



Languages- Spanish

Vision

At South Farnborough Junior School, our motto is: Embracing our values today... to be a successful part of the world tomorrow!

Our aim for Spanish is for our children to think like linguists so that they develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. We provide an inclusive environment in which every child is able to develop a wide range of skills through exciting and engaging units. Learning a second language will also offer all pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that all our children work towards becoming life-long language learners.

Implementation

We use Language Angels to support with the basic provision of our curriculum. This allows us to ensure the accuracy of pronunciation; however, it is adapted to meet the needs of our pupils. The children complete three levels of language acquisition: Early Language, Intermediate and Progressive to ensure that they will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge. This is organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. The curriculum is carefully planned around logical pupil progression in the '3 threads' of language: phonics, vocabulary, cultural capital – and the interplay between them.

In addition to our quality first classroom practice, including differentiation, use of resources, assessment and so on, our MTP and STP covers important details, which are unique to us and we feel have an impact on the way we successfully implement our curriculum:

Big Picture- <i>What is our end goal?</i>	Prior Knowledge- <i>Links to threads and previous learning to make links.</i>	Misconceptions- <i>How can we pre-empt where children may struggle to make the most of learning time?</i>	Values/SMSC- <i>Embedding personal development learning within our curriculum to achieve our school vision.</i>	Cultural Capital- <i>Visitors, themed days, workshops, school trips.</i>	Explain, Change, Create- <i>We challenge our children through a mastery approach.</i>
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Unit Overview			
Year 3	Year 4	Year 5	Year 6
<p><u>Phonics Lesson 1 (C)</u> To look at the first 5 out of a total of 20 essential Spanish sound patterns.</p> <p><u>I am Learning Spanish (E)</u> To find Spain on a map, say how you feel, count from 1-10 and learn 10 colours.</p> <p><u>Birthday</u> Months of the year, Numbers 1-31, Questions/ When is your birthday/ how old are you</p> <p><u>Animales (E)</u> To be able to create a short puppet show about animals.</p> <p><u>Frutas (E)</u> To be able to learn food vocabulary in preparation to create a story next half term.</p> <p><u>Story Sack</u> La Oruga Muy Hambrienta – The very Hungry Caterpillar – Linked with food topics – Write own version.</p>	<p><u>Phonics Lesson 2 (C)</u> To look at the next 5 out of a total of 20 essential Spanish sound patterns RECAP: My name is/ how old/ colours/</p> <p><u>Family (I)</u> To talk simply about your/a family in Spanish</p> <p><u>Mi Casa</u> Learning how to say parts of the house and designing own house using small sentence stems/ structures.</p> <p><u>Appearance</u> Learning how to say what colour hair and eyes they have to build up vocabulary for summer project.</p> <p><u>My Body</u> To learn body parts to build vocabulary for summer project.</p> <p><u>Story Sack</u> Fuera De Aqui Mi Monstruo Verde Design own monster using vocab from appearance and body parts.</p>	<p><u>Phonics Lesson 3 (C)</u> To look at the next 5 out of a total of 20 essential Spanish sound patterns / phonemes. Recap on year 4 learning.</p> <p><u>What is the date? (I)</u> To be able to say the date in Spanish Spend some time recapping birthday from year 3.</p> <p><u>The Weather (I)</u> To be able to describe the weather in Spanish</p> <p><u>Weather Report</u> Using weather vocabulary to create short weather report.</p> <p><u>Olympics (I)</u> To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb practicar.</p> <p><u>Clothes</u> To learn clothes vocabulary</p>	<p><u>Phonics Lesson 4 (C)</u> To look at the next 5 out of a total of 20 essential Spanish sound patterns</p> <p><u>At School (P)</u> To discuss what subjects you like and do not like at school and give a reason why in Spanish</p> <p><u>Regular Verbs (P)</u> To learn more about regular verbs in Spanish</p> <p><u>The Weekend (P)</u> To describe what activities I do at the weekend with a time and an opinion In Spanish</p> <p><u>Project – Creating Spanish Lesson/ Games For Younger Years</u></p>



