

Spanish Overview

Year 1						
	Autumn 1		Autumn 2		Spring 1	
Topic	<u>Spanish nursery rhymes (soft start into languages curriculum, as children still on CIL)</u>		<u>Colours & Numbers</u>		<u>Under the Sea</u>	
Prior learning/ Links	n/a		(n) none, as this is a starter unit		(Y) vocabulary from colours & numbers unit. If learnt, greetings unit.	
Vocabulary	•	•	<ul style="list-style-type: none"> • Rojo • Gris • Amarillo • Blanco • Verde 	<ul style="list-style-type: none"> • Negro • Azul • Morado • Naranja • Marón • Uno-diez 	<ul style="list-style-type: none"> • Uno- cinco • El pez • El cangrejo • El Estrella del mar • El caballito del mar 	<ul style="list-style-type: none"> • El pulpo • La morsa • El delfín
End points	To be familiar with some Spanish nursery rhymes		Say 10 common colours in Spanish Count from 1-10 in Spanish		Recognise and recall 7 sea creatures in Spanish Recall numbers 1-5 more easily in Spanish	
Enrichment ideas, suggestions (EDI) & cross-curricular links	-playing nursery rhymes during CIL -play nursery rhymes during calm start.		Tuff tray: searching for colours/ numbers Colour mixing in Spanish		Tuff tray: sea creatures with Spanish labels to play with Decorate Spanish sea creatures Learn a song about Spanish sea creatures	

Year 1						
	Spring 2		Summer 1		Summer 2	
Topic	<u>Children's songs (starting off teaching unit)</u>		<u>The Circus (starting off teaching unit)</u>		<u>Greetings (starting off teaching unit)</u>	
Prior learning/ Links	(N)		(Y)		(N)	
Vocabulary	<ul style="list-style-type: none"> ○ Estrellita ○ Un diamante ○ Los pollitos ○ La gallina ○ Cuando tienen frio ○ Cuando tienen hambre ○ El claxon ○ Un bebé 	<ul style="list-style-type: none"> ○ Un perro ○ Un gato ○ Un burro ○ Un toro ○ Una cabra ○ Uno-cuatro ○ La arana ○ El sol ○ La lluvia ○ Las ruedas ○ Las puertas ○ La gente ○ Los limpiparabrisas ○ El autobus ○ Las mamas 	<ul style="list-style-type: none"> ○ El malabarista ○ La ciclista ○ La trapecista ○ El payaso ○ El mago ○ La bailarina ○ El mago hace magia 	<ul style="list-style-type: none"> ○ Estrellita ○ Un diamante ○ Los pollitos ○ La gallina ○ Cuando tienen frio ○ Cuando tienen hambre ○ El claxon ○ Un bebé 	<ul style="list-style-type: none"> ○ Un perro ○ Un gato ○ Un burro ○ Un toro ○ Una cabra ○ Uno-cuatro ○ La arana ○ El sol ○ La lluvia ○ Las ruedas ○ Las puertas ○ La gente ○ Los limpiparabrisas ○ El autobus ○ Las mamas 	<ul style="list-style-type: none"> ○ El malabarista ○ La ciclista ○ La trapecista ○ El payaso ○ El mago ○ La bailarina ○ El mago hace magia
End points	-Actively participate in six traditional nursery rhymes in Spanish.		- Recognise, recall and remember up to 7 different circus acts in		- Say 'hi', 'hello' and 'good morning' in Spanish. • Say 'my name is...' in Spanish.	

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	<ul style="list-style-type: none"> • Start to understand and decode more of the spoken/sung Spanish we hear 	<p>Spanish.</p> <ul style="list-style-type: none"> - Attempt to recognise, recall and remember a short phrase for each circus act in Spanish. -Learn to listen attentively to, understand and participate actively in a -Spanish song about the circus acts. 	<ul style="list-style-type: none"> • Ask somebody in Spanish how they are feeling and give a reply. • Say 'goodbye' and 'see you later' in Spanish.
<p>Enrichment ideas, suggestions (EDI) & cross-curricular links</p>	<p>...</p>	<ul style="list-style-type: none"> -have a circus themed day Tuff tray: pictures of circus people and match to Spanish words using widget. Role play circus roles and label in Spanish. 	<ul style="list-style-type: none"> -create a card for someone using Spanish greetings. -role play greetings using small world Register using Spanish greetings.

