



Newlands Junior School
We are Proud

Health & Wellbeing



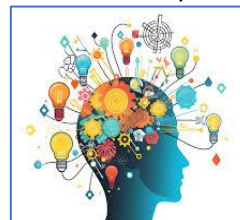
Environment



Global Community



Creativity



Possibilities



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 learning Spanish Famous person – Rafael Nadal (PE Tennis link)	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> - 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> - 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> - 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> - 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> Spain, Argentina, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela, Puerto Rico all speak Spanish.	<u>I can use basic greetings to ask somebody how they are feeling and reply when asked</u> - Recap hola/buenas dias. - Introduce new vocabulary to ask someone how they are feeling. - Teach appropriate responses to say express how they are feeling. - Role play with partner to ask how each other are.	<u>I can say, read and remember the nouns and determiners for family members in Spanish</u> - Pronounce, read and match names for family members. 'The' is 'la' for feminine nouns and 'el' for masculine - Talk about family and answer questions.	<u>I can tell the time around the clock in Spanish.</u> - 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 minus the amount of minutes to the next hour.

	- 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. Vocabulary: colony, pais, el mundo	- Include intensifier 'muy' (very) - Complete listening task - Phonics recap 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!	Vocabulary: madre (mother) padre (father) hermano (brother) hermana (sister) tía (aunty) tío (uncle) abulea (grandma) abuelo (granddad) la/el (the)	Matching time to words activity/writing correct time 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)
3.	<u>I can greet people in Spanish</u> - Repeat and independently say a range of greetings using correct pronunciation. - Say and respond to different greetings. (Follow up – answer register in Spanish). 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)	<u>I can recall numbers 1-10 and count from 11-20 in Spanish</u> - Star game on slides to recap numbers 0 -10 - Language Angels video to teach numbers 11-20 - Matching numbers to digits activity 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?)	<u>I can use the possessive adjective 'my' in Spanish with increasing accuracy and understanding.</u> - Know the difference between mi and mis for 'my' (plurals) - nouns can be singular or plural and need mi or mis to (adjectival agreement) Vocabulary: madre (mother) padre (father) hermano (brother) hermana (sister) tía (aunty) tío (uncle) abulea (grandma) abuelo (granddad) 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)	<u>I can talk about activities I do at the weekend.</u> - Recap saying how to tell the time - Introduce new phrases to say what you do at the weekend - Snap cards activity 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)

4.	<u>I can ask and answer the question '¿Cómo te llamas?'</u> <u>("What is your name?")</u> • The question '¿Cómo te llamas?' (what is your name?) • My name is... (me llamo...) • Oracy Vocabulary: hola (hello), me llamo (my name is), ¿cómo te llamas? (what is your name?)	<u>I can ask somebody how old they are in Spanish and reply when asked to me</u> • 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 ¿Cuántos años tienes? How old are you? Tengo ... años. (I am ... years old) Tener (to have)	<u>I can ask and answer how many brothers and sisters I have using '¿Tienes hermanos?'</u> • 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 único/a 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)	<u>I can listen to and understand native speakers talking about their weekend</u> • Recap vocabulary from previous lessons • ¿Qué haces el fin de semana? (What do you do at the weekend?) • Listening activity • Interactive game 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)
5.	<u>I can count to 10 in Spanish. I know colours in Spanish</u> <u>Tasks:</u> <i>Language Angels lesson 4</i> • Teach numbers 1 – 10 • ¿Cuántos hay? activity • Counting tennis with partner <i>Language Angel lesson 5</i> • Teach colours using splat activity	<u>I can ask somebody where they live in Spanish and reply when asked to me.</u> • 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	<u>I can introduce family members in Spanish, using 'se llama'</u> • 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 • Each sentence to be spoken aloud in full sentences	<u>I can use conjunctions and time phrases to extend my sentences</u> • 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)

