

Year 3

Year 3 Autumn 1 – Hola, Me llamo... (Hello, my name is...)

Speaking and Listening		Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writingp broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	
Communication Culture Location	Know that... <ul style="list-style-type: none"> Language is how we communicate with other people. Spanish is the fourth most spoken language in the world (at current). Spanish is the first language in 21 different countries across the world, including: Spain, Mexico, Costa Rica, Peru, Cuba, Colombia, Ecuador, Uruguay and Venezuela. Spanish is most popular in Europe and South and Central America. The Spanish alphabet uses many of the same graphemes as English, however some correspond to different phonemes. Hello in the Spanish language is 'hola' (pronounced with a silent 'h'). 'Me llamo' (ll is a y sound) means my name is... '¿cómo te llamas?' (ó has an accent to put emphasis on the sound) means 'What is your name?' '¿Cómo estás?' (ó and á have an accent to put emphasis on the sound) Means 'What is your name?' Bueno (b-w-e-n-o) means good Mal means bad 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet To blend phonemes to pronounce and read the vocabulary taught in this unit To take turns to engage and respond in a conversation. Listen attentively to spoken language and show understanding by joining in and responding To draw an accent and an upside down question mark. To spell the vocabulary taught in this unit. How to write a question in Spanish 	



	<ul style="list-style-type: none"> • adiós (ó has an accent to put stress on the sound) means goodbye • Question marks come at the start and the end of a question when written in Spanish. The question mark at the start of the phrase is upside down and signals that a question is starting. 	
Vocabulary	Hola (hello), Me llamo (My name is), ¿cómo te llamas? (What is your name?), ¿Cómo estás?, Bueno (good), Mal (bad), adios (goodbye)	
Enrichment & wider development	Video call with a Spanish class Meet a Native/ Fluent Spanish speaker	



Year 3 Autumn 2 – Numeros 1-20 (Numbers 1 -20)

Year 3 Autumn 2 – Numeros 1-20 (Numbers 1 -20)		
Speaking and Listening	Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Communication	Know that... <ul style="list-style-type: none"> Numbers in Spanish use the same place value and base 10 system that we use in England. Numbers look the same as in English when they are written numerically. Uno (oo-n-o) = one Dos (d-o-s) = two Tres (t-r-e-s) = three Cuatro (qu-a-t-r-o) = four Cinco (s-i-n-c-o) = five Seis (s-A-s) - six Siete (s-y-e-t-e) = seven Ocho (o-ch-o) = eight Nueve (n-w-e-v-e) = nine Diez (D-e-s) = ten Once (o-n-th-A) = eleven Doce (d-o-th-A) = twelve Trece (t-r-e-th-A) = thirteen Catorce (c-a-t-o-r-th-A) = fourteen 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (revisit from Au1) To blend phonemes to pronounce the vocabulary taught in this unit (revisit from Au1) To take turns to engage and respond in a conversation. (revisit from Au1) To put stress on a letter with an accent (revisit from Au1) To draw an accent and an upside down question mark (revisit from Au1) How to write a question in Spanish (Revisit from Au1) Appreciate song in Spanish



	<ul style="list-style-type: none"> • Quince (k-i-n-th-A) = fifteen • Dieciséis (d-y-e-th-A/ s-A-s) = sixteen • Diecisiete (d-y-e-th-A/ s-y-e-t-e) = seventeen • Dieciocho (d-y-e-th-A/ o-ch-o) = eighteen • Diecinueve (d-y-e-th-A/ n-w-e-v-e) = nineteen • Veinte (v-e-n-t-A)= twenty • Hay (eye) = There is/ there are • Tengo (t-e-n-g-o) = I have • Tengo _____ años (t-e-n-g-o ___ a -n-y-o-s) = I have _____ years. This translates to I am _____ years old in English. • ¿Cuántos años tienes? (Qu-a-n-t-o-s/ a-n-y-o-s/ t-y-e-n-e-s) = How many years do you have? This translates as 'How old are you?' In English. • The squiggly line above the 'n' in 'años' is called a virgulilla (but may be referred to as a squiggly line). • The flick above á and é is called an accent and puts stress on the letter's pronunciation in the word (revisit from Au1). • The Question mark is reversed at the start of a phrase (revisit from Au1). <p>Not crucial knowledge but you may wish to use the following words to support task design:</p> <ul style="list-style-type: none"> • Más (m-a-s) = plus • Menos (m-e-n-o-s) = minus • Es (e-s) = is • Eg. Cinco más tres es ocho = 5 + 3 = 8 	
Vocabulary	<p>Uno (one), Dos (two), tres (three), cuatro (four), cinco (five), Seis (six), siete (seven), ocho (eight), nueve (nine), diez (ten), once (eleven), doce (twelve), trece (thirteen), catorce (fourteen), quince (fifteen), dieciséis (sixteen), Diecisiete (seventeen), Dieciocho (eighteen), Diecinueve (nineteen), Veinte (twenty)</p> <p>Tengo (I have) ¿Cuántos años tienes? (How old are you?) Tengo _____ años (I am _____ years) Hay (There is/ there are)</p> <p>Not crucial knowledge but you may wish to use the following words to support task design: Más = plus Menos = minus Es (es) = is</p>	
Enrichment & wider development	Meet a Native/ Fluent Spanish speaker	

FEDERATION



Year 3 Spring 1 – Los colores (colours)

Speaking and Listening		Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	
Communication Culture Location	Know that... <ul style="list-style-type: none"> Revisit all number knowledge from AU2 for the purpose of embedding knowledge. Should be used alongside new number knowledge. Suggested task: State the colour of the number. There is = hay (eye) Revisit Au1 I have = tengo (t-e-n-g-o) Revisit Au1 An accent puts stress on the sound pronunciation of a letter, eg. Marrón Revisit Au1 Phonetically, the letter 'j' tends to make a phlegmy 'h' sound Letters 'll' make a 'y' sound. Revisit Au 1 Red = rojo (r-o-h-o) Orange = naranja (n-a-r-a-n-h-a) Yellow = Amarillo (a-m-a-r-E-y-o) Green = verde (v-e-r-d-e) Blue = azul (a-th-oo-l) White = blanco (b-l-a-n-c-o) Black = negro (n-e-g-r-o) Brown = marrón (m-a-rr-o-n) 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (revisit from Au1) To blend phonemes to pronounce the vocabulary taught in this unit (revisit from Au1) To take turns to engage and respond in a conversation. (revisit from Au1) To put stress on a letter with an accent (revisit from Au1) To draw an accent and an upside down question mark (revisit from Au1) How to write a question in Spanish (Revisit from Au1) Appreciate song in Spanish (Revisit from Au2) Build Sentences in Spanish 	



	<ul style="list-style-type: none"> • Grey = gris (g-r-E-s) • Pink = rosa (r-O-s-a) <p>Not crucial knowledge but you may wish to use the following words to support task design:</p> <ul style="list-style-type: none"> • El numero (e-l/ n-oo-m-e-r-o) = The number • Es (e-s) = is • Eg. El numero cuatro es rojo = The number 4 is red.
Vocabulary	<p>Red (rojo), Orange (naranja), Yellow (Amarillo), Green (verde), Blue (azul), White (blanco), Black (negro), Brown (marrón) ,Pink (rosa), grey (gris),</p> <p>there is (hay), Revisit Au2 tengo (I have), Revisit Au2</p> <p>Not crucial knowledge but you may wish to use the following words to support task design:</p> <ul style="list-style-type: none"> • El numero (e-l/ n-oo-m-e-r-o) = The number • Es (e-s) = is
Enrichment & wider development	Meet a Native/ Fluent Spanish speaker



Year 3 Spring 2 – Mi Cara (My face)

Speaking and Listening		Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	
Communication	<p>Know that...</p> <ul style="list-style-type: none"> Revisit colour vocabulary Sp1 for the purpose describing hair and eye colour Revisit numbers 'one and two' (uno y dos) from Au 2 to say number of facial features. Revisit vocabulary from Au1 for the purpose introducing oneself alongside the new description vocabulary In Spanish, words are either masculine or feminine. Typically feminine words end in the letter 'a' and male words end in the letter 'o', although there are exceptions. The adjective comes after the noun, not before. Eg, Tengo el pelo corto = He has short hair The adjective must be made plural when speaking about more than one thing. Eg, Tiene ojos verdes = He/ she has green eyes In Spanish, words are either masculine or feminine. Typically feminine words end in the letter 'a' and male words end in the letter 'o', although there are exceptions, eg. Madre (mother) and padre (father). (Revisit form Sp 1) The article 'a' is written as un (m) or una (f) and matches the gender of the noun it comes before. Tiene means 'he/she/it has' and is a conjugation of tengo (I have) Tengo = I have Revisit from Au2 	<p>Know how...</p> <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people 	



	<ul style="list-style-type: none"> • No Tengo = I don't have • He/ she/ it has = Tiene (t-y-e-n-e) • He/ she/ it doesn't have = No tiene • Hair = pelo (p-e-l-o) • Blonde = rubio • Long (m) = largo (l-R-g-o) • Long (f) = larga (l-R-g-a) • Short (m) = corto (c-o-r-t-o) • Short (f) = corta (c-o-r-t-a) • Curly (m) = ondulado (o-n-d-oo-l-a-d-o) • Curly (f) = ondulada (o-n-d-oo-l-a-d-a) • Straight (m) = lacio (l-a-s-E-o) • The Eyes = los ojos (l-o-s/ o-h-o-s) • A nose = una nariz (n-a-r-E-th) • A Mouth = Una boca (b-o-c-a) • Two Ears = dos orejas (o-r-e-h-a-s) • Face = La cara (c-a-r-a) • Glasses = gafas (g-a-f-a-s) • And = y (ee) • Also = también (t-a-m-b-y-e-n)
Vocabulary	<p>The Hair = el pelo ,Blonde = rubio, Long (m) = largo, Long (f) = larga, Short (m) = corto, Short (f) = corta, Curly (m) = ondulado, Curly (f) = ondulada, Straight (m) = lacio, The Eyes = los ojos, A nose = una nariz, A Mouth = Una boca, Two Ears = dos orejas, Face = La cara, Glasses = gafas</p> <ul style="list-style-type: none"> • And = y • Also = también • tengo (I have), Revisit Au2 • I don't have (no tengo), • tienes (he/ she/ it has) • I don't have (no tengo), <p>Revisit colour vocabulary Sp1 for the purpose describing hair and eye colour Revisit numbers 'one and two' (uno y dos) from Au 2 to say number of facial features. Revisit vocabulary from Au1 for the purpose introducing oneself alongside the new description vocabulary</p>
Enrichment & wider development	<p>Video call with a Spanish class Meet a Native/ Fluent Spanish speaker Spanish Pen Pal</p>



