

Languages at St Dennis Primary Academy – Long Term Plan (with retrieval)

"You live a new life for every language you speak. If you only know one language you only live once." – Czech proverb

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Phonics and Pronunciation Lesson 1	Retrieval Review Aprendo Español Phonics matching, Listening game for numbers & colours	Los Animales (Animals)	Retrieval Review Los Animales Word-picture matching, Sentence builder: 'Es un gato'	Sé... (I know how...)	Retrieval Review Sé... Spelling game for action verbs, Mixed-topic quiz
	Aprendo Español (I'm Learning Spanish)					
Year 4	Retrieval Review all Year 3 games and units	Phonics and Pronunciation Lesson 1/2	Retrieval Review Me Presento Pronunciation challenge, Listening & spelling for personal details	La Familia (The Family)	Retrieval Review La Familia Matching family terms to images, Sentence builder: 'Mi madre se llama...'	En El Café (At the Café)
		Me Presento (Presenting Myself)				
Year 5	Phonics and Pronunciation Lesson 2/3	Retrieval Review En El Café Listening game for food/drink vocabulary, Mixed-topic quiz	La Ropa (Clothes)	Retrieval Review La Fecha Sound recognition for phonics, Matching days/months	¿Qué Tiempo Hace? (The Weather)	Retrieval Review La Ropa Sentence builder: 'Llevo...', Spelling challenge for clothing items
	La Fecha (The date)					
Year 6	Retrieval Review ¿Qué Tiempo Hace? Listening game for weather phrases, Role-play forecast	Phonics and Pronunciation Lesson 3/4	Retrieval Review En El Colegio Pronunciation & spelling challenge, Listening game for school subjects	El Fin De Semana (The Weekend)	Retrieval Review El Fin De Semana Sentence builder for weekend activities, Translation game	Yo En El Mundo (Me in the World)
		En El Colegio (At School)				

Early Language Teaching	Intermediate Language Teaching	Progressive Language Teaching	Core Phonetics
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All units are from Language Angels (pictures in plans are also from this scheme)

Year 3

Phonics and Pronunciation – Lesson 1

Introduce the first set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are:

CH

J

Ñ

LL

RR

Autumn 1 - Aprendo Español (E) (*I'm Learning Spanish*)

By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.

Programme of Study

Listening	Speaking	Reading	Writing	Grammar
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.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	

Lesson Sequence

1. I can greet at different parts of the day in Spanish.
2. I can express how I feel and ask others.
3. I can say what my name is in Spanish and ask others.
4. I can talk about Spain and name different countries where Spanish is spoken.
5. I can count to ten in Spanish.
6. I can remember and recall different colours in Spanish. Assessment.

Outcomes

- Pinpoint Spain and other Spanish speaking countries on a map of the world
- Ask and answer the question 'How are you?' in Spanish
- Say 'Hello' and 'Goodbye' in Spanish
- Ask and answer the question 'What is your name?' in Spanish
- Count to ten in Spanish
- Say ten colours in Spanish

Grammar

Introductory unit - no grammar

Phonics and Pronunciation

Phonics focus: CH J Ñ LL RR

- CH sound in ocho.
- J sound in rojo & naranja.
- Ñ sound in España.
- LL sound in amarillo.
- RR sound in marron.
- Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like naran-ja.
- 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.
- Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'

Vocabulary

Aprendo español

¡Hola!

¡Buenos días!

¡Adiós! / ¡Hasta luego!

estoy bien

estoy mal

más o menos

Me llamo...

blanco

azul

gris

negra

marrón

rojo

amarillo

verde

morado

naranja

1 uno

2 dos

3 tres

4 cuatro

5 cinco

6 seis

7 siete

8 ocho

9 nueve

10 diez

Spring 1 - Los Animales (E) (Animals)

In this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in Spanish. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.

Programme of Study

Listening	Speaking	Reading	Writing	Grammar
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.	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.