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Year 2						
	Autumn 1		Autumn 2		Spring 1	
Topic	<u>Aprendo Español (starting off teaching unit)</u>		<u>Fruit (starting off teaching unit)</u>		<u>Minibeasts (moving on teaching unit)</u>	
Prior learning/ Links	(N)		(Y) The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. <ul style="list-style-type: none"> • Vocabulary from the 'I Am Learning Spanish' unit. • What a noun and article/determiner is in English. • What a verb is in English. 		(Y) vocabulary from the Greetings unit	
Vocabulary	<ul style="list-style-type: none"> ○ Hola ○ Buenos dias ○ Como te llamas ○ Estoy bien ○ Estoy mal ○ Estoy regular ○ Adios ○ Asta luego 	<ul style="list-style-type: none"> ○ Me llamo ○ Uno-diez 	<ul style="list-style-type: none"> ○ Una manzana ○ Una cereza ○ Una ciruela ○ Una naranja ○ Una pera 	<ul style="list-style-type: none"> ○ Hola ○ Buenos dias ○ Como te llamas ○ Estoy bien ○ Estoy mal ○ Estoy regular ○ Adios ○ Asta luego 	<ul style="list-style-type: none"> ○ Me llamo ○ Uno-diez 	<ul style="list-style-type: none"> ○ Una manzana ○ Una cereza ○ Una ciruela ○ Una naranja ○ Una pera

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<p>End points</p>	<p>find Spain on a map and be able to recall at least 1 Spanish-speaking country.</p> <ul style="list-style-type: none"> -use key greetings. -ask and answer the question ‘How are you?’ in Spanish. -ask and answer the question ‘What is your name?’ in Spanish. -count to 10 in Spanish. -read, write, say and recognise 10 colours in Spanish 	<p>-</p> <p>Name, recognise and remember up to 10 fruits in Spanish.</p> <ul style="list-style-type: none"> • Attempt to spell some of these nouns with their correct article/determiner. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits we like and dislike in Spanish. 	<ul style="list-style-type: none"> • Recognise and recall 10 minibests in Spanish. • Recall greetings more easily in Spanish. • Recognise and follow instructions in Spanish. • Follow an animated story in Spanish
<p>Enrichment ideas, suggestions (EDI) & cross-curricular links</p>	<p>Spanish greetings during the register</p>	<ul style="list-style-type: none"> -Tuff tray: fruits to label and match -role play fruit in the home corner, with Spanish labels. 	<ul style="list-style-type: none"> -minibeast hunt in Spanish -tuff tray minibests with the Spanish names.

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Year 2			
	Spring 2	Summer 1	Summer 2
Topic	Transport (starting off teaching unit)	<u>Superheroes (moving on teaching unit)</u>	<u>Shapes</u>
Prior learning/ Links	(Y) vocabulary from greetings unit and colours and numbers unit	(Y) vocabulary from greetings unit and colours and numbers unit	(N)
Vocabulary	<ul style="list-style-type: none"> ○ el coche ○ el aeroplano ○ el barco ○ el autobus ○ el tren ○ la motocicleta ○ el camion 	<ul style="list-style-type: none"> ○ Azul ○ Verde ○ Amarillo ○ Rojo ○ Naranja ○ morado 	<ul style="list-style-type: none"> ○ el coche ○ el aeroplano ○ el barco ○ el autobus ○ el tren ○ la motocicleta ○ el camion
End points	<p>--Recognise and recall 7 modes of transport in Spanish.</p> <ul style="list-style-type: none"> • Recall numbers 1-5 and the colours yellow, red, green, orange & blue more easily in Spanish. 	<p>Recognise, recall, and remember the six colours presented in this unit in Spanish.</p> <ul style="list-style-type: none"> • Recognise and remember the high frequency verbs 'I am called', 'I have', 'I live', 'I am' and 'I know how'. • Present and describe ourselves as a superhero. 	<p>- Name, recognise and remember up to 10 shapes in Spanish.</p> <ul style="list-style-type: none"> • Attempt to spell some of these shapes in Spanish. • Attempt to remember which shapes are un or una. • Revise and/or learn numbers 1-5 in Spanish

