

Spanish Long term Map Overview 2023- 2024 John Blow Primary School

At John Blow Primary School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives the children a new perspective on the world encouraging them to understand their own cultures and those of others.

There is a statutory requirement for children in KS2 to learn a foreign language. Children entering KS2 will have a basic foundation in MFL learning because of the provision provided in EYFS and KS1. There is no statutory requirement for children in EYFS or KS1 to learn a foreign language. However, we believe that, the younger the child learns another language, the more confident they will become in speaking it.

EYFS MFL Links

- Listen attentively to the spoken language and explore the patterns and sounds of language through songs and rhyme.
- Enjoy listening to familiar stories in the target language and begin to maintain some attention.
- Show understanding by joining in and responding to spoken language.
- Understand that people leaving in a different country speak a different language/ to understand the difference between the name of a country and the name of the language.
- Begin to understand differences in Christmas celebrations between Spain and England.

YEAR 1 MFL Links

*Listen attentively to spoken language Appreciate stories, songs, poems and rhymes in the target language.

* Engage in conversations by answering questions.

* Link spelling, sounds and meanings of words Compare Spanish and English schools.

* Develop understanding that Spain has different traditions to England.

Year 2 MFL Links

*Appreciate stories, songs, poem and rhymes in the target language.

* Engage in conversation by answering questions and beginning to ask questions.

*Link spelling, sounds and meanings of words Learn about the countries that have a border with Spain. Learn about the different ways to travel to Spain.

Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• listen attentively to spoken language and show understanding by joining in and responding;• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;• speak in sentences, using familiar vocabulary, phrases and basic language structures;• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;• present ideas and information orally to a range of audiences;• read carefully and show understanding of words, phrases and simple writing;• appreciate stories, songs, poems and rhymes in the language;• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;• write phrases from memory, and adapt these to create new sentences, to express ideas clearly;• describe people, places, things and actions orally and in writing;• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Intent

Curriculum intent John Blow Primary School intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Implementation

Every class in the school will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons. Mrs K Bingham (MFL Co-ordinator) teaches Spanish from EYFS up to Year 5 and Mr B Carver (Head Teacher) teaches Spanish in Year 6.

All children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

All teachers will know where every child is at any point in their foreign language learning journey through discussion opportunities, between the MFL teachers and Class teachers, at the end of each academic Term.

Early Language units are entry level units and are most appropriate for KS1 and Year 3 pupils or pupils with little or no previous foreign language learning. **Intermediate** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. **Progressive** and **Creative Curriculum** units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these **Teaching Type** categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading** and **writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a **Progression Map** and **Grammar Grid** (downloadable from the “Curriculum Guidance” area of the Language Angels website) to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

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

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific **Grammar Explained** units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The **Progression Map** shows precisely how pupil foreign language learning across the key skills of **speaking, listening, reading, writing** and **grammar** progresses **within** each Language Angels ‘Teaching Type’ and also how the level of learning and progression of each pupil is increased as pupils move **across** each subsequently more challenging Language Angels ‘Teaching Type’. **It is a visual demonstration of the progression that takes place WITHIN a ‘Teaching Type’ and also ACROSS each ‘Teaching Type’.**

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

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson.
- Lessons will incorporate **challenge sections** and desk-based activities that will be offered will three levels of stretch and differentiation. These may be sent home as homework if not completed in class.
- **Reading** and **writing** activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a **grammar concept** which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

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

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (**speaking, listening, reading and writing**) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated.

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Cookery sessions, during after school clubs, of traditional foods from the country of the language being studied.
- Weather forecasts based on maps from the country of the language being studied.
- School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

Impact

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to much longer text and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

Teachers will have a clear overview of what they are working towards and if they are meeting these criteria. They will use the **long-term planning** documents provided in the form of **Language Angels unit planners** to ensure the correct units are being taught to the correct classes at each stage of the scholastic year. **Short-term planning** is also provided in the form of **unit overviews** (covering the learning targets for each 6-week unit) and **individual lesson plans** laying out the learning aims and intentions of each individual lesson within a unit. These planning documents ensure that teachers know what to teach and how to teach it in each lesson, across whole units and across each scholastic term.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. This information will be recorded and will be monitored by the Foreign Language Subject Leader who can use this data to ensure teaching is targeted and appropriate for each pupil, class and year group as well as to feedback on progress to SLT and stakeholders. Teachers will be able to record, analyse and access this data easily using the Tracking and Progression Tool that will monitor school, class and individual progress in the foreign language. Pupils will also be offered self-assessment grids to ensure they are also aware of their own progress which they can keep as a record of their progress.

Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.

ELM Focus	EARLY LANGUAGE TEACHING Colours and Numbers 1-10	EARLY LANGUAGE TEACHING Colours and Numbers 1-10	EARLY LANGUAGE TEACHING Shapes	EARLY LANGUAGE TEACHING Shapes	EARLY LANGUAGE TEACHING Seasons	EARLY LANGUAGE TEACHING Seasons
Objectives	Everyday Greetings – Hello, Goodbye, See you later. How are you? Say 10 common colours in Spanish. Count from 1-10 in Spanish.	Say 10 common colours in Spanish. Count from 1-10 in Spanish.	Name, recognise and remember up to 10 shapes in Spanish. • Attempt to spell some of these shapes in Spanish. • Attempt to remember which shapes are un or una. • Revise and/or	Name, recognise and remember up to 10 shapes in Spanish. • Attempt to spell some of these shapes in Spanish. • Attempt to remember which shapes are un or una. • Revise and/or learn numbers 1-5 in Spanish.	Recognise all four seasons in Spanish. • Learn an associated action for each season in Spanish. • Understand better what happens in the world around us in each season in Spanish.	Recognise all four seasons in Spanish. • Learn an associated action for each season in Spanish. • Understand better what happens in the world around us in each season in Spanish.