Lesson Sequence	Outcomes	Grammar
- I can remember five animals with the correct indefinite article/determiner. - I can remember five more animals with the correct indefinite article/determiner. - I can consolidate the pronunciation and spelling of ten animals. - I can consolidate ten animals with a particular focus on the indefinite article/ determiner. - I can start to use the irregular verb 'to be' to form a short sentence with animal nouns. Assessment	- Be introduced to ten animals in Spanish - Remember the words for at least five animals in Spanish unaided - Attempt to spell at least three animals correctly in Spanish	- To learn and revisit: 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.

Phonics and Pronunciation	Vocabulary
Phonics focus: CH J Ñ LL RR	

- J sound in oveja, pájaro & conejo.
- LL sound in caballo.
- 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.
- 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 le-ón, pá-ja-ro and ra-tón.



Summer 1 - Sé... (I know how...)

Sé... - In this unit pupils will learn 10 familiar activities that they know how or do not know how in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.

Programme of Study

Listening	Speaking	Reading	Writing	Grammar
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.	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.
Lesson Sequence - I can recognise and recall five different verbs and learn to spell these. - I can recognise and recall ten different verbs and learn how to spell these. - I can use the verb sé (I know how) with ten verbs to start to form sentences. - I can start to say what I can and cannot do. - I can start to use conjunctions 'and' and 'but' to form more complex sentences about what I can and cannot do. Assessment.		Outcomes - Recognise, remember and spell 10 action verbs in Spanish - 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). - Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).		Grammar - Modal verb plus infinitive. - sé 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.

Phonics and Pronunciation

Phonics focus: CH J Ñ LL RR

- J sound in dibujar
- Ñ sound in hablar español
- Silent letters. 'H' is always a silent letter in Spanish
- Hablar is pronounced ablar.
- 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.

Vocabulary



bailar



cantar



saltar



cocinar



montar en bicicleta



tocar un instrumento



patinar



dibujar



nadar



hablar español

Year 4

Phonics and Pronunciation – Lesson 1 and 2

Introduce the first set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are:

CH

J

Ñ

LL

RR

Introduce the second set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are:

CA

CE

CI

CO

CU

Autumn 2 – Me Presento (*Presenting Myself*)

By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.

Programme of Study

Listening	Speaking	Reading	Writing	Grammar
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.	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.

Lesson Sequence

- I can ask and answer the question '¿Cómo te llamas?' (What is your name?).
- I can consolidate numbers 1-10 and to introduce numbers 11-20.

Outcomes

- Know how count to 20 in Spanish.
- Ask somebody how they are feeling and give an appropriate response back.
- Ask somebody their age, name, where they live and reply.

Grammar

- To learn and revisit: Adjectival agreement.
- An introduction to the concept of adjectival agreement, in the simplest form in Spanish.

3. I can consolidate knowledge of numbers 1-20 and learn how to ask and answer the question '¿Cuántos años tienes?' (How old are you?).
4. I can ask and answer the question '¿Dónde vives?' (Where do you live?) and the basics of adjectival agreement. Assessment.

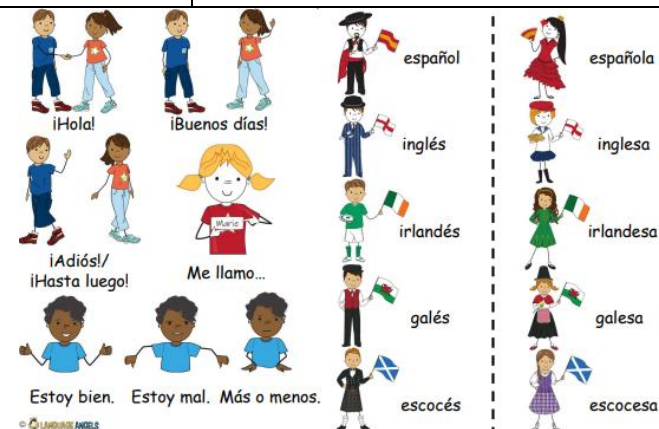
- Learning to add an 'a' to the end of the adjective (in this lesson the nationality, English or Spanish) to show that the person talking or being described is female.
- Learning how the upside-down question mark is used at the beginning of all questions in Spanish

Phonics and Pronunciation

Phonics focus: CA CE CI CO CU

- CA sound in catorce.
- CE sound in once, doce, trece etc.
- CI sound in cinco, cincuenta & cien.
- CO sound in cómo.
- CU sound in cuatro & cuántos.
- 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.
- 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.
- Ñ tilde. This changes the 'n' to a 'ny' sound as in español & española.

