

Modern Foreign Languages

(Spanish)



Intent

Languages are a defining characteristic of any culture and it is through learning a language that pupils can truly appreciate the wonderful and diverse world around them. Our aim is to encourage our pupils to develop a curiosity, a love and a deeper understanding of languages and other cultures, and to lay firm foundations for further language study in Key Stage 3.

We have chosen to teach Spanish as this offers our pupils access to the Spanish speaking world of over 450 million people and its range of unique customs, history and culture. While pupils across Key Stage 2 experience Spanish teaching, we have focused our teaching in years 4 and 5, to ensure that our pupils have a solid grounding in English phonics, grammar & punctuation and vocabulary & sentence structure before embarking on a new language programme. This will well-support them to understand new Spanish language structures and also allow them to make meaningful linguistic links between Spanish and English. It is our intention that through studying Spanish, grammatical concepts and rules in English will also become clearer.

We work closely with our partner school, Jack Hunt Secondary School in the Peterborough Keys Academies Trust, to ensure that our curriculum prepares them well for the demands of their language curriculum, with a view to ensuring that our pupils become life-long language learners; reversing the national trend in language learning decline.

Implementation

Spanish lessons at Longthorpe Primary School are both fun and ambitious for what pupils will learn. They are characterised by a range of activities such as: songs and rhymes; games; listening, reading and writing tasks; and conversational and role play tasks. Using the ‘Language Angels’ programme, we have mapped out a range of interesting topics from which we teach key language objectives related to:

- **Listening** to the accurate **pronunciation** of Spanish words.
- **Reading** in Spanish and being introduced to the **Spanish phonetic code**, including how accents can change the sound of some letters.
- **Speaking** in Spanish through repetition, opportunities to converse and through asking questions.
- **Spelling** words and **writing** simple phrases and sentences while learning simple Spanish grammar.
- Learning about key **cultural events** from around the Spanish speaking world.

Our curriculum is categorised into three ‘Teaching Categories’, ensuring that key skills and knowledge are built on and that pupils learn more complex concepts as they move through the units.

Category 1: Early Language	Category 2: Intermediate	Category 3: Progressive
These units are aimed at pupils that are just starting out on their language learning journey. At Longthorpe, these units are taught primarily in year 3 and 4. The lessons focus mostly on vocabulary, on single nouns (with the article/determiner), first-person singular verbs, building up memory skills and formulating very short simple sentences by the end of a unit.	These units build on ‘Early Language’ and move from a vocabulary to ‘phrase’ level. At Longthorpe, these units are introduced in year 5. More grammar is incorporated into the lessons and they start to be more explicit in the terminology and explanations. Lessons move on to the use of the possessive, the use of adjectives, the use of the negative form, conjunctions and introduce the concept of whole regular verb conjugation. Longer reading and listening exercises are included and more is expected in pupils’ oral responses and written work.	We introduce a progressive unit in year 6. The lessons contain more content and the pace is faster as there is more language presented to the pupils. Lessons encourage pupils to produce more writing and to speak more fluently and accurately from memory. Recalling and recycling the language learnt in the previous teaching categories.

Spanish is taught using Castilian pronunciation. Pupils will develop their Spanish skills through well-planned weekly lessons, taught by the class teacher (with the support of resources from the Language Angels programme – especially around pronunciation). Each teaching unit is divided into six fully planned lessons with a clearly defined objective. Pupils will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes; building blocks of language into more complex, fluent and authentic language skill. Pupils are taught how to listen and read longer pieces of text gradually in Spanish and they will have ample opportunities to speak, listen to, read and write with and without scaffolds, frames and varying levels of support. Pupils will build on previous knowledge gradually as their Spanish lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing.

Progression of Knowledge and Skills

Year 3 Summer Term				
When to teach	Summer 2 Weeks 1 - 3	Summer 2 Week 4	Summer 2 Week 5	Summer 2 Week 6
Unit	Extras - Key Stage 2 Core Vocabulary Los números (Numbers) Pupils will learn numbers one to thirty-one in Spanish.	Extras - Key Stage 2 Core Vocabulary Los días de la semana (Days of the Week) Pupils will learn the seven days of the week in Spanish and then use them in context.	Extras - Key Stage 2 Core Vocabulary Los meses (Months of the Year) Pupils will learn the twelve months of the year in Spanish and then use them in context.	Extras - Key Stage 2 Traditions & Celebrations Cultural Lessons Fallas de Valencia Pupils will explore the traditional fiesta of Fallas de Valencia to deepen their historical and cultural awareness of Spain.
Lesson Number(s) In Each Unit	Lessons 1 - 3	Lesson 1	Lesson 1	Lesson 2
Lesson Objectives	Lesson 1: To learn the numbers 1 - 10. Lesson 2: To learn the numbers 11 - 20. Lesson 3: To learn the numbers 21 - 31.	Lesson 1: To learn the days of the week.	Lesson 1: To learn the months of the year.	Lesson 1: To identify a Spanish cultural event.
Lesson Resources + Task	Lesson 1: Print off Worksheet (1-10). Pupils to complete the task 'Can you fill in the missing letters for the Spanish spellings?', writing these directly into their exercise books. Pupils should use the word bank to help	Lesson 1: Print off Translation Worksheet (Easy). Pupils to use the word bank to write the days of the week directly into their exercise books. Pupils to then write what the day is today using 'Hoy es...'	Lesson 1: Print off Writing (Medium). Pupils to use the pictures and clues to work out what the month is and then write these directly into their exercise books.	Lesson 1: Pupils to complete the sentences in their exercise books: La fiesta es en _____. (The festival is in _____). <i>Valencia</i>

