



	Autumn Term 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	I am learning Spanish	Phonics - 4 lessons	Animals	Fruits	Puedo - I can...	I can verbs - Puedo
Year 4	Presenting myself	At a cafe	Family	Do you have a pet?	In the classroom	Habitats
Year 5	What's the date?	Phonics recap	Weather	Clothes	My home	Revision of the year
Year 6	Revise year 3, 4 and 5	The Weekend	Me in the world	Healthy life	Regular Verbs	Revision of the year

	Topic	National Curriculum Objectives	Key Knowledge	Enrichment	Key Vocabulary
Year 6	Autumn 1 Recap Learning from year 3, 4 and 5	Listen attentively to spoken language and show understanding by joining in and responding; Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; "Speak in sentences, using familiar vocabulary, phrases and basic language structures; "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; "Present ideas and information orally to a range of audiences;" Read carefully and show understanding of words, phrases and simple writing; Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; Appreciate stories, songs, poems and rhymes in the language; Write phrases from memory, and adapt these to create new sentences, to express ideas clearly; Describe people, places, things and actions orally and in writing;"(THINGS) Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build	Language Angels - Core Vocabulary - Assessment materials - Powerpoint with numbers to 100, months of the year and more	Drama - roleplay	All vocabulary practice from Year 3, 4,5 Ask children if they have missed any units in Spanish. Do they know the following: • Clothes • What's the date? • My home • Numbers to 100 • Colours • Family • Café roleplay • What's your name and age • Birthdays • Pets and animals

Autumn 2
The
Weekend
(Progressive
Language
Teaching Unit)

sentences; and how these differ from or are similar to English.

Listen attentively to spoken language and show understanding by joining in and responding.

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

"Speak in sentences, using familiar vocabulary, phrases and basic language structures."

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Present ideas and information orally to a range of audiences.

Read carefully and show understanding of words, phrases and simple writing.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials, including through using a dictionary.

Appreciate stories, songs, poems and rhymes in the language.

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Describe people, places, things and actions orally and in writing. (THINGS)

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

- Ask what the time is in Spanish
- Tell the time accurately in Spanish
- Learn how to say and write what I do at the weekend in Spanish
- Create a phrase including what I like to do at the weekend the time I do it and what I think of it.
- Learn how to integrate connectives in my spoken and written work.
- Prepare and present a spoken and a written account of what I do at the weekend, what time I do it, and what I think of it. Try to use connectives in the presentation

They could make videos of themselves explaining what they do at the weekend.

Es la una - It is one o'clock
Son las dos - It is two o'clock
El fin de semana - the weekend
Que hora es? What time is it ?
Y cuarto - quarter past
Y media - half past
Menos cuarto - quarter to
Es mediodia - It's midday
Es medianoche - It's midnight
Me levanto - I get up
Desayuno - I have my breakfast
Veo le tele - I watch TV
Leo - I read
Escucho la musica - I listen to music
Juego a videojuegos - I play computer games
Juego al futbol - I play football
Voy a la piscina - I go to the swimming pool Voy a dormir - I go to sleep
Voy al cine - I go to the cinema
Que haces los fines de semana? What do you do at the weekend?
Es increíble! Es genial! (It's great) Es divertido - It's fun!
Es agotador! It's tiring Es aburrido! It's boring!
Y - and
Despues - after
Tambien - also
Mas tarde - later on finalmente - finally

Spring 1
Me in the
World -
Progressive
Unit

Listen attentively to spoken language and show understanding by joining in and responding.

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

"Speak in sentences, using familiar vocabulary, phrases and basic language structures."

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Present ideas and information orally to a range of audiences.

- Say and spell at least 4 hispanic speaking countries
- Tell you their capital cities
- Find these four countries on a world map

Watch videos of Hispanic festivals

Make posters about

Me llamo - I am called
Vivo en - I live in
Hablo - I speak
Hablo espanol - I speak Spanish
Hablo ingles - I speak Spanish
Mi fiesta preferido es... - My favourite festival is

Read carefully and show understanding of words, phrases and simple writing.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Appreciate stories, songs, poems and rhymes in the language.

