



## Ash Grove Academy

### Long term planning – Spanish

|          | Year 3                          | Year 4                                  | Year 5                                 | Year 6                        |
|----------|---------------------------------|-----------------------------------------|----------------------------------------|-------------------------------|
| Autumn 1 | Phonics 1<br>I am learning (EL) | Phonics 1 & 2<br>Presenting Myself (IN) | Phonics 1-3<br>Do you have a pet? (IN) | Phonics 1-3<br>At school (PR) |
| Autumn 2 | Animals (EL)                    | My family (IN)                          | The date (IN)                          | Healthy lifestyle (PR)        |
| Spring 1 | Instruments (EL)                | Goldilocks                              | My home (IN)                           | At the weekend (PR)           |
| Spring 2 | I know how to (EL)              | In the classroom (IN)                   | Clothes (IN)                           | Planets (PR)                  |
| Summer 1 | Ice-creams (EL)                 | At the Cafe                             | The Olympics (IN)                      | Vikings (PR)                  |
| Summer 2 | Fruit (EL)                      | What is the weather? (IN)               | Habitats (IN)                          | Me in the World (PR)          |

Key – EL (Early Learning), IN (Intermediate) and PR (Progressive)

By the end of Year 3 pupils should:

- Understand numbers 1-10 and be able to say, read and write them.
- Be familiar with the days of the week and be able to say them and recognise them in written form.
- Use simple greetings (e.g. saying hello and goodbye, saying how they are).

- Ask and answer simple questions about name and age.
- Understand and communicate familiar nouns (e.g animals, musical instruments) including the correct article (dependent on gender).
- Use simple adjectives (e.g colours).
- Use some simple verbs in the first person “I” form (e.g I am and I play).
- Understand the sounds of individual letters and groups of letters and use them aloud individually and in chorus

**By the end of Year 4 pupils should:**

- Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g.in dates and other numeracy activities).
- Use a wider range of vocabulary to ask and understand questions in the classroom (eg. Asking for help, asking the time, simple classroom commands etc.)
- Understand and communicate using a wider range of familiar nouns (including the correct article) eg. classroom items, animals, musical instruments, food and drink).
- Understand and use adjectives to describe people, places, things, and themselves (eg. characters in a story or their family members, their age, nationality, where they live).
- Understand and use verbs in the first person “I” form (perhaps also have a look at a fully conjugated regular verb and show where the first person “I” form is).
- Write slightly longer phrases and basic sentences using a verb in the first person “I” form and a noun including the correct article. (NB: Be careful if introducing adjectives at this early stage as in most languages these will have to agree with the gender of the noun.

**By the end of Year 5 pupils should:**

- Understand and use the alphabet to assist in correct spelling and pronunciation.
- Follow and give simple instructions and descriptions (e.g the date, the weather, what they are wearing).
- Be able to say, read and write the date including the day, number, and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar.
- Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions).
- Understand and communicate simple descriptions orally and in writing (e.g.of a scene, a person, a place, the weather).

- Be able to read longer passages of text and answer questions (orally or in writing about the passage they have read (eg reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions).
- Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (eg about what the weather is like on different days or in different areas of a country).
- Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening,

Reading and writing activities (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”. This can be done using familiar verbs such as “to wear” regarding clothes and they can then build sentences about what they and their friends are wearing).

By the end of Year 6 pupils should:

- Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices).
- Be able to identify and tell the time (in speaking, listening, reading and writing exercises).

This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour.

- Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don’t like, leisure activities they like, foods they don’t like etc.)
- Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).
- Understand and use transactional language (e.g. in a café role play “I would like”, “how much” etc.)
- Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing.

Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.

- Use connectives to make sentences more descriptive and fluent (e.g. “after”, “also”, “and”, “later on”, “finally” etc.)
- Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are).
- Study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language. They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages.

- Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.

## Language skills progression

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| Year 3 | <p><b>Listening</b><br/>Listen to and enjoy short stories, nursery rhymes &amp; songs. Recognise familiar words and short phrases covered in the units taught.</p> <p><b>Speaking</b><br/>Communicate with others using simple words and short phrases covered in the units.</p> <p><b>Reading</b><br/>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p> <p><b>Writing</b><br/>Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p> <p><b>Grammar</b><br/>Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'<br/> <ul style="list-style-type: none"> <li>• Understand better the concept of gender.</li> <li>• Have better knowledge and recall of 1st person singular of high frequency verbs.</li> </ul> </p> |
| Year 4 | <p><b>Listening</b><br/>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p><b>Speaking</b><br/>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p><b>Reading</b><br/>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p><b>Writing</b><br/>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p> <p><b>Grammar</b></p>                                                                                                                                                                                           |