	<p>them. Pupils should also write the correct numeral next to the word.</p> <p>Lesson 2: Print off Crossword 10 - 20 (Easy). Pupils to label words with numerals and then complete the crossword, then glue into their book.</p> <p>Lesson 3: Print off Worksheet (21 - 31). Pupils to match the numerals and words using a ruler, then glue into their book.</p>			<p>La fiesta es in _____. (The festival is in _____). <i>Marzo (March)</i></p>
Explicitly Taught Phonics			'j' makes a hissing 'h' sound.	
Explicitly Taught Grammar	Lesson 3: 'y' is 'and' in the number 31.			
Explicitly Taught Vocabulary	<p>Lesson 1: Zero. Cero. One. Uno. Two. Dos. Three. Tres. Four. Cuatro. Five. Cinco. Six. Seis. Seven. Siete. Eight. Ocho. Nine. Nueve. Ten. Diez.</p> <p>Lesson 2: Eleven. Once. Twelve. Doce. Thirteen. Trece.</p>	<p>Lesson 1: Monday. Lunes. Tuesday. Martes. Wednesday. Miércoles. Thursday. Jueves. Friday. Viernes. Saturday. Sábado. Sunday. Domingo.</p> <p>Hoy es... (Today is...)</p>	<p>Lesson 1: January. Enero. February. Febrero. March. Marzo. April. Abril. May. Puede. June. Junio. July. Julio. August. Agosto. September. Septiembre. October. Octubre. November. Noviembre. December. Diciembre.</p>	<p>Lesson 1: Fiesta. Festival. March. Marzo. Valencia - a name of a Spanish City</p>

	<p>Fourteen. Catorce. Fifteen. Quince. Sixteen. Dieciséis. Seventeen. Diecisiete. Eighteen. Dieciocho. Nineteen. Diecinueve. Twenty. Veinte.</p> <p>Lesson 3:</p> <p>Twenty-One. Veintiuno. Twenty-Two. Veintidós. Twenty-Three. Veintitrés. Twenty-Four. Veinticuatro. Twenty-Five. Veinticinco. Twenty-Six. Veintiseis. Twenty-Seven. Veintisiete. Twenty-Eight. Veintiocho. Twenty-Nine. Veintinueve. Thirty. Treinta. Thirty-One. Treinta y Uno.</p>			
--	--	--	--	--

Year 4 Autumn Term

When to teach	Autumn 1 Week 2	Autumn 1 Week 3 - 8	Autumn 2 Week 1 - 6	Autumn 2 Week 7
Unit	<p style="text-align: center;">Key Stage 2 Early Language Teaching La fonética</p> <p>Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience:</p> <p style="text-align: center;">‘ch’, ‘j’, ‘ñ’, ‘ll’, ‘rr’</p>	<p style="text-align: center;">Key Stage 2 Early Language Teaching Aprendo español</p> <p>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.</p>	<p style="text-align: center;">Key Stage 2 Early Language Teaching Los animales</p> <p>Pupils will learn 10 familiar animals (with the indefinite article) and be introduced to the 1st person singular high frequency verb ‘I am’ in Spanish. Pupils will create short phrases with the verb ‘I am plus the animal nouns and determiners.</p>	<p style="text-align: center;">Extras – Key Stage 2 Traditions & Celebrations Feliz Navidad</p> <p>Pupils will learn the traditional Spanish Christmas song, ‘Arre borriquito’ to deepen their historical and cultural awareness of Spain.</p>
Lesson Number(s) In Each Unit	Lesson 1	Lessons 1 - 6	Lesson 1 - 6	Lesson 1
Lesson Objectives	Lesson 1: To pronounce Spanish sounds accurately.	<p>Lesson 1: To identify aspects of the Spanish speaking word.</p> <p>Lesson 2: To greet somebody.</p> <p>Lesson 3: To introduce myself.</p> <p>Lesson 4: To revise numbers to ten.</p> <p>Lesson 5: To learn the names of colours in Spanish.</p> <p>Lesson 6: Consolidation & Assessment</p>	<p>Lesson 1: To learn the names of five animals in Spanish.</p> <p>Lesson 2: To learn the names of five animals in Spanish.</p> <p>Lesson 3: To practise saying the names of ten animals in Spanish.</p> <p>Lesson 4: To practise using ‘un’ and ‘una’ for ‘a’.</p> <p>Lesson 5: To learn to say ‘I am’ in Spanish.</p>	Lesson 1: To learn the song, ‘Arre borriquito’.

			Lesson 6: Consolidation & Assessment	
Lesson Resources + Task	Lesson 1: Print off the resource 'Gap Fill'. Pupils to add missing letters / sounds to the words, writing these into their exercise books.	<p>Lesson 1: Pupils to complete the Activity Worksheet and glue into books.</p> <p>Lesson 2: This lesson should be speaking and listening task.</p> <p>Lesson 3: Pupils to complete Writing Task Easy into their exercise books + write their own name.</p> <p>Lesson 4: This lesson should be a speaking and listening task.</p> <p>Lesson 5: Pupils to use the resource Writing Easy to list the names of the colours in their exercise books.</p> <p>Lesson 6: EUA question sheet.</p>	<p>Lesson 1: Using the Reading Task resource. Pupils to cut animals out, glue them into exercise books, and label them by writing the names underneath.</p> <p>Lesson 2: Using the Reading Task resource. Pupils to cut animals out, glue them into exercise books, and label them by writing the names underneath.</p> <p>Lesson 3: This lesson should be speaking and listening task.</p> <p>Lesson 4: Using Writing Task Medium, pupils to copy the names of the animals into their books with the correct determiner.</p> <p>Lesson 5: Using Writing Task Medium. Pupils to write the sentences into their books.</p> <p>Lesson 6: EUA question sheet.</p>	Lesson 1: This lesson should be speaking and listening task.
Explicitly Taught Phonics	<p>'ch' makes a 'ch' sound as in English</p> <p>'j' makes a hissing 'h' sound</p> <p>'ñ' makes a 'nyuh' sound</p> <p>'ll' makes a 'y' sound</p>			