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Describe people, places, things and actions orally and in writing. (THINGS)

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

- •Tell you one place of interest in Madrid and one in Lima
- •Tell you what I am going to do to help protect our planet.

protecting the planet in Spanish - use dictionaries and ipads.

El carnval/La semana santa (Easter) El dia de los Muertos (Day of the dead), El Eid, La navidad (Christmas)

Porque - because

Es una fiesta muy tradicional y religiosa. It's a very traditional and religious festival.

Es una fiest muy algere - it is a happy festival

Es una fiesta muy colorida - It is a colourful festival

Hasta Luego - see you later!

Besos - kisses

Que vas a hacer para ayudar a salvar el planeta? What are you going to do to save the planet?

Voy a utilizar menos paper - Use less paper

Voy a utilizar menos carton - cardboard

Plastico - plastic Agua - water

Spring 2 Healthy Life

Listen attentively to spoken language and show understanding by joining in and responding.

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Present ideas and information orally to a range of audiences.

Read carefully and show understanding of words, phrases and simple writing.

- Listen to, recognise and ten foods and drinks that are considered good for your health.
- •Listen to, recognise and and ten foods and drinks

Bring in a variety of foods for the children to learn the words for in Spanish and

La comida sana - Healthy eating/life

Comer - to eat

Beber - to drink

Como - I eat

Bebo - I drink

Bueno para la salud - good for your health

Malo para la salud - bad for your health

Para tener una Buena salud - To stay in shape...

Para tener una Buena salud como - I eat

No como - I don't eat

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
 Appreciate stories, songs, poems and rhymes in the language.
 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
 Describe people, places, things and actions orally and in writing. (THINGS)
 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

that are considered bad for your health.

- Say and write what activities I do and do not do to keep in shape during the week.
- Say and write what I do to keep a healthy lifestyle.
- Learn to read instructions in Spanish and look a healthy recipe in Spanish.

children decide if its healthy or unhealthy.

No bebo - I don't drink
 Pescado - fish
 Pollo - chicken
 Queso - cheese
 Leche desnatada - skimmed milk
 Pan integral - wholemeal bread
 Agua - water
 Cereales - cereals vegetables fruta
 Carne roja - red meat
 Pan blanco - white bread
 Chocolate caramelos - sweets
 Mantequilla - butter
 Patatas fritas - chips
 bebidas con gas - fizzy drinks
 Galletas - biscuits
 Juego al baloncesto - I play basketball
 Paseo a mi perro - I walk my dog
 Hago natacion - I go swimming
 Monto en bicicleta - I go cycling
 Hago judo Juego al tenis - I play tennis
 No veo la tele - I don't watch tv
 No juego con juegos electronicas - I don't play computer games
 Una receta - recipe
 Cortar - cut! Anadir - add mezclar - mix rallar - grate
 Cocinar! Cook

Summer 1

Regular Verbs

- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."
- Develop accurate pronunciation and intonation so that others understand when

- Understand that there are regular and irregular verbs in Spanish
- Name one regular -er verb in its infinitive form

Watch a TV in Spanish.
 Can they identify any verbs in Spanish?

Hablar - to speak (talk)
 Yo hablo - I speak
 Tu hablas - you speak
 El habla Ella habla He/ she speaks
 Nosotros hablamos - We speak
 Vosotros hablais - You all speaks
 Ellos hablan - They speak