Year 3 Summer 1 – Mi Familia (My Family)

Speaking and Listening		Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	
Communication Culture Location	Know that... <ul style="list-style-type: none"> Revisit all number knowledge from AU2 for the purpose of saying ages of siblings and number of people in the family. In Spanish, words are either masculine or feminine. Typically feminine words end in the letter 'a' and male words end in the letter 'o', although there are exceptions, eg. Madre (mother) and padre (father). The article 'a' is written as un (m) or una (f) and matches the gender of the noun it comes before. A brother = un hermano (h-r-m-a-n-o) A sister = una hermana (h-r-m-a-n-a) A mother = una madre (m-a-d-r-i) A father = un padre (p-a-d-r-i) A grandmother = una abuela (a-b-w-e-l-a) A grandfather = un abuelo (a-b-w-e-l-o) A auntie = una tía (t-E-a) A uncle = un tío (t-E-o) A cousin (m) = un primo (p-r-E-m-o) 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people orally and written (Revisit from SP2) Write phrases from memory 	



	<ul style="list-style-type: none"> • A cousin (f) = una prima (p-r-E-m-a) • Me = yo (y-O) • I don't have a _____ = No tengo (revisit from SP2) un/ una _____ • I have _____ = tengo (revisit from AU2) • Is called (m) = Se llamo • Is called (f) = Se llama • tiene _____ años = He/she/ it has ____ years • And = y (ee) • Also = también (t-a-m-b-y-e-n) • There are _____ people in my family..... = Hay _____ personas en mi familia • Tiene means 'he/she/it has' and is a conjugation of tengo (I have). Used above as in Spanish they say I have or he/she/it has ____ years, instead of is ____ years as we would in English. (Revisit from SP2)
Vocabulary	<p>Un/ una (a), brother (hermano), sister (hermana), mother (madre), father (padre), grandmother (abuela), grandfather (abuelo), auntie (tía), uncle (tío), cousin (primo (m)/ prima (f))</p> <ul style="list-style-type: none"> • there is (hay), Revisit Au2; Sp1 • tengo (I have), Revisit Au2, Sp1, Sp2 • I don't have (no tengo), • Is called (m) (Se llamo); Me llamo – My name is Revisit Au1 • Is called (f) (Se llama) • he/she/it has ____ years (tiene ____ años), • and (y), • also (también), • people (personas), • me (yo) • In my family (En mi familia), • In my family, I have... = En mi familia, tengo... • Hay _____ personas en mi familia = There is/ are _____ people in my family <p>Revisit all number knowledge from AU2 for the purpose of saying ages of siblings and number of people in the family.</p>
Enrichment & wider development	<p>Video call with a Spanish class Meet a Native/ Fluent Spanish speaker Spanish Pen Pal</p>



Year 3 Summer 2 – Los animales (Animals)

Speaking and Listening		Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	
Communication Culture Location	Know that... <ul style="list-style-type: none"> Revisit all colour vocabulary from Sp1 for the purpose of describing the colour of different animals. Revisit number vocabulary from Au2 for the purpose of stating how many of each animal are owned or in a picture (dependent on task design). Revisit Family vocabulary from Su1 and Face language from SP2 dependent on task design, if applicable to describing pets within a passage about self and family. In Spanish, words are either masculine or feminine. Typically feminine words end in the letter 'a' and male words end in the letter 'o', although there are exceptions, eg. Madre (mother) and padre (father). Revisit from SP 2 Tiene means 'he/she/it has' and is a conjugation of tengo (I have). Used above as in Spanish they say I have or he/she/it has ____ years, instead of is ____ years as we would in English. (Revisit from SP2) The article 'a' is written as un (m) or una (f) and matches the gender of the noun it comes before. Revisit from Sp2 The = el (m), la (f) Dog = perro (m); perra (f) Cat = gato (m), gata (f) 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from SP2 and Su1) Write phrases from memory (Revisit Su 1) 	



	<ul style="list-style-type: none"> • Cow = vaca • Bird = pájaro • Rabbit = conejo (m), coneja (f) • Hamster = hámster • Snake = serpiente • It is a _____ = Es un/una _____ • It is not a _____ = No es un/una _____ • I don't have a _____ = No tengo (revisit from SP2) un/ una _____ • I have _____ = tengo (revisit from AU2) • Is called (m) = Se llamo (Revisit Su 1) • Is called (f) = Se llama (Revisit Su 1) • tiene _____ años = He/she/ it has ____ years Revisit AU2 • And = y (ee) Revisit SP2 • Also = también (t-a-m-b-y-e-n) Revisit SP2 • There are _____ people in my family..... = Hay _____ personas en mi familia • Tiene means 'he/she/it has' and is a conjugation of tengo (I have). Used above as in Spanish they say I have or he/she/it has ____ years, instead of is ____ years as we would in English. (Revisit from SP2)
Vocabulary	<p>A (un/una), the (el/ la), Dog, (perro/ perra), Cat = (gato/ gata), Cow (vaca), Bird (pájaro), Rabbit (conejo/ coneja), Hamster (hamster), Snake (serpiente)</p> <ul style="list-style-type: none"> • It is a _____ = Es un/una _____ • It is not a _____ = No es un/una _____ • I don't have a _____ = No tengo (revisit from SP2) un/ una _____ • I have _____ = tengo (revisit from AU2) • Is called (m) = Se llamo (Revisit Su 1) • Is called (f) = Se llama (Revisit Su 1) • tiene _____ años = He/she/ it has ____ years Revisit AU2 • And = y (ee) Revisit SP2 • Also = también (t-a-m-b-y-e-n) Revisit SP2 <p>Revisit all colour vocabulary from Sp1 for the purpose of describing the colour of different animals. Revisit number vocabulary from Au2 for the purpose of stating how many of each animal are owned or in a picture (dependent on task design). Revisit Family vocabulary from Su1 and Face language from SP2 dependent on task design, if applicable to describing pets within a passage about self and family.</p>
Enrichment & wider development	<p>Video call with a Spanish class Meet a Native/ Fluent Spanish speaker Spanish Pen Pal</p>

FEDERATION



Year 4

Year 4, Autumn 1 – Estoy Sintiendo (I am feeling...)		
Speaking and Listening	Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Communication Culture Location	Know that... <u>Revisit locational and cultural knowledge from Year 3, Au 1</u> <ul style="list-style-type: none"> Language is how we communicate with other people. Spanish is the fourth most spoken language in the world (at current). Spanish is the first language in 21 different countries across the world, including: Spain, Mexico, Costa Rica, Peru, Cuba, Colombia, Ecuador, Uruguay and Venezuela. Spanish is most popular in Europe and South and Central America. <u>*New locational and cultural knowledge*</u> <ul style="list-style-type: none"> Spanish and English people eat a lot of the same foods but some traditional food Spanish dishes include: tapas (small starting plates of food), paella (yellow coloured rice from saffron with either chicken and chorizo or prawns and mussels), tortilla (Spanish omelette made with potatoes and onion), croquettes (an example of taps; deep fried meat, veg or fish in sauce and breadcrumbs), calamares (fried calamari rings), churros (long sugary doughnut sticks dipped in chocolate sauce). 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from SP2 and Su1) Write phrases from memory (Revisit Su 1)



- Spain is a country known for its fresh fish and they enjoy lots of fish and fresh flavours which suit them as they border the Mediterranean sea and enjoy a hot climate that allows lots of fruit and veg to grow.

Revisit Yr 3, Au1 communication knowledge

- The Spanish alphabet uses many of the same graphemes as English, however some correspond to different phonemes.
- Hello in the Spanish language is 'hola' (pronounced with a silent 'h').
- Soy (s-oy) = I am
- 'Me llamo' (ll is a y sound) means my name is...
- '¿cómo te llamas?' (ó has an accent to put emphasis on the sound) means 'What is your name?'
- '¿Cómo estás?' (ó and á have an accent to put emphasis on the sound) Means 'What is your name?'
- Bueno (b-w-e-n-o) means good
- Mal means bad
- adiós (ó has an accent to put stress on the sound) means goodbye
- Question marks come at the start and the end of a question when written in Spanish. The question mark at the start of the phrase is upside down and signals that a question is starting.

New communication knowledge

- Like Questions, explanative phrases are signalled at the start of a phrase by an upside down exclamation mark.
- Verbs 'ser' and 'estar' both mean the verb 'to be'.
- 'Ser' is used for more permanent and fixed things, such as when conjugated to soy, is used as I am Tom.
- 'estar' is changeable, for example, when conjugated to 'estoy', is used for feelings... Estoy feliz (I am happy).
- Good morning! = ¡Buenos días!
- (b-w-e-n-o-s/ d-E-a-s)
- Good afternoon = buenas tardes
- (b-w-e-n-a-s / t-r-d-S)
- How are you/ What's up? = (informal ¿Qué tal? -k-e/ t-ow-l)
- Happy = feliz (f-e-l-E-th)
- Sad = triste (t-r-E-s-t-e)
- Okay = bueno (b-w-e-n-o)
- Angry = furioso (f-y-oo-r-E-o-s-o)
- Confused = confundido (m), confundida (f)
- (c-o-n-f-u-n-d-E-d-o/ c-o-n-f-u-n-d-E-d-a)
- Poorly = mal (m-a-l)
- I am not sure = No estoy segura (f)/ seguro (m)

FOXHILLS
FEDERATION



Vocabulary	<p>Good morning! (¡Buenos días!), Good afternoon (buenas tardes), What's up? (¿Qué tal?), Happy (feliz), Sad (triste), Okay (bueno), Angry (furioso), Confused (confundido / confundida), Poorly (mal), I am not sure (No estoy segura/ seguro)</p> <p>Revisit greetings vocabulary from Year 3, Au1 for the purpose of building on the conversational language during this unit.</p> <p>Verb estar (to be) – estoy (I am ____ feeling) Verb ser (to be) – soy (I am ____ name)</p>
Enrichment & wider development	<p>Video call with a Spanish class Meet a Native/ Fluent Spanish speaker Spanish Pen Pal</p>



Year 4, Autumn 2 – Los numeros (Numbers 0-39)