Vocabulary



1 uno	2 dos	3 tres	4 cuatro	5 cinco
6 seis	7 siete	8 ocho	9 nueve	10 diez
11 once	12 doce	13 trece	14 catorce	15 quince
16 dieciséis	17 diecisiete	18 dieciocho	19 diecinueve	20 veinte

Spring 2 - La Familia (I) (*The Family*)

By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in Spanish. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.

Programme of Study

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

Lesson Sequence	Outcomes	Grammar
- I can learn how to recognise, recall and spell different family members with the correct definite article/determiner. - I can consolidate the nouns and definite articles/determiners for family members and learn how to use the possessive adjective 'my'. - I can ask and answer the question 'do you have any siblings?'. - I can introduce a family member moving from 1st person singular 'I am called' to 3rd person singular 'he/she is called'. - I can say numbers to 100.	- Say the nouns in Spanish for members of their family - Tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary - Continue to count, reaching 100, to enable students to say the age of various family members. - Understand the concept of mi and mis in Spanish	To learn and revisit: Nouns, articles/determiners & 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.

Phonics focus: CA CE CI CO CU

- CA sound in *única*
- CI sound in *cien*

- CO sound in único
- CU sound in cuarenta, cincuenta
- 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).
- 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 úni-ca

Mi familia



la madre



el padre



el hermano



la hermana



la abuela



el abuelo



la tía



el tío

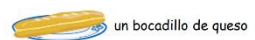
Summer 2 - En El Café (At the Café)

By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafeteria. This is a unit that consolidates much of the grammar covered (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside transactional language.

Programme of Study

Listening	Speaking	Reading	Writing	Grammar
Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences.	Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally* and in writing.	Understand basic grammar appropriate to the language being studied, 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.
Lesson Sequence - I know ten masculine nouns with the indefinite article/determiner for popular food and drink. - I know ten feminine nouns with the indefinite article/determiner for popular food and drink. - I can consolidate all the foods/snacks and drinks. I can use the transactional language required to order. - I can consolidate vocabulary. I can ask for the bill and how to say thank you and goodbye in Spanish. - I understand Spanish currency better, improving cultural understanding, and using mathematical knowledge to calculate a bill in a Spanish cafeteria. Assessment.		Outcomes - 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 - Ask for the bill - Remember how to say hello, goodbye, please and thank you		Grammar To learn and revisit: Nouns, indefinite articles/determiners & 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.
Phonics and Pronunciation Recommended phonics focus: CA CE CI CO CU - CA sound in calamares & catalana & caliente - CO sound in chocolate & con & cola cola			Vocabulary	

- 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 deseas?



un bocadillo de queso



un pastel de limón



unos churros



unos calamares



una tortilla de patatas



una paella



una tarta de chocolate



una crema catalana



unas gambas



unas croquetas



unas patatas bravas



un café



un café con leche



un té



un zumo de naranja



un chocolate caliente



una limonada



una coca cola

Year 5

Phonics and Pronunciation – Lesson 2 and 3

Introduce the second set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are:

CA

CE

CI

CO

CU

Introduce the third set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are:

GA

GE

GI

GO

GU

Autumn 1 – La Fecha (I) (The Date)

Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.

Programme of Study

Listening	Speaking	Reading	Writing	Grammar
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.	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.

Lesson Sequence	Outcomes	Grammar
- I can remember and recall the days of the week in Spanish. - I can remember and recall the months of the year in Spanish. - I can spell the days of the week and the months of the year in Spanish. - I can say how old I am and ask others in Spanish.	- Remember, recall and spell the seven days of the week - Remember, recall and spell the twelve months of the year - Remember, recall and spell numbers 1-31. - Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date - Use their knowledge of the months of the year numbers 1-31	- To learn and revisit: Ordinal & 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 used in the Spanish date.