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Enrichment ideas, suggestions (EDI) & cross-curricular links	Design junk model cars and label them in Spanish Design a poster with different transport modes Tuff tray cars and labels in Spanish	-design a superhero and label it	...shape bingo Shapes and matching shapes in the tuff tray
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Year 3						
	Autumn 1		Autumn 2		Spring 1	
Topic	<u>Core Vocabulary and the Phonetics</u>		<u>Animals (early language teaching unit)</u>		<u>Vegetables (early language teaching unit)</u>	
Prior learning/ Links	(N)		(Y) The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1 and vocabulary from the 'I Am Learning Spanish' unit. <ul style="list-style-type: none"> • What a noun and article/determiner is in English. • What a verb is and that 'I am' comes from the verb 'to be' in English 		(Y) • The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. <ul style="list-style-type: none"> • Vocabulary from the 'I Am Learning Spanish' unit. • What a noun and article/determiner is in English. 	
Vocabulary	○	○	<ul style="list-style-type: none"> ○ Un caballo ○ Un raton ○ Un cerdo ○ Un leon ○ Un conejo ○ Un pajaro ○ Una oveja ○ Una vaca ○ Un mono ○ Un pato 	○	○	<ul style="list-style-type: none"> ○ Un caballo ○ Un raton ○ Un cerdo ○ Un leon ○ Un conejo ○ Un pajaro ○ Una oveja ○ Una vaca ○ Un mono ○ Un pato

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<p>End points</p>	<p>. These are individual lessons. They are sequential and are designed to be appropriate for each year of Key Stage 2. This series of 'Phonics & Pronunciation' lessons are important as Spanish is a notoriously difficult language to pronounce for foreign language learners. As a language, it contains many sounds that we do not have in the English language. The end goal is that children have an awareness of the Spanish phonetics.</p>	<p>- Name and recognise up to 10 animals in Spanish.</p> <ul style="list-style-type: none"> • Attempt to spell some of these nouns with their correct indefinite article. • Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am). 	<p>- Name, recognise and recall from memory up to 10 vegetables in Spanish.</p> <ul style="list-style-type: none"> • Attempt to spell some of these nouns with their plural article/determiner. • Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.
<p>Enrichment ideas, suggestions (EDI) & cross-curricular links</p>	<p>...display the phonics in classrooms on the remembering wall.</p>	<p>...animals in the tuff tray with matching Spanish names -Create a poster about animals</p>	<p>...role play area with vegetables and a shop set up to buy them, using Spanish to say the names of vegetables -vegetables in the tuff tray matching the names to the Spanish name. -draw a healthy food plate of vegetables, label in Spanish.</p>



Year 3						
	Spring 2		Summer 1		Summer 2	
Topic	<u>Musical Instruments (early language teaching unit)</u>		<u>Ice Cream (early language teaching unit)</u>		<u>In my town (early language teaching)</u>	
Prior learning/ Links	<p>(Y) • The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.</p> <ul style="list-style-type: none"> • Vocabulary from the 'Aprendo español' unit. • What a noun and article/determiner is in English. • What a verb is in English 		<p>(Y) • The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.</p> <ul style="list-style-type: none"> • Vocabulary from the 'I Am Learning Spanish' unit. 		<p>(Y) Vocabulary from the Greetings unit and ideally Transport and/or Under the Sea.</p>	
Vocabulary	<ul style="list-style-type: none"> ○ el arpa ○ el clarinete ○ el violin ○ el piano ○ el triángulo 	<ul style="list-style-type: none"> ○ la trompeta ○ la flauta dulce ○ los címbalos ○ la guitarra ○ la bateria 	<ul style="list-style-type: none"> ○ un helado de fresa ○ un helado de plátano ○ un helado de mora ○ un helado de vainilla ○ un helado de café ○ un helado de menta 	<ul style="list-style-type: none"> ○ el arpa ○ el clarinete ○ el violin ○ el piano ○ el triángulo 	<ul style="list-style-type: none"> ○ la trompeta ○ la flauta dulce ○ los címbalos ○ la guitarra ○ la bateria 	<ul style="list-style-type: none"> ○ un helado de fresa ○ un helado de plátano ○ un helado de mora ○ un helado de vainilla ○ un helado de café ○ un helado de menta ○ un helado de limón

