

<u>Units</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
La fonética (Phonics & Pronunciation)	Learn 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish.	Recap 5 out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish. We will look at the sounds; 'CA', 'CE', 'CI', 'CO' and 'CU'.	Recap next 5 out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish. We will look at the sounds; 'GA', 'GE', 'GI', 'GO' and 'GU'.	Recap last 5 out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish. We will look at the sounds; B', 'V', 'CC', 'QU' and 'Z
Unit 2	<u>Aprendo español/ I Am Learning Spanish (EL1)</u> 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. First lesson focuses on their understanding of Spain as a country.	<u>Me presento/ Presenting Myself (IN1)</u> 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.	<u>¿Tienes una mascota?/Do You Have a Pet? (IN2)</u> By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1 st person singular to 3 rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	<u>La clase/ The Classroom(IT2)</u> By the end of this unit 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.
<u>Listening</u>	CH J Ñ LL RR	They will understand better the role of adjectives in a sentence and how they always have to 'agree' with either the person talking or the noun it is describing.	To repeat and recognise all eight pets and their gender in Spanish.	To recognise classroom objects within a sentence and use prior knowledge to unpick other information said alongside it.
<u>Reading</u>	Recognise key vocabulary from the unit.	Will read short sentences and pick out the key information from it eg how old a person is.	GA sound in gato & tortuga . GO sound in gorra & abrigo . 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 co-tu-rra , tor-tu-ga and pe-rro . Accents. Accents can only be written over vowels in Spanish and indicate	CA sound in calculadora & cartera . CE sound in cerrad . CI sound in silencio . CU sound in escuchad . Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid . For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ti-je-ras . Accents. Accents can only be written over vowels in Spanish and indicate the

			the vowel is stressed – regardless of the other rules! As seen in rat-ón .	vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué . Therefore used as a question word – not an answer.
Speaking	To introduce themselves, say how they feel.	They will build on this knowledge by learning to use the intensifier muy (very) so that they are able to express when they are either very happy or very sad .	To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the conjunctions 'y' (and) and 'pero' (but). To ask somebody if they have or do not have a particular pet and give this information back from memory.	To say 11 nouns and articles for common classroom objects with the question and answer of what is in my pencil case. The two options for 'my' in Spanish. Tengo... ('I have') will be revisited before introducing the negative reply no tengo... (I don't have).
Writing	As this is a starter unit, the children will not be exposed to any complex grammar rules or structures and will only be taught. Using memory skills so that language and the spelling of new words is remembered after the lesson.	They will also understand that this change in spelling will impact the pronunciation of the word	Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular conjugations of high frequency verbs ' me llamo ', ' tengo ', ' soy ' and ' vivo '. Indefinite articles/determiners un and una. Negative structure ' no tengo... ' Differences in Spanish punctuation marks like ¿i	Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/determiner. Moving from revisiting tengo... ('I have') to learning the negative option no tengo... ('I do not have') in Spanish. Remembering that the subject pronoun ' yo ' is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside down exclamation and question mark at the start of a sentence.
Unit 3	Los animals/ Animals (EL1) In this unit pupils will learn 10 familiar animals and be introduced to the 1 st person singular high frequency verb 'I am' in Spanish.	La fecha/The Date (IN2) 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.	En la cafetería/At the Café(IN2) By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafetería. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (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	En el colegio/At School (PT2) 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

			vocabulary alongside very useful transactional language.	study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.
Listening	I can recognise 10 animals when they are said in Spanish.	Children recognise all of the days of the week, the months of the year and numbers 1-31 in Spanish. Children recognise the date in Spanish without support and with high accuracy.	Listen to the audio of the customer making her order in the cafeteria and pick up key details to answer questions.	To recognise classroom subjects within a sentence and use prior knowledge to unpick other information said alongside it.
Reading	CH J LL Ñ RR I can recognise 10 animals when they are written in Spanish.	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 . Ñ tilde. This letter changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme and is seen in cumpleaños. Silent letters. 'H' is always silent in Spanish (unless it is a word of foreign origin) as in the word hoy which is pronounced o	<ul style="list-style-type: none"> • CA sound in calamares & catalana & caliente • CO sound in chocolate & con & cola cola • 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? 	B sound in aburrido & QU sound in porque 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-te-re-san-te and di-ver-ti-do . Accents. 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.
Speaking	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.	Children can repeat, remember and spell all of the days of the week, the months of the year and numbers 1-31 in Spanish. Children can say the date in Spanish without support and with high accuracy. Children are able to say when my birthday is in Spanish without support and with high accuracy.	To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in Spanish and creating more personalised responses.	To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.