		they are reading aloud or using familiar words and phrases." ➤ "Present ideas and information orally to a range of audiences." ➤ "Read carefully and show understanding of words, phrases and simple writing." ➤ "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary." ➤ "Appreciate stories, songs, poems and rhymes in the language." ➤ "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." ➤ "Describe people, places, things and actions orally and in writing." (THINGS) ➤ "Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."	➤ .Name one regular -Ir verb in its infinite form ➤ .Name one regular -ar verb in its infinite form ➤ .Understand what a pronoun is and how it affects the changes in verb endings when they are conjugated. ➤ .Say, read and write - I You He She We You All, They ➤ .Correctly conjugate a regular verb of my choice using all of the pronouns.	-Peppa Pig?	Comer Yo como - I eat Tu comes - you eat El come - he eats Ella come - she eats Nosotros comemos - We eat Vosotros comeis - You all eat Ellas comen - They eat Beber Yo bebo - I drink Tu bebes - you drink El bebe Ella bebe - He she drinks Nosotros bebemos - we drink Vosotros bebes - You all drink Ellas Beben - They drink Vivir - To live Yo Vivo - I live Tu vives - You live El vive Ella vive - he she lives Nosotros vivimos - We live Vosotros vivis - You all live Ella viven - They live
	Summer 2 Prepare for KS3 - recap colours, numbers, (all Core Vocabulary units on Language Angels.	➤	➤ Language Angels - core vocabulary lessons - one offs or the assessment quiz		
Year 5	Autumn 1	➤ "Listen attentively to spoken language and show understanding by joining in and responding." ➤ "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	➤ Learn how to recognise, read, say and spell the 12 months of the year in	Create a calendar to use in class	Que fecha es hoy? - What is the date today? Hoy es... - Today is

Recap Year 3
and 4 - 2
lessons
What's the
date? - 4
lessons

- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."
- "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."
- "Present ideas and information orally to a range of audiences."
- "Read carefully and show understanding of words, phrases and simple writing."
- "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."
- "Appreciate stories, songs, poems and rhymes in the language."
- "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."
- "Describe people, places, things and actions orally and in writing." (THINGS)
- "Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."

➤

Spanish as accurately as possible.

- Learn how to ask what the date is in Spanish
- Learning how to say the date in Spanish
- Ask a question When is your birthday in Spanish
- Say when your birthday is in Spanish
- Learn some key dates from the Spanish calendar - traditional cultural celebrations
-

with the
days of the
week/months
of the year
and numbers
for someone
to change
on the
monitor rota.

They could
also make a
Spanish
Birthday
Display for
their class.

Lunes - Monday
Martes - Tuesday
Miercoles - Wednesday
Jueves - Thursday
Viernes - Friday
Sabado - Saturday Domingo - Sunday
Enero - January Febrero - February
Marzo - March Abril - April Mayo - May
Junio - June Julio - July
Agosto - August Septiembre Octubre
Noviembre Diciembre
Uno dos tres cuatro cinco seis siete ocho
nueve diez once doce trece catorce
quince diecisis diecisiete dieciocho
diecinueve Veinte veintiuno veintidos
Veintitres veinticuatro veinticinco
veintiseis veintisiete veintiocho venti
nueve treinta treinta y uno
Cuando es tu cumpleaños? When is your
birthday?
Mi cumpleaños es el... - My birthday is...

Autumn 2
Finish off
what's the date
+
Recap Phonics -
complete again
from year 3

➤

➤

Spring 1 Weather

- Listen attentively to spoken language and show understanding by joining in and responding.
- "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."
- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."
- "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."
- "Present ideas and information orally to a range of audiences."
- "Read carefully and show understanding of words, phrases and simple writing."
- "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary."
- "Appreciate stories, songs, poems and rhymes in the language."
- "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."
- "Describe people, places, things and actions orally and in writing." (THINGS)
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

- Read and recognise the vocabulary for weather in Spanish
- Say and write vocabulary accurately for weather in Spanish
- Ask the question What the weather is like today?
- Answer the question what the weather is like today?
- Describe the weather in different regions of Spain using a weather map with symbols in spoken and written form.

Make videos interviewing each other asking what's the weather - make props the their videos and even draw a map of Spain or the world and do a weather forecast video.

Que tiempo hace? What weather is it?
 Esta lloviendo - It is raining
 Esta nevando - It is snowing
 Hay tormenta - There is a storm
 Hace sol - It is sunny
 Hace mucho viento - It is very windy
 Hace buen tiempo - The weather is fine.
 Hace mal tiempo - The weather is bad.
 Hace frio - It is cold.
 Hace calor - It is hot
 En el norte de España - In the north of Spain
 Sur - south oeste - west el centro - centre
 Este - east
 El clima - The weather

Spring 2 My home

- Listen attentively to spoken language and show understanding by joining in and responding.
- "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."
- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."
- "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."

- Say and spell the words for an apartment and a house (correctly using un and una)
- Say what rooms I have in my home using

Create a dream house out of shoeboxes and label each room in Spanish.