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			<ul style="list-style-type: none"> ○ un helado de limón ○ un helado de pistacho 		<ul style="list-style-type: none"> ○ un helado de pistacho
End points	<ul style="list-style-type: none"> -• Name and recognise up to 10 instruments in Spanish. • Attempt to spell some of these nouns with their definite article/determiner in Spanish. • Learn how to say 'I play' + an instrument in Spanish. 	<ul style="list-style-type: none"> - • Name, recognise and remember up to 10 ice-cream flavours in Spanish. • Attempt to spell some of these flavours. • Use the structure 'quisiera...' plus an ice-cream flavour. • Say whether we would like a cone or pot and possibly how many scoops. • Learn how to say 'please' and 'thank you' in Spanish. 	<p>Recognise, recall, and remember up to 7 places from the town in Spanish.</p> <ul style="list-style-type: none"> • Attempt to spell some of these nouns with their correct indefinite article/determiner. • Attempt to build a sentence using the structure 'hay' (there is) plus the noun and the correct indefinite article/determiner. 		
Enrichment ideas, suggestions (EDI) & cross-curricular links	<p>...junk model instruments</p> <ul style="list-style-type: none"> -tuff tray with musical instruments to explore, labelling in Spanish -create a poster about instruments in Spanish. 	<p>...ice cream café at the end of the unit, ordering in Spanish</p> <ul style="list-style-type: none"> -create a 3d ice cream display using puffy paint, naming ice creams in Spanish. 	<p>...draw a map of the local area using Spanish labels</p> <ul style="list-style-type: none"> -build a junk model town using Spanish labels. 		

Year 4					
	Autumn 1		Autumn 2		Spring 1
Topic	<u>Presenting Yourself (intermediate language teaching)</u>		<u>Family (intermediate language teaching)</u>		<u>Goldilocks & the 3 Bears (intermediate language teaching)</u>
Prior learning/ Links	(Y) phonics & phonemes Core vocabulary from Early Language & I am Learning Spanish Soy (I am), tengo (I have) and vivo (I live)		(Y) Phonics & phonemes Core vocabulary from Early Learning & Presenting Yourself units Soy (I am), tengo (I have) and vivo (I live)		(Y) Letter sounds from phonics & phonemes (lessons 1 and 2) Core vocabulary from Early Language units. -familiar with listening to a fairytale in Spanish
Vocabulary	<ul style="list-style-type: none"> ○ Los numeros ○ Hola ○ Buenos Dias ○ Me amo ○ Asta luego ○ Tengo__anos ○ Los nacionalidades ○ Estoy bien ○ estoy mal ○ Estoy regular ○ Estoy muy bien 	○	<ul style="list-style-type: none"> ○ La madre ○ El padre ○ La tía ○ El tío ○ La abuela ○ El abuelo ○ El hermano ○ La hermana 	<ul style="list-style-type: none"> ○ Los numeros ○ Hola ○ Buenos Dias ○ Me amo ○ Asta luego ○ Tengo__anos ○ Los nacionalidades ○ Estoy bien ○ estoy mal ○ Estoy regular ○ Estoy muy bien 	<ul style="list-style-type: none"> ○ La madre ○ El padre ○ La tía ○ El tío ○ La abuela ○ El abuelo ○ El hermano ○ La hermana
End points	-use basic Spanish greetings, ask someone how they are feeling. Ask someone their name & reply		- Know the nouns for family members. -Describe our own or a fictitious family in Spanish by name, age and relationship		- Listen attentively to a whole familiar fairytale in Spanish.

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	<p>Recall numbers 1-20 Ask someone how old they are & reply Ask someone where they live & reply Express nationalities in Spanish.</p>	<p>-count to 100 in Spanish -Understand possessive adjectives better in Spanish ('my' form only)</p>	<p>Remembering new language using picture, word and phrases cards -improve gist reading and gist listening skills -attempt to re-tell a familiar fairytale in Spanish using a mini-book for support.</p>
<p>Enrichment ideas, suggestions (EDI) & cross-curricular links</p>	<ul style="list-style-type: none"> - Look at famous Spanish speakers - Pen pal letter writing - Conversations with Spanish speakers, try and hold a dialogue 	<ul style="list-style-type: none"> - draw a Spanish family tree - design a poster of their families, using Spanish names to name family members. - bring in family pictures, present their family to the class using key vocabulary. 	<ul style="list-style-type: none"> -present their books as part of world book day celebration -Sequence story of Goldilocks, story map story -design characters to re-tell the story