Year	Unit 1	
Year 3	Phonics Lesson 1 (C) To look at the first 5 out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish.	
	Why this? We start each year with a focused lesson on Spanish phonics. They are important as accurate Spanish pronunciation can be tricky for young foreign language learners. As a language, it contains some sounds that we do not have in the English language. Why now? We start the year with phonics as this will help the children recognise key sounds they will come across throughout the year and will give the children enough phonic knowledge to be able to read a piece of unknown Spanish text with increased confidence, accuracy and fluency	
	Substantive Knowledge - What phonics is and that English and Spanish phonics are not the same. - CH - J - Ñ - LL - RR	Spanish Skills -Say all vocabulary including some simple rhymes with accurate pronunciation. -Listen to and recognise all vocabulary in target language without written form. -Read all new vocabulary and simple rhymes without hearing first. -Spell all new language as accurately as possible via tasks in each lesson.
	Learning Journey Question for Assessment	Can the children read, say (with correct pronunciation) and spell these Spanish sounds?
	Unit 2	
	I am Learning Spanish (E) To find Spain on a map, say how you feel, count from 1-10 and learn 10 colours.	

	<p>Why this?</p> <p>The unit will teach the children very basic phrases and nouns in Spanish with the aim of providing them with a solid foundation before progressing to more challenging and ambitious units. The content taught in these lessons is not limited to the Spanish language, as in the first lesson, there is no real language presentation as they identify Spain is on a world map to provide the children with some context and appreciation of the heritage and traditions of the Hispanic world if they are to value Spanish as a subject on their curriculum.</p> <p>Why now?</p> <p>So that pupils thoroughly enjoy this unit as they start to explore the Spanish language alongside the excitement of the culture, history and traditions of Spanish speaking countries. This should set them in good stead for wanting to acquire the language as they progress into more challenging units.</p>	
	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Pinpoint Spain and other Spanish speaking countries on a map of the world • Ask and answer the question 'How are you?' in Spanish • Say 'Hello' and 'Goodbye' in Spanish • Ask and answer the question 'What is your name?' in Spanish • Count to ten in Spanish • Say ten colours in Spanish 	<p>Spanish Skills</p> <p>Speaking Saying colours and numbers 1-10. Role play on saying how you are and what your name is.</p> <p>Listening Listening to key vocabulary and begin recognising key vocabulary.</p> <p>Reading Matching colours to written form. Matching written form of numbers to digits.</p> <p>Writing Writing familiar words.</p>
	<p>Learning Journey Question for Assessment</p>	<p>Can you learn some basic Spanish vocabulary?</p>
	<p>Unit 3</p>	
	<p>Birthday</p> <p>To say when your birthday is in Spanish</p>	
	<p>Why this?</p> <p>Embed the phonics taught at the beginning of the year applied to new vocabulary. To revisit some of the key vocabulary from the 'Yo Apprendo' unit.</p> <p>Why now?</p> <p>These early language units do not require prior knowledge but allow children to be introduced to important aspects of the Spanish language.</p>	



Substantive Knowledge		Spanish Skills
<ul style="list-style-type: none">Name and recognise the months of the year in SpanishTo recap the numbers and learn numbers up to 31To learn how to ask when someone’s birthday isTo learn how to tell someone when your birthday is.		<p>To work on pronunciation of the ñ sound in the word cumpleaños. Children have become aware of this sound in the phonics unit but will not have had much opportunities to use it yet.</p> <p>Speaking Saying When is your birthday and my birthday is in a foreign language. Saying the months of the year with correct pronunciation.</p> <p>Reading Recognising the months of the year when seeing them written down. Being able to match these to English equivalents.</p> <p>Writing Writing their birthday correctly in Spanish.</p> <p>Grammar Using ‘mi’ and ‘tu’ correctly throughout the unit.</p>
Learning Journey Question for Assessment	Can you say when your birthday is in Spanish?	
Unit 4		
Animales (E)		
To create a short puppet show using animal vocabulary.		
Why this?		
<p>The lessons in this unit are particularly bright, clear, colourful and very pictorial. There is very little written language on the PowerPoints in the first weeks. Simply ample opportunity for children to hear and repeat (as a group and/or individually) accurate and authentic Spanish words.</p>		
Why now?		
<p>These early language units do not require prior knowledge but allow children to be introduced to important aspects of the Spanish language. This unit provides ample opportunity to develop speaking and listening skills, which are vital for early language learners.</p>		
Substantive Knowledge		Spanish Skills
<ul style="list-style-type: none">Name, recognise and remember up to 10 animals in Spanish.Attempt to spell some of these animals.Use the structure ‘Yo Soy’ with an animal wordPhonics: j sound in pajaro, LL sound in caballo		<p>Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as leon for lion, raton for rat) and associating word and phrases to images to help. Building on this language to learn the phrases in Spanish. Useful phrases such as ‘I am’ ‘he is’ ‘she is’</p> <p>Speaking Creating a short puppet show/ role play about being an animal</p> <p>Listening</p>