	Rockalingua song: https://www.youtube.com/watch?v=ZiNFXntWOJw 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)	¿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).	Vocabulary: ¿cómo se llama? (what is his/her name?) Se llama (his/her name is)	Speaking activity, in pairs: ¿Qué haces el fin de semana? Reply: En el fin de semana... Vocabulary: as above, plus: y (and), después (after), más tarde (later), finalmente (finally), también (also)
6.	<u>End of unit assessment</u>	<u>I can present myself and express my nationality in Spanish using basic gender agreement rules.</u> Tasks: - Recap previous learning - Using oral scaffold sheet, child write an ID card for themselves. Vocabulary: vivo en.. me llamo.. soy ingles/a, tengo...años, soy de inglaterra, nueve, diez	<u>I can recall numbers 1-100 use my knowledge to describe the age of family members.</u> - Count in 1s, 2s, 10s to 100 - 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 - Slide 51 reading and writing activity Vocabulary: diez (ten) veinte (twenty) treinta (thirty) cuarenta (forty) cincuenta (fifty) sesenta (sixty) setenta (seventy) ochenta (eighty) noventa (ninety) cien	<u>I can use time phrases and opinions to talk or write about my weekend</u> - Teach positive and negative opinions - Recap learning so far - Speaking task - Writing activity or oral scaffold to present their weekend 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 / awful!) ¡Me encanta! (I love it) ¡Lo odio! (I hate it)

			(hundred) tengo (I have) tiene (he/she has)	
	Autumn 2			
	Y3	Y4	Y5	Y6
	Animals	Vegetables	The classroom	The weekend
1.	<u>I can recognise and recall 5 animal nouns in Spanish with their correct articles/ determiners.</u> • Teach vocabulary for lion, pig, bird, rabbit, horse. • Listening activity • Speaking activity • Interactive bingo game 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)	<u>I can recognise and say the names of 5 vegetables with the correct plural article in Spanish</u> • Teach vocabulary for vegetables • Oracy practice – you say, I say • Interactive game • Multiple choice activity Las verduras (The vegetables) Las espinacas (The spinach) Las cebollas (The onions) Las zanahorias (The carrots) Las berenjenas (The aubergines) Las patatas (The potatoes)	<u>I know the nouns and determiners for common classroom objects.</u> • Recap words from family and general greetings • Work through PPT as required to teach nouns • Recap phonics sounds 'ch' 'z' 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)	
2.	<u>I can recognise and recall animal nouns in Spanish with their correct articles/ determiners.</u> • Recap vocabulary for lion, pig, rabbit, bird and horse. • Teach vocabulary for duck, cow, sheep, mouse and monkey. • Phonics recap – J Vocabulary: un pato (a duck) una vaca (a cow) una oveja (a sheep) un ratón (a mouse) un mono (a monkey)	<u>I can recognise and say the names of vegetables with the correct plural article in Spanish</u> • 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 Las judías verdes (The green beans) Los tomates (The tomatoes) Los guisantes (The	<u>I know the names of classroom object nouns with their indefinite articles/determiners, including plurals</u> • 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 Vocabulary: una calculadora (a calculator) una regla (a ruler) una barra de pegamento (a glue stick) una goma (a rubber) una	

		peas) Los champiñones (The mushrooms) Los calabacines (The courgettes)	mochila (a pencil case) unas tijeras (scissors)	
3.	I can spell animal nouns with their determiners in Spanish - Recap animal nouns via reading task - Writing task 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)	<u>I can compose a question to ask for a kilo or half a kilo of a vegetable in Spanish</u> - 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 Vocabulary: as above, plus: un kilo de... (a kilo of...)	<u>I can answer the question '¿Qué tienes en tu estuche?' (What do you have in your pencil case?)</u> Task: - 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 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)	
4.	<u>I can explore and understand the role of the indefinite article/determiner in Spanish.</u> - 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 Vocabulary: un/una (a/an), o (or)	<u>I can say 'quisiera' (I would like) when buying vegetables</u> - 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 Vocabulary: Quisiera... (I would like...) Un kilo de... (One kilo of...) Medio kilo de... (Half a kilo of...) Por favor (please) ¿puedo	<u>I can use possessive adjectives 'mi' and 'mis'</u> - Recap vocabulary from unit - Recap vocabulary for my 'mi' and 'mis' possessive adjectives. - writing task for mi/mis. - Speaking task. Vocabulary: tengo, mi (my, singular nouns) mis (my, plural nouns)	

