



Unit Objectives:

- 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.

Skills we will develop and activities we will complete:

To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.

A number of different activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords. There will also be the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular numbers 1-10 and feelings).

What a verb is in English and knowledge of high frequency first person verbs such as soy (I am), tengo (I have) and vivo (I live).

Murdishaw West's Spanish Objectives

Speaking: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Listening: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

Grammar: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

Key vocabulary & understanding:

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.



Unit Objectives:

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).

Skills we will develop and activities we will complete:

We will learn to talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'. We will increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. We will be reminded that nouns have gender and that this impacts the choice of articles and possessives adjectives. We will improve our ability to choose these words carefully, applying increasingly grammatical awareness and using this with improving accuracy.

Activities to help learn the nouns and articles/determiners for key members of the family. Learning how to say what our family members are called and how old they are. Lots of activities to help understand better how to use a possessive adjective (the word for 'my') accurately in Spanish. The reading and listening tasks will be more challenging building up to the final task of a written and/or oral presentation on our own / an imaginary family.

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
Vocabulary from the 'Early Learning' and 'Me Presento' units (how to say our name, age, nationality, where we live and numbers 1-20).

What a verb is in English and be familiar with the Spanish high frequency verbs in first person singular form e.g. soy (I am), tengo (I have), vivo (I live) and me llamo (I am called).

Murdishaw West's Spanish Objectives

Speaking: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Listening: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

Grammar: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

Key vocabulary & understanding:

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.



Unit Objectives:

Say and write the key elements that animals and plants need to survive.

Name the 5 most common types of habitats.

Name an animal and a plant that live and grow in each type of habitat.

Skills we will develop and activities we will complete:

To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness.

The unit will start with 5 different types of habitat, then 5 types of plants and 5 types of animal that live in these habitats. Using a series of gap fills, listening and reading tasks we will gradually build-up our new knowledge, be able to recall knowledge of the topic and recall and retain the new language so that by the end of the unit we can say which animal and plant live in each habitat. There is also the opportunity in the final oral and written task to build on this and include specific adaptations of the plants and animals.

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.

Vocabulary from the Early Learning units.

Different strategies on how to decode unknown text from units such as 'Ricitos De Oro', 'La Casa Tudor' and/or 'Caperucita Roja'.

Murdishaw West's Spanish Objectives

Speaking: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Listening: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

Grammar: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

Key vocabulary & understanding:

Recommended phonics focus: GA GE GI GO GU

GA sound in algas

GI sound in rifugio

GU sound in agua

Stress Placement.

Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable in words like tro-pi-cal and po-lar. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like de-sier-to, ar-bus-tos and plan-tas.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ár-bo-les and há-bi-tats.

Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in araña.



Unit Objectives:

Order a selection of typical foods, drinks and snacks from a Spanish menu and order a breakfast in Spanish.

Perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.

Skills we will develop and activities we will complete:

To improve memory, recall and retention skills from Early learning as there will be more vocabulary to learn and remember for the final role play. Being able to say from memory the language needed for ordering drinks, food and snacks.

A number of different speaking, reading and writing activities in weeks 1-3 to help learn the nouns and articles for foods, drinks and snacks typically served in a Spanish café. In week 4 there will be a survey on what others in the class have for their breakfast to help become more familiar with the language required for the final task of the role play in week 5, between a waiter and customer in a Spanish speaking café. Perhaps creating a café in class/hall!

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
Vocabulary from the Early Learning units.
How to say 'hello', 'goodbye', 'please' and 'thank you' in Spanish.

Murdishaw West's Spanish Objectives

Speaking: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Listening: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

Grammar: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

Key vocabulary & understanding:

Recommended phonics focus: CA CE CI CO CU

CA sound in café & caliente

CE sound in cereales but CHE sound in leche

CO sound in bizoccho but CHO sound in chocolate

CU sound in cuenta but CHU sound in churros

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 ta-pas, chu-rrros, cuen-ta and li-mo-na-da.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sánd-wich.



Unit Objectives:

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

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
Vocabulary from a variety of 'Early learning Units' units and the Intermediate unit Me presente.
That Tengo means 'I have' and comes from the verb to have tener in Spanish.
What a noun and article/determiner is in English.
What a verb is in English.
What a possessive adjective is.

Murdishaw West's Spanish Objectives

Speaking: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Listening: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

Grammar: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

Skills we will develop and activities we will complete:

To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. To improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a possessive and negative reply. Learning twelve classroom objects (noun and article) with a variety of speaking, listening and written tasks. Activities to help us understand better why there are two different words for 'my' in Spanish. Many extended, longer writing, reading and listening tasks all working towards the final activity of being able to say and write what we have and do not have in our pencil case.

Key vocabulary & understanding:

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?



Unit Objectives:

Listen attentively to a whole familiar fairy tale in Spanish.

Remembering new language using picture, word and phrases cards.

Improve gist reading and gist listening skills.

Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support.

Skills we will develop and activities we will complete:

To learn to listen attentively to all of the familiar fairy tale in Spanish and learn strategies to help decode longer pieces of spoken and written text that will contain unknown language. Learning to always look for cognates first and using picture, word and phrase cards for support.

A number of different activities to help recall and retain longer pieces of spoken and written Spanish. Listening to the story several times, progressing from picture, to words and finally phrases cards to retell the story. The final task will be to create a version of the story using a mini book/story board.

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. Vocabulary from the Early Learning units.

Ideally the skills covered in the 'Caperucita Roja' unit from Early Learning. Being used to listening to an entire familiar fairy tale in Spanish and already having basic decoding skills to help deal with longer text that will contain much unfamiliar language.

Murdishaw West's Spanish Objectives

Speaking: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Listening: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

Grammar: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

Key vocabulary & understanding:

Recommended phonics focus: CA CE CI CO CU

CA sound in cama & casa

CE sound in dulce

CI sound Ricitos

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sa-la-do and Ri-ci-tos.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ta-zón

Ñ tilde. This changes the 'n' to a 'ny' sound as in pequeño & española