Academic Teaching **Year 1 out of 3.**

Festivals: The festivals can be moved around if they link to other areas of the curriculum as long as they are covered within the year. I have currently placed them where they fall in the calendar.

**Student book requirements:**

* Front Cover with a picture to match the unit and the **Pupil Learning intention sheet** (On LA website – this can be cropped or edited to fit on the front cover). This sheet can be used as an assessment tool for both you and the pupils.
* **Pupil Unit Glossary sheet** (All the vocabulary they will need for the unit)

**Teacher/ classroom requirments:**

* Unit vocabulary and sentence stems up in the classroom (Doesn’t’t have to have it’s own working wall but somewhere to review learning)
* Assessment data added to LA website for each unit. End of unit assessments (EUA) sheets with answers last lesson of each unit.
* All children to be given logins and access to the app. App can be accesed at home and school.
* Minimum 20-30 minutes per week teaching.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Year 3** | **Phonics 1**  **I am learning (E)** | **Animals**  **Christmas** | **Instruments** | **I know how**  **Easter** | **Fruit** | **Icecreams**  **Tomatina** |
| **Year 4** | **Phonics 1&2**  **Fruits** | **I know how**  **Dia de los murtos**  **Christmas** | **Vegetables** | **Presenting myself**  **Easter** | **In the classroom** | **At the café** |
| **Year 5** | **Phonics1- 3**  **Seasons** | **Ice creams**  **Christmas** | **Presenting Myself Fallas de Valencia** | **My family**  **Easter** | **At the café** | **My home** |
| **Year 6** | **Phonics 1-3**  **Presenting myself** | **My family**  **Christmas** | **The date** | **Do you have a pet?**  **Easter** | **My home** | **Clothes**  **Sanfermines** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 3** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| **Instructions del aula- Classroom Instructions**  **Fonetica- Phonetics 1(x)**  **Aprendo español - I Am Learning Spanish** | In this lesson, the children will learn basic classroom vocabulary and simple phrases to use throughout the year and expand upon.  By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken. | **las instructions del aula:** (1 lesson classroom instructions)  **Phonics:** Use for a small review at the start of the unit or each lesson based on your classes needs. This will also help with pronunciation.  **I am learning:**   1. To locate Spain on a map and be able to recall at least 1 other Spanish-speaking country. 2. To use key greetings to ask and respond to how are you? 3. To ask and respond to what is your name? 4. To reconise, recall and spell numbers 1 -10 in Spanish. 5. To recognise, recall and spell 10 different colours in Spanish. 6. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website. | **I am learning:**  ¡Buenos días! Good morning!  ¡Hola! Hi!/Hello!  ¿Cómo estás? How are you?  Estoy bien. I am fine.  Estoy mal. I am not great.  Estoy regular. So-so.  ¡Adiós! Goodbye!  ¡Hasta luego! See you later!  ¿Cómo te llamas? What is your name?  Me llamo… My name is…  Numbers 1-10  amarillo -yellow, verde green, negro- black, blanco- white, gris- grey, naranja- Orange, morado- purple, marrón -brown |
| **Los Animales - Animals (E)**  **Navidad**  **Christmas** | By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb ‘I am’ plus the animal nouns and determiners.  In these lessons the children will be exposed to Christima celebrations in other Spanish speaking countties, key vocabulary and different cultural traditions. | **Los Animales-**   1. To recognise, recall and spell five different animals with their indefinite article/determiner (Un/una). 2. To recognise, recall and spell up to 10 different animals with their indefinite articles. 3. To correctly spell up to 10 animals with their indefinite article. 4. To use the verb “Soy – I am” (First person singular) to form a simple sentences with animal nouns. 5. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website.   **Navidad: (Unit in extras section)**   1. To learn key vocabulary related to Christmas. 2. Learn how people in Spain/ Spanish speaking countries celebrate Christmas along with key cultural traditions (los Reyes Magos – The three kings) 3. To learn how to tell Father Christmas what presents they would like for Christmas. **(optional)** 4. Listen to a Christmas song and learn key vocabulary related to it. (Copa de nieve - <https://youtu.be/bdJZV6333Ww>) **(optional)** | Soy Iam  los animales (the animals)  un a (masculine  una a (feminine)  un mono- a monkey, un pato a duck, un ratón a mouse, un caballo a horse, un conejo a rabbit, un cerdo a pig, una oveja a sheep, un león a Lion, una vaca a cow, un pájaro a bir  La Navidad (Christmas) - Papá Noel, un pingüino, un regalo, un reno, un árbol de Navidad, un duende, un muñeco Los Reyes Magos, de nieve, una hada, una estrella, una campana |
| **Spring Term** | | | |