			A wide range of common food, snacks and drinks available in a typical Spanish cafeteria. The transactional language required to order and pay for food.	
Writing	Children can spell all ten animals in Spanish with their correct article/determiner from memory and with high accuracy.	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. Seeing that the upside-down question mark (¿) is used at the beginning of all sentences that are questions, no exceptions!	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.	Nouns, gender, definite articles & high frequency regular AR verb 'estudiar'. Revision of definite article el, la, los and las . Focus on 1st person singular conjugation of verb estudiar with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.
Unit 4	<u>Los instrumentos /Instruments (EL1)</u> In this unit pupils will learn 10 familiar instruments and be introduced to the 1 st person singular high frequency verb 'I play' in Spanish. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments with their definite article. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.	<u>Mi familia /My Family (IN2)</u> It is essential that the pupils complete the Intermediate unit 'Presenting Myself' before embarking on Mi Familia as they will be building and expanding on previously introduced and taught language. 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 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 1 st person singular to 3 rd person singular. Recapping: Presenting myself	<u>La ropa/ Clothes (IN3)</u> 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.	<u>Comer sano/Healthy Lifestyles (PT2)</u> In this unit pupils will learn the nouns and determiners for ten 'healthy' and ten 'less healthy' foods, along with the 1 st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. By the end of this unit pupils will be able to say what they eat and do not eat and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe . Pupils will be able to create more detailed and personalised responses by the end of this unit.
Listening	Recognise up to 10 instruments in Spanish with the correct definite article/determiner.	I can listen to someone introduce details about their family and pick out key facts to answer questions.	To understand all the clothes vocabulary presented in class from memory To understand what another is wearing.	To recognise twenty foods and beverages that are considered good/bad for your health. Six activities that you should try and do and two activities that you should try not to do to stay healthy.

			Confidently understand the possessive adjectives MI, and MIS and can do so with high accuracy.	
Reading	Recognise up to 10 instruments in Spanish with the correct definite article/determiner.	<p>CA sound in <u>única</u></p> <p>CI sound in <u>cien</u></p> <p>CO sound in <u>único</u></p> <p>CU sound in <u>cuarenta, cincuenta</u></p> <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable in the word. For words that end in a vowel or 'n' and 's' it is normally the penultimate syllable like her-man-o or her-man-a (remembering silent 'h' in Spanish unless a foreign origin word).</p> <p>Accents can only be written over vowels in Spanish and indicate the vowel is stressed regardless of the other rules! As seen in <u>tí-o</u> and <u>ú-ni-ca</u>.</p>	<p>GA sound in gafas</p> <p>GO sound in gorra & abrigo</p> <p>GU sound in guantes</p> <p>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-lias and cha-que-ta.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <u>lle-váis</u>.</p> <p>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.</p>	<p>B sound in beber, bueno, blanco & bebo</p> <p>V sound in vegetales & veo</p> <p>Qu sound in que & mantequilla</p> <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in sa-lud. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like pa-ta-tas.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <u>na-ta-ción</u>.</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound like in añadir.</p>
Speaking	Pupils can name/spell all ten instruments in Spanish with the correct definite article/determiner.	We will learn to talk with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'. We will increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence.	Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'ar' verb llevar to wear.	To be able to say and write in more detail what is necessary to maintain a healthy lifestyle. Which healthy options to eat and drink and which less healthy options not to eat and drink. Being able to also say which physical activities we do, creating longer more interesting responses in spoken and written form.
Writing	Children understand that the instruments do not all have the same definite article/determiner. Children write ten short phrases on the ten different instruments in Spanish from memory.	We will learn to write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'. We will increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence.	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.	First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of comer in first person singular (como) and also beber (bebo) & in their negative form (no como & no bebo). Exploring verbs in their infinitive form to give instructions

