can use the conjunction 'y' (and) when buying more than one vegetable</u></p> <ul style="list-style-type: none"> Recap vegetable vocabulary Use y (and) to ask for more than one type of vegetable. E.g. Quisiera un medio kilo de tomates y un kilo de patatas por favour. Shopping role play activity. Encourage use of numbers they know, e.g, dos tomates por favour Watch BBC teach Spanish vegetable market https://www.youtube.com/watch?v=wj12O7qKWB0 <p>Quisiera... (I would like ...) Un kilo de... (A kilo of...) Medio kilo de... (Half a kilo of...) Y (And) Por favour (Please)</p>	<p><u>I can use the negative structure 'No tengo...' (I do not have)</u></p> <ul style="list-style-type: none"> Recap vocabulary – true or false interactive game. Recap how to tell someone what is in your pencil case. En mi estuche/mochillo tengo... Teach negative structure to say what is not in your pencil case or bag. En mi estuche/mochillo no tengo... Complete speaking tasks <p>Vocabulary: No tengo (I don't have) en mi estuche, no tengo.... (en my pencil case, I don't have...) en mi mocillo no tengo (In my bag, I don't have...)</p>	
6	<u>End of unit assessment</u>	<u>End of unit assessment</u>	<u>End of unit assessment</u>	
Spring 1				
	Y3	Y4	Y5	Y6
	Instruments	Fruits	The date	At school

	Famous person: Antoni Guadi DT structure link)	Famous person: Francisco Franco (WW2 topic link)	Francisco de Orellana – first European explorer of Amazon River Cultural understanding: Dia de los Muertos	Famous person: Fernando Alonso Cultural understanding: Playground games
1.	<p><u>I can say and recall the names of 5 musical instruments with their determiners</u></p> <ul style="list-style-type: none"> Teach the names of instrument using thumbs up/down activity. Note that the determiner the is el Listening activity – printed sheet slide 24 Phonics recap – V Interactive bingo game <p>Vocabulary: los instrumentos (the instruments) el arpa (harp) el piano (the piano) el triángulo (the triangle) el clarinete (the clarinet) el violin (the violin) los instrumentos (the instruments) el arpa (harp) el piano (the piano) el triángulo (the triangle) el clarinete (the clarinet) el violin (the violin)</p>	<p><u>I can recognise and recall fruit nouns with the correct article.</u></p> <ul style="list-style-type: none"> Teach vocabulary for 5 fruits Note article una (feminine nouns) Speaking task Interactive bingo game <p>La fruta (The fruits) Una manzana (An apple) Una fresa (A strawberry) Una naranja (An orange) Una pera (A pear) Una cereza (A cherry)</p>	<p><u>I know how Spanish people celebrate Dia de los Muertos</u></p> <ul style="list-style-type: none"> Celebrated in Mexico 1st and 2nd of November each year Celebrate both life and death – A time to remember people with happiness Originated from the Aztecs Homes and streets decorated with skulls, flowers of the dead and lights. Special food: bread of the dead, pink doughnuts, sugar skulls People dress up and leave offerings on an altar to their lost loved ones. <p>Vocabulary: Dia de los Muertos (Day of the Dead) Calavera (skull) Altar de los muertos (Alter of the dead) Ofrendas (offerings) Flor de muerto (flower of the dead) Pan de muerto (bread of the dead) Golletes (pink Mexican doughnuts) La Alumbrada (light ceremony)</p>	<p><u>I know 10 classroom subject nouns in Spanish with the determiners/articles I can say what I study</u></p> <ul style="list-style-type: none"> Teach vocabulary for 10 classroom objects Recap words for the, el, la, las, los and functions Article sort activity Verb ‘estudiar’ (to study) Estudio (I study) Model adding subject to verb, article is erased Oral practice of sentences saying what they study <p>Vocabulary: Las asignaturas (School subjects) La informática (ICT) La historia (History) La música (Music) La geografía (Geography) La educación física (P.E.) El inglés (English) El español (Spanish) El arte (Art) Las matemáticas (Maths) Las ciencias (Science)</p>
2	<p><u>I can recognise and recall instruments in Spanish with their determiners/articles</u></p> <ul style="list-style-type: none"> Recap previous learning 5 instruments before learning next 5 with articles and determiners. Teach 5 more nouns for instruments, highlight that this time, the determiner for the is ‘los/la’. Why is it different? Explain masculine, feminine and plural nouns. Phonics – rr 	<p><u>I can recognise and recall more fruit nouns with the correct articles.</u></p> <ul style="list-style-type: none"> Recap fruit nouns learnt in previous lesson Teach new fruits Note article ‘un’ (masculine nouns) Listening tick or cross active activity Sort fruits into un or una Article sort written activity <p>Una ciruela (A plum) Un melocotón (A peach) Un plátano (A banana) Un kiwi (A kiwi) Un albaricoque (An apricot)</p>	<p><u>I can say, read, recall and spell the 7 days of the week in Spanish.</u></p> <ul style="list-style-type: none"> Capital letters are only used at the start of a sentence when written. Ask and answer: What day is it today? ¿Qué día es hoy? Hoy es... Ask and answer What is your favourite day? ¿Cual es tu día favorito? Mi día favorito es... <p>Vocabulary: Los días de la semana (The days of the week) Lunes (Monday) martes (Tuesday) miércoles (Wednesday) jueves (Thursday)</p>	<p><u>I can create a short phrase in Spanish about a subject using ‘I like’ and ‘I do not like’.</u></p> <ul style="list-style-type: none"> Recap previous classroom nouns and determiners ¿ Te gusta...? Me gusta (singular noun) me gustan (plural noun) Extend to use ‘pero’. E.g. me gustan las ciencias y las matemáticas, pero no me gusta la historia. Guess who activity <p>Vocabulary: ¿Qué te gusta ? (What do you like?) ¿ Te gusta...? / ¿Te</p>

