

# St Anthony's Catholic Primary School

## Spanish

### Long Term Planning

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Phonetics 1	Phonetics 1-2	Phonetics 1- 3	Phonetics 1-3
	I am Learning Spanish	Presenting Myself	Do You Have a Pet?	Clothes
Autumn 2	Animals	Vegetables	What is the Weather?	Planets
Spring 1	Fruits	My Family	My Home	At School
Spring 2	Seasons	Goldilocks	Clothes	At the Weekend
Summer 1	Little Red Riding Hood	In the Classroom	Habitats	Healthy Lifestyles
Summer 2	Ice-Cream	The Date	Romans	Me in the World

Year 3: Autumn 1  
I Am Learning Spanish

By the end of this unit we will be able to:

- To locate Spain, Madrid and a few key cities on a map.
- Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. Learning to always look for cognates first (such as gris for grey) and associating word and phrases to images to help.</p>	<p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>• CH sound in ocho.</li> <li>• J sound in rojo &amp; naranja.</li> <li>• Ñ sound in España.</li> <li>• LL sound in amarillo.</li> <li>• RR sound in marron. Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in azul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like naran-ja.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in có-mo.</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'.</li> </ul>	<p>There will be a number of different activities to improve our cultural awareness of Spain and Spanish speaking countries. Finding Spain and locating Madrid on a map. Plenty of oral role play tasks to ask how somebody is feeling and replying using all three options. Learning ten colours and a song and be able to count from 1-10 in Spanish.</p>	<p>Language to ask how somebody is feeling and give a reply. Ten key colours and numbers 1-10. All on Vocabulary Sheet.</p>	<p>Vocabulary Sheet Power Points</p>

Year 3: Autumn 2  
Animals

By the end of this unit we will be able to:

- 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).

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1 and vocabulary from the 'I Am Learning Spanish' unit.
- What a noun and article/determiner is in English.
- What a verb is and that 'I am' comes from the verb 'to be' in English.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>We will work on improving our memory skills so that we remember the animals in Spanish after the lesson. Remembering to always look out for cognates (such as león) using pictures to help. Learning how to build a short simple sentence in Spanish using 1st person conjugated verb (soy), an indefinite article/determiner (un or una) and a noun (in this unit an animal). Learning that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.</p>	<p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>• J sound in oveja, pájaro &amp; conejo.</li> <li>• LL sound in caballo.</li> <li>• 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.</li> <li>• Accents. 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.</li> </ul> <p>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>There will be many speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. Building up to a final task of producing a short simple phrase with soy...' plus an animal from memory.</p>	<p>10 common animals. The animal nouns in Spanish plus their appropriate indefinite article/determiner. First person conjugation of the verb ser (soy = I am). All listed on Vocabulary Sheet. Also understanding better that the subject pronoun 'yo' (I) is often omitted in Spanish. Just the verb is used. In Spanish, the way the verbs are conjugated often make the subject pronoun unnecessary. You will see this happen often</p>	<p>Vocabulary Sheet Powerpoint</p>

Year 3: Spring 1  
Little Red Riding Hood

By the end of this unit we will be able to:

- Sit and listen attentively to a familiar fairy tale in Spanish.
- Use picture and word cards to recognise and retain key vocabulary from the story.
- Name and spell at least four parts of the body in Spanish as seen in the story.
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It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1 and vocabulary from the 'I Am Learning Spanish' unit.
- What a noun and article/determiner is in English.
- English knowledge of the well-known fairy tale would also help but it is not essential.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>We will work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story, attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.</p>	<p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>• J sound in Caperucita Roja, las orejas &amp; los ojos</li> <li>• 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.</li> <li>• Definite and indefinite articles/determiners. In the story there will be many definite and indefinite articles/determiners that we will recognise from previous units.</li> </ul>	<p>A number of activities including word puzzles to help us remember the key words from the story. Listening attentively to the story several times and using picture and word cards to help decode the general meaning of the fairy tale.</p>	<p>We will be focusing on learning from memory the parts of the body in Spanish, as well as key characters and nouns from the story. We will also start to recognise, understand meaning, and remember other words from the story.</p>	<p>Vocabulary Sheet PowerPoint</p>

Year 3: Spring 2  
Seasons

By the end of this unit we will be able to:

- Name, recognise and remember all four seasons in Spanish.
- Say what our favourite season is in Spanish.
- Say why it is our favourite season in Spanish.