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Year 4						
	Spring 2		Summer 1		Summer 2	
Topic	<u>The Café (intermediate language teaching)</u>		<u>The Classroom (intermediate language teaching)</u>		<u>Traditions & Celebrations (intermediate language teaching)</u>	
Prior learning/ Links	<p>(Y) Phonemes & Phonics lessons 1 & 2 Vocabulary from Early Learning units & “presenting myself” unit. What making a noun plural means How to say “hello, goodbye, please and thank you” in Spanish</p>		<p>(Y) Phonemes & Phonics lessons 1 & 2. -vocabulary from Early Learning units -That tengo means I have and comes from the verb to have tener in Spanish -What a noun and article/ determiner is in English. -What a verb is in English.</p>		<p>(Y) •The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Language units. • Vocabulary from ‘Me presento’ unit • That nouns in Spanish have gender and this has an impact on the determiner and the adjective.</p>	
Vocabulary	<ul style="list-style-type: none"> ○ Un café ○ Un café con leche ○ Un té ○ Un zumo de naranja ○ un chocolate caliente ○ una limonada 	<ul style="list-style-type: none"> ○ un bocadillo de jamón ○ un bocadillo de queso ○ un pastel de limón ○ unos churros ○ unos calamares 	<ul style="list-style-type: none"> ○ un libro ○ un cuaderno ○ un lápiz ○ un bolígrafo ○ un sacapuntas ○ un estuche ○ una regla ○ una calculadora 	<ul style="list-style-type: none"> ○ Un café ○ Un café con leche ○ Un té ○ Un zumo de naranja ○ un chocolate caliente ○ una limonada 	<ul style="list-style-type: none"> ○ un bocadillo de jamón ○ un bocadillo de queso ○ un pastel de limón ○ unos churros ○ unos calamares ○ una tortilla de patatas ○ una paella 	<ul style="list-style-type: none"> ○ un libro ○ un cuaderno ○ un lápiz ○ un bolígrafo ○ un sacapuntas ○ un estuche ○ una regla ○ una calculadora

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	<ul style="list-style-type: none"> ○ una coca cola ○ una ensalada mixta ○ unas croquetas ○ unas patatas bravas 	<ul style="list-style-type: none"> ○ una tortilla de patatas ○ una paella ○ una tarta de chocolate ○ una crema catalana ○ unas gambas 	○	<ul style="list-style-type: none"> ○ una coca cola ○ una ensalada mixta ○ unas croquetas ○ unas patatas bravas 	<ul style="list-style-type: none"> ○ una tarta de chocolate ○ una crema catalana ○ unas gambas 	○
End points	<p>-Recall from memory a wide range of nouns and determiners for common foods, snacks and drinks in a typical Spanish cafeteria.</p> <p>-Understand better how to make nouns plural in Spanish</p> <p>-Improve our knowledge of Spanish currency</p> <p>-Order in Spanish what we would like to eat and drink in a role-play.</p>	<p>- Recall from memory a selection of nouns and indefinite articles for common classroom objects.</p> <p>-learn how to use the negative in Spanish.</p> <p>-describe what we have and do not have in our pencil case.</p> <p>-respond to simple classroom commands.</p>		<p>oUse key Spanish question words related to famous traditions and celebrations in Spanish-speaking countries' 'Es una fiesta + adjective' (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement.</p> <p>oDevelop an appreciation of traditions and celebrations different to our own culture</p>		
Enrichment ideas, suggestions (EDI) & cross-curricular links	<p>Café role play area</p> <p>Have a café and order in Spanish</p> <p>Design a menu for a Spanish café</p>	<p>Label the classroom with Spanish labels</p> <p>Design a classroom as a poster, labelling items.</p>		<p>-create cards for celebrations in Spanish</p> <p>-have a Spanish celebration day</p>		



