

MFL Curriculum Intent	<p>The National Curriculum for Modern Foreign Languages aims to ensure that all children:</p> <ul style="list-style-type: none"> <li>• Understand and respond to spoken and written language from a variety of authentic sources.</li> <li>• Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.</li> <li>• Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</li> <li>• Discover and develop an appreciation of a range of writing in the language studied.</li> </ul> <p>A high-quality languages education should foster children’s curiosity and deepen their understanding of the world. At NSA we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of Spanish in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.</p>		
Y1 and Y2 Parent Workshops	<b>European Day of Languages</b>	<b>World Book Day (Hungry Caterpillar)</b>	<b>Beach</b>
Overview	At NSA, we give parents the opportunity to come into school to take part in a workshop with pupils once a term. It is led by Lingotots who teach Spanish to all pupils in KS2		
Vocabulary	Greetings, songs and games	Numbers, fruits, songs and games	Animals, seaside, songs and games
Y3 Units of work	<b>Autumn 1: All About Me</b>  <b>Autumn 2: Songs and Games</b>	<b>Spring 1: Celebrations</b>  <b>Spring 2: Portraits</b>	<b>Summer 1: The Four Friends</b>  <b>Summer 2: Growing Things</b>
Overview	In this unit, children learn to greet others, say how they are and introduce themselves. They begin to respond to and ask questions about name and age. They begin to recognise some letter names in Spanish. They discuss linguistic diversity within their class.	In this unit, children learn language relating to celebrations of special occasions and their achievements in activities and games. They also learn to say the month of their birthday.	In this unit, children listen and respond to a story. The story used here is called ‘The Four Friends’ and the text is provided at the end of the unit, with an English translation. Children learn to talk about animals, describing their colours and movement. Children add to their repertoire of verbs and continue to gain confidence in using simple language for classroom interaction. An alternative story to the one suggested here can be used.

<p>Disciplinary and Procedural knowledge Knowledge our pupils will know at the end of the unit and remember beyond it</p>	<p>Autumn 1 – All About Me</p> <ul style="list-style-type: none"> <li>• Session 1 - Languages we speak – Pupils will understand that Spanish is spoken in Spain as well as elsewhere. Pupils will be able to greet others in Spanish.</li> <li>• Session 2 – Languages are different – Pupils will understand that other languages may have sounds that are different from English</li> <li>• Session 3 – Names – Pupils will understand and respond to the question ¿Cómo te llamas?</li> <li>• Session 4 – Families – Pupils will understand the meaning of mi madre, mi padre, mi hermana and mi hermano</li> <li>• Session 5 – Numbers up to ten – Pupils will recognise and pronounce numbers 1-10</li> <li>• Session 6 – Ages – Pupils will understand and reply to the question ¿Cuántos años tienes?</li> </ul> <p><b>Assessment – Pupils will make a short video using language learned so far</b></p> <p>Autumn 2 – Songs and Games</p> <ul style="list-style-type: none"> <li>• Session 7 – Old MacDonald – Pupils will understand and respond to the song Old MacDonald</li> <li>• Session 8 – Numbers to 20 – Pupils will understand and begin to use the numbers 11-20</li> <li>• Session 9 – Clapping Game – Pupils join in with a simple clapping game</li> <li>• Session 10 – Playground Games – Pupils learn to give simple opinions about some playground games.</li> </ul> <p><b>Assessment – Pupils will listen to some Spanish numbers and identify the ones they hear</b></p>	<p>Spring 1 – Celebrations</p> <ul style="list-style-type: none"> <li>• Session 1 – Look at me – Pupils will understand and begin to say things you can do well in Spanish</li> <li>• Session 2 – Happy Birthday! – Pupils will understand months of the year in Spanish and begin to recognise them in written form.</li> <li>• Session 3 – My Party – Pupils will learn to write a party invitation in Spanish using a model and take part in some party games</li> <li>• Session 4 – Pupils will understand and begin to use some words for sports day style activities</li> </ul> <p><b>Assessment – Pupils will read sentences and answer questions</b></p> <p>Spring 2 – Portraits</p> <ul style="list-style-type: none"> <li>• Session 5 – Heads, Shoulders, Knees &amp; Toes – Pupils will begin to recognise and use words for parts of the body and join in with a Spanish song.</li> <li>• Session 6 – Colours – Pupils will be able to understand and begin to use colour words</li> <li>• Session 7 – My Face – Pupils will demonstrate understanding by drawing pictures and playing games</li> <li>• Session 8 – Monsters! – Pupils will play a game in groups and create their own monster, labelled in Spanish.</li> <li>• Session 9 – Pupils will learn about simple adjective rules</li> <li>• Session 10 – Talking about myself – Pupils will be able to talk about what they look like in Spanish</li> </ul> <p><b>Assessment – Pupils will be asked some questions in Spanish and will give details about themselves.</b></p>	<p>Summer 1 – The Four Friends</p> <ul style="list-style-type: none"> <li>• Session 1 – Do what I say! – Pupils will understand and respond to some classroom commands</li> <li>• Session 2 – The Four Friends – Pupils will listen carefully to a Spanish story and understand key points</li> <li>• Session 3 – Animal Colours – Pupils will learn to say what colour animals are in a full sentence and understand the grammar rule for adjectives of colour</li> <li>• Session 4 – Animal Magic – Pupils will learn to say what animals can't do in a full sentence and understand the grammar rule for negatives</li> <li>• Session 5 – Animals on show – Pupils will perform a little play of the story "The Four Friends"</li> </ul> <p><b>Assessment – Pupils will read sentences and answer questions</b></p> <p>Summer 2 – Growing Things</p> <ul style="list-style-type: none"> <li>• Session 6 – In the vegetable garden – Pupils will name some garden vegetables in Spanish and give a simple opinion about them</li> <li>• Session 7 – Life Cycle of a Plant – Pupils will demonstrate understanding by sorting text</li> <li>• Session 8 – Pupils will learn to say what they would like to buy at the market</li> </ul> <p><b>Session 9 – Assessment – Pupils will perform a role play of buying vegetables at the market</b></p> <ul style="list-style-type: none"> <li>• Session 10 – Jack and the Beanstalk – Pupils will perform parts of the story Jack and the Beanstalk in Spanish</li> </ul>