| Los Instrumentos  **Instruments** | By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments with their definite article. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb ‘I play’ plus the instrument nouns and determiners**.** | **Instrumentos:**   1. To name and recognise up to 10 instruments in Spanish. 2. To spell some instruments correctly in Spanish with their correct definite article/ determiner. 3. To learn how to say I play an instrument in Spanish. 4. To present what instruments you play. 5. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website. | el the (masculine singular)  la the (feminine singular)  los the (masculine plural)  las the (feminine plural)  la trompeta the trumpet, el violín the violín, la batería the drums, los címbalos the cymbals,la guitarra the guitar, la flauta the flute, el clarinete the clarinet, el arpa the harp, el piano the piano, el triángulo the triangleToco… I play… |
| Se  I Know How…(E)  Pascua  Easter | In this unit pupils will learn 10 familiar activities that they know how or do not know how in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions. | 1. To recognise, remember and spell 10 action verbs in Spanish. 2. To use previously learnt verbs in the infinitive (Base form of the verb eg: play, dance) to form positive and negative sentence structures with ‘sé’ (I know how) and ‘no sé’ (I do not know how). 3. Build from last lesson and attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘y’ (and) & ‘pero’ (but). 4. To hold a simple conversation using the unit vocabulary and sentence structures. 5. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website.   **Easter: ( Extras on LA website)**   1. To learn key Easter vocabulary and form simple sentences using our 5 sense. 2. To learn about how Spanish people celebrate Easter    1. ( la semana santa, Monda de Pascua) which takes place around March/April. | Sé... I know how...  No sé... I do not know how...  y and  pero but  tocar un instrumento to play an instrument  patinar to ice-skate, bailar to dance, dibujar to draw, cantar to sing, nadar to swim, saltar to jump, hablar español to speak Spanish, cocinar to cook, montar en bicicleta to ride a bike |
| **Summer Term** | | | |
| La fruta  Fruits | In this unit pupils will learn 10 fruits and be introduced to the simple opinions ‘I like’ and ‘I do not like’. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish. | 1. Name, recognise and remember up to 10 fruits in Spanish. (L1/L2) 2. Attempt to spell some of these nouns with their correct article/determiner. (un/una) 3. Ask somebody in Spanish if they like a particular fruit. 4. Say what fruits we like and dislike in Spanish to form an opinion. 5. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website. | Me gustan… I like…  No me gustan… I do not like…una manzana an apple, las manzanas the apples,  una fresa a strawberry, las fresas the strawberries,  un melocotón a peach, los melocotones the peaches,  un plátano a banana, los plátanos the bananas, una cereza a cherry, las cerezas the cherrie,  una naranja an Orange, las naranjas the oranges,  una ciruela a plum, las ciruelas the plums,  una pera a pear, las peras the pears,un kiwi a kiwi, los kiwis the kiwis, un albaricoque an apricot, los albaricoques the apricots |
| Los helados  Icecreams  La Tomtina  (Culture lesson) | In this unit pupils will learn ten flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.  In this lesson, children will learn about Spanish traditions such as ‘Tomatina’ a tomatoe throwing festival that takes place in August. | * 1. Name, recognise and spell up to 10 ice-cream flavours in Spanish. (L1/L2).   2. Use the structure ‘quisiera…’ plus an ice-cream flavour to start a simple role play conversation.   3. To continue developing ‘icecream role play’ conversation andsSay whether we would like a cone or pot and possibly how many scoops.   4. Learn how to say ‘please’ and ‘thank you’ in Spanish.   5. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website.   La Tomatina: Extras- traditions and celebrations- cultural lessons- lesson 1.   1. To learn about the Spanish festival ‘ La Tomatina’ which is held in August in Buñol. | por favor please  y and  ¡Hola! Hello!  Quisiera... I would like...  un helado an ice-cream,  un cucurucho a cone  una tarrina a small tub/pot  ¿Cuántas bolas? How many scoops?  una bola one scoop  tres bolas three scoops  dos bolas two scoops  ¿Qué sabor? Which flavour?  …de vainilla vanilla flavour  …de fresa strawberry flavour  …de plátano banana flavour  …de menta mint flavour  …de pistacho pistachio flavour  …de chocolate chocolate flavour  …de café coffee flavour  …de limón lemon flavour  …de caramelo caramel flavour  …de mora blackberry flavour  ¿Cuánto cuesta? How much?  gracias thank you  ¡Adiós! Goodbye! |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 4** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Classoom instructions  Phonics 1- 2 (x)  Frutas | In this small lesson/ series of lessons the children will learn simple classroom vocabulary and phrases to build and expand upon.  In this unit pupils will learn 10 fruits and be introduced to the simple opinions ‘I like’ and ‘I do not like’. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish. | las instructions del aula (1 lesson classroom instructions)  **Phonics:** Use for a small review at the start of the unit or each lesson based on your classes needs.  Frutas   1. Name, recognise and spell up to 10 fruits in Spanish. (L1/L2) 2. Attempt to spell some of these nouns with their correct article/determiner. 