Year 5						
	Autumn 1		Autumn 2		Spring 1	
Topic	<u>My House (intermediate language teaching)</u>		<u>What is the date? (intermediate language teaching)</u>		<u>The Weather (intermediate language teaching).</u>	
Prior learning/ Links	(Y) Letter sounds (phonics & phonemes) lessons 1 and 2 Vocabulary from Early Learning units Vocabulary from “presenting myself”, “my family” and “do you have a pet”.		(Y)Letter sounds (phonics and phonemes) lessons 1 and 2. Vocabulary from Early Learning units & numbers 1-31 Vocabulary from “presenting myself” including how to say your name and age in Spanish.		(Y) Letter sounds (phonics and phonemes) lessons 1 and 2. -Vocabulary from Early Learning units Vocabulary from “presenting myself” how to say your name, age, where you live and nationality.	
Vocabulary	<ul style="list-style-type: none"> ○ Una casa ○ Un piso ○ En la ciudad ○ En la montaña ○ En la campo ○ En la costa ○ En el campo ○ Un comedor 	<ul style="list-style-type: none"> ○ En un pueblo ○ un salón ○ un lavadero ○ un dormitorio ○ un despacho ○ un cuarto de baño ○ un garaje ○ una cocina ○ un sótano ○ un jardín 	<ul style="list-style-type: none"> ○ lunes ○ martes ○ miércoles ○ jueves ○ Viernes ○ Sábado ○ Domingo ○ Uno-treinta ○ Enero ○ Febrero ○ Marzo ○ Abril ○ 	<ul style="list-style-type: none"> ○ Una casa ○ Un piso ○ En la ciudad ○ En la montaña ○ En la campo ○ En la costa ○ En el campo ○ Un comedor 	<ul style="list-style-type: none"> ○ En un pueblo ○ un salón ○ un lavadero ○ un dormitorio ○ un despacho ○ un cuarto de baño ○ un garaje ○ una cocina ○ un sótano ○ un jardín 	<ul style="list-style-type: none"> ○ lunes ○ martes ○ miércoles ○ jueves ○ Viernes ○ Sábado ○ Domingo ○ Uno-treinta ○ Enero ○ Febrero ○ Marzo ○ Abril ○

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<p>End points</p>	<p>-Say and write in Spanish whether we live in a house or an apartment. 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”. Use the conjunction y to link two sentences together.</p>	<p>- recognise and recall the 7 days of the week in Spanish -recognise and recall the 12 months of the year in Spanish Recognise and recall numbers 1-31 in Spanish -ask what the date is and say the date in Spanish. -Ask somebody when their birthday is and say when our own birthday is in Spanish.</p>	<p>- recognise and recall the 9 weather expressions in Spanish from memory. -ask what the weather is today and give a reply in Spanish. -describe the weather in Spain, in Spanish using a weather map with symbols.</p>
<p>Enrichment ideas, suggestions (EDI) & cross-curricular links</p>	<p>Build a 3d junk model of their home and label it Draw a floor plan and label it Draw their dream home and describe it.</p>	<p>-make a class calendar in Spanish.</p>	<p>-watch a Spanish weather forecast and determine whether we can decipher key vocabulary. -make weather cards to display in the classroom, and use depending on the weather.</p>

Year 5						
	Spring 2		Summer 1		Summer 2	
Topic	<u>Clothes (Intermediate language teaching)</u>		<u>Habitats (Intermediate language teaching)</u>		<u>Do you have a pet? (Intermediate language teaching)</u>	
Prior learning/ Links	<p>(Y) Letter sounds (phonics and phonemes) lessons 1 and 2 Vocabulary from Early Learning units in particular colours and simple adjectival agreement (nationality in “presenting myself” Understand better that nouns have gender and this has an impact on other words in a sentence like the spelling of an adjective. Understand better the differences between definite and indefinite articles. Vocabulary to describe weather.</p>		<p>(Y) Letter sounds (phonics and phonemes) lessons 1 and 2 Vocabulary from the Early learning units Different strategies on how to decode unknown text from units such as Goldilocks.</p>		<p>(Y) Letter sounds (phonics and phonemes) lessons 1 and 2 Vocabulary from the Early learning units Vocabulary from “presenting myself” and “my family” units. The difference between a definite and indefinite article/ determiner. That nouns in Spanish have gender and that this has an impact on the determiner.</p>	
Vocabulary	<ul style="list-style-type: none"> ○ un traje de baño ○ una chaqueta ○ una camisa ○ unos pantalones 	<ul style="list-style-type: none"> ○ una bufanda ○ unos pantalones cortos ○ unas medias ○ unas botas 	<ul style="list-style-type: none"> ○ el campo ○ el ártico ○ la selva tropical ○ el desierto ○ el océano ○ el conejo 	<ul style="list-style-type: none"> ○ un traje de baño ○ una chaqueta ○ una camisa ○ unos pantalones ○ un Abrigo 	<ul style="list-style-type: none"> ○ una bufanda ○ unos pantalones cortos ○ unas medias ○ unas botas ○ un suéter ○ una gorra 	<ul style="list-style-type: none"> ○ el campo ○ el ártico ○ la selva tropical ○ el desierto ○ el océano ○ el conejo ○ el oso polar