		<p>Listening to correct pronunciation.</p> <p>Reading Match word animal picture / word. Extended reading opportunities offered in lessons 4 & 5 including decoding exercises to work out unknown animals.</p> <p>Writing To write down a short script</p> <p>Grammar Verb structures - first person singular form of the phrase ‘I am’ ‘he is’ ‘she is’</p>
Learning Journey Question for Assessment	Can you create a short role play or puppet show in Spanish with speaking opportunities.	
Unit 5		
Frutas (E)		
To find children in the class who like the same fruits as us using only Spanish language.		
Why this? Fruits are a great vehicle for foreign language learning as they provide excellent visual clues for the children and they will be able to recognise these fruits from everyday life. Using themes and topics that young children can easily connect with and recognise really helps when learning a foreign language. Towards the end of this Early Language Learning Unit we provide the opportunity for a role-play activity. This activity requires pupils to use both question and answer vocabulary.		
Why now? The focus for young language learners early in their foreign language learning journey should be on speaking and listening skills. Children that grow up in a bilingual environment learn two languages from birth, but it is still the oral (speaking) and auditory (listening) skills that they develop first. It is for this reason that we also focus on these skills first. We will introduce reading and writing skills later in the unit.		
Substantive Knowledge		Spanish Skills
<ul style="list-style-type: none">-Name, recognise and recall from memory up to 10 fruits in Spanish-Attempt to spell some of these nouns with their plural article/determiner.-Learn and use the high frequency verb me gusta and no me gusta from the infinitive gustar-Phonics: Ñ sound in piña, J sound in naranja,-Nouns and articles/determiners in plural form. Learning that		<p>Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for cognates first (such as kiwi and pera). Having enough language from memory to perform a short role play.</p> <p>Speaking To have a conversation with 5 children in the class about which fruits they like. Listening</p>



the plural definite article/determiner (the word for 'the') is either los or las in Spanish.		Match sound to picture /word / phrase. Understanding slightly longer phrases. Reading Match key nouns to picture/ word / phrase in English. Short and simple reading tasks by week 5. Grammar Plural use of the definite article plus high frequency structure "I like" and "I don't like"
Learning Journey Question for Assessment	Can you have a successful conversation with 5 other children about which fruits they like ?	
Unit 6		
Story Sack- La Oruga Muy Hambrienta		
To be able to create short sentences and write them down.		
Why this? Finding similarities, links and comparing language is a key skill and shows them that languages are simply patterns of different words and sometimes these words are not even that dissimilar to English words they know. Why now? This unit has been created so that the children can use a lot of their past knowledge from the past year to create their own story. They will feel like they've been successful in creating something that they can take home and share with their families. It will be a good way to end their year 3 Spanish journey so they feel more confident moving forward.		
Substantive Knowledge		Spanish Skills
Names of foods they have already covered. Sentence structures such as comió Be able to verbalise the sentences before writing them down.		Using all skills to create a final short book based on Hungry Caterpillar. Speaking Saying 'he ate' 'I eat' 'I like' 'he likes' Listening Understanding a longer text by listening to the story. Reading Matching key vocab to the words on the page. Writing



	<ul style="list-style-type: none"> Remember phonic sounds covered and look at certain words that have accents above letters that show the stress of the word. Be able to present their work in front of a small group confidently speaking in Spanish. 	<p>Working towards writing a short story.</p> <p>Grammar</p> <p>First person singular of three high frequency verbs. 'he is, he eats'</p>
	<p>Learning Journey Question for Assessment</p>	<p>Can you use the verb comer as como in your sentences?</p>

Year	Unit 1 (Autumn 1)	
Year 4	Phonics Lesson 2 (C)	
	To look at the next 5 out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish.	
	<p>Why this?</p> <p>We start each year with a focused lesson on Spanish phonics. They are important as accurate Spanish pronunciation can be tricky for young foreign language learners. As a language, it contains some sounds that we do not have in the English language.</p>	
	<p>Why now?</p> <p>We start the year with phonics as this will help the children recognise key sounds they will come across throughout the year and will give the children enough phonic knowledge to be able to read a piece of unknown Spanish text with increased confidence, accuracy and fluency</p>	
	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> - What phonics is and that English and Spanish phonics are not the same. - CA -CE -CI -CO -CU 	<p>Spanish Skills</p> <ul style="list-style-type: none"> -Say all vocabulary including some simple rhymes with accurate pronunciation. -Listen to and recognise all vocabulary in target language without written form. -Read all new vocabulary and simple rhymes without hearing first. -Spell all new language as accurately as possible via tasks in each lesson.



