

## Intent

All pupils at Meadow Park Academy will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2. The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements. The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey. The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer 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 they will be working towards becoming life-long language learners.

## Implementation

All classes will have access to a very high-quality foreign languages curriculum. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly Spanish lessons in EYFS to KS2 which will be taught by class teachers. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. All teachers will know where every child is at any point in their foreign language learning journey. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning. Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Grammar rules and patterns will be taught by level of challenge:

- We start with nouns and articles and 1st person singular of high frequency verbs in Early Learning units.
- We move on to the use of the possessive, the concept of adjectives, use of the negative form, conjunctions/connectives and introduce the concept of whole regular verb conjugation in Intermediate units.
- We end with opinions and introduce the concept of whole high frequency irregular verb conjugation in Progressive units.

Grammar is integrated and taught discreetly throughout all appropriate units. The school has a unit planner in place which will serve as an overall ‘teaching map’ outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.






- Lessons will incorporate challenge sections and desk-based activities that will be offered with three levels of stretch and differentiation.
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.



Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit, they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

## Impact




Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with Spanish. Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications. Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate. Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the long-term planning documents to ensure the correct units are being taught to the correct classes at each stage of the academic year. Medium-term planning is also provided in the form of unit overviews (covering the learning targets for each 6-week unit). These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term. Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked.

## Long Term Overview: Spanish

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Reception</p>	<p><b>Greetings (Los saludos)</b></p> <p>In this unit pupils will learn the vocabulary for basic greetings in the foreign language enabling the pupils to participate in a short oral conversation by the end of the unit.</p>	<p><b>Colours and Numbers (Los colores y los numeros)</b></p> <p>In this unit pupils will learn to count to 10 as well as learning 10 common colours in the foreign language.</p>	<p><b>Nursery Rhymes (Canciones infantiles)</b></p> <p>In this unit pupils will learn 6 traditional nursery rhymes in the foreign language via colourful and immersive lessons. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p>	<p><b>In the jungle (En la selva)</b></p> <p>In this unit pupils will learn 7 jungle animals (nouns and definite articles/determiners) in the foreign language via colourful and immersive lessons. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p>	<p><b>Transport (Los transportes)</b></p> <p>In this unit pupils will learn 7 modes of transport (nouns and definite articles/determiners) in the foreign language via colourful and immersive lessons. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p>	<p><b>Under the sea (Bajo el mar)</b></p> <p>In this unit pupils will learn 7 sea creatures (nouns and definite articles/determiners) in the foreign language via colourful and immersive lessons. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p>
 <p>Year 1</p>	<p><b>Colours and Numbers (Los colores y los numeros)</b></p> <p>In this unit pupils will learn to count to 10 as well as learning 10 common colours in the foreign language.</p>	<p><b>Classroom Instructions (Las instrucciones del aula)</b></p> <p>In this unit, pupils will learn about classroom instructions and conversations.</p>	<p><b>The Circus (El circo)</b></p> <p>In this unit pupils will learn 7 circus acts (nouns and definite articles/determiners) in the foreign language via colourful and immersive lessons. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p>	<p><b>Days of the week (Los dias de la semana)</b></p> <p>In this unit, pupils will learn the days of the week and be able to put together basic sentences about them.</p>	<p><b>Months of the year (Los meses)</b></p> <p>In this unit, pupils will learn the months of the year and be able to put together basic sentences about them.</p>	<p><b>Seasons (Las estaciones)</b></p> <p>In this unit pupils will learn the four seasons of the year, highlighting a key feature for each season in the foreign language. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season.</p>
 <p>Year 2</p>	<p><b>My Dream House (Mi casa ideal)</b></p> <p>In this unit pupils will learn the vocabulary for 7 key rooms of a dream house. Pupils will have the opportunity to also learn a key phrase for each room in the foreign language. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p>	<p><b>Minibeasts (Las minibesitas)</b></p> <p>In this unit pupils will follow the preparations of ten minibeast characters as they prepare for their school sports day. Pupils will learn the names for ten minibeast creatures and how to understand and follow simple instructions in the foreign language. The unit ends with an animated story of the sports day race.</p>	<p><b>In my town (En mi pueblo)</b></p> <p>In this unit pupils will learn the vocabulary for 7 key places in a town. Pupils will have the opportunity to also learn a key phrase for each location in the foreign language. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p>	<p><b>Anita and Teddy Bear (Anita y Osito)</b></p> <p>In this unit pupils will follow the teddy bear and his friend Anita on their day out together and they will learn the vocabulary for 5 key elements from the story in the foreign language. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in. The unit ends with an animated story of the characters' day out together.</p>	<p><b>Superheroes (Los superheroes)</b></p> <p>In this unit pupils will learn all about 6 superheroes in the foreign language via colourful and immersive lessons. Pupils will introduced to a series of colours and high frequency verbs to help describe each superhero character (I am called, I have, I live, I am and I am able to). Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p>	<p><b>Fancy Dress Party (La fiesta de disfraces)</b></p> <p>In this unit pupils will learn the vocabulary for 7 fancy-dress costumes worn at Antonio's fancy-dress, birthday party. Pupils will have the opportunity to learn an adjective to describe each character and will also learn a key phrase for each character in the foreign language with the structure 'I want to be'. Each lesson will be accompanied by a song that pupils will be encouraged to actively participate in.</p>
 <p>Year 3</p>	<p><b>I am learning Spanish (Aprendo espanol)</b></p> <p>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.</p>	<p><b>Animals (Los animales)</b></p> <p>In this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in Spanish. 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.</p>	<p><b>Instruments (Los instrumentos)</b></p> <p>In this unit pupils will learn 10 common instruments and will be introduced to the 1st person singular high frequency verb 'I play' in Spanish. By the end of the unit pupils will be able to recognise, recall, and spell up to 10 instruments with their definite articles/determiners. 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 articles/determiners.</p>	<p><b>Shapes (Las formas)</b></p> <p>In this unit pupils will learn 10 common shapes and also the numbers 1-5 in Spanish. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 shape nouns with their indefinite articles/determiners in the foreign language.</p>	<p><b>Little Red Riding Hood (Caperucita Roja)</b></p> <p>In this unit pupils will learn to listen carefully so as to understand a familiar fairy tale recounted in Spanish using picture and word cards. Pupils will be exposed to more language and be encouraged to use mind-mapping activities to support their learning. This unit links strongly to literacy skills.</p>	<p><b>Ice creams (Los helados)</b></p> <p>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.</p>
 <p>Year 4</p>	<p><b>Ancient Britain (La historia de la antigua Gran Bretaña)</b></p> <p>In this unit pupils will be taught three high frequency verbs in the 1st person singular form. The verbs are: 'to be', 'to have' and 'to live'. Through the medium of this period of history, pupils will</p>	<p><b>I know how... (Sé...)</b></p> <p>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</p>	<p><b>Fruits (La fruta)</b></p> <p>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.</p>	<p><b>Vegetables (Las verduras)</b></p> <p>In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on</p>	<p><b>Presenting myself (Me presento)</b></p> <p>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</p>	<p><b>My family (Mi familia)</b></p> <p>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</p>