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	<ul style="list-style-type: none"> ○ un Abrigo ○ una falda ○ una corbata ○ unos calcetines ○ un vestido ○ unas sandalias ○ unas gafas 	<ul style="list-style-type: none"> ○ un suéter ○ una gorra ○ una camiseta ○ una blusa ○ unos zapatos ○ unos guantes 	<ul style="list-style-type: none"> ○ el oso polar ○ el mono araña ○ el camello ○ el tiburón ○ agua 	<ul style="list-style-type: none"> ○ una falda ○ una corbata ○ unos calcetines ○ un vestido ○ unas sandalias ○ unas gafas 	<ul style="list-style-type: none"> ○ una camiseta ○ una blusa ○ unos zapatos ○ unos guantes 	<ul style="list-style-type: none"> ○ el mono araña ○ el camello ○ el tiburón ○ agua
End points	<p>-Recognise and recall from memory 21 items of clothing</p> <p>-explore the regular “ar” whole verb present tense conjugation of the verb LLEVAR to describe what you and someone else is wearing.</p> <p>-Revisit the use of the possessive adjective “my” in Spanish and describe clothes in terms of colour.</p>		<p>- Say and write the key elements that animals and plants need to survive.</p> <p>-name the 5 most common types of habitats.</p> <p>-name an animal and a plant that live and grow in each type of habitat.</p>		<p>- Know the nouns and indefinite articles for 8 common pets.</p> <p>- ask someone 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>	
Enrichment ideas, suggestions (EDI) & cross-curricular links	<p>-hold a fashion show with labels in Spanish</p> <p>-design clothes and label them or explain them to partners in Spanish</p>		<p>-create factsheets about habitats and label them in Spanish</p>		<p>Tuff tray- pets in Spanish</p> <p>Design a pet and label it in Spanish</p>	

Year 6			
	Autumn 1	Autumn 2	Spring 1
Topic	<u>Me in the world (progressive language teaching)</u>	<u>At School (progressive language teaching)</u>	<u>The Planets (progressive language teaching).</u>
Prior learning/ Links	(Y) Phonics & Phonemes Lessons 1, 2 and 3. Language introduced from a wide range of Early Learning and Intermediate units (colours, core vocab and days of the week). How to give our personal details from memory (name, age and where we live)	(Y) Phonics & Phonemes Lessons 1, 2 and 3. Language introduced from a wide range of Early Learning and Intermediate units How to give our personal details from memory (name, age and where we live).	(Y) Language introduced from Early Language and Intermediate units such as 'Presenting Myself', 'My Home', and 'Clothes'. • What an adjective is in English. • Basic adjectival agreement rules in Spanish from Intermediate units like 'Me presento' and 'La ropa'.
Vocabulary	<ul style="list-style-type: none"> ○ See vocabulary sheet from unit on Language Angels ○ 	<ul style="list-style-type: none"> ○ La musica ○ Las ciencias ○ La historia ○ El arte ○ El inglés ○ Las matemáticas ○ El español 	<ul style="list-style-type: none"> ○ See vocabulary sheet from unit on Language Angels ○ ○ La musica ○ Las ciencias ○ La historia ○ El arte ○ El inglés ○ Las matemáticas ○ El español
End points	-say and spell some of the different countries and relative capital cities in the Spanish speaking world and find them on a map.	- name the subjects we study at school in Spanish with the correct definite article/ determiner. -extend sentences by giving an opinion on the various school subjects and	- Name and label a map of the Solar System in Spanish. • Apply the rules of adjectival agreement to describe the Solar System in Spanish.