'rr' in the middle of a word is trilled				
Explicitly Taught Grammar		<p>Lessons 1 - 6: Some letters have accents that change their pronunciation.</p> <p>Lesson 2: In Spanish, an 'upside-down' exclamation mark and question mark is put at the start of the sentence as well as the end.</p> <p>Lesson 5: 'un' is a Spanish determiner for 'a/an'. The colour (adjective) follows the noun. A yellow coat = A coat yellow.</p>	<p>Lesson 2, 3, 4 and 5: There are two ways of writing 'a/an' in Spanish - 'un' and 'una'. <i>Avoid going into detail about gender at this stage.</i></p>	
Explicitly Taught Vocabulary		<p>Lesson 1: Yellow. Amarillo. Red. Rojo. España. Spain México. Mexico. Perú. Peru. Machu Picchu. Empanadas. Paella. Churros.</p> <p>Lesson 2: Hello! ¡Hola! Good day! ¡Buenos Días! ¿Cómo estás? How are you? I am good. Estoy bien. I am bad. Estoy mal. I am fine. Estoy regular. Goodbye! ¡Adiós! See you later! ¡Hasta luego!</p>	<p>Lesson 1: A lion. Un león. A bird. Un pájaro. A rabbit. Un conejo. A horse. Un caballo. A pig. Un cerdo.</p> <p>Lesson 2: A mouse. Un ratón. A monkey. Un mono. A sheep. Una oveja. A cow. Una vaca. A duck. Un pato.</p> <p>Lesson 3: All of the above.</p> <p>Lesson 4: A = un / una Or. O.</p>	<p>Lesson 1: Merry Christmas. Feliz Navidad.</p>

Lesson 3:
My name is... Me llamo...
What is your name? ¿Cómo te llamas?

Lesson 4:
How many are there? ¿Cuántos hay?
Zero. Cero.
One. Uno.
Two. Dos.
Three. Tres.
Four. Cuatro.
Five. Cinco.
Six. Seis.
Seven. Siete.
Eight. Ocho.
Nine. Nueve.
Ten. Diez.

Lesson 5:
Orange. Naranja.
Blue. Azul.
Grey. Gris.
Red. Rojo.
Green. Verde.
Black. Negro.
Purple. Morado.
Yellow. Amarillo.
White. Blanco.
Brown. Marrón.

Lesson 5:
I am. Soy.

Year 4 Spring Term

When to teach	Spring 1 Weeks 1 - 6	Spring 2 Weeks 1 - 6
Unit	<p style="text-align: center;">Key Stage 2 Early Language Teaching Los instrumentos</p> <p>Pupils will learn 10 familiar instruments (with the definite article) and be introduced to the 1st person singular high frequency verb 'I am' in Spanish. Pupils will create short phrases with the verb 'I play' plus the instrument nouns and determiners.</p>	<p style="text-align: center;">Key Stage 2 Early Language Teaching Sé</p> <p>Pupils will be introduced to a set of verbs through 10 familiar activities that they know or do not know how to do in Spanish. Pupils will be introduced to the negative form, allowing them to build more interesting and complex sentences including the option of using conjunctions.</p>
Lesson Number(s) In Each Unit	Lessons 1 - 6	Lessons 1 - 6
Lesson Objectives	<p>Lesson 1: To learn the names of five instruments in Spanish.</p> <p>Lesson 2: To learn the names of five instruments in Spanish.</p> <p>Lesson 3: To practise the names of ten instruments in Spanish.</p> <p>Lesson 4: To practise using 'el', 'la' and 'los' for 'the'.</p> <p>Lesson 5: To learn to say 'I play' in Spanish.</p> <p>Lesson 6: Consolidation & Assessment</p>	<p>Lesson 1: To know how to say five different verbs in Spanish.</p> <p>Lesson 2: To know how to say five different verbs in Spanish.</p> <p>Lesson 3: To learn 'I know how' in Spanish.</p> <p>Lesson 4: To learn 'I do not know how' in Spanish.</p> <p>Lesson 5: To learn and use 'and' and 'but' in Spanish. This lesson has pupils forming compound sentences using 'but'.</p> <p>Lesson 6: Consolidation & Assessment</p>
Lesson Resources + Task	<p>Lesson 1: This lesson should be speaking and listening task.</p> <p>Lesson 2: This lesson should be speaking and listening task.</p>	<p>Lesson 1: This lesson should be speaking and listening task.</p> <p>Lesson 2: This lesson should be speaking and listening task.</p>

	<p>Lesson 3: Pupils to write the names of the instruments into their exercise books, using resource Writing Easy to support.</p> <p>Lesson 4: Pupils to sort the instruments into columns, using the resource Writing Medium. Pupils to write this into their exercise books.</p> <p>Lesson 5: Pupils to write the sentences into their exercise books using the resource Writing Easy.</p> <p>Lesson 6: EUA question sheet.</p>	<p>Lesson 3: Pupils to complete the sentences on the worksheet Writing 2 Easy into their exercise books.</p> <p>Lesson 4: Pupils to complete the sentences on the worksheet Writing Consolidation Easy into their exercise books.</p> <p>Lesson 5: This lesson should be speaking and listening task.</p> <p>Lesson 6: EUA question sheet.</p>
<p>Explicitly Taught Phonics</p>	<p>'ch' makes a 'ch' sound as in English</p> <p>'j' makes a hissing 'h' sound</p> <p>'ñ' makes a 'nyuh' sound</p> <p>'ll' makes a 'y' sound</p> <p>'rr' in the middle of a word is trilled</p>	
<p>Explicitly Taught Grammar</p>	<p>Lesson 1: 'el' is one way of writing 'the' in Spanish.</p> <p>Lesson 2: 'Los' is one way of writing 'the' in Spanish. 'Los' is used when there is more than one (plural). 'La' is one way of writing 'the' in Spanish. <i>Avoid going into detail about gender at this stage.</i></p> <p>Lesson 4: Comparing 'el', 'la' and 'los'.</p> <p>Lesson 5: I play the ___ (noun) follows the same pattern as English.</p>	<p>Lesson 1 – 4: The verbs are in the form 'to ...' (the infinitive).</p> <p>Lessons 3 and 4: 'l' is not a separate word in Spanish.</p> <p>Lesson 5: And is 'y' in Spanish.</p>
<p>Explicitly Taught Vocabulary</p>	<p>Lesson 1: The harp. El arpa. The piano. El piano. The triangle. El triángulo. The clarinet. El clarinete.</p>	<p>Lesson 1: To dance. Bailar. To sing. Cantar. To skip. Saltar. To cook. Cocinar.</p>

