

MFL

(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 KS3.

We have chosen to teach Spanish as this offers our pupils access to the Spanish speaking world of over 450 million people and its unique customs, history and culture. Spanish is taught using the Castilian pronunciation. We have focused our teaching in year 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 allows 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.

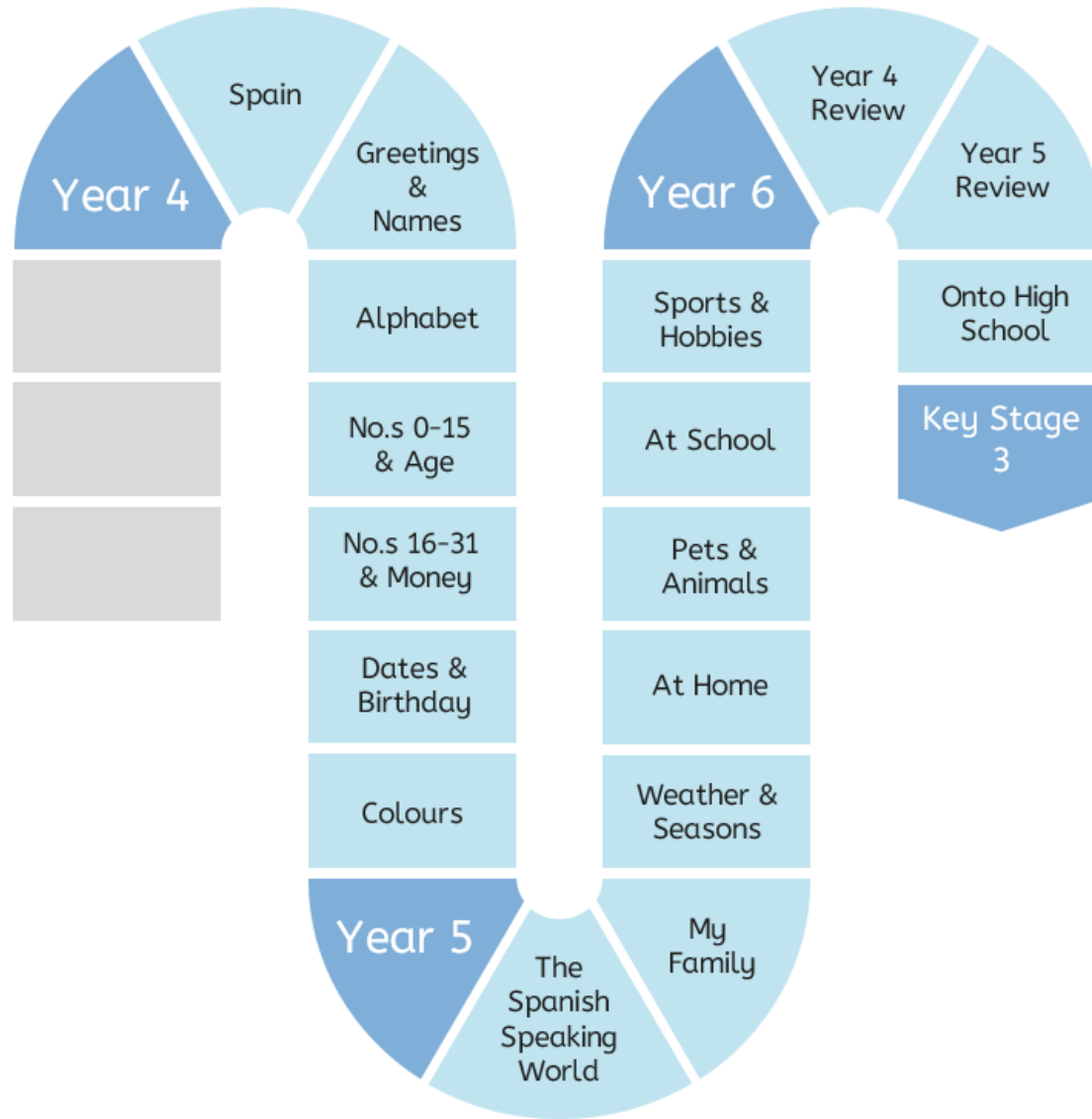
We have worked closely with our partner school (Jack Hunt High School) in the Peterborough Keys Academies Trust to ensure that our curriculum prepares them well for the demands of their curriculum, with a view to ensuring that our pupils become life-long language learners; reversing the national trend 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, rhymes and chants; games; matching, sorting and labeling tasks; reading and writing tasks, conversational tasks and role play tasks. We have designed our curriculum to cover six key objectives of language education. These objectives are weaved through each unit and are used to guide the key skills and knowledge that pupils will learn. By practising these objectives regularly, pupils will build up and embed their bank of language knowledge and skill throughout the Spanish curriculum. Through these six objectives, Spanish grammar & punctuation, phonics and vocabulary & sentence structure are deliberately repeated throughout the series of units to ensure that what is taught is truly learned.

Key objectives	Corresponding learning objectives
Hearing and saying	To hear and say
Pronouncing and intonating accurately	To pronounce
Spelling and writing	To write
Reading	To read
Conversing	To ask and answer / To converse
Cultural knowledge	To know

Units Overview



Progression of Knowledge and Skills

Grammar & Punctuation

In year 4, pupils will learn how to ask questions using an inverted question mark. They will explore how to write two-digit numbers and form the correct way of writing the date. By the end of the year, pupils are introduced to the concept of gender through the word endings of nouns and adjectives.