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

| Year 3                     | Unit 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Unit 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Key Focus                  | I am Learning Spanish /Aprendo español                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Animals / Los animales                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Instruments / Los instrumentos                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Learning objectives</b> | To find Spain on a map, say how you feel, learn 10 colours and count from 1-10 in Spanish.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | To remember and recall from memory 10 common animals in Spanish with the correct article/determiner                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | To say what instrument you play in Spanish.                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Phonics</b>             | <p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>• CH sound in ocho.</li> <li>• J sound in rojo &amp; naranja.</li> <li>• Ñ sound in España.</li> <li>• LL sound in amarillo.</li> <li>• RR sound in marron.</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in azul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like naran-ja.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in có-mo.</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'.</li> </ul> | <p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>• J sound in oveja, pájaro &amp; conejo</li> <li>• LL sound in caballo.</li> <li>• Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-ne-jo and ca-na-rio.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules!</li> </ul> <p>Therefore, the stress falls on the syllable with the vowel. As seen in le-ón, pá-ja-ro and ra-tón.</p> | <p>Phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>• RR sound in guitarra.</li> <li>• Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like trom-pe-ta and gui-ta-rra.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in cím-ba-los, trián-gu-lo &amp; ba-te-rí-a.</li> </ul> |
| <b>Key vocab / grammar</b> | Grammar- None in this unit as it is an introductory unit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Grammar</p> <p>Nouns, gender, articles/determiners and verbs. To learn that nouns in Spanish can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners un (for masculine nouns) and una (for feminine nouns). Learning how to categorise nouns by gender (un or una). Introduction of 1st person singular conjugation of the high frequency irregular verb ser (to be) in Spanish</p>                                                                                                    | <p>Grammar</p> <p>Nouns, definite articles/determiners and high frequency verb 'tocar' in first person singular only. Using a noun (instrument) with the correct definite article and 1st person singular of verb to play (tocar) toco. Learning that nouns in Spanish can have different articles based on their gender (masculine/ feminine nouns) and plurality. Introduction to three definite articles la, el and los (las</p>                               |

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|                       | <p>Vocabulary we will learn &amp; revisit:</p> <p>Language to ask how someone is feeling and give a reply. Ten key colours and numbers 1-10</p>                                                                                                                   | <p>Vocabulary we will learn &amp; revisit:</p> <p>10 common animals. The animal nouns in Spanish plus their appropriate indefinite article/determiner. First person conjugation of the verb ser (soy = I am). All listed on Vocabulary Sheet. Also understanding better that the subject pronoun 'yo' (I) is often omitted in Spanish. Just the verb is used. In Spanish, the way the verbs are conjugated often make the subject pronoun unnecessary. You will see this happen often!</p> | <p>is not seen in this unit). Learning how to categorise nouns in Spanish by their determiner, gender and plurality. Understanding yo (I) is often not used with a verb. We translate 'toco' as 'I play' even though the 'I' is missing!</p> <p>Vocabulary we will learn &amp; revisit:</p> <p>10 common instruments with their appropriate definite article first and then in a short phrase using the 1st person conjugation of the verb tocar (toco)</p> |
| <b>Key end points</b> | <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>• To locate Spain, Madrid and a few key cities on a map.</li> <li>• Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish.</li> </ul> | <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 animals in Spanish.</li> <li>• Attempt to spell some of these nouns with their correct indefinite article.</li> <li>• Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).</li> </ul>                                                                                                                               | <p>By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 instruments in Spanish.</li> <li>• Attempt to spell some of these nouns with their correct definite article/determiner in Spanish.</li> <li>• Learn how to say I play an instrument in Spanish.</li> </ul>                                                                                                                          |
| <b>Assessments</b>    | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                      | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                                                                                                                               | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                                                                                                |