	<ul style="list-style-type: none"> • Writing task <p>Vocabulary: los címbalos (the cymbals) la batería (the drums) la guitarra (the guitar) la flauta) dulce (the recorder) la trompeta (the trumpet)</p>		<p>viernes (Friday) sábado (Saturday) domingo (Sunday) ¿Qué día es hoy? (What day is it today?) Hoy es... (Today is...) ¿Cuál es tu día favorito? (What is your favourite day?) Mi día favorito es el... (My favourite day is...)</p>	<p>gustan...? (Do you like...?) Me gusta... / Me gustan... (I like...) Me encanta... / Me encantan... (I love...) No me gusta... / No me gustan... (I do not like...) Odio (I hate...)) Sí, me gusta... / Sí, me gustan... (Yes, I like...) Sí, me encanta... / Sí, me encantan... (Yes, I love...) No, no me gusta... / No, no me gustan... (No, I do not like...) No, odio (No, I hate...) Y (and) Pero (but)</p>
3	<p>I can recall all 10 instruments with their determiners/articles in Spanish</p> <ul style="list-style-type: none"> • Play song from lesson 3 and discuss lyrics. • Snap card game/car matching activity <p>Vocabulary: los címbalos (the cymbals) la batería (the drums) la guitarra (the guitar) la flauta) dulce (the recorder) la trompeta (the trumpet) los instrumentos (the instruments) el arpa (harp) el piano (the piano) el triángulo (the triangle) el clarinete (the clarinet) el violin (the violin)</p>	<p><u>I can change singular nouns into the plural form in Spanish.</u></p> <ul style="list-style-type: none"> • Recap known fruit nouns • Teach los/las = 'the' for plural fruits. E.g. las naranjas (the oranges) • Demonstrate how an 's' is ended to the end of the noun, same as in English to make the noun plural. • Oracy practice • Listening activity <p>Vocabulary: 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)</p>	<p><u>I can say, recall, read and spell the 12 months of the year in Spanish.</u></p> <ul style="list-style-type: none"> • Recall, read and spell the 12 months of the year • There are no capitals letters (except start of sentence) • Snap cards game <p>Vocabulary: enero (January), febrero (February), marzo (March), abril (April), mayo (May), junio (June), julio (July), Agosto (August), septiembre (September), octubre (October), noviembre (November), diciembre (December)</p>	<p><u>I can answer the question '¿Qué hora es?' (What time is it?) on the hour in Spanish.</u></p> <ul style="list-style-type: none"> • Recap numbers to 12 • Teach son+las+numero = time (note for 1 o'clock, es la una) • Writing activity <p>Vocabulary: ¿Qué hora es? (what time is it?) Es la una (it is one o'clock) Son las dos (it is two o'clock) Son las tres (it is three o'clock) Es medianoche (it is midnight) Es mediodía (it is midday)</p>
4.	<p><u>I can explore and understand the role of the definite article/determiner for 'the' in Spanish.</u></p> <ul style="list-style-type: none"> • Recap that in Spanish, nouns can have feminine/masculine/plural determiners • El, la, los, las are feminine/masculine/plural determiners 	<p><u>I can use the structure 'me gustan' (I like) with the fruit nouns.</u></p> <ul style="list-style-type: none"> • Say and read all 10 fruits • Teach verb 'gustar' (to like) me gusta (I like for a singular noun, e.g. me gusta chocolate. Me gustan is for plural nouns (Me gustan las fresas) • Practice oracy – you say, I say 	<p><u>I can say, read and write the date in full in Spanish.</u></p> <ul style="list-style-type: none"> • Know numbers 1 – 31 in Spanish • Say, read and write ¿Que fecha es hoy? (What is the date today?) • Say, read and write the date. <p>Vocabulary: As above, plus: veintiuno (twenty-one) veintidós (twenty-two) veintitrés (twenty-three) veinticuatro</p>	<p><u>I can say at what time I study a particular subject in Spanish</u></p> <ul style="list-style-type: none"> • Recap previous learning • Add a time onto what you study, e.g. estudio español as las nueve • Recap days of the week to extend sentences • Listening activity • Interactive game – gap fill

	<ul style="list-style-type: none"> Determiner reading task Interactive look and spell game Vocabulary: el, la, los, las (the)	<ul style="list-style-type: none"> Children talk to their partner to say which fruits they like. Vocabulary: Me gustan... (= I like... plural) Sí (yes) No (no)	(twenty-four) veinticinco (twenty-five) veintiséis (twenty-six) veintisiete (twenty-seven) veintiocho (twenty-eight) veintinueve (twenty-nine) treinta (thirty) treinta y uno (thirty-one)	<ul style="list-style-type: none"> Speaking task Vocabulary: As above, plus: el lunes (Monday) el martes (Tuesday) el miércoles (Wednesday) el jueves (Thursday) el viernes (Friday) el sábado (Saturday) el domingo (Sunday)