Donde vives? Where do you live?
 Vivo en. I live in.
 Una casa - a house
 Un piso - an apartment
 En la ciudad - in the town
 En el campo - in the countryside
 En la montaña - in the mountains
 En la costa - by the sea (coast)

- "Present ideas and information orally to a range of audiences."
- "Read carefully and show understanding of words, phrases and simple writings."
- "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary."
- "Appreciate stories, songs, poems and rhymes in the language."
- "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."
- "Describe people, places, things and actions orally and in writing." (THINGS)
- "Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."

the phrase 'En mi casa hay...'

- •Say what rooms I do not have in my home starting with the phrase 'En mi casa no hay...'
- •Use the connective word for 'and' to link two sentences together.
- •Ask somebody to describe their home to me using the phrase como es tu casa?

En un pueblo - village

Y - and

Una cocina - kitchen

Un comedor - dining room

Un cuarto de baño - bathroom

Un dormitorio - bed

Un lavadero - utility room

Un sótano - a basement

Un despacho - a study/office

Un salón - living room

Un garaje - garage

Un jardín - garden

En mi casa hay... In my home there is..

En mi casa no hay - In my home there are no....

Summer 1 Clothes

- "Listen attentively to spoken language and show understanding by joining in and responding."
- "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."
- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."
- "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."
- "Present ideas and information orally to a range of audiences."

- Say and write the vocabulary (nouns with the correct gender and article) for a range of clothes in Spanish accurately and good pronunciation
- •Use the verb LLEVAR (to wear) conjugated in Spanish to help me describe what I

Get a holiday suitcase and fill it with a variety of items for children to dress up.

La ropa - The clothes

Unos pantalones - a pair of trousers

Un traje de baño - swim wear

Un suéter - a jumper

Una camiseta - a t shirt

Un abrigo - coat

Un vestido - dress

Una blusa - blouse

Una corbata - a tie

Una bufanda - A scarf

Una falda - a skirt

Una chaqueta - a jacket

Year 4		➤ 'Read carefully and show understanding of words, phrases and simple writing.' ➤ 'Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary.' ➤ 'Appreciate stories, songs, poems and rhymes in the language.' ➤ 'Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.' ➤ Describe people, places, things and actions orally and in writing.'(THINGS) ➤ 'Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.'	am wearing and possible what other people are wearing. ➤ Say what clothes I wear in different situations and different weather ➤ Describe what I am wearing in terms of colour using accurate adjectival agreement. Possibly be able to describe what other people are wearing. ○ Use the correct possessive adjective for 'my' in Spanish in relation to the items of clothing learnt in this unit.	Direct them to put on clothes only using Spanish.	Una camisa - shirt Una gorra - a hat Unos guantes - gloves Unas botas - boots Unas medias - long socks/tights Unas sandalias - sandals Unas gafas - sunglasses/glasses Unos pantalones cortos - shorts Unos zapatos - shoes Unos calcetines - socks Yo llevo - I wear Tu llevas - you wear El llevo - he wears Ella llevo - she wears Nosotros llevemos - we wear Vosotros llevais - you all wear Ellos llevan - they wear. El lunes, el martes el miercoles, el jueves, el Viernes, el sabado, el domingo - On Monday... Para la escuela, llevo... Cuando hace buen tiempo llevo... When it is nice weather I wear... Cuando nieva llevo... When it is snowing I wear... Cuando estoy de vacaciones, llevo - When I go on holiday, llevo...
	Summer 2 <u>Revision of all year 5, 4 and 3 units</u>	➤			
	Autumn 1 <u>Presenting Myself</u>	➤ 'Listen attentively to spoken language and show understanding by joining in and responding.' ➤ 'Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.'	➤ Count to 20 in Spanish. ➤ Ask somebody their name and age in Spanish and	Make an all about me poster for a display	Como te llamas? What's your name? Me llamo.. My name is Hola! Hello Como estas? How are you?