			learn numbers 1-5 in Spanish.			
Knowledge/Vocabulary	Recommended phonics focus: CH J Ñ LL RR • J sound in naranja • LL sound in amarillo • RR sound in marrón • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable as in a-zul. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like a-mari-llo, blan-co and cua-tro. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ma-rrón.	Recommended phonics focus: CH J Ñ LL RR • J sound in naranja • LL sound in amarillo • RR sound in marrón • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable as in a-zul. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like a-mari-llo, blan-co and cua-tro. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ma-rrón.	Recommended phonics focus: CH J Ñ LL RR • LL sound in Estrella • 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 rom-bo and es-tre-lla. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lí-ne-a, cír-r-cu-lo, ó-va-lo and pen-tá-go-no.	Recommended phonics focus: CH J Ñ LL RR • LL sound in Estrella • 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 rom-bo and es-tre-lla. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lí-ne-a, cír-r-cu-lo, ó-va-lo and pen-tá-go-no.	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. • J sound in hojas. Starting to learn that the ‘j’ in Spanish is pronounced as the English ‘h’ in ‘hello’. Even if we do not see these letters and sounds we will hear them many times as they are in key words in this unit.	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. • J sound in hojas. Starting to learn that the ‘j’ in Spanish is pronounced as the English ‘h’ in ‘hello’. Even if we do not see these letters and sounds we will hear them many times as they are in key words in this unit.
PINE Focus	EARLY LANGUAGE TEACHING Animals	EARLY LANGUAGE TEACHING Animals	EARLY LANGUAGE TEACHING Shapes	EARLY LANGUAGE TEACHING Shapes	EARLY LANGUAGE TEACHING I Can	EARLY LANGUAGE TEACHING I Can
Objectives	*Recognise, recall, and spell up to ten animals in Spanish with their correct indefinitearticle/determiner. *Understand better that articles/determiners have more options in Spanish than they do in English. *Use and become more familiar with the high-frequency 1st person conjugated verb ‘soy’ (I am), from the infinitive verb ‘ser’ (to be).	*Recognise, recall, and spell up to ten animals in Spanish with their correct indefinitearticle/determiner. *Understand better that articles/determiners have more options in Spanish than they do in English. *Use and become more familiar with the high-frequency 1st person conjugated verb ‘soy’ (I am), from the infinitive verb ‘ser’ (to be).	*Name and recognise up to 10 shapes in Spanish. *Attempt to spell some of these nouns *Recognise that nouns are commonly associated with an article in Spanish and in this case ‘UN’ or ‘UNA’. *Have an opportunity to learn and/or revise numbers 1-5.	*Name and recognise up to 10 shapes in Spanish. *Attempt to spell some of these nouns *Recognise that nouns are commonly associated with an article in Spanish and in this case ‘UN’ or ‘UNA’. *Have an opportunity to learn and/or revise numbers 1-5.	*Name up to five common Spanish verbs/activities. * Spell up to five of these verbs accurately. *Match up to five verbs/activities to their picture easily and attempt more if I have time to remind myself of the language first. *To be able to do some of these activities in Spanish by using puedo.	*Name up to five common Spanish verbs/activities. * Spell up to five of these verbs accurately. *Match up to five verbs/activities to their picture easily and attempt more if I have time to remind myself of the language first. *To be able to do some of these activities in Spanish by using puedo.
Vocabulary	Los animales (The animals) un a (masculine) una a (feminine) un caballo a horse un cerdo a pig un león a lion un pájaro a bird	un mono a monkey un pato a duck un ratón a mouse un conejo a rabbit una oveja a sheep una vaca a cow soy I am ...	Un triángulo A triangle 3 Tres Three Un cuadrado A square 4 Cuatro Four Un óvalo An oval 5 Cinco Five Un círculo A circle Círculos Circles Un rectángulo A rectangle	Triángulos Triangles Un pentágono A pentagon Cuadrados Squares Un hexágono A hexagon Rectángulos Rectangles Un rombo A rhombus Óvalos Ovals Una línea A line Hexágonos Hexagons Una estrella A star Pentágonos Pentagons Dibujad Draw...	Bailar To dance Comer To eat Cantar To sing Beber To drink Cocinar To cook Ver la tele To watch TV Saltar To jump	Escribir To write Hablar To talk Puedo... I am able to... Escuchar To listen

				Rombos Rhombuses/Rhombi 1 Uno One Estrellas Stars 2 Dos Two Líneas Lines		
Knowledge	Nouns, gender, article/determiners and verbs. To learn that nouns in Spanish can have different articles/determiners based on their gender (masculine and feminine nouns). Looking more closely at three 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.	Recommended phonics focus: CH J LL Ñ RR → J sound in oveja, pájaro & conejo → LL sound in caballo → Stress Placement. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like co-ne-jo. → Accents. Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in le-ón, pá-ja-ro and ra-tón.	Nouns, gender & articles/determiners. In this unit we will be exploring that the word for a/an in Spanish can be either un and una (these words are articles/determiners and tell us if the noun, the shape, is either a masculine or feminine noun. In Spanish this is called the gender of the noun). We will learn that it is important to remember which shapes are un and which shapes are una. We will see this a lot as we learn more Spanish!	Recommended phonics focus: CH J Ñ LL RR → LL sound in Estrella → 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 rom-bo and es-tre-lla. → Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lí-ne-a, cí-r-cu-lo, ó-va-lo and pen-tá-go-no.	Modal verb plus infinitive. Learning that puedo (that comes from the modal verb poder and translates ‘as I am able’) is ALWAYS followed by a verb in its infinitive form in Spanish. Also learning that punctuation can be different in Spanish. The upside down question mark (¿) is used at the beginning of all questions and interrogative clauses. This means you know that the sentence is a question and not a statement – before you reach the end of the sentence! It is always used at the beginning of a sentence that is a question. No exceptions!	. Recommended phonics focus: CH J Ñ LL RR → CH sound in escuchar → Silent letters. ‘H’ is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar. → Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable as in bai-lar, can-tar and escri-bir. For words that end in a vowel or ‘n’ and ‘s’ it is normally second to last syllable like pue-do.
OAK Focus	EARLY LANGUAGE TEACHING Vegetables	EARLY LANGUAGE TEACHING Vegetables	EARLY LANGUAGE TEACHING Musical Instruments	EARLY LANGUAGE TEACHING Musical Instruments	EARLY LANGUAGE TEACHING Ice-Cream	EARLY LANGUAGE TEACHING Ice-Cream
Objectives	*Name and recognise up to 10 vegetables in Spanish. *Attempt to spell some of these nouns (including the correct article) *Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. *Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	*Name and recognise up to 10 vegetables in Spanish. *Attempt to spell some of these nouns (including the correct article) *Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. *Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	*Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. *Start to understand articles/determiners better in Spanish. * Learn to say and write ‘I play an instrument’ in Spanish using the high frequency 1st person regular verb ‘toco’ (I play) with up to ten different instruments.	*Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. *Start to understand articles/determiners better in Spanish. * Learn to say and write ‘I play an instrument’ in Spanish using the high frequency 1st person regular verb ‘toco’ (I play) with up to ten different instruments.	*Name and recognise up to 10 different flavours for ice creams. *Ask for an ice-cream in Spanish using ‘quisiera’. *Say what flavour they would like. *Say whether they would like their ice-cream in a cone or a small pot/tub.	*Name and recognise up to 10 different flavours for ice creams. *Ask for an ice-cream in Spanish using ‘quisiera’. *Say what flavour they would like. *Say whether they would like their ice-cream in a cone or a small pot/tub.