	<p>The violin. El violín.</p> <p>Lesson 2: The symbols. Los címbalos. The drum. La batería. The guitar. La guitarra. The flute. La flauta. The trumpet. La trompeta.</p> <p>Lesson 3: All of the above.</p> <p>Lesson 4: The. El/ La/ Los.</p> <p>Lesson 5: I play. Toco.</p>	<p>To ride a bike. Montar en bicicleta.</p> <p>Lesson 2: To play an instrument. Tocar un instrumento. To skate. Patinar. To draw. Dibujar. To swim. Nadar. To speak Spanish. Hablar español.</p> <p>Lesson 3: All of the above. I know how. Sé.</p> <p>Lesson 4: All of the above. I don't know how. No sé.</p> <p>Lesson 5: All of the above. And. y. But. Pero.</p>
--	---	---

Year 4 Summer Term

When to teach	Summer 1 Weeks 1 - 5	Summer 2 Weeks 1 - 6	Summer 2 Week 7
Unit	<p style="text-align: center;">Key Stage 2 Early Language Teaching La fruta</p> <p>Pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.</p>	<p style="text-align: center;">Key Stage 2 Early Language Teaching Los helados</p> <p>Pupils will learn ten flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</p>	<p style="text-align: center;">Extras - Key Stage 2 Traditions & Celebrations Cultural Lessons La tomatina</p> <p>Pupils will explore the traditional fiesta of La Tomatina to deepen their historical and cultural awareness of Spain.</p>
Lesson Number(s) In Each Unit	<p style="text-align: center;">Lessons 1 - 6</p> <p>Lesson 6 (assessment) to be completed at a different time.</p>	<p style="text-align: center;">Lessons 1 - 6</p>	<p style="text-align: center;">Lesson 1</p>
Lesson Objectives	<p>Lesson 1: To learn the names of five fruits in Spanish.</p> <p>Lesson 2: To learn the names of five fruits in Spanish.</p> <p>Lesson 3. To be able to say more than one fruit.</p> <p>Lesson 4: To say what fruits I like.</p> <p>Lesson 5: To say what fruits I don't like.</p> <p>Lesson 6: Consolidation & Assessment</p>	<p>Lesson 1: To learn the names of five ice-cream flavours in Spanish.</p> <p>Lesson 2: To learn the names of five ice-cream flavours in Spanish.</p> <p>Lesson 3: To ask for an ice-cream.</p> <p>Lesson 4: To ask for an ice-cream.</p> <p>Lesson 5: To role-play a scenario at an ice-cream parlour.</p> <p>Lesson 6: Consolidation & Assessment</p>	<p>Lesson 1: To identify a Spanish cultural event.</p>

<p>Lesson Resources + Task</p>	<p>Lesson 1: Pupils to use the worksheet Gap-fill Easy and write the names of the fruits into their exercise books, drawing a small neat picture of the fruits next to each word.</p> <p>Lesson 2: Pupils to use the worksheet Gap-fill Easy and write the names of the fruits into their exercise books, drawing a small neat picture of the fruits next to each word.</p> <p>Lesson 3: This lesson should be speaking and listening task.</p> <p>Lesson 4: Pupils should write which fruit they like into their exercise books.</p> <p>Lesson 5: Pupils should write a fruit that they don't like into their exercise books.</p> <p>Lesson 6: EUA question sheet.</p>	<p>Lesson 1: Pupils write one flavour ice-cream that they like and one that they don't into their exercise books in a full sentence using 'me gustan' / 'no me gustan'.</p> <p>Lesson 2: Pupils write one flavour ice-cream that they like and one that they don't into their exercise books in a full sentence using 'me gustan' / 'no me gustan'.</p> <p>Lesson 3: This lesson should be speaking and listening task.</p> <p>Lesson 4: This lesson should be speaking and listening task, using the worksheet Reading Easy.</p> <p>Lesson 5: This lesson should be speaking and listening task, using the worksheet Oral Scaffold.</p> <p>Lesson 6: EUA question sheet.</p>	<p>Lesson 1: Using the Oral Scaffold worksheet, pupils practise talking about the festival.</p>
<p>Explicitly Taught Phonics</p>	<p>'ch' makes a 'ch' sound as in English</p> <p>'j' makes a hissing 'h' sound</p> <p>'ñ' makes a 'nyuh' sound</p> <p>'ll' makes a 'y' sound</p> <p>'rr' in the middle of a word is trilled</p>		
<p>Explicitly Taught Grammar</p>	<p>Lesson 1 and 2. 'A' can be 'un' or 'una' in Spanish.</p>	<p>Lesson 1 and 2: In English, we say 'Strawberry ice cream - the adjective goes in front of the noun. In Spanish, they say 'An ice cream of</p>	