3. Ask somebody in Spanish if they like a particular fruit. 4. Say what fruits we like and dislike in Spanish to form an opinion. 5. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website. | Refer to Vocabulary mat in the unit.  Basic Greetings  Numbers 1-31  Colours  Months of the year.  Frutas: Me gustan… I like…  No me gustan… I do not like…una manzana an apple, las manzanas the apples,  una fresa a strawberry, las fresas the strawberries,  un melocotón a peach, los melocotones the peaches,  un plátano a banana, los plátanos the bananas, una cereza a cherry, las cerezas the cherrie,  una naranja an Orange, las naranjas the oranges,  una ciruela a plum, las ciruelas the plums,  una pera a pear, las peras the pears,un kiwi a kiwi, los kiwis the kiwis, un albaricoque an apricot, los albaricoques the apricots |
| Se  I know how… (E)  Navidad  Christmas  Festival | In this unit pupils will learn 10 familiar activities that they know how or do not know how in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.  In this unit, the children will review their knowledge of Christmas related vocabulary from the previous year and learn about what a typical Spanish Christima dinner entails.  The children will learn of a famous festival called “Dia de los Muertos” which is famously celebrated in Mexico as a way for families to remember their family members who have passed away. | **I know how:**   1. To recognise, remember and spell 10 action verbs in Spanish. 2. To use previously learnt verbs in the infinitive (Base form of the verb eg: play, dance) to form positive and negative sentence structures with ‘sé’ (I know how) and ‘no sé’ (I do not know how). 3. Build from last lesson and attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘y’ (and) & ‘pero’ (but). 4. To hold a simple conversation using the unit vocabulary and sentence structures. 5. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website.   Navidad:   1. To learn key vocabulary related to Christmas. 2. Learn how people in Spain/ Spanish speaking countries celebrate Christmas along with key cultural traditions (Spanish Christmas dinner) 3. To learn how to tell Father Christmas what presents they would like for Christmas. **(optional)** 4. Listen to a Christmas song and learn key vocabulary related to it. (Oh arbol de Navidad- <https://www.youtube.com/watch?app=desktop&v=z5iFGg5WwHg>). **(optional)**   Dia de los Muertos: (Extras- Traditions and celebrations- cultural lessons – lesson 4)  To be able to discuss and answer, What is a la catrina? What does dia de los Muertos mean? How do people celebrate with their families and as communities? (Film Coco to support). | Sé... I know how...  No sé... I do not know how...  y and  pero but  tocar un instrumento to play an instrument  patinar to ice-skate, bailar to dance, dibujar to draw, cantar to sing, nadar to swim, saltar to jump, hablar español to speak Spanish, cocinar to cook, montar en bicicleta to ride a bike  La Navidad (Christmas) - Papá Noel, un pingüino, un regalo, un reno, un árbol de Navidad, un duende, un muñeco de nieve, una hada, una estrella, una campana  La catrina, dia de los murtos, familia, festival |
| **Spring Term** | | | |
| Las venduras  Vegetables (E) | In this unit pupils will learn 10 common vegetables in their plural form with their definite articles in Spanish. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall. | 1. To recognise, recall and spell up to 10 different vegetables with the plural definite article/determiner. (L1/L2). 2. To review vegetable vocabulary and progress by learning to say ‘a kilo of’ plus a vegetable. 3. To formulate short phrases ‘I would like’ plus a quantity of various vegetables. 4. To add the conjunction ‘ and- y’ to formulate longer sentences. 5. To use prior learning to create a market role play, adding additional phrases. 6. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website. | un kilo de… one kilo of…  medio kilo de… half a kilo of…  ¿Puedo ayudarte? Can I help you?  Quisiera... I would like...  por favor please  ¿Algo más? Is that all/anything else?  ¿Cuánto cuesta? How much is that?  En mi cesta tengo… In my basket I have…  gracias thank you  ¡Hasta luego! Goodbye!  las berenjenas the aubergines,las espinacas the spinach, las cebollas the onions, los calabacines the courgettes, los tomates the tomatoes, las judías verdes the green beans, los guisantes the peas, los champiñones the mushrooms, las zanahorias the carrots, las patatas the potatoes |