	Learning Journey Question for Assessment	Can the children read, say (with correct pronunciation) and spell these Spanish sounds?
	Unit 1 – Continued (Second Half Of Autumn 1/Autumn 2)	
	Presenting Myself (I)	
	To say your name, age, favourite colour and birthday	
	<p>Why this?</p> <p>In this unit the children will see and learn how language works slightly differently in Spanish and that they cannot just translate word for word. This will be key for them to progress to more challenging units.</p> <p>Why now?</p> <p>They will start to integrate previously learnt language with newly acquired language, which will encourage the pupils to use their growing bank of vocabulary and to demonstrate knowledge of grammar to manipulate language and start to create sentences of their own.</p>	
	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> Count to 20 in Spanish. Ask somebody how they are feeling, their age, name, favourite colour, birthday Say how we are feeling, how old we are, what our name is, what favourite colour is and when birthday is Phonics: CA sound in catorce, CE sound in once, doce, trece etc, CI sound in cinco, cincuenta & cien, CO sound in cómo, CU sound in cuatro & cuántos 	<p>Spanish Skills</p> <p>To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.</p> <p>Speaking Perform role play with name, age,.</p> <p>Listening Match sound to picture /word / phrase. Numbers 1-20 listening exercise.</p> <p>Reading Read role-plays and understand the content.</p> <p>Writing Extended written tasks.</p> <p>Grammar Nationalities and adjectival agreement based on gender.</p>
	Learning Journey Question for Assessment	Can you say your name, age, how you are feeling and when your birthday is?
	Unit 3 (Spring 1)	



<p>Family (I)</p> <p>To talk simply about your/a family in Spanish</p>	
<p>Why this?</p> <p>Activities to help learn the nouns and articles/determiners for key members of the family. Learning how to say what our/a family members are called and how old they are. Lots activities to help understand better how to use a possessive adjective (the word for 'my') accurately in Spanish. The reading and listening tasks will be more challenging building up to the final task of a written and/or oral presentation on our/a family.</p> <p>Why now?</p> <p>This unit allows children to apply the phonics from lessons 1 and 2, key vocabulary from the 'Me Presento' unit and the high frequency verbs: soy, tengo, vivo and me llamo.</p>	
<p>Substantive Knowledge</p> <ul style="list-style-type: none"> Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age and relationship. Count up to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only). Phonics: CA sound in única, CI sound in cien, CO sound in único, CU sound in cuarenta, cincuenta 	<p>Spanish Skills</p> <p>We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.</p> <p>Speaking Present orally on your / a family.</p> <p>Listening Match sounds to picture /word / phrase.</p> <p>Reading Longer reading tasks.</p> <p>Writing A written presentation based on a /your family.</p> <p>Grammar Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'</p>
<p>Learning Journey Question for Assessment</p>	<p>Can you talk about your/a family in Spanish?</p>
<p>Unit 4 (Spring 2)</p>	
<p>En Mi Casa</p> <p>To talk about the rooms in your house and let people know what it looks like.</p>	



