

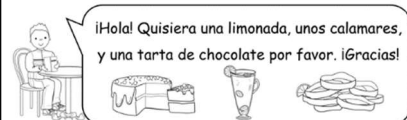


YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Me presento					
<b>Task</b>		<b>Key indicators assessed</b>		<b>Children not at EXS</b>	
<b>Start of unit:</b> <i>Provide children with a map of the world. They are to locate Spain. Answer the following question in your books:</i> <i>¿Cuál es tu color favorito?</i> <i>Children need to use the following phrase followed by a colour:</i> <i>Mi color favorito es _____</i>		How to pinpoint Spain on a map of the world (Y2 -link to Geography map skills)  That there are lots of languages spoken around the globe.  How to ask and answer 'what is your favourite colour in Spanish?' (Conversation)			
<b>Review task:</b> <i>Listening activity:</i> <i>Class teacher is to say/play recording of the following questions and answers. Children will then need to draw that feeling onto in their books.</i> <i>How are you? I am not well.</i> <i>How are you? I am good.</i> <i>How are you? I am so so.</i>		To ask somebody and reply about how they are feeling in Spanish  That an upside question mark is used to demarcate the start of a question.  That different languages follow different grammatical rules.  That adjectival agreement applies when saying our nationality in Spanish depending on whether you are a boy or girl.			
<b>Grammatical question:</b> <i>Children to answer the following question:</i> Why, in Spanish, are there different endings for nationalities?		Pupils learn to ask somebody and reply about how they are feeling, their age, name and where they live in Spanish.			
<b>End of unit:</b> <i>Children to choose three cards from 4 boxes.</i> 1) <i>Answers to 'how are you?'</i> 2) <i>Answers to 'what is your name?'</i> 3) <i>Answers to 'how old are you?'</i> 4) <i>Answers to 'where do you live?'</i> 5) <i>Additional: Tell me about something you like (e.g. colours, animals, transport (Y1)).</i> <i>Once they have chosen these cards, they will then have to perform, in small groups a short role play where they ask and answer these questions to one another.</i>		That there are lots of different languages and nationalities and that being able to communicate with other people around the globe is important.			

YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
The classroom (en el clase)					
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Task		Key indicators assessed		Children not at EXS	
<b>Start of unit:</b> <i>Match the days of the week and months of the year to their Spanish equivalent:</i> <i>Monday (lunes)</i> <i>Sunday (domingo)</i> <i>Wednesday (miércoles)</i> <i>Thursday (jueves)</i> <i>January (enero)</i> <i>March (marzo)</i> <i>June (junio)</i>		<b>Pre-requisite knowledge:</b> To remember and recall the seven days of the week and twelve months of the year. (vocabulary)  That other languages follow different grammatical rules to our own (omit capital letters) (grammar)  Pupils learn to say and write what items you have in your bag.			
<b>Review task:</b> <i>Children to draw and label the pencil case objects (minimum of 8 items)</i>		That different languages follow different grammatical rules.			
<b>Review task:</b> <i>Reading task: Children to pick out what Braulio has in his pencil case.</i>  <p>¡Hola! Me llamo Braulio, tengo nueve años y vivo en México. ¡Soy mexicano! En mi mochila tengo un estuche, un libro, un cuaderno, unas tijeras, una regla y una calculadora.</p>		Pupils learn which words use 'un' and which use 'una' depending on whether they are feminine or masculine.			
<b>Grammatical question:</b> <i>Why are there two different words for the determiner 'the' in Spanish?</i>					

YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
My house (mi casa)					
Task		Key indicators assessed		Children not at EXS	
<b>Start of unit:</b> <i>In writing, introduce yourself including your name and age (e.g. me llamo Laura y tengo 29 años)</i>		High frequency 1st person singular verbs (e.g. soy, me llamo, tengo and vivo)			
<b>Review:</b> <b>Listening task:</b> <i>Listen to the recording and tick where each person lives on your sheet. (L1 Slide 38)</i>		To be able to listen to and understand the new vocabulary.			
<b>Review:</b> <i>Match each picture to the word that it represents (L3 Slide 25).</i>		That listening and speaking are two important skills when learning a new language and enable us to communicate.			
<b>End of unit:</b> <i>Write an email to a friend making sure you include the following:</i> <ul style="list-style-type: none"> <li><i>Your personal information (name and age)</i></li> <li><i>Where you live</i></li> <li><i>Some rooms that you do and don't have in your house.</i></li> </ul>		Say whether they live in a house or an apartment and say where it is.			
		To create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).			
		To join two ideas using the conjunction 'y' (and) in both spoken and written Spanish			

YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
At the café (en el café)					
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Task		Key indicators assessed		Children not at EXS	
<b>Start of unit:</b>  <i>Multiple choice questions where children have to choose the correct Spanish word for 'hello', 'goodbye', 'please' and 'thank-you'</i>		<b>Pre-requisite knowledge:</b>  How to say 'hello', 'goodbye', 'please' and 'thank-you' in Spanish. (conversation)  That listening to another language is important to become more fluent.  To understand the vocabulary taught in this unit.  How to say the vocabulary and use this to order a selection of typical foods, drinks and snacks.  That other languages follow different grammatical rules.  That determiners can be interchangeable from indefinite and definite depending on meaning and what you want to say and understand that there are more version of each determiner compared to English due to gender and amount.  How to perform a simple role play ordering food, drinks and snacks in a Spanish café.			
<b>Listening task:</b>  <i>Children are to tick the food items that they can hear being ordered (Lesson 3 on Language Angels)</i>					
					
<b>Review task:</b>  <i>Reading + translation activity:</i>  					
<b>Grammar:</b>  <i>What is the difference between the following indefinite and definite determiners?</i>  <ul style="list-style-type: none"><li>- El</li><li>- La</li><li>- Las</li><li>- Una</li><li>- Un</li><li>- Unos</li><li>- Unas</li></ul>					
<b>End of unit</b>  <i>Role play: Using the menus that they designed before, children are to work in groups to design a role play. One child will be a waiter and the other 2/3 children will be customers. They have to order both drinks and food, using all of the language learnt in this unit.</i>					