| Presento a mi  Presenting Myself  Pascua  (Easter) | By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. | 1. To revise basic greetings and learn how to ask and answer the question ‘how are you?’ 2. To consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question ‘what is your name?’. 3. To consolidate numbers 1-10 and progress to learning numbers 11-20. 4. To consolidate knowledge of numbers 1-20 and apply this knowledge to be able to say how old they are. 5. To learn how to ask and answer the question ‘where do you live?’ and put together all prior learning to create a short presentation. 6. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website.   **Easter: ( Extras on LA website)**   1. To learn key Easter vocabulary and form simple sentences using our 5 sense. 2. To learn about how Spanish people celebrate Easter   ( la semana santa, Monda de Pascua) which takes place around March/April. | ¡Buenos días! Good morning!  ¡Hola! Hi!/Hello!  ¿Cómo estás? How are you?  Estoy bien. I am fine.  Estoy muy bien. I am great.  Estoy mal. I am not great.  Estoy muy mal. I am really not great.  Estoy regular. So-so.  Muy. Very  ¡Adiós! Goodbye!  ¡Hasta luego! See you later!  ¿Cómo te llamas? What is your name?  Me llamo… My name is …  ¿Cuántos años tienes? How old are you?  Tengo … años. I am … years old.  ¿Dónde vives? Where do you live?  Vivo en… I live in…  Soy. I am…  español/española Spanish  inglés/inglesa English  galés/galesa Welsh  irlandés/irlandesa Irish  escocés/escocesa Scottish  Soy de… I am from…  Soy de Inglaterra. I am from England.  Números 1-20 |
| **Summer Term** | | | |
| La Clase  (The classroom) | **By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.** | 1. In this lesson, pupils will learn how to recognise, recall and spell six different classroom items with their indefinite articles/determiners in the foreign language. 2. In this lesson, pupils will learn how to recognise, recall and spell a further six different classroom items with their indefinite articles/determiners in the foreign language. 3. In this lesson, pupils will learn how to ask and answer the question: ‘what is in your pencil case?’ in the foreign language. 4. In this lesson, pupils will revisit possessive adjectives in the foreign language and apply this to their knowledge of the twelve different classroom items they have learned so far in the unit. 5. In this lesson, pupils will revisit negative structures in the foreign language, in order to say what they do not have in their pencil cases. 6. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website. | tengo I have  no tengo I do not have  ¿Qué tienes en tu  estuche?  En mi estuche tengo... In my pencil case I have...  En mi estuche no tengo... In my pencil case I do  not have...  mi my (singular nouns)  mis my (plural nouns)  y and  un libro a reading book  un cuaderno an exercise book  un lápiz a pencil  un bolígrafo a pen  un sacapuntas a sharpener  un estuche a pencil case  una calculadora a calculator  una barra de pegamento a glue stick  una regla a ruler  una goma a rubber  una mochila a rucksack  unas tijeras a pair of scissors |
| En la cafeteria  At the café | By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafetería. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language. | 1. To learn how to recognise, recall and spell the ten **masculine nouns** with the indefinite article/determiner for popular food and drink typically offered in a cafetería. 2. To consolidate the previous lessons learning and progress to learning a further ten **feminine nouns** with the indefinite article/determiner for popular Spanish food and drink you would typically be offered in a cafetería. 3. To consolidate all language taught so far in the unit and progress to learning some transactional language so that they can order what they would like to eat and drink in the cafetería. 4. To consolidate all previously learnt vocabulary from the unit and will progress to learning how to ask for the bill and how to say 'goodbye' and 'thank you'. 5. To consolidate their knowledge of numbers to calculate their bill at a cafeteria learning about Spanish currency.      1. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website. | un bocadillo de jamón - a ham sándwich  un bocadillo de queso- a cheese sandwich  un té= a tea  un pastel de limón- a lemon tart  un zumo de naranja -an orange juice  unos churros -some churros  un chocolate caliente- a hot chocolate  unos calamares- some calamari  una limonada- a lemonade  una tortilla de patatas- a Spanish omelette  una coca cola- a coca-cola  una ensalada mixta- a mixed salad  una paella- a paella  una tarta de chocolate- a chocolate cake  ¿Qué deseas? What would you like?  una crema catalana- a crème brûlée quisiera - I would like  unas gamba- s some prawns  unas croquetas- some croquettes  unas patatas bravas - some patatas bravas  un café – a coffee  la cuenta – the bil |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 5** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Classroom instructions  Phonics (1-3)  Seasons (Las estaciones) | In this small lesson/ series of lessons the children will learn simple classroom vocabulary and phrases to build and expand upon.  In this unit pupils will learn the four seasons of the year along with a key feature for each season in Spanish. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why. | las instructions del aula (1 lesson classroom instructions)  **Phonics:** (Use for a small review at the start of the unit or each lesson based on your classes needs.)  **Objectivos:**   1. To recognise, recall and spell the four different seasons. 2. To learn about what happens in winter and will learn how to say and/or write a short sentence about this season. 3. To learn about what happens in spring with the aim of saying and/or writing a short sentence about this season. 4. To learn about what happens in summer with the aim of saying and/or writing a short sentence about this season. 