(Intermediate teaching unit)	➤ "Speak in sentences, using familiar vocabulary, phrases and basic language structures." ➤ "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." ➤ "Present ideas and information orally to a range of audiences." ➤ "Read carefully and show understanding of words, phrases and simple writing." ➤ "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary." ➤ "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." ➤ "Describe people, places, things and actions orally and in writing." ➤ "Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."	say my name and age in Spanish in reply. ➤ Say hello and goodbye and then ask how somebody else is feeling and answer in return how I am feeling. ➤ Ask somebody where they live and answer back where I live, in Spanish. ➤ Say if I am Spanish or English, starting to understand what gender and agreement mean in Spanish.		Estoy bien I am good Estoy mal I am sad Mas o menos - so so Adios! Goodbye Cuantos anos tienes? How old are you? Tengo - I am... Donde vives? Where do you live? Vivo en...I live in... Soy espanol - I am Spanish (male) Soy espanola - I am Spanish (female) Soy ingles masculine - I am English Soy inglesa - feminine I am English Uno dos tres cuatro cinco seis siete ocho nueve diez once doce trece cuatorce quince dieciseis diecisiete dieciocho diecinueve veinte Rojo - red azul - blue Amarillo - yellow Verde - green negro - black blanco - white gris grey naranja orange violeta purple marron - brown
Autumn 2 <u>At the café</u> (Intermediate teaching unit)	➤ "Listen attentively to spoken language and show understanding by joining in and responding." ➤ "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." ➤ "Speak in sentences, using familiar vocabulary, phrases and basic language structures." ➤ "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." ➤ "Present ideas and information orally to a range of audiences." ➤ "Read carefully and show understanding of words, phrases and simple writing."	➤ Order from a selection of foods from a Spanish menu. ➤ Order from a selection of drinks from a Spanish menu. ➤ Order a Spanish breakfast. ➤ Order typical Spanish snacks	Speak to Chloe about ordering food from the shops and hot chocolate for a café celebration	Desayuno en el café - breakfast in a café Que quieres? What would you like? Quiero... I want Por favor - please Un zumo - a juice Un café - coffee Un te - tea Un te con leche - tea with milk Un chocolate caliente - hot chocolate Un croissant

		➤ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary; ➤ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English;	➤ Ask for the bill. ➤ Remember how to say hello, goodbye, please and thank you.	on the last lesson.	La mantequilla - butter Pan - bread La mermelada - jam Un bizcocho - sponge cake Cereales Un trozo de tortilla - a piece of tortilla De churros Tapas patatas fritas Un sandwich Una coca cola Una limonada con gas La cuenta por favor - The bill please
Spring 1 <u>Family</u> (Intermediate teaching unit)	➤		➤ Recognise, say and write the nouns for key family members in Spanish ➤ Tell somebody in Spanish the members in my family (These can be real, fictitious, historical or tv family) ➤ Tell somebody in Spanish the name of the members of my family (These can	Make a family tree of their family.	La familia - The family La mama - mother La abeula - The grandmother La tia - The auntie La hija - the daughter Una hermana - a sister la hermana - the El hijo - son El papa - The dad El abuelo - Grandpa Los padres - the parents Los abuelos - grandparents

		be real, fictitious, historical or tv family) ➤ •Listen to read, recognise, say and write numbers 1-100. ➤ •Tell somebody in Spanish the ages of the members in my family. (These can be real, fictitious, historical or tv family) ➤ •To use, say and write accurately the words for 'my' (possessive adjective) in Spanish.		Como se llama? What are they called? El se llama - He is... Ella se llama... She is.. Mi - my singular Mis - my plural (more than one thing) Tienes un hermano? Do you have a brother? Si, tengo un hermano. Si, tengo tres hermanos. Diez 10 Veinte 20 treinta 30 cuarenta 40 Cincuenta 50 sesenta 60 setenta 70 ochenta 80 noventa 90 cien 100
Spring 2 <u>Do you have a pet?</u> (Intermediate teaching unit)	➤ "Listen attentively to spoken language and show understanding by joining in and responding." ➤ "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." ➤ "Speak in sentences, using familiar vocabulary, phrases and basic language structures." ➤ "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases." ➤ "Present ideas and information orally to a range of audiences." ➤ "Read carefully and show understanding of words, phrases and simple writing." ➤ "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary."	➤ •Listen to, read and recognise the eight nouns in Spanish for popular pets. ➤ •Say and write from memory, with the correct gender and accurate pronunciation and spelling, the eight nouns in Spanish for popular pets. ➤ •Say and write from memory what pet I have and what pet I do not have in Spanish. ➤ •Say and write what my pet is called in Spanish	With teddies, create a pet shop and children could buy the pets with euros.	Un perro - a dog Un gato - a cat Un conejo - a rabbit Un hamster Un pez - fish Un raton - rat Una cortorra - parrot Una Tortuga - turtle Tengo - I have No tengo - I do not have Tengo un - I have Masculine