5.	<u>I can use the 1 st person conjugated verb 'toco' (I play) in a sentence in Spanish.</u> <ul style="list-style-type: none"> Teach how to conjugate the regular -AR verb 'tocar' (to play) in the 1st person singular form, 'toco' (I play) Slide 35 listening/speaking Children speak with partners to use the verb tocar to say what instruments they play Vocabulary: el, la, los, las (the) tocar (to play), toco (I play)	<u>I can use the negative structure 'no me gustan' (I do not like) with the fruit nouns.</u> <ul style="list-style-type: none"> Each child says one fruit that they like to their table group (recap) Teach 'no me gustan' (I don't like for plural) no me gusta, singular. Say what you see activity Introduce question: ¿ Te gustan... ? Do you like...? Class survey activity to us vocabulary Vocabulary: 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...)	<u>I can ask and answer the question ¿Cuándo es tu cumpleaños? (When is your birthday?) in Spanish.</u> <ul style="list-style-type: none"> Ask and answer question the question ¿Cuándo es tu cumpleaños? (When is your birthday?) Speaking and listening exercises Vocabulary: ¿Cuándo es tu cumpleaños? (When is your birthday?) Mi cumpleaños es el..... (My birthday is the...)	<u>I can use all my new knowledge from the unit to present my school subject preferences to the class.</u> <ul style="list-style-type: none"> Recap vocabulary and teach preferences Use oral scaffold Present to class Vocabulary: porque es (because it is) porque son (because they are) y (and) aburrido (boring), divertido (fun), difícil (difficult), fácil (easy), útil (useful), inútil (pointless)
6.	<u>End of unit assessment</u>	<u>End of unit assessment</u>	<u>End of unit assessment</u>	<u>End of unit assessment</u>
Spring 2				
	Y3	Y4	Y5	Y6
	Seasons	At the café Cultural understanding: Food tasting	Clothes	At school Cultural understanding: La Semana Santa

1.	<p><u>I can recognise and recall the 4 seasons in Spanish with the correct determiners.</u></p> <ul style="list-style-type: none"> • Teach the four seasons • Listening task • Practice speaking words using interactive spinning wheel game <p>Vocabulary: Las estaciones (the seasons) El invierno (the winter) La primavera (the spring) El verano (the summer) El otoño (the autumn) Hay cuatro estaciones (there are 4 seasons)</p>	<p><u>I can recognise and recall 10 different foods, snacks and drinks with the correct determiners.</u></p> <p><u>Tasks:</u></p> <ul style="list-style-type: none"> • Teach vocabulary for 10 food nouns • Demonstrate cognates • Listening task • Nouns round robin speaking <p>Vocabulary: un café (a coffee), un café con leche (a coffee with milk), un chocolate caliente (a hot chocolate), un zumo de naranja (orange juice), un te (a tea), un bocadillo de jamón (a ham sándwich), un bocadillo de queso (a cheese sándwich), un pastel de limón (a lemon tart) unos churros (some churros) unos calamares (some calamari)</p>	<p><u>I can recognise and recall 11 nouns for items of clothing with their determiners.</u></p> <ul style="list-style-type: none"> • Know vocabulary for items of clothing. • Un and una proceed nouns (masculine and feminine, singular and plural) <p>Vocabulary: una camisa, una bufanda, una chaqueta, una corbata, una falda, una camiseta, una gorra, una blusa, un vestido, un traje de baño, un abrigo.</p>	
2.	<p><u>I can construct a short phrase about winter weather in Spanish</u></p> <ul style="list-style-type: none"> • Recap seasons learnt in previous lesson • Teach how to say it is cold and it is snowing. • Difference between el and en • Build sentence to say in winter it is cold and it snows • Silent 'h' hace • Writing activity <p>Vocabulary: En invierno (In winter) Hace frío (it is cold) Nieva (it snows/it is snowing) Y (and)</p>	<p><u>I can recognise and recall another 10 different foods, snacks and drinks with the correct determiners</u></p> <ul style="list-style-type: none"> • Recap food nouns • Introduce new vocabulary • Demonstrate cognates • Listening task • Oral rehearsal of all 20 food nouns <p>Vocabulary: una tortilla de patatas (a Spanish omelette), una ensalada mixta (a mixed salad), una paella (a paella) una tarta de chocolate (a chocolate cake) una crema catalana (a crème brûlée) unas gambas (some prawns) unas croquetas (some croquettes) unas patatas bravas (some patatas bravas), una coca cola</p>	<p><u>Recognise and recall 10 more nouns for items of clothing with their determiners</u></p> <ul style="list-style-type: none"> • Introduce new nouns and spellings. Teaching point to use plural articles for pairs of clothing, e.g. shoes. • Speaking practice with partner or 'parroting' T • Listening/writing task. <p>Vocabulary: as lesson 1, plus: unos guantes, unas gafas, unas botas, unos pantalones cortos, un suéter, unos zapatos, unas medias, unos pantalones, unas sandalias, unos calcetines</p>	

		(a coca-cola), una limonada (a lemonade)		