	<p>Lesson 3, 4 and 5: 'Un' or 'Una' is for one fruit, 'Los' or 'Las' is for more than one fruit. In Spanish, you add 's' or 'es' at the end of the noun to make it plural (to match with Los / Las).</p> <p>Lesson 4 and 5: When saying 'I like' something, we use the plural noun. E.g. 'I like bananas' not 'I like banana'.</p>	<p>strawberry – the adjective comes after the noun).</p>	
<p>Explicitly Taught Vocabulary</p>	<p>Lesson 1: An apple. Una manzana. An orange. Una naranja. A strawberry. Una fresa. A pear. Una pera. A cherry. Una cereza.</p> <p>Lesson 2: A plum. Una ciruela. A peach. Un melocotón. A banana. Un plátano. A kiwi. Un kiwi. An apricot. Un albaricoque.</p> <p>Lesson 3: All of the above. The (plural). Los / Las.</p> <p>Lesson 4: All of the above. I like. Me gustan.</p> <p>Lesson 5: All of the above. I don't like. No me gustan. ¿Te gustan? Do you like?</p>	<p>Lesson 1: Vanilla ice-cream. Un helado de vainilla. Banana ice-cream. Un helado de plátano. Pistachio ice-cream. Un helado de pistachio. Strawberry ice-cream. Un helado de fresa. Mint ice-cream. Un helado de menta. Me gusta, I like. No me gusta. I don't like.</p> <p>Lesson 2: Caramel ice-cream. Un helado de caramelo. Blackberry ice-cream. Un helado de mora. Lemon ice-cream. Un helado de limón. Chocolate ice-cream. Un helado de chocolate. Coffee ice-cream. Un helado de café. Me gusta, I like. No me gusta. I don't like.</p> <p>Lesson 3: All of the above. Quisiera... I would like... And. y.</p> <p>Lesson 4: All of the above. A cone. Un cucurucho. A pot. Una tarrina.</p>	<p>Lesson 1: Tomatoes. Tomates. Festival. Fiesta. Me gusta, I like. No me gusta. I don't like. Messy. Sucia. Noisy. Ruidosa. Fun. Divertida. Interesting. Interesante.</p>

		<p>Lesson 5: All of the above. Scoop(s). Bola(s). Please. Por favour. How many? ¿Cuántas?</p>	
--	--	---	--

Year 5 Autumn Term

When to teach	Autumn 1 Week 2	Autumn 1 Week 3 - 8	Autumn 2 Week 1 - 6	Autumn 2 Week 7
Unit	<p style="text-align: center;">Key Stage 2 Intermediate Language Teaching La fonética</p> <p>Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience:</p> <p style="text-align: center;">‘ca’, ‘ce’, ‘ci’, ‘co’, ‘cu’</p>	<p style="text-align: center;">Key Stage 2 Early Language Teaching Las estaciones</p> <p>Pupils will learn the four seasons of the year along with a key feature for each season in Spanish. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.</p>	<p style="text-align: center;">Key Stage 2 Early Language Teaching Las verduras</p> <p>Pupils will learn 10 common vegetables in their plural form with their definite articles in Spanish. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.</p>	<p style="text-align: center;">Extras – Key Stage 2 Traditions & Celebrations Cultural Lessons Día de los Muertos</p> <p>Pupils will explore the traditional celebration of Día de los Muertos to deepen their historical and cultural awareness of the Spanish speaking world (Mexico).</p>
Lesson Number(s) In Each Unit	Lesson 2	Lessons 1 - 6	Lesson 1 - 6	Lesson 4
Lesson Objectives	Lesson 1: To pronounce Spanish sounds accurately.	<p>Lesson 1: To say the four seasons in Spanish.</p> <p>Lesson 2: To describe winter.</p> <p>Lesson 3: To describe spring.</p> <p>Lesson 4: To describe summer.</p> <p>Lesson 5: To describe autumn.</p> <p>Lesson 6: Consolidation & Assessment</p>	<p>Lesson 1: To learn the names of five vegetables in Spanish.</p> <p>Lesson 2: To learn the names of five vegetables in Spanish.</p> <p>Lesson 3: To practise saying the names and amounts of ten vegetables in Spanish.</p> <p>Lesson 4: To describe how many vegetables I would like.</p>	Lesson 1: To identify a Spanish cultural event.

			<p>Lesson 5: To role play purchasing vegetables.</p> <p>Lesson 6: Consolidation & Assessment</p>	
Lesson Resources + Task	<p>Lesson 1: Print off the resource 'Gap Fill'. Pupils to add missing letters / sounds to the words, writing these into their exercise books.</p>	<p>Lesson 1: Pupils to list the four seasons in their exercise books and draw a small picture next to each to represent the season.</p> <p>Lesson 2: Using the sheet Writing Medium, pupils write the full sentence 'In winter it is cold and it snows' into their books.</p> <p>Lesson 3: Using the sheet Writing Medium, pupils write the full sentence 'In spring the flowers grow and the birds sing' into their books.</p> <p>Lesson 4: Using the sheet Writing 1 Medium, pupils write the full sentence 'In summer it is sunny and it is warm' into their books.</p> <p>Lesson 5: Using the sheet Writing 1 Medium, pupils write the full sentence 'In autumn the trees lose their leaves' into their books.</p> <p>Lesson 6: EUA question sheet.</p>	<p>Lesson 1: Using the Multiple Choice Sheet Easy resource, pupils to list the vegetables in their exercise books.</p> <p>Lesson 2: Using the Multiple Choice Sheet Easy resource, pupils to list the vegetables in their exercise books.</p> <p>Lesson 3: This lesson should be speaking and listening task.</p> <p>Lesson 4: Using the Listening Exercise Grid, pupils listen to how many kgs of the vegetables are being stated and write either 1/2kg or 1kg under each vegetable on the sheet. Sheets to be glued into books.</p> <p>Lesson 5: Using the Oral Scaffold, pupils to role play being in a market.</p> <p>Lesson 6: EUA question sheet.</p>	<p>Lesson 1: This lesson should be speaking and listening task.</p>
Explicitly Taught Phonics	<p>'ca' makes a 'ka' sound</p> <p>'ce' makes a 'teh' sound</p>			