		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)		
5.	<u>I can use the verb 'soy' (I am)</u> - 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 Vocabulary: soy (I am) adivina (guess)	<u>I can use the conjunction 'y' (and) when buying more than one vegetable</u> - 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	<u>I can use the negative structure 'No tengo...' (I do not have)</u> - 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 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...)	
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 Famous person: Antoni Guadi DT structure link)	Fruits Famous person: Francisco Franco (WW2 topic link)	The date Famous person: Clara Campoamor (London topic link)	At school Famous person: Fernando Alonso

1.	<u>I can say and recall the names of 5 musical instruments with their determiners</u> • 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 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)	<u>I can recognise and recall fruit nouns with the correct article.</u> • Teach vocabulary for 5 fruits • Note article una (feminine nouns) • Speaking task • Interactive bingo game La fruta (The fruits) Una manzana (An apple) Una fresa (A strawberry) Una naranja (An orange) Una pera (A pear) Una cereza (A cherry)	<u>I know how Spanish people celebrate Dia de los Muertos</u> • 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. 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)	<u>I know 10 classroom subject nouns in Spanish with the determiners/articles I can say what I study</u> • 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 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)
2	<u>I can recognise and recall instruments in Spanish with their determiners/articles</u> • 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 • Writing task	<u>I can recognise and recall more fruit nouns with the correct articles.</u> • 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 Una ciruela (A plum) Un melocotón (A peach) Un plátano (A banana) Un kiwi (A kiwi) Un albaricoque (An apricot)	<u>I can say, read, recall and spell the 7 days of the week in Spanish.</u> • 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... Vocabulary: Los días de la semana (The days of the week) Lunes (Monday) martes (Tuesday) miércoles (Wednesday) jueves (Thursday) viernes (Friday) sábado (Saturday) domingo (Sunday) ¿Qué día es hoy?	<u>I can create a short phrase in Spanish about a subject using ‘I like’ and ‘I do not like’.</u> • 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 Vocabulary: ¿Qué te gusta ? (What do you like?) ¿Te gusta...? / ¿Te gustan...? (Do you like...?) Me gusta... / Me gustan... (I like...) Me encanta...

	Vocabulary: los címbalos (the cymbals) la batería (the drums) la guitarra (the guitar) la flauta dulce (the recorder) la trompeta (the trumpet)		(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...)	/ 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)
3	I can recall all 10 instruments with their determiners/articles in Spanish • Play song from lesson 3 and discuss lyrics. • Snap card game/car matching activity 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)	I can change singular nouns into the plural form in Spanish. • 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 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)	I can say, recall, read and spell the 12 months of the year in Spanish. • Recall, read and spell the 12 months of the year • There are no capitals letters (except start of sentence) • Snap cards game 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)	I can answer the question '¿Qué hora es?' (What time is it?) on the hour in Spanish. • Recap numbers to 12 • Teach son+las+numero = time (note for 1 o'clock, es la una) • Writing activity 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)
4.	I can explore and understand the role of the definite article/determiner for 'the' in Spanish. • Recap that in Spanish, nouns can have feminine/masculine/plural determiners • El, la, los, las are feminine/masculine/plural determiners • Determiner reading task • Interactive look and spell game	I can use the structure 'me gustan' (I like) with the fruit nouns. • 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 • Children talk to their partner to say which fruits they like.	I can say, read and write the date in full in Spanish. • 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. Vocabulary: As above, plus: veintiuno (twenty-one) veintidós (twenty-two) veintitrés (twenty-three) veinticuatro (twenty-four) veinticinco (twenty-five) veintiséis (twenty-six) veintisiete	I can say at what time I study a particular subject in Spanish • Recap previous learning • Add a time onto what you study, e.g. estudio español a las nueve • Recap days of the week to extend sentences • Listening activity • Interactive game – gap fill • Speaking task