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<p>Vocabulary</p>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Introductions</li> <li>Giving and asking for names</li> <li>Family members</li> <li>Numbers 1-10</li> <li>Giving your age</li> <li>The song 'Old MacDonald'</li> <li>Numbers 11-20</li> <li>Singular and plural common nouns</li> <li>Responding to simple instructions</li> <li>Expressing preference and playground clapping games</li> </ul> <p>Autumn 1 – All About Me</p> <ul style="list-style-type: none"> <li>Session 1 - ¡Buenos días!, ¡Hola!, ¿Qué tal?, Estoy bien, ¿Y tú?, ¡Adiós!</li> <li>Session 2 - ¡Buenos días!, ¡Hola!, ¿Qué tal?, Estoy bien / mal, ¿Y tú?, ¡Adiós!, señor / señora</li> <li>Session 3 - Señor / Señora / Señorita, Sí / No, Me llamo, ¿Cómo te llamas?</li> <li>Session 4 – Aquí está, mi madre, mi padre, mi hermana and mi hermano</li> <li>Session 5 – uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</li> <li>Session 6 - ¿Cuántos años tienes?Tengo siete / ocho años</li> <li>Assessment - ¡Hola!, ¿Qué tal?, Bien / Mal, ¿Y tú?, Me llamo ..., Tengo _____ años, ¡Adiós!,</li> </ul> <p>Autumn 2 – Old MacDonald</p> <ul style="list-style-type: none"> <li>Session 7 – una vaca, un caballo, un pato, una oveja, un cerdo</li> <li>Session 8 – once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte</li> <li>Session 9 - uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte</li> <li>Session 10 – (Yo) prefiero, jugar el fútbol, saltar a la cuerda, jugar al pilla pilla / corre que te pilla, jugar el escondite, jugar a las palmas</li> </ul>	<ul style="list-style-type: none"> <li>Making simple statements about what you can do well</li> <li>Expressing praise</li> <li>Months of the year</li> <li>Say when your birthday is and writing an invitation</li> <li>Asking permission to do something</li> <li>Talking about sports' day style activities</li> <li>Body parts</li> <li>Colours</li> <li>Parts of the face</li> <li>Creating monsters</li> <li>Describing eye and hair colour</li> </ul> <p>Spring 1 – Celebrations</p> <p>Session 1 – (Yo) nada bien, (Yo) leo bien, (Yo) bailo bien, (Yo) canto bien, (Yo) juego bien al fútbol, (Yo) nado muy bien, (Yo) nado bastante bien</p> <p>Session 2 - ¡Feliz cumpleaños!, Mi cumpleaños es en ..., enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p> <p>Session 3 - ¿Cuántos años tienes?, (Yo) tengo ... años</p> <p>Session 4 – Yo sé ..., saltar, tirar, correr, saltar a la cuerda, golpear, coger</p> <p>Spring 2 - Portraits</p> <ul style="list-style-type: none"> <li>Session 5 – la cabeza, los hombros, las rodillas, los pies, los ojos, las orejas, la boca, la nariz, el brazo, la pierna, la mano, los dedos, los dedos del pie, el cabello</li> <li>Session 6 – rojo, azul, Amarillo, verde, violeta, naranja, rosa, marron, negro, blanco</li> <li>Session 7 – la cabeza, el cabello / el pelo, los ojos (el ojo), las orejas (la oreja), la nariz, la boca</li> <li>Session 9 – la cabeza, el cabello, los ojos (el ojo), las orejas (la oreja), la nariz, la boca</li> <li>Session 10 – Me llamo ..., Tengo ...años, Tengo el cabello ..., Tengo los ojos ...</li> </ul>	<ul style="list-style-type: none"> <li>Understand and respond to classroom command</li> <li>Listen to a story in Spanish and understand key points</li> <li>Understand what colour animals are</li> <li>Say what animals can't do using the negative form in full sentences</li> <li>Practice a little play of the story 'The Four Friends'</li> <li>Name garden vegetables in Spanish and give opinions</li> <li>Learn the life cycle of a plant</li> <li>Say what you would like to buy at the market</li> <li>Perform parts of the story 'Jack &amp; The Beanstalk' in Spanish</li> </ul> <p>Summer 1 – The Four Friends</p> <ul style="list-style-type: none"> <li>Session 1 - ¡Levantos / Levántate!, ¡Sentaos / Siéntate!, ¡Escuchad / Escucha!, ¡Mirad / Mira!, ¡Escribid / Escribe!, ¡Leed / Lee!, ¡Repetid / Repite!, ¡Abrid / Abre la puerta!, ¡Cerrad / Cierra la puerta!</li> <li>Session 2 – el conejo, el caballo, la oveja, el ratón, una manzana, ¡Toc, toc, toc!, ¿Quién es?, ¿Es ... el conejo?</li> <li>Session 3 - ¿De qué color es el caballo?, El caballo es negro, La oveja es blanca, El conejo es gris, El ratón es marron</li> <li>Session 4 – El caballo galopa, La oveja corretea, El conejo corre, No, el conejo no baila, No, el caballo no canta, No, el ratón no nada</li> <li>Session 5 – Lines from the show</li> </ul> <p>Summer 2 – Growing Things</p> <ul style="list-style-type: none"> <li>Session 6 – los tomates, los pepinos, el berro, las judías, las zanahorias, las lechugas, ¿Te gusta(n)...?, Me gusta(n)..., No me gusta(n)...</li> <li>Session 7 – la semilla, la raíz, el tallo, las hojas, la flor, el fruto</li> <li>Session 8 – Quiero..., un tomate, un pepino, el berro, unas judías, una zanahoria, una lechuga, ... por favour</li> <li>Session 9 – Hola, Hola. ¿Qué desea?, Me gustaría, Aquí tiene..., Gracias, adiós, Adiós</li> <li>Session 10 – las judías mágicas, Juan, el gigante, él baja, él sube, la vaca, las monedas de oro, la gallina, el arpa mágica</li> </ul>
<p>Grammar</p>	<ul style="list-style-type: none"> <li>Question forms</li> <li>Words for "my"</li> <li>First and second person of the verb</li> <li>Practice the pronoun "I" with action verbs</li> </ul>	<ul style="list-style-type: none"> <li>Question forms</li> <li>Practice first person of the verb</li> <li>Learn intensifiers and their position in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Learning the negative form</li> <li>Learning the imperative form</li> <li>Practice the rule of adjectival agreement with adjectives of colour</li> </ul>

		<ul style="list-style-type: none"> <li>Learn how to use the correct gender and number of definite articles</li> <li>Practice adjectival agreement</li> </ul>	<ul style="list-style-type: none"> <li>Practice questioning</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>Silent h, j, ll, ñ, e</li> </ul>	<ul style="list-style-type: none"> <li>d making the sound th, as in 'although'; consolidation of j, ll, ñ, v, z</li> </ul>	<ul style="list-style-type: none"> <li>i, revision of ll, j, and z</li> </ul>
KPIs Links to KS2 Programme of Study	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Appreciate stories, songs, poems and rhymes in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Appreciate stories, songs, poems and rhymes in Spanish</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic sentence structure</li> <li>Develop accurate pronunciation and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Appreciate stories, songs, poems and rhymes in Spanish</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic sentence structure</li> <li>Develop accurate pronunciation and intonation</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Describe people, places, things and actions orally and in writing</li> </ul>
Progression of skills	<ul style="list-style-type: none"> <li>Sing a well-known children's song</li> <li>Greet others</li> <li>Name people</li> <li>Reply to simple questions about name and age</li> <li>Understand and use numbers 1-20</li> <li>Begin to develop skills to communicate/respond</li> <li>Speak in sentences with support</li> <li>Have a short conversation saying 2-3 things</li> <li>Use a word bank or a dictionary to look up new words</li> <li>Write 1-2 short sentences on a familiar topic</li> <li>Write a phrases from memory</li> <li>Name some farm animals</li> <li>Talk about playground activities</li> </ul>	<ul style="list-style-type: none"> <li>Join in with songs and rhymes</li> <li>Greet others with confidence</li> <li>Name and describe people</li> <li>Reply to questions about name and age</li> <li>Begin to develop skills to communicate in pairs</li> <li>Speak in sentences but may need support</li> <li>Have a short conversation saying 3-4 things</li> <li>Use a word bank or a dictionary more confidently to look up new words</li> <li>Write 2-3 short sentences on a familiar topic</li> <li>Write phrases from memory</li> <li>Talk about sports</li> <li>Name months of the year</li> <li>Name body parts</li> <li>Name colours</li> <li>Describe someone physically</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop skills to communicate in pairs and groups</li> <li>Speak in sentences without support</li> <li>Have a short conversation</li> <li>Read and understand a short passage using familiar language</li> <li>Explain the main points in a short passage</li> <li>Listen to a story and select key words and phrases from it</li> <li>Use a word bank or dictionary to look up new words and show more independence in doing so</li> <li>Write 2-4 short sentences on a familiar topic</li> <li>Write phrases from memory with increasing accuracy</li> <li>Say classroom commands</li> <li>Use adjectives of colours effectively to describe animals</li> <li>Name fruit and vegetables in Spanish</li> <li>Know about the life cycle of a plant</li> <li>Perform a role play of buying vegetables</li> </ul>