5. I can say when my birthday is in Spanish and ask others about theirs. 6. I can say and write the date in Spanish. Assessment	in order to say when their birthday is.	Seeing the upside down question mark is used at the beginning of all questions.
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Phonics and Pronunciation GO sound in domingo & agosto. - 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-lio, vein-tiu-no and trein-ta. - 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. - 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. - 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'.	Vocabulary  Days of the week: lunes (Monday), martes (Tuesday), miércoles (Wednesday), jueves (Thursday), viernes (Friday), sábado (Saturday), domingo (Sunday). Months: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre. Numbers 1-10: 1 (uno), 2 (dos), 3 (tres), 4 (cuatro), 5 (cinco), 6 (seis), 7 (siete), 8 (ocho), 9 (nueve), 10 (diez). Numbers 11-20: 11 (once), 12 (doce), 13 (trece), 14 (catorce), 15 (quince), 16 (dieciséis), 17 (diecisiete), 18 (dieciocho), 19 (diecinueve), 20 (veinte). Numbers 21-30: 21 (veintiuno), 22 (veintidós), 23 (veintitrés), 24 (veinticuatro), 25 (veinticinco), 26 (veintiséis), 27 (veintisiete), 28 (veintiocho), 29 (veintinueve), 30 (treinta).
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Spring 1 - La Ropa (Clothes)

By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in Spanish. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.

Programme of Study

Listening	Speaking	Reading	Writing	Grammar
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. 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.	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.

Lesson Sequence	Outcomes	Grammar
- I can recognise, recall and spell ten different items of clothing with their indefinite articles/determiners. - I can recognise, recall and spell a further eleven different items of clothing with their indefinite articles/determiners. - I can start to use the structure 'I wear' in Spanish. - I can describe different items of clothing and learn about the rules of adjectival agreement in more detail. - I can apply my knowledge and pack a suitcase for a holiday. Assessment	- Recognise and recall from memory 21 items of clothing. - Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. - Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.	- Verbs, possessive adjectives, gender, definite/indefinite articles & 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.

Phonics and Pronunciation

Phonics focus: GA GE GI GO GU

- GA sound in gafas.
- GO sound in gorra & abrigo
- GU sound in guantes
- 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-las and cha-que-ta.
- 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.
- 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.

Vocabulary

				
un traje de baño	un abrigo	un vestido	un suéter	una gorra
				
una chaqueta	una falda	una bufanda	una camiseta	una blusa
				
una camisa	una corbata	unos pantalones cortos	unos zapatos	unos guantes
				
unos pantalones	unos calcetines	unas medias	unas botas	unas gafas
				
				unas sandalias

Summer 1 - ¿Qué Tiempo Hace? (The Weather)

By the end of this unit pupils will have the knowledge and skills to describe the weather in Spanish and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.

Programme of Study

Listening	Speaking	Reading	Writing	Grammar
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.	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.
Lesson Sequence 1. I can consolidate phrases to describe the weather. 2. I can consolidate phrases to describe the weather through reading and listening. 3. I can describe the weather. 4. I can consolidate all vocabulary and create a weather forecast. Assessment		Outcomes - Repeat and recognise the vocabulary for weather in Spanish - Ask what the weather is like today - Say what the weather is like today - Describe the weather in different regions of Spain using a weather map with symbols		Grammar - To learn and revisit: Use of hay & 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 for example upside down exclamation and question marks appear at the start on sentences as well the exclamation and question marks at the end of sentences.
Phonics and Pronunciation Phonics focus: GA GE GI GO GU			Vocabulary	

- 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.
- Accents can be placed on some words like qué to indicate a question word.

¿Qué tiempo hace?