Start to recognise and use the conjunction 'y' (and) in our spoken and written responses.

It will help if we already know:

- No previous knowledge is necessary as this is a starter unit designed to be used in the early stages of a language learning journey, but it is recommended to teach 'I Am Learning Spanish' before this unit

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.</p>	<p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>• J sound in hojas. Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'.</li> <li>• 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'.</li> <li>• Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hace is pronounced without the 'h'. Hojas is also pronounced without the 'h'.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in árboles and pájaros.</li> </ul> <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. For example, spring in Spanish is 'la primavera'. Starting to notice that there are more words for 'the' in Spanish than in English.</p>	<p>Using our knowledge of the four seasons in English to support our new learning and understanding of the seasons in Spanish via many engaging visual listening and speaking tasks. Learning the nouns for the four seasons, followed by a short phrase associated to each one. Reading and written activities on both word and phrase level to support word order and simple sentence structure in Spanish.</p>	<p>The nouns and determiners/articles for the four seasons in Spanish. There is the opportunity to learn a short phrase in Spanish and use this to say what our favourite season is in Spanish and why, using the conjunctions 'y' (and) and 'porque' (because), featured in the Challenge section.</p>	<p>Vocabulary Sheet Power Points</p>

Year 3: Summer 1  
Fruits

By the end of this unit we will be able to:

- Name, recognise and remember up to 10 fruits in Spanish.
- Attempt to spell some of these nouns with their correct article/determiner.
- Ask somebody in Spanish if they like a particular fruit.
- Say what fruits we like and dislike in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'I Am Learning Spanish' unit.
- What a noun and article/determiner is in English.
- What a verb is in English.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in Spanish including a simple opinion</p>	<p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>• J sound in naranja.</li> <li>• 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.</li> <li>• Accents. 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.</li> </ul>	<p>A choice of listening and reading tasks with desk-based activities including word searches, crosswords, gap-fills and word puzzles. Completing activities often with a partner (including a survey) for the final task of asking a question about what fruits others like and be able to answer it with 'I like'/'I do not like' plus a particular fruit.</p>	<p>The nouns and determiners/articles for 10 common fruits in Spanish. The language required to ask a question in Spanish and how to answer the question in Spanish (using the positive and negative form). This is all listed on the Vocabulary Sheet.</p>	<p>Vocabulary Sheet PowerPoint</p>

Year 3: Summer 2  
Ice-Cream

By the end of this unit we will be able to:

- 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.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'I Am Learning Spanish' unit.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as vainilla for vanilla, chocolate for chocolate and caramelo for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in Spanish. Useful phrases such as 'I would like, 'please' and 'thank you' .'</p>	<p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>• CH sound in chocolate, pistachio &amp; cucurucho.</li> <li>• LL sound in vainilla.</li> <li>• RR sound in tarrina.</li> <li>• 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.</li> <li>• Accents. 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.</li> </ul> <p>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>There will be a wide variety of speaking and listening tasks associated with the ten ice-cream flavours working towards ordering an ice-cream from an ice-cream parlour/van. Opportunity to improve written skills with an ample choice of deskbased activities in each lesson.</p>	<p>Ten different flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream, cone or small pot. All on the Vocabulary Sheet.</p>	<p>Vocabulary Sheet Powerpoint</p>

Year 4: Autumn 1  
Presenting Myself

By the end of this unit we will be able to:

- Know how count to 20 in Spanish.
- Ask somebody how they are feeling and give an appropriate response back.
- Ask somebody their age, name, where they live and reply.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular numbers 1-10 and how you are feeling).
- What a verb is in English and knowledge of high frequency first person verbs such as soy (I am), tengo (I have) and vivo (I live).