In year 5, pupils revise the learning taught in year 4. Pupils build on this by exploring in more detail how Spanish words have genders by learning about the masculine and feminine forms of definite and indefinite articles. They learn how to extend spoken and written ideas through the use of 'and' and 'because'. Pupils are introduced to the inverted exclamation marks and how to form plurals. Pupils learn that when putting nouns and adjectives together in a sentence, the adjective follows the noun. By the end of the year, pupils are introduced to the infinitive form of verbs.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Inverted question marks.	Inverted question marks.	Inverted question marks.	Inverted question marks. Compound words.	Inverted question marks. Forming dates using 'de'.	Inverted question marks. Masculine and feminine: noun word endings. Masculine and feminine: noun-adjective gender agreement. Ideas are extended with 'and'.
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Inverted question marks.	Inverted question marks. Inverted exclamation marks.	Inverted question marks.	Inverted question marks.	Inverted question marks.	Inverted question marks.

	<p>Masculine and feminine: noun word endings.</p> <p>Ideas are extended with 'and'.</p>	<p>Ideas are extended with 'and'.</p>	<p>Inverted exclamation marks.</p> <p>Masculine and feminine: noun word endings.</p> <p>Ideas are extended with 'and'.</p> <p>Masculine and feminine: 'a' is 'un' and 'una'.</p> <p>Plurals end in 'e' and 'es'.</p>	<p>Masculine and feminine: noun word endings.</p> <p>Masculine and feminine: noun-adjective gender agreement.</p> <p>Masculine and feminine: 'a' is 'un' and 'una'.</p> <p>Plurals end in 'e' and 'es'.</p> <p>Sentence structure: adjectives come after the noun.</p>	<p>Masculine and feminine: noun word endings.</p> <p>Masculine and feminine: noun-adjective gender agreement.</p> <p>Masculine and feminine: 'the' is 'el' and 'la'.</p> <p>Reasons are given using 'because'.</p>	<p>Inverted exclamation marks.</p> <p>Reasons are given using 'because'.</p> <p>Verbs: introduction to verbs being in the form 'to ___' (the infinitive).</p>
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Phonics

Throughout year 4 & 5, there is a strong focus on practicing the key Spanish pronunciations of common sounds. Coverage of these is deliberately planned to be repetitive so that pupils are continuously exposed to the range of sounds, building up accuracy in pronunciation as the units progress so that they have a strong command of them by the end of primary school. In year 4, pupils are also introduced to the tilde on the ñ. In addition to this, in year 5 pupils are introduced formally to acute accents which are stressed to change the sound and meaning of a word.

Year 4 & 5

'h' is never pronounced

'c' before 'e' and 'i' makes a 'theh' sound

'r' at the start of a word is trilled

'rr' in the middle of a word is trilled

'i' makes an 'ee' sound

'll' makes a 'y' sound

'ñ' makes a 'nyuh' sound

'qu' makes a 'k' sound

'j' makes a hissing 'h' sound

'v' makes a 'b' sound

Year 5

Á makes a 'ah' sound (as in 'father').

É makes an 'ay' sound (as in 'day').

Í makes an 'ee' sound (as in 'see').

Ó makes an 'oh' sound (as in 'go').

Ú makes an 'oo' (as in 'food').

Vocabulary & Sentence Structure

New vocabulary is learned in each unit and then revisited in other units as the curriculum progresses. Pupils learn words and phrases throughout the MFL curriculum with sentence level language development focused on in year 5, as, by then, pupils will have acquired a greater level of vocabulary knowledge. Pupils are expected to converse and write often in Spanish to practice and refine what they have learned.

Year 4		Year 5	
Autumn 1	Spanish cities and places words Greeting words and phrases Asking about their name	Autumn 1	South American cities and places words Numbers 0 – 15 words Family member words Greeting words and phrases Asking who they live with Asking about their family member's names
Autumn 2	The alphabet Spelling their name Spelling simple nouns Greeting words and phrases Asking about their name	Autumn 2	Weather words Temperature words Spanish & South American cities and places words Greeting words and phrases Asking about the weather Using 'and' in a sentence Spanish weather idioms
Spring 1	Numbers 0 – 15 words Greeting words and phrases Ask about their age Spelling the number that is their age	Spring 1	Home related words Greeting words and phrases Asking where they live Asking how many rooms Numbers 0 – 15 words Using 'and' in a sentence

Spring 2	<p>Numbers 16 – 31 words Numbers 0 – 15 words Money related words Asking about how much / how many</p>	Spring 2	<p>Animal and pets related words Numbers 0 – 15 words Colour words Using 'and' in a sentence Using simple nouns in sentences Creating simple descriptive phrases Greeting words and phrases Asking about pets</p>
Summer 1	<p>Days of the week words Months of the year words Numbers 0 – 15 words Numbers 16 – 31 words Greeting words and phrases Asking about the date Asking about their birthdays</p>	Summer 1	<p>School subject words Asking what subjects they like Using opinion phrases Using 'because' in a sentence Using nouns in sentences Creating descriptive sentences Using 'why?'</p>
Summer 2	<p>Colour words Greeting words and phrases Asking how they are Asking about their name Ask about their age Asking about their favourite colour Using 'and' in a sentence Using simple nouns in sentences Creating simple descriptive sentences</p>	Summer 2	<p>Sports and hobbies related verbs Greeting words and phrases Asking what sports/hobbies they like Using opinion phrases Using 'because' in a sentence Using nouns in sentences Creating descriptive sentences Using 'why?'</p>