5. To learn about what happens in autumn with the aim of saying and/or writing a short sentence about thisseason and answer (with justification) the question ‘what is your favourite season?’. 6. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website. | Las estaciones-  las estaciones- the seasons  Nieva- It snows.  el invierno- winter  Las flores crecen- The flowers grow.  la primavera- spring.  Los pájaros cantan - The birds sing.  el verano – summer  Hace sol- It is sunny.  el otoño- autumn  Hace calor- It is hot.  En invierno - In Winter  Los árboles pierden sus  Hojas – The tres loose their leaves.  En primavera- In spring  ¿Cuál es tu estación  favorita? - Which is your favourite  season?  En verano- In summer  Mi estación favorita es… - My favourite season is…  En otoño - In autumn  y - and  Hace frío- It is cold  Porque- because |
| Icecreams- Helados (E)  Navidad (Christimas) | In this unit pupils will learn ten flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.  To review Christmas related vocabulary and learn about a Spanish tradition. In this unit the children will learn about Tio de Nadal/ Caga Tio a Christima traidition originating in Catalonia. | Helados- icecream   1. To name, recognise and spell up to 10 ice-cream flavours in Spanish. 2. Use the structure ‘quisiera…’ plus an ice-cream flavour to order an ice cream. 3. To consolidate prior learning and progress to sayng whether you would like a cone or pot and possibly how many scoops. 4. To consolidate prior learning and learn how to say ‘please’ and ‘thank you’ in Spanish. 5. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website.   Navidad:   1. To learn key vocabulary related to Christmas. 2. Learn how people in Spain/ Spanish speaking countries celebrate Christmas along with key cultural traditions (Caga Tió- the pooping log) 3. To learn how to tell Father Christmas what presents they would like for Christmas. **(optional)** 4. Listen to a Christmas song and learn key vocabulary related to it. (https://www.youtube.com/watch?app=desktop&v=S90bJwykbPA)**(optional)** | Helados:  por favor please  y and  ¡Hola! Hello!  Quisiera... I would like...  un helado an ice-cream,  un cucurucho a cone  una tarrina a small tub/pot  ¿Cuántas bolas? How many scoops?  una bola one scoop  tres bolas three scoops  dos bolas two scoops  ¿Qué sabor? Which flavour?  …de vainilla vanilla flavour  …de fresa strawberry flavour  …de plátano banana flavour  …de menta mint flavour  …de pistacho pistachio flavour  …de chocolate chocolate flavour  …de café coffee flavour  …de limón lemon flavour  …de caramelo caramel flavour  …de mora blackberry flavour  ¿Cuánto cuesta? How much?  gracias thank you  ¡Adiós! Goodbye!  La Navidad (Christmas) - Papá Noel, un pingüino, un regalo, un reno, un árbol de Navidad, un duende, un muñeco de nieve, una hada, una estrella, una campana |
| **Spring Term** | | | |
| Presenting Myself (I)  Fallas de Valencia | By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.  In this lesson the children will learn about the carnivals in Valencia. | 1. To revise basic greetings and learn how to ask and answer the question ‘how are you?’ 2. To consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question ‘what is your name?’. 3. To consolidate numbers 1-10 and progress to learning numbers 11-20. 4. To consolidate knowledge of numbers 1-20 and apply this knowledge to be able to say how old they are. 5. To learn how to ask and answer the question ‘where do you live?’ and put together all prior learning to create a short presentation. 6. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website.   **Easter: ( Extras on LA website)**   1. To learn key Easter vocabulary and form simple sentences using our 5 sense. 2. To learn about how Spanish people celebrate Easter 3. ( la semana santa, Monda de Pascua) which takes place around March/April.   **Fallas de Valencia:** (Extras – traditions and celebrations- cultural lessons- lesson 2.  The children will learn about where and when this famous fiesta takes place, what it entails and how it began. | ¡Buenos días! Good morning!  ¡Hola! Hi!/Hello!  ¿Cómo estás? How are you?  Estoy bien. I am fine.  Estoy muy bien. I am great.  Estoy mal. I am not great.  Estoy muy mal. I am really not great.  Estoy regular. So-so.  Muy. Very  ¡Adiós! Goodbye!  ¡Hasta luego! See you later!  ¿Cómo te llamas? What is your name?  Me llamo… My name is …  ¿Cuántos años tienes? How old are you?  Tengo … años. I am … years old.  ¿Dónde vives? Where do you live?  Vivo en… I live in…  Soy. I am…  español/española Spanish  inglés/inglesa English  galés/galesa Welsh  irlandés/irlandesa Irish  escocés/escocesa Scottish  Soy de… I am from…  Soy de Inglaterra. I am from England.  Números 1-20 |