Speaking and Listening		Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	
Communication Culture	Know that... Revisit all knowledge from Year 3, Au 2 <ul style="list-style-type: none"> Numbers 20-29 are just the number for 20 repeated followed by the units word. Numbers 30- 39 are just the number for 30 repeated followed by 'and' and the units word. twenty one = Veinte uno (v-e-n-t-A/ oo-n-o) twenty two = Veinte dos (v-e-n-t-A/ d-o-s) twenty three = Veinte tres (v-e-n-t-A/ t-r-e-s) twenty four = Veinte cuatro (v-e-n-t-A/ qu-a-t-r-o) twenty five = Veinte cinco (v-e-n-t-A/ s-i-n-c-o) twenty six = Veinte seis (v-e-n-t-A/ s-A-s) twenty seven = Veinte siete (v-e-n-t-A/ s-y-e-t-A) twenty eight = Veinte ocho (v-e-n-t-A/ o-ch-o) twenty nine = Veinte nueve (v-e-n-t-A/ n-w-e-v-A) 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) 	



- thirty = treinta (t-r-A-n-t-a)
- thirty one = treinta y uno (t-r-A-n-t-a/ ee/ oo-n-o)
- thirty two = treinta y dos (t-r-A-n-t-a/ee / d-o-s)
- thirty three = treinta y tres (t-r-A-n-t-a/ ee/ t-r-e-s)
- thirty four = treinta y cuatro (t-r-A-n-t-a/ ee/ qu-a-t-r-o)
- thirty five = treinta y cinco (t-r-A-n-t-a/ ee/ s-i-n-c-o)
- thirty six = treinta y seis (t-r-A-n-t-a/ ee/ s-A-s)
- thirty seven = treinta y siete (t-r-A-n-t-a/ ee/s-E-e-t-A)
- thirty eight = treinta y ocho (t-r-A-n-t-a/ ee/ o-ch-o)
- thirty nine = treinta y nueve (t-r-A-n-t-a/ ee/ n-w-e-v-A)
- Monday = lunes (l-oo-n-e-s)
- Tuesday = martes (m-R-t-e-s)
- Wednesday = miércoles (m-y-e-r-c-ol-e-s)
- Thursday = jueves (h-w-e-v-e-s)
- Friday = Viernes (v-y-e-r-n-e-s)
- Saturday = sábado (s-a-b-a-d-o)
- Sunday = domingo (d-o-m-i-n-g-o)
- January = enero (e-n-e-r-o)
- February = febrero (f-e-b-r-e-r-o)
- March = marzo (m-R-z-o)
- April = abril (a-b-r-i-l)
- May = mayo (m-eye-o)
- June = junio (h-oo-n-E-o)
- July = julio (h-oo-l-E-o)
- August = agosto (a-g-o-s-t-o)
- September = septiembre (s-e-p-t-y-e-m-b-r-e)
- October = octubre (o-c-t-oo-b-r-e)
- November = noviembre (n-o-v-y-e-m-b-r-e)
- December = diciembre (d-i-s-y-e-m-b-r-e)
- It is = es Revisit from Yr3, Su2

Not Crucial knoweldge but helpful for task design

- Is in = es en
- Is on = es el
- My birthday = Mi cumpleaños (m-e / c-oo-m-p-l-ee-a-n-y-o-s)
- His/ her birthday = Su cumpleaños (s-oo / c-oo-m-p-l-e-a-n-y-o-s)
- When is your birthday? = ¿Cuándo es tu cumpleaños? (q-w-a-n-d-o/ e-s/ t-oo/ c-oo-m-p-l-E-a-n-y-o-s)
- An upside down question mark signals the start of a question. Revisit Y3, Au1 onwards
- Accents signal putting stress on the pronunciation of a vowel. Revisit Y3, Au1 onwards

	<ul style="list-style-type: none"> The squiggly line above the 'n' in 'años' is called a virgulilla (but may be referred to as a squiggly line). Revisit Y3, Au2
Vocabulary	<p>Revisit all knowledge from Year 3, Au 2</p> <p>New Numbers- twenty one (Veinte uno), twenty two (Veinte dos), twenty three (Veinte tres), twenty four (Veinte cuatro), twenty five (Veinte cinco), twenty six (Veinte seis), twenty seven (Veinte siete), twenty eight (Veinte ocho), twenty nine (Veinte nueve), thirty (treinta), thirty one (treinta y uno), thirty two (treinta y dos), thirty three (treinta y tres), thirty four (treinta y cuatro), thirty five (treinta y cinco), thirty six (treinta y seis), thirty seven (treinta y siete), thirty eight (treinta y ocho), thirty nine (treinta y nueve)</p> <p>Days of the week Monday (lunes), Tuesday (martes), Wednesday (miércoles), Thursday (jueves), Friday (Viernes), Saturday (sábado), Sunday (domingo), January (enero), February (febrero), March (marzo), April (abril), May (mayo), June (junio), July (julio), August (agosto), September (septiembre), October (octubre), November (noviembre), December (diciembre)</p> <p>It is = es Revisit from Yr3, Su2</p> <p>Not Crucial knowledge but helpful for task design</p> <ul style="list-style-type: none"> Is in (es en) Is on (es el) My birthday (Mi cumpleaños) His/ her birthday (Su cumpleaños) When is your birthday? (¿Cuándo es tu cumpleaños?)
Enrichment & wider development	<p>Video call with a Spanish class</p> <p>Meet a Native/ Fluent Spanish speaker</p> <p>Spanish Pen Pal</p>



Year 4, Spring 1 – Deportes (Sports)

Speaking and Listening		Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	
Communication Culture Location	Know that... <ul style="list-style-type: none"> An upside down question mark signals the start of a question. Revisit Y3, Au1 onwards Accents signal putting stress on the pronunciation of a vowel. Revisit Y3, Au1 onwards In Spanish, words are either masculine or feminine. Typically feminine words end in the letter 'a' and male words end in the letter 'o', although there are exceptions, eg. Madre (mother) and padre (father). Revisit from Y3 SP 2 and Su2 sports - deportes (d-e-p-o-r-t-e-s) Verb – to like (gustar) I like – Me gusta (m-e/ g-oo-s-t-a) I don't like – No me gusta (n-o/ m-e/ g-oo-s-t-a) The negative comes before the noun instead of after for saying 'I don't like'. He likes = Le gusta el She likes = a ella le gusta el Verb – to play = jugar (h-oo-g-a-r) I play – Yo juego (y-o/ h-w-e-g-o) I don't play – Yo no juego (y-o/ n-o/ h-w-e-g-o) He plays = él juega (e-l/ h-w-e-g-a) 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from SP2 and Su1) Write phrases from memory (Revisit Su 1) express opinions and respond to those of others To conjugate a verb to he/she/it 	



	<ul style="list-style-type: none"> • She plays = ella juega (A-y-a/ h-w-e-g-a) • The verb conjugates to have an 'a' at the end for he/she/it • Tennis = tenis (t-e-n-i-s) • Football = fútbol (f-oo-t-b-l) • Horseriding = equitación (e-k-E-t-a-sh-o-n) • Skiing = esquiar (e-s-k-E-R) • Running = correr (c-o-r-e) • Gymnastics = gimnasia (g-i-m-n-a-s-E-a) • Swimming = nadar (n-a-d-a-r) • To walk – andar (a-n-d-R) • Because = porque (p-o-r-k-e) • Boring = aburrido (m), aburrida (f) • (a-b-o-r-E-d-o/ a-b-o-r-E-d-a) • Difficult = difícil (d-i-f-i-s-i-l) • Easy = fácil (f-a-s-i-l) • Fun = divertido (m), divertida (f) • (d-i-v-e-r-t-E-d-o/ d-i-v-e-r-t-i-d-a) • What sport do you like? = ¿Qué deporte te gusta? • (k-e/ d-e-p-o-r-t-e/ t-e/ g-oo-s-t-a) • What sport do you play? = • ¿Que deporte juegas? (k-e/ d-e-p-o-r-t-e/ h-w-e-g-a-s) <p>For sentence building and conversational re-cap practice: Revisit personal description vocabulary from Yr3 and Y4, Au1 Eg. Hello – hola I am – soy How are you? - '¿Cómo estás? I am _____(feeling) – Estoy _____ Goodbye = adiós</p>
Vocabulary	<p>sports (deportes), Tennis (tenis), Football (fútbol), Horseriding (equitación), Skiing (esquiar), Running (corer), Gymnastics (gimnasia), Swimming (nadar), To walk (andar), Because (porque), Boring (aburrido/ aburrida), Difficult (difícil), Easy (fácil), Fun (divertido/ divertida),</p> <p>Verb – to like (gustar), I like – (Me gusta), I don't like (No me gusta), He likes (Le gusta el), She likes (a ella le gusta el) Verb – to play (jugar), I play (Yo juego), I don't play (Yo no juego), He plays (él juega), She plays (ella juega)</p> <p>What sports do you play? (¿Que deporte juegas?) What sports do you like? (¿Qué deporte te gusta?)</p> <p>Revisit greetings vocabulary from Year 3, Au1 and Year 4, Au1 for the purpose of building on the conversational language during this unit.</p>
Enrichment & wider development	<p>Video call with a Spanish class Meet a Native/ Fluent Spanish speaker Spanish Pen Pal</p>



Year 4, Spring 2 – La Comida (Food)

Speaking and Listening		Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	
Communication Culture Location	Know that... <ul style="list-style-type: none"> An upside down question mark signals the start of a question. Revisit Y3, Au1 onwards Accents signal putting stress on the pronunciation of a vowel. Revisit Y3, Au1 onwards In Spanish, words are either masculine or feminine. Typically feminine words end in the letter 'a' and male words end in the letter 'o', although there are exceptions, eg. Madre (mother) and padre (father). Revisit from Y3 SP 2 and Su2 Revisit verb gustar and adjectives from Yr4, Sp1 Because = porque (p-o-r-k-e) Revisit from Yr4, Sp1 Delicious = Delicioso (m), deliciosa (f) (d-i-l-i-s-E-o-ss-o/ (d-i-l-i-s-E-o-ss-a) Good = bueno (m)/ Buena (f) (b-w-e-n-o/ b-w-e-n-a) Bad = mal (m-a-l) Verb to drink – beber (b-e-b-e-r) I drink – yo bebo (y-o / b-e-b-o) He drinks = él bebe (e-l/ b-e-b-e) She drinks = ella bebe (e-y-a/ b-e-b-e) 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from SP2 and Su1) Write phrases from memory (Revisit Su 1) express opinions and respond to those of others (Revisit Yr4, Sp1) To conjugate a verb to he/she/it (Revisit Yr4, SP1) 	