3.	<p><u>I can construct a short phrase about spring weather in Spanish.</u></p> <ul style="list-style-type: none"> Recap speaking about winter. Follow PP to learn how to say in spring flowers grow and birds sing. Phonics – J Practice saying sentences Writing activity <p>Vocabulary: En primavera (in spring) Las flores crecen (The flowers grow) Los pájaros cantan (The birds sing) y (and)</p>	<p><u>I know key phrases to help me order food and drink in Spanish ‘cafetería.’</u></p> <p>Tasks:</p> <ul style="list-style-type: none"> Recap vocabulary so far Teach cafeteria role play vocabulary Reading task <p>Vocabulary: ¡Hola! (Hello!), Quisiera... (I would like...) por favor (please) y (and) ¿Qué deseas? (What would you like?) ¿Tienes hambre? (Are you hungry?) ¿Tienes sed? Are you thirsty? Tengo hambre (I am hungry) Tengo sed (I am thirsty)</p>	<p><u>I can describe what I am wearing using the verb llevar</u></p> <ul style="list-style-type: none"> The verb ‘llevar’ is to wear and llevo is I wear Formulate a sentence to say what you are wearing using vocabulary from previous lessons e.g. Llevo una falda. Ask and answer the question ¿Qué ropa llevas hoy? <p>Vocabulary: as lesson 1+2, plus: cuando hace buen tiempo, llevo...</p>	
4.	<p><u>I can construct a short phrase about summer weather in Spanish</u></p> <ul style="list-style-type: none"> Recap learning so far Teach new vocabulary for summer to say it is sunny and hot Children practice saying ‘En verano hace sol y hace calor.’ Grammar silent letter h Writing activity <p>Vocabulary: En verano (In summer) Hace sol (It is sunny) Hace calor (It is hot) y (and)</p>	<p><u>I can use more key phrases to help me perform role-play in the Spanish ‘cafetería’</u></p> <ul style="list-style-type: none"> Recap previous vocabulary Teach how to ask for the bill and say please and thank you. Role play activity <p>Vocabulary: As above, plus: La cuenta por favor (The bill please) gracias (thank you) ¡Adiós! (Goodbye!)</p>	<p><u>I understand adjectival agreement when describing items of clothing by colour</u></p> <ul style="list-style-type: none"> An adjective goes AFTER the noun. An adjective can change to match the masculine or feminine noun e.g. un abrigo rojo, una falda roja. An adjective also pluralise after a plural noun e.g. unos guantes negros. Ask and answer questions about what we are wearing e.g. llevar e.g. llevo una camisa blanca. <p>Vocabulary: as previous lessons plus: rojo/a, Amarillo/a, azul/azules, rosa</p>	
5.	<p><u>I can construct a short phrase about autumn weather in Spanish.</u></p> <ul style="list-style-type: none"> Recap previous learning Teach en otoño los árboles pierden sus hojas ¿Cuál es tu estación favorita? 	<p>20 mins</p> <p><u>I can use my knowledge of numbers in Spanish to help calculate the bill in euros.</u></p> <ul style="list-style-type: none"> Teach new vocabulary 	<p><u>I can use nouns and adjectives to describe what I wear</u></p> <ul style="list-style-type: none"> Describe clothing adding mi/mis and an adjective e.g. mi falda naranja. 	

	<ul style="list-style-type: none"> • Language lego blocks to create sentences saying what your favourite season is and why • Round Robin around classroom saying what their favourite season is and why (oral scaffold) <p>En otoño (In autumn) Los árboles pierden sus hojas (The trees lose their leaves) Mi estación favorita es (My favourite season is) Porque (Because)</p>	<ul style="list-style-type: none"> • Model how to make numbers, dos euros con cincuenta (2 euros 50) • Children extend role play from yesterday to include saying how much the bill is. • Playing the bill interactive game <p>Vocabulary: con (with) un céntimo (one cent) dos céntimos (two cents) cinco céntimos (five cents) diez céntimos (ten cents) veinte céntimos (twenty cents) cincuenta céntimos (fifty cents) un euro (one euro) dos euros (two euros) cinco euros (five euros) diez euros (ten euros) veinte euros (twenty euros) cincuenta euros (fifty euros) cien euros (a hundred euros) doscientos euros (two hundred euros) quinientos euros (five hundred euros)</p>	<ul style="list-style-type: none"> • Describe what you are wearing for each season activity. <p>Vocabulary: see previous lessons, plus: en verano, en invierno, en primavera, en otoño</p>	
6	<u>End of unit assessment</u>	<u>End of unit assessment</u>	<u>End of unit assessment</u>	
Summer 1				
	Y3	Y4	Y5	Y6
	Ice cream Famous person: Lola Flores	Do you have a pet? Famous person: David Fandila Marín	My home Famous person: Clara Campoamor (London topic link)	Me in the world Cultural understanding: Location study
1.	<u>I can recognise and recall ice-cream flavours in Spanish.</u> <ul style="list-style-type: none"> • Practise pronunciation of 5 common ice cream flavours. • Speaking task – say the ice cream before it disappears. • Listening task – place the ice creams in correct order. 	<u>I can recognise and recall 8 common pets in Spanish with their correct determiners.</u> <ul style="list-style-type: none"> • There are 2 words for a/an in Spanish. Un for masculine nouns and una for feminine nouns • Teach nouns and correct article for 8 animals 	<u>I can say, read and write where I live using the verb 'vivo'</u> <ul style="list-style-type: none"> • Teach the nouns for house and apartment and how to say where you live. • Teach areas people may live in. • Use first person vivo from verb vivir (to live) 	<u>I can listen to, read and understand information about 4 Hispanic characters.</u> <ul style="list-style-type: none"> • Recap basic greetings vocabulary and work out information about each character. • 20 countries have Spanish as their national language.