Year 6

Phonics and Pronunciation – Lesson 3 and 4

Introduce the third set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are:

GA GE GI GO GU

Introduce the fourth and final set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are:

B V CC QU Z

Autumn 2 – En El Colegio (At School)

In this unit pupils will learn the nouns and determiners/definite articles for ten school subjects in Spanish. They will also learn how to conjugate the verb 'to study', an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time / day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.

Programme of Study

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

Lesson Sequence	Outcomes	Grammar
- I can consolidate subjects vocabulary and extend by adding an opinion. - I can revise numbers 1-12 and tell the time by the hour.	- Repeat and recognise the vocabulary for school subjects - Say what subjects they like and dislike at school - Say why they like/ dislike certain school subjects. - Tell the time (on the hour) in Spanish - Say what time they study certain subjects at school	- To learn and revisit: Nouns, gender, definite articles & high frequency irregular verb ir. - Revision of definite article el, la, los and las.

3. I can say at what time and on what day I study a subject. 4. I can write about subjects, opinions and time (hours and days). Assessment		- Teach full verb conjugation of the verb IR, high frequency irregular verb as well as 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.
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Phonics and Pronunciation Phonics focus: B V CC QU Z - B sound in aburrido & QU sound in porque. - Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable and for words that 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. - 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. - 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. - Silent letters 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola.	Vocabulary 
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Spring 2 - El Fin De Semana (The Weekend)

In this unit pupils will learn ten phrases for activities they may do at the weekend in Spanish. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.

Programme of Study				
Listening	Speaking	Reading	Writing	Grammar
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.	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

	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.			or are similar to English.
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Lesson Sequence - I can tell the time in increments of five. - I can use phrases and vocabulary to describe activities. - I can rehearse vocabulary through listening and speaking activities. - I can integrate a time phrase and connectives for activities. - I can say what time I do activities and give my opinion on these. Assessment.	Outcomes - Ask what the time is in Spanish - Tell the time accurately in Spanish - Learn how to say what they do at the weekend in Spanish - Learn to integrate connectives into their work - Present an account of what they do and at what time at the weekend	Grammar - To learn and revisit: Verbs, conjunctions and opinions - Revision & consolidation of first person singular high frequency verbs such as voy and juego. - Introduce 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.
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Phonics and Pronunciation Phonics focus: B V CC QU Z - B sound in aburrido, V sound in voy, veo, divertido & levanto. - Words that end in a consonant (apart from 'n' or 's' should be 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. - 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. - 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.	Vocabulary 
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Summer 2 – Yo En El Mundo (P) *(Me in the World)*

In this unit pupils will learn about other countries around the globe that speak Spanish. They will also learn about the currencies, flags, cultural celebrations and traditions of those countries. This is a great unit, bringing together all the language covered in the various teaching types.