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.</p>	<p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> <li>• CA sound in catorce.</li> <li>• CE sound in once, doce, trece etc.</li> <li>• CI sound in cinco, cincuenta &amp; cien.</li> <li>• CO sound in cómo.</li> <li>• CU sound in cuatro &amp; cuántos.</li> <li>• 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-gle-sa and vein-te.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dó-nde.</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound as in español &amp; Española</li> </ul> <p>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 (in this lesson the nationality, English or Spanish) to show that the person talking or being described is female. Also seeing the upside down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!)</p>	<p>A number of different activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords. There will also be the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!</p>	<p>Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Vocabulary Sheet.</p>	<p>Vocabulary Sheet Power Points</p>



Year 4: Autumn 2  
Vegetables

By the end of this unit we will be able to:

- Name, recognise and recall from memory up to 10 vegetables in Spanish.
- Attempt to spell some of these nouns with their plural article/determiner.
- Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'I Am Learning Spanish' unit.
- What a noun and article/determiner is in English.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for cognates first (such as patatas and tomates). Having enough language from memory to perform a short role-play.</p>	<p>Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>• CH &amp; Ñ sound in champiñones.</li> <li>• J sound in judías verdes &amp; berenjenas.</li> <li>• LL sound in cebollas.</li> <li>• 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.</li> <li>• Accents. 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.</li> <li>• 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.</li> </ul> <p>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 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!</p>	<p>A number of speaking and listening tasks gradually building up knowledge of language in this unit. Completing word searches, word puzzles, matching pair tasks with words and pictures. A range of worksheets helping to reach the final task of a role-play at a Spanish market stall.</p>	<p>10 common vegetables and their plural definite article/determiner. Simple vocabulary including a kilo, a half kilo, please and thank you, hello and can I have. This is all listed on the Vocabulary Sheet.</p>	<p>Vocabulary Sheet Power Points</p>

Year 4: Spring 2  
Goldilocks and the Three Bears

By the end of this unit we will be able to:

- Listen attentively to a whole familiar fairy tale in Spanish.
- Remember new language using picture, word and phrases cards.
- Improve gist reading and gist listening skills.
- Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the 'Early Learning' units.
- Ideally the skills covered in the 'Caperucita Roja' unit from Early Learning. Being used to listening to an entire familiar fairy tale in Spanish and already having basic decoding skills to help deal with longer text that will contain much unfamiliar language.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>We will learn to listen attentively to all of the familiar fairy tale in Spanish and learn strategies to help decode longer pieces of spoken and written text that will contain unknown language. Learning to always look for cognates first and using picture, word and phrase cards for support.</p>	<p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> <li>• CA sound in cama &amp; casa.</li> <li>• CE sound in dulce.</li> <li>• CI sound Ricitos.</li> <li>• 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 sa-la-do and Ri-citos.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ta-zón</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound as in pequeño &amp; española.</li> </ul>	<p>A number of different activities to help recall and retain longer pieces of spoken and written Spanish. Listening to the story several times, progressing from picture, to words and finally phrases cards to retell the story. The final task will be to create a version of the story using a mini book/story board.</p>	<p>Names of familiar characters from the story Names of body parts featured in the story and some that do not feature in the story</p>	<p>Vocabulary Sheet Power Points</p>

Year 4: Summer 1  
In The Classroom

By the end of this unit we will be able to:

- 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.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the 'Early learning Units' units.
- That tengo means I have and comes from the verb to have tener in Spanish.
- What a noun and article/determiner is in English.
- What a verb is in English.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. Improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a negative reply.</p>	<p>Recommended phonics focus: CA CE CI CO CU</p> <ul style="list-style-type: none"> <li>• CA sound in calculadora &amp; cartera.</li> <li>• CE sound in cerrad.</li> <li>• CI sound in silencio.</li> <li>• CU sound in escuchad.</li> <li>• 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.</li> <li>• Accents. 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</li> </ul>	<p>Learning 11 classroom objects and classroom commands. A variety of speaking, listening and written tasks (including crosswords, word puzzles and snap cards). Playing a fun class 'follow on game'. Extended, longer writing, reading and listening tasks all working towards the final activity of interviewing others in class using a survey on what they have and do not have in their pencil case.</p>	<p>1 nouns and articles for common classroom objects, 10 simple classroom commands. tengo... ('I have') will be revisited before introducing the negative reply no tengo.....(I don't have). This is all listed on the Vocabulary Sheet.</p>	<p>Vocabulary Sheet Power Points</p>

Year 4: Summer 2  
The Date

By the end of this unit we will be able to:

- Recognise and recall the 12 months of the year in Spanish.
- Ask what the date is and say the date in Spanish.
- Ask somebody when their birthday is and say when their own birthday is in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Learning units & numbers 1-31
- Vocabulary from 'Me presento' unit (Intermediate), how to say your name, age, where you live and nationality.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.</p>	<p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> <li>• GO sound in domingo &amp; agosto. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiembre, ju-lio, vein-tiu-no and trein-ta.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sá-ba-do and miér-co-les.</li> <li>• 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.</li> <li>• 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'.</li> <li>• 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. It is always used at the beginning of a sentence that is a question. No exceptions</li> </ul>	<p>A number of different activities to learn how to say the date in Spanish. Starting by learning the 12 months of the year in Spanish (including word searches, crosswords and word puzzles). After recycling and revisiting numbers 1-31 learning how to ask and say the date and finally ask and say when your birthday is. After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt personal details</p>	<p>The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is. This is all listed on the Vocabulary Sheet.</p>	<p>Vocabulary Sheet Power Points</p>

Year 5: Autumn 1  
Do You Have a Pet?

By the end of this unit we will be able to:

- 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.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units.
- Vocabulary from 'Me presento' and 'Mi familia' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in Spanish have gender and this has an impact on the determiner.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.</p>	<p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> <li>• GA sound in gato &amp; tortuga.</li> <li>• GO sound in gorra &amp; abrigo.</li> <li>• 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-rro.</li> <li>• Accents. 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.</li> </ul> <p>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>A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting 'tengo...' (I have) learning how to say 'no tengo...' (I do not have...) plus the pet in Spanish. Learning how to use the structure 'que se llama' and complete more demanding listening and reading tasks. There will a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.</p>	<p>Revisiting personal details (names/ age/where we live) and the high frequency verbs tengo, soy and vivo. 8 nouns and indefinite articles for common pets and how to ask and answer the question '¿Tienes una mascota?' using the structure que se llama and the two conjunctions y (and) and pero (but). All listed in the Vocabulary Sheet.</p>	<p>Vocabulary Sheet Power Points</p>

Year 5: Autumn 2  
What is the Weather?

By the end of this unit we will be able to:

- Recognise and recall the 9 weather expressions in Spanish from memory.
- Ask what the weather is today and give a reply in Spanish.
- Describe the weather in Spain, in Spanish using a weather map with symbols

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Learning units.
- Vocabulary from 'Me presento' unit (Intermediate), how to say your name, age, where you live and nationality.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map</p>	<p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme as in España.</li> <li>• Accents. Accents can be placed on some words like qué to indicate a question word.</li> </ul> <p>Use of hay &amp; hace with weather phrases. To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding it is not always a word for word translation and there can be fixed expressions to learn. Question and exclamation marks in Spanish. Punctuation can be different in different languages. Upside down exclamation and question marks appear at the start on sentences as well the exclamation and question marks at the end of sentences. Without exceptions!</p>	<p>A number of different activities to learn how to describe the weather in Spanish. Starting by learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to be help us understand a Spanish weather forecast and read a Spanish weather map more easily. Using all this new knowledge to create our own Spanish weather map and Spanish weather forecast in our final task!</p>	<p>The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a Spanish weather map. This is all listed on the Vocabulary Sheet</p>	<p>Vocabulary Sheet Power Points</p>

Year 5: Spring 1  
My Home

By the end of this unit we will be able to:

- 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

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the Early Learning units.
- Vocabulary from 'Presenting Myself', 'My Family' and 'Do You Have a Pet?' Intermediate units to be able to present ourselves, talk about our/a family and pets.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.</p>	<p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> <li>• GA sound in garaje.</li> <li>• 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-dero and ga-ra-je.</li> <li>• 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.</li> <li>• 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</li> </ul> <p>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>The unit starts with learning how to say if we live in a house or an apartment and 10 nouns and their appropriate indefinite articles/determiners for rooms of the house via a variety of speaking, listening, reading and written tasks (using a series of gap fills, word puzzles, crosswords, word searches and true/false activities). Leading towards a final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home. Revisiting and reusing previously learnt language</p>	<p>Basic personal details will be revisited including the high frequency 1st person singular verbs soy, me llamo, tengo and vivo. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures vivo en and en mi casa hay... and en mi casa no hay.. All on the Vocabulary Sheet.</p>	<p>Vocabulary Sheet Power Points</p>