Progression Map

Year 4			
Autumn 1: Spain / Greetings & Names		Autumn 2: Alphabet	
Grammar & Punctuation	Phonics	Grammar & Punctuation	Phonics
L4 & L5: Teach that a question is written with a ¿ at the start of the sentence. This is called an inverted question mark.	'h' is never pronounced 'c' before 'e' and 'i' makes a 'theh' sound 'r' at the start of a word is trilled 'i' makes an 'ee' sound 'll' makes a 'y' sound 'ñ' makes a 'nyuh' sound	L5 & L6: Revise that a question is written with a ¿ at the start of the sentence. This is called an inverted question mark. L5: Highlight that pupils might confuse 'name' and 'number'. 'Mi nombre' means 'my name'.	'h' is never pronounced 'i' makes an 'ee' sound 'll' makes a 'y' sound
Objectives	Vocabulary	Objectives	Vocabulary
L1: To know where Spain is on a map.	United Kingdom. El Reino Unido.	L1 & L2: To hear and say the letters of the alphabet.	Words to spell (not phonetically): Cup. Copa.

<p>L1: To know 'Spain' and 'the UK' in Spanish.</p> <p>L2: To know some human and physical Spanish features, including the capital city, Madrid.</p> <p>L2: To know a range of Spanish customs. <i>Teacher choice.</i></p> <p>L3: To hear and say words to greet people (Hello, Goodbye, Good Morning, Good Afternoon).</p> <p>L3: To read words to greet people.</p> <p>L4: To ask and answer, 'How are you?'</p> <p>L5: To ask and answer, 'What is your name?'</p> <p>L6: Consolidation lesson.</p>	<p>Spain. España.</p> <p>Madrid. Madrid.</p> <p>Barcelona. Barcelona.</p> <p>The Royal Palace of Madrid. El Palacio Real de Madrid.</p> <p>La Sagrada Familia (as stated).</p> <p>Canary Islands. Las Islas Canarias.</p> <p>Hello. Hola.</p> <p>Goodbye. Adiós.</p> <p>Good morning / Good afternoon. Buen día / Buenas tardes.</p> <p>How are you? ¿Cómo estás?</p> <p>I am very well. Estoy muy bien.</p> <p>I am okay. Estoy bien.</p> <p>I am not okay. No estoy bien.</p> <p>What is your name? ¿Cómo te llamas?</p> <p>My name is... Mi nombre es...</p>	<p>L1 & L2: To pronounce the letters of the alphabet.</p> <p>L3 & L4: To write Spanish words when hearing the letters.</p> <p>L5: To ask and answer, 'How do you spell your name?'</p> <p>L6: To converse about their names (greeting + what is your name? + how do you spell your name? + goodbye).</p> <p>L7: Consolidation lesson.</p>	<p>Dog. Perro.</p> <p>Ice-cream. Helado.</p> <p>Bed. Cama.</p> <p>Grass. Cesped.</p> <p>Coat. Abrigo.</p> <p>Photo. Foto.</p> <p>Hello. Hola.</p> <p>Goodbye. Adiós.</p> <p>Good morning / Good afternoon. Buen día / Buenas tardes.</p> <p>How are you? ¿Cómo estás?</p> <p>I am very well. Estoy muy bien.</p> <p>I am okay. Estoy bien.</p> <p>I am not okay. No estoy bien.</p> <p>What is your name? ¿Cómo te llamas?</p> <p>My name is... Mi nombre es...</p> <p>How do you spell your name? ¿Como deletreas tu nombre?</p>
<p>Spring 1: Nos. 0-15 & Age</p>		<p>Spring 2: Nos. 16-31 & Money</p>	

Grammar & Punctuation	Phonics	Grammar & Punctuation	Phonics
<p>L4 & L5: Revise that a question is written with a ¿ at the start of the sentence. This is called an inverted question mark.</p>	<p>'c' before 'e' and 'i' makes a 'theh' sound</p> <p>'i' makes an 'ee' sound</p> <p>'ñ' makes a 'nyuh' sound</p> <p>'qu' makes a 'k' sound</p>	<p>L2: Teach that two digit numbers follow a pattern whereby the numbers 1 to 9 are added to the 'ten', 'twenty' and 'thirty' to make a compound word.</p> <p>L2: Teach that the 'ten', 'twenty' and 'thirty' are separate number words to learn. When adding the numbers 1 to 9 to form compound words, the 'ten', 'twenty' and 'thirty' are modified slightly.</p> <p>L5 & L6: Revise that a question is written with a ¿ at the start of the sentence. This is called an inverted question mark.</p>	<p>'h' is never pronounced</p> <p>'c' before 'e' and 'i' makes a 'theh' sound</p> <p>'i' makes an 'ee' sound</p> <p>'v' makes a 'b' sound</p>
Objectives	Vocabulary	Objectives	Vocabulary
<p>L1: To hear and say the numbers 0 to 15.</p> <p>L1: To pronounce the numbers 0 to 15 accurately.</p> <p>L2: To read the numbers 0 to 15 when written in letters.</p> <p>L3: To write the numbers 0 to 15 when hearing the letters in Spanish.</p>	<p>Zero. Cero.</p> <p>One. Uno.</p> <p>Two. Dos.</p> <p>Three. Tres.</p> <p>Four. Cuatro.</p> <p>Five. Cinco.</p> <p>Six. Seis.</p> <p>Seven. Siete.</p> <p>Eight. Ocho.</p> <p>Nine. Nueve.</p> <p>Ten. Diez.</p> <p>Eleven. Once.</p> <p>Twelve. Doce.</p>	<p>L1: To hear and say the numbers 16 to 31.</p> <p>L1: To pronounce the numbers 16 to 31 accurately.</p> <p>L2: To read the numbers 16 to 31 when written in letters.</p> <p>L2: To read the numbers 1 to 9 within 2 digit numerical words.</p>	<p>Sixteen. Dieciséis.</p> <p>Seventeen. Diecisiete.</p> <p>Eighteen. Dieciocho.</p> <p>Nineteen. Diecinueve.</p> <p>Twenty. Veinte.</p> <p>Twenty-One. Veintiuno.</p> <p>Twenty-Two. Veintidós.</p> <p>Twenty-Three. Veintitrés.</p> <p>Twenty-Four. Veinticuatro.</p> <p>Twenty-Five. Veinticinco.</p> <p>Twenty-Six. Veintiseis.</p> <p>Twenty-Seven. Veintisiete.</p> <p>Twenty-Eight. Veintiocho.</p>