<p>Why this?</p> <p>This unit exposes the children to language they would use when describing their houses to others. It will allow them to see the similarities and differences in the language we use to talk about our house and theirs.</p> <p>Why now?</p> <p>The children have now been learning Spanish for four terms. They have been learning the basics of the language to give them confidence. Now, they will be putting their listening and reading skills to the test to see if they can write longer sentences and listen to longer descriptions.</p>	
<p>Substantive Knowledge</p> <ul style="list-style-type: none"> - Build on previously learnt skills to decode longer spoken and written Spanish language. -Grammar: Verbs, adjectives and nouns. Learning to categorise unknown language in a Spanish text by looking at the role of particular word in a sentence. -Decode words that were previously unknown. 	<p>Spanish Skills</p> <p>Breaking down a sentence into verbs, articles, nouns and adjectives as it can help decode unknown language. Learning to use knowledge of a topic in one language to help decode in another. How languages have similarities as well as differences.</p> <p>Listening Identifying verbs, adjectives and nouns from unknown vocabulary</p> <p>Reading Identifying verbs, adjectives and nouns</p> <p>Writing Identifying verbs, adjectives and nouns and using sentence stems.</p> <p>Grammar A general introduction to using En Mi Casa Hay – In my house there are or there is</p>
<p>Learning Journey Question for Assessment</p>	<p>Can you learn a range of language strategies to help decode unknown language in Spanish?</p>
<p>Unit 5 (Summer 1)</p>	
<p>Appearance</p> <p>To be able to describe your own appearance and the appearance of another person.</p>	
<p>Why this?</p> <p>The lessons in this unit are particularly bright, clear, colourful and very pictorial. There is very little written language on the PowerPoints in the first weeks. Simply ample opportunity for children to hear and repeat (as a group and/or individually) accurate and authentic Spanish phrases.</p> <p>Why now?</p>	



These early language units do not require prior knowledge but allow children to be introduced to important aspects of the Spanish language. This unit provides ample opportunity to develop speaking and listening skills, which are vital for early language learners.		
Substantive Knowledge		Spanish Skills
<ul style="list-style-type: none">To learn the features such as hair, eyes,To learn adjectives such as long, short,To recap colours to use them as adjectives.To use the commonly used verb tener as tengo (I have) or tiene (he has/she has/it has)		<p>Understanding longer sentences and breaking them down to understand meaning.</p> <p>Speaking To speak in full sentences To orally describe pictures and themselves.</p> <p>Listening To listen to descriptions and translate</p> <p>Reading Decode unfamiliar and tricky words.</p> <p>Writing Write short descriptions in preparation for new story sack topic in summer 2.</p>
Learning Journey Question for Assessment	Can you say what you look like and what someone else looks like?	
Unit 6 (Summer 2)		
Story Sack – Fuera De Aqui Monstruo Verde		
To look at a text and design our own monster around the same text.		
Why this? This unit allows the children to revisit tengo, which they have already learnt, to use when describing their own appearance and someone else's. Children will be challenged with additional conjugations of the verb TENER.		
Why now? Revisiting that nouns in Spanish have gender and that this affects the choice of article/determiner. Moving from revisiting tengo... ('I have')		
Substantive Knowledge		Spanish Skills
<ul style="list-style-type: none">To use vocabulary from previous units such as body parts, appearance and previous knowledge from the previous year group.		<p>Listening Listening to the extended text in the form of a book.</p> <p>Reading To unpick familiar and unfamiliar words from the text.</p>



	<ul style="list-style-type: none"> • Use the verb TENER confidently in sentence stems such as 'tiene' for he has or she has when describing their monsters. • To recap vocabulary from year 3 and 4. 	<p>To work on translation skills from each page.</p> <p>Writing To create their own description of a monster.</p> <p>Grammar To focus on adjective/ noun agreements To focus on the verb TENER and different ways to use it.</p>
	<p>Learning Journey Question for Assessment</p>	<p>To create a Monster poster including a description of a created monster based on Fuera De Aqui</p>



Year	Unit 1	
Year 5	Phonics Lesson 3 (C)	
	To look at the next 5 out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish.	
	<p>Why this?</p> <p>We start each year with a focused lesson on Spanish phonics. They are important as accurate Spanish pronunciation can be tricky for young foreign language learners. As a language, it contains some sounds that we do not have in the English language.</p> <p>Why now?</p> <p>We start the year with phonics as this will help the children recognise key sounds they will come across throughout the year and will give the children enough phonic knowledge to be able to read a piece of unknown Spanish text with increased confidence, accuracy and fluency</p>	
	Substantive Knowledge	Spanish Skills
	- What phonics is and that English and Spanish phonics are not the same. - GA -GE -GI -GO -GU	-Say all vocabulary including some simple rhymes with accurate pronunciation. -Listen to and recognise all vocabulary in target language without written form. -Read all new vocabulary and simple rhymes without hearing first. -Spell all new language as accurately as possible via tasks in each lesson.
	Learning Journey Question for Assessment	Can the children read, say (with correct pronunciation) and spell these Spanish sounds?
Unit 2		
<p>What is the date? (I)</p> <p>To be able to say the date in Spanish</p>		