Year 5: Spring 2  
Clothes

By the end of this unit we will be able to:

- 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.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units and in particular colours and simple adjectival agreement (nationality in 'Me presento').
- Understand better that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective.
- Understand better the differences between definite and indefinite articles.
- The vocabulary to describe weather.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.</p>	<p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> <li>• GA sound in gafas.</li> <li>• GO sound in gorra &amp; abrigo.</li> <li>• GU sound in guantes</li> <li>• 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 guantes, a-bri-go, blu-sa, san-da-lias and cha-que-ta.</li> <li>• Accents. 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.</li> <li>• 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.</li> </ul> <p>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>Lots of speaking, reading and written activities to learn the 21 nouns and appropriate articles for clothes (wordsearches, word puzzles and cross words). Plus extended listening and reading tasks. Spoken and written scaffolded activities that will support us in saying what we wear in different scenarios. A final creative activity where we will pack a suitcase for a holiday allowing us to revise the possessive adjective "my" and describing our clothes by colour.</p>	<p>Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'ar' verb llevar to wear. All listed in the Vocabulary Sheet.</p>	<p>Vocabulary Sheet Power Points</p>



Year 5: Summer 1  
Habitats

By the end of this unit we will be able to:

- 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

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the Early Learning units.
- Different strategies on how to decode unknown text from units such as 'Ricitos de Oro', 'La casa Tudor' and/or 'Caperucita Roja'.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness.</p>	<p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> <li>• GA sound in algas.</li> <li>• GI sound in refugio.</li> <li>• GU sound in agua.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>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>The unit will start with 5 different types of habitat, then 5 types of plants and 5 types of animal that live in these habitats. Using a series of gap fills, listening and reading tasks we will gradually build-up our new knowledge, be able to recall knowledge of the topic and recall and retain the new language so that by the end of the unit we can say which animal and plant live in each habitat. There is also the opportunity in the final oral and written task to build on this and include specific adaptations of the plants and animals.</p>	<p>Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat. All listed on the Vocabulary Sheet.</p>	<p>Vocabulary Sheet Power Points</p>

Year 5: Summer 2  
Romans

By the end of this unit we will be able to:

- Understand the key facts of the history of Ancient Rome in Spanish.
- Say and spell the days of the week in Spanish.
- Name some/all of the most famous Roman inventions in Spain.
- Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Learning and Intermediate units.
- What an adjective is in English.
- Basic adjectival agreement rules in Spanish from Intermediate units like 'Me presento' and 'La ropa'.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To further improve decoding skills, building up our use of language learning strategies gradually understanding more and more of what we hear and read. Improving also our written and spoken Spanish by writing a sequence of sentences including the accurate use of the negative.</p>	<p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> <li>• GA sound in toga.</li> <li>• GO sound domingo &amp; pongo.</li> <li>• 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 le-yen-da, es-clavos, vier-nes, do-min-go and es-cue-la.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tú-ni-ca, sá-ba-do and miér-co-les.</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion.</li> <li>• It is another letter in Spanish not just another phoneme as in niño.</li> </ul> <p>Changing sentences from the positive to their negative form using the structure no tengo...</p>	<p>A number of different activities in the first two lessons to help further improve decoding skills of longer text with less familiar language. Including story ordering and using picture and word cards. We will then learn the 7 days of the week and see how these are connected to the Roman Gods. The final task of the unit will be completing a written diary entry as a rich and/or poor Roman child describing what we wear and do not wear, what we eat and do not eat and whether we work or still go to school.</p>	<p>Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'ar' verb llevar to wear. All listed in the Vocabulary Sheet.</p>	<p>Vocabulary Sheet Power Points</p>

Year 6: Autumn 1  
Clothes

By the end of this unit we will be able to:

- 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.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units and in particular colours and simple adjectival agreement (nationality in 'Me presento').
- Understand better that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective.
- Understand better the differences between definite and indefinite articles.
- The vocabulary to describe weather.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.</p>	<p>Recommended phonics focus: GA GE GI GO GU</p> <ul style="list-style-type: none"> <li>• GA sound in gafas.</li> <li>• GO sound in gorra &amp; abrigo.</li> <li>• GU sound in guantes</li> <li>• 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 guantes, a-bri-go, blu-sa, san-da-lias and cha-que-ta.</li> <li>• Accents. 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.</li> <li>• 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.</li> </ul> <p>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>Lots of speaking, reading and written activities to learn the 21 nouns and appropriate articles for clothes (wordsearches, word puzzles and cross words). Plus extended listening and reading tasks. Spoken and written scaffolded activities that will support us in saying what we wear in different scenarios. A final creative activity where we will pack a suitcase for a holiday allowing us to revise the possessive adjective "my" and describing our clothes by colour.</p>	<p>Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'ar' verb llevar to wear. All listed in the Vocabulary Sheet.</p>	<p>Vocabulary Sheet Power Points</p>

Year 6: Autumn 2  
Planets

By the end of this unit we will be able to:

- Name and spell accurately some/all the planets in Spanish on a solar map.
- Say and write extended sentences for at least one planet.
- Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Learning and Intermediate units.
- What an adjective is in English.
- Basic adjectival agreement rules in Spanish from Intermediate units like 'Me presento' and 'La ropa'.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To be able to say and write with improved accuracy short phrases describing the planets in terms of their position, size and colour. Starting to pay more attention to the changes involved in adjectival agreement and applying these rules when using adjectives in different topics and with different language.</p>	<p>Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> <li>• B sound in bastante</li> <li>• V sound in Venus, verde &amp; viento</li> <li>• Z sound in azul</li> <li>• QU sound in pequeño</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like Mer-cu-rio.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in Jú-pi-ter.</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound like in pequeño</li> </ul> <p>Adjectival agreement. Further work explaining and consolidating how adjectives can (and often do) change spelling in Spanish depending if the noun they are describing is a singular, plural, masculine or feminine noun.</p>	<p>The unit starts with the nouns for the ten planets and quickly moves to longer phrases describing the planets in terms of their colour, size and position. There are some challenging reading and listening activities based on these slightly more complex phrases. There will also be a variety of exercises in the final lessons to help us better understand the rules connected to adjectival agreement in Spanish. Understanding the rules better will help improve accuracy when using the adjectives in the future.</p>	<p>Colours will be revisited briefly before learning the nouns for the 10 planets with a range of appropriate adjectives to describe the planets. All listed on the Vocabulary Sheets.</p>	<p>Vocabulary Sheet Power Points</p>

Year 6: Spring 1  
At School

By the end of this unit we will be able to:

- 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.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Learning and Intermediate units.
- How to give our personal details from memory (name, age and where we live).

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.</p>	<p>Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> <li>• B sound in aburrido &amp; QU sound in porque</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola.</li> </ul> <p>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>	<p>Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill, crosswords, wordsearches and word puzzles. Forming positive and negative opinions on school subjects, justifying opinions using a survey, 'guess who' reading pair work activity and role play. There will be a challenging listening task incorporating time and more challenging reading comprehensions and written tasks. Revisiting our knowledge on basic personal details.</p>	<p>Key vocabulary on 10 nouns and definite articles for school subjects. Two positive and two negative opinions in reply to the target question ¿Qué te gusta? and a variety of justifications to expand the opinion given in reply. All listed on Vocabulary Sheet.</p>	<p>Vocabulary Sheet Power Points</p>

Year 6: Spring 2  
At The Weekend

By the end of this unit we will be able to:

- Tell the time in Spanish using quarter past, half past and quarter to.
- Say and write in Spanish what we do at the weekend using two or more sentences.
- Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Learning and Intermediate units.
- Time on the hour as presented in the 'En el colegio' Progressive unit.
- How to give our personal details from memory (name, age and where we live)

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.</p>	<p>Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> <li>• B sound in aburrido</li> <li>• V sound in voy, veo, divertido &amp; levanto</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like dor-mir and ge-nial. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like le-van-to, di-ver-ti-do and a-bu-rrido.</li> <li>• 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-cre-í-ble.</li> <li>• Silent letters. H is always silent in Spanish as in the word horrible (unless it is a word of foreign origin). It is pronounced orrible.</li> </ul> <p>Verbs, conjunctions and opinions. Revision &amp; consolidation of of first person singular high frequency verbs such as voy and juego. Also being introduced to new verbs such as veo and leo and remembering that the subject/personal pronoun is not required. New conjunctions and opinions for joining two phrases together and opinions. Remembering punctuation is different in Spanish as they use upside-down question and exclamation marks (¡¿) at the start of sentences</p>	<p>Learning to tell the time in Spanish including quarter past, half past and quarter to. Learning 10 short phrases for activities that often happen at the weekend. Lots of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Building on the short phrases from week 2 by adding a time, a conjunction, another activity and an opinion. Final activities will include a picture story and an email in Spanish detailing what you do at the weekend. There is an opportunity to present an extended piece orally and a translation activity from English into Spanish.</p>	<p>Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question '¿Qué haces los fines de semana?' All listed on Vocabulary Sheet</p>	<p>Vocabulary Sheet Power Points</p>