<p>L4: To ask and answer, 'How old are you?'</p> <p>L5: To converse about their age (greeting + how old are you? + how do you spell that number? + goodbye).</p> <p>L6: Consolidation lesson.</p>	<p>Thirteen. Trece. Fourteen. Catorce. Fifteen. Quince.</p> <p>How old are you? ¿Cuántos años tiene?</p> <p>I am ___ years old. Tengo ___ años.</p> <p>How do you spell that number? ¿Cómo se escribe ese número?</p>	<p>L3: To write the numbers 16 to 31 when hearing the letters in Spanish.</p> <p>L4: To read prices in Euros.</p> <p>L4: To know the value of Euro coins and notes.</p> <p>L4: To hear and say words related to money.</p> <p>L5: To write how many Euros there are when answering maths questions (in Spanish written numbers). <i>Ensure that answers are 31 or less.</i></p> <p>L6: To ask and answer, 'How much money do you have?'</p>	<p>Twenty-Nine. Veintinueve. Thirty. Treinta. Thirty-One. Treinta y Uno.</p> <p>Coin. La Moneda. Euro. Euro. Money. El Dinero.</p> <p>€ Twenty-One + € Eight = € Veintiuno + € Ocho =</p> <p>There are five Euros. Hay cinco Euros.</p> <p>How much money do you have? ¿Cuánto dinero tiene usted?</p> <p>I have ___ Euros. Tengo ___ euros.</p>
Summer 1: Dates & Birthday		Summer 2: Colours	
Grammar & Punctuation	Phonics	Grammar & Punctuation	Phonics
<p>L4: Teach the 'de' for 'th' in dates. (March 14th = 14 de marzo).</p> <p>L4, L5 & L6: Revise that a question is written with a ¿ at the start of the sentence. This is called an inverted question mark.</p>	<p>'h' is never pronounced</p> <p>'c' before 'e' and 'i' makes a 'theh' sound</p> <p>'i' makes an 'ee' sound</p> <p>'ñ' makes a 'nyuh' sound</p> <p>'v' makes a 'b' sound</p>	<p>L1: Teach that masculine words often end with an 'o'. Feminine words often end with an 'a'.</p> <p>L1: Highlight that it is a misconception that girls use the feminine words and boys use the masculine words.</p>	<p>'h' is never pronounced</p> <p>'r' at the start of a word is trilled</p> <p>'rr' in the middle of a word is trilled</p> <p>'i' makes an 'ee' sound</p> <p>'ll' makes a 'y' sound</p>

		<p>L2: Teach that when stating a favourite colour, the masculine form of the colour is used as the word 'colour' is masculine in Spanish. Mi color favorito es el rojo.</p> <p>L2 & L3: Revise that a question is written with a ¿ at the start of the sentence. This is called an inverted question mark.</p> <p>L3, L4 & L5: Teach that 'and' is 'y' (ee).</p> <p>L3 & L4: Teach that the gender of the colour should match the gender of the noun, unless the colour has no gender (i.e. blue).</p>	<p>'j' makes a hissing 'h' sound</p> <p>'v' makes a 'b' sound</p>
Objectives	Vocabulary	Objectives	Vocabulary
<p>L1: To hear and say days of the week.</p> <p>L1: To pronounce the days of the week accurately.</p> <p>L2: To hear and say the months of the year.</p> <p>L2: To pronounce the months of the year accurately.</p>	<p>Monday. Lunes. Tuesday. Martes. Wednesday. Miércoles. Thursday. Jueves. Friday. Viernes. Saturday. Sábado. Sunday. Domingo.</p> <p>January. Enero. February. Febrero. March. Marzo. April. Abril. May. Puede.</p>	<p>L1: To hear and say a range of colours in Spanish (both the masculine and feminine forms).</p> <p>L1: To read the masculine and feminine forms of the colours.</p> <p>L1: To pronounce the masculine and feminine forms of colours accurately.</p> <p>L2: To ask and answer, 'What is your favourite colour?'.</p>	<p>Black. Negra/negro. White. Blanca/blanco. Red. Roja/rojo. Blue. Azul. Yellow. Amarilla/amarillo. Green. Verde. Purple. Morada/morado. Orange. Naranja. Pink. Rosa. Brown. Marrón.</p> <p>What is your favourite colour? ¿Cuál es tu color favorito?</p>