Vocabulary	Las berenjenas The aubergines Un kilo de... One kilo of... Las espinacas The spinach Medio kilo de... Half a kilo of... Las cebollas The onions Quisiera... I would like... Los calabacines The courgettes Por favor Please Los tomates The tomatoes Y And Las judías verdes The green beans Hola Hello Los guisantes The peas ¿Puedo ayudarte? Can I help you? Los champiñones The mushrooms ¿Algo más? Is that all/anything else? Is that all/anything else? Las zanahorias The carrots ¿Cuánto cuesta? How much is that? Las patatas The potatoes Gracias Thank you Hasta luego Goodbye En mi cesta tengo... In my basket I have...	Hola Hello Los guisantes The peas ¿Puedo ayudarte? Can I help you? Los champiñones The mushrooms ¿Algo más? Is that all/anything else? Las zanahorias The carrots ¿Cuánto cuesta? How much is that? Las patatas The potatoes Gracias Thank you Hasta luego Goodbye En mi cesta tengo... In my basket I have...	el the (masculine singular) el clarinete the clarinet la the (feminine singular) el arpa the harp l os the (masculine plural) el piano the piano las the (feminine plural) not seen in this unit el triángulo the triangle	la trompeta the trumpet el violín the violin la batería the drums l os címbalos the cymbals la guitarra the guitar Toco... I play... la flauta the flute	Un helado... An ice-cream Un cucurucho A cone ...de vainilla vanilla flavour Una tarrina A small tub/pot ...de fresa strawberry flavour Una bola One scoop ...de plátano banana flavour Dos bolas Two scoops ...de menta mint flavour Tres bolas Three scoops ...de pistacho pistachio flavour Por favor Please ...de chocolate chocolate flavour Hola Hello ...de café coffee flavour ¿Qué sabor? Which flavour ...de limón lemon flavour ¿Cuántas bolas?	How many scoops? ...de caramelo caramel flavour ¿Cuánto cuesta? How much? ...de mora blackberry Gracias Thank you Quisiera I would like Adiós Goodbye Y And
Knowledge	Our phonics focus: CH J Ñ LL RR → CH & Ñ sound in champiñones → J sound in judías verdes & berenjenas → LL sound in cebollas → Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable as in fav-or. For words that end in a vowel or ‘n’ and ‘s’ it is normally second to last syllable like ce-bo-las. → 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. → Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion. It is another letter in Spanish not just another phoneme. As seen in the word champiñones.	Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for ‘the’) is either los or las in Spanish. The article/determiner is dependent on the whether the vegetable is a masculine or feminine 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!	Nouns, definite articles/determiners and high frequency verb ‘tocar’ in 1st person singular only. Using a noun (instrument) with the correct definite article and 1st person singular form of the verb ‘tocar’ (to play), ‘toco’ (I play). Learning that nouns in Spanish can have different articles based on their gender (masculine/ feminine nouns) and plurality. Introduction to three definite articles el, la and los (las is not seen in this unit). Learning how to categorise nouns in Spanish by their article/determiner, gender and plurality. Understanding yo (I) is often not used with a verb. We translate it as ‘I play’ even though the ‘I’ is missing.	Recommended phonics focus: CH J Ñ LL RR → RR sound in guitarra → Stress placement. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like trom-pe-ta and gui-ta-rra. → Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in cím-balos, train-gu-lo & ba-te-rí-a	Nouns, gender & 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.	Recommended phonics focus: CH J Ñ LL RR → CH sound in chocolate, pistachio & cucurucho → LL sound in vainilla → RR sound in tarrina → Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable as in fa-vor. For words that end in a vowel or ‘n’ and ‘s’, it is normally the second to last syllable like bo-las and gra-cias. → Accents. 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.
BEECH FOCUS	EARLY LANGUAGE TEACHING I Am Learning Spanish (+Phonetics Lesson 1 C)	EARLY LANGUAGE TEACHING Animals	EARLY LANGUAGE TEACHING Seasons	EARLY LANGUAGE TEACHING Fruits	EARLY LANGUAGE TEACHING Little Red Riding Hood	EARLY LANGUAGE TEACHING Ancient Britain