Year 6: Summer 1  
Healthy Lifestyles

By the end of this unit we will be able to:

- Say and write what we eat and drink to stay healthy.
- Say and write what we do not eat and drink to stay healthy.
- Say and write the activities we do and do not do to stay in shape including a choice of physical activities.
- Follow a simple, healthy recipe in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from a wide range of Early Learning and Intermediate units.
- Our personal details from memory (name, age and where we live) and how to tell the time as seen in 'En el colegio' & 'El fin de semana'.

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To be able to say and write in more detail what is necessary to maintain a healthy lifestyle. Which healthy options to eat and drink and which less healthy options not to eat and drink. Being able to also say which physical activities we do, creating longer more interesting responses in spoken and written form.</p>	<p>Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> <li>• B sound in beber, bueno, blanco &amp; bebo</li> <li>• V sound in vegetales &amp; veo</li> <li>• Qu sound in que &amp; mantequilla</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in sa-lud. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like pa-ta-tas.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in na-ta-ción.</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound like in añadir.</li> </ul> <p>First person singular conjugation of high frequency verbs, use of the negative &amp; imperative instructions. Use of comer in first person singular (como) and also beber (bebo) &amp; in their negative form (no como &amp; no bebo). Exploring verbs in their infinitive form to give instructions in Spanish. Different punctuation as seen with ¿ and ¡.</p>	<p>The unit starts with ten foods that are considered healthy foods and ten foods that are considered to be less healthy. These nouns will then be quickly placed into sentences using the key verbs como (I eat) and bebo (I drink) expanding further by using no como (I don't eat) and no bebo (I don't drink). There will be a focus on activities that help and don't help a healthy lifestyle. There will be a number of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Final activities will include activities to describe healthy and unhealthy lifestyles.</p>	<p>Twenty foods and beverages that are considered good/bad for your health. Six activities that you should try and do and two activities that you should try not to do to stay healthy. All listed on Vocabulary Sheet.</p>	<p>Vocabulary Sheet Power Points</p>

Year 6: Summer 2  
Me In The World

By the end of this unit we will be able to:

- Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map.
- Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid.
- Say and write something we do to help the planet.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).
- How to give our personal details from memory (name, age & where we live).

Skills	Phonics & Grammar	Activities	Vocabulary	Resources
<p>To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider Spanish speaking world. Consolidating shared core values that we share with other countries, nationalities and religions. Using this content to widen vocabulary and linguistic knowledge in Spanish.</p>	<p>Recommended phonics focus: B V CC QU Z</p> <ul style="list-style-type: none"> <li>• B sound in hablo &amp; besos</li> <li>• V sound in salvar, carnaval, Navidad, vas &amp; voy</li> <li>• QU sound in qué</li> <li>• Z sound in utilizar</li> <li>• Silent letters. H' is always silent in Spanish as in the word verb hablo (unless it is a word of foreign origin). It is pronounced ablo.</li> <li>• 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.</li> <li>• Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like pre-fe-ri-da, fies-ta &amp; co-lo-ri-da</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dí-a &amp; in-glés.</li> </ul> <p>Verbs &amp; near future tense. Revisiting the 1st person conjugation of the verb ir (to go) voy with the infinitive utilizar (to use) for the near future</p>	<p>The unit starts by revising and consolidating our knowledge of personal details including some general knowledge activities about capital cities and different currencies in the wider Spanish-speaking world. Longer, more extended reading and listening tasks and finally email templates to write about celebrations and religions of other Spanish-speaking countries. There will also be the opportunity explore ideas on how to protect the planet in the final week.</p>	<p>A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet. All listed on the Vocabulary Sheet.</p>	<p>Vocabulary Sheet Power Points</p>