	Vocabulary: el, la, los, las (the)	Vocabulary: Me gustan... (= I like... plural) Sí (yes) No (no)	(twenty-seven) veintiocho (twenty-eight) veintinueve (twenty-nine) treinta (thirty) treinta y uno (thirty-one)	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> - 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> - 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> - 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> - 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 cafe	Clothes	At school
1.	<u>I can recognise and recall the 4 seasons in Spanish with the correct determiners.</u>	<u>I can recognise and recall 10 different foods, snacks and drinks with the correct determiners.</u> Tasks:	<u>I can recognise and recall 11 nouns for items of clothing with their determiners.</u>	

	• Teach the four seasons • Listening task • Practice speaking words using interactive spinning wheel game 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)	• Teach vocabulary for 10 food nouns • Demonstrate cognates • Listening task • Nouns round robin speaking 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)	• Know vocabulary for items of clothing. • Un and una proceed nouns (masculine and feminine, singular and plural) 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.	
2.	<u>I can construct a short phrase about winter weather in Spanish</u> • 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 Vocabulary: En invierno (In winter) Hace frío (it is cold) Nieva (it snows/it is snowing) Y (and)	<u>I can recognise and recall another 10 different foods, snacks and drinks with the correct determiners</u> • Recap food nouns • Introduce new vocabulary • Demonstrate cognates • Listening task • Oral rehearsal of all 20 food nouns 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 (a coca-cola), una limonada (a lemonade)	<u>Recognise and recall 10 more nouns for items of clothing with their determiners</u> • 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. 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	
3.	<u>I can construct a short phrase about spring weather in Spanish.</u> • Recap speaking about winter.	<u>I know key phrases to help me order food and drink in Spanish 'cafetería.'</u> <u>Tasks:</u>	<u>I can describe what I am wearing using the verb llevar</u>	

	- Follow PP to learn how to say in spring flowers grow and birds sing. - Phonics – J - Practice saying sentences - Writing activity Vocabulary: En primavera (in spring) Las flores crecen (The flowers grow) Los pájaros cantan (The birds sing) y (and)	- Recap vocabulary so far - Teach cafeteria role play vocabulary - Reading task 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)	- 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? Vocabulary: as lesson 1+2, plus: cuando hace bien tiempo, llevo...	
4.	<u>I can construct a short phrase about summer weather in Spanish</u> - 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 Vocabulary: En verano (In summer) Hace sol (It is sunny) Hace calor (It is hot) y (and)	<u>I can use more key phrases to help me perform role-play in the Spanish 'cafetería'</u> - Recap previous vocabulary - Teach how to ask for the bill and say please and thank you. - Role play activity Vocabulary: As above, plus: La cuenta por favor (The bill please) gracias (thank you) ¡Adiós! (Goodbye!)	<u>I understand adjectival agreement when describing items of clothing by color</u> - recognise and recall 11 nouns for items of clothing in Spanish with their determiners/articles. - recognise and recall 10 more nouns for items of clothing in Spanish with their determiners/articles. - describe what I am wearing in Spanish using the verb 'llevo...' (I wear...) plus the item of clothing. - understand more about adjectival agreement in Spanish, describing items of clothing by colour and learning how to say 'my' in French. - use all my new knowledge in Spanish to describe what I am packing in my suitcase for a holiday. Voc: rojo/a, Amarillo/a, azul/azules, rosa	
5.	<u>I can construct a short phrase about autumn weather in Spanish.</u> - Recap previous learning - Teach en otoño los árboles pierden sus hojas ¿Cuál es tu estación favorita? - Language lego blocks to create sentences saying what your favourite season is and why	20 mins <u>I can use my knowledge of numbers in Spanish to help calculate the bill in euros.</u> - Teach new vocabulary - 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	<u>I can use nouns and adjectives to talk, read and write about clothing</u> Describe clothing adding mi/mis and an adjective e.g. mi falda naranja. Vocabulary: see previous lessons	