- "Appreciate stories, songs, poems and rhymes in the language."
- "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."
- "Describe people, places, things and actions orally and in writing." (THINGS)
- "Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."

- "Start to use the connectives 'y' (and) and 'pero' (but) in Spanish."
- "Ask somebody in Spanish what pet they have."
- "Say and write a short presentation including some or all of the following: name, age, pet you have, don't have, use 'y' for and and 'pero' for 'but'."

Tengo una - I have feminine
Que se llama - her/his name is...
Y - and
Pero - but

Summer 1
In the
classroom
(Intermediate
teaching unit)

- "Listen attentively to spoken language and show understanding by joining in and responding."
- "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."
- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."
- "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."
- "Present ideas and information orally to a range of audiences."
- "Read carefully and show understanding of words, phrases and simple writing."
- "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary."

- "Listen to and recognise the nouns for common classroom objects in Spanish."
- "Say and write from memory common classroom objects using their correct gender."
- "How to say and write with high accuracy what I have and do not have"

Make up a
pencilcase
with all of
the
essentials in.
Pull out
different
items for
children to
say the
name of in

Un sacapuntas - sharpener
Un cuaderno - exercise book
Un lapiz - pencil
Un bolígrafo - pen
Un estuche - pencilcase
Un libro - a book
Una goma - rubber
Una regla - ruler
Una calculadora - calculator
Una Tijeras - scissors
Una barra de pegamento - glue stick
Una cartera - book bag/schoolbag

Year 3		➤ "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." ➤ "Describe people, places, things and actions orally and in writing." (THINGS) ➤ "Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the languages; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."	in my pencil case. Learning to use the negative in Spanish. ➤ "How to ask somebody else what they have and do not have in their pencil case. ➤ "Recognise and respond to simple classroom commands.	Spanish every lesson.	Tengo - I have No tengo - I do not have Que tienes en tu estuche? What is in your pencilcase? En mi estuche tengo... In my pencilcase I have En mi estuche no me tengo... In my pencilcase I do not have... Escuchad! - listen! Escribid! Write! Repetid! Repeat! Silencio! Silence Abrid los libros - open your books Cerrad los libros - close your books Pensad! Think! Leed! Read! Preguntad! Ask Levantad la mano! Raise your hand
	Summer 2 <u>Revision of Year 4 topics and recap year 3</u>		Recap year 3 - look at what they should have learnt. What can they remember? Show them the PowerPoints and get them to practice using conversations and games.		
	Autumn 1 <u>I'm learning Spanish -</u>	➤ "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." ➤ "Speak in sentences, using familiar vocabulary, phrases and basic language structures." ➤ "Develop accurate pronunciation and intonation so that others understand when	➤ Find Spain on a map of the world and learn some key facts about Spain/Spanish speaking countries	Spanish topic box resources with maps,	Hola - hello Como estas? How are you? Estoy bien - I am fine Estoy mal - I am not very well

Early language teaching unit

- they are reading aloud or using familiar words and phrases."
- "Present ideas and information orally to a range of audiences."
- "Read carefully and show understanding of words, phrases and simple writing."
- "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary."
- "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."
- "Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."

- Say hello and goodbye in Spanish
- Say 'My name is...' in Spanish
- Ask somebody their name in Spanish
- Ask somebody how they are feeling in Spanish
- Say how I am feeling in Spanish
- Read, write, say and recognise 1-10 in Spanish accurately with good pronunciation
- Read, write, say and recognise 10 key colours in Spanish accurately with good pronunciation

dictionaries and Spanish items.