Programme of Study				
Listening	Speaking	Reading	Writing	Grammar

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.	Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally* and in writing.	Understand basic grammar appropriate to the language being studied, 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.
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Lesson Sequence 1. I can name countries that speak Spanish (sometimes referred to as the 'Hispanophone world' or 'Hispanosphere'). 2. I can name some celebrations from Spanish speaking countries. 3. I can explain the religious celebrations Christmas and Eid. 4. I can compare the cities in Spanish speaking countries of Madrid (Spain) and Lima (Peru). Assessment.	Outcomes • About the many countries in the world that speak Spanish • About different festivals (religious and non-religious) around the world • That we are different and yet all the same • That we can all help to protect our planet	Grammar • To learn and revisit: Verbs & 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.
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Phonics and Pronunciation Phonics focus: B V CC QU Z - B sound in hablar & besos - V sound in salvar, carnaval, Navidad, vas & voy - QU sound in qué - Z sound in utilizar - H' is always silent in Spanish as in the word verb hablar (unless it is a word of foreign origin). It is pronounced ablo. - 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. - 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 & co-lo-ri-da that is stressed. - Accents can only be written over vowels in Spanish and indicate the vowel is stressed —	Vocabulary <table border="1"> <thead> <tr> <th>Spanish</th><th>English</th></tr> </thead> <tbody> <tr> <td>Me llamo...</td><td>I am called...</td></tr> <tr> <td>Vivo en...</td><td>I live in...</td></tr> <tr> <td>Hablo...</td><td>I speak...</td></tr> <tr> <td>Hablo español.</td><td>I speak Spanish.</td></tr> <tr> <td>Hablo inglés.</td><td>I speak English.</td></tr> <tr> <td>Mi fiesta preferida es El Carnaval.</td><td>My favourite festival is Carnival.</td></tr> <tr> <td>Mi fiesta preferida es La Semana Santa.</td><td>My favourite festival is Holy Week (Easter).</td></tr> <tr> <td>Mi fiesta preferida es el Día De Los Muertos.</td><td>My favourite festival is the Day of the Dead.</td></tr> <tr> <td>Mi fiesta preferida es las Fiestas Patrias.</td><td>My favourite festival is the National Holidays.</td></tr> <tr> <td>Mi fiesta preferida es el Eid.</td><td>My favourite festival is Eid.</td></tr> <tr> <td>Mi fiesta preferida es el Diwali.</td><td>My favourite festival is Diwali.</td></tr> <tr> <td>Mi fiesta preferida es la Navidad.</td><td>My favourite festival is Christmas.</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Spanish</th><th>English</th></tr> </thead> <tbody> <tr> <td>porque</td><td>because</td></tr> <tr> <td>Es una fiesta muy tradicional y religiosa.</td><td>It is a very traditional and religious festival.</td></tr> <tr> <td>Es una fiesta en honor a los muertos.</td><td>It is a festival in honour of the dead.</td></tr> <tr> <td>Es una fiesta muy alegre.</td><td>It is a very happy / cheerful festival.</td></tr> <tr> <td>.Es una fiesta muy colorida.</td><td>It is a very colourful festival.</td></tr> <tr> <td>¡Hasta luego!</td><td>See you later! / See you soon!</td></tr> <tr> <td>besos</td><td>kisses</td></tr> <tr> <td>¿Qué vas a hacer para ayudar a salvar el planeta?</td><td>What are you going to do to help save the planet?</td></tr> <tr> <td>Voy a utilizar menos papel.</td><td>I am going to use less paper.</td></tr> <tr> <td>Voy a utilizar menos cartón.</td><td>I am going to use less cardboard.</td></tr> <tr> <td>Voy a utilizar menos plástico.</td><td>I am going to use less plastic.</td></tr> <tr> <td>Voy a utilizar menos agua.</td><td>I am going to use less water.</td></tr> </tbody> </table>	Spanish	English	Me llamo...	I am called...	Vivo en...	I live in...	Hablo...	I speak...	Hablo español.	I speak Spanish.	Hablo inglés.	I speak English.	Mi fiesta preferida es El Carnaval.	My favourite festival is Carnival.	Mi fiesta preferida es La Semana Santa.	My favourite festival is Holy Week (Easter).	Mi fiesta preferida es el Día De Los Muertos.	My favourite festival is the Day of the Dead.	Mi fiesta preferida es las Fiestas Patrias.	My favourite festival is the National Holidays.	Mi fiesta preferida es el Eid.	My favourite festival is Eid.	Mi fiesta preferida es el Diwali.	My favourite festival is Diwali.	Mi fiesta preferida es la Navidad.	My favourite festival is Christmas.	Spanish	English	porque	because	Es una fiesta muy tradicional y religiosa.	It is a very traditional and religious festival.	Es una fiesta en honor a los muertos.	It is a festival in honour of the dead.	Es una fiesta muy alegre.	It is a very happy / cheerful festival.	.Es una fiesta muy colorida.	It is a very colourful festival.	¡Hasta luego!	See you later! / See you soon!	besos	kisses	¿Qué vas a hacer para ayudar a salvar el planeta?	What are you going to do to help save the planet?	Voy a utilizar menos papel.	I am going to use less paper.	Voy a utilizar menos cartón.	I am going to use less cardboard.	Voy a utilizar menos plástico.	I am going to use less plastic.	Voy a utilizar menos agua.	I am going to use less water.
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