<p>L3: To read the days of the week and months of the year.</p> <p>L3: To write the days of the week and months of the year.</p> <p>L4: To ask and answer, 'What is the date today?'</p> <p>L5: To ask and answer, 'When is your birthday?'</p> <p>L6: To converse about the date (greeting + what is the date today? + when is your birthday? + goodbye).</p>	<p>June. Junio. July. Julio. August. Agosto. September. Septiembre. October. Octubre. November. Noviembre. December. Diciembre.</p> <p>Today. Hoy. Birthday. Cumpleaños.</p> <p>What is the date today? ¿Cuál es la fecha de hoy?</p> <p>Today is Friday 4th September. Hoy es viernes 4 de Septiembre.</p> <p>When is your birthday? Cuando es tu cumpleaños?</p> <p>My birthday is March 14th. Mi cumpleaños es el 14 de marzo.</p>	<p>L2: To write the colours by hearing the Spanish letters.</p> <p>L3 & L4: To write an object's colour in a full sentence using 'and'. <i>Teacher to give the objects in their gendered 'the' form but this is not explicitly taught until year 5.</i></p> <p>L3 & L4: To write the correct gender to match the noun to the colour. <i>The focus is not on the gender of the 'the' as this will be given to pupils.</i></p> <p>L5: To converse about colours (greeting + what is your name? + how old are you? + what is your favourite colour? + goodbye).</p> <p>L6 & L7: End of year assessments</p>	<p>My favourite colour is _____. Mi color favorito es el _____.</p> <p>And. 'y'.</p> <p>The cup. La copa. The dog. El perro. The ice-cream. El helado. The bed. La cama. The grass. El césped. The coat. El abrigo. The photo. La foto.</p> <p>The cup is pink and yellow. La copa es rosa y amarilla.</p> <p>The dog is brown and white. El perro es marrón y blanco. (Brown has no gender).</p> <p>The ice-cream is orange and blue. El helado es naranja y azul. (Orange and blue have no gender).</p>
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Year 5			
Autumn 1: The Spanish Speaking World & My Family		Autumn 2: Weather & Seasons	
Grammar & Punctuation	Phonics	Grammar & Punctuation	Phonics

<p>L3, L4, L5 & L6: Revise that masculine words often end with an 'o'. Feminine words often end with an 'a'.</p> <p>L3, L4, L5 & L6: Highlight that it is a misconception that girls use the feminine words and boys use the masculine words.</p> <p>L3, L5 & L6: Revise that a question is written with a ¿ at the start of the sentence. This is called an inverted question mark.</p> <p>L5: Revise that 'and' is 'y' (ee).</p>	<p>'h' is never pronounced</p> <p>'i' makes an 'ee' sound</p> <p>'qu' makes a 'k' sound</p> <p>'v' makes a 'b' sound</p> <p>Á makes a 'ah' sound (as in 'father').</p> <p>É makes an 'ay' sound (as in 'day').</p> <p>Í makes an 'ee' sound (as in 'see').</p>	<p>L1: Teach that when describing the weather, the masculine form is used as 'the weather' (el clima) is masculine.</p> <p>L3 & L5: Revise that a question is written with a ¿ at the start of the sentence. This is called an inverted question mark.</p> <p>L3 & L5: Revise that 'and' is 'y' (ee).</p> <p>L4 & L5: Teach that an exclamation is written with a ¡ at the start of the sentence. This is called an inverted exclamation mark.</p>	<p>'h' is never pronounced</p> <p>'c' before 'e' and 'i' makes a 'th' sound</p> <p>'i' makes an 'ee' sound</p> <p>'qu' makes a 'k' sound</p> <p>'ll' makes a 'y' sound</p> <p>'v' makes a 'b' sound</p> <p>Á makes a 'ah' sound (as in 'father').</p> <p>É makes an 'ay' sound (as in 'day').</p> <p>Í makes an 'ee' sound (as in 'see').</p> <p>Ó makes an 'oh' sound (as in 'go').</p> <p>Ú makes an 'oo' (as in 'food').</p>
Objectives	Vocabulary	Objectives	Vocabulary
<p>L1: To know where South America and Mexico are on a map.</p> <p>L1: To know at least 3 Spanish speaking countries outside of Spain.</p> <p>L2: To know the number of Spanish speakers in the world. <i>List</i></p>	<p>South America. Sudamerica. Chile. Mexico. México Argentina. Ecuador. Venezuela. Columbia. Mum. Mamá.</p>	<p>L1: To hear and say words related to the weather.</p> <p>L1: To pronounce words related to the weather.</p> <p>L2: To know and locate a range of cities in the Spanish speaking world.</p>	<p>The weather. El clima. Sunny. Soleado. Raining. Lloviendo. Snowing. Nevando. Windy. Ventoso. Cloudy. Nublado. Foggy. Neblinoso. Frosty. Escarchado.</p>