	Why this? This allows the children to put the numbers into context.	
	Why now? This builds on their prior learning, when they learnt the numbers 1-30 and the days of the week.	
	Substantive Knowledge <ul style="list-style-type: none"> Recognise and recall the 12 months of the year in Spanish. Ask what the date is and say the date in Spanish. Ask somebody when their birthday is and say when their own birthday is in Spanish. Phonics: GO sound in domingo & Agosto, Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in cumpleaños. Ordinal & cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions! 	Spanish Skills To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31. Speaking Say months of the year. Say when your birthday is in Spanish. Birthday survey in lessons 4-5. Listening Months listening exercise. Reading Birthday reading exercise. Writing Birthday diary and extended written opportunity.
	Learning Journey Question for Assessment	Can you say the date in Spanish?
	Unit 3 The Weather (I) To be able to describe the weather in Spanish	
	Why this?	



<p>To build the children's confidence with describing by using weather, with which they are familiar. There are strong visuals to support language learning.</p> <p>Why now? This allows the children to develop their description skills so that they can add detail to phrases and sentences.</p>	
<p>Substantive Knowledge</p> <ul style="list-style-type: none"> Recognise and recall the 9 weather expressions in Spanish from memory. Ask what the weather is today and give a reply in Spanish. Describe the weather in Spain, in Spanish using a weather map with symbols. Phonics: Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in España. Use of hay & hace with weather phrases. To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding it is not always a word for word translation and there can be fixed expressions to learn. 	<p>Spanish Skills</p> <p>To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.</p> <p>Speaking Ask and answer what the weather is like today in Spanish.</p> <p>Listening Challenging weather listening exercise.</p> <p>Reading Weather reading exercise</p>
<p>Learning Journey Question for Assessment</p>	<p>Can you describe the weather in Spanish?</p>
<p>Unit 4</p>	
<p>Creating a weather report</p>	
<p>Why this? Cross curricular link with Geography – children will combine their language knowledge and their geography knowledge and show it off in the form of something they would have never done before.</p> <p>Why now? Children would have just spent the last half term working on The Weather unit and should feel confident to create short sentences using the language that they know.</p>	
<p>Substantive Knowledge</p> <ul style="list-style-type: none"> Recognise and recall the 9 weather expressions in Spanish from memory. 	<p>Writing Create weather map and written weather report. Extended written opportunity</p> <p>Speaking</p>



	<ul style="list-style-type: none"> Describe the weather in Spain, in Spanish using a weather map with symbols. Phonics: Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in España. Use of hay & hace with weather phrases. To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding it is not always a word for word translation and there can be fixed expressions to learn. 	Opportunity to orally be confident in a second language and use their extended sentences.
	Unit 5	
	Olympics (I)	
	To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb practicar.	
	<p>Why this?</p> <p>There are passages of text which some of the children may find it difficult to understand fully. This has been done deliberately. We will teach the children that there are many things you can do with longer text to help you understand what is being said - using a dictionary is not always necessary.</p> <p>Why now?</p> <p>This builds on from the previous unit 'The Romans' where they were using skills to decode a longer text.</p>	
	Substantive Knowledge	Spanish Skills
	<ul style="list-style-type: none"> Understand the key facts of the ancient and modern Olympics recounted in Spanish. Learn 10 nouns and articles for common Olympic sports. Explore the full present tense conjugation of the high frequency verb PRACTICAR. Look at the adjectival changes involved when you describe a male Olympian or female Olympian. Phonics: GO sound in juegos 	<p>To improve decoding longer unfamiliar texts in Spanish using key language learning strategies that will help long term memory retention and language learning going forward. Understanding that adjectives come in different forms and when you describe a person in terms of a profession (in this case their sporting title) adjectival</p>