	pretend to be characters from the Stone, Bronze and Iron Age. By the end of the unit pupils will be able to say / write who they are, where they live and which hunting tool they use, incorporating the three high frequency verbs in their phrases.	including the option of using conjunctions.		buying different quantities of vegetables from a market stall.	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.	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.
 <p>Year 5</p>	<p><b>The classroom (La clase)</b></p> <p>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.</p>	<p><b>Do you have a pet? (¿Tienes una mascota?)</b></p> <p>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.</p>	<p><b>Clothes (La ropa)</b></p> <p>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.</p>	<p><b>The date (La fecha)</b></p> <p>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.</p>	<p><b>My home (Mi casa)</b></p> <p>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.</p>	<p><b>The Olympic Games (Los juegos olímpicos)</b></p> <p>Through the medium of this familiar and very popular event, pupils will be taught the skills to understand slightly longer and more complicated text in the foreign language. They will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. Pupils will learn 10 Olympic sports as well as the 1st and 3rd person conjugations of the verb 'practicar' in order to express which sports they do and do not practise. They will also look at gendered nouns and the changes required when describing the Olympians in the unit.</p>
 <p>Year 6</p>	<p><b>At the cafe (En la cafetería)</b></p> <p>By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafeteria. 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.</p>	<p><b>Tudors (La casa Tudor)</b></p> <p>Through the medium of this familiar period of history, pupils will be taught the skills to understand slightly longer and more complicated text. Pupils will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. This unit ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, determiners and adjectives in sentences. This unit links strongly to transferable literacy skills.</p>	<p><b>Weather (¿Qué tiempo hace?)</b></p> <p>By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p>	<p><b>Traditions and celebrations (Tradiciones y Celebraciones)</b></p> <p>By the end of this unit pupils will have the knowledge and skills necessary to ask and respond to key questions in the foreign language about 5 key traditions and celebrations in the Spanish-speaking world. This is a unit that focuses on key question words so that pupils can express an opinion about a tradition or celebration in the foreign language and can develop an appreciation of traditions and celebrations different to their own culture</p>	<p><b>Habitats (Hábitats)</b></p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.</p>	<p><b>At school (En el colegio)</b></p> <p>In this unit pupils will learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. They will also learn how to conjugate the verb "to study", an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.</p>