<p>Spanish speaking countries by population using Spanish numerical words)</p> <p>L3: To hear and say the names of family members.</p> <p>L3: To pronounce the names of family members accurately.</p> <p>L3: To ask and answer, 'Who do you live with?'</p> <p>L4: To write about who you live with.</p> <p>L5: To ask and answer, 'What is your ___'s name?'</p> <p>L5: To write about the names of your family members using 'and'.</p> <p>L6: To converse about family members (greeting + who do you live with? + what is your ___'s name? + goodbye).</p>	<p>Dad. Papa. Brother. Hermano. Sister. Hermana. Grandad. Abuelo. Grandma. Abuela. Auntie. Tía. Uncle. Tío.</p> <p>Who do you live with? ¿Con quien vives?</p> <p>I live with my mum, dad, brother and sister. Vivo con mi mamá, papá, hermano y hermana.</p> <p>What is your brother's name? ¿Cuál es el nombre de tu hermano?</p> <p>My dad's name is Steve and my brother's name is Chalrie. El nombre de mi papá es Steve y el nombre de mi hermano es Charlie.</p>	<p>L2: To write the weather conditions to describe a range of Spanish speaking cities.</p> <p>L3: To ask and answer, 'What is the weather in ___?'</p> <p>L4: To hear and say Spanish weather expressions.</p> <p>L5: To converse about the weather. <i>Pupils to take part in role-play and 'present' the weather forecast.</i></p> <p>L6: Consolidation lesson.</p>	<p>Cold. Frió. Warm. Cálido. Hot. Caliente. Tropical. Tropical. Dry. Seco. Wet. Húmedo.</p> <p>Mexico City. La Ciudad de México. Bogotá. Santiago. Buenos Aires. Quito. Santander. Ushuaia.</p> <p>What is the weather like in Mexico City? ¿Cómo es el clima en la Ciudad de México?</p> <p>In Mexico City, the weather is hot and sunny. En la Ciudad de México, el clima es seco y soleado.</p> <p>In Ushuaia, the weather is wet and windy. En Ushuaia, el clima es húmedo y ventoso.</p> <p>It's raining buckets! ¡Llueve a cántaros!</p> <p>It's so cold it burns your skin! ¡Hace un frió que pela!</p>
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			It's an oven! ¡Es un h orno!
Spring 1: At Home		Spring 2: Pets & Animals	
Grammar & Punctuation	Phonics	Grammar & Punctuation	Phonics
<p>L1: Teach the link between 'a' and 'one'.</p> <p>L1 & L2: Revise that masculine words often end with an 'o'. Feminine words often end with an 'a'.</p> <p>L1 & L2: Teach that the masculine form of 'a' is 'un' and the feminine form of 'a' is 'una'.</p> <p>L1 & L2: Teach that 'un' mostly matches nouns ending in 'o' and 'una' mostly matches nouns ending in 'a'.</p> <p>L3, L4 & L5: Revise that a question is written with a ¿ at the start of the sentence. This is called an inverted question mark.</p> <p>L4 & L5: Teach that when making a noun plural, you add either 's' or 'es'.</p> <p>L4 & L5: Teach that the number is situated before the noun.</p>	<p>'h' is never pronounced</p> <p>'c' before 'e' and 'i' makes a 'theh' sound</p> <p>'r' at the start of a word is trilled</p> <p>'i' makes an 'ee' sound</p> <p>'ñ' makes a 'nyuh' sound</p> <p>'j' makes a hissing 'h' sound</p> <p>'v' makes a 'b' sound</p> <p>Á makes a 'ah' sound (as in 'father').</p> <p>É makes an 'ay' sound (as in 'day').</p> <p>Í makes an 'ee' sound (as in 'see').</p> <p>Ó makes an 'oh' sound (as in 'go').</p>	<p>L1: Revise the link between 'a' and 'one'.</p> <p>L1 & L2: Revise that the masculine form of 'a' is 'un' and the feminine form of 'a' is 'una'.</p> <p>L1 & L2: Revise that 'un' mostly matches nouns ending in 'o' and 'una' mostly matches nouns ending in 'a'.</p> <p>L1 & L3: Revise that masculine words often end with an 'o'. Feminine words often end with an 'a'.</p> <p>L3 & L4: Revise that when making a noun plural, you add either 's' or 'es'.</p> <p>L4 & L5: Teach that in Spanish, the adjective follows the noun. A white dog = 'a dog white'.</p> <p>L4 & L5: Teach that the 'a', the animal (noun) ending and the colour (adjective) ending must all be a matching gender. A white</p>	<p>'h' is never pronounced</p> <p>'c' before 'e' and 'i' makes a 'theh' sound</p> <p>'r' at the start of a word is trilled</p> <p>'rr' in the middle of a word is trilled</p> <p>'i' makes an 'ee' sound</p> <p>'ll' makes a 'y' sound</p> <p>'j' makes a hissing 'h' sound</p> <p>'v' makes a 'b' sound</p> <p>Á makes a 'ah' sound (as in 'father').</p> <p>Í makes an 'ee' sound (as in 'see').</p>

<p>L4 & L5: Revise that 'and' is 'y' (ee).</p> <p>L6: Revise that an exclamation is written with a ¡ at the start of the sentence. This is called an inverted exclamation mark.</p>		<p>dog. Un perro blanco. If the animal is masculine, then the masculine form of the colour should be used.</p> <p>L4 & L5: Revise that some colours have no gender, so only the 'a' and the animal (noun) will need to be a matching gender. A brown dog. Un perro marron.</p> <p>L4 & L5: Teach that when stating two or more, you pluralise <u>both</u> the colour (adjective) and the animal (noun). Three red lions. Tres leones rojos.</p> <p>L4 & L5: Highlight that when stating two or more animals, the gender of the colour (adjective) must still match the gender of the animal (noun), even without the 'un/una' to guide you. Three yellow totoises. Tres tortugas amarillas.</p> <p>L4 & L5: Teach that you always pluralise colours by just adding an 's'.</p> <p>L6: Revise that a question is written with a ¿ at the start of the sentence. This is called an inverted question mark.</p>	
Objectives	Vocabulary	Objectives	Vocabulary