Objectives	Locate Spain, Madrid, and a few key cities on a map. <ul style="list-style-type: none">• Understand the Hispanic world better.• Ask somebody how they are feeling and what their name is.• Say how we are feeling and our names.• Count to 10.• Read, write, say, and recall ten different colours.	*Recognise, recall, and spell up to ten animals in Spanish with their correct indefinitearticle/determiner. *Understand better that articles/determiners have more options in Spanish than they do in English. *Use and become more familiar with the high-frequency 1st person conjugated verb ‘soy’ (I am), from the infinitive verb ‘ser’ (to be).	Name, recognise and remember all four seasons in Spanish. <ul style="list-style-type: none">• Say what our favourite season is in Spanish.• Say why it is our favourite season in Spanish.• Start to recognise and use the conjunctions ‘y’ (and) & ‘porque’ (because) in our spoken and written responses.	Name, recognise and remember up to 10 fruits in Spanish. <ul style="list-style-type: none">• 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.	Sit and listen to a familiar story being told in Spanish. <ul style="list-style-type: none">• Learn to use picture and word cards to recognise and help retain new language.• Remember key parts of the body in Spanish	Name in Spanish, the six key periods of ancient Britain, introduced in chronological order. <ul style="list-style-type: none">• Say in Spanish three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was.• Remember accurately from memory and use the Spanish for ‘I am’ (soy), ‘I have’ (tengo) and ‘I live’ (vivo).
Vocabulary	Buenos días Hello (formal) Hola Hello (informal) Estoy bien I am good ¿Cómo estás? How are you? Estoy mal I am bad Más o menos So, so Adiós Goodbye Hasta luego See you later ¿Cómo te llamas? What is your name? Me llamo... My name is...	un mono a monkey un pato a duck un ratón a mouse un conejo a rabbit una oveja a sheep una vaca a cow soy I am ...	Las estaciones The seasons Nieva It snows El invierno Winter Las flores crecen The flowers grow La primavera Spring Los pájaros cantan The birds sing El verano Summer Hace sol It is sunny El otoño Autumn Hace calor It is warm En invierno In winter Los árboles pierden sus hojas The trees lose their leaves En primavera In spring ¿Cuál es tu estación favorita? Which is your favourite season? En verano In summer Mi estación favorita es... My favourite season is... En otoño In autumn y and Hace frío It is cold porque because	Una manzana An apple Las manzanas The apples Una fresa A strawberry Las fresas The strawberries Un melocotón A peach Los melocotones The peaches Un plátano A banana Los plátanos The bananas Una cereza A cherry Las cerezas The cherries Una naranja An orange Las naranjas The oranges Una ciruela A plum Las ciruelas The plums Una pera A pear Las peras The pears Un kiwi A kiwi Los kiwis The kiwis Un albaricoque An apricot Los albaricoques The apricots Me gustan... I like... No me gustan... I do not like...	Caperucita Roja Little Red Riding Hood El cuerpo The body La casa The house La cabeza The head La abuela The grandmother (formal) La boca The mouth La abuelita The granny (familiar) La nariz The nose El lobo The wolf Los ojos The eyes El cazador The woodcutter Los pies The feet El bosque The forest Las orejas The ears Los padres The parents Las rodillas The knees Unos pasteles Some cakes El hombro The shoulder	La historia de la antigua Gran Bretaña. The history of Ancient Britain Soy una mujer de la edad de bronce I am a woman from the bronze age La edad de piedra The stone age Soy un hombre de la edad de hierro I am a man from the iron age La edad de bronce The bronze age Soy una mujer de la edad de hierro I am a woman from the iron age La edad de hierro The iron age Tengo... I have... El imperio Romano The Roman Empire Un sílex a flint Los Anglosajones The Anglo-Saxon period Un hacha an axe La época Vikinga The Viking period Una espada a sword Soy.... I am.... Vivo... I live ... Un hombre A man Vivo en... I live in... Una mujer A woman Una cueva A cave Soy un hombre de la edad de piedra I am a man from the stone age Una choza A hut / shelter Soy una mujer de la edad de piedra I am a woman from the stone age Una casa redonda A round house Soy un hombre de la edad de bronce I am a man from the bronze age

Knowledge	Recommended phonics focus: CH J Ñ LL RR • CH sound in ocho • J sound in rojo, naranja, Jasmina, José & Juan Pablo • Ñ sound in España • RR sound in marrón • LL sound in ¿cómo te llamas? & me llamo • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable as in a-zul. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like na-ran-ja. • Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion.	Nouns, gender, article/determiners and verbs. To learn that nouns in Spanish can have different articles/determiners based on their gender (masculine and feminine nouns). Looking more closely at three 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.	Recommended phonics focus: CH J LL Ñ RR ☒ J sound in oveja, pájaro & conejo ☒ LL sound in caballo ☒ Stress Placement. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like co-ne-jo. ☒ Accents. Accents can only be written on vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in le-ón, pá-ja-ro and ra-tón.	Recommended phonics focus: CH J Ñ LL RR • J sound in naranja • Stress Placement. Words that end in a vowel or ‘n’ and ‘s’ are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón. Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!	Our phonics focus: CH J Ñ LL RR • J sound in rojas & orejas • LL sound in rodillas • Silent letters. ‘H’ is always a silent letter in Spanish (unless the word is of foreign origin). Hombro is pronounced ombro. • 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. • 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. • 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 niña.	Recommended phonics focus: CH J Ñ LL RR • CH sound in hacha & choza • J sound in Anglosajones & mujer • Ñsound in Gran Bretaña • RR sound in hierro • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable as in ed-ad. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like hom-bre. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sí-lex. • Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion. Verbs. We will explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo) and one regular verb vivir (vivo). We will notice that in Spanish the pronoun I (yo) is missing and just the verb is used. This never happens in English, but it happens often in Spanish. We will see this a lot in other units.
ASH Focus	EARLY LANGUAGE TEACHING Fruits (+Phonetics Lessons 1&2 C)	EARLY LANGUAGE TEACHING Vegetables	EARLY LANGUAGE TEACHING Teaching Ancient Britain	INTERMEDIATE LANGUAGE TEACHING Presenting Myself	INTERMEDIATE LANGUAGE TEACHING Classroom	INTERMEDIATE LANGUAGE TEACHING Family
Objectives	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.	*Name and recognise up to 10 vegetables in Spanish. *Attempt to spell some of these nouns (including the correct article) *Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. *Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	Name in Spanish, the six key periods of ancient Britain, introduced in chronological order. • Say in Spanish three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. • Remember accurately from memory and use the Spanish for ‘I am’	Count to 20 in Spanish. • Ask somebody how they are feeling, their age, name and where they live in Spanish. • Say how we are feeling, how old we are, what our name is and where we live in Spanish. • Apply rules of adjectival agreement when saying our nationality in Spanish.	Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. • Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. • Learn how to use the negative in Spanish. • Describe what we have and do not have in our pencil case/rucksack.	Remember the nouns for family members in Spanish from memory. • Describe our own or a fictitious family in Spanish by name, age, and relationship. • Count to 100 in Spanish. • Understand possessive adjectives better in Spanish (‘my’ form only).