## Substantive knowledge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Greetings (Los saludos)</b> Say 'hi', 'hello' and 'good morning' in Spanish. Say 'my name is...' in Spanish. Ask somebody in Spanish how they are feeling and give a reply. Say 'goodbye' and 'see you later' in Spanish.	<b>Colours and Numbers (Los colores y los numeros)</b> Say 10 common colours in Spanish. Count from 1-10 in Spanish.	<b>Nursery Rhymes (Canciones infantiles)</b> Actively participate in six traditional nursery rhymes in Spanish. Start to understand and decode more of the spoken/sung Spanish we hear.	<b>In the jungle (En la selva)</b> Recognise and recall seven jungle animals in Spanish. Recall numbers 1-5 more easily in Spanish.	<b>Transport (Los transportes)</b> Recognise and recall 7 modes of transport in Spanish. Recall numbers 1-5 and the colours yellow, red, green, orange & blue more easily in Spanish	<b>Under the sea (Bajo el mar)</b> Recognise and recall 7 sea creatures in Spanish. Recall numbers 1-5 more easily in Spanish.
	<b>Colours and Numbers (Los colores y los numeros)</b> Say 10 common colours in Spanish. Count from 1-10 in Spanish.	<b>Classroom Instructions (Las instrucciones del aula)</b> Recognise, understand and respond to key classroom instructions in the foreign language.	<b>The Circus (El circo)</b> Recognise, recall and remember up to 7 different circus acts in Spanish. Attempt to recognise, recall and remember a short phrase for each circus act in Spanish. Learn to listen attentively to, understand and participate actively in a Spanish song about the circus acts.	<b>Days of the week (Los dias de la semana)</b> Learn the 7 days of the week in Spanish.	<b>Months of the year (Los meses)</b> Learn the 12 months of the year in Spanish.	<b>Seasons (Las estaciones)</b> Recognise all four seasons in Spanish. Learn an associated action for each season in Spanish. Understand better what happens in the world around us in each season in Spanish.
 Year 2	<b>My Dream House (Mi casa ideal)</b> Recognise, recall, and remember the 7 rooms presented in this unit in Spanish. Attempt to spell some of these nouns with their correct indefinite article/determiner. Attempt to build a sentence using the structure 'hay' (there is) plus the noun and the correct indefinite article/determiner.	<b>Minibeasts (Las minibesitas)</b> Recognise and recall 10 minibeasts in Spanish. Recall greetings more easily in Spanish. Recognise and follow instructions in Spanish. Follow an animated story in Spanish.	<b>In my town (En mi pueblo)</b> Recognise, recall, and remember up to 7 places from the town in Spanish. Attempt to spell some of these nouns with their correct indefinite article/determiner. Attempt to build a sentence using the structure 'hay' (there is) plus the noun and the correct indefinite article/determiner.	<b>Anita and Teddy Bear (Anita y Osito)</b> Recognise, recall, and remember 5 key pieces of vocabulary related to the story of Anita and Osito in Spanish. Recognise, recall, and remember how to say 'hello', 'I am called' as well as 'yes' and 'no'. Follow the story of Anita and Osito in Spanish and be able to correctly order the different stages.	<b>Superheroes (Los superheroes)</b> Recognise, recall, and remember the six colours presented in this unit in Spanish. Recognise and remember the high frequency verbs 'I am called', 'I have', 'I live', 'I am' and 'I know how'. Present and describe ourselves as a superhero.	<b>Fancy Dress Party (La fiesta de disfraces)</b> Recognise, recall, and remember the 7 fancy-dress costumes presented in this unit in Spanish. Attempt to spell some of these nouns with their correct definite article/determiner. Attempt to build a sentence using the structure 'Quiero ser' (I want to be) plus the noun and the correct definite article/determiner.
 Year 3	<b>I am learning Spanish (Aprendo espanol)</b> Find Spain on a map and be able to recall at least 1 Spanish-speaking country. Use key greetings. Ask and answer the question 'How are you?' in Spanish. Ask and answer the question 'What is your name?' in Spanish. Count to 10 in Spanish. Read, write, say and recognise 10 colours in Spanish.	<b>Animals (Los animales)</b> Name and recognise up to 10 animals in Spanish. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).	<b>Instruments (Los instrumentos)</b> Name and recognise up to 10 instruments in Spanish. Attempt to spell some of these nouns with their definite article/determiner in Spanish. Learn how to say 'I play' + an instrument in Spanish.	<b>Shapes (Las formas)</b> Name, recognise and remember up to 10 shapes in Spanish. Attempt to spell some of these shapes in Spanish. Attempt to remember which shapes are masculine or feminine. Revise and/or learn numbers 1-5 in Spanish.	<b>Little Red Riding Hood (Caperucita Roja)</b> Sit and listen to a familiar story being told in Spanish. Learn to use picture and word cards to recognise and help retain new language. Remember key parts of the body in Spanish.	<b>Ice creams (Los helados)</b> Name, recognise and remember up to 10 ice-cream flavours in Spanish. Attempt to spell some of these flavours. Use the structure 'quisiera...' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in Spanish.
 Year 4	<b>Ancient Britain (La historia de la antigua Gran Bretaña)</b> Name in Spanish, the six key periods of Ancient Britain, introduced in chronological order.	<b>I know how... (Sé...)</b> Recognise, remember and spell 10 action verbs in Spanish. Use these verbs in the infinitive to form positive and negative sentence	<b>Fruits (La fruta)</b> Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner.	<b>Vegetables (Las verduras)</b> Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner.	<b>Presenting myself (Me presento)</b> Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked.	<b>My family (Mi familia)</b> Remember the nouns with their articles/determiners for different family members in Spanish from memory.