| Year 3              | Unit 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Unit 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Unit 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Key Focus           | I know how to / Sé...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Fruits/ La fruta                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Ice cream / Los helados                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Learning objectives | To remember and recall from memory 10 action verbs in Spanish and put them into positive and negative sentences                                                                                                                                                                                                                                                                                                                                                                                                             | To say what fruit we like and do not like in Spanish.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | To say what ice-cream flavour I would like in Spanish.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Phonics             | <p>Phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>J sound in dibuja</li> <li>Ñ sound in hablar español</li> <li>Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar.</li> <li>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in bai-lar and can-tar. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable</li> </ul> | <p>Phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>J sound in naranja. Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que.</li> <li>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón</li> </ul>                                                                                                                                                                                                                    | <p>Phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>CH sound in chocolate, pistachio &amp; cucurucho.</li> <li>LL sound in vainilla.</li> <li>RR sound in tarrina</li> <li>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fa-vor. For words that end in a vowel or 'n' and 's', it is normally the second to last syllable like bo-las and gra-cias.</li> <li>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in plá-ta-no.</li> </ul> |
| Key vocab / grammar | <p>Grammar:</p> <p>Modal verb plus infinitive. Learning that sé (that comes from the modal verb saber and translates as 'I know how') is ALWAYS followed by a verb in its infinitive form in Spanish. The negative sentence structure in Spanish follows the rule of no plus the conjugated MODAL verb, sé, plus the INFINITIVE verb</p>                                                                                                                                                                                    | <p>Grammar</p> <p>Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English!</p> | <p>Grammar</p> <p>Nouns, gender &amp; high frequency verb Starting to understand better that nouns in Spanish are either masculine or feminine (un helado, un cucurucho, una tarrina) and that there are different words for 'a/an' in Spanish depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation quisiera. Learning that quisiera is often used for I would like/want.</p>                                                                                                                                                                                                                                                           |

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|                       | <p>Vocabulary we will learn &amp; revisit:<br/>Ten different high frequency action verbs linked to common activities. First person conjugation of the modal verb saber (to know how), in the positive and negative plus ten common infinitive verbs.</p>                                                                                                                                                                                    | <p>Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!</p> <p>Vocabulary we will learn &amp; revisit:<br/>The nouns and determiners/articles for 10 common fruits in Spanish. The language required to ask a question in Spanish and how to answer the question in Spanish ( using the positive and negative form)</p> | <p>Vocabulary we will learn &amp; revisit:<br/>Ten different flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream, cone or small pot</p>                                                                                                                                                                                                                   |
| <b>Key end points</b> | <ul style="list-style-type: none"> <li>• Recognise, remember and spell 10 action verbs in Spanish.</li> <li>• Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how) and 'no sé' (I do not know how).</li> <li>• Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) &amp; 'pero' (but).</li> </ul> | <ul style="list-style-type: none"> <li>• Name, recognise and remember up to 10 fruits in Spanish.</li> <li>• Attempt to spell some of these nouns with their correct article/determiner.</li> <li>• Ask somebody in Spanish if they like a particular fruit.</li> <li>• Say what fruits we like and dislike in Spanish.</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>• Name, recognise and remember up to 10 ice-cream flavours in Spanish.</li> <li>• Attempt to spell some of these flavours.</li> <li>• Use the structure 'quisiera...' plus an ice-cream flavour.</li> <li>• Say whether we would like a cone or pot and possibly how many scoops.</li> <li>• Learn how to say 'please' and 'thank you' in Spanish.</li> </ul> |
| <b>Assessments</b>    | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                                                                                | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                                                                                          | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                                         |