Y4	<b>Autumn 1: All Aboard</b>	<b>Spring 1: Tell Me A Story</b>	<b>Summer 1: Brown Bear</b>

Units of work	Autumn 2: Pocket Money	Spring 2: Our Sporting Lives	Summer 2: Weather Forecast
<p>Overview</p>	<p>In this unit, children learn some transport vocabulary. They learn the days of the week and some phrases about the weather. They add to their repertoire of songs and rhymes to help them remember new language. They also continue to gain confidence in manipulating numbers and they learn further expressions for likes and dislikes. They begin to learn about the euro. They prepare and perform a radio or TV advert for a toy.</p>	<p>In this unit, children will work on sounds and spellings. They will continue to gain confidence in manipulating numbers. They will learn some common adjectives and revise how to make simple feminine agreements. This unit is based on a song that tells the story of 'Little Red Riding Hood'.</p>	<p>This unit is based on 'Brown Bear' by Eric Carle. The children learn to describe the animals in the book and talk about their natural habitats. The children will also learn more phrases about the weather as well as how to say the temperature (including using negative numbers). Aesop's fable 'The Wind and the Sun' is used. The children learn the names of some common articles of clothing and relate these to the weather.</p>
<p>Disciplinary and Procedural knowledge Knowledge our pupils will know at the end of the unit and remember beyond it</p>	<p>Autumn 1 – All Aboard</p> <ul style="list-style-type: none"> <li>• Session 1 – On the way to school – Pupils will understand the different ways people travel to school and be able to say how they travel to school in the morning.</li> <li>• Session 2 - Where in the world? – Pupils learn to locate some countries where Spanish is spoken and say where they're going.</li> <li>• Session 3 – Weather Forecast – Pupils will be able to say what the weather's like</li> <li>• Session 4 – The Weather – Pupils will be able to say what the weather's like for different activities</li> <li>• Session 5 – Travel Arrangements – Pupils learn to put together vocabulary and structures learned to create sentences</li> </ul> <p><b>Assessment – Pupils will read a text and answer questions</b></p> <p>Autumn 2 – Pocket Money</p> <ul style="list-style-type: none"> <li>• Session 6 – At the toy shop – Pupils will be able to talk about toys they like and don't like</li> <li>• Session 7 – Likes and Dislikes – Pupils will be able to say which things they like and dislike</li> <li>• Session 8 – Preferences – Pupils learn to say that something is good and that they would like something</li> <li>• Session 9 - Numbers 20-39 – Pupils will recognise aurally and say numbers 1-39</li> </ul> <p><b>Session 10 – Assessment – Pupils will listen to some Spanish sentences about opinions and note down the main points</b></p>	<p>Spring 1 – Tell Me A Story</p> <ul style="list-style-type: none"> <li>• Session 1 – Little Red Riding Hood – Pupils will understand a story in Spanish, listened out for and started to learn some key words from the text</li> <li>• Session 2 – Map from Memory – Pupils will interpret and organise information and develop memory strategies</li> <li>• Session 3 – Card Sorting – Pupils will sort and classify words giving precise reasons how and why.</li> <li>• Session 4 – Odd One Out – Pupils identify patterns in language and be able to give reasons for choices.</li> <li>• Session 5 – Tell Me A Story – Pupils will read and act out a Spanish story in front of an audience.</li> </ul> <p>Spring 2 – Our Sporting Lives</p> <ul style="list-style-type: none"> <li>• Session 6 – I Play Sports – Pupils demonstrate an understanding of vocabulary by playing games and completing sentences.</li> <li>• Session 7 – Talking About Sports – Pupils demonstrate an understanding of vocabulary by playing games and completing sentences.</li> <li>• Session 8 – Pupils will write an activity diary for each day of the week.</li> <li>• Session 9 – Healthy Eating – Pupils will sort foods according to whether they are healthy or unhealthy.</li> </ul> <p><b>Session 10 – Assessment – Pupils listen to the teacher and answer the questions.</b></p>	<p>Summer 1 – Brown Bear</p> <ul style="list-style-type: none"> <li>• Session 1 – Brown Bear – Pupils will learn to name some animals in Spanish and understand key points of a Spanish story.</li> <li>• Session 2 – Animal Colours – Pupils will be able to describe animals in Spanish using adjectives of colour</li> <li>• Session 3 – Animal Descriptions – Pupils will be able to describe animals using a range of adjectives</li> </ul> <p><b>Session 4 – Assessment – Pupils will write a description of an animal using vocabulary and grammatical rules learned.</b></p> <p>Summer 2 – Weather Forecast</p> <ul style="list-style-type: none"> <li>• Session 5 – Animal Habitats – Pupils will understand different animal habitats in Spanish</li> <li>• Session 6 – What's the weather like? – Pupils will understand some key weather phrases in Spanish.</li> <li>• Session 7 – Numbers 20-49 – Pupils will begin to understand and use numbers 20-49 in Spanish</li> <li>• Session 8 – What temperature is it? – Pupils will begin to understand weather temperatures in Spanish</li> <li>• Session 9 – Dressing for the weather – Pupils will learn how to say what you need to wear for different weather conditions.</li> </ul> <p><b>Session 10 – Assessment – Pupils will work with a partner to give a weather report in Spanish</b></p>

<p>Vocabulary</p>	<ul style="list-style-type: none"> <li>Recognise the phrases for modes of transport and say how they get to school</li> <li>Locate some countries where Spanish is spoken and say their names</li> <li>Say where they would like to go</li> <li>Say what the weather is like</li> <li>Match activities to weather</li> <li>Learn the days of the week</li> <li>Expressing likes and dislikes of food and toys</li> <li>Numbers 21-39</li> <li>Simple prices in euros</li> <li>Learn toy shop vocabulary</li> <li>Perform a simple role play</li> </ul> <p>Autumn 1 – All Aboard</p> <ul style="list-style-type: none"> <li>Session 1 – el norte, el sur, el este, el oeste, (Yo) voy al colegio..., el autobús, en coche, en tren, en bicicleta, a pie, en avión, en barco</li> <li>Session 2 – España, Argentina, Colombia, México, Perú, Cuba</li> <li>Session 3 – hace calor, hace mal tiempo, hace buen tiempo, hace viento, hace frío, está lloviendo, está nevando, hace sol</li> <li>Session 4 - hace calor, hace mal tiempo, hace buen tiempo, hace viento, hace frío, está lloviendo, está nevando, hace sol</li> <li>Session 5 – lunes, martes, miércoles, jueves, Viernes, sábado, domingo</li> </ul> <p>Autumn 2 – Pocket Money</p> <ul style="list-style-type: none"> <li>Session 6 – Me gusta, No me gusta, ¿Te gusta?, un coche, una muñeca, un balón, un osito de peluche</li> <li>Session 7 – Me gusta, No me gustan, Me encanta, no me gusta nada / Odio, ¡ñam, ñam!, ¡puaj!