	Say in Spanish three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was. Remember accurately from memory and use the Spanish for 'I am' (soy), 'I have' (tengo) and 'I live' (vivo).	structures with 'sé' (I know how) and 'no sé' (I do not know how). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).	Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish.	Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.	Ask somebody their name in Spanish and reply when asked. Recall numbers 1-20 in Spanish. Ask somebody how old they are in Spanish and reply when asked. Ask somebody where they live in Spanish and reply when asked. Express our nationalities in Spanish and understand basic gender agreement rules.	Describe our own or a fictitious family in Spanish by name, age and relationship. Learn numbers up to 100 in Spanish. Understand possessive adjectives better in Spanish ('my' form only).
Year 5	<b>The classroom (La clase)</b> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands.	<b>Do you have a pet? (¿Tienes una mascota?)</b> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.	<b>Clothes (La ropa)</b> 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.	<b>The date (La fecha)</b> Recognise and recall the 7 days of the week in Spanish. Recognise and recall the 12 months of the year in Spanish. Recognise and recall numbers 1-31 in Spanish. Ask what the date is and say the date in Spanish. Ask somebody when their birthday is and say when our own birthday is in Spanish.	<b>My home (Mi casa)</b> Say and write in Spanish whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... Use the conjunction y to link two sentences together.	<b>The Olympic Games (Los juegos olímpicos)</b> Understand the key facts of the ancient and modern Olympic Games recounted in Spanish. Learn 10 nouns with their article/determines for common Olympic sports. Explore the full present tense conjugation of the high frequency verb 'practicar'. Look at the gendered nouns and the agreement rules involved when you describe a male Olympian or female Olympian.
Year 6	<b>At the cafe (En la cafetería)</b> Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical Spanish cafetería, improving our cultural knowledge of Spain. Understand better how to make nouns plural in Spanish. Improve our knowledge of Spanish currency. Order in Spanish what we would like to eat and drink in a role-play.	<b>Tudors (La casa Tudor)</b> Listen attentively to key facts from Tudor history in Spanish. Build on previously learnt skills to decode longer spoken and written Spanish language. Learn and be able to recall some key Tudor facts from history in Spanish.	<b>Weather (¿Qué tiempo hace?)</b> Ask what the weather is like and respond in Spanish. Recognise and recall the conjunctions 'y' (and) & 'pero' (but). Recognise and recall the 4 core compass points in Spanish. Recognise and recall numbers 1-31 in Spanish to express the temperature. Recognise and recall the 7 days of the week and the time of day in Spanish. Present a weather forecast in Spanish.	<b>Traditions and celebrations (Tradiciones y Celebraciones)</b> Use key Spanish question words related to famous traditions and celebrations in Spanish speaking countries. Respond to questions related to famous traditions and celebrations in Spanish-speaking countries in Spanish. Express an opinion on a tradition or celebration in Spanish using the structure 'Es una fiesta + adjective' (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement. Develop an appreciation of traditions and celebrations different to our own culture.	<b>Habitats (Hábitats)</b> Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat.	<b>At school (En el colegio)</b> Name the subjects we study in school in Spanish with the correct definite article/determiner. 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. Explore the irregular, high frequency verb 'ir' (to go) in full.

## Disciplinary knowledge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>Greetings (Los saludos)</b> Phonics focus: CH J Ñ LL RR J sound in José, Jorge & Juan Pablo LL sound in llamo Accents. Accents can only be written over vowels in Spanish and	<b>Colours and Numbers (Los colores y los numeros)</b> J sound in naranja. LL sound in amarillo. RR sound in marrón. Accents can only be written over vowels in Spanish and indicate	<b>Nursery Rhymes (Canciones infantiles)</b> Ñ sound. Starting to learn that it is very common and a specific sound to Spanish. Like the 'ny' sound in the English word 'canyon'. As seen in araña and pequeña in the Spanish nursery rhymes.	<b>In the jungle (En la selva)</b> J sound in jirafa. This letter is pronounced like the 'h' sound in the English word 'hot.' RR sound in corre.	<b>Transport (Los transportes)</b> CH sound in coche. Ñ sound in niño & niña. Trilled 'R'. Becoming more familiar with the Spanish 'r' sound as seen in aeroplano, barco & tren. Noticing that this sound is made from the tongue	<b>Under the sea (Bajo el mar)</b> LL sound in la estrella de mar & el caballito de mar J sound in el cangrejo Trilled 'R'. Becoming more familiar with the Spanish 'r' sound as seen in la estrella de mar, el cangrejo & la morsa. Beginning to notice that this