| Year 4              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Unit 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Key Focus           | Presenting myself / Me presento                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | My family / Mi familia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Goldilocks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Learning objectives | <b>To say your name, age and where you live in Spain.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>To talk simply about your/a family in Spanish.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | To learn new language through pictures, words and phrase cards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Phonics             | <p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> <li>• A sound in catorce.</li> <li>• CE sound in once, doce, trece etc.</li> <li>• CI sound in cinco, cincuenta &amp; cien.</li> <li>• CO sound in cómo.</li> <li>• CU sound in cuatro &amp; cuántos.</li> </ul> <p>• Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-gle-sa and vein-te.</p> <p>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dó-nde</p> <p>• Ñ tilde. This changes the 'n' to a 'ny' sound as in español &amp; española</p> | <p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> <li>• CA sound in única</li> <li>• CI sound in cien</li> <li>• CO sound in único</li> <li>• CU sound in cuarenta, cincuenta</li> </ul> <p>• Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in the word. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like her-man-o, her-man-a (remembering silent 'h' in Spanish unless a foreign origin word).</p> <p>• Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tí-o and ú-ni-ca.</p> | <p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> <li>• CA sound in cama &amp; casa</li> <li>• CE sound in dulce</li> <li>• CI sound Ricitos.</li> </ul> <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sa-la-do and Ri-citos.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ta-zón</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound as in pequeño &amp; española.</p> |
| Key vocab /grammar  | <p>Grammar we will learn &amp; revisit:<br/>Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in Spanish. Adding an 'a' to the end of the adjective (in this lesson the nationality, English or Spanish) to show that the person talking or being described is female. Also seeing the upside down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!)</p> <p>Vocabulary we will learn &amp; revisit:<br/>Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions</p>                                                                                                                                                      | <p>Grammar we will learn &amp; revisit:<br/>Nouns, articles/determiners &amp; possessive adjectives. Exploring possessive adjectives in Spanish with a focus only on 'my'. Understanding that there are two words in Spanish mi and mis for our one word 'my' in English.</p> <p>Vocabulary we will learn &amp; revisit:<br/>We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and 1-100 plus how old we are.</p>                                                                                                                                                                                      | No explicit grammar point or structure is taught in this unit as it is a story telling unit working on language learning strategies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                            | related to basic personal details (name, age, where you live and nationality).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                   |
| <b>Key end points</b>      | <p>By the end of the unit we will be able to:</p> <ul style="list-style-type: none"> <li>• Know how count to 20 in Spanish.</li> <li>• Ask somebody how they are feeling and give an appropriate response back.</li> </ul> <p>Ask somebody their age, name, where they live and reply</p>                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Remember the nouns for family members in Spanish from memory.</li> <li>• Describe our own or a fictitious family in Spanish by name, age and relationship.</li> <li>• Count up to 100 in Spanish.</li> <li>• Understand possessive adjectives better in Spanish ('my' form only).</li> </ul>                                                 | <p>Listen attentively to a whole familiar fairy tale in Spanish.</p> <ul style="list-style-type: none"> <li>• Remembering new language using picture, word and phrases cards.</li> <li>• Improve gist reading and gist listening skills.</li> <li>• Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support.</li> </ul> |
| <b>Assessment</b>          | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                          | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                      |
| <b>Year 4</b>              | <b>Unit 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Unit 5</b>                                                                                                                                                                                                                                                                                                                                                                         | <b>Unit 6</b>                                                                                                                                                                                                                                                                                                                                     |
| <b>Key Focus</b>           | <b>In the classroom / La clase</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>At the café /En la cafetería</b>                                                                                                                                                                                                                                                                                                                                                   | <b>What is the weather ?</b>                                                                                                                                                                                                                                                                                                                      |
| <b>Learning objectives</b> | <b>To say what you have and do not have in your pencil case in Spanish.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>To be able to order what you would like to eat and drink in a Spanish cafetería.</b>                                                                                                                                                                                                                                                                                               | <b>To be able to describe the weather in Spanish</b>                                                                                                                                                                                                                                                                                              |
| <b>Phonics</b>             | <p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> <li>• CA sound in calculadora &amp; cartera.</li> <li>• CE sound in cerrad.</li> <li>• CI sound in silencio.</li> <li>• CU sound in escuchad.</li> </ul> <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ti-je-ras.</p> <p>Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué.</p> | <p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> <li>• CA sound in calamares &amp; catalana &amp; caliente</li> <li>• CO sound in chocolate &amp; con &amp; cola cola</li> </ul> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué de-seas?</p> | <p>Recommended phonics focus: GA GE GI GO GU</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme as in España.</p> <p>Accents. Accents can be placed on some words like qué to indicate a question word.</p>                                          |