	<p style="text-align: center;">‘ci’ makes a ‘th’ sound</p> <p style="text-align: center;">‘co’ makes a ‘koh’ sound</p> <p style="text-align: center;">‘cu’ makes a ‘coo’ sound</p> <p style="text-align: center;">‘h’ is silent when it is the first letter in a word</p>			
Explicitly Taught Grammar		<p>Lesson 1: In English, we say ‘winter’, in Spanish, they say ‘the winter’ – el and la are different ways of saying ‘the’.</p> <p>Lesson 2, 3, 4 and 5: ‘En’ is ‘In’. El invierno (winter) / En invierno (in winter).</p>	<p>Lesson 1 and 2: In English we say ‘carrots’, in Spanish, they say ‘the carrots’.</p>	<p>Lesson 1: adding ‘s’ and ‘es’ makes a noun plural.</p>
Explicitly Taught Vocabulary		<p>Lesson 1: Winter. El invierno. Spring. La primavera. Summer. El verano. Autumn. El otoño.</p> <p>Lesson 2: It’s cold. Hace frío. It snows. Nieva. En. In And. y.</p> <p>Lesson 3: The flowers grow. Las flores crecen. The birds sing. Los pájaros cantan. En. In And. y.</p>	<p>Lesson 1: Spinach. Las espinacas. Carrots. Las zanahorias. Onions. Las cebollas. Aubergines. Las berenjenas. Potatoes. Las patatas.</p> <p>Lesson 2: Green beans. Las judías verdes. Peas. Los guisantes. Tomatoes. Los tomates. Courgettes. Los calabacines. Mushrooms. Los champiñones.</p> <p>Lesson 3: All of the above. Un kilo de. A kilo of.</p> <p>Lesson 4:</p>	<p>Lesson 1: Mexico. México.</p>

		<p>Lesson 4: It is sunny. Hace sol. It is warm. Hace calor. En. In And. y.</p> <p>Lesson 5: The trees. Los árboles. Their leaves. Sus hojas. Lose. Pierden. En. In And. y.</p>	<p>All of the above. Quisiera. I would like. Por favor. Please. Medio. Half.</p> <p>Lesson 5: All of the above.</p>	
--	--	--	---	--

Year 5 Spring Term

When to teach	Spring 1 Weeks 1 - 6	Spring 2 Weeks 1 - 6
Unit	<p style="text-align: center;">Key Stage 2 Intermediate Language Teaching ¡Me presento!</p> <p>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.</p>	<p style="text-align: center;">Key Stage 2 Intermediate Language Teaching Mi familia</p> <p>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 Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.</p>
Lesson Number(s) In Each Unit	Lessons 1 - 6	Lessons 1 - 6
Lesson Objectives	<p>Lesson 1: To converse about how we are feeling in Spanish.</p> <p style="padding-left: 40px;">Lesson 2: To converse about my name.</p> <p style="padding-left: 40px;">Lesson 3: To converse with numbers.</p> <p style="padding-left: 40px;">Lesson 4: To converse about my age.</p> <p>Lesson 5: To converse about where I live.</p> <p style="padding-left: 40px;">Lesson 6: Consolidation & Assessment</p>	<p>Lesson 1: To know how to say different family members in Spanish.</p> <p>Lesson 2: To know how to say different family members in Spanish.</p> <p style="padding-left: 40px;">Lesson 3: To talk about my siblings.</p> <p style="padding-left: 40px;">Lesson 4: To say what family members names are.</p> <p style="padding-left: 40px;">Lesson 5: To talk about my family members' ages.</p> <p style="padding-left: 40px;">Lesson 6: Consolidation & Assessment</p>

<p>Lesson Resources + Task</p>	<p>Lesson 1: This lesson should be speaking and listening task.</p> <p>Lesson 2: This lesson should be speaking and listening task.</p> <p>Lesson 3: This lesson should be speaking and listening task.</p> <p>Lesson 4: Pupils to write out the sentences on slide 44 for their own name and age, in their exercise books.</p> <p>Lesson 5: This lesson should be speaking and listening task.</p> <p>Lesson 6: EUA question sheet.</p>	<p>Lesson 1: Using the worksheet Writing Task Easy, pupils to list the family names in their exercise books.</p> <p>Lesson 2: Using Reading 1 Easy, pupils to fill in the correct form of 'my' and copy the sentences into their exercise book.</p> <p>Lesson 3: This lesson should be speaking and listening task.</p> <p>Lesson 4: Using Translation Challenge Easy, pupils to translate the sentences into their exercise books.</p> <p>Lesson 5: This lesson should be speaking and listening task.</p> <p>Lesson 6: EUA question sheet.</p>
<p>Explicitly Taught Phonics</p>	<p>'ca' makes a 'ka' sound</p> <p>'ce' makes a 'teh' sound</p> <p>'ci' makes a 'th' sound</p> <p>'co' makes a 'koh' sound</p> <p>'cu' makes a 'coo' sound</p> <p>'h' is silent when it is the first letter in a word</p>	
<p>Explicitly Taught Grammar</p>	<p>Lesson 1 and 2: In Spanish, an 'upside-down' exclamation mark and question mark is put at the start of the sentence as well as the end.</p> <p>Lesson 4: In English, we say 'I am 9 years old', in Spanish, they say 'I have 9 years'.</p> <p>Lesson 5: Pupils are introduced to the idea of 'gender' in Spanish. Soy inglés (masculine) and Soy inglesa (the addition of an 'a' to make it feminine).</p>	<p>Lesson 1: 'The' (singular) is 'el' or 'la' in Spanish. You can build on last unit's gender information. La = female family members. El = male family members.</p> <p>Lesson 2: 'My' has a singular and plural form in Spanish.</p> <p>Lesson 3: Saying you are an 'only child', has a different verb ending depending on whether the person saying it is male or female. In Spanish, they use 'I have' in the same way as English when talking about family members that one has.</p>