| My Family (I) Mi familia  Easter -Pascua | By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular. | Familia:   1. To learn how to recognise, recall and spell different family members with the correct definite article/determiner. 2. To consolidate the nouns and definite articles/determiners for family members and to learn how to use the possessive adjective ‘my- mi) 3. To learn how to ask and answer the question ‘do you have any siblings?’. 4. To introduce themselves and their family members. This will involve moving from 1st person singular ‘I am called’ to 3rd person singular ‘he/she is called’. 5. To learn numbers 1-100 and use this knowledge to be able to say how old their own family members are. 6. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website.   **Easter: ( Extras on LA website)**   1. To learn key Easter vocabulary and form simple sentences using our 5 sense. 2. To learn about how Spanish people celebrate Easter 3. ( la semana santa, Monda de Pascua) which takes place around March/April. | la familia the family los abuelos the grandparents  el padre / el papá the father / the dad los hermanos the siblings/ brothers and sisters  la madre / la mamá the mother / the mum mi, mis my  el hermano the brother ¿Tienes hermanos? Do you have any brothers or sisters?  la hermana the sister Sí, tengo un hermano. Yes, I have a brother.  el abuelo the grandfather Sí, tengo una hermana. Yes, I have a sister.  la abuela the grandmother Sí, tengo dos hermanos. Yes, I have two brothers.  el tío the uncle Sí, tengo dos hermanas. Yes, I have two sisters.  la tía the aunt No, soy hijo único. No, I am an only child. (boy)  el padrastro the stepfather No, soy hija única. No, I am an only child. (girl)  la madrastra the stepmother ¿Cómo te llamas? What is your name?  el hermanastro the stepbrother / halfbrother ¿Cómo se llama tu [family member ] ? What is your [family member]'s name?  la hermanastra the stepsister / halfsister Me llamo… My name is…  el hijo the son Se llama… His/her name is…  la hija the daughter ¿Cúantos años tienes? How old are you?  el primo the cousin (male) ¿Cúantos años tiene\_\_\_? How old is\_\_\_\_?  la prima the cousin (female) Tengo \_\_\_ años. I am \_\_\_ years old.  los padres the parents Tiene \_\_\_ años. He/she is \_\_\_ years old. |
| **Summer Term** | | | |
| At the café (I) | By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafetería. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language**.** | 1. To recognise, recall and spell the ten **masculine** nouns with the indefinite article/determiner for popular food and drink typically offered in a cafetería. 2. To consolidate the ten masculine nouns taught last week and will progress to learning a further ten **feminine** nouns with the indefinite article/determiner for popular Spanish food and drink you would typically be offered in a cafetería. 3. To consolidate all language taught so far in the unit and will progress to learning some transactional language so that they can order what they would like to eat and drink in the cafetería. 4. To consolidate all previously learnt vocabulary from the unit and will progress to learning how to ask for the bill and how to say 'goodbye' and 'thank you' in Spanish. 5. To consolidate their knowledge of numbers to calculate their bill at a cafeteria learning about Spanish currency.      1. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website. | un bocadillo  de jamón a ham sandwich un café con leche a coffee with milk  un bocadillo  de queso a cheese sandwich un té a tea  un pastel de limón a lemon tart un zumo de naranja an orange juice  unos churros some churros un chocolate  caliente a hot chocolate  unos calamares some calamari una limonada a lemonade  una tortilla  de patatas a Spanish omelette una coca cola a coca-cola  una ensalada mixta a mixed salad ¡Hola! Hello!  una paella a paella ¡Adiós! Goodbye!  una tarta  de chocolate a chocolate cake ¿Qué deseas? What would you like?  una crema catalana a crème brûlée quisiera I would like  unas gambas some prawns gracias thank you  unas croquetas some croquettes por favor please  unas patatas bravas some patatas bravas y and  un café a coffee la cuenta the Bill |
| My Home (I) | By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses. | 1. To learn how to say whether you live in a house or an apartment and where you live based on a choice of five different locations. 2. To consolidate the language taught last lesson and to progress to learning how to recognise, recall and spell five different rooms in the house. 3. To learn how to recognise, recall and spell a further five different rooms in the house. 4. To revisit negative structures to say which rooms they do not have in their houses. 5. To consolidate their knowledge of numbers to calculate their bill at a cafeteria learning about Spanish currency. 6. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website. | ¿Dónde vives? Where do you live? una cocina a kitchen  Vivo en… I live in... un comedor a dining room  una casa a house un cuarto de baño a bathroom  un piso an apartment un dormitorio a bedroom  en la ciudad in town un lavadero a utility room  en el campo in the countryside un sótano a basement  en la montaña in the mountains un despacho an office / a study  en la costa by the sea un salón a living room  en un pueblo in a village un garaje a garage  y and  un jardín a garden |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 6** | **National Curriculum** | **Progression steps** | **Vocabulary** |
| **Autumn Term** | | | |