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|                                 | Therefore used as a question word – not an answer.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Key vocabulary / grammar</b> | <p>Grammar we will learn &amp; revisit:<br/>Nouns, gender, articles/determiners &amp; use of the negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/determiner. Moving from revisiting tengo... ('I have') to learning the negative option no tengo...('I do not have') in Spanish. Remembering that the subject pronoun 'yo' is often omitted in Spanish. You can tell who is doing the action.<br/>from the verb.</p> <p>Seeing that punctuation can be different with the upside down exclamation and question mark at the start of a sentence.</p> <p>Vocabulary we will learn &amp; revisit:<br/>11 nouns and articles for common classroom objects, 10 simple classroom commands. tengo... ('I have') will be revisited before introducing the negative reply no tengo..... (I don't have)</p> | <p>Grammar we will learn &amp; revisit:<br/>Nouns, indefinite articles/determiners &amp; plurality. Remembering that nouns in Spanish can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in Spanish so more than one of each item can be ordered from the choice of food, snacks and drinks.</p> <p>Vocabulary we will learn &amp; revisit:<br/>A wide range of common food, snacks and drinks available in a typical Spanish cafetería. The transactional language required to order and pay for food</p> | <p>Grammar we will learn &amp; revisit:<br/><br/>Use of hay &amp; hace with weather phrases. To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding it is not always a word for word translation and there can be fixed expressions to learn. Question and exclamation marks in Spanish. Punctuation can be different in different languages. Upside down exclamation and question marks appear at the start on sentences as well the exclamation and question marks at the end of sentences. Without exceptions!</p> <p>Vocabulary we will learn &amp; revisit:<br/><br/>The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a Spanish weather map.</p> |
| <b>Key end points</b>           | <ul style="list-style-type: none"> <li>Recall from memory a selection of nouns and indefinite articles for common classroom objects.</li> <li>Learn how to use the negative in Spanish.</li> <li>Describe what we have and do not have in our pencil case.</li> <li>Respond to simple classroom commands.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Recall from memory a wider range of nouns and indefinite articles/ determiners for common foods, snacks and drinks in a typical Spanish cafetería, improving our cultural knowledge of Spain.</li> <li>Understand better how to make nouns plural in Spanish.</li> <li>Improve our knowledge of Spanish currency.</li> <li>Order in Spanish what we would like to eat and drink in a role play.</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>Recognise and recall the 9 weather expressions in Spanish from memory.</li> <li>Ask what the weather is today and give a reply in Spanish.</li> <li>Describe the weather in Spain, in Spanish using a weather map with symbols.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Assessment</b>               | Continuous assessment through activities recorded and through games, songs, practical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.                                                                                                                                                                                                                                                                                                                                                                                                                                             | Continuous assessment through activities recorded and through games, songs, practical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|  | activities such as what is in the bag, paired activities.<br>End of unit assessment – linked to end points.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | End of unit assessment – linked to end points.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | activities such as what is in the bag, paired activities.<br>End of unit assessment – linked to end points.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <b>Unit 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Unit 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Unit 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|  | <b>Do you have a pet?/ ¿Tienes una mascota?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>The date / la fecha</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>My Home / Mi casa</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <b>To say what pet you have and do not have in Spanish</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>To be able to say the date in Spanish.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>To describe what rooms there are and are not in your home in Spanish</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> <li>GA sound in gato &amp; tortuga.</li> <li>GO sound in gorra &amp; abrigo.</li> </ul> <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tortu-ga and pe-rro.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón</p> | <p>Recommended phonics focus: GA GE GI GO GU</p> <p>GO sound in domingo &amp; agosto.</p> <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lío, vein-tiu-no and trein-ta.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sá-ba-do and miér-co-les.</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in cumpleaños.</p> <p>Silent Letters. 'H' is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is pronounced 'oy'.</p> | <p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> <li>GA sound in garaje.</li> <li>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-dero and ga-ra-je.</li> </ul> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón.</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter not just another phoneme as in baño and montaña</p> |
|  | <p>Grammar we will learn &amp; revisit:</p> <p>Indefinite articles, high frequency verbs &amp; negative. Revisiting 1st person singular conjugations of high frequency verbs me llamo, tengo, soy and vivo. Indefinite articles/determiners un and una. Negative</p>                                                                                                                                                                                                                                                                                                                      | <p>Grammar we will learn &amp; revisit:</p> <p>Ordinal &amp; cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence. Noting that the 2nd, 3rd, 4th etc is not</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Grammar we will learn &amp; revisit:</p> <p>Indefinite articles, negative &amp; high frequency verbs. Revisiting again the indefinite articles un and una. Revisiting also 1st person singular high frequency verbs llamo, tengo, soy with a particular focus on vivo from the verb VIVIR a regular IR verb. Use of negative structure</p>                                                                                                                                                                                                                                                                                                                                                         |