	<ul style="list-style-type: none"> Interactive bingo game <p>Vocabulary: Los helados (The ice creams) Un helado de vainilla (a vanilla icecream) Un helado de plátano (a banana icecream) Un helado de fresa (a strawberry icecream) Un helado de menta (a mint icecream) Un helado de pistachio (a pistachio icecream)</p>	<ul style="list-style-type: none"> If a noun ends in 'o' it is masculine so has the article 'un'. If the noun ends in 'a' it is feminine and has the article 'una'. For words that don't end in o or a, you have to learn the article. Which pet name do you hear activity Snap cards <p>Vocabulary: ¿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 hamster (a hamster) un pez (a fish) una cotorra/un loro (a parrot) una tortuga (a tortoise)</p>	<ul style="list-style-type: none"> Role play activity, children as each other where they live and practise giving various responses. <p>Vocabulary: ¿Dónde vives? (Where do you live?) en (in) Vivo en... (I live in...) Una casa (A house) Un piso (An apartment) En la ciudad (In town) En el campo (In the countryside) En la montaña (In the mountains) En la costa (By the sea) En un pueblo (In a village)</p>	<ul style="list-style-type: none"> 400,000,000 people speak Spanish globally Writing task. <p>Vocabulary: ¿Cómo te llamas? (What is your name?) ¿Cuántos años tienes? (How old are you?) ¿Dónde vives? (Where do you live?) Vivo en (I live in)</p> <p>Red pen link: British Values</p>
2.	<p><u>I can recognise and say ice-cream flavours in Spanish.</u></p> <ul style="list-style-type: none"> Recap ice cream flavours from previous lesson Listening task Listen to song from lesson 3 Ice cream ping-pong – how many ice cream flavours can you and your partner remember? <p>Un helado de chocolate (a chocolate ice cream) Un helado de caramelo (a caramel ice cream) Un helado de café (a coffee ice cream) Un helado de limón (a lemon ice cream) Un helado de mora (a blackberry ice cream)</p>	<p><u>I can use the structure 'I have a pet' in Spanish</u></p> <ul style="list-style-type: none"> Recap animal nouns and determiners from previous lesson. ¿Tienes una mascota? (Do you have a pet?) Tengo... (I have...) Y (and) Listening task and guess animal spoken about. Match the picture to the description activity (slide 51) Speaking practice – role play asking each other what pets they have. <p>Vocabulary: As previous lesson, plus tengo (I have) y (and)</p>	<p><u>I can say, read and write the nouns for rooms in a house</u></p> <p><i>(Lessons 2+3 Language Angels)</i></p> <ul style="list-style-type: none"> En mi casa hay... In my house there is... Teach nouns for 10 areas in a house. Recap using correct article for gender of noun N.b. Una oficina used in Spain rather than un despacho (big office) Writing activity <p>Vocabulary: en mi casa hay... (in my house there is...) una cocina (a kitchen) un comedor (a dining room) un cuarto de baño (a bathroom) un dormitorio (a bedroom) un lavadero (utility room) un sótano (basement) un salón (a living room) un despacho/una oficina (a office) un jardín (a garden) un garaje (a garage)</p>	<p><u>I know different celebrations celebrated in the Hispanic world</u></p> <ul style="list-style-type: none"> La Semana Santa (Holy Week) El Día de Los Muertos. (Day of the dead) Las Fiestas Patrias (Mexico's independence and cultural heritage) El Carnaval (carnival) Read the Spanish extracts to find out more about each fiesta. Cognates – words that are similar in English and Spanish. E.g. preferida/preferred, independence/independencia. <p>Vocabulary: Es una fiesta muy tradicional y religiosa (a very traditional and religious celebration). Es una fiesta en honor a los muertos. (It is a celebration to honour the dead) Es una fiesta muy alegre. (It</p>

				<p>is a very joyful celebration) Es una fiesta muy colorida. (It is a very colourful celebration)</p> <p>Red pen link: Mutual respect, individual liberty, tolerance</p>
3.	<p><u>I can use the verb 'quisiera' (I would like) in Spanish</u></p> <ul style="list-style-type: none"> Recap ice cream flavours Teach how to say I would like a ... ice cream. Speaking task Children practice saying which ice cream flavour they would like <p>Vocabulary: quisiera (I would like), quisiera un helado de (I would like a....ice cream) y (and)</p>	<p><u>I can describe what my pet is called in Spanish</u></p> <ul style="list-style-type: none"> Recap how to say what pets you have. Tengo un perro (I have a dog) Add in que se llama (that is called) Tengo un perro que se llama Tasha. Oral rehearsal saying what pets they have and their names. Phonics recap ga, rr, z <p>Vocabulary: As previous lesson, plus: que se llama (that is called)</p>	<p><u>I can use a negative structure to say what isn't in my house</u></p> <ul style="list-style-type: none"> Teach how to add 'no' before verb to make the structure negative. E.g, en mi casa no hay una cocina. N.B. keep article in this negative structure Writing task <p>Vocabulary: En mi casa hay... (In my home there is...) En mi casa no hay... (In my home there is not...) Y (and) Pero (but)</p>	<p><u>I know 2 different religious celebrations celebrated in the Hispanic world.