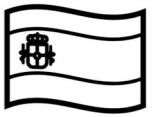
	<p>indicate the vowel is stressed – regardless of the other rules! As seen in có-mo.</p>	<p>the vowel is stressed – regardless of the other rules! As seen in marron.</p>	<p>LL sound. The double ‘LL’ letter combination is another signature Spanish sound / phoneme. The Spanish ‘LL’ sound is pronounced very similarly to the ‘y’ sound in the English words ‘yellow’ As seen in the words llamar, lluvia, pollitos, and gallina in the Spanish nursery rhymes.</p> <p>J sound. Starting to learn that the ‘j’ in Spanish is pronounced as the English ‘h’ in ‘hello’. As seen in words from the nurse rhymes like bajo, granja.</p>	<p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in león.</p> <p>Nouns &amp; articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners in English. For example, as seen with the word for ‘the’ in Spanish. El león but la jirafa.</p> <p>We will see that this happens a lot in Spanish and learn why in future units!</p>	<p>tapping the roof of the mouth. Different to the ‘r’ sound in English.</p> <p>Nouns &amp; articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners in English. For example, as seen with the word for ‘the’ in Spanish. El coche but la motocicleta.</p>	<p>sound is made from the tongue tapping the roof of the mouth. This is very different to the ‘r’ sound in English.</p> <p>Nouns &amp; articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for ‘the’ in Spanish. El cangrejo but la morsa. We will see that this happens a lot in Spanish and learn why in future units!</p>
<p><b>Year 1</b></p> 	<p><b>Colours and Numbers (Los colores y los numeros)</b></p> <p>J sound in naranja. LL sound in amarillo. RR sound in marrón. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in marron.</p>	<p><b>Classroom Instructions (Las instrucciones del aula)</b></p>	<p><b>The Circus (El circo)</b></p> <p>ci sound in ‘la ciclista’ and ‘la trapecista’ co sound in ‘el circo’ and ‘Federico’ Accents. Accents can only be written on vowels in Spanish and indicate the vowel is stressed. Therefore, the stress falls on the syllable with the vowel. As seen in ‘adiós’ and ‘se ríe’</p> <p>Nouns &amp; articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for ‘the’ in Spanish; ‘el payaso’ but ‘la trapecista’.</p> <p>We will see that this happens a lot in Spanish and learn why in future units!</p>	<p><b>Days of the week (Los dias de la semana)</b></p>	<p><b>Months of the year (Los meses)</b></p>	<p><b>Seasons (Las estaciones)</b></p> <p>Ñ sound in otoño. Starting to learn that it is very common and specific sound to Spanish. Like the ‘ny’ sound in the English word ‘canyon’.</p> <p>J sound in hojas. Starting to learn that the ‘j’ in Spanish is pronounced as the English ‘h’ in ‘hello’.</p> <p>Nouns &amp; articles/determiners. We will start to notice that in Spanish there is often an article/determiner before a noun when there is not one in English. One word in English can be two words in Spanish! For example, spring is la primavera.</p>
<p><b>Year 2</b></p> 	<p><b>My Dream House (Mi casa ideal)</b></p> <p>ñ sound in ‘cuarto de baño’ &amp; ‘diseñar’. J sound in ‘cuarto de juegos’. Accents. Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in ‘un salón’ and ‘una película’.</p> <p>Nouns &amp; articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for ‘a’ in Spanish; ‘un dormitorio’ but ‘una cocina’. We will see that this happens a lot in Spanish and learn why in future units!</p>	<p><b>Minibeasts (Las minibesitas)</b></p> <p>LL sound in Guillermo J sound in Alejandra, abeja &amp; relajaos Ñ sound in araña Trilled ‘R’. Becoming more familiar with the rolled ‘r’ sound as seen in words with ‘rr’ in the middle of them or words starting with the letter ‘r’ e.g., Raquel, la rana &amp; relajaos.</p> <p>Nouns &amp; articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for ‘the’ in Spanish. El caracol but la abeja. We will see that this happens a lot in Spanish and learn why in future units!</p>	<p><b>In my town (En mi pueblo)</b></p> <p>LL sound in me llamo. J sound in patinaje &amp; Juan. Ñ sound in español. Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in cafeter-ía and panader-ía.</p> <p>Nouns &amp; articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for ‘a’ in Spanish. Un cine (a cinema) but una escuela (a school). We will see that this happens a lot in Spanish and learn why in future units!</p>	<p><b>Anita and Teddy Bear (Anita y Osito)</b></p> <p>CO sound in ¿Cómo estás? &amp; escondite LL sound in bocadillo Accents like in sí &amp; ¿Qué...? Nouns &amp; articles/determiners. We will start to notice that in Spanish there is often an article/determiner before a noun when there is not one in English. One word in English can be two words in Spanish, and there are several different types of articles/determiners. For example, as seen with the words ‘un picnic’ and ‘el bosque’. We will see that this happens a lot in Spanish and learn why in future units!</p>	<p><b>Superheroes (Los superheroes)</b></p> <p>LL sound in amarillo &amp; me llamo. J sound in rojo &amp; naranja. Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in superhé-roe and superhero-ína.</p> <p>Nouns &amp; articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for ‘a’ in Spanish; un superhéroe but una superheroína. We will see that this happens a lot in Spanish and learn why in future units.</p>	<p><b>Fancy Dress Party (La fiesta de disfraces)</b></p> <p>ga sound in ‘elegante’ ge sound in ‘inteligente’ gí sound in ‘mágico’ Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in ‘mágica’.</p> <p>Nouns &amp; articles/determiners. We will start to notice that in Spanish there are often more options for single words like articles/determiners than in English. For example, as seen with the word for ‘the’ in Spanish; ‘el robot’ but ‘la princesa’.</p> <p>We will see that this happens a lot in Spanish and learn why in future units! Some pupils may also be able to recall the adjective associated with each individual costume and recognise that in Spanish the adjective is placed after the noun.</p>