- The drink = la bebida (l-a/ b-e-b-E-d-a)
- Verb to eat – comer (c-o-m-e-r)
- I eat = Yo como (y-o / c-o-m-o)
- He eats = él come (e-l/ c-o-m-e)
- She eats = ella come (e-y-a/ c-o-m-e)
- The food = la comida (l-a/ c-o-m-E-d-a)
- Verb – to want = querer (k-y-e-r-e)
- I want – Yo quiero (y-o/ k-y-e-r-o)
- He wants = el quiere (e-l/ k-y-e-r-e)
- She wants = ella quiere (e-y-a/ k-y-e-r-e)
- A sandwich – Un bocadillo (oo-n/ b-o-c-a-d-E-y-o)
- Cheese = queso (k-e-s-o)
- Ham = jamón (h-a-m-o-n)
- Ham sandwich = un bocadillo de jamón
- Cheese sandwich = un bocadillo de queso
- A Salad = una ensalada (oo-n-a/ e-n-s-a-l-a-d-a)
- A chocolate = un chocolate (oo-n/ sh-o-c-o-l-a)
- An apple = una manzana
- A banana = una banana
- An orange = una naranja
- A Water = Una agua (oo-n-a/ a-g-w-a)
- A lemonade = Una limonada (oo-n-a/ l-i-m-o-n-a-d-a)
- A juice = Un jugo (oo-n/ h-w-e-g-o)
- What do you want to eat? = ¿Qué quieres comer?
- (k-e/ k-y-e-r-e-s/ c-o-m-e-r)
- What do you want to drink? = ¿Qué quieres beber?
- (k-e/ k-y-e-r-e-s/ b-e-b-e-r)

For sentence building and conversational re-cap practice:

Revisit personal description vocabulary from Yr3 and Y4, Au1

Eg.

Hello – hola

I am – soy

How are you? - '¿Cómo estás?

I am _____(feeling) – Estoy _____

Goodbye = adiós

Vocabulary

Revisit verb gustar and adjectives from Yr4, Sp1

Verb to drink (beber), I drink (yo bebo), He drinks (él bebe), She drinks (ella bebe)

Verb to eat (comer), I eat (Yo como), He eats (él come), She eats (ella come)

Verb – to want (querer), I want (Yo quiero), He wants (el quiere), She wants (ella quiere)

A sandwich (Un bocadillo), Cheese (queso), Ham (jamón), Ham sandwich (un bocadillo de jamón), Cheese sandwich (un bocadillo de queso), A Salad (una ensalada), A chocolate (un chocolate), An apple (una manzana), A banana (una banana), An orange (una naranja), A Water (Una agua), A lemonade (Una limonada), A juice (Un jugo)



	<p>What do you want to eat? (¿Qué quieres comer?) What do you want to drink? (¿Qué quieres beber?)</p> <p>Revisit greetings vocabulary from Year 3, Au1 and Year 4, Au1 for the purpose of building on the conversational language during this unit.</p>
<p>Enrichment & wider development</p>	<p>Video call with a Spanish class Meet a Native/ Fluent Spanish speaker Spanish Pen Pal</p>



Year 4, Summer 1 – ¿Puedo por favor? (Can I have, please?)

Speaking and Listening		Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	
Communication Culture Location	Know that... <ul style="list-style-type: none"> An upside down question mark signals the start of a question. Revisit Y3, Au1 onwards Accents signal putting stress on the pronunciation of a vowel. Revisit Y3, Au1 onwards In Spanish, words are either masculine or feminine. Typically feminine words end in the letter 'a' and male words end in the letter 'o', although there are exceptions, eg. Madre (mother) and padre (father). Revisit from Y3 SP 2 and Su2 Revisit verb gustar and adjectives from Yr4, Sp1 Revisit all vocabulary from Yr4, SP2 Because = porque (p-o-r-k-e) Revisit from Yr4, Sp1 and Sp2 Please – por favour (p-o-r/ f-a-f-o-r) Thank you = gracias (g-r-a-s-E-a-s) Verb – can = poder (p-o-d-e-r) Can I have? = ¿Puedo tener? (p-w-e-d-o/ t-e-n-e-r) Yes = Sí (s-ee) No = no (n-o) No problem = no problema (n-o/ p-r-o-b-l-e-m-a) 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from SP2 and Su1) Write phrases from memory (Revisit Su 1) express opinions and respond to those of others (Revisit Yr4, Sp1 and 2) To conjugate a verb to he/she/it (Revisit Yr4, Sp1 and 2) To use a Spanish dictionary 	



	<ul style="list-style-type: none"> • Why? = ¿por qué? (p-o-r/ k-e) • Why sounds similar to because in Spanish • A plate = un plato (oo-n/ p-l-a-t-o) • A knife = un cuchillo (oo-n/ c-oo-sh-ee-o) • A fork = un tenedor (oo-n/ t-e-n-e-d-oo-r) • My Friend = Mi amigo (m)/ Mi amiga (f) • (m-E/ a-m-E-g-o/ a-m-E-g-a) • A House = Una casa (oo-n-a/ c-a-s-a) • At my friend's house = En casa de mi amigo • A restaurant = un restaurante (oo-n/ r-e-s-t-a-r-o-n-t-A) • A Spanish dictionary is used in a similar way that an English dictionary is used (alphabetical order) but can be used differently to find Spanish translations of English words. A Spanish dictionary may be used to find alternate food items. <p>For sentence building and conversational re-cap practice: Revisit personal description vocabulary from Yr3 and Y4, Au1</p>
Vocabulary	<p>Revisit verb gustar and adjectives from Yr4, Sp1 Revisit all vocabulary from Yr4, Sp2</p> <p>A plate (un plato), A knife (un cuchillo), A fork (un tenedor), My Friend (Mi amigo/ Mi amiga), A House (Una casa), A restaurant (un restaurante), At my friend's house, (En casa de mi amigo)</p> <p>Verb – can (poder), Can I have? (¿Puedo tener?)</p> <p>What do you want to eat? (¿Qué quieres comer?), What do you want to drink? (¿Qué quieres beber?), Why? (¿por qué?), Please (por favour), Thank you (gracias), Yes (Sí), No (no), No problem (no problema)</p> <p>A Spanish dictionary may be used to find alternate food items.</p> <p>Revisit greetings vocabulary from Year 3, Au1 and Year 4, Au1 for the purpose of building on the conversational language during this unit.</p>
Enrichment & wider development	<p>Video call with a Spanish class Meet a Native/ Fluent Spanish speaker Spanish Pen Pal</p>



Year 4, Summer 2 – Mi familia y mis mascotas (My family and pets)

Speaking and Listening		Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	
Communication Culture Location	Know that... <ul style="list-style-type: none"> An upside down question mark signals the start of a question. Revisit Y3, Au1 onwards Accents signal putting stress on the pronunciation of a vowel. Revisit Y3, Au1 onwards In Spanish, words are either masculine or feminine. Typically feminine words end in the letter 'a' and male words end in the letter 'o', although there are exceptions, eg. Madre (mother) and padre (father). Revisit from Y3 SP 2 and Su2 Revisit all vocabulary from Yr3 Au1, SP1, Su1 and Su2; Yr4 Au1, Au2, Sp1, Sp2 and Su1 for the purpose of recalling vocabulary that supports oral and written outcomes on describing family, pets and what they like in terms of colour, food and sport. Numbers will be needed to communicate age and number. Revisit verb tener (to have) and conjugations from Yr 3, Au 2, Sp2, Su1, Su2. Revisit verb gustar (to like), conjugations and adjectives from Yr4, Sp1 Revisit all vocabulary from Yr4, SP2 Because = porque (p-o-r-k-e) Revisit from Yr4, Sp1 and Sp2 A Spanish dictionary is used in a similar way that an English dictionary is used (alphabetical order) but can be used differently to find Spanish translations of English words. Revisit from Yr4 Su1. Pets = mascotas (m-a-s-c-o-t-a-s) 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from SP2 and Su1) Write phrases from memory (Revisit Su 1) express opinions and respond to those of others (Revisit Yr4, Sp1 and 2) To conjugate a verb to he/she/it (Revisit Yr4, Sp1, SP2 and Su1) To use a Spanish dictionary (Revisit Yr 4, Su1) 	



	<ul style="list-style-type: none"> • Step mother = madrastra (m-a-d-r-a-s-t-r-a) • Step father = padrastro (p-a-d-r-a-s-t-r-o) • Step brother = hermanastro (h-e-r-m-a-n-a-s-t-r-o) • Step sister = hermanastra (h-e-r-m-a-n-a-s-t-r-a) <p>For sentence building and conversational re-cap practice: <u>Revisit personal description vocabulary from Yr3 and Y4,</u></p> <p><u>For so much revisiting during this unit, it may be ideal for task design to focus on making a booklet or a place mat for each student to show the learning that is relevant to them. Use of the Spanish dictionary is encouraged to find alternate words that students find relevant to them.</u></p>
Vocabulary	<p>Pets (mascotas), Step mother (madrastra), Step father (padrastro), Step brother (hermanastro), Step sister (hermanastra)</p> <p>A Spanish dictionary may be used to find alternate and relevant vocabulary</p> <p>Revisit all vocabulary from Yr3 Au1, SP1, Su1 and Su2; Yr4 Au1, Au2, Sp1, Sp2 and Su1 for the purpose of recalling vocabulary that supports oral and written outcomes on describing family, pets and what they like in terms of colour, food and sport. Numbers will be needed to communicate age and number.</p>
Enrichment & wider development	<p>Video call with a Spanish class Meet a Native/ Fluent Spanish speaker Spanish Pen Pal</p>



Year 5

Year 5, Autumn 1 – La geografía física de España (Spain's Physical Geography)

Speaking and Listening		Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	
Communication Culture Location	Know that... <u>Revisit locational and cultural knowledge from Year 3, Au 1</u> <ul style="list-style-type: none"> Language is how we communicate with other people. Spanish is the fourth most spoken language in the world (at current). Spanish is the first language in 21 different countries across the world, including: Spain, Mexico, Costa Rica, Peru, Cuba, Colombia, Ecuador, Uruguay and Venezuela. Spanish is most popular in Europe and South and Central America. <u>Revisit locational and cultural knowledge from Year 4, Au 1</u> <ul style="list-style-type: none"> Spanish and English people eat a lot of the same foods but some traditional food Spanish dishes include: tapas (small starting plates of food), paella (yellow coloured rice from saffron with either chicken and chorizo or prawns and mussels), tortilla (Spanish omelette made with potatoes and onion), croquettes (an example of taps; deep fried meat, veg or 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from Yr 4 SP2 Onwards) Write phrases from memory (Revisit Yr 3 Su 1 Onwards) 	



- fish in sauce and breadcrumbs), calamares (fried calamari rings), churros (long sugary doughnut sticks dipped in chocolate sauce).
- Spain is a country known for its fresh fish and they enjoy lots of fish and fresh flavours which suit them as they border the Mediterranean sea and enjoy a hot climate that allows lots of fruit and veg to grow.