| Classroom instructions  Phonics  Presenting Myself (I) | In this small lesson/ series of lessons the children will learn simple classroom vocabulary and phrases to build and expand upon.  By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. | las instructions del aula (1 lesson classroom instructions)  Presento de mi – presenting myself   1. To revise basic greetings and learn how to ask and answer the question ‘how are you?’. 2. To consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question ‘what is your name?’. 3. To consolidate numbers 1-10 and progress to learning numbers 11-20. 4. To consolidate numbers 1-20 and to be able to say how old you are? 5. To learn how to ask and answer the question ‘where do you live? To use unit knowledge to present about yourself. 6. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website. | ¡Buenos días! Good morning!  ¡Hola! Hi!/Hello!  ¿Cómo estás? How are you?  Estoy bien. I am fine.  Estoy muy bien. I am great.  Estoy mal. I am not great.  Estoy muy mal. I am really not great.  Estoy regular. So-so.  Muy. Very  ¡Adiós! Goodbye!  ¡Hasta luego! See you later!  ¿Cómo te llamas? What is your name?  Me llamo… My name is …  ¿Cuántos años tienes? How old are you?  Tengo … años. I am … years old.  ¿Dónde vives? Where do you live?  Vivo en… I live in…  Soy. I am…  español/española Spanish  inglés/inglesa English  galés/galesa Welsh  irlandés/irlandesa Irish  escocés/escocesa Scottish  Soy de… I am from…  Soy de Inglaterra. I am from England.  Números 1-20 |
| My Family (I)  Navidad | By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.  In this unit the children will learn about the Spanish Christimas traditions of eating 12 grapes to celebrate the new year. | Familia:   1. To learn how to recognise, recall and spell different family members with the correct definite article/determiner. 2. To consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective ‘my’. 3. To learn how to ask and answer the question ‘do you have any siblings?’ 4. To further consolidate the language needed to introduce their own/ fictitious family members in the foreign language. This will involve moving from 1st person singular ‘I am called’ to 3rd person singular ‘he/she is called’. 5. To learn numbers 1-100 and use this knowledge to be able to say how old their own family members are. 6. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website.   Navidad:   1. To learn key vocabulary related to Christmas. 2. Learn how people in Spain/ Spanish speaking countries celebrate Christmas along with key cultural traditions (Ano de nuevo) 3. To learn how to tell Father Christmas what presents they would like for Christmas. **(optional)**   Listen to a Christmas song and learn key vocabulary related to it. (https://www.youtube.com/watch?app=desktop&v=S90bJwykbPA)**(optional)** | la familia the family los abuelos the grandparents  el padre / el papá the father / the dad los hermanos the siblings/ brothers and sisters  la madre / la mamá the mother / the mum mi, mis my  el hermano the brother ¿Tienes hermanos? Do you have any brothers or sisters?  la hermana the sister Sí, tengo un hermano. Yes, I have a brother.  el abuelo the grandfather Sí, tengo una hermana. Yes, I have a sister.  la abuela the grandmother Sí, tengo dos hermanos. Yes, I have two brothers.  el tío the uncle Sí, tengo dos hermanas. Yes, I have two sisters.  la tía the aunt No, soy hijo único. No, I am an only child. (boy)  el padrastro the stepfather No, soy hija única. No, I am an only child. (girl)  la madrastra the stepmother ¿Cómo te llamas? What is your name?  el hermanastro the stepbrother / halfbrother ¿Cómo se llama tu [family member ] ? What is your [family member]'s name?  la hermanastra the stepsister / halfsister Me llamo… My name is…  el hijo the son Se llama… His/her name is…  la hija the daughter ¿Cúantos años tienes? How old are you?  el primo the cousin (male) ¿Cúantos años tiene\_\_\_? How old is\_\_\_\_?  la prima the cousin (female) Tengo \_\_\_ años. I am \_\_\_ years old.  los padres the parents Tiene \_\_\_ años. He/she is \_\_\_ years old. |
| **Spring Term** | | | |
| **The Date (I)** | Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish. | 1. To learn how to recognise, recall and spell the 7 days of the week with the aim of using this knowledge to form a short sentence about what day of the week it is today by the end of the lesson. 2. To consolidate the 7 days of the week taught last lesson and to learn how to recognise, recall and spell the 12 months of the year. 3. To consolidate all language taught so far in the unit and to progress to learning how to recognise, recall and spell numbers 1-31. 4. To put all their new language into context by learning the structure necessary to say the date. 5. To build on their knowledge of how to say the date by learning how to say when their birthday is. 6. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website. | **a fecha the date catorce fourteen**  **los días de la semana the days of the week quince fifteen**  **lunes Monday dieciséis sixteen**  **martes Tuesday diecisiete seventeen**  **miércoles Wednesday dieciocho eighteen**  **jueves Thursday diecinueve nineteen**  **viernes Friday veinte twenty**  **sábado Saturday veintiuno twenty-one**  **domingo Sunday veintidós twenty-two**  **¿Qué fecha es hoy? What is the date today? veintitrés twenty-three**  **Hoy es … Today is… veinticuatro twenty-four**  **enero January veinticinco twenty-five**  **febrero February veintiséis twenty-six**  **marzo March veintisiete twenty-seven**  **abril April veintiocho twenty-eight**  **mayo May veintinueve twenty-nine**  **junio June treinta thirty**  **julio July treinta y uno thirty-one** |