			(soy), ‘I have’ (tengo) and ‘I live’ (vivo).			
Vocabulary	Una manzana An apple Las manzanas The apples Una fresa A strawberry Las fresas The strawberries Un melocotón A peach Los melocotones The peaches Un plátano A banana Los plátanos The bananas Una cereza A cherry Las cerezas The cherries Una naranja An orange Las naranjas The oranges Una ciruela A plum Las ciruelas The plums Una pera A pear Las peras The pears Un kiwi A kiwi Los kiwis The kiwis Un albaricoque An apricot Los albaricoques The apricots Me gustan... I like... No me gustan... I do not like...	Hola Hello Los guisantes The peas ¿Puedo ayudarte? Can I help you? Los champiñones The mushrooms ¿Algo más? Is that all/anything else? Las zanahorias The carrots ¿Cuánto cuesta? How much is that? Las patatas The potatoes Gracias Thank you Hasta luego Goodbye En mi cesta tengo... In my basket I have...	La historia de la antigua Gran Bretaña. The history of Ancient Britain Soy una mujer de la edad de bronce I am a woman from the bronze age La edad de piedra The stone age Soy un hombre de la edad de hierro I am a man from the iron age La edad de bronce The bronze age Soy una mujer de la edad de hierro I am a woman from the iron age La edad de hierro The iron age Tengo... I have... El imperio Romano The Roman Empire Un sílex a flint Los Anglosajones The Anglo-Saxon period Un hacha an axe La época Vikinga The Viking period Una espada a sword Soy.... I am.... Vivo... I live ... Un hombre A man Vivo en... I live in... Una mujer A woman Una cueva A cave Soy un hombre de la edad de piedra I am a man from the stone age Una choza A hut / shelter Soy una mujer de la edad de piedra I am a woman from the stone age Una casa redonda A round house Soy un hombre de la edad de bronce I am a man from the bronze age	Buenos días Hello (formal) Soy... I am Hola Hello (informal) español/española Spanish ¿Cómo estás? How are you? inglés/inglesa English Estoy bien I am good galés/galesa Welsh Doce Estoy mal I am bad irlandés/irlandesa Irish Más o menos So, so escocés/escocesa Scottish Catorce Fourteen Estoy muy bien I am very good Soy de... I am from... Quince Fifteen Estoy muy mal I am really bad Soy de Inglaterra I am from England Dieciséis Sixteen Adiós Goodbye Hasta luego See you later ¿Cómo te llamas? What is your name? Me llamo... My name is ... Veinte Twenty ¿Cuántos años tienes? How old are you? Tengo...años I am ... years old ¿Dónde vives? Where do you live? Vivo en... I live in... Numbers 1-20	un libro a reading book ¿Qué tienes en tu estuche? What do you have in your pencil case? un cuaderno an exercise book En mi estuche tengo... In my pencil case I have.. un lápiz a pencil En mi estuche no tengo.. In my pencil case I do not have.. un bolígrafo a pen mi my (singular nouns) un sacapuntas a sharpener mis my (plural nouns) un estuche a pencil case y and una calculadora a calculator una regla a ruler una barra de pegamento a glue stick una goma a rubber una mochila a rucksack unas tijeras a pair of scissors tengo I have no tengo I do not have	La familia The family Los abuelos The grandparents El padre / El papá The father / The dad Los hermanos The siblings/ brothers and sisters La madre / la mamá The mother / The mum Mi, Mis My El hermano The brother ¿Tienes hermanos? Do you have any brothers or sisters? La hermana The sister Sí, tengo un hermano Yes, I have a brother El abuelo The grandfather Sí, tengo una hermana Yes, I have a sister La abuela The grandmother Sí, tengo dos hermanos Yes, I have two brothers El tío The uncle Sí, tengo dos hermanas Yes, I have two sisters La tía The aunt No, soy hijo único No, I am an only child (boy) El padrastro The stepfather No, soy hija única No, I am an only child (girl) La madrastra The stepmother ¿Cómo te llamas? What is your name? El hermanastro The stepbrother/halfbrother ¿Cómo se llama tu [family member] ? What is your [family member]'s name? La hermanastra The stepsister/halfsister Me llamo... My name is... El hijo The son Se llama... His/her name is... La hija The daughter ¿Cuántos años tienes? How old are you? El primo The cousin (male) ¿Cuántos años tiene___? How old is___? La prima The cousin (female) Tengo ___ años I am ___ years old Los padres The parents Tiene ___ años He/she is ___ years old