New locational and cultural knowledge

- Spain's physical geography is similar to England because it has coastline and beaches. It also has forests and rivers.
- Spain's physical geography differs however because it has many more sandy beaches, a hotter climate, is more arid in places and is also more mountainous. It borders France and Portugal as opposed to Wales and Scotland.
- The river Tagus is Spain's longest river and also flows through Portugal.
- The Sierra Nevada is a mountain range in the South of Spain.
- The Pyrennes is a mountain range in the North of Spain, on the border of France.
- Spain is a Mediterranean country because it has a coast on the Mediterranean sea.
- Spain owns islands, such as the Baleric islands and the Canary Islands.

Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings

Revisit verbs gustar (Y4 Sp1 onwards) and querer to talk about things you like and want to do in Spain.

Verb- to want (Yr4 Sp2 onwards)

Revisit- relevant sports vocabulary from Yr4, Sp1 to talk about things you might do in Spain.

Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards

Revisit opinion vocabulary from Y4 Sp1, Sp2 and Su1

New communication knowledge

- Verb- to go = ir (ear)
- I go = voy (v-oy)
- He goes = el va (e-l/ v-a)
- She goes = ella va (e-y-a/ v-a)
- I want to go to = Quiero ir a (K-y-e-r-o/ ear/ a)
- He wants to go to = El quiere ir a
- (E-l/ k-y-e-r-e/ ear/ a)
- She wants to go to = ella quiere ir a
- (e-y-a/ k-y-e-r-e/ ear/ a)

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	<ul style="list-style-type: none"> • The mountains = las montañas • (l-a-s/ m-o-n-t-a-n-y-a-s) • The beach = la playa (l-a/ p-l-eye-y-a) • The coast = la costa (l-a/ c-o-s-t-a) • The river = el río (e-l / r-E-o) • The park = el parque (e-l/ p-R-k-e) <p>Revisit verbs to be (estar and ser) from Y4, Au1 onwards We use estar for things that are not permanent so when describing opinions of locations and saying 'it is', we say: 'está' instead of 'es'</p> <ul style="list-style-type: none"> • Pretty = bonito (m)/ bonita (f) • (b-o-n-E-t-o / b-o-n-E-t-a) • Outside = afuera (a-f-w-e-r-a) <hr/> <p>Example phrases: I like to the park because it is outside Me gusta el parque porque está afuera.</p> <p>I like to the park because it is pretty. Me gusta el parque porque es bonito.</p> <p>I want to go to the mountains because they are pretty Quiero ir a las montañas porque son bonitas</p> <p>I want to go to the mountains because they are outside Quiero ir a las montañas porque están afuera.</p>
Vocabulary	<p>Verb- to go (ir), I go (voy), He goes (el va), She goes (ella va), I want to go to (Quiero ir a), He wants to go to (El quiere ir a), She wants to go to (ella quiere ir a)</p> <p>The mountains (las montañas), The beach (la playa), The coast (la costa), The river (el río), The park (el parque), Pretty (bonito/ bonita), Outside (afuera)</p> <p>Revisit verbs to be (estar and ser) Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings Revisit verbs gustar (Y4 Sp1 onwards) and querer to talk about things you like and want to do in Spain. Verb- to want (Yr4 Sp2 onwards) Revisit- relevant sports vocabulary from Yr4, Sp1 to talk about things you might do in Spain. Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards Revisit opinion vocabulary from Y4 Sp1, Sp2 and Su1</p>
Enrichment & wider development	<p>Video call with a Spanish class Meet a Native/ Fluent Spanish speaker Spanish Pen Pal</p>



Year 5, Autumn 2 – Clima y temporadas (Weather and climate)

Speaking and Listening		Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	
Communication Culture Location	Know that... Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings Revisit verbs gustar (Y4 Sp1 onwards) Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards Revisit opinion vocabulary from Y4 Sp1, Sp2 and Su1 and Yr5 Au1 Revisit verbs to be (estar and ser) Year 4 Au1 onwards We use estar for things that are not permanent so when describing opinions of locations and saying 'it is', we say: 'está' instead of 'es' Revisit verb poder (can) from Year 4 Su1, Puedo = I can	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from Yr 4 SP2 Onwards) Write phrases from memory (Revisit Yr 3 Su 1 Onwards) 	



	<ul style="list-style-type: none"> • When talking about the weather, the Spanish sometimes use the verb 'to make' (hacer), instead of the verb 'to be' (ser/ estar). So some words use 'hace', instead of 'es;' or está to translate it is. • It is Autumn = Es otoño (e-s/ o-t-o-n-y-o) • It is Winter = Es invierno (e-s. i-n-v-y-e-r-n-o) • It is Spring = Es primavera (e-s/ p-r-E-m-a-v-e-r-a) • It is Summer = Es verano (e-s/ v-e-r-a-n-o) • It is windy = Hace viento (a-s-e/ v-y-e-n-t-o) • It is rainy = está lluvioso (e-s-t-a/ y-o-v-E-o-s-o) • It is Sunny = hace sol (a-s-e/ s-o-l) • It is cloudy/ foggy = está nublado (e-s-t-a/ n-oo-b-l-a-d-o) • It is snowy = Está nevando (e-s-t-a/ n-e-v-a-n-d-o) • Very = muy (m-oy) • It is cold = hace frío (m) / fría (f) (a-s-e/ f-r-E-o / f-r-E-a) • It is hot = hace calor (a-s-e/ c-a-l-o-r) <p>Example phrases: In Winter it is cold and snowy En invierno hace frío y nieva.</p> <p>I like Summer because it is hot and I can go to the beach. Me gusta el verano porque hace calor y puedo ir a la playa.</p>	
Vocabulary	<p>It is Autumn (Es otoño), It is Winter (Es invierno), It is Spring (Es primavera), It is Summer (Es verano), It is windy (Hace viento), It is rainy (está lluvioso), It is Sunny (hace sol), It is cloudy/ foggy (está nublado), It is snowy (Está nevando), Very (muy), It is cold (hace frío / fría), It is hot (hace calor)</p> <p>Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings</p> <p>Revisit verbs gustar (Y4 Sp1 onwards)</p> <p>Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards</p> <p>Revisit opinion vocabulary from Y4 Sp1, Sp2 and Su1</p> <p>Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards</p> <p>Revisit opinion vocabulary from Y4 Sp1, Sp2 and Su1 and Yr5 Au1</p> <p>Revisit verb poder (can) from Year 4 Su1,</p> <p>Puedo = I can</p> <p>Revisit verbs to be (estar and ser) Year 4 Au1 onwards</p> <p>We use estar for things that are not permanent so when describing opinions of locations and saying 'it is', we say: 'está' instead of 'es'</p>	
Enrichment & wider development	<p>Video call with a Spanish class</p> <p>Meet a Native/ Fluent Spanish speaker</p> <p>Spanish Pen Pal</p>	

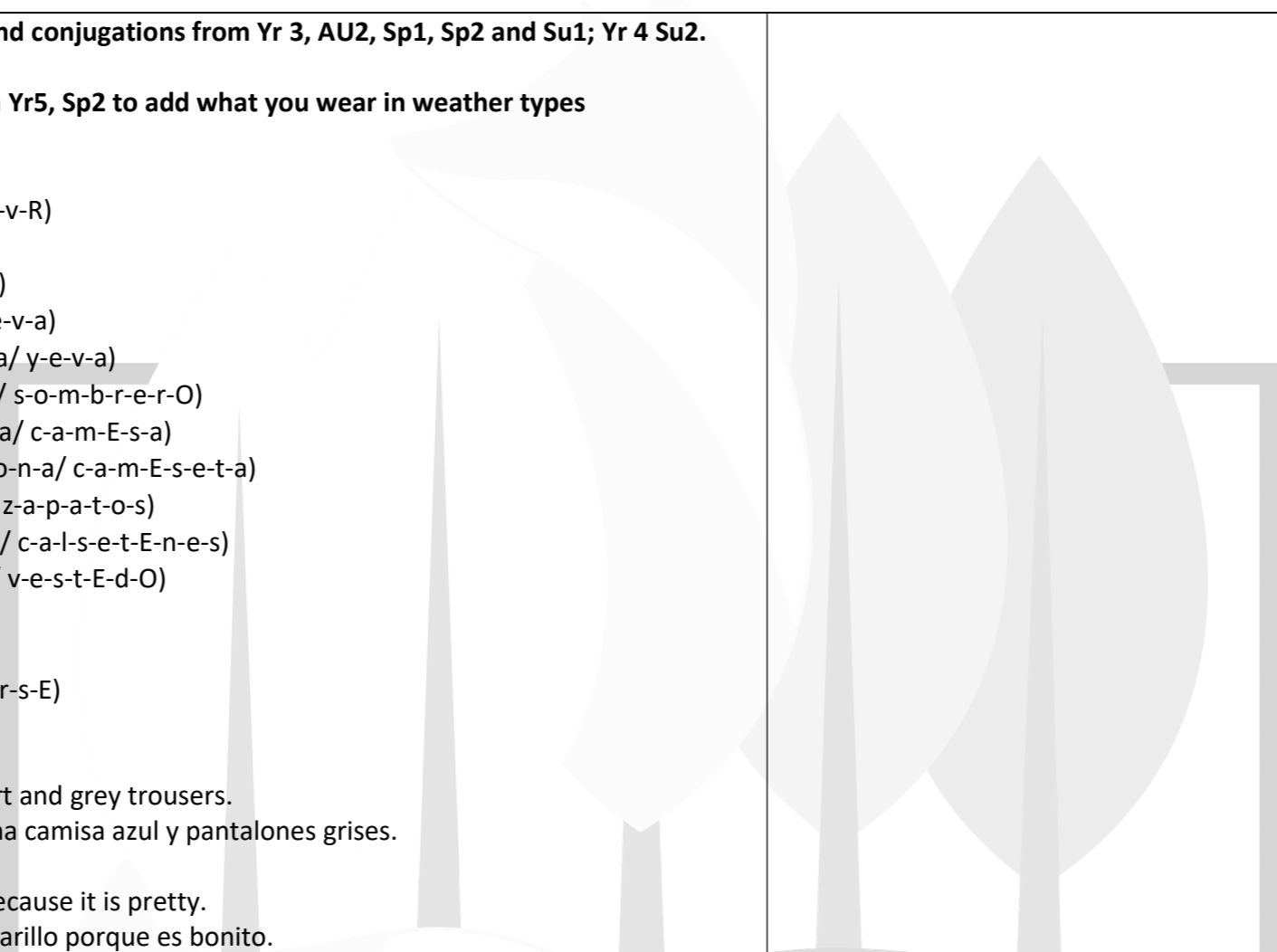


Year 5, Spring 1 – La ropa (Clothes)