<p>L1: To hear and say words related to the home in their gendered 'a' form.</p> <p>L1: To pronounce the words related to the home accurately.</p> <p>L2: To read and write words related to the home.</p> <p>L3: To ask and answer, 'Where do you live?'</p> <p>L4: To ask and answer, 'What rooms are in your home?'</p> <p>L5: To converse about their homes (greeting + where do you live? + what rooms are in your home? + goodbye).</p> <p>L6: To hear and say statements using an exclamation mark.</p> <p>L6: To read and write statements using an exclamation mark.</p>	<p>The UK. El Reino Unido. A house. Una casa. A flat. Un apartamento. A bungalow. Un bungalow.</p> <p>A bedroom. Un dormitorio. A kitchen. Una cocina. A bathroom. Un baño. A living room. Una sala de estar. A garage. Un cochera. A dining room. Un comedor. A garden. Un jardín.</p> <p>Two bedrooms. Dos dormitorios. Two kitchens. Dos cocinas. Two bathrooms. Dos baños. Two living rooms. Dos salas Two garages. Dos cocheras. Two dining rooms. Dos comedores. Two gardens. Dos jardines.</p> <p>Where do you live? ¿Dónde vive?</p> <p>I live in the UK and Peterborough. Vivo en el Reino Unido y Peterborough.</p> <p>I live in a house. Vivo en una casa.</p> <p>What rooms are in your house? ¿Qué habitaciones hay en tu casa?</p>	<p>L1: To hear and say the names of animals and pets with the gendered form of 'a'.</p> <p>L1: To pronounce the 'a', the pets and animals accurately.</p> <p>L2: To read and write the names of pets and animals using the correct gendered form of 'a'.</p> <p>L3: To read and write the names of pets and animal in their plural form (using the number two as the adjective).</p> <p>L4 & L5: To write the pet and animals' colour as a phrase ('a black dog' or 'two black dogs') using a range of numbers.</p> <p>L6: To ask and answer, 'Do you have any pets?'</p> <p>L6: To hear and say 'yes' and 'no'.</p> <p>L7: Consolidation lesson.</p>	<p>Pet. Mascota. Animal. Animal.</p> <p>A dog. Un perro. A cat. Un gato. A rabbit. Un conejo. A frog. Una rana. A bird. Un pájaro. A fish. Un pez. A hamster. Un hamster. A tortoise. Una tortuga. A snake. Una serpiente. A lion. Un león. A tiger. Un tigre. A bear. Un oso. An elephant. Un elefante. A pig. Un cerdo. A cow. Una vaca.</p> <p>Two dogs. Dos perros. Two cats. Dos gatos. Two rabbits. Dos conejos. Two frogs. Dos ranas. Two birds. Dos aves. Two fish(pl). Dos peces. Two hamsters. Dos hamsters. Two tortoises. Dos tortugas. Two snakes. Dos serpientes. Two lions. Dos leones. Two tigers. Dos tigres. Two bears. Dos osos. Two elephants. Dos elefantes. Two pigs. Dos cerdos. Two cows. Dos vacas.</p>
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	<p>In my house there are two bedrooms, one bathroom and one kitchen. En mi casa hay dos dormitorios, un baño y una cocina.</p> <p>The kitchen smells delicious! ¡La cocina huele delicioso!</p> <p>My room is cozy! ¡Mi habitación es acogedora!</p> <p>The living room is spacious! ¡La sala es espaciosa!</p> <p>The bathroom is sparkling clean! ¡El baño está reluciente!</p>		<p>A white dog. Un perro blanco.</p> <p>Three yellow tortoises. Tres tortugas amarillas.</p> <p>Do you have any pets? ¿Tiene mascotas?</p> <p>Yes, I have three black cats. Sí, tengo tres gatos negros.</p> <p>No, I don't have any pets. No, no tengo mascotas.</p>
Summer 1: At School		Summer 2: Sports & Hobbies	
Grammar & Punctuation	Phonics	Grammar & Punctuation	Phonics
<p>L1: Teach that the masculine form of 'the' is 'el' and the feminine form of 'the' is 'la'.</p> <p>L1, L2, L4, L5 & L6: Revise that masculine words often end with an 'o'. Feminine words often end with an 'a'.</p> <p>L3 & L6: Revise that a question is written with a ¿ at the start of the sentence. This is called an inverted question mark.</p>	<p>'h' is never pronounced</p> <p>'c' before 'e' and 'i' makes a 'theh' sound</p> <p>'r' at the start of a word is trilled</p> <p>'rr' in the middle of a word is trilled</p> <p>'i' makes an 'ee' sound</p> <p>'ñ' makes a 'nyuh' sound</p>	<p>L1, L2, L3, L4, L5 & L6: Teach and introduction to verbs being in the form 'to ___' (the infinitive).</p> <p>L3, L4, L5 & L6: Teach that when using a verb in the infinitive, any corresponding adjective is masculine. I like to read because it is fun. Me gusta leer porque es divertido.</p> <p>L3, L4, L5 & L6: Revise that 'because' is 'porque' which is used to give a reason.</p>	<p>'h' is never pronounced</p> <p>'c' before 'e' and 'i' makes a 'theh' sound</p> <p>'r' at the start of a word is trilled</p> <p>'rr' in the middle of a word is trilled</p> <p>'i' makes an 'ee' sound</p> <p>'qu' makes a 'k' sound</p>