<p><b>Year 3</b></p>	<p><b>I am learning Spanish (Aprendo español)</b></p> <p>CH sound in 'ocho'. J sound in 'rojo' and 'naranja'. Ñ sound in 'España'. LL sound in 'amarillo'. RR sound in 'marrón'. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in có-mo. Ñ letter. It is pronounced as the 'ny' sound in the English word 'onion'.</p>	<p><b>Animals (Los animales)</b></p> <p>J sound in oveja, pájaro &amp; conejo. LL sound in caballo. Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-ne-jo and ca-na-rio. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in le-ón, pá-ja-ro and ra-tón. Nouns, gender, articles/determiners and verbs. To learn that nouns in Spanish can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners un (for masculine nouns) and una (for feminine nouns). Learning how to categorise nouns by gender (un or una). Introduction of 1st person singular conjugation of the high frequency irregular verb ser (to be) in Spanish</p>	<p><b>Instruments (Los instrumentos)</b></p> <p>RR sound in guitarra. Accents can only be written over vowels in Spanish and indicate the vowel is stressed! As seen in cím-ba-los, tri-án-gu-lo, el vi-o-lín &amp; ba-te-rí-a.  Nouns, definite articles/determiners and high frequency verb 'tocar' in 1st person singular only. Using a noun (instrument) with the correct definite article and 1st person singular of the verb to play (tocar): 'toco'. We will learn that nouns in Spanish can have different articles based on their gender (masculine/feminine nouns) and plurality. Introduction to 3 definite articles (la, el and los). Learning how to categorise nouns in Spanish by their article/determiner, gender and plurality. Understanding that yo (I) is often not used with a verb. We translate 'toco' as 'I play' even though the 'I' is missing!</p>	<p><b>Shapes (Las formas)</b></p> <p>LL sound in 'estrella' J sound in 'dibujad' Stress placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' or 's', it is normally the second to last syllable like rom-bo and es-tre-lla. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lí-ne-a, cír-cu-lo, ó-va-lo, and pent-á-go-no.  Nouns, gender &amp; articles/determiners. In this unit we will be exploring that the word for 'a/an' in Spanish can be either 'un' (masculine) or 'una' (feminine) – this is called the gender of the noun. We will learn that it is important to remember which shapes are masculine and which shapes are feminine. We will see this a lot in other units!</p>	<p><b>Little Red Riding Hood (Caperucita Roja)</b></p> <p>Phonics focus: CH J Ñ LL RR J sound in Caperucita Roja, las orejas &amp; los ojos Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in na-riz. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like a-bue-la.  Definite and indefinite articles/determiners. In the story there will be many definite and indefinite articles/determiners that we will recognise from previous units.</p>	<p><b>Ice creams (Los helados)</b></p> <p>CH sound in chocolate, pistachio &amp; cucurucho. LL sound in vainilla. RR sound in tarrina. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fa-vor. For words that end in a vowel or 'n' and 's', it is normally the second to last syllable like bo-las and gra-cias. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in plá-ta-no.  Nouns, gender &amp; high frequency verb. Starting to understand better that nouns in Spanish are either masculine or feminine (un helado, un cucurucho, una tarrina) and that there are different words for 'a/an' in Spanish depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation quisiera. Learning that quisiera is often used for I would like/want.</p>
<p><b>Year 4</b></p>	<p><b>Ancient Britain (La historia de la antigua Gran Bretaña)</b></p> <p>CH sound in hacha &amp; choza. J sound in Anglosajones &amp; mujer. Ñ sound in Gran Bretaña. RR sound in hierro. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in ed-ad. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like hom-bre. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sí-lex. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'.  Verbs. We will explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo) and one regular verb vivir (vivo). We will notice that in Spanish the pronoun I (yo) is missing and just the verb is used. This never happens in English, but it happens often in Spanish. We will see this a lot in other units.</p>	<p><b>I know how... (Sé...)</b></p> <p>Recommended phonics focus: CH J Ñ LL RR J sound in dibujar Ñ sound in hablar español Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar.  Modal verb plus infinitive. Learning that sé (that comes from the modal verb saber and translates as 'I know how') is ALWAYS followed by a verb in its infinitive form in Spanish. The negative sentence structure in Spanish follows the rule of no plus the conjugated MODAL verb, sé, plus the INFINITIVE verb.</p>	<p><b>Fruits (La fruta)</b></p> <p>Recommended phonics focus: CH J Ñ LL RR J sound in naranja. Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón.  Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender.</p>	<p><b>Vegetables (Las verduras)</b></p> <p>Recommended phonics focus: CH J Ñ LL RR CH &amp; Ñ sound in champiñones. J sound in judías verdes &amp; berenjenas. LL sound in cebollas. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fav-or. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like ce-bo-llas. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ju-dí-as. 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 seen in the word champiñones.  Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is either los or las in Spanish. The article/determiner is dependent on the whether the vegetable is a masculine or feminine</p>	<p><b>Presenting myself (Me presento)</b></p> <p>Recommended phonics focus: CA CE CI CO CU CA sound in catorce. CE sound in once, doce, trece etc. CI sound in cinco and cincuenta. CO sound in escocés. CU sound in cuatro. Accents can only be written over vowels in Spanish and indicate the vowel is stressed! As seen in dó-nde and có-mo. Ñ tilde. This changes the 'n' to a 'ny' sound in español &amp; española.  Adjectival agreement. An introduction to the concept of adjectival agreement in the simplest form in Spanish. Adding an 'a' to the end of the adjective (e.g. the nationalities 'English' or 'Spanish' in Lesson 5) to show that the person talking or being described is female. Also seeing the upsidedown question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!)</p>	<p><b>My family (Mi familia)</b></p> <p>Recommended phonics focus: CA CE CI CO CU CA sound in 'única'. CE sound in 'quince' CI sound in 'cien' CO sound in 'único' CU sound in 'cuarenta' Stress placement. Words that end in a consonant (apart from an 'n' or an 's') should be stressed on the last syllable of the word. For words that end in a vowel 'n' or 's', it is normally the second to last syllable, as seen in 'her-ma-no' or 'her-ma-na' Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! This can be seen in this unit in words such as 'tí-o' and 'ú-ni-co'  Nouns, articles/determiners and possessive adjectives. We will explore possessive adjectives in Spanish with a focus only on 'my'. We will learn that there are 2 ways to say 'my' in Spanish covered in the unit: 'mi' and 'mis'. We will also recognise that the articles/determiners 'el' and 'la' are</p>

			Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! 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 in Spanish. No exceptions!	noun (gender). This does not exist in English. Also 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!		dropped when we speak of close, biological family members in the singular form.
<p><b>Year 5</b></p>	<p><b>The classroom (La clase)</b></p> <p>Recommended phonics focus: CA CE CI CO CU            CA sound in calculadora &amp; cartera.            CE sound in cerrad.            CI sound in silencio.            CU sound in escuchad.            Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ti-je-ras.            Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué. Therefore used as a question word – not an answer.</p> <p>Nouns, gender, articles/determiners &amp; use of the negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/ determiner. Moving from revisiting tengo... ('I have') to learning the negative option no tengo...('I do not have') in Spanish. Remembering that the subject pronoun 'yo' is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside down exclamation and question mark at the start of a sentence.</p>	<p><b>Do you have a pet? (¿Tienes una mascota?)</b></p> <p>Recommended phonics focus: GA GE GI GO GU            GA sound in gato &amp; tortuga.            GO sound in tengo.            Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tortu-ga and pe-rrro.            Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón.            Indefinite articles, high frequency verbs &amp; negative.            Revisiting 1st person singular conjugations of high frequency verbs me llamo, tengo, soy and vivo. Indefinite articles/determiners un and una.            Negative structure no tengo...            Differences in Spanish punctuation marks like ¿i</p>	<p><b>Clothes (La ropa)</b></p> <p>Recommended phonics focus: GA GE GI GO GU            GA sound in gafas.            GO sound in gorra &amp; abrigo            GU sound in guantes            Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like guan-tes, a-bri-go, blu-sa, san-da-lias and cha-que-ta.            Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules!            As seen in lle-váis.            Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in baño.            Verbs, possessive adjectives, gender, definite/indefinite articles &amp; 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>	<p><b>The date (La fecha)</b></p> <p>Recommended phonics focus: GA GE GI GO GU            GO sound in domingo &amp; Agosto            CO sound in miércoles and cinco.            Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in sá-ba-do and miér-co-les.            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.            Silent letters 'H' is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is pronounced 'oy'.            Ordinal &amp; 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. No exceptions!</p>	<p><b>My home (Mi casa)</b></p> <p>Recommended phonics focus: GA GE GI GO GU            GA sound in garaje.            Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-de-ro and ga-ra-je.            Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón.            Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter not just another phoneme as in baño and montaña.            Indefinite articles, negative &amp; high frequency verbs. Revisiting again the indefinite articles un and una. Revisiting also 1st person singular high frequency verbs llamo, tengo, soy with a particular focus on vivo from the verb VIVIR a regular IR verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (hay and no hay) structure. Noting the upside-down question mark (¿) is used at the beginning of all questions - no exceptions! This also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!</p>	<p><b>The Olympic Games (Los juegos olímpicos)</b></p> <p>Recommended phonics focus: GA GE GI GO GU            GO sound in juegos.            Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed! As seen in o-lím-pi-cos, tram-po-lín, triat-lón, e-qui-ta-ción &amp; na-ta-ción.</p> <p>Gendered nouns &amp; regular verb 'practicar'. To learn that when saying you play a sport in Spanish, the verb 'practicar' is normally used. The verb is conjugated according to who is doing the action and followed directly by the sport, often without the need for a definite article. Exploring the present tense conjugation of the verb 'practicar' and understanding better the agreement changes required in the sporting professions depending on whether they are male/female.</p>
<p><b>Year 6</b></p>	<p><b>At the cafe (En la cafetería)</b></p> <p>Recommended phonics focus: CA CE CI CO CU            CA sound in calamares &amp; catalana &amp; caliente            CO sound in chocolate &amp; con &amp; cola cola            Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué deseas?            Nouns, indefinite articles/determiners &amp; plurality. Remembering that nouns in Spanish can be categorised by their</p>	<p><b>Tudors (La casa Tudor)</b></p> <p>Recommended phonics focus: CA CE CI CO CU            CA sound in casa &amp; cática            CE sound in tercer            CI sound in civil &amp; Palacio            Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like reli-gio-sa.            Accents. Accents can only be written over vowels in Spanish and</p>	<p><b>Weather (¿Qué tiempo hace?)</b></p> <p>Recommended phonics focus: B V CC QU            B sound in nublado, buen, and bienvenido            V sound in viento, llueve, nieva, jueves, viernes, and bienvenido.            Difference between B &amp; V. There is no difference in the pronunciation of these 2 letters in Spanish. They are pronounced like the 'b' in the English word 'boy'. There is never an exception to this rule.            Accents. Accents can only be written over vowels in Spanish and</p>	<p><b>Traditions and celebrations (Tradiciones y Celebraciones)</b></p> <p>Recommended phonics focus: CA CE CI CO CU            CA sound in calavera.            CO sound in cofradía and costaleros.            CE sound in procesión.            •Accents. Accents can help to identify if a word is a question word or a different type of word. For example '¿Por qué?' means 'Why?' but 'porque' means 'because'. The use of the accent here changes the meaning.</p>	<p><b>Habitats (Hábitats)</b></p> <p>Recommended phonics focus: GA GE GI GO GU            GA sound in algas.            GI sound in refugio.            GU sound in agua.            •Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable in words like tro-pi-cal and po-lar. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like de-sier-to, ar-bus-tos and plan-tas.</p>	<p><b>At school (En el colegio)</b></p> <p>Recommended phonics focus: B V CC QU Z            B sound in aburrido &amp; QU sound in porque            Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-te-re-san-te and di-ver-ti-do.</p>