Speaking and Listening	Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Communication Culture Location	Know that... Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings Revisit verbs gustar (Y4 Sp1 onwards) Revisit Colours for description (Yr3 Sp1) Revisit Family vocabulary to talk about what family members wear (Yr3 Su1 and Yr4 Su2) Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards Revisit opinion vocabulary from Y4 Sp1, Sp2 and Su1 and Yr5 Au1 Revisit verbs to be (estar and ser) Year 4 Au1 onwards We use estar for things that are not permanent so when describing opinions of locations and saying 'it is', we say: 'está' instead of 'es'	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from Yr 4 SP2 Onwards) Write phrases from memory (Revisit Yr 3 Su 1 Onwards)



	<p>Revisit verb tener (to have) and conjugations from Yr 3, AU2, Sp1, Sp2 and Su1; Yr 4 Su2.</p> <p>Revisit weather vocabulary in Yr5, Sp2 to add what you wear in weather types</p> <p>New Vocabulary</p> <ul style="list-style-type: none"> • Verb - to wear = llevar (y-e-v-R) • I wear = llevo (y-e-v-o) • You wear =llevas (y-e-v-a-s) • He wears = el lleva (e-l/ y-e-v-a) • She wears = ella lleva (e-y-a/ y-e-v-a) • A hat = un sombrero (oo-n/ s-o-m-b-r-e-r-O) • A shirt = una camisa (oo-n-a/ c-a-m-E-s-a) • A t-shirt = una camiseta (oo-n-a/ c-a-m-E-s-e-t-a) • Shoes = los zapatos (l-o-s/ z-a-p-a-t-o-s) • Socks = los calcetines (l-o-s/ c-a-l-s-e-t-E-n-e-s) • A dress = un vestido (oo-n/ v-e-s-t-E-d-O) • Trousers = los pantalones • (l-o-s/ p-a-n-t-a-l-o-n-e-s) • Jumper = el jersey (e-l/ j-e-r-s-E) <p>Example phrases</p> <p>I wear a brown hat, a blue shirt and grey trousers. Llevo un sombrero marrón, una camisa azul y pantalones grises.</p> <p>I like to wear a yellow dress because it is pretty. Me gusta llevar un vestido amarillo porque es bonito.</p>	
<p>Vocabulary</p>	<p>Verb - to wear = llevar (y-e-v-R), I wear = llevo (y-e-v-o), You wear =llevas (y-e-v-a-s), He wears = el lleva (e-l/ y-e-v-a), She wears = ella lleva (e-y-a/ y-e-v-a)</p> <p>A hat (un sombrero), A shirt (una camisa), A t-shirt (una camiseta), Shoes (los zapatos), Socks (los calcetines), A dress (un vestido), Trousers (los pantalones), Jumper (el jersey)</p> <p>Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings</p> <p>Revisit verbs gustar (Y4 Sp1 onwards)</p> <p>Revisit Colours for description Yr3 Sp1</p> <p>Revisit Family vocabulary to talk about what family members wear (Yr3 Su1 and Yr4 Su2</p> <p>Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onward</p> <p>Revisit opinion vocabulary from Y4 Sp1, Sp2 and Su1 and Yr5 Au1</p> <p>Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards</p>	
<p>Enrichment & wider development</p>	<p>Video call with a Spanish class</p> <p>Meet a Native/ Fluent Spanish speaker</p> <p>Spanish Pen Pal</p>	



Year 5, Spring 2 – Mi cuerpo (My body)

Speaking and Listening	Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Communication Culture	Know that... Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings Revisit 'my face' vocabulary and description from Y3, Sp2. Revisit Family vocabulary to describe family members' body parts (Yr3 Su1 and Yr4 Su2) Revisit verb tener (to have) and conjugations from Yr 3, AU2, Sp1, Sp2 and Su1; Yr 4 Su2; Yr5 SP1. Progress from tengo (I have) to tienes (you have) and tiene (he/ she/ it has) Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards New vocabulary <ul style="list-style-type: none"> the shoulders = los hombros (l-o-s/ o-m-b-r-o-s) the arms = los brazos (l-o-s/ b-r-a-z-o-s) the hands = las manos (l-a-s/ m-a-n-o-s) 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from Yr 4 SP2 Onwards) Write phrases from memory (Revisit Yr 3 Su 1 Onwards)



	<ul style="list-style-type: none"> • the knees = las rodillas (l-a-s/ r-o-d-E-y-a-s) • the feet = los pies (l-o-s/ p-y-e-s) • the legs = las piernas (l-a-s/ p-y-e-r-n-a-s) <p>Revisit las and los being feminine and masculine, respectively.</p>
Vocabulary	<p>the shoulders (los hombros), the arms (los brazos), the hands (las manos), the knees (las rodillas), the feet (los pies), the legs = las piernas (l-a-s/ p-y-e-r-n-a-s)</p> <p>Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings</p> <p>Revisit ‘my face’ vocabulary and description from Y3, Sp2.</p> <p>Revisit Family vocabulary to describe family members’ body parts (Yr3 Su1 and Yr4 Su2)</p> <p>Revisit verb tener (to have) and conjugations from Yr 3, AU2, Sp1, Sp2 and Su1; Yr 4 Su2; Yr5 SP1. Progress from tengo (I have) to tienes (you have) and tiene (he/ she/ it has)</p> <p>Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards</p>
Enrichment & wider development	<p>Video call with a Spanish class</p> <p>Meet a Native/ Fluent Spanish speaker</p> <p>Spanish Pen Pal</p>



Year 5, Summer 1 – En la clase (In Class)

Speaking and Listening	Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Communication Culture	Know that... Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings Revisit verb tener (to have) and conjugations from Yr 3, AU2, Sp1, Sp2 and Su1; Yr 4 Su2; Yr5 SP1 and SP2 Progress from tengo (I have) to tienes (you have) and tiene (he/ she/ it has) Revisit 'is' (es) and colour vocabulary from Yr3 Su2; Yr 4 Su2 and Yr5 Sp1. Revisit 'there is/ are' (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2. New vocabulary <ul style="list-style-type: none"> the boy = el chico (e-l/ ch-E-k-O) the girl = la chica (l-a/ ch-E-k-a) a book = un libro (oo-n/ l-E-b-r-o) a rucksack = una mochila (oo-n-a/ m-o-ch-e-y-a) a table = una mesa (oo-n-a/ m-e-s-a) 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from Yr 4 SP2 Onwards) Write phrases from memory (Revisit Yr 3 Su 1 Onwards)



	<ul style="list-style-type: none"> • a chair = una silla (oo-n-a/ s-E-y-a) • a pencil = un lápiz (oo-n/ l-a-p-E-th) • a rubber = una goma (oo-n-a/ g-o-m-a) • a pen = una pluma (oo-n-a/ p-l-oo-m-a) • a ruler = una regla (oo-n-a/ r-e-g-l-a) • a pencil sharpener = un sacapuntas (oo-n/ s-a-c-a-p-oo-n-t-a-s) • a pencil case = un estuche (oo-n/ e-s-t-oo-ch-A) • the classroom = el aula (e-l/ o-w-l-a) • in the = en el (e-n/ e-l) <p>Revisit las and los/ la and el being feminine and masculine, respectively.</p> <p>Example phrases</p> <ul style="list-style-type: none"> • hay una silla en el aula = there is a chair in the classroom. • hay un lápiz en el estuche = there is a pencil in the pencil case. • hay un lápiz azul en el estuche = there is a blue pencil in the pencil case.
Vocabulary	<p>the boy (el chico), the girl (la chica), a book (un libro), a rucksack (una mochila), a table (una mesa), a chair (una silla), a pencil (un lápiz), a rubber (una goma), a pen (una pluma), a ruler (una regla), a pencil sharpener (un sacapuntas), a pencil case (un estuche), the classroom (el aula), in the (en el)</p> <p>Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings</p> <p>Revisit verb tener (to have) and conjugations from Yr 3, AU2, Sp1, Sp2 and Su1; Yr 4 Su2; Yr5 SP1 and SP2</p> <p>Progress from tengo (I have) to tienes (you have) and tiene (he/ she/ it has)</p> <p>Revisit 'is' (es) and colour vocabulary from Yr3 Su2; Yr 4 Su2 and Yr5 Sp1.</p> <p>Revisit 'there is/ are' (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2.</p> <p>Revisit las and los/ la and el being feminine and masculine, respectively.</p>
Enrichment & wider development	<p>Video call with a Spanish class</p> <p>Meet a Native/ Fluent Spanish speaker</p> <p>Spanish Pen Pal</p>



Year 5, Summer 2 – La Escuela (The School)

Speaking and Listening	Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Communication Culture	<p>Know that...</p> <p>Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings</p> <p>Revisit verbs gustar (Y4 Sp1; Yr5 Au1, 2 and Sp1) New – gustan is (pl) for like. Eg. Me gustan los deportes.</p> <p>Revisit ‘is’ (es) and opinion vocabulary from Y4 Sp1.</p> <p>Revisit ‘there is/ are’ (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2; Yr5 Su1.</p> <p>New vocabulary</p> <ul style="list-style-type: none"> English = el inglés (e-l/ i-n-g-l-e-s) Spanish = el español (e-l/ e-s-p-a-n-y-o-l) Maths = las matemáticas (l-a-s/ m-a-t-E-m-a-t-E-c-a-s) Music = La música (l-a/ m-oo-s-E-k-a) Science = las ciencias (l-a-s/ s-E-e-n-s-E-a) Sports = los deportes (l-o-s/ D-p-o-r-t-e-s) 	<p>Know how...</p> <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from Yr 4 SP2 Onwards) Write phrases from memory (Revisit Yr 3 Su 1 Onwards)