</u></p> <ul style="list-style-type: none"> Eid Christmas Read the information as a class. Can they get the gist of what is said about each religious celebration? Can they use any existing knowledge? In pairs, children mind map each celebration whilst listening and decoding Spanish extracts. <p>Vocabulary:</p> <p>Eid:</p> <p>Profesión de fe (Declaration of Faith)</p> <p>Oración (5 daily prayers) Ayuno (Fasting in the month of Ramadan)</p> <p>Azaque / Zakat (limosna a los mas pobres) (Paying charity to the poor)</p> <p>Peregrinación a la Meca (the holy pilgrimage to Mecca)</p> <p>Christmas</p> <p>El turrón (The nougat) La iglesia (The church) El pavo (The turkey) Los regalos (the presents) El árbol de Navidad (the Christmas tree)</p> <p>Red pen link: Mutual respect, individual liberty, tolerance</p>
4.	<p><u>I can construct a question in Spanish to ask for a cone or a pot of ice-cream with the number of scoops wanted.</u></p> <ul style="list-style-type: none"> Recap how to say 'I would like' 	<p><u>I can describe what pet 'I do not have' in Spanish.</u></p> <ul style="list-style-type: none"> Negative form 'no tengo' (I do not have) 	<p><u>I can talk about myself including where I live in Spanish</u></p> <ul style="list-style-type: none"> Key Questions / Phrases: 	<p><u>I can improve my cultural awareness of a Hispanic city</u></p> <ul style="list-style-type: none"> Capital cities – Lima and Madrid Inhabitants

	<ul style="list-style-type: none"> Teach the vocabulary for cone and tub. Speaking task – oral scaffold sheet Snap card game <p>Quisiera (I would like) Un cucurucho (a cone) Una tarrina (A small pot/tub) por favour (please)</p>	<ul style="list-style-type: none"> Article is dropped, e.g. no tengo perro (I don't have a dog) Speaking role play saying what pets you don't have. <p>Vocabulary: As previous lessons, plus: no tengo (I do not have)</p>	<p>¿ Cómo te llamas? What are you called?</p> <p>¿ Cuántos años tienes ? How old are you?</p> <p>¿ Dónde vives? Where do you live?</p> <p>¿ Cómo es tu casa? What is your home like?</p> <ul style="list-style-type: none"> Write an email to present to the class answering the above questions. <p>Vocabulary: Me llamo... (My name is...) Tengo ... años (I am ... years old) Vivo en... (I live in...) En mi casa hay... (In my home there is... / there are...) En mi casa no hay... (In my home there is not... / there are no...)</p>	<ul style="list-style-type: none"> Location Cliamte Famous sites: <ul style="list-style-type: none"> Mountains (Lima) Beaches (Lima) Huaca Pucllana (Lima) La Catedral de Lima (Lima) La Plaza de Armas (Lima) El Museo de la Nación (Lima) El monasterio Santo Domingo (Lima) La Puerta del Sol (Madrid) El Palacio Real (Madrid) El Templo de Debod (Madrid) La Catedral de la Almudena (Madrid) El estadio Santiago Bernabéu (Madrid) <p>Location study: Children choose Lima or Madrid and produce a piece of work exploring the culture of the city.</p> <p>Vocabulary: hay (there is/there are) (Third person singular haber)</p> <p>Red pen link: Mutual respect, individual liberty, tolerance</p>
5.	<p><u>I can use all my new knowledge to perform a short role-play and order an ice-cream in Spanish.</u></p> <ul style="list-style-type: none"> Teach plurals for more than one scoop – una bola, dos bolas Teach ¿Cuántas bolas? – how many scoops? And using conjunction y (and) to add flavours En el heladería role play – oral scaffold sheets <p>Quisiera un helado por favor (I would like an ice cream please) Un</p>	<p><u>I can integrate the conjunctions 'y' (and) and 'pero' (but) accurately into my work.</u></p> <ul style="list-style-type: none"> Conjunction 'pero' but can be used to add more information into a sentence. E.g. tengo un perro que se llama Tasha, pero no tengo tortuga. Speaking task – paired activity <p>Vocabulary: As previous lessons, plus: pero (but)</p>	<p><u>End of unit assessment</u></p>	<p><u>I can say, read and write how global citizens can protect the planet</u></p> <ul style="list-style-type: none"> “¿Qué vas a hacer para ayudar a salvar el planeta?” (What can you do to save the planet?) Use less paper, plastic, cardboard and water. Teach how to say these phrases in Spanish Produce a poster showing ways in Spanish to look after the planet. <p>Hola (Hello / Hi) Voy... (I am going to... NB: It does also mean 'I go') Voy</p>