	Round Robin around classroom saying what their favourite season is and why (oral scaffold) En otoño (In autumn) Los árboles pierden sus hojas (The trees lose their leaves) Mi estación favorita es (My favourite season is) Porque (Because)	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)		
6	End of unit assessment	End of unit assessment		
Summer 1				
	Y3	Y4	Y5	Y6
	Ice cream	Do you have a pet?	My home	Me in the world
1.	<u>I can recognise and recall ice-cream flavours in Spanish.</u> - Practising 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. - Interactive bingo game 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		<u>I can say, read and write where I live in Spanish.</u> 1. De donde vives? Vivo en... Vocabulary: piso, casa, el campo, la ciudad, un pueblo, la montaña, la costa	

	mint icecream) Un helado de pistachio (a pistachio icecream)			
2.	<u>I can recognise and say ice-cream flavours in Spanish.</u> - 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? 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)		<u>I can say, read and write the nouns for rooms in a house</u> - En mi casa hay... In my house there is... - Further nouns for rooms are – Una oficina used in Spain rather than un despacho (big office) Vocabulary: una cocina, un comedor, un cuarto de baño, un dormitorio, un lavadero, un sótano, un salón, un despacho/una oficina, un jardín, un garaje	
3.	<u>I can use the verb 'quisiera' (I would like) in Spanish</u> - 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 Vocabulary: quisiera (I would like), quisiera un helado de (I would like a....ice cream) y (and)		<u>I can use a negative structure to say what isn't in my house</u> Teach how to add 'no' before verb to make the structure negative. LA vocab game (QR code on slide) then on carpet to complete slides 34 – 37 with T Rest of class, house survey role play activity (slide 50-53) HA – extend to plurals (to slide 64) Chn do role play whilst T supports LA Vocabulary: en mi casa hay, en mi casa no hay, una cocina, un comedor, un cuarto de baño, un dormitorio, un lavadero, un sótano, un salón, un despacho/una oficina, un jardín, un garaje	

4.	<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> - Recap how to say 'I would like' - Teach the vocabulary for cone and tub. - Speaking task – oral scaffold sheet - Snap card game Quisiera (I would like) Un cucurucho (a cone) Una tarrina (A small pot/tub) por favour (please)		<u>I can read, listen to and understand information about homes</u> - HA chn start reading task Rest of class listen to slide 9 and then circle correct reading passage. - HA – listening task (slide 6-8) Rest of class QR code true or false vocabulary Vocabulary: en mi casa hay, en mi casa no hay, una cocina, un comedor, un cuarto de baño, un dormitorio, un lavadero, un sótano, un salon, un despacho/una officina, un jardín, un garaje	
5.	<u>I can use all my new knowledge to perform a short role-play and order an ice-cream in Spanish.</u> - 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 Quisiera un helado por favor (I would like an ice cream please) Un cucurucho o una tarrina? (a cone of a tub?) ¿Qué sabor? (what flavour?) ¿Cuántas bolas? (how many scoops?) ¿Cuánto cuesta? (how much?) 2 euros por favor (2 euros please) Gracias (thank you) Adiós (goodbye) Una bola de vainilla (a scoop of vanilla)		<u>I can talk about myself including where I live in Spanish</u> Task: Slides 17-20 to recap talking about yourself and example of paragraph. Chn write email adding as much detail as possible Vocabulary: en mi casa hay, en mi casa no hay, una cocina, un comedor, un cuarto de baño, un dormitorio, un lavadero, un sótano, un salon, un despacho/una officina, un jardín, un garaje, piso, casa, el campo, la ciudad, un pueblo, la montana, la costa	

