

Key Stage 2 – Year 3

Year 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Presenting myself (me presento)					
↓					
<p>Necessary context for learning:</p> <p>When playing games, such as quiz, quiz, trade and running dictation, pupils learn how...</p> <p>By having a short conversation with other pupils, they will learn...</p> <p>When introducing ourselves...</p>		<p>Pupils learn:</p> <p>To ask somebody and reply about how they are feeling, their age, name and where they live in Spanish (revising some of the language from the 'I am learning Spanish' unit in Year 2).</p> <ul style="list-style-type: none"> And you (<i>y tú</i>), Very (<i>mu</i>y), How old are you? (<i>¿Cuántos años tienes?</i>) I am...years old (<i>tengo ... años</i>) Where do you live? (<i>¿Dónde vives?</i>) I live in (<i>vivo en</i>) London (<i>londres</i>), I am English (<i>soy inglés/inglesa</i>) I am Spanish (<i>soy español/española</i>) I am English (<i>soy inglés/inglesa</i>) I am Irish (<i>soy irlandés/irlandesa</i>) I am Welsh (<i>soy galés/galesa</i>) I am Scottish (<i>soy ecocés/ecocesa</i>) <p>How to say what nationality and explain how the pronunciation changes if you are a girl or boy.</p> <p>That there are lots of different languages and nationalities and that being able to communicate with other people around the globe is important.</p> <p>To listen to a short conversation and write down the key words.</p> <p>To have a short conversation (role play) using the learnt vocabulary.</p> <p>To write a short paragraph introducing yourself including name and age.</p> <p>To translate the key vocabulary from English to Spanish and vice versa.</p> <p>Grammar:</p> <p>That, in Spanish, a capital letter is not needed on nationalities.</p> <p>That in different languages, there are different grammatical rules and it is important to understand what these are and how to apply them.</p> <p>That the verb 'to have' (tener) is used to tell our age e.g. '<i>tengo 10 años</i>' means 'I have 10 years'.</p> <p>That adjectival agreement applies when saying our nationality in Spanish depending on whether you are a boy or girl.</p> <p>Phonics:</p> <p>That accents are only placed over vowels in Spanish and indicates that the vowel is stressed.</p> <p>How to say the CO in '<i>cómo</i>' and the CU sound in '<i>cuántos</i>'.</p>			

Key Stage 2 – Year 4

Year 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
The classroom (La clase)					
↓					
Necessary context for learning: By role-playing packing a bag for school/by playing a memory game...		Pupils learn: <u>Vocabulary:</u> To say and write what items you have/have not got in your bag (e.g. <i>en mi estuche, tengo/no tengo...</i>) <ul style="list-style-type: none"> • A pencil sharpener (<i>un sacapuntas</i>) • An exercise book (<i>un cuaderno</i>) • A pencil (<i>un lápiz</i>), • A pen (<i>un bolígrafo</i>), • A pencil case (<i>un estuche</i>), • A reading book (<i>un libro</i>), • A rubber (<i>una goma</i>), • A ruler (<i>una regla</i>), • A calculator (<i>una calculadora</i>), • A pair of scissors (<i>unas tijeras</i>), • A glue stick (<i>una barra de pegamento</i>), • A school bag (<i>una cartera</i>) • I have (<i>tengo</i>), • I have not got (<i>no tengo</i>). To ask what one another have in their school bags: <ul style="list-style-type: none"> • What do you have in your bag? (<i>¿Qué tienes en tu estuche?</i>) That listening and repeating new vocabulary is important when trying to retain new vocabulary. That being able to communicate in other languages helps us pass on important information. <u>Grammar:</u> That ' <i>yo</i> ' means 'I' but is often omitted in Spanish. Which words use ' <i>un</i> ' and which use ' <i>una</i> ' depending on whether they are feminine or masculine. That ' <i>mi</i> ' and ' <i>mis</i> ' both means 'my', but depends on whether the noun following it is singular or plural/ That an upside-down question mark and exclamation mark is used at the start of questions and exclamations. How to replace an indefinite article/determiner with the appropriate possessive adjective in Spanish. To accurately use the correct gender when saying classroom objects.			

Key Stage 2 – Year 5

Year 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Home (en mi casa)					
↓					
Necessary context for learning: By sharing a map of the local area, pupils learn... By using role play... By drawing and labelling a diagram of their home... When speaking to each other, pupils will learn...		Pupils learn: <u>Vocabulary:</u> Say whether they live in a house or an apartment and say where it is. <ul style="list-style-type: none"> • Where do you live? (<i>¿Dónde vives?</i>), • I live in...(<i>vivo en...</i>), • A house (<i>una casa</i>), • An apartment (<i>un piso</i>), • In town (<i>en la ciudad</i>), • In the countryside (<i>en el campo</i>), • In the mountains (<i>en la montaña</i>), • By the sea (<i>en la costa</i>), • In a village (<i>en un pueblo</i>). • In my home there is... /there are... (<i>en mi casa hay...</i>), • A kitchen (<i>una cocina</i>), • A dining room (<i>un comedor</i>), • A bathroom (<i>un cuarto de baño</i>), • A bedroom (<i>un dormitorio</i>), • A utility room (<i>un lavadero</i>) • And (<i>y</i>) • A basement (<i>un sótano</i>) • An office (<i>un despacho</i>) • A living room (<i>un salón</i>) • A garage (<i>un garaje</i>) • A garden (<i>un jardín</i>) • How is your house? (<i>¿Cómo es tu casa?</i>) To be able to listen to and understand the new vocabulary. To say what rooms they have or haven't got in their house using the negative form 'no'. To pick out and understand key information from a short text. To ask somebody to describe their home to me using the phrase " <i>¿Cómo es tu casa?</i> " To create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age). That listening and speaking are two important skills when learning a new language and enable us to communicate.			
		<u>Grammar:</u>			