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|                   | <p>structure no tengo... Differences in Spanish punctuation marks like ¿i</p> <p>Vocabulary we will learn &amp; revisit:</p> <p>Revisiting personal details (names/ age/where we live) and the high frequency verbs tengo, soy and vivo. 8 nouns and indefinite articles for common pets and how to ask and answer the question '¿Tienes una mascota?' using the structure que se llama and the two conjunctions y (and) and pero ( but)</p> | <p>used in the Spanish date. Seeing the upside-down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions!</p> <p>Vocabulary we will learn &amp; revisit:</p> <p>The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is</p> | <p>appropriate in this unit, 'there is' and 'there is not' (hay and no hay) structure. Noting the upside-down question mark (¿) is used at the beginning of all questions - no exceptions! This also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!</p> <p>Vocabulary we will learn &amp; revisit:</p> <p>Basic personal details will be revisited including the high frequency 1st person singular verbs soy, me llamo, tengo and vivo. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures vivo en and en mi casa hay... and en mi casa no hay..</p> |
|                   | <p>Know the nouns and indefinite articles for 8 common pets.</p> <p>Ask somebody if they have a pet and give an answer back.</p> <p>Say in Spanish what pet we have/do not have and give our pet's name.</p> <p>Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.</p>                                                                                                          | <ul style="list-style-type: none"> <li>• Recognise and recall the 12 months of the year in Spanish.</li> <li>• Ask what the date is and say the date in Spanish.</li> <li>• Ask somebody when their birthday is and say when their own birthday is in Spanish.</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>• Say and write in Spanish whether we live in a house or an apartment.</li> <li>• Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay...</li> <li>• Use the conjunction y to link two sentences together.</li> </ul>                                                                                                                                                                                                                                                                                                                                                             |
| <b>Assessment</b> | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                                                                                 | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                                       | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Year 5                  | Unit 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Unit 5                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Unit 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Key Focus               | Clothes /La ropa                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | The Olympics/Los Olimpicos                                                                                                                                                                                                                                                                                                                                                                                                                                  | Habitats / Hábitats                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Learning objectives     | To describe what clothes you are wearing by colour in Spanish.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb 'practicar'                                                                                                                                                                                                                                                                                                                               | To speak and write about different habitats, plants and animals in Spanish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Phonics                 | <p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> <li>GA sound in gafas.</li> <li>GO sound in gorra &amp; abrigo.</li> </ul> <p>GU sound in guantes</p> <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like guan-tes, a-bri-go, blu-sa, san-da-lias and cha-que-ta.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lle-váis.</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in baño.</p> | <p>Recommended phonics focus: GA GE GI GO GU</p> <p>GO sound in juegos.</p> <p>Accents: Accents can only be written over vowels in Spanish and indicate the vowel is stressed! As seen in o-lím-pi-cos, tram-po-lín, triat-lón, e-qui-ta-ción &amp; na-ta-ción.</p>                                                                                                                                                                                         | <p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> <li>GA sound in algas.</li> <li>GI sound in refugio.</li> <li>GU sound in agua.</li> </ul> <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable in words like tro-pi-cal and po-lar. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like de-sier-to, ar-bus-tos and plan-tas.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ár-bo-les and há-bi-tats.</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in araña.</p> |
| Key vocabulary /grammar | <p>Grammar we will learn &amp; revisit:</p> <p>Verbs, possessive adjectives, gender, definite/indefinite articles &amp; adjectival agreement. The possessive adjectives for the word 'my' in Spanish and gender of nouns will be revisited before the whole verb conjugation of the regular 'ar' verb LLEVAR is introduced. Adjectival agreement is also revisited and extended using colours</p>                                                                                                                                                                                                                                                                                                                                                                                            | <p>Grammar we will learn and revisit:</p> <p>Gendered nouns &amp; regular verb 'practicar'. To learn that when saying you play a sport in Spanish, the verb 'practicar' is normally used. The verb is conjugated according to who is doing the action and followed directly by the sport, often without the need for a definite article. Exploring the present tense conjugation of the verb 'practicar' and understanding better the agreement changes</p> | <p>Grammar we will learn &amp; revisit:</p> <p>Verbs. Exploring the 3rd person conjugation of the verb CRECER and VIVIR. Two regular -er and -ir Spanish verbs in the present tense.</p> <p>Vocabulary we will learn &amp; revisit:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                            | <p>Vocabulary we will learn &amp; revisit:</p> <p>Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'ar' verb llevar to wear.</p>                                                                                                                                                            | <p>required in the sporting professions depending on whether they are male/female.</p> <p>Vocabulary we will learn &amp; revisit:</p> <p>The 10 nouns and articles for Olympic sports, the verb 'practicar' and the sporting professions in both masculine and feminine form.</p>                                                                                                                                                                       | <p>Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat.</p>                                                                                                                                  |
| <b>Key end points</b>      | <p>Recognise and recall from memory 21 items of clothing.</p> <ul style="list-style-type: none"> <li>• Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.</li> <li>• Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour</li> </ul> | <ul style="list-style-type: none"> <li>• Understand the key facts of the ancient and modern Olympic Games recounted in Spanish.</li> <li>• Learn 10 nouns with their article/determines for common Olympic sports.</li> <li>• Explore the full present tense conjugation of the high frequency verb 'practicar'.</li> <li>• Look at the gendered nouns and the agreement rules involved when you describe a male Olympian or female Olympian</li> </ul> | <ul style="list-style-type: none"> <li>• Say and write the key elements that animals and plants need to survive.</li> <li>• Name the 5 most common types of habitats.</li> <li>• Name an animal and a plant that live and grow in each type of habitat.</li> </ul>    |
| <b>Assessment</b>          | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                  | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                                                                                            | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                          |
| <b>Year 6</b>              | <b>Unit 1</b>                                                                                                                                                                                                                                                                                                                                                                 | <b>Unit 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Unit 3</b>                                                                                                                                                                                                                                                         |
|                            | <b>At School</b>                                                                                                                                                                                                                                                                                                                                                              | <b>Healthy Lifestyle</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>At the weekend</b>                                                                                                                                                                                                                                                 |
| <b>Learning objectives</b> | <b>To discuss what subjects you like and do not like at school and give a reason why in Spanish</b>                                                                                                                                                                                                                                                                           | <b>To discuss a healthy lifestyle in Spanish</b>                                                                                                                                                                                                                                                                                                                                                                                                        | <b>To describe what activities I do at the weekend with a time and an opinion In Spanish</b>                                                                                                                                                                          |
| <b>Phonics</b>             | <p>Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> <li>• B sound in aburrido &amp; QU sound in porque</li> </ul> <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that</p>                                                                                          | <p>Recommended phonics focus: B V CC QU Z</p> <p>B sound in beber, bueno, blanco &amp; bebo<br/>V sound in vegetales &amp; veo<br/>Qu sound in que &amp; mantequilla</p>                                                                                                                                                                                                                                                                                | <p>Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> <li>• B sound in aburrido</li> <li>• V sound in voy, veo, divertido &amp; levanto</li> </ul> <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be</p> |