6	End of unit assessment			
	Summer 2			
	Y3	Y4	Y5	Y6
	I know how	Traditions and celebrations	Habitats	Me in the world
1.	<u>I can say five verbs in Spanish</u> Go through PP Listening task – which is the correct verb match to image. Speaking task – describe what you can hear (which verb does each sound represent) Write – spell each verb in Spanish. Reading task – Act out each verb written in Spanish.		<u>I can explore a famous Spanish person who links to my topic learning</u> Clara Campoamor – suffragette (London topic link) Task: 1) Read through key facts about Clara Campoamor 2) Watch video link 3) Read through newspaper article as a class (HA independent) 4) Complete matching timeline activity Vocabulary: feminist, suffrage, activist Red pen link: Links to learning on suffragettes. Location and type of evidence: Spanish books	
2.	<u>I can accurately pronounce verbs in Spanish</u> Recap last lessons 5 verbs Go through PP Listening task – which verb? Match Speaking task – say the verb which is incorrect Reading task – match the verb to the picture Listening – match the verb to the correct image Independent task: writing		Language Angels, Habitats, lesson 1 <u>20 mins</u> <u>I can say the essential things in Spanish that plants and animals need to survive.</u> Task: 1. Work through slides to introduce vocabulary. Chn to have key vocabulary to glue into books 2. Slide 24 listening activity (as a class on the board)	

			3. Continue through slides. Ensure chn understand key vocabulary 4. Reading/writing task SEN – snap cards LA have adapted sheet HA speaking task to say record on ipads saying what plant and animals need to survive. Independent use of conjunctions (y, tambien) Vocabulary: hábitats (habitats), animales (animals) and plantas (plants) refugio (shelter) comida (food) aire (air) sol (sun) agua (water) Red pen links: Location and type of evidence: Spanish books, ipad recordings on server	
3.	<u>I can</u> Reading task –matching activity Writing task paired task – spell each verb on screen. (Spanish vocab books) green pen corrections when gone through as class. Speaking – sentences (oracy)		Language Angels, Habitats, lesson 2 <u>20 mins</u> <u>I can name the 5 major habitats in the word</u> Tasks: 1. Use slides to teach vocabulary on 5 major habitats: El selva tropical, el campo, el desierto, el Ártico, el océano 2. Slide 35 listening activity. 3. Famous person Franciso de Orellana (link to rainforest habitat in this lesson and South America topic) Read through information. 4. Chn make a mini mind map around photo of Franciso de Orellana Vocabulary: El selva tropical (tropical rainforest), el campo	

			(countryside/meadow), el desierto (desert), el Ártico (artic), el océano (oceans) Red pen link: South America topic link. Location and type of evidence: Listening activity and mind map in Spanish book	
4.	<u>I can apply verbs in a sentence</u> <u>Recap – say all ten verbs, write (complete missing letters)</u> Se – I know how... No se – I do not know Reading task – true or false sentences Writing task: fill in the gaps to complete the sentences. <u>Independent task</u> Writing consolidation Extension – GD snap cards.		Language Angels, Habitats, lesson 3 <u>I can use the verb ‘crecer’ (to grow) to express which plants grow in these habitats.</u> Task: 1. Work through slides to introduce new vocabulary 2. Explain ‘crecen’ (they grown) 3. is from the verb ‘crecer’ which means to grow. 4. True or false listening and reading activity 5. Chn complete gap fill activity HA – independent reading task LA – snap cards matching activity. How many can they match? TA led 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) Red pen link Location and type of evidence: Tasks in Spanish book	
5.	<u>I can form more complex sentences in Spanish using conjunctions. (y/ pero)</u> pupils introduced to the conjunctions ‘and’ and ‘but’ so that they are able to form more interesting and complex		Language Angels, Habitats, lesson 4 <u>I can use the verb ‘vivir’ (to live) to express which animals live in these habitats.</u> Task:	

	sentences about what activities they can and cannot do. Recap I know/ do not know – se/ no se		1) Teach animal nouns and specific adaptations for their habitat using slides to 32. 2) Explain verb 'vivir' to live is same as what they already know (vivo en Clipstone) vivo = I live, vive = he/she/it lives 3) Complete slide 51 as a class to consolidate 4) Complete animal writing vocabulary sheet 5) Using the language builder sheet, chn practice speaking about habitats. Record once practiced on ipads LA – only use 5, 6 and 7 Vocabulary: el mono araña (the spider monkey), el camello (the camel), el tiburón (the shark), el oso polar (the polar bear) el conejo (the rabbit) vive (he/she/it lives) en (in) Red pen link: Location and type of evidence: ipad recordings, server, writing task in Spanish books	
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