Knowledge	<ul style="list-style-type: none">• Stress Placement. Words that end in a vowel or ‘n’ and ‘s’ are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que.• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón. Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!	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!	Recommended phonics focus: CH J Ñ LL RR • CH sound in hacha & choza • J sound in Anglosajones & mujer • Ñsound in Gran Bretaña • RR sound in hierro • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable as in ed-ad. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like hom-bre. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sí-lex. • Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion. Verbs. We will explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo) and one regular verb vivir (vivo). We will notice that in Spanish the pronoun I (yo) is missing and just the verb is used. This never happens in English, but it happens often in Spanish. We will see this a lot in other units.	Recommended phonics focus: CA CE CI CO CU • CA sound in catorce • CE sound in once, doce, trece etc • CI sound in cinco, cincuenta & cien. • CO sound in cómo • CU sound in cuatro & cuántos • 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. • 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 • Ñ tilde. This changes the ‘n’ to a ‘ny’ sound as in español & española.	Recommended phonics focus: CA CE CI CO CU • CA sound in calculadora & sacapuntas • CU sound in calculadora & cuaderno • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué tienes en tu estuche? Nouns, gender, articles/determiners & use of the negative. Understanding that nouns in Spanish are gendered and that this affects the choice of article/determiner. Moving from revisiting tengo... (‘I have’) to learning the negative option no tengo...(‘I do not have’) in Spanish.	Recommended phonics focus: CA CE CI CO CU • CA sound in única • CI sound in cien • CO sound in único • CU sound in cuarenta, cincuenta • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable in the word. For words that end in a vowel or ‘n’ and ‘s’ it is normally the penultimate syllable like her-man-o or her-man-a (remembering silent ‘h’ in Spanish unless a foreign origin word). • Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tí-o and ú-ni-ca. Nouns, articles/determiners & possessive adjectives. Exploring possessive adjectives in Spanish with a focus only on ‘my’. Understanding that there are two words in Spanish mi and mis for our one word ‘my’ in English. Moving from ‘I am’ and ‘I have’ to ‘he/she is’ and ‘he/she has’.
Maple Focus	PHONETICS LESSONS 1-3 CORE VOCABULARY LESSONS (Months of The Year)	EARLY LANGUAGE TEACHING Fruit	INTERMEDIATE LANGUAGE TEACHING Presenting Myself	INTERMEDIATE LANGUAGE TEACHING Family	INTERMEDIATE LANGUAGE TEACHING My Home	INTERMEDIATE LANGUAGE TEACHING Clothes
Objectives	The three lessons in the ‘Phonetics & Pronunciation’ series have been designed to introduce each phonic sound / phoneme on its own first and pronounced in an exaggerated form to help the children hear it pronounced clearly so as to be able to repeat and practice it. Once it has been heard, we discuss how to actually make that sound with suggestions on	Name, recognise and remember up to 10 fruits in Spanish. <ul style="list-style-type: none">• 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.	Count to 20 in Spanish. <ul style="list-style-type: none">• Ask somebody how they are feeling, their age, name and where they live in Spanish.	Remember the nouns for family members in Spanish from memory. <ul style="list-style-type: none">• Describe our own or a fictitious family in Spanish by name, age, and relationship.• Count to 100 in Spanish.• Understand possessive adjectives better in Spanish (‘my’ form only).	Say and write in Spanish whether we live in a house or an apartment. <ul style="list-style-type: none">• Say what room we have and do not have at home using the key structure en mi casa	Recognise and recall from memory 21 items of clothing. • Explore the regular ‘ar’ whole verb present tense conjugation of the verb LLEVAR to describe