	<ul style="list-style-type: none"> • Favourite (m) = favorito (f-a-v-a-r-E-t-o) • Favourite (f) = favorita (f-a-v-a-r-E-t-a) • Lesson = lección (l-e-k-s-E-o-n) • I love = Me encanta (m-e/ e-n-c-a-n-t-a) • Interesting = interesante (i-n-t-e-r-e-s-a-n-t-e) <p>Revisit las and los/ la and el being feminine and masculine, respectively.</p> <p>Example phrases</p> <ul style="list-style-type: none"> • Me gusta la música porque es divertida = I like music because it is interesting • Mi lección favorita es inglés porque es fácil = My favourite lesson is English because it is easy. • No me gustan los deportes porque es difícil = I don't like sports because it is hard.
Vocabulary	<p>English (el inglés), Spanish (el español), Maths (las matemáticas), Music (La música), Science (las ciencias), Sports (los deportes), Favourite (m) (favorito), Favourite (f) (favorita), Lesson (lección), I love (Me encanta), Interesting (interesante)</p> <p>Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings</p> <p>Revisit verbs gustar (Y4 Sp1; Yr5 Au1, 2 and Sp1) New – gustan is (pl) for like. Eg. Me gustan los deportes.</p> <p>Revisit 'is' (es) and opinion vocabulary from Y4 Sp1.</p> <p>Revisit 'there is/ are' (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2; Yr5 Su1.</p> <p>Revisit las and los/ la and el being feminine and masculine, respectively.</p>
Enrichment & wider development	<p>Video call with a Spanish class Meet a Native/ Fluent Spanish speaker Spanish Pen Pal</p>



Year 6

Year 6, Autumn 1 – La geografía humana de España (Spain's Human Geography)

Speaking and Listening		Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 		<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing
Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	
Communication Culture Location	Know that... <u>Revisit locational and cultural knowledge from Year 3, Au 1</u> <ul style="list-style-type: none"> Language is how we communicate with other people. Spanish is the fourth most spoken language in the world (at current). Spanish is the first language in 21 different countries across the world, including: Spain, Mexico, Costa Rica, Peru, Cuba, Colombia, Ecuador, Uruguay and Venezuela. Spanish is most popular in Europe and South and Central America. <u>Revisit locational and cultural knowledge from Year 4, Au 1</u> <ul style="list-style-type: none"> Spanish and English people eat a lot of the same foods but some traditional food Spanish dishes include: tapas (small starting plates of food), paella (yellow coloured rice from saffron with either chicken and chorizo or prawns and mussels), tortilla (Spanish omelette made with potatoes and onion), croquettes (an example of taps; deep fried meat, veg or 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from Yr 4 SP2 Onwards) Write phrases from memory (Revisit Yr 3 Su 1 Onwards) 	



- fish in sauce and breadcrumbs), calamares (fried calamari rings), churros (long sugary doughnut sticks dipped in chocolate sauce).
- Spain is a country known for its fresh fish and they enjoy lots of fish and fresh flavours which suit them as they border the Mediterranean sea and enjoy a hot climate that allows lots of fruit and veg to grow.

Revisit locational Knowledge from Yr5 Au1

- Spain's physical geography is similar to England because it has coastline and beaches. It also has forests and rivers.
- Spain's physical geography differs however because it has many more sandy beaches, a hotter climate, is more arid in places and is also more mountainous. It borders France and Portugal as opposed to Wales and Scotland.
- The river Tagus is Spain's longest river and also flows through Portugal.
- The Sierra Nevada is a mountain range in the South of Spain.
- The Pyrennes is a mountain range in the North of Spain, on the border of France.
- Spain is a Mediterranean country because it has a coast on the Mediterranean sea.
- Spain owns islands, such as the Baleric islands and the Canary Islands.

New locational and cultural Knowledge

- The population of this country is approx. 46.5 million.
- The population of Catalonia is approximately 7.5 million.
- Catalonia has two main official languages – Spanish and Catalan.
- Some Catalans would like independence from the rest of Spain.
- Where Catalonia is within Spain on a map.
- The Spanish are typically characterised as being very social and hospitable, close with family and loving festivals, food, music and dancing.
- Flamenco is a traditional Spanish style of dancing and music (listen and watch!)
- Spain is traditionally Catholic.
- Spain has a king (Felipe VI)
- Three marked festivals are:
 - 1) **Las Fallas**- Las Fallas is Valencia's biggest festival. It's celebrated every March in honour of the city's patron saint, San José. It also marks the beginning of spring. Locals take to the streets with giant paper mache figures representing famous and traditional figures which are then burned in huge bonfires across the city.
 - 2) **La Tomatina** - Every August, the usually sleepy city of Buñol welcomes 20,000 people for one of the world's biggest food fights, AKA La Tomatina. Festival goers cram into the street to pelt truckloads of tomatoes at each other.
 - 3) **La Diada (catalonia National Day)** - La Diada, or national day of Catalonia, is, perhaps, the most important festival in Barcelona and Catalonia in general. It remembers the fall of the local army against the Bourbon troops in 1714 and it focus on floral offerings, concerts, poetry and activities in the Parque de la Ciudadela and many other points. A festive day in which the population goes out on the streets to enjoy and walk around.

FOXHILLS
FEDERATION



	<p>Revisit verb gustar from Yr3, 4 and 5. Revisit opinion vocabulary from Y4 Sp1, Sp2 and Su1 Revisit verb gustar from Yr3, 4 and 5. Revisit opinion vocabulary from Y4 Sp1, Sp2 and Su1 Revisit 'there is/ are' (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2; Yr5 Su1. Revisit las and los/ la and el being feminine and masculine, respectively.</p> <p>*New communication knowledge*</p> <ul style="list-style-type: none"> • A town = un pueblo (oo-n/ p-w-e-b-l-o) • A city = una ciudad (oo-n-a/ s-E-U-d-a-d) • The festival = el Festival (e-l/ f-e-s-t-i-v-a-l) • The shops = las tiendas (l-a-s/ t-y-e-n-d-a-s) • The church = la Iglesia (l-a/ i-g-l-e-s-E-a) • The people – la gente (l-a/ h-e-n-t-A) • Important – importante (i-m-p-o-r-t-a-n-t-A) • In Spain - En España (e-n/ e-s-p-a-n-y-a) <hr/> <p>Example phrases: In Spain there are festivals En España hay festivals</p> <p>In Spain, the church is important En España, la iglesia es importante</p>	
Vocabulary	<p>A town (un pueblo), A city (una ciudad), The festival (el Festival), The shops (las tiendas), The church (la Iglesia), The people (la gente), Important (importante), In Spain (En España)</p> <p>Revisit verb gustar from Yr3, 4 and 5. Revisit opinion vocabulary from Y4 Sp1, Sp2 and Su1 Revisit verb gustar from Yr3, 4 and 5. Revisit opinion vocabulary from Y4 Sp1, Sp2 and Su1 Revisit 'there is/ are' (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2; Yr5 Su1. Revisit las and los/ la and el being feminine and masculine, respectively.</p>	
Enrichment & wider development	<p>Video call with a Spanish class Meet a Native/ Fluent Spanish speaker Spanish Pen Pal</p>	



Year 6, Autumn 2 – Donde vivo (Where I live)

Speaking and Listening	Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Communication Culture	Know that... Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings Revisit verbs gustar (Y4 Sp1; Yr5 Au1, 2 and Sp1) Revisit 'is' (es) and opinion vocabulary from Y4 Sp1. Revisit 'there is/ are' (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2; Yr5 Su1. Revisit physical feature vocabulary from Yr 5 Au 1. Revisit verb tener (to have) from Y3, 4 and 5 New vocabulary <ul style="list-style-type: none"> Verb- To live = Vivir (v-i-v-ear) I live = vivo (v-i-v-o) Where do you live? = ¿dónde vive? (d-o-n-d-A/ v-E-v-A) 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from Yr 4 SP2 Onwards) Write phrases from memory (Revisit Yr 3 Su 1 Onwards)



	<ul style="list-style-type: none"> • A town = un pueblo (oo-n/ p-w-e-b-l-o) • A city = una ciudad (oo-n-a/ s-E-U-d-a-d) • The stadium = el estadio (e-l/ e-s-t-a-d-E-o) • The restaurant – el restaurante (e-l/ r-e-s-t-a-r-o-n-t-A) • The train station = La estación de tren (l-a/ e-s-t-a-sh-o-n/ d-e/ t-r-e-n) • The school – La escuela (l-a/ e-s-c-w-e-l-a) • The cinema = el cine (e-l/ s-i-n-E) • The supermarket = el supermercado • Near = cerca (s-e-r-c-a) • In my = En mi (e-n/ m-e) • Called = llamado (m) (y-a-m-a-d-o) • Called = llamada (f) (y-a-m-a-d-a) <p>Revisit las and los/ la and el being feminine and masculine, respectively.</p> <p>Example phrases</p> <ul style="list-style-type: none"> • I live in a city called Southampton. It has a restaurant and a school. <i>Vivo en una ciudad llamada Southampton. Tiene un restaurante y una escuela.</i> • I live near the school. <i>Vivo cerca de la escuela.</i> • I love Southampton because there is a cinema <i>Me encanta Southampton porque hay un cine.</i>
Vocabulary	<p>Verb- To live (Vivir), I live (vivo), Where do you live? (¿dónde vive?), A town (un pueblo), A city (una ciudad), The stadium (el estadio), The restaurant (el restaurante), The train station (La estación de tren) The school (La escuela), The cinema (el cine), The supermarket (el supermercado), Near (cerca), In my (En mi), Called (llamado) (m), Called (llamada) (f)</p> <p>Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings</p> <p>Revisit verbs gustar (Y4 Sp1; Yr5 Au1, 2 and Sp1)</p> <p>Revisit ‘is’ (es) and opinion vocabulary from Y4 Sp1.</p> <p>Revisit ‘there is/ are’ (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2; Yr5 Su1.</p> <p>Revisit physical feature vocabulary from Yr 5 Au 1.</p> <p>Revisit verb tener (to have) from Y3, 4 and 5</p>
Enrichment & wider development	<p>Video call with a Spanish class</p> <p>Meet a Native/ Fluent Spanish speaker</p> <p>Spanish Pen Pal</p>



Year 6, Spring 1 – Directions (direcciones)

Speaking and Listening	Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Communication Culture	Know that... Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings Revisit 'is' (es) and opinion vocabulary from Y4 Sp1. Revisit 'there is/ are' (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2; Yr5 Su1 and Y6 Au1 and 2 Revisit physical feature vocabulary from Yr 5 Au 1 and Y6 Au2. Revisit human feature vocabulary from Y6 Au2 New vocabulary <ul style="list-style-type: none"> left = izquierda (f)/ izquierdo (m) (i-z-q-u-e-r-d-a/ o) right = derecha (f)/ derecho (m) (d-e-r-e-ch-a/ o) straight forward = directa (f)/ directo (m) (d-E-r-e-c-t-a/ o) turn right = tuen a la derecha (t-w-e-n...) turn left = tuen a la izquierda (t-w-e-n...) end = fin (f-i-n) start = empezar (e-m-p-e-th-a-r) 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from Yr 4 SP2 Onwards) Write phrases from memory (Revisit Yr 3 Su 1 Onwards)