| Do you have a pet?  Pasucua  Easter | By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently. | 1. To learn how to recognise, recall and spell eight common pets with their indefinite article/determiner. 2. To learn how to use the irregular high frequency verb ‘I have’, along with the conjunction ‘and’ in order to say which pets they have. 3. To introduce their own pets using the structure ‘that is called- que se llama). 4. To learn negative structures to say which animals they do not have as pets. 5. To use the conjunction ‘but- pero’ to make sentences more complex. 6. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website.   **Pascua/ Easter:**   1. To learn key Easter vocabulary and form simple sentences using our 5 sense. 2. To learn about how Spanish people celebrate Easter   ( la semana santa, Monda de Pascua) which takes place around March/April. | un perro a dog Tengo... I have...  un gato a cat No tengo... I do not have...  un conejo a rabbit Tengo un... I have a... (masculine)  un hámster a hamster Tengo una... I have a... (feminine)  un pez a fish que se llama... that is called...  un ratón a mouse y and  una cotorra a parrot / parakeet pero but  una tortuga a tortoise |
| **Summer Term** | | | |
| My home | By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses. | 1. To learn how to say whether they live in a house or an apartment and where they live based on a choice of five different locations. 2. To consolidate the language taught last lesson and will progress to learning how to recognise, recall and spell five different rooms in the house. 3. To recognise, recall and spell a further five different rooms in the house in the foreign language. 4. To revisit negative structures to allow them to say which rooms they do not have in their houses. 5. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website. | ¿Dónde vives? Where do you live? una cocina a kitchen  Vivo en… I live in... un comedor a dining room  una casa a house un cuarto de baño a bathroom  un piso an apartment un dormitorio a bedroom  en la ciudad in town un lavadero a utility room  en el campo in the countryside un sótano a basement  en la montaña in the mountains un despacho an office / a study  en la costa by the sea un salón a living room  en un pueblo in a village un garaje a garage  y and  un jardín a garden  pero but  En mi casa hay... In my home there is… / there  are…  En mi casa no hay… In my home there is not… /  there are no… |
| Clothes  San fermines | By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in Spanish. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.  In this lesson the children will learn about San Fermin one of Spain’s most famous festivals in Pamplona. | 1. To learn how to recognise, recall and spell ten different items of clothing with their indefinite articles/determiners. 2. To recognise, recall and spell a further eleven different items of clothing with their indefinite articles/determiners. 3. To use the structure ‘I wear- Yo llevo’ to further their linguistic knowledge and bank of vocabulary. 4. To learn how to describe their different items of clothing as they look at the rules of adjectival agreement in more detail. 5. To integrate everything they have learnt so far about clothes, adjectival agreement, and possessive adjectives to say what they would pack in a suitcase for a holiday. 6. **Assessment: EUA assessments –** These can be adapted but used as a minimum and a guide. Data to be added to LA website.   San fermines: ( Extras, Traditions and celebrations, cultural lessons, lesson 3.  The children will learn all about the festival which attracts thousands of global tourists each year to run with the bulls. Although a popular festival it is also controversial. | a ropa the clothes una camisa a shirt  unos pantalones a pair of trousers una gorra a cap  un traje de baño a swimming costume unos guantes a pair of gloves  un suéter a jumper unas botas a pair of boots  una camiseta a tee shirt unas medias a pair of socks / tights  un abrigo a coat unas sandalias a pair of sandals  un vestido a dress unas gafas a pair of glasses  una blusa a blouse  unos pantalones cortos- a pair of shorts  una corbata a tie unos zapatos a pair of shoes  una bufanda a scarf unos calcetines a pair of socks  una falda a skirt  una chaqueta a jacket  yo llevo I wear el lunes on Monday  tú llevas you wear el martes on Tuesday  él lleva he wears el miércoles on Wednesday  ella lleva she wears el jueves on Thursday  nosotros llevamos we wear (masculine & mixed group) el viernes on Friday  nosotras llevamos we wear (all feminine group) el sábado on Saturday  vosotros lleváis you all wear (masculine & mixed) el domingo on Sunday  vosotras lleváis you all wear (feminine) Para la escuela llevo… For school I wear…  ellos llevan they all wear (masculine & mixed)  Cuando hace buen tiempo  llevo…  When it is nice weather I  wear…  ellas llevan they all wear (feminine) Cuando nieva llevo… When it snows I wear…  Cuando estoy de vacaciones  llevo… When I am on holiday I wear… |