	mouth shape and tongue position and link it (where possible) to a similar sound in English. The children will then see the sound in a Spanish word. Finally, by the end of each lesson, the children will see each of the sounds in a piece of unknown text, in a relevant appropriate word and pronounced at near native speed.		<ul style="list-style-type: none"> • Say how we are feeling, how old we are, what our name is and where we live in Spanish. • Apply rules of adjectival agreement when saying our nationality in Spanish. 		<p>hay... and en mi casa no hay...</p> <ul style="list-style-type: none"> • Use the connective/conjunction y to link two sentences together. 	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.
Vocabulary	Los meses = The months enero* = January febrero* = February marzo* = March abril* = April mayo* = May junio* = June julio* = July agosto* = August septiembre* = September octubre* = October noviembre* = November diciembre* = December	<p>Una manzana An apple Las manzanas The apples Una fresa A strawberry Las fresas The strawberries Un melocotón A peach Los melocotones The peaches Un plátano A banana Los plátanos The bananas Una cereza A cherry Las cerezas The cherries Una naranja An orange Las naranjas The oranges Una ciruela A plum Las ciruelas The plums Una pera A pear Las peras The pears Un kiwi A kiwi Los kiwis The kiwis Un albaricoque An apricot Los albaricoques The apricots Me gustan... I like... No me gustan... I do not like...</p>	<p>Buenos días Hello (formal) Soy... I am Hola Hello (informal) español/española Spanish ¿Cómo estás? How are you? inglés/inglesa English Estoy bien I am good galés/galesa Welsh Doce Estoy mal I am bad irlandés/irlandesa Irish Más o menos So, so escocés/escocesa Scottish Catorce Fourteen Estoy muy bien I am very good Soy de... I am from... Quince Fifteen Estoy muy mal I am really bad Soy de Inglaterra I am from England Dieciséis Sixteen Adiós Goodbye Hasta luego See you later ¿Cómo te llamas? What is your name? Me llamo... My name is ... Veinte Twenty ¿Cuántos años tienes? How old are you? Tengo...años I am ... years old ¿Dónde vives? Where do you live? Vivo en... I live in... Numbers 1-20</p>	<p>La familia The family Los abuelos The grandparents El padre / El papá The father / The dad Los hermanos The siblings/ brothers and sisters La madre / la mamá The mother / The mum Mi, Mis My El hermano The brother ¿Tienes hermanos? Do you have any brothers or sisters? La hermana The sister Sí, tengo un hermano Yes, I have a brother El abuelo The grandfather Sí, tengo una hermana Yes, I have a sister La abuela The grandmother Sí, tengo dos hermanos Yes, I have two brothers El tío The uncle Sí, tengo dos hermanas Yes, I have two sisters La tía The aunt No, soy hijo único No, I am an only child (boy) El padrastro The stepfather No, soy hija única No, I am an only child (girl) La madrastra The stepmother ¿Cómo te llamas? What is your name? El hermanastro The stepbrother/halfbrother ¿Cómo se llama tu [family member] ? What is your [family member]'s name? La hermanastra The stepsister/halfsister Me llamo... My name is... El hijo The son Se llama... His/her name is... La hija The daughter ¿Cuántos años tienes? How old are you? El primo The cousin (male) ¿Cuántos años tiene___? How old is ___? La prima The cousin (female) Tengo ___ años I am ___ years old Los padres The parents Tiene ___ años He/she is ___ years old</p>	<p>¿ Dónde vives ? Where do you live? Una cocina A kitchen Vivo en... I live in... Un comedor A dining room Una casa A house Un cuarto de baño A bathroom Un piso An apartment Un dormitorio A bedroom En la ciudad In town Un lavadero A utility room En el campo In the countryside Un sótano A basement En la montaña In the mountains Un despacho An office / a study En la costa By the sea Un salón A living room En un pueblo In a village Un garaje A garage y and Un jardín A garden pero but En mi casa hay... In my home there is... / there are... En mi casa no hay... In my home there is not... / there are no...</p> <p>Rooms I have in my home using the phrase “En mi casa hay Rooms I do not have in my home “En mi casa no hay... Ask somebody to describe their home to me using the phrase “¿Cómo es tu casa?”</p>	<p>Yo llevo I wear El lunes On Monday Tú llevas You wear El martes On Tuesday Él lleva He wears El miércoles On Wednesday Ella lleva She wears El jueves On Thursday Nosotros llevamos We wear (masculine & mixed group) El viernes On Friday Nosotras llevamos We wear (all feminine group) El sábado On Saturday Vosotros lleváis You all wear (masculine & mixed) El domingo On Sunday Vosotras lleváis You all wear (feminine) Para la escuela llevo... For school I wear... Ellos llevan They all wear (masculine & mixed) Cuando hace buen tiempo llevo... When it is nice weather I wear... Ellas llevan They all wear (feminine) Cuando nieva llevo... When it snows I wear... Cuando estoy de vacaciones llevo... When I am on holiday I wear...</p>
Knowledge	Unlike in English, the months of the year in Spanish are not written with a capital letter. The only time they can be seen written with a capital letter is if they are at the start of a sentence.	<ul style="list-style-type: none"> • Stress Placement. Words that end in a vowel or ‘n’ and ‘s’ are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que. • Accents. 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. <p>Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning</p>	<p>Recommended phonics focus: CA CE CI CO CU • CA CI CO CU • CA sound in catorce • CE sound in once, doce, trece etc • CI sound in cinco, cincuenta & cien. • CO sound in cómo • CU sound in cuatro & cuántos • Stress Placement.</p>	<p>Recommended phonics focus: CA CE CI CO CU • CA sound in única • CI sound in cien • CO sound in único • CU sound in cuarenta, cincuenta • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable in the word. For words that end in a vowel or ‘n’ and ‘s’ it is normally the penultimate syllable like her-man-o or her-man-a (remembering silent ‘h’ in Spanish unless a foreign origin word). • Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tí-o and ú-ni-ca.</p>	<p>Recommended phonics focus: GA GE GI GO GU • GA sound in garaje • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like ciu-dad,</p>	<p>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</p>

		<p>that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender.</p> <p>Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!</p>	<p>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. • 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 • Ñ tilde. This changes the 'n' to a 'ny' sound as in español & española.</p>	<p>Nouns, articles/determiners & possessive adjectives. Exploring possessive adjectives in Spanish with a focus only on 'my'. Understanding that there are two words in Spanish mi and mis for our one word 'my' in English. Moving from 'I am' and 'I have' to 'he/she is' and 'he/she has'.</p>	<p>la-va-de-ro and ga-ra-je. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón. • Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter not just another phoneme as in baño and montaña. Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles un and una. Revisiting also 1st person singular high frequency verbs le 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>Spanish and describe clothes in terms of colour. Verbs, possessive adjectives, gender, definite/indefinite articles & 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>
WILLOW Focus	PHONETICS LESSONS 1-4 (C) CORE VOCABULARY LESSONS (Understanding Classroom Instructions).	INTERMEDIATE LANGUAGE TEACHING Presenting Myself	INTERMEDIATE LANGUAGE TEACHING Do You Have A Pet?	INTERMEDIATE LANGUAGE TEACHING My Home	INTERMEDIATE LANGUAGE TEACHING What Is The Weather?	PROGRESSIVE LANGUAGE TEACHING School (Preparation For Transition Into Secondary Education)
Objectives	<p>The four lessons in the 'Phonetics & Pronunciation' series have been designed to introduce each phonic sound / phoneme on its own first and pronounced in an exaggerated form to help the children hear it pronounced clearly so as to be able to repeat and practice it. Once it has been heard, we discuss how to actually make that sound with suggestions on mouth shape and tongue position and link it (where possible) to a similar sound in English. The children will then see the sound in a Spanish word. Finally, by the end of each lesson, the children will see each of the sounds in a piece of unknown text, in a relevant appropriate word and pronounced at near native speed.</p>	<p>Count to 20 in Spanish.</p> <ul style="list-style-type: none"> • Ask somebody how they are feeling, their age, name and where they live in Spanish. • Say how we are feeling, how old we are, what our name is and where we live in Spanish. • Apply rules of adjectival agreement when saying our nationality in Spanish. 	<p>Know the nouns and indefinite articles for 8 common pets.</p> <ul style="list-style-type: none"> • 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 connectives y (and) and pero (but) to make more complex and 	<p>Say and write in Spanish whether we live in a house or an apartment.</p> <ul style="list-style-type: none"> • 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 connective/conjunction y to link two sentences together. 	<p>Recognise and recall the 9 weather expressions in Spanish from memory.</p> <ul style="list-style-type: none"> • 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. Use of hay & hace with weather phrases. To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding 	<p>Name the subjects we study in school in Spanish with the correct definite article/determiner.</p> <ul style="list-style-type: none"> • 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. • Say at what time and on what day we study certain school subjects.