	<p>cucurucho o una tarrina? (a cone of a tub?) ¿Qué sabor? (what flavour?)</p> <p>¿Cuántas bolas? (how many scoops?)</p> <p>¿Cuánto cuesta? (how much?) 2 euros por favor (2 euros please)</p> <p>Gracias (thank you) Adiós (goodbye)</p> <p>Una bola de vainilla (a scoop of vanilla)</p>			<p>a utilizar menos papel. (I am going to use less paper) Voy a utilizar menos plástico. (I am going to use less plastic) Voy a utilizar menos carton (I am going to use less cardboard) Voy a utilizar menos agua.(I am going to use less water)</p> <p>Red pen link: Individual liberty</p>
<u>6</u>	<u>End of unit assessment</u>	<u>End of unit assessment</u>	<p><u>I understand the influence and impact Clara Campoamor had on the world</u></p> <ul style="list-style-type: none"> • One of main promoters of women's suffrage in Spain. • Considered the mother of the Spanish feminist movement • Championed women's suffrage in the 1931 constitution, leading to women being able to vote in 1933 • This was stopped during Franco Francisco's dictatorship (1939 to 1975) • 1978: The new Spanish Constitution confirmed full legal equality and an 18-year-old voting age for all citizens, both men and women. 	<u>End of unit assessment</u>
	Summer 2			
	Y3	Y4	Y5	Y6
	<p>I know how</p> <p>Cultural understanding: Las Fallas de Valencia</p>	<p>What is the weather like?</p> <p>Cultural understanding: La Tomatina festival</p>	<p>Habitats</p>	<p>Me in the world</p>

1.	<p><u>I can say, read and write five verbs in Spanish</u></p> <ul style="list-style-type: none"> • Teach the 5 verbs • Practice repeating, reading and spelling the 5 verbs • Active – T say verb and children do relevant action <p><u>Vocabulary</u> Sé (I know how) ¿Qué sabes hacer? (What do you know how to do?) bailar (to dance) cantar (to sing) saltar (to jump) cocinar (to cook) montar en bicicleta (to ride a bike)</p>	<p><u>I can ask what the weather is like and respond in Spanish</u></p> <ul style="list-style-type: none"> • Introduce question: ¿Qué tiempo hace? (What's the weather like?) • Teach the 5 phrases to express the weather. • Hace (it is) from the verb Hacer (to do/make) Hay (it is) from verb Haber (to have) • Listening task to consolidate phrases • Children ask each other what the weather is like and respond. • Grammar – v and b same sound <p><u>Vocabulary: ¿Qué tiempo hace? (What's the weather like?)</u> 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><u>I can say the essential things in Spanish that plants and animals need to survive.</u></p> <ul style="list-style-type: none"> • Teach vocabulary for 5 things that plants and animals need to survive need to survive. Los animals y las plantas necesitan.... Refugio, comida, aire, sol y agua • Oral rehearsal of phrases <p><u>Vocabulary: hábitats (habitats), animales (animals) and plantas (plants) refugio (shelter) comida (food) aire (air) sol (sun) agua (water)</u></p>	
2.	<p><u>I can say, read and write five verbs in Spanish</u></p> <ul style="list-style-type: none"> • Recap last lessons 5 verbs • Teach 5 new verbs • Practice speaking, reading and writing verbs • Oral snap cards <p><u>Vocabulary: Tocar un instrumento (to play an instrument) patinar (to ice-skate) dibujar (to draw) nadar (to swim) hablar español (to speak Spanish)</u></p>	<p><u>I can recognise and recall the conjunctions 'and' & 'but' in Spanish</u></p> <ul style="list-style-type: none"> • Recap answering the question ¿Qué tiempo hace? using the 5 phrases taught last lesson • Teach 5 new phrases to express different weather • Children practice saying each weather type. • Teach pero (but), y (and) model how to join two weather types together, e.g. hace sol pero hace frio (it is sunny but it is hot) • Grammar – identify feminine and masculine nouns • Extended writing ask to use conjunctions <p><u>Hace sol (It's sunny) Hay tormenta (It's stormy) Está nublado (It's cloudy)</u></p>	<p><u>I can name the 5 major habitats in the word</u></p> <ul style="list-style-type: none"> • ¿Qué es un hábitat? Teach vocabulary on 5 major habitats: El selva tropical, el campo, el desierto, el Ártico, el océano • Famous person Francisco de Orellana (link to rainforest habitat in this lesson and South America topic) <p><u>Vocabulary: El selva tropical (tropical rainforest), el campo (countryside/meadow), el desierto (desert), el Ártico (artic), el océano (oceans)</u> Red pen link: South America topic link.</p>	

		Llueve (It's raining) Nieva (It's snowing) y (and) pero (but)		