</li> <li>Session 8 – Me gustaría ..., Es..., super, magnífico, estupendo, no me gustaría, aburrido, horrible, espantoso</li> <li>Session 9 – veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno, treinta y dos, treinta y tres, treinta y cuatro, treinta y cinco, treinta y seis, treinta y siete, treinta y ocho, treinta y nueve</li> <li>Session 10 - ¿Cuánto cuesta?, Cuesta..., un euro, diez euros</li> </ul>	<ul style="list-style-type: none"> <li>Introduce characters from the story</li> <li>Interpret and organise information and develop memory strategies</li> <li>Listen and respond to words and phrases with actions</li> <li>Make links between words and looking for patterns</li> <li>Identify similarities and differences</li> <li>Promote understanding of properties and attributes of words</li> <li>Develop reasoning skills and knowledge about language</li> <li>Read and act out a story in Spanish and perform a role play with a partner</li> <li>Perform the story in front of an audience</li> <li>Some sports and activities</li> <li>Some items of food</li> <li>The days of the week</li> <li>Saying whether food and drinks are good or bad for your health</li> </ul> <p>Spring 1 – Tell Me A Story</p> <ul style="list-style-type: none"> <li>Session 1 – Caperucita Roja, Mamá, el gran lobo malo, Abuelo, el leñador, las tartas</li> <li>Session 3 – la niña, la casa, las tartas, el hacha, el lobo, la cama, la abuela, los ojos, las orejas, los dientes, el bosque, el leñador</li> </ul> <p>Spring 2 – Our Sporting Lives</p> <ul style="list-style-type: none"> <li>Session 6 – (Yo) juego..., al fútbol, al tenis, al cricket, al baloncesto</li> <li>Session 7 – (Yo) monto en bici, (Yo) ando en monopatín, (Yo) bailo, (Yo) nado</li> <li>Session 8 - lunes, martes, miércoles, jueves, Viernes, sábado, domingo</li> <li>Session 9 – el agua, la coca, el pescado, las patatas fritas, la fruta, las patatas fritas (de bolsa), las verduras, las golosinas</li> </ul>	<ul style="list-style-type: none"> <li>Names of animals and some animal habitats</li> <li>Adjectives to describe animals</li> <li>Some adverbs</li> <li>Listen to a story in Spanish and understand key points</li> <li>Be able to describe animals using adjectives of colour</li> <li>Begin to understand adjectival agreement</li> <li>Identify similarities and differences</li> <li>Promote understanding of properties and attributes of words</li> <li>Develop reasoning skills and knowledge about language</li> <li>Weather phrase</li> <li>Names of items of clothing</li> <li>Understand and begin to use numbers 20-49 in Spanish</li> </ul> <p>Summer 1 – Brown Bear</p> <ul style="list-style-type: none"> <li>Session 1 – un oso, una oveja, un caballo, un pájaro, un pato, un gato, un pez, una rana, un perro</li> <li>Session 2 – blanco/a, azul, pardo/a, amarillo/a, negro/a, naranja, rojo/a, verde, violeta</li> <li>Session 3 – grande, pequeño/a, feroz, tímido/a, lento/a, rápido/a</li> <li>Session 4 – un león, un hamster, un elefante, una serpiente, una ballena, una tortuga, una vaca</li> </ul> <p>Summer 2 – Weather Forecast</p> <ul style="list-style-type: none"> <li>Session 5 – la sabana, el bosque, el mar, la granja, vivo en...</li> <li>Session 6 - hace buen tiempo, hace mal tiempo, hace calor, hace frío, hace mucho frío, está lloviendo, está nevando, hace viento, hace sol</li> <li>Session 7 – veintiuno, veintidós, treinta, treinta y uno, treinta y dos (etc), cuarenta</li> <li>Session 8 – grados, grados bajo</li> <li>Session 9 – Cuando...necesitas, un abrigo, un sombrero, un paraguas, una bufanda, unos guantes, unas botas, unas gafas de sol</li> </ul>
<p>Grammar</p>	<ul style="list-style-type: none"> <li>Practice question forms</li> </ul>	<ul style="list-style-type: none"> <li>Adjectival agreement and adjectival endings</li> </ul>	<ul style="list-style-type: none"> <li>Practice of adjectival agreement</li> </ul>

	<ul style="list-style-type: none"> <li>Use the verb 'to be' in the present tense</li> <li>Use the verb 'to go' with the first person in the present tense</li> <li>Make sentences using two ideas</li> </ul>	<ul style="list-style-type: none"> <li>Practice gender and number of nouns</li> <li>Recall and describe the agreement between nouns and adjectives</li> <li>Names of sports with the verbs 'to play' and 'to do'</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to use adverbs</li> <li>Understand the agreement of simple nouns and adjectives</li> <li>Pronounce the feminine form of some adjectives appropriately</li> <li>Use the knowledge of grammar from this unit to build sentences</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>au (autobús); revision of vowel sounds a, e, i, o, u, z and j</li> </ul>	<ul style="list-style-type: none"> <li>Revise sounds to date</li> </ul>	<ul style="list-style-type: none"> <li>Revise sounds to date</li> </ul>
KPIs Links to KS2 Programme of Study	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Appreciate stories, songs, poems and rhymes in Spanish</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic sentence structure</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Describe people, places, things and actions orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Appreciate stories, songs, poems and rhymes in Spanish</li> <li>Describe things orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Appreciate stories, songs, poems and rhymes in Spanish</li> <li>Describe things orally and in writing</li> <li>Understand basic grammar appropriate to the language being studied</li> </ul>
Progression of skills	<ul style="list-style-type: none"> <li>Sing a well-known children's song</li> <li>Speak in sentences with support</li> <li>Read a short passage using familiar language</li> <li>Explain some points in a short passage</li> <li>Use a word bank or dictionary to look up new words</li> <li>Understand how some new sounds are represented in writing</li> <li>Give opinions about a familiar topic</li> <li>Identify and accurately pronounce the names of some Spanish countries and towns</li> <li>Count and understand numbers 1 to 39</li> <li>Understand sums of money in euros</li> </ul>	<ul style="list-style-type: none"> <li>Sing a song from memory</li> <li>Speak in sentences but may need some support</li> <li>Read and understand a short passage using familiar language</li> <li>Explain the main points in a short passage</li> <li>Use a word bank or dictionary confidently to look up new words</li> <li>Write phrases from memory</li> <li>Use phrases that contain an adjective with the appropriate feminine agreement</li> <li>Say some sports that contribute to living a healthy lifestyle</li> <li>Name some food and drinks and say whether they are healthy or not</li> </ul>	<ul style="list-style-type: none"> <li>Name and describe animals</li> <li>Speak in sentences</li> <li>Read and understand a short passage using familiar language</li> <li>Use a word bank or a dictionary to look up new words with increasing accuracy</li> <li>Write 2-34short sentences on a familiar topic</li> <li>Ask and answer questions about animals</li> <li>Describe animals and begin to use feminine agreement</li> <li>Understand and say weather phrases</li> <li>Say which clothes pupils might wear in different weather conditions</li> <li>Use the new language in a short presentation</li> </ul>
Y5 Units of work	<p style="text-align: center;"><b>Autumn 1: Enjoy Your Meal</b></p> <p style="text-align: center;"><b>Autumn 2: I Am The Music Man</b></p>	<p style="text-align: center;"><b>Spring 1: On The Way To School</b></p> <p style="text-align: center;"><b>Spring 2: Clothes</b></p>	<p style="text-align: center;"><b>Summer 1: The Four Seasons</b></p> <p style="text-align: center;"><b>Summer 2: The Planets</b></p>