			Adjectival agreement is also revisited and extended using colours.	in Spanish. Different punctuation as seen with ¿ and ¡.
Unit 5	<u>Sé.../I Know How...(EL2)</u> 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.	<u>Mi casa/ My Home (IN3)</u> By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.	<u>¿Qué tiempo hace?/What Is the Weather? (IN3)</u> 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. Lessons	<u>El fin de semana/ The Weekend (PT2)</u> 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.
<u>Listening</u>	I can understand ten phrases using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus each action verb in Spanish even when these structures are put together to form a more complex sentence with the conjunctions 'y' (and) & 'pero' (but), describing what I know and do not know how to do in Spanish.	To recognise all ten rooms of the house with their gender in Spanish.	Listen to weather broadcasts and pick out key details to relay what the weather will be like in different cities of Spain.	Recognise ten phrases linked to the weekend. Understand a range of conjunctions and opinions when someone is asked the question '¿Qué haces los fines de semana?'
<u>Reading</u>	<ul style="list-style-type: none"> I can match these verbs to their picture easily. 	To recognise all ten rooms of the house with their gender in Spanish. GA sound in garaje 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	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. Accents can be placed on some words like 'qué' to indicate a question word.	B sound in aburrido V sound in voy, veo, divertido & levanto Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like dormir 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-rrí-do . Accents. Accents can only be written over vowels in Spanish and indicate the

		<p>normally the second to last syllable like ciu-dad, la-va-de-ro and ga-ra-je.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón.</p> <p>Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion. It is another letter not just another phoneme as in baño and montaña.</p>		<p>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.</p>
Speaking	<p>I can say ten phrases using the verb ‘sé’ (I know how) and ‘no sé’ (I do not know how) plus each action verb in Spanish. I can put these structures together to form a more complex sentence with the conjunctions ‘y’ (and) & ‘pero’ (but), describing what I know and do not know how to do in Spanish.</p>	<p>To say whether they live in a house or an apartment. To say where their house or apartment is based using the choices given.</p>	<p>To learn how to describe the weather in Spanish using nine key phrases. To repeat all the weather vocabulary presented in class from memory. To ask what the weather is in Spanish and reply to this question.</p>	<p>To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.</p>
Writing	<p>I can write ten phrases using the verb ‘sé’ (I know how) and ‘no sé’ (I do not know how) plus each action verb in Spanish. I can put these structures together to form a more complex sentence with the conjunctions ‘y’ (and) & ‘pero’ (but), describing what I know and do not know how to do in Spanish. Modal verb plus infinitive. Learning that sé (that comes from the modal verb saber and translates as ‘I know how’) is ALWAYS followed by a verb in its infinitive form in Spanish.</p>	<p>To say whether they live in a house or an apartment. To say where their house or apartment is based using the choices given.</p> <p>Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles un and una. Revisiting also 1st person singular high frequency verbs llamo, tengo, soy with a particular focus on vivo from the verb VIVIR a regular IR verb. Use of negative structure appropriate in this unit, ‘there is’ and ‘there is not’ (hay and no hay) structure.</p>	<p>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. To repeat all the weather vocabulary presented in class from memory and spell some of these phrases correctly without help.</p>	<p>Verbs, conjunctions and opinions. Revision & consolidation of of first person singular high frequency verbs such as voy and juego. Also being introduced to 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.</p>

	<p>The negative sentence structure in Spanish follows the rule of no plus the conjugated MODAL verb, sé, plus the INFINITIVE verb.</p>	<p>Noting the upside-down question mark (¿) is used at the beginning of all questions-no exceptions! This also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!</p>		
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