# Spanish Curriculum



	<p>determiner (in this case an indefinite article) and understand better how to make singular nouns plural in Spanish so more than one of each item can be ordered from the choice of food, snacks and drinks.</p>	<p>indicate the vowel is stressed – regardless of the other rules! As seen in ca-só. Verbs, adjectives and nouns. Learning to categorise unknown language in a Spanish text by looking at the role of particular word in a sentence</p>	<p>indicate the vowel is stressed – regardless of the other rules! As seen in está and qué. Present tense verbs used in set weather phrases, which may not directly translate to the English equivalent e.g. 'Hace buen tiempo' and 'Hay tormenta'. Also, the days of the week do not have a capital letter in Spanish unless they are found at the start of a sentence.</p>	<p>Adjectival agreement, high frequency verbs &amp; opinion structures. Introduction to 3rd person singular conjugations of high frequency verbs such as 'es' (it is) and relevant verbs to the unit such as 'se celebra' (it is celebrated). Adjectival agreements to nouns in opinion structures. Differences in Spanish punctuation marks like ¿</p>	<p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ár-bo-les and há-bi-tats. 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 araña. Verbs. Exploring the 3rd person conjugation of the verb CRECER and VIVIR. Two regular -er and -ir Spanish verbs in the present tense.</p>	<p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español. Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola. Nouns, gender, definite articles &amp; high frequency irregular verb ir. Revision of definite article el, la, los and las. Full verb conjugation of the verb IR, high frequency irregular verb. Learning how to also use opinions and justifications. Remembering that the subject pronoun 'yo' is often omitted in Spanish. Seeing that punctuation can be different with the upside down exclamation and question mark at the start of a sentence.</p>
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