<p>Overview</p>	<p>In this unit, children learn the names of food and drinks that relate to packed lunches and break-time snacks. They learn how to talk about what they have eaten and drunk the previous day. Children practise following recipes. The children will also learn to discuss their musical preferences and to say which instruments they play. They learn an adaptation of the song 'I Am The Music Man'. They work in groups to create a performance and explain.</p>	<p>In this unit, children learn to say the alphabet in Spanish and continue to gain confidence in using numbers. They learn how to understand and use names for places in their local area. They follow and give directions, and they describe their route to school. They learn some strategies for keeping a conversation going. The children will also learn how to describe the clothes which they are and their friends are wearing. They will learn how to use the verb 'to wear' in the 1<sup>st</sup> and 3<sup>rd</sup> person.</p>	<p>In this unit, children learn to describe seasons using a poem. They also learn to talk about what the weather was like in the past. The children will also learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs</p>
<p>Disciplinary and Procedural knowledge Knowledge our pupils will know at the end of the unit and remember beyond it</p>	<p>Autumn 1 – Enjoy Your Meal</p> <ul style="list-style-type: none"> <li>• Session 1 – Likes and Dislikes – Pupils will understand and express likes / dislikes and use simple connectives to make compound sentences</li> <li>• Session 2 – Lunchtime – Pupils will understand sentences in the perfect tense</li> <li>• Session 3 – Compound sentences – Pupils will be able to understand and create compound sentences</li> <li>• Session 4 – Pancake Time – Pupils will taste and give opinions on different flavours of pancake</li> </ul> <p><b>Session 5 – Pancake Recipe / Assessment – Pupils will apply knowledge and skills from unit</b></p> <p>Autumn 2 – I Am The Music Man</p> <ul style="list-style-type: none"> <li>• Session 6 – I am the Music Man – Pupils will talk about musical instruments</li> <li>• Session 7 – Musical preferences – Pupils will use adjectives to express simple opinions</li> <li>• Session 8 – Music I Like / Assessment – Pupils will be able to perform a role play to talk about their musical preferences</li> <li>• Session 9 – X Factor – Pupils will perform a Spanish song</li> </ul> <p><b>Session 10 – Pop star interview / Assessment – Pupils will answer interview questions in Spanish</b></p>	<p>Spring 1 – On The Way To School</p> <ul style="list-style-type: none"> <li>• Session 1 – The Alphabet – Pupils learn about the similarities between the Spanish and English alphabet and begin to use the Spanish alphabet</li> <li>• Session 2 – Around Town – Pupils will demonstrate understanding of vocabulary by playing games and completing sentences</li> <li>• Session 3 – Journey to School – Pupils will be able to talk and write about their journey to school</li> <li>• Session 4 – Understanding Directions – Pupils will be able to understand simple directions</li> </ul> <p><b>Session 5 – Assessment – Pupils will look at a map and read sentences, deciding if the sentences are true or false.</b></p> <p>Spring 2 – Clothes</p> <ul style="list-style-type: none"> <li>• Session 6 – In my Wardrobe – Pupils will be able to talk about items of clothing and begin to understand how to say what they are wearing.</li> <li>• Session 7 – Assessment – Pupils will learn more items on clothing and change a sentence into a negative</li> <li>• Session 8 – A Splash of Colour – Pupils will use colours as adjectives in Spanish and learn about adjective agreement</li> <li>• Session 9 – I like your Style! – Pupils will learn to give opinions about clothes</li> </ul> <p><b>Session 10 – Assessment – Pupils will describe what their model is wearing and their opinion of it.</b></p>	<p>Summer 1 – The Four Seasons</p> <ul style="list-style-type: none"> <li>• Session 1 – Months and Seasons – Pupils will understand the names of the seasons and be able to name some months in those seasons</li> <li>• Session 2 – Weather and Seasons- Pupils will understand statements in the imperfect tense and the difference between the present and the imperfect tenses</li> </ul> <p><b>Session 3 – Assessment – Pupils will apply knowledge and skills to complete a reading assessment</b></p> <ul style="list-style-type: none"> <li>• Session 4 – Joining a Poem – Pupils will join in with telling a poem and add their own verse</li> <li>• Session 5 – Performing a Poem – Pupils will perform a poem, adding in their own verse</li> </ul> <p>Summer 2 – The Planets</p> <ul style="list-style-type: none"> <li>• Session 6 – The Planets – Pupils will learn to name some of the planets in Spanish</li> <li>• Session 7 – Describing the planets – Pupils will be able to describe the planets using simple adjectives with correct adjectival agreement</li> <li>• Session 8 – Distances from the Sun- Pupils will listen to a description of the solar system in Spanish and note down the main points</li> <li>• Session 9 – Making compound sentences – Pupils will write a description of the solar system</li> </ul> <p><b>Session 10 – Assessment – Pupils will write about the Solar system in Spanish</b></p>

<p>Vocabulary</p>	<ul style="list-style-type: none"> <li>Talking about what has been eaten and drunk</li> <li>Expressing likes, dislikes and preferences about food and drinks</li> <li>Following instructions (as in a recipe)</li> <li>Names of some food and drinks</li> <li>Understand and express likes and dislikes</li> <li>Use simple connectives to make compound sentences</li> <li>Listen with care</li> <li>Expressing and qualifying opinions about musical preferences</li> <li>Performing as a pop group for an X Factor style show</li> </ul> <p>Autumn 1 – Enjoy Your Meal</p> <ul style="list-style-type: none"> <li>Session 1 – las manzana, el zumo, los sandwich, los pasteles, los plátanos, el queso, la ensalada, el agua, las patatas fritas (de bolsa), Me gusta(n).../No me gusta(n), Prefiero, y / pero</li> <li>Session 2 – el, la, un, una, unos, unas, Comí, Bebí</li> <li>Session 3 - las manzana, el zumo, los sandwich, los pasteles, los plátanos, el queso, la ensalada, el agua, las patatas fritas (de bolsa), Me gusta(n).../No me gusta(n), Prefiero, y / pero, Comí, Bebí</li> <li>Session 4 – las tortitas de limón, las tortitas de chocolate, las tortitas con fresas, las tortitas con caramel, Me gusta(n).../ No me gusta(n)..., Prefiero, y / pero</li> <li>Session 5 – meta, mezcle, añada, eche, deje, la harina, un huevo, la leche, la mantequilla, el aceite</li> </ul> <p>Autumn 2 – I Am The Music Man</p> <ul style="list-style-type: none"> <li>Session 6 – (Yo) toco, el trombó, el saxofón, el piano, el violin, la guitarra, la batería</li> <li>Session 7 – la música jazz, la música reggae, la música pop, la música clásica, la música tradicional, Sí, me gusta.../ No, no me gusta..., pero, Prefiero, Es ... Súper / guay / Buena / estupenda, Es ... mala / horrible / aburrida</li> <li>Session 8 - ¿Le puedo ayudar?, Quiero comprar un CD, ¿Le gusta...?, No, prefiero..., Aquí tiene un CD de música jazz, Gracias</li> </ul>	<ul style="list-style-type: none"> <li>Describing a journey to school</li> <li>Simple directions</li> <li>Using repair strategies to keep a conversation going</li> <li>The alphabet</li> <li>Recognise if a statement is true or false</li> <li>Pick out key words when listening</li> <li>Identify and pronounce the names of some places in the locality</li> <li>Everyday clothing</li> <li>Respond to the question ‘Do you like that?’ Expressing opinion</li> <li>Use colours to describe clothes</li> </ul> <p>Spring 1 – On The Way To School</p> <ul style="list-style-type: none"> <li>Session 2 – una tienda, una cafetería, un museo, un supermercado, una oficina de correos, un río, una estación de tren, una iglesia</li> <li>Session 3 – Cuando voy al colegio..., Paso por...</li> <li>Session 4 – giro, sigo, a la derecha, a la izquierda, todo recto</li> </ul> <p>Spring 2 - Clothes</p> <ul style="list-style-type: none"> <li>Session 6 – (Yo) llevo, (Él / Ella) lleva, una camiseta, un jersey, unos pantalones, una falda, un vestido, unos calcetines, unos zapatos, un sombrero</li> <li>Session 7 - (Yo) llevo, (Él / Ella) lleva, (Yo) no llevo, (Él / Ella) no lleva, unas gafas de sol, una gorra, un gorro, unos pantalones cortos, unas sandalias, unas botas, unas guantes, una bufanda, un abrigo</li> <li>Session 8 – rojo, naranja, amarillo, rosa, morado, azul, verde, marron, negro, gris, blanco</li> <li>Session 9 – y, también, con</li> </ul>	<ul style="list-style-type: none"> <li>Making simple statements about seasons</li> <li>Describing the weather with reference to the present and the past</li> <li>Pick out key words when listening to a song</li> <li>Create sentences linking to months to seasons</li> <li>Pick out detail from spoken and written in sentences</li> <li>Understand expressions of like and dislike</li> <li>Select adjectives to describe seasons</li> <li>Identify key features of a spoken and written text</li> <li>Choose words, phrases and sentences for a classic poem</li> <li>Giving a description of a planet</li> <li>Making statements about the position of a planet</li> <li>Ask and answer questions about the planets</li> <li>Describe a rule about position and agreement of colour adjectives</li> </ul> <p>Summer 1 – The Four Seasons</p> <ul style="list-style-type: none"> <li>Session 1 – en primavera, en verano, en otoño, en invierno, en abril es primavera, en enero es invierno</li> <li>Session 2 – hizo buen tiempo, hizo mal tiempo, hizo calor, hizo frío, hizo viento, hizo sol, El invierno pasado yo visité Madrid, hizo frio</li> <li>Session 3 – cálido / frío, luminoso / oscuro, feliz / triste, colorido / apagado, entusiasmado / calmado, chistoso / serio</li> <li>Session 4 – la rama, el almendro, el campo, el grillo, el prado, la escuela, las flores, las abejas</li> </ul> <p>Summer 2 – The Planets</p> <ul style="list-style-type: none"> <li>Session 6 – Mercurio, Venus, Tierra, Marte, Júpiter, Saturno, Urano, Neptuno, Plutón</li> <li>Session 7 – rojo, verde, azul, grande, pequeño, Martes es un planeta, Júpiter es un planeta grande</li> <li>Session 8 – aquí está Plutón, a continuación está..., cerca de, cerca del sol, lejos de, lejos del sol</li> <li>Session 9 – aquí está Plutón, , a continuación está..., cerca de, cerca del sol, lejos de, lejos del sol</li> </ul>
<p>Grammar</p>	<ul style="list-style-type: none"> <li>Use simple connectives to make compound sentences</li> <li>Compound sentences with connectives and / but</li> </ul>	<ul style="list-style-type: none"> <li>Adverbial phrases of time</li> <li>More practice with compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives: agreement and position</li> <li>Build sentences about an event in the past</li> </ul>

	<ul style="list-style-type: none"> <li>• Some adjectives to express simple opinions</li> <li>• Feminine agreement of adjectives</li> <li>• Make statements in the perfect tense</li> <li>• Practice questioning in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Using a verb in the 1<sup>st</sup> and 3<sup>rd</sup> person</li> <li>• Learn how to form and use negative sentences</li> <li>• Learn about adjective agreement and placement</li> </ul>	<ul style="list-style-type: none"> <li>• Using the past and present tense</li> <li>• Classifying nouns, adjectives and verbs</li> <li>• Prepositions, qualifiers and compound sentences</li> <li>• Use qualifiers in simple sentences</li> <li>• Make a compound sentence</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>• Revision of qu</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of z and c (ce, ci); gu (before i and e)</li> </ul>	<ul style="list-style-type: none"> <li>• Using knowledge of phoneme-grapheme correspondence to aid writing</li> </ul>
KPIs Links to KS2 Programme of Study	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in Spanish</li> <li>• Describe people, places, things and actions orally and in writing</li> <li>• Understand basic grammar appropriate to the language being studied</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic sentence structures</li> <li>• Develop accurate pronunciation and intonation</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in Spanish</li> <li>• Understand basic grammar appropriate to the language being studied</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in Spanish</li> <li>• Describe people, places, things and actions orally and in writing</li> </ul>
Progression of skills	<ul style="list-style-type: none"> <li>• Hold a simple conversation with at least 2-3 exchanges</li> <li>• Start to use knowledge of grammar when speaking</li> <li>• Understand the main points of a short story or factual text</li> <li>• Use context to work out unfamiliar words</li> <li>• Substitute words to convey a different meaning with support</li> <li>• Talk about what I have eaten and drunk using the past tense</li> <li>• Listen to and read a non-fiction text and select keywords and phrases</li> <li>• Understand and use set phrases to talk about myself and ask others about themselves</li> <li>• Simple personal information</li> <li>• Say what musical styles the pupils like and dislike</li> <li>• Say which musical instrument the pupils can play</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a simple conversation with at least 3-4 exchanges</li> <li>• Use knowledge of grammar so far when speaking</li> <li>• Understand a short story or factual text and note the main points</li> <li>• Use context to work out unfamiliar words</li> <li>• Substitute words and phrases to convey a different meaning with some support</li> <li>• Understand and give simple directions to some places in the immediate locality</li> <li>• Politely say that I don't understand and ask something to be repeated</li> <li>• Listen to a story or a poem and identify keywords and phrases</li> <li>• Learn a variety of places in a town</li> <li>• Learn the alphabet</li> <li>• Learn about clothes</li> <li>• Describe what people are wearing</li> <li>• Practise the negative form in speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a simple conversation with at least 4-5 exchanges</li> <li>• Use knowledge of grammar so far to speak correctly</li> <li>• Understand a short stories and factual texts and note the main points</li> <li>• Use context to work out unfamiliar words</li> <li>• Write a paragraph of 4-5 sentences</li> <li>• Substitute words and phrases to convey a different meaning</li> <li>• Build sentences in the imperfect tense from a model</li> <li>• Listen to a poem and select familiar keywords and phrases</li> <li>• Take part in a brief prepared task</li> <li>• Describe the position of the planets and some of their characteristics</li> <li>• Use feminine agreements of adjectives</li> <li>• Learn about months and seasons</li> <li>• Talk about different types of weather</li> </ul>

Y6 Units of work	Autumn 1 and 2: Our School	Spring 1: At The Café Spring 2: Now And Then	Summer 1: At The Theme Park Summer 2: What's In The News?