		<p>Lesson 4: The Spanish word for his / hers is dropped, so it appears that the same pronouns are used (this isn't actually the case, but there is no need to go into this with pupils at this point).</p> <p>Lesson 5: Numbers 30 and above take the format 'multiple of ten' + 'and' + number 1 - 9. Numbers between 21 and 29 follow a different rule (where 'and' is not used) and instead the 'e' in veinte is replaced by an 'i'.</p>
<p>Explicitly Taught Vocabulary</p>	<p>Lesson 1: ¡Buenos días! Good day!. ¡Hola! Hello! ¿Cómo estás? How are you? I am good. Estoy bien. I am bad. Estoy mal. I am fine. Estoy regular. ¿y tú? And you? Muy. Very. Goodbye! ¡Adiós! See you later! ¡Hasta luego!</p> <p>Lesson 2: My name is... Me llamo... What is your name? ¿Cómo te llamas? ¿y tú? And you?</p> <p>Lesson 3: ¿Cuántos hay? How many are there? Zero. Cero. One. Uno. Two. Dos. Three. Tres. Four. Cuatro. Five. Cinco. Six. Seis. Seven. Siete. Eight. Ocho.</p>	<p>Lesson 1: The mother. La madre. The father. El padre. The sister. La hermana. The brother. El hermano. The grandmother. La abuela. The grandfather. El abuelo. The aunty. La tía. The uncle. El tío.</p> <p>Lesson 2: All of the above. My. Mi (singular) / Mis (plural).</p> <p>Lesson 3: ¿Tienes Hermanos? Do you have any siblings? Tengo un hermano. I have a brother. Tengo dos hermanas. I have two sisters. y. and. ¿Y tú? And you? Soy hijo único / hija única. I am an only child.</p> <p>Lesson 4: Mi / Mis. My ¿Cómo te llamas? What is your name? Me llamo... My name is... ¿Cómo se llama? What is his/her name? Mi madre se llama... My mother's name is...</p>

Nine. Nueve.
Ten. Diez.
Eleven. Once.
Twelve. Doce.
Thirteen. Trece.
Fourteen. Catorce.
Fifteen. Quince.
Sixteen. Dieciséis.
Seventeen. Diecisiete.
Eighteen. Dieciocho.
Nineteen. Diecinueve.
Twenty. Veinte.

Lesson 4:
All of the above
¿Cuántos años tienes? How old are you? / How many years do you
have?
I have ___ years. Tengo ___ años.

Lesson 5:
¿Dónde vives? Where do you live?
Vivo en Peterborough. I live in Peterborough.
Soy... I am...
Español / Española. Spanish
Inglés / Inglesa. English.

Lesson 5:
Ten. Diez.
Twenty. Veinte.
Thirty. Treinta.
Forty. Cuarenta.
Fifty. Cincuenta.
Sixty. Sesenta.
Seventy. Setenta.
Eighty. Ochenta.
Ninety. Noventa.
One hundred. Cien.

Year 5 Summer Term			
When to teach	Summer 1 Weeks 1 - 5	Summer 2 Weeks 1 - 6	Summer 2 Week 7
Unit	<p>Key Stage 2 Intermediate Language Teaching La clase</p> <p>Pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p>	<p>Key Stage 2 Intermediate Language Teaching La fecha</p> <p>Days of the week, months of the year and numbers 1-31 will be 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.</p>	<p>Extras - Key Stage 2 Traditions & Celebrations Cultural Lessons Sanfermines</p> <p>Pupils will explore the traditional fiesta of Sanfermines to deepen their historical and cultural awareness of Spain.</p>
Lesson Number(s) In Each Unit	<p>Lessons 1 - 6 Lesson 6 (assessment) to be completed at a different time.</p>	Lessons 1 - 6	Lesson 3
Lesson Objectives	<p>Lesson 1: To learn the names of six different classroom items.</p> <p>Lesson 2: To learn the names of six different classroom items.</p> <p>Lesson 3: To converse about classroom equipment.</p> <p>Lesson 4: To describe my own equipment.</p> <p>Lesson 5: To describe equipment I don't have.</p>	<p>Lesson 1: To revise the days of the week.</p> <p>Lesson 2: To revise the months of the year.</p> <p>Lesson 3: To revise numbers 21 - 31.</p> <p>Lesson 4: To learn how to say the date.</p> <p>Lesson 5: To say when my birthday is.</p> <p>Lesson 6: Consolidation & Assessment</p>	Lesson 1: To identify a Spanish cultural event.

	Lesson 6: Consolidation & Assessment		
Lesson Resources + Task	<p>Lesson 1: Using the resource Writing Easy, pupils to list the classroom items into their exercise books.</p> <p>Lesson 2: Using the resource Writing Easy, pupils to list the classroom items into their exercise books.</p> <p>Lesson 3: This lesson should be a speaking and listening task.</p> <p>Lesson 4: Pupils use the resource Slide 39 to help them with the listening task on that slide. Pupils to glue into exercise books.</p> <p>Lesson 5: Pupils use the resource Slide 34 to help them with the listening task on that slide.</p> <p>Lesson 6: EUA question sheet.</p>	<p>Lesson 1: Using the resource Slide 18, pupils to number the days of the week in the correct order in their exercise books.</p> <p>Lesson 2: Using the resource Slide 39, pupils to number the months of the year in the correct order in their exercise books.</p> <p>Lesson 3: This lesson should be a speaking and listening task.</p> <p>Lesson 4: In exercise books, pupils to write today's full date.</p> <p>Lesson 5: In exercise books, pupils to write their birthday.</p> <p>Lesson 6: EUA question sheet.</p>	Lesson 1: Using the Speaking Task Easy worksheet, pupils practise talking about the festival.
Explicitly Taught Phonics	<p>'ca' makes a 'ka' sound</p> <p>'ce' makes a 'teh' sound</p> <p>'ci' makes a 'th' sound</p> <p>'co' makes a 'koh' sound</p> <p>'cu' makes a 'coo' sound</p> <p>'z' makes a 'th' sound</p>		
Explicitly Taught Grammar	Lesson 2: 'A' can be written in different forms (un / una). Pupils are also introduced to the plural form of 'a' (some) – unas.	Lesson 1 and 2: Spanish days of the week and months of the year do not use capital letters, unless at the start of a sentence.	