	<p>Revisit las and los/ la and el being feminine and masculine, respectively.</p> <p>Example phrases</p> <ul style="list-style-type: none"> • Start at the school. • empezar en la escuela • Go straightforward and turn left left at the shop. • Siga recto y tuen a la izquierda en la tienda.
Vocabulary	<p>left (izquierda (f)/ izquierdo (m)), right (derecha (f)/ derecho (m)), straight forward (directa (f)/ directo (m)) ,turn right (tuen a la derecha), turn left (tuen a la izquierda), end (fin), start (empezar)</p> <p>Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings</p> <p>Revisit 'is' (es) and opinion vocabulary from Y4 Sp1.</p> <p>Revisit 'there is/ are' (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2; Yr5 Su1 and Y6 Au1 and 2</p> <p>Revisit physical feature vocabulary from Yr 5 Au 1 and Y6 Au2.</p> <p>Revisit human feature vocabulary from Y6 Au2</p>
Enrichment & wider development	<p>Video call with a Spanish class</p> <p>Meet a Native/ Fluent Spanish speaker</p> <p>Spanish Pen Pal</p>



Year 6, Spring 2 – El transporte (transport)

Speaking and Listening	Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Communication Culture	Know that... Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings Revisit 'is' (es) and opinion vocabulary from Y4 Sp1. Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards Revisit 'there is/ are' (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2; Yr5 Su1 and Y6 Au1 and 2 Revisit physical feature vocabulary from Yr 5 Au 1 and Y6 Au2. Revisit human feature vocabulary from Y6 Au2 Revisit verb to go (ir) from Yr5 Au1 Revisit verb gustar (to like) from Yr4 and 5 New vocabulary <ul style="list-style-type: none"> By foot = a pie (a/ p-y-e) By car = en coche (e-n/ c-o-ch-e) By bike = en bici (e-n/ b-E-s-E) By bus = en autobús (e-n/ or-t-O/ b-u-s) By tren = en tren (e-n/ t-r-e-n) 	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from Yr 4 SP2 Onwards) Write phrases from memory (Revisit Yr 3 Su 1 Onwards)



	<ul style="list-style-type: none"> • By plane = en avión (e-n/ a-v-E-o-n) • By taxi = en taxi (e-n/ t-a-x-E) • By Boat = en barco (e-n/ b-a-r-k-O) <p>Revisit las and los/ la and el being feminine and masculine, respectively.</p> <p>Example phrases</p> <ul style="list-style-type: none"> • I go to school by car <i>voy a la escuela en coche.</i> • I like to go by bike <i>me gusta ir en bici.</i> • I don't like the car because it is boring <i>No me gusta el auto porque es aburrido.</i>
Vocabulary	<p>By foot (a pie), By car (en coche), By bike (en bici), By bus (en autobús), By tren (en tren), By plane (en avión), By taxi, (en taxi), By Boat (en barco)</p> <p>Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings</p> <p>Revisit las and los/ la and el being feminine and masculine, respectively.</p> <p>Revisit 'is' (es) and opinion vocabulary from Y4 Sp1.</p> <p>Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards</p> <p>Revisit 'there is/ are' (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2; Yr5 Su1 and Y6 Au1 and 2</p> <p>Revisit physical feature vocabulary from Yr 5 Au 1 and Y6 Au2.</p> <p>Revisit human feature vocabulary from Y6 Au2</p> <p>Revisit verb to go (ir) from Yr5 Au1</p> <p>Revisit verb gustar (to like) from Yr4 and 5</p>
Enrichment & wider development	<p>Video call with a Spanish class</p> <p>Meet a Native/ Fluent Spanish speaker</p> <p>Spanish Pen Pal</p>



Year 6, Summer 1 – Los vacaciones (Holidays)

Speaking and Listening	Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Communication Culture	Know that... Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings Revisit 'is' (es) and opinion vocabulary from Y4 Sp1 onwards Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards Revisit 'there is/ are' (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2; Yr5 Su1 and Y6 Au1 and 2 Revisit physical feature vocabulary from Yr 5 Au 1 and Y6 Au2. Revisit human feature vocabulary from Y6 Au2 Revisit verb to go (ir) from Yr5 Au1 Revisit verb gustar (to like) from Yr4 and 5	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from Yr 4 SP2 Onwards) Write phrases from memory (Revisit Yr 3 Su 1 Onwards)



	<p>New vocabulary</p> <ul style="list-style-type: none"> • Students should use Spanish dictionaries to find new vocabulary and places that they are interested in. • Lots of things to do = Muchas cosas que hacer • I want to go to = Quiero ir a • France = Francia (f-r-a-n-s-E-a) • Italy = Italia (i-t-a-l-E-a) • Exciting = emocionante (e-m-O-sh-E-o-n-a-n-t-A) <p>Revisit las and los/ la and el being feminine and masculine, respectively.</p> <p>Example phrases</p> <ul style="list-style-type: none"> • I go to school by car <i>voy a la escuela en coche.</i> • I like to go by bike <i>me gusta ir en bici.</i> • I don't like the car because it is boring <i>No me gusta el auto porque es aburrido.</i>
<p>Vocabulary</p>	<p>Students should use Spanish dictionaries to find new vocabulary and places that they are interested in.</p> <p>Lots of things to do (Muchas cosas que hacer), I want to go to (Quiero ir a) France (Francia), Italy (Italia), Exciting (emocionante)</p> <p>Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings</p> <p>Revisit 'is' (es) and opinion vocabulary from Y4 Sp1 onwards</p> <p>Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards</p> <p>Revisit 'there is/ are' (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2; Yr5 Su1 and Y6 Au1 and 2</p> <p>Revisit physical feature vocabulary from Yr 5 Au 1 and Y6 Au2.</p> <p>Revisit human feature vocabulary from Y6 Au2</p> <p>Revisit verb to go (ir) from Yr5 Au1</p> <p>Revisit verb gustar (to like) from Yr4 and 5</p>
<p>Enrichment & wider development</p>	<p>Video call with a Spanish class</p> <p>Meet a Native/ Fluent Spanish speaker</p> <p>Spanish Pen Pal</p>



Year 6, Summer 1 – Comparando escuelas (Comparing schools)

Speaking and Listening	Reading	Writing
<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. express opinions and respond to those of others write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing

Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge
Communication Culture Location	Know that... Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings Revisit 'is' (es) and opinion vocabulary from Y4 Sp1 onwards Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards Revisit 'there is/ are' (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2; Yr5 Su1 and Y6 Au1 and 2 Revisit physical feature vocabulary from Yr 5 Au 1 and Y6 Au2. Revisit human feature vocabulary from Y6 Au2 Revisit verb to have (tener) from Yr3, 4 and 5 Revisit verb to go (ir) from Yr5 Au1	Know how... <ul style="list-style-type: none"> To pronounce each sound based on letter of the alphabet (Revisit from all previous) To blend phonemes to pronounce the vocabulary taught in this unit (Revisit from all previous) To take turns to engage and respond in a conversation. (Revisit from all previous) To put stress on a letter with an accent (Revisit from all previous) To draw an accent and an upside down question mark (Revisit from all previous) How to write a question in Spanish (Revisit from all previous) Appreciate song in Spanish (Revisit from all previous) Build Sentences in Spanish (Revisit from all previous) Describe people/ things (Revisit from Yr 4 SP2 Onwards) Write phrases from memory (Revisit Yr 3 Su 1 Onwards)



	<p>Revisit verb gustar (to like) from Yr4 and 5</p> <p><u>*New Cultural and locational knowledge*</u></p> <p><u>Differences</u></p> <ul style="list-style-type: none"> • Some schools in Spain start at 9 and end at 5 with a 2 hour lunch break, others are 9am-2pm. • Secondary schools in Spain tend to not wear school uniform. • In England, children start school at 4 or 5. In Spain, it is usually at 6. • In Spain they speak Spanish when learning. • RE in Spain focuses mainly on the Catholic religion (as is their national religion). • In Spain, they do not do SATs but they may do something similar. <p><u>Similarities</u></p> <ul style="list-style-type: none"> • Both have Maths, Science, Languages and PSHE as core subjects. • Both have a break and a lunch break. • Both offer extra-curricular activities such as sports, arts and languages. • Class sizes tend to range from 20-30. <p><u>New vocabulary</u></p> <ul style="list-style-type: none"> • Students may continue to use Spanish dictionaries from SU1 to find vocabulary for comparing places as well as schools (as there may be more to talk about and of interest). • Students may use Google translate on their chromebooks to search and record simple phrases of appropriate interest • More than = más que • Less than = menos que • Similar = similar (s-i-m-i-l-R) • Different = diferente (d-i-f-e-r-e-n-t-A) • The same = La misma (f)/ El mismo (m) <p>Revisit las and los/ la and el being feminine and masculine, respectively.</p>	
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Students may continue to use Spanish dictionaries from SU1 to find vocabulary for comparing places as well as schools (as there may be more to talk about and of interest). • Students may use Google translate on their chromebooks to search and record simple phrases of appropriate interest <p>More than (más que), Less than (menos que), Similar (similar), Different (diferente), The same (La misma (f)/ El mismo (m))</p> <p>Revisit Yr 3, Au1 and Yr4, Au1 communication knowledge for the purpose of embedding Greetings, conversation and feelings</p> <p>Revisit 'is' (es) and opinion vocabulary from Y4 Sp1 onwards</p> <p>Because – porque (p-o-r-k-e) Revisit Y4 Sp1 onwards</p> <p>Revisit 'there is/ are' (hay) from Y3 Au2, Su1 and 2; Yr4 A2 and Su2; Yr5 Su1 and Y6 Au1 and 2</p> <p>Revisit physical feature vocabulary from Yr 5 Au 1 and Y6 Au2.</p> <p>Revisit human feature vocabulary from Y6 Au2</p> <p>Revisit verb to have (tener) from Yr3, 4 and 5</p>	



	Revisit verb to go (ir) from Yr5 Au1 Revisit verb gustar (to like) from Yr4 and 5
Enrichment & wider development	Video call with a Spanish class Meet a Native/ Fluent Spanish speaker Spanish Pen Pal