Mas o menos - So so
Adios - bye
Como te llamas? What is your name?
Yo me llamo - my name is...
Uno dos tres cuatro cinco seis siete ocho nueve diez rojo - red azul - blue Amarillo yellow verde - green negro - black blanco - white gris - grey naranja - orange violeta - purple marron - brown

Autumn 2 Phonics - 4 lessons (Core vocabulary unit) Recap I'm learning

- "Listen attentively to spoken language and show understanding by joining in and responding."
- "Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."
- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."
- "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."
- "Present ideas and information orally to a range of audiences."
- "Read carefully and show understanding of words, phrases and simple writing."

- . In Lesson 1, We will look at the sounds; 'CH', 'J', 'Ñ', 'LL'
- In Lesson 2, We will look at the sounds; 'CA', 'CE', 'CI', 'CO' and 'CU'

Spanish dictionaries

Phonics sound mat is on language angels - Ask Chloe if

Spanish unit too

- "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary."
- "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."

- In Lesson 3, We will look at the sounds; 'GA', 'GE', 'GI', 'GO' and 'GU'
- In Lesson 4, B', 'V', 'CC', 'QU' and 'Z'

you're not sure.

Spring 1 Animals Early language teaching unit

- "Listen attentively to spoken language and show understanding by joining in and responding."
- "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."
- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."
- "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."
- "Present ideas and information orally to a range of audiences."
- "Read carefully and show understanding of words, phrases and simple writing."

- Understand that all nouns in Spanish are either masculine or feminine.
- Read, write and say the Spanish masculine word for 'a'.
- Read, write and say the Spanish feminine word for 'a'.

Get figures or teddies of these animals - ask KSI or FS2 to borrow them.

Los animales - The animals
Un una - masculine feminine for 'a'
Un leon - a lion
Un pajar - a bird
Un conejo - a rabbit
Un caballo - a horse
Un mono - a monkey
Un cerdo - a pig
Un canario - a canary
Un raton - a rat

		➤ "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary." ➤ "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." ➤ "Describe people, places, things and actions orally and in writing." (THINGS) ➤ "Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are similar to English."	➤ •Read, write and Say up to 10 animals in Spanish with the correct word for 'a'. ➤ •Say, read and write 'I am' in Spanish. ➤ •Put together 'I am' and some/all animals in Spanish to say 'I am' plus some/all of the 10 animals. ➤ •Write 'I am' plus each animal for all 10 animals in Spanish.		Una vaca - a cow Una oveja - a sheep Soy - I am...
Spring 2 <u>Fruits</u> Early language teaching unit	➤ "Listen attentively to spoken language and show understanding by joining in and responding." ➤ "Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help." ➤ "Speak in sentences, using familiar vocabulary, phrases and basic language structures." ➤ "Develop accurate pronunciation and intonation so that others understand when they are reading."	➤ •Say at least 5 fruits (Including the correct article) in Spanish with accurate pronunciation ➤ •Say I like at least one fruit in Spanish (using me gustan) ➤ •Say I do not like at least one fruit in	Ask Chloe to buy fruit from the Spanish budget and they can create a fruit shop. The children could cut	Una manzana - an apple Una fresa - a strawberry Un melocoton - melon Un platano - a banana Una cereza - cherry Una naranja - an orange Una ciruela - a plum Una pera - a pear Un kiwi - a kiwi Un albaricoque - apricot	

		aloud or using familiar words and phrases. ➤ "Present ideas and information orally to a range of audiences." ➤ "Read carefully and show understanding of words, phrases and simple writing." ➤ "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials including through using a dictionary." ➤ "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly." ➤ "Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English."	Spanish (using no me gustan...') ➤ Ask somebody what fruit they like in Spanish using the question ? Te Gustan?	and prepare the fruit in the school kitchen and make labels in Spanish for the different fruits.	Me gustan - I like... No me gustan - I don't like...
Summer 1 <u>I can -</u> <u>puedo</u>	➤ "Listen attentively to spoken language and show understanding by joining in and responding." ➤ "Engage in conversations; ask and answer questions; express	➤ Listen to ten popular verbs in Spanish and	Make a video with the class where	Bailar - to dance Cantar - to sing Cocinar - to cook Saltar - to jump	