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|                                | <p>end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like in-te-re-san-te and di-ver-ti-do.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas.</p> <p>Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion.<br/>It is another letter in Spanish not just another phoneme as in español.</p> <p>Silent letters. ‘H’ is always a silent letter in Spanish (unless the word is of foreign origin).<br/>Hola is pronounced ola.</p>                               | <p>Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable as in sa-lud. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like pa-ta-tas.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in na-ta-ción.</p> <p>Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in añadir.</p>                                                                                                                                                                          | <p>stressed on the last syllable like dor-mir and ge-nial. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like le-van-to, di-ver-ti-do and a-bu-rri-do.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-cre-í-ble.</p> <p>Silent letters. H is always silent in Spanish as in the word horrible (unless it is a word of foreign origin). It is pronounced orrible.</p>                                                                                                                                                            |
| <b>Key vocabulary /grammar</b> | <p>Grammar we will learn &amp; revisit:</p> <p>Nouns, gender, definite articles &amp; high frequency irregular verb ir. Revision of definite article el, la, los and las. Full verb conjugation of the verb IR, high frequency irregular verb. Learning how to also use opinions and justifications. Remembering that the subject pronoun ‘yo’ is often omitted in Spanish. Seeing that punctuation can be different with the upside-down exclamation and question mark at the start of a sentence.</p> <p>Vocabulary we will learn &amp; revisit:<br/>Refer to pupil unit glossary<br/>Pupil picture vocab sheet<br/>Pupil language builder</p> | <p>Grammar we will learn &amp; revisit:</p> <p>First person singular conjugation of high frequency verbs, use of the negative &amp; imperative instructions. Use of comer in first person singular (como) and also beber (bebo) &amp; in their negative form (no como &amp; no bebo). Exploring verbs in their infinitive form to give instructions in Spanish. Different punctuation as seen with ¿ and ¡.</p> <p>Vocabulary we will learn &amp; revisit:<br/>Twenty foods and beverages that are considered good/bad for your health. Six activities that you should try and do and two activities that you should try not to do to stay healthy.</p> | <p>Grammar we will learn &amp; revisit:</p> <p>Verbs, conjunctions and opinions. Revision &amp; consolidation of of first person singular high frequency verbs such as voy and juego. Also being introduced to new verbs such as veo and leo and remembering that the subject/personal pronoun is not required. New conjunctions and opinions for joining two phrases together and opinions. Remembering punctuation is different in Spanish as they use upside-down question and exclamation marks (¿) at the start of sentences.</p> <p>Vocabulary we will learn &amp; revisit:<br/>Refer to pupil unit glossary<br/>Pupil picture vocab sheet<br/>Pupil language builder</p> |