		<p>agreement rules will apply and spelling may change in these words depending if you are talking about a male or female Olympian.</p> <p>Speaking Oral presentation of ancient and modern Olympic games. Olympic sports and the verb "to do" in conjunction with sports.</p> <p>Listening Variety of listening exercises in lesson 3-5 concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.</p> <p>Reading Variety of reading exercises in lesson 1-5 concerning the ancient and modern Olympics, Olympic sports, the verb 'to do' in conjunction with sports and describing sports as a profession.</p> <p>Writing Variety of writing activities concerning Olympic sports, the verb "to do" in conjunction with sports and describing sports as a profession.</p> <p>Grammar The verb "to do" in conjunction with sports and describing sports as someone's profession (using it as an adjective) which requires correct adjectival agreement.</p>
	Unit 6	
	Clothes (I)	
	To describe what clothes you are wearing by colour in Spanish	
	<p>Why this?</p> <p>The children add detail to sentences and phrases by describing clothes with colour. They have a number of nouns to learn, which gives them greater autonomy when creating their own phrases and sentences.</p> <p>Why now?</p> <p>This builds on the Early Learning units and in particular colours and simple adjectival agreement (nationality in 'Me Presento'). They develop their understanding that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective. This builds upon their work on definite and indefinite articles.</p>	



	Substantive Knowledge	Spanish Skills
	<ul style="list-style-type: none"> Recognise and recall from memory 21 items of clothing. Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour. Phonics: GA sound in gafas, GO sound in gorra & abrigo, GU sound in guantes Verbs, possessive adjectives, gender, definite/indefinite articles & adjectival agreement. The possessive adjectives for the word 'my' in Spanish and gender of nouns will be revisited before the whole verb conjugation of the regular 'ar' verb LLEVAR is introduced. Adjectival agreement is also revisited and extended using colours. 	<p>To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.</p> <p>Speaking Describe what you wear in terms of colour and in lesson 5 saying what you are packing in a suitcase to go on holiday.</p> <p>Listening Extended listening exercises in lessons 4 and 5.</p> <p>Reading Extended reading exercises in lessons 4 and 5.</p> <p>Writing Translation tasks in lesson 4 and extended writing opportunities in lesson 5.</p> <p>Grammar Indefinite and partitive articles. The verb 'to wear' in full (present tense), colours, adjectival agreement and the possessive adjective 'my'.</p>
	Learning Journey Question for Assessment	Can you describe what clothes you are wearing by colour in Spanish?

Year	Unit 1
Year 6	<p>Phonics Lesson 4 (C)</p> <p>To look at the next 5 out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish.</p>
	Why this?



<p>We start each year with a focused lesson on Spanish phonics. They are important as accurate Spanish pronunciation can be tricky for young foreign language learners. As a language, it contains some sounds that we do not have in the English language.</p> <p>Why now?</p> <p>We start the year with phonics as this will help the children recognise key sounds they will come across throughout the year and will give the children enough phonic knowledge to be able to read a piece of unknown Spanish text with increased confidence, accuracy and fluency</p>		
Substantive Knowledge		Spanish Skills
<ul style="list-style-type: none">- What phonics is and that English and Spanish phonics are not the same.- B-V-CC-QU-Z		<ul style="list-style-type: none">-Say all vocabulary including some simple rhymes with accurate pronunciation.-Listen to and recognise all vocabulary in target language without written form.-Read all new vocabulary and simple rhymes without hearing first.-Spell all new language as accurately as possible via tasks in each lesson.
Learning Journey Question for Assessment	Can the children read, say (with correct pronunciation) and spell these Spanish sounds?	
Unit 2		
At School (P)		
To discuss what subjects you like and do not like at school and give a reason why in Spanish		
<p>Why this?</p> <p>In this unit, the children begin forming positive and negative opinions on school subjects, justifying their opinions and doing role play.</p> <p>Why now?</p> <p>This unit allows the children to revisit their knowledge on basic personal details. They will use their understanding of number to give times within a context. They will continue developing their ability to give more detail in sentences by giving opinions and justifying them.</p>		
Substantive Knowledge		Spanish Skills
<ul style="list-style-type: none">• Name the subjects we study in school in Spanish with the correct definite article/determiner.		To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked