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	<p>-say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid Say and write something we can do to help the planet.</p>	<p>extend even further by giving a justification for that subject. -start to tell the time by learning how to say time by the hour. -explore the irregular, high frequency verb 'ir' (to go) in full.</p>	<ul style="list-style-type: none"> • Use conjunctions and intensifiers to extend descriptions of the Solar System. • Ask key questions in Spanish in order to conduct an interview with an astronaut. • Answer the questions in Spanish in order to present themselves as an astronaut.
<p>Enrichment ideas, suggestions (EDI) & cross-curricular links</p>	<p>...create a factsheet about a Spanish speaking country, labelling parts they know in Spanish -create a poster about themselves using key Spanish words.</p>	<p>...create a classroom display with objects -create labels in Spanish for the classroom</p>	<p>...make planets and label them in Spanish as a classroom display</p>

Year 6						
	Spring 2		Summer 1		Summer 2	
Topic	<u>The Weekend (progressive language teaching)</u>		<u>Healthy Lifestyles (progressive language teaching)</u>		<u>Olympic Games (intermediate language teaching)</u>	
Prior learning/ Links	<p>(Y) The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.</p> <ul style="list-style-type: none"> • Language introduced from Early Learning and Intermediate units. • Time on the hour as presented in the 'En el colegio' Progressive unit. • How to give our personal details from memory (name, age and where we live). 		<p>(Y) The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.</p> <ul style="list-style-type: none"> • Language introduced from a wide range of Early Learning and Intermediate units. • Our personal details from memory (name, age and where we live) and how to tell the time as seen in 'En el colegio' & 'El fin de semana'. 		<p>(Y) • The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3. • Language introduced from Early Language and Intermediate units. • Understand what an article/determiner, noun, verb and adjective is in English and the basic rules of adjectival agreement in Spanish. • How to decode longer, unknown texts in Spanish.</p>	
Vocabulary	<ul style="list-style-type: none"> ○ Me levanto ○ Desayuno ○ Juego a videojuegos ○ Leo ○ Escucho musica ○ Juego al futbol Voy al cine 	<ul style="list-style-type: none"> ○ Veo la tele ○ Voy a dormir ○ 	<ul style="list-style-type: none"> ○ Polo ○ Leche desnatada ○ Pescado ○ Pan integral ○ Queso ○ Cereales ○ Agua ○ Nueces ○ Cocinar 	<ul style="list-style-type: none"> ○ Me levanto ○ Desayuno ○ Juego a videojuegos ○ Leo ○ Escucho musica ○ Juego al futbol Voy al cine 	<ul style="list-style-type: none"> ○ Veo la tele ○ Voy a dormir ○ 	<ul style="list-style-type: none"> ○ Polo ○ Leche desnatada ○ Pescado ○ Pan integral ○ Queso ○ Cereales ○ Agua ○ Nueces ○ Cocinar

Spanish Overview

	<ul style="list-style-type: none"> ○ Voy a la piscina 		<ul style="list-style-type: none"> ○ Mezclar ○ Añadir ○ Rallar ○ Cortar ○ Hago judo ○ Monto en bicicleta ○ No veo la tele ○ No juego con juegos electronicos 	<ul style="list-style-type: none"> ○ Voy a la piscina 		<ul style="list-style-type: none"> ○ Mezclar ○ Añadir ○ Rallar ○ Cortar ○ Hago judo ○ Monto en bicicleta ○ No veo la tele ○ No juego con juegos electronicos
<p>End points</p>	<p>- Tell the time in Spanish using quarter past, half past and quarter to.</p> <ul style="list-style-type: none"> • Say and write in Spanish what we do at the weekend using two or more sentences. • Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. 		<p>- Say and write what we eat and drink to stay healthy.</p> <ul style="list-style-type: none"> • Say and write what we do not eat and drink to stay healthy. • Say and write the activities we do and do not do to stay in shape including a choice of physical activities. • Follow a simple, healthy recipe in Spanish. 		<p>- • Understand the key facts of the ancient and modern Olympic Games recounted in Spanish.</p> <ul style="list-style-type: none"> • Learn 10 nouns with their article/determines for common Olympic sports. • Explore the full present tense conjugation of the high frequency verb 'practicar'. • Look at the gendered nouns and the agreement rules involved when you describe a male Olympian or female Olympian 	
<p>Enrichment ideas, suggestions (EDI)</p>	<p>Create a leaflet about what they do at the weekend</p>		<p>-hold a café</p>		<p>-hold an Olympic day using Spanish words</p>	

Spanish Overview



& cross-curricular links	Use clock manipulatives to ask each other the time in Spanish	Design paper plates with foods and label in Spanish	-create information sheets about the Olympics using key Spanish vocabulary
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