When listening and repeating after the teacher...	<p>That in spoken Spanish, the 'yo' (I) is dropped before the verb.</p> <p>To join two ideas using the conjunction 'y' (and) in both spoken and written Spanish</p> <p>That some words are feminine and are often easily recognisable as they end with an 'a' (e.g. <i>una cocina</i>) and know which rooms are feminine and which are masculine.</p> <p>How to use the negative in Spanish using 'no' (e.g. '<i>No hay un despacho</i>' – There is not a study).</p> <p>That different languages follow different rules than English and it is important to understand these.</p> <p><u>Phonics:</u></p> <p>How to say the GA sound in 'garaje'</p> <p>That words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable.</p> <p>That words that end in a vowel or 'n' and 's' it is normally the second to last syllable like <i>ciu-dad</i>, <i>la-va-dero</i> and <i>ga-ra-je</i> that is stressed.</p> <p>That accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <i>sa-lón</i>.</p> <p>That different languages sound different because they follow different spoken rules.</p> <p><u>Cultural links:</u></p>
By conducting online research to compare and contrast...	<p>Look at houses across the Spanish speaking world and compare to our own. Consider why they are different.</p> <p>That different countries have different cultures and lead different ways of living.</p>
<p style="text-align: center;">PRE-REQUISITES</p> <ul style="list-style-type: none"> • Vocabulary from 'me presento' • High frequency 1st person singular verbs (e.g. <i>soy</i>, <i>me llamo</i>, <i>tengo</i> and <i>vivo</i>) • The difference between feminine and masculine • How to correctly punctuate a question in Spanish <p style="text-align: center;">SUBSTANTIVE AND DISCIPLINARY SENTENCE STEMS</p> <ul style="list-style-type: none"> • I know that _____ means _____ • I know that _____ is spelt this way because _____ • I know that _____ sounds this way because _____ • I know that _____ is feminine/masculine because _____ 	

Year 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6

Key Stage 2 – Year 6

Year 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
At the cafe (en el café)					
↓					
Necessary context for learning:		Pupils learn:			
<p>When playing games (such as category sorting, gap-fill, crosswords, running dictation, trapdoor battleships, wordsearches and word puzzles), it will enable us to...</p> <p>When creating a Spanish menu, we will demonstrate our ability to recall and write....</p> <p>When performing a simple role play...</p>		<p><u>Vocabulary:</u></p> <p>How to say and spell the below vocabulary and use this to order a selection of typical foods, drinks and snacks from a Spanish menu and then ask for the bill.</p> <ul style="list-style-type: none">• Breakfast in the café (<i>desayuna en el café</i>)• What would you like? (<i>¿Qué quieres?</i>)• I would like (<i>quiero</i>)• Please (<i>por favor</i>)• A juice (<i>un zumo</i>)• A black coffee (<i>un café</i>)• A white coffee (<i>un café con leche</i>)• A lemon tea (<i>un té</i>)• A tea with milk (<i>un té con leche</i>)• A hot chocolate (<i>un chocolate caliente</i>)• A croissant (<i>un croissant</i>)• Butter (<i>la mantequilla</i>)• Bread (<i>pan</i>)• Jam (<i>la mermelada</i>)• Sponge cake (<i>un bizcocho</i>)• Cereal (<i>cereales</i>)• A piece of tortilla (<i>un trozo de tortilla</i>)• Spanish doughnuts (<i>de churros</i>)• Tapas (<i>tapas</i>)• Chips (<i>patatas fritas</i>)• A sandwich (<i>un sándwich</i>)• A coke (<i>una coca-cola</i>)• A fizzy lemonade (<i>una limonada con gas</i>)• The bill please (<i>la cuenta por favor</i>) <p>How to perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.</p> <p>That being able to communicate in other languages opens up the wider world.</p> <p><u>Grammar:</u></p> <p>That determiners can be interchangeable from indefinite and definite depending on meaning and what you want to say (e.g. 'I would like a croissant but the bill) and understand that there are more versions of each determiner compared to English due to gender and amount.</p>			

That 'quiero' is the verb conjugation for I would like/want and the infinitive is the verb 'querer' (to want).

That other languages sound different because of different rules.

That many words are similar to French and English because of their latin origin (etymology) and we can use these cognates to help us understand new vocabulary. However, some words are 'false-friends'.

Phonics:

That with words ending in a consonant (apart from 'n' and 's') should be stressed on the last syllable as in 'fa-**vor**'

PRE-REQUISITES

- How to say 'hello', 'goodbye', 'please' and 'thank you' in Spanish
- What a verb/determiner/article is
- That in many other languages words are either feminine or masculine and know how to identify this
- How to use common conjunctions such as 'y' and 'pero'
- That accents are used to indicate a question

SUBSTANTIVE AND DISCIPLINARY SENTENCE STEMS

I know that when asking a question, I need _____

I know that _____ means _____ in English.

I know that _____ means _____ without looking it up because of it is a cognate.

I know that this is _____ (feminine/masculine) because _____

I know that this is _____ (plural/singular) because _____

I know that I can use _____ to lengthen this sentence