	<p>Lesson 4: The singular form of 'my' must match to singular nouns (e.g., 'mi goma - my rubber). The plural form of 'my' must match to plural nouns (e.g., 'mis tijeras' - my scissor).</p> <p>Lesson 5: When using the negative form, the article 'a' is dropped. E.g., No tengo goma - I don't have rubber.</p>	<p>Lesson 4: To say the date in Spanish, the structure is: day of the week, the number of the date, of, the month (Lunes, ocho de julio = Monday 8th July). In Spanish, ordinal numbers (8th) are not used.</p>	
<p>Explicitly Taught Vocabulary</p>	<p>Lesson 1: A book. Un libro. A notebook. Un cuaderno. A pencil. Un lápiz. A pencil case. Un estuche. A pen. Un bolígrafo. A sharpener. Un sacapuntas.</p> <p>Lesson 2: A calculator. Una calculadora. A glue stick. Una barra de pegamento. A bag. Una mochila. A ruler. Una regla. A rubber. Una goma. Unas tijeras.</p> <p>Lesson 3: All of the above. Tengo. I have. En mi estuche tengo... In my pencil case I have... ¿Qué tienes en tu estuche? What do you have in your pencil case? y. and.</p> <p>Lesson 4: All of the above.</p>	<p>Lesson 1: Monday. Lunes. Tuesday. Martes. Wednesday. Miércoles. Thursday. Jueves. Friday. Viernes. Saturday. Sábado. Sunday. Domingo. ¿Qué día es hoy? What day is it today? Hoy es... (Today is...)</p> <p>Lesson 2: January. Enero. February. Febrero. March. Marzo. April. Abril. May. Puede. June. Junio. July. Julio. August. Agosto. September. Septiembre. October. Octubre. November. Noviembre. December. Diciembre.</p> <p>Lesson 3: Twenty-One. Veintiuno.</p>	<p>Lesson 1: Festival. Fiesta. The bull running. El encierro. The bull fights. Las corridas de toros.</p>

	<p>My. Mi (singular) / Mis (plural).</p> <p>Lesson 5: All of the above. No tengo... I don't have...</p>	<p>Twenty-Two. Veintidós. Twenty-Three. Veintitrés. Twenty-Four. Veinticuatro. Twenty-Five. Veinticinco. Twenty-Six. Veintiseis. Twenty-Seven. Veintisiete. Twenty-Eight. Veintiocho. Twenty-Nine. Veintinueve. Thirty. Treinta. Thirty-One. Treinta y Uno.</p> <p>Lesson 4: All of the above. ¿Qué fecha es hoy? What is the date today? Hoy es... Today is...</p> <p>Lesson 5: All of the above. ¿Cuándo es tu cumpleaños? When is your birthday? Mi cumpleaños es el... My birthday is the...</p>	
--	---	--	--

Year 6 Summer Term

When to teach	Summer 2 Week 1	Summer 2 Weeks 2 - 7
Unit	<p style="text-align: center;">Key Stage 2 Intermediate Language Teaching La fonética</p> <p>Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience:</p> <p style="text-align: center;">‘ga’, ‘ge’, ‘gi’, ‘go’, ‘gu’</p>	<p style="text-align: center;">Key Stage 2 Progressive Language Teaching En el colegio</p> <p>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.</p>
Lesson Number(s) In Each Unit	Lesson 3	Lessons 1 - 6
Lesson Objectives	Lesson 1: To pronounce Spanish sounds accurately.	<p>Lesson 1: To learn the nouns and determiners for 10 subjects in Spanish.</p> <p>Lesson 2: To learn how to create a short phrase in Spanish about a subject I like and do not like.</p> <p>Lesson 3: To learn how to answer the question ‘¿Qué hora es?’ (What time is it?) on the hour in Spanish.</p> <p>Lesson 4: To learn how to say at what time I study a particular subject in Spanish.</p> <p>Lesson 5: To use all my new knowledge from the unit to present to the class in spoken and/or written form.</p>

		Lesson 6: Consolidation & Assessment
Lesson Resources + Task	Lesson 1: Print off the resource 'Gap Fill'. Pupils to add missing letters / sounds to the words, writing these into their exercise books.	<p>Lesson 1: Using the Writing Easy resource, pupils to write the names of the subjects into their exercise books.</p> <p>Lesson 2: This lesson should be speaking and listening task.</p> <p>Lesson 3: This lesson should be speaking and listening task.</p> <p>Lesson 4: This lesson should be speaking and listening task.</p> <p>Lesson 5: Pupils to write about their school subjects using the sentence structures taught, into their exercise books.</p> <p>Lesson 6: EUA question sheet.</p>
Explicitly Taught Phonics	<p>'ga' makes a 'gaah' sound</p> <p>'ge' makes a 'heh' sound</p> <p>'gi' makes a 'hee' sound</p> <p>'go' makes a 'goh' sound</p> <p>'gu' makes a 'goo' sound</p>	
Explicitly Taught Grammar		<p>To fully understand the role of gender and plurality in the choice of determiners:</p> <p>El español – Singular determiner 'the' for masculine nouns. La música – Singular determiner 'the' for feminine nouns. Las ciencias – Plural determiner 'the' for feminine plural nouns.</p> <p>The first person conjugation of the verb 'estudiar' (to study):</p> <p>Studio español (I study Spanish).</p>

**Explicitly
Taught
Vocabulary**

Spanish. El español.
Music. La música.
English. El inglés.
Science. Las ciencias.
History. La historia.
Computing. La informática.
Maths. Las matemáticas.
P.E. La educación física.
Art. El arte.
Geography. La geografía.
I study... Estudio...

The days of the week (See Year 4 Summer 2).

Language to describe time (to the hour):
Son las (number). It is (number) o'clock.
A las (number). At (number) o'clock.

Language to describe what subjects I like / do not like and why:
¿Te gusta...? / Te gustan...? ¿ Do you like...?
Me gusta / Me gustan. I like.
Me encanta / Me encantan. I love.
No me gusta / no me gustan. I do not like.
Odio. I hate.
Porque es. Because it is.
Divertido. Fun.
Útil. Useful.
Interesante. Interesting.
Fácil. Easy.
Aburrido. Boring.
Difícil. Difficult.
Inútil. Pointless.