Early language teaching unit

- "Speak in sentences, using familiar vocabulary, phrases and basic language structures."
 - "Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."
 - "Present ideas and information orally to a range of audiences."
 - "Read carefully and show understanding of words, phrases and simple writing."
 - "Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary."
 - "Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."
 - "Describe people, places, things and actions orally and in writing."
- (ACTIONS)

know what they mean in English

- Read out loud 10 popular verbs with good pronunciation in Spanish
- Say from memory, a few/some/all ten popular verbs with good pronunciation in Spanish
- Write a few, some, all 10 popular verbs from memory with accurate spelling in Spanish.
- Use 'puedo' followed by some/all of the 10 popular verbs in Spanish in both spoken and written work

everyone gets to say a sentence and an action about something they can do e.g. I can play football. I can read. Then show it on the big screen in class.

Hablar - to speak
Escuchar - to listen
Comer - to eat
Beber - drink
Ver la tele - watch tv
Escribir - write
Puedo - I can.

Summer 2
Revision of
Year 3 and go

Useful core vocabulary lessons for Year 3 are:

Print off an alphabet sound mat for children to refer to - Can they spell their name?

through core
vocabulary
lessons.

- Numbers to 10 or 20 if possible
- Colours
- Alphabet in Spanish

Can they remember phone numbers in Spanish?

<https://www.youtube.com/watch?v=9LT9ltzFJTQ&v=en> - Alphabet in Spanish - Basho

Please use school atlases or print some maps of Europe or the world with your class and see if children can find specific countries especially the country that is your focus of a cultural study/profile.

Year	Art Project	Language topic/focus	Song/dance/book to listen to and enjoy	Spanish Cultural Focus
FS	Miro Making fans	Hola Adios Buenos Dias Numbers to 10	Hola Hola song	Looking at maps/atlas
Year 1	Picasso	Hola Adios Buenos Dias Numbers to 10	The very hungry caterpillar If you're happy and you know it - Spanish	Look at Spanish beaches - What would you take on a holiday to Spain?
Year 2	Gaudi - design or make a beautiful building like the Sagrada Familia -	What's your name? Numbers to 10	The very hungry caterpillar	Look on maps and atlases for Spanish speaking countries. A day in the life of a Spanish family. (Talk about siestas)
Year 3	Miro	Numbers to 30 Fruit Shop - use euros to do roleplay and sell fruit	Talon Punta dance Do you like broccoli? Video Chocolate song	The story of Ferdinand the Bull
Year 4	Picasso Make Chatterboxes	Numbers to 50 Months of the year Days of the week - What's the date?	Canta Juego - la mane	La Tomatina (Language Angels Lesson) Go to Spanish Cultural lessons on the main page. It's Lesson 1
Year 5	Gaudi - collage with tissue paper different small squares on lizards - draw their own animals	Numbers to 100 Dates and birthdays	Do you like broccoli? song	Fiesta de San Fermin - Bull chase Lesson 3 in the Spanish Cultural Lessons.

	and collage them in a gaudi style			
Year 6	Day of the dead art	Numbers to 100 Dates and birthdays	Disney in Spanish - favourite movies to Spanish dubbed	El dia de los Muertos - The day of the dead - Lesson 4 in Spanish Cultural lessons.

Spanish Day - In May/June every year, St Johns has a Spanish day to celebrate all things Spanish.

	Language to learn greetings and study the culture (make a profile about a country)	Topic to study on the day - how to do say these things in lots of different languages	Video clips and songs to share with your class
FS2	Makaton	Basic signs for needs	
Year 1	French	Colours - in lots of different languages not just Italian.	
Year 2	Italian	Animals - in lots of different languages not just Italian.	
Year 3	German	Colours - in lots of different languages not just Italian.	
Year 4	Welsh / Wales	Numbers - in lots of different languages not just Italian.	

Year 5	Arabic	Pets - in lots of different languages not just Italian.	
Year 6	Mandarin (Chinese) China	Numbers - in lots of different languages not just Italian.	

In September every year, St Johns celebrates Languages Day around the same day as 'European Languages Day'. This

is a whole school celebration day not just of European languages but the wide diversity of languages spoken by children in our school.