Overview	In this unit, children learn some places around the school and learn to talk about everyday routines and subjects studied during the school day. They also learn how to give opinions about school subjects. They revise telling the time to the hour and extend this to using half-hours, quarter-hours, minutes to and past. They talk about what they did at break time and create short texts describing these activities	In this unit, children learn to ask for drinks, snacks and ice creams. They extend their knowledge of the perfect tense by saying what others have eaten or drunk. They revise use of the euro with simple prices. They follow a recipe for a milkshake and justify their choice of recipe. They discuss learning strategies and use dictionaries to support their understanding of texts. The children will also learn to describe places in a town and compare to modern-day settlements with those in the late 1940s. They revise and learn adjectives and new places in a town. They apply this knowledge to help them understand texts about towns in Spain. Children use a letter as a model to produce tourist guides for their own town.	In this unit, children ask and answer questions about rides at a theme park. They gain confidence in manipulating numbers up to 100. They take part in simple role plays and use dictionaries to explore vocabulary. They create a short text to describe a visit to a theme park, and say what they thought about the rides. In this final unit, children also celebrate and consolidate what they have learnt during Key Stage 2.
Disciplinary and Procedural knowledge Knowledge our pupils will know at the end of the unit and remember beyond it	<p>Autumn 1 – Our School</p> <ul style="list-style-type: none"> <li>Session 1 – Time on the hour – Pupils will understand the time on the hour in Spanish.</li> <li>Session 2 – More times – Pupils will understand the times quarter past, half past and quarter to in Spanish</li> <li>Session 3 – Minutes to and past/ Assessment – Pupils will be able to tell the time giving minutes to and past</li> <li>Session 4 – Places in school– Pupils will learn all of the different place names in school in Spanish</li> <li>Session 5 – School Subjects– Pupils will be able to list your school subjects in Spanish</li> </ul> <p>Autumn 2 – Our School</p> <ul style="list-style-type: none"> <li>Session 6 – Opinions–Pupils will be able to give opinions about school subjects with reasons why</li> </ul> <p><b>Session 7 – Assessment– Pupils will complete a reading assessment about school</b></p> <ul style="list-style-type: none"> <li>Session 8 – Playtime– Pupils will understand statements in the perfect tense</li> </ul> <p><b>Session 9 – My Diary / Assessment– Pupils will write a short piece in the school diary and try to use at least one past tense sentence</b></p> <p><b>Session 10 –Assessment – Pupils will give a speaking presentation about life at school</b></p>	<p>Spring 1 – At The Café</p> <ul style="list-style-type: none"> <li>Session 1 – Ordering drinks– Pupils will be able to order a drink in a café in Spanish</li> <li>Session 2 – Ordering a snack at the café / Assessment– Pupils will perform a role play of ordering a drink and a snack at the café</li> <li>Session 3 – Euros– Pupils will understand some facts about the euro and will begin to use it</li> <li>Session 4 – Buying an ice cream– Pupils will be able to order an ice-cream in Spanish</li> <li>Session 5 – What I ate yesterday / Assessment – Pupils will be able to say what they ate or drank in the past</li> </ul> <p>Spring 2 – Now And Then</p> <ul style="list-style-type: none"> <li>Session 6 – Around Town– Pupils will give a simple description of their town</li> </ul> <p><b>Session 7 – Assessment – Pupils will complete a writing assessment about their town</b></p> <ul style="list-style-type: none"> <li>Session 8 – What I do in town– Pupils will use learn how to say what activities all kinds of people do in town</li> </ul> <p><b>Session 9 – What I did in town / Assessment– Pupils will understand statements in the preterite tense</b></p> <p><b>Session 10 – Assessment – Pupils will give a speaking presentation of town life</b></p>	<p>Summer 1 – At The Theme Park</p> <ul style="list-style-type: none"> <li>Session 1 – At the Theme Park– Pupils will learn to say the names of some theme park rides in Spanish</li> <li>Session 2 –Designing your theme park poster- Pupils will create a fairground poster</li> <li>Session 3 – My visit to the theme park / Assessment – Pupils will be able to listen to a description of a visit to a theme park and pick out key points</li> <li>Session 4 – On the ghost train– Pupils will be able to talk about a ghost train ride</li> <li>Session 5 – Planning my trip– Pupils will be able to say what they are going to do at the theme park</li> </ul> <p>Summer 2 – What's In The News?</p> <ul style="list-style-type: none"> <li>Session 6 – My newspaper interview– Pupils will complete an interview today</li> <li>Session 7 – My newspaper sports section– Pupils will complete the sports section today</li> <li>Session 8 – My newspaper fashion section - Pupils will complete the fashion section today</li> <li>Session 9 – My newspaper recipe – Pupils will complete the recipe section today</li> <li>Session 10 – My newspaper weather section – Pupils will complete the weather section today</li> </ul>

<p>Vocabulary</p>	<ul style="list-style-type: none"> <li>Making statements about the school environment and everyday school routines</li> <li>Making statements about break time activities, with reference to the past</li> <li>Telling the time in detail</li> <li>Learn and use lots of new vocabulary for places in school</li> <li>Learn and begin to use vocabulary for school subjects</li> <li>Give opinions about school subjects with reasons why</li> <li>Understand and describe simple school activities in the past</li> </ul> <p>Autumn 1 – Our School</p> <ul style="list-style-type: none"> <li>Session 1 – es la.../son las..., es la una, son las dos, es mediodía, es medianoche</li> <li>Session 2 – es la.../son las..., y cuarto, y media, menos cuarto</li> <li>Session 3 – son las...y cinco, son las...y diez, son las...y veinte, son las...y veinticinco, son las...menos veinticinco, son las...menos veinte, son las...menos diez, son las...menos cinco</li> <li>Session 4 – el colegio, el gimnasio, la clase de arte, el aula, el patio, los baños, el campo de deportes, la piscine, el salon del colegio, la biblioteca, la sala de computación, la clase de música</li> <li>Session 5 – el inglés, el francés, el español, las matemáticas, las ciencias, la música, el arte, la informática, el deporte, la historia, la geografía, la religión</li> </ul> <p>Autumn 2 – Our School (continued)</p> <ul style="list-style-type: none"> <li>Session 6 – es..., excelente, super, genial, interesante, regular, terrible, aburrido/a</li> <li>Session 8 – Jugué, Hablé, Bailé, Ayudé, Trabajé, Canté, Jugué al fútbol, Jugué al tenis</li> <li>Session 9 – ayer, la semana pasada, al recreo, a la hora de comer, con mis