<p>L4, L5 & L6: Teach that 'because' is 'porque' which is used to give a reason.</p> <p>L4, L5 & L6: Revise that the gender of the adjective (in this case the reason given) must match the gender of the noun (school subject). I don't like art because it is boring. No me gusta el arte porque es aburrido.</p>	<p>'qu' makes a 'k' sound</p> <p>Á makes a 'ah' sound (as in 'father').</p> <p>É makes an 'ay' sound (as in 'day').</p> <p>Í makes an 'ee' sound (as in 'see').</p> <p>Ó makes an 'oh' sound (as in 'go').</p> <p>Ú makes an 'oo' (as in 'food').</p>	<p>L4 & L5: Revise that a question is written with a ¿ at the start of the sentence. This is called an inverted question mark.</p>	<p>'j' makes a hissing 'h' sound</p> <p>'v' makes a 'b' sound</p> <p>Á makes a 'ah' sound (as in 'father').</p> <p>É makes an 'ay' sound (as in 'day').</p> <p>Í makes an 'ee' sound (as in 'see').</p> <p>Ó makes an 'oh' sound (as in 'go').</p> <p>Ú makes an 'oo' (as in 'food').</p>
Objectives	Vocabulary	Objectives	Vocabulary
<p>L1, L2, L3, L4, L5 & L6: To hear and say words related to school in their gendered 'the' form.</p> <p>L1: To pronounce the words related to school accurately.</p> <p>L2: To read and write words related to school.</p> <p>L3: To hear and say words related to giving an opinion (I like, I really like, I don't like).</p> <p>L3: To ask and answer, 'What subjects do you like to study?'</p>	<p>School. Escuela.</p> <p>Maths. Las matemáticas.</p> <p>Writing. El escribiendo.</p> <p>Spanish. El español.</p> <p>History. La historia.</p> <p>Geography. La geografía.</p> <p>Science. La ciencia.</p> <p>Sports. Los deportes.</p> <p>Reading. La lectura.</p> <p>Art. El arte.</p> <p>Music. La música.</p> <p>Religion. La religión.</p> <p>What subjects do you like to study? ¿Qué materias te gusta estudiar?</p>	<p>L1: To hear and say verbs related to sports and hobbies (in the infinitive).</p> <p>L1: To pronounce verbs related to sports and hobbies accurately.</p> <p>L2: To read and write verbs related to sports and hobbies.</p> <p>L3: To hear and say words related to giving an opinion (I like, I really like, I don't like) and give a reason (e.g., because it is fun).</p> <p>L3: To use an exclamation mark to state that something is loved.</p>	<p>To play football. Jugar al fútbol.</p> <p>To run. Correr.</p> <p>To go swimming. Hacer natación.</p> <p>To bike ride. Andar en bicicleta</p> <p>To play cricket. Jugar al cricket.</p> <p>To play tennis. Jugar al tenis.</p> <p>To sew. Coser.</p> <p>To dance. Bailar.</p> <p>To play chess. Jugar al ajedrez.</p> <p>To play video games. Jugar a los videojuegos.</p> <p>To read. Leer.</p> <p>To cook. Cocinar.</p> <p>To listen to music. Escuchar música.</p> <p>Do you like to run? ¿Te gusta correr?</p>

<p>L4: To hear and say the Spanish word for 'because'.</p> <p>L4: To ask and answer, 'What subjects do you like to study' and give a reason using 'because'. <i>List of reasons given to pupils.</i></p> <p>L5: To write full sentences stating what subjects you like and give a reason using 'because'.</p> <p>L6: To hear and say 'yes' and 'no'.</p> <p>L6: To hear and say the Spanish word for 'why?'.</p> <p>L6: To converse about school (greeting + do you like ___? + yes/no + why? + I like/don't like ___ because... + goodbye).</p>	<p>I like... Me gusta... I really like... Me gusta mucho... I don't like... No me gusta...</p> <p>...because... ...porque...</p> <p>...it is interesting. ...es interesante. ...it is fun. ...es divertido/a. ...it is boring. ...es aburrido/a. ...it is tiring. ...es agotador/a. ...it is hard. ...es difícil. ...it is easy. ...es fácil. ...it is creative. ...es creativo/a. ...it is logical. ...es lógico/a.</p> <p>Do you like science? ¿Te gusta la ciencia?</p> <p>Yes. Sí. No. No.</p> <p>Why? ¿Por qué?</p> <p>I like science because it is interesting. Me gusta la ciencia porque es interesante.</p> <p>I don't like art because it is boring. No me gusta el arte porque es aburrido.</p>	<p>L4 & L5: To hear and say 'yes' and 'no'.</p> <p>L4 & L5: To hear and say the Spanish word for 'why?'.</p> <p>L4 & L5: To converse about sports and hobbies using verbs (greeting + do you like to ___? + yes/no I like/don't like to ___ + why? + I do/ don't like to ___ because ___ + goodbye).</p> <p>L6: To write full sentences stating what sports and hobbies you like using a verb and give a reason using 'because'.</p> <p>L7: End of year assessments.</p>	<p>Yes, I like to run. Sí, me gusta correr.</p> <p>No I don't like to run. No, me gusta correr.</p> <p>Why? ¿Por qué?</p> <p>I like/don't like to run... Me gusta/No me gusta correr...</p> <p>...because... ...porque...</p> <p>... it is sporty. ...es deportivo. ...it is relaxing. ...es relajante. ...it is energetic. ...es energético.</p> <p>...it is interesting. ...es interesante. ...it is fun. ...es divertido. ...it is boring. ...es aburrido. ...it is tiring. ...es agotador. ...it is hard. ...es difícil. ...it is easy. ...es fácil. ...it is creative. ...es creativo. ...it is logical. ...es lógico.</p> <p>I love to play football! ¡Amo jugar fútbol!</p>
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