<ul style="list-style-type: none">Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.Start to tell the time by learning how to say time by the hour.Say at what time and on what day we study certain school subjects.Phonics: B sound in aburrido & QU sound in porqueNouns, gender, definite articles & high frequency regular AR verb ‘estudiar’.Revision of definite article el, la, los and las. Focus on 1st person singular conjugation of verb estudiar with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.		<p>in the school topic. Learning how to extend our sentences, making them longer and more interesting.</p> <p>Speaking Present orally on school subjects and opinions in lesson 5.</p> <p>Listening Extended listening exercise on school subjects, times and opinions in lesson 4.</p> <p>Reading Match words to picture /sounds / phrases throughout the unit.</p> <p>Writing Written presentations on school subjects and opinions in lesson 5. Opportunity to write an email about what you like and do not like at school.</p> <p>Grammar Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go' in full in lesson 4. Formulating opinions and justifications. Adjectival agreement.</p>
Learning Journey Question for Assessment	Can you discuss what subjects you like and do not like at school and give a reason why in Spanish?	
Unit 3		
Regular Verbs (P)		
To learn more about regular verbs in Spanish		
Why this? This unit is a great way to really change attitudes and improve their literacy skills in both languages by taking the time to really LOOK at and ANALYSE the language put in front of them. The first half of all the lessons in this unit are mostly presentation based - as we show what happens before asking the children to take part in structured activities. They will be asked to question language and try and change it depending on who is doing the action. They will learn that verbs operate quite differently in foreign languages and especially in Spanish! It is possible to understand who is doing the action without the subject pronoun as the verb endings already indicate clearly who is doing the action. This is why we need to learn our endings!		
Why now? The idea is to introduce the concept that verbs change depending on who and when an action is completed so that when the children go to secondary school they will be familiar with grammar already.		
Substantive Knowledge		Spanish Skills
<ul style="list-style-type: none">Understand better what personal/subject pronouns are.Understand better the concept of verb stems and endings.		<p>To work on becoming more familiar and confident using verbs in Spanish.</p> <p>Understanding better the rules involved with regular verb conjugation and getting</p>



<ul style="list-style-type: none">• Conjugate easily and with clear understanding regular -er verbs like COMER.• Conjugate easily and with clear understanding regular -ir verbs like VIVIR.• Conjugate easily and with clear understanding regular -ar verbs like HABLAR.• Subject pronouns & regular verb conjugation. Introduction of subject pronouns and the patterns involved in regular verb conjugation. Present tense full conjugation of comer (to eat), vivir (to live) and hablar (to talk).• Understanding that we are learning the verbs with the subject/personal pronouns, but that these are rarely seen in Spanish before a conjugated verb. It is possible to understand who is doing the action without the subject pronoun as the verb endings already indicate clearly who is doing the action. This is why we need to learn our endings!	used to using more than just the first person singular of a verb (the yo/I form). Completing all the activities and verb booklet with high accuracy so when necessary it can be used as a reference. Writing Create a regular verb booklet. Grammar Pronouns in lesson 1. Creating verb stem and look at endings in lesson 2. Regular verb endings.
Learning Journey Question for Assessment	Can you tell me about regular verbs in Spanish?
Unit 4	
The Weekend (P)	
To describe what activities I do at the weekend with a time and an opinion In Spanish	
Why this? This allows the children to develop their knowledge of telling the time, whilst giving them the opportunity to integrate conjunctions and opinions into their written work to extend their sentences and make them more interesting. Why now? This builds upon the children’s knowledge of telling the time and giving opinions in the ‘At School’ unit at the beginning of Year 6.	
Substantive Knowledge	Spanish Skills
<ul style="list-style-type: none">• Tell the time in Spanish using quarter past, half past and quarter to.	To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and



	<ul style="list-style-type: none">• Say and write in Spanish what we do at the weekend using two or more sentences.• Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.• Phonics: B sound in aburrido and V sound in voy, veo, divertido & levanto• Verbs, conjunctions and opinions. Revision & consolidation of first person singular high frequency verbs such as voy and juego. Also being introduced to new verbs such as veo and leo and remembering that the subject/personal pronoun is not required. New conjunctions and opinions for joining two phrases together and opinions. Remembering punctuation is different in Spanish as they use upside-down question and exclamation marks (¿) at the start of sentences.	<p>more interesting replies as we will also try to include an opinion.</p> <p>Speaking Present orally on what they do at the weekend using connectives and time in lesson 5.</p> <p>Listening Listening exercise on weekend activities in lesson 3.</p> <p>Reading Reading exercise in lesson 3.</p> <p>Writing Written presentations on what they do at the weekend using connectives and time in lesson 5.</p> <p>Grammar Using connectives to create extended and more sophisticated sentences in target language. Formulating a range of opinions and justifications.</p>
	Learning Journey Question for Assessment	Can you describe what activities I do at the weekend, giving times and an opinions in Spanish?
	Unit 6	
	Why this?	
	Why now?	
	Substantive Knowledge	Spanish Skills
	<ul style="list-style-type: none">•	
Learning Journey Question for Assessment		