amigos</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Seeking clarification of meaning</li> <li>Transactional language for a café</li> <li>Quantities of food and drink</li> <li>To learn words for drinks</li> <li>To learn how to ask politely for a drink in a shop/café</li> <li>Learn about using euros</li> <li>To understand prices in euros</li> <li>To learn words for different flavoured ice creams</li> <li>To learn how to ask politely for an ice cream</li> <li>To be able to say what you ate and drank yesterday</li> <li>Making statements about places in a town</li> <li>Asking questions about places in a town</li> <li>Giving a description of a town</li> </ul> <p>Spring 1 – At the Café</p> <ul style="list-style-type: none"> <li>Session 1 – una Coca-Cola, un vaso de agua, un agua mineral, un zumo de naranja, un zumo de manzana, una limonada, un té, Quiero..., Aquí tiene</li> <li>Session 2 – unas patatas fritas, un helado, una hamburguesa, un perrito, caliente, unas patatas fritas de bolsa, un sandwich de queso, un sandwich de jamón, una porción de pizza</li> <li>Session 3 – el euro, un euro, ¿Cuánto cuesta?, Cuesta</li> <li>Session 4 – ¿Qué desea?, Quiero un helado, ¿Qué sabor quiere?, de fresa, de vainilla, de chocolate, de limón, de café</li> <li>Session 5 – Ayer, comí, comió, bebí, bebió</li> </ul> <p>Spring 2 – Now and Then</p> <ul style="list-style-type: none"> <li>Session 6 – En (+town), hay..., una biblioteca, una panadería, una carnicería, una pastelería, una pescadería, un parquet, una piscine, un mercado</li> <li>Session 7 – Es un pueblo..., animado, tranquilo, bonito, modern, feo</li> <li>Session 8 – -ar verbs in present tense (all regular apart from jugar), camino, canto, nado, juego, viajo</li> <li>Session 9 – -ar verbs in the preterite tense (all regular apart from jugar), caminé, canté, nadé, compré, jugué, viajé</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Making statements about a visit to a theme park, referring to the past</li> <li>Expressing an opinion about what a theme park ride was like</li> <li>Using adjectives to add interest and detail to a description</li> <li>Perfect tense</li> <li>Give opinions about theme park rides</li> <li>Ask the price of a theme park ride</li> <li>Understand and say a price in euros</li> <li>Written information using a simple planning sheet</li> <li>Describe your visit to the theme park in the past, using adjectives to describe your feelings and experience</li> <li>Say what you are going to do at the theme park</li> <li>Revise language covered in KS2</li> <li>Demonstrate ability to use language learned at KS2</li> </ul> <p>Summer 1 – At the Theme Park</p> <ul style="list-style-type: none"> <li>Session 1 – las atracciones, la montaña rusa, el carrusel, el tren fantasma, la noria, ¿Cuánto cuesta el carrusel?</li> <li>Session 3 – Fui al parquet de atracciones, Había un(a), Mi atracción preferida fue..., Fue, estupendo/a, aterrador(a), emocionante, rápido/a, genial, gracioso/a</li> <li>Session 4 – el esqueleto, el búho, el lobo, la puerta, las cadenas, las ratas</li> <li>Session 5 – Voy a..., ir, ver, hacer, jugar, comer, beber</li> </ul> <p>Summer 2 – What's in the News?</p> <ul style="list-style-type: none"> <li>No new vocabulary taught in this unit</li> </ul>
<p>Grammar</p>	<ul style="list-style-type: none"> <li>Asking questions</li> <li>Use the verb 'to be' to tell the time</li> <li>Describe what you did in the perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>Perfect tense: third person singular form</li> <li>Prepositions</li> <li>Using 1<sup>st</sup> person with verbs in the perfect tense</li> <li>Imperfect tense of the verbs 'to be' and 'to have'</li> </ul>	<ul style="list-style-type: none"> <li>Using adjectives to add interest and detail to a description</li> <li>Perfect tense</li> </ul>

			<ul style="list-style-type: none"> <li>• Simple future tense</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>• Hard and soft c</li> </ul>	<ul style="list-style-type: none"> <li>• al; revision of ll, o, c, ch and silent h and ó</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of e, revision of common phonemes; using knowledge of phoneme-grapheme correspondence to help pronounce new words</li> </ul>
KPIs Links to KS2 Programme of Study	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Describe places and things orally and in writing</li> <li>• Appreciate stories, songs, poems and rhymes in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Describe places and things orally and in writing</li> <li>• Appreciate stories, songs, poems and rhymes in Spanish</li> </ul>
Progression of skills	<ul style="list-style-type: none"> <li>• Hold a simple conversation with at least 3-4 exchanges</li> <li>• Use the acquired knowledge of grammar to speak correctly</li> <li>• Understand a short story or a factual text and note the main points</li> <li>• Use context to work out unfamiliar words with support</li> <li>• Write a paragraph of 2-3 sentences</li> <li>• Substitute words and phrases with a little support</li> <li>• Understand and speak about some school subjects and places around school</li> <li>• Use some verbs correctly in the perfect tense</li> <li>• Write short sentences about activities I have done at break time</li> <li>• Understand the time to the quarter-hour, half-hour and hour, minutes to and past</li> <li>• Express your opinion about some school subjects using a variety of adjectives</li> <li>• Practise using the perfect tense to talk about activities in school</li> <li>• Write a short diary entry describing your school life</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a simple conversation with at least 4-5 exchanges</li> <li>• Use the acquired knowledge of grammar to speak correctly</li> <li>• Understand a short story or a factual text and note the main points</li> <li>• Use context to work out unfamiliar words</li> <li>• Write a paragraph of 3-4 sentences</li> <li>• Substitute words and phrases</li> <li>• Ask for certain drinks and snacks</li> <li>• Perform a short sketch using structures learnt in the unit</li> <li>• Understand the names of key places in a town</li> <li>• Talk about past events</li> <li>• Describe some amenities in the local town</li> <li>• Learn how to buy and ask for the price of things using the euro</li> <li>• Write a diary entry entirely in the past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a simple conversation with at least 4-6 exchanges</li> <li>• Use the acquired knowledge of grammar to speak correctly</li> <li>• Understand a short story or a factual text and note the main points</li> <li>• Use context to work out unfamiliar words and give reasons</li> <li>• Write a paragraph of 4-5 sentences</li> <li>• Understanding a short paragraph talking about the past</li> <li>• Communicate with a partner, asking and answering simple questions</li> <li>• Write a short text referring to the past and the future</li> <li>• Contribute to a news report</li> <li>• Describe a theme park</li> <li>• Design a poster for the ideal theme park</li> </ul>