3.	<p><u>I can use the structure sé with infinitive verbs in Spanish</u></p> <ul style="list-style-type: none"> Recap 10 verbs Sé comes from the verb saber (to know how) Sé + verb, e.g. se cantar = I can sing ¿Qué sabes hacer? What is missing interactive game <p>Vocabulary: sé (I know), saber (to know) Tocar un instrumento (to play an instrument) patinar (to ice-skate) dibujar (to draw) nadar (to swim) hablar español (to speak Spanish) bailar (to dance) cantar (to sing) saltar (to jump) cocinar (to cook) montar en bicicleta (to ride a bike)</p>	<p><u>I know the 4 compass points and can recognise and recall numbers 1-31 in Spanish to say the temperature</u></p> <ul style="list-style-type: none"> Recap 10 phrases to describe the weather, including conjunctions Teach 4 compass points Preposition 'en' (in) Practice vocab using map of Spain Teach how to say how many degrees it is: E.g. Hace 20 grados (It is 20 degrees) Numbers 1 - 31 Oral practice saying how hot it is in the north, south east and west. E.g. en el norte hace frio, hace 10 grados (In the north it is cold, it is 10 degrees) <p>Vocabulary: 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><u>I can use the verb 'crecer' (to grow) to express which plants grow in these habitats.</u></p> <ul style="list-style-type: none"> Introduce new vocabulary and recap last lesson Verb 'crecer' which means to grow. 'crecen' (they grown) Form sentences to say what grows in each habitat. E.g. Las algas crecen en el océano (Seaweed grows in the ocean) <p>Vocabulary: los árboles altos (the tall trees), los cactus (the cacti) las algas (the seaweed) los arbustos (the bushes) las plantas resistentes (hardy plants) crecen (they grow) en (in)</p> <p>Red pen link</p>	
4.	<p><u>I can use the negative structure 'no sé' followed by an infinitive verb</u></p> <ul style="list-style-type: none"> Recap how to say I know how to using the 10 verbs learnt so far. No sé + verb, e.g. No sé saltar (I don't know how to jump/I can't jump) Oral rehearsal answering question ¿Qué sabes hacer? Encourage children to say what they can and what they cannot do. <p>Vocabulary: sé (I know), no sé (I don't know) saber (to know) ¿Qué sabes</p>	<p><u>I can recognise and recall the 7 days of the week and the time of day in Spanish</u></p> <ul style="list-style-type: none"> Teach the 7 days of the week Days of the week do not have capitals in Spanish (except if starting a sentence) Practice saying what the weather is like on different days Times of the day – por la mañana (in the morning) por la tarde (in the afternoon) por la noche (at night) Reading task 	<p><u>I can use the verb 'vivir' (to live) to express which animals live in these habitats.</u></p> <ul style="list-style-type: none"> Teach animal nouns Explain verb 'vivir' to live is same as what they already know (vivo en Clipstone) vivo = I live, vive = he/she/it lives Apply verb vivir to animals. E.g. El oso polar vive en el Ártico (The polar bear lives in the Arctic) <p>Vocabulary: el mono araña (the spider monkey), el camello (the camel), el tiburón (the shark), el oso polar (the</p>	

	hacer? (What do you know how to do?)	Vocabulary: 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) por la noche (at night)	polar bear) el conejo (the rabbit) vive (he/she/it lives) en (in)	
5.	<p><u>I can form more complex sentences in Spanish using conjunctions. (y/ pero)</u></p> <ul style="list-style-type: none"> Recap saying what you can and cannot do Introduce conjunctions y (and) Sé cantar y bailar (I can sing and dance) Introduce conjunction pero (but) Sé concinar pero no sé saltar Use oral scaffold to tell partner what they can and cannot do using conjunctions and/but <p>Vocabulary: pero (but) y (and) sé (I know), no sé (I don't know) saber (to know) ¿Qué sabes hacer? (What do you know how to do?)</p>	<p><u>I can present a weather forecast</u></p> <ul style="list-style-type: none"> Recap language from the unit so far Work through weather forecast model Use slides and oral scaffold to prepare own weather forecast in Spanish Present to class <p>Vocabulary: All words from unit, plus Hola! (Hello!) Me llamo... (My name is...) (¡Bienvenidos a la prevision del tiempo!) Welcome to the weather forecast!</p>	<p><u>I can use all my new knowledge to make a class presentation in Spanish.</u></p> <ul style="list-style-type: none"> Pic collage poster to include: <ul style="list-style-type: none"> An animal It's habitat An example of the habitat What grows in the habitat <p>Vocabulary: All of the words from the unit.</p>	
6	<u>End of unit assessment</u>	<u>End of unit assessment</u>	<u>End of unit assessment</u> -	