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| <b>Key end points</b>      | <ul style="list-style-type: none"> <li>• Name the subjects we study in school in Spanish with the correct definite article/determiner.</li> <li>• Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.</li> <li>• Start to tell the time by learning how to say time by the hour.</li> <li>• Explore the irregular, high frequency verb 'ir' (to go) in full</li> </ul> | <ul style="list-style-type: none"> <li>• Say and write what we eat and drink to stay healthy.</li> <li>• Say and write what we do not eat and drink to stay healthy.</li> <li>• Say and write the activities we do and do not do to stay in shape including a choice of physical activities.</li> <li>• Follow a simple, healthy recipe in Spanish.</li> </ul>                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Tell the time in Spanish using quarter past, half past and quarter to.</li> <li>• Say and write in Spanish what we do at the weekend using two or more sentences.</li> <li>• Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</li> </ul>                                                      |
| <b>Assessment</b>          | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                                                                                                | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                                                                                                                                                          | <p>Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.</p> <p>End of unit assessment – linked to end points.</p>                                                                                                                                                                                            |
| <b>Year 6</b>              | <b>Unit 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Unit 5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Unit 6</b>                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Key Focus</b>           | <b>Planets</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Vikings</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Me in the World</b>                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Learning objectives</b> | <b>To apply knowledge of key questions, adjectival agreement, conjunctions and intensifiers in Spanish.</b>                                                                                                                                                                                                                                                                                                                                                 | <b>To be able to describe myself and/or another person and talk about my daily routine.</b>                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>To explore other Spanish speaking countries and cultures around the world.</b>                                                                                                                                                                                                                                                                                                                       |
| <b>Phonics</b>             | <p>Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> <li>• B sound in bastante &amp; describir</li> <li>• QU sound in pequeño &amp; por qué</li> <li>• V sound in Venus &amp; vivo</li> <li>• Z sound in azul</li> </ul>                                                                                                                                                                                                        | <p>Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> <li>• B sound in barba, bajo &amp; bárbaro/a</li> <li>• V sound in cultivo, violento &amp; atrevida</li> <li>• QU sound in mantequilla</li> <li>• Z sound in rizado &amp; azules</li> </ul> <p>Stress Placement: Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like vi-kin-go and ten-go</p> | <p>Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> <li>• B sound in hablo &amp; besos</li> <li>• V sound in salvar, carnaval, Navidad, vas &amp; voy</li> <li>• QU sound in qué</li> <li>• Z sound in utilizar</li> </ul> <p>Silent letters. H' is always silent in Spanish as in the word verb hablo (unless it is a word of foreign origin). It is pronounced ablo.</p> |

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|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Accent: Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in bár-ba-ra</p> <p>Ñ tilde. As in castaño. This changes the ‘n’ to a ‘ny’ sound like in the English word onion. It is another letter in Spanish not just another phoneme.</p>                                                                                                                                                                                                                                                                                                                                                     | <p>Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español.</p> <p>Stress Placement. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like pre-fe-ri-da, fies-ta &amp; co-lo-ri-da</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dí-a &amp; in-glés.</p> |
| <b>Key vocabulary / grammar</b> | <p>Grammar we will learn &amp; revisit:</p> <p>Adjectival agreement. Further work explaining and consolidating how adjectives can (and often do) change spelling in Spanish depending on if the noun they are describing is masculine or feminine.</p> <p>Vocabulary we will learn &amp; revisit:</p> <p>The nouns for the 10 key elements of the Solar System with a range of appropriate adjectives to describe them, as well as a new set of adjectives to describe qualities/character of the astronauts. All listed on the Unit Glossary.</p> | <p>Grammar we will learn &amp; revisit:</p> <p>Adjectival agreement, high frequency regular &amp; irregular verbs, conjunctions, possessives &amp; reflexive verbs. Revisiting much of the grammar introduced in Early Learning and Intermediate units with a focus on the high frequency verbs tener and ser. Improving accuracy using adjectives and introducing the concept of reflexive verbs in Spanish.</p> <p>Vocabulary we will learn &amp; revisit:</p> <p>The nouns for the 10 key elements of the Solar System with a range of appropriate adjectives to describe them, as well as a new set of adjectives to describe qualities/character of the astronauts.</p> | <p>Grammar we will learn &amp; revisit</p> <p>Verbs &amp; near future tense. Revisiting the 1st person conjugation of the verb ir (to go) voy with the infinitive utilizar (to use) for the near future.</p> <p>Vocabulary we will learn &amp; revisit</p> <p>A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet.</p>                                                                              |
| <b>Key end points</b>           | <p>Name and label a map of the Solar System in Spanish.</p> <p>Apply the rules of adjectival agreement to describe the Solar System in Spanish.</p> <p>Use conjunctions and intensifiers to extend descriptions of the Solar System.</p>                                                                                                                                                                                                                                                                                                           | <p>Name the six key periods of Ancient Britain in Spanish.</p> <p>Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in Spanish</p> <p>Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking.</p>                                                                                                                                                                                                                                                                                                                                                       | <p>Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map.</p> <p>Say and write about some key celebrations in the Spanish speaking world and some of the</p>                                                                                                                                                                                                                                                        |

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|                   | Ask key questions in Spanish in order to conduct an interview with an astronaut.<br>Answer the questions in Spanish in order to present themselves as an astronaut.                                   |                                                                                                                                                                                                       | differences in terms of geography and historical sites between Lima and Madrid.<br><br>Say and write something we do to help the planet.                                                              |
| <b>Assessment</b> | Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.<br><br>End of unit assessment – linked to end points. | Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.<br><br>End of unit assessment – linked to end points. | Continuous assessment through activities recorded and through games, songs, practical activities such as what is in the bag, paired activities.<br><br>End of unit assessment – linked to end points. |