			interesting sentences.		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!	
Vocabulary	Las instrucciones del aula = Instructions/classroom commands Escuchad = Listen Escribid = Write Leed = Read Silencio = Silence Repetid = Repeat Abrid los libros = Open your books Cerrad los libros = Close your books Pensad = Think Preguntad = Ask Levantad la mano = Raise your hand	Buenos días Hello (formal) Soy... I am Hola Hello (informal) español/española Spanish ¿Cómo estás? How are you? inglés/inglesa English Estoy bien I am good galés/galesa Welsh Doce Estoy mal I am bad irlandés/irlandesa Irish Más o menos So, so escocés/escocesa Scottish Catorce Fourteen Estoy muy bien I am very good Soy de... I am from... Quince Fifteen Estoy muy mal I am really bad Soy de Inglaterra I am from England Dieciséis Sixteen Adiós Goodbye Hasta luego See you later ¿Cómo te llamas? What is your name? Me llamo... My name is ... Veinte Twenty ¿Cuántos años tienes? How old are you? Tengo...años I am ... years old ¿Dónde vives? Where do you live? Vivo en... I live in... Numbers 1-20	Un perro A dog Tengo I have Un gato A cat No tengo I do not have Un conejo A rabbit Tengo un I have a (masculine) Un hámster A hamster Tengo una I have a (feminine) Un pez A fish Que se llama... That is called Un ratón A mouse Y And Una cotorra A parrot / parakeet Pero But Una tortuga A tortoise	Rooms I have in my home using the phrase “En mi casa hay Rooms I do not have in my home “En mi casa no hay... Ask somebody to describe their home to me using the phrase “¿Cómo es tu casa?”	¿ Qué tiempo hace ? What weather is it? Hace frío It is cold Está lloviendo It is raining Hace calor It is hot Está nevando It is snowing En el norte de España In the north of Spain Hay tormenta There is a storm En el sur de España In the south of Spain Hace sol It is sunny En el centro de España In the centre of Spain Hace mucho viento It is windy En el oeste de España In the west of Spain Hace buen tiempo The weather is fine En el este de España In the east of Spain Hace mal tiempo The weather is not good El clima The weather	En el colegio At school ¿ Qué te gusta ? What do you like? Aburrido Boring El español Spanish ¿ Te gusta... ? Do you like...? (singular) Difícil Difficult El inglés English ¿ Te gustan... ? Do you like...? (plural) Útil Useful El arte Art Me gusta... I like... (singular) Interesante Interesting La educación física P.E. Me gustan... I like... (plural) Divertido Fun La música Music Me encanta... I love... (singular) Fácil Easy La geografía Geography Me encantan... I love... (plural) Inútil Pointless La historia History No me gusta... I do not like... (singular) Porque Because Las matemáticas Maths No me gustan... I do not like... (plural) Es It is Las ciencias Science Odio I hate... Porque es... Because it is... La informática ICT Sí, me gusta... Yes, I like... (singular) Porque son... Because they are... Sí, me gustan... Yes, I like... (plural) Y And Sí, me encanta... Yes, I love... (singular) Pero But Sí, me encantan... Yes, I love... (plural) Sin embargo However No, no me gusta... No, I do not like... (singular) ¡ Hola ! Hi! No, no me gustan... No, I do not

						like... (plural) ¡ Hasta luego ! See you soon! No, odio No, I hate...
Knowledge	<p>*Correct pronunciation in Spanish. Mouth positioning.</p> <p>*Classroom instructions, speaking, writing and following effectively.</p>	<p>Recommended phonics focus: CA CE CI CO CU • CA sound in catorce • CE sound in once, doce, trece etc • CI sound in cinco, cincuenta & cien. • CO sound in cómo • CU sound in cuatro & cuántos • 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. • 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 • Ñ tilde. This changes the ‘n’ to a ‘ny’ sound as in español & española.</p>	<p>Recommended phonics focus: GA GE GI GO GU • GA GE GI GO GU • GA sound in gato & tortuga • GO sound in gorra & abrigo • 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, tor-tu-ga and pe-rro. • 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. Indefinite articles, high frequency verbs& 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 ¿ ¡</p>	<p>Recommended phonics focus: GA GE GI GO GU • GA sound in garaje • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like ciu-dad, la-va-de-ro and ga-ra-je. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón. • Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion. It is another letter not just another phoneme as in baño and montaña. Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles un and una. Revisiting also 1st person singular high frequency verbs le 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>Recommended phonics focus: GA GE GI GO GU • 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. • Accents. Accents can be placed on some words like qué to indicate a question word.</p>	<p>Recommended phonics focus: B V CC QU Z • B sound in aburrido & QU sound in porque • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like in-te-re-san-te and di-ver-ti-do. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas. • Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español. • Silent letters. ‘H’ is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola. Nouns, gender, definite articles & high frequency regular AR verb ‘estudiar’. Revision of definite article el, la, los and las. Focus on 1st person singular conjugation of verb estudiar with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.</p>

The teaching staff of John Blow School, collaboratively collated this, and supporting documents.

This curriculum is underpinned by the best practice and research guidance from the work of Mary Myatt, Marc Hayes, Language Angels, Twinkl, Focus Education and Oak Academy.

Our intent is to breathe life into the philosophy of education of our school: it is purpose enacted.

Our intent is for our whole curriculum is:

Balanced: promoting intellectual, moral, spiritual, aesthetic, creative, emotional and physical development.

Rigorous: to develop intra-disciplinary habits of mind; integrating the subject's knowledge and skills into a coherent whole.

Coherent: to make explicit connections and links between the different subjects/experiences encountered.

Vertically integrated: It focuses on progression by sequencing knowledge; provides clarity about what getting better at the subject means.

Appropriate: by matching levels of challenge to a pupil's current level of maturity/knowledge.

Focused: The curriculum is manageable by teaching the most important knowledge; identifying big ideas or key concepts within a subject.

Relevant: we sought to connect the valued outcomes of a curriculum to the pupils being taught; providing opportunities for our pupils to make informed choices.