



Unit Objectives:

Locate Spain, Madrid, and a few key cities on a map.

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

What do we already know? Knowledge retrieval:

No previous knowledge is required as this is recommended as a starter unit.

Murdishaw West's Spanish Objectives

**Speaking:** Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.

**Listening:** Communicate with others using simple words and short phrases covered in the units.

**Reading:** Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

**Writing:** Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

**Grammar:** Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Skills we will develop and activities we will complete:

Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson.

There will be a number of different activities to improve cultural awareness of Spain and Spanish speaking countries. Children will be expected to locate Spain and other Spanish speaking countries on a map. There will also be a variety of oral role play tasks to ask how somebody is feeling with opportunities to reply.

Key vocabulary & understanding:

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.



Unit Objectives:

Name, recognise and remember all four seasons in Spanish.

Say what our favourite season is in Spanish.

Say why it is our favourite season in Spanish.

Start to recognise and use the conjunctions 'y' (and) & 'porque' (because) in our spoken and written responses.

Skills we will develop and activities we will complete:

Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.

Using our knowledge of the four seasons in English to support our new learning and understanding of the seasons in Spanish via many engaging visual listening and speaking tasks. Learning the nouns for the four seasons, followed by a short phrase associated to each one. Reading and written activities on both word and phrase level to support word order and simple sentence structure in Spanish.

What do we already know? Knowledge retrieval:

No previous knowledge is necessary as this is a starter unit designed to be used in the early stages of a language learning journey, but it is recommended to teach 'Yo Aprendo Español' before this unit.

Murdishaw West's Spanish Objectives

**Speaking:** Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.

**Listening:** Communicate with others using simple words and short phrases covered in the units.

**Reading:** Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

**Writing:** Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

**Grammar:** Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Key vocabulary & understanding:

Recommended phonics focus: CH J Ñ LL RR

J sound in hojas. Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'.

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.

Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hace is pronounced without the 'h'. Hojas is also pronounced without the 'h'.

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



Unit Objectives:

Name and recognise up to 10 animals in Spanish.

Attempt to spell some of these nouns with their correct indefinite article/determiner.

Pretend that we are a particular animal using the 1st person singular form of the verb ser (to be), soy (I am)

Skills we will develop and activities we will complete:

We will work on improving our memory skills so that we remember the animals in Spanish after the lesson. Remembering to look out for cognates such as león (lion) using pictures to help. Learning how to build a short simple sentence in Spanish using 1st person conjugated verb soy (I am), an indefinite article/determiner (un or una) and a noun (in this unit an animal). Learning that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.

There will be many speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. Building up to a final task of producing a short simple phrase with 'soy...' plus an animal from memory.

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1 and vocabulary from the 'Yo Aprendo Español' unit.

What a noun and article/determiner is in English.

What a verb is and that 'I am' comes from the verb 'to be' in English.

Murdishaw West's Spanish Objectives

**Speaking:** Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.

**Listening:** Communicate with others using simple words and short phrases covered in the units.

**Reading:** Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

**Writing:** Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

**Grammar:** Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Key vocabulary & understanding:

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



Unit Objectives:

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.

Skills we will develop and activities we will complete:

To work on improving memory skills. Learning to recognise and learn cognates such as guitarra, piano, clarinete first. Starting to build a short phrase in Spanish using a conjugated verb, 1st person of the verb 'to play' (tocar) and definite determiner/article (el, la or los). Choosing and ordering these words accurately. Learning that in Spanish the personal pronoun 'I' (yo) is often dropped and just toco is used. We will see this happens a lot in other units going forward.

A number of activities with speaking, reading, listening and written tasks to help learn and retain the new vocabulary including word puzzles, word searches, cross- words to help the final task of recalling from memory in oral and written form toco plus the partitive article/determiner and an instrument.

What do we already know? Knowledge retrieval:

What nouns, verbs and articles/determiners are in English.

A basic understanding of the concept of gender in Spanish.

Murdishaw West's Spanish Objectives

**Speaking:** Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.

**Listening:** Communicate with others using simple words and short phrases covered in the units.

**Reading:** Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

**Writing:** Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

**Grammar:** Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Key vocabulary & understanding:

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.



### Unit Objectives:

Sit and listen to a familiar story being told in Spanish.

Learn to use picture and word cards to recognise and help retain new language.

Remember key parts of the body in Spanish.

### Skills we will develop and activities we will complete:

To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.

A number of activities including word puzzles and crosswords will help us remember the key words for parts of the body. Listening attentively to the story several times and using picture and word cards can help decode the general meaning of the fairy tale.

A mind mapping exercise will help visualize what is happening in the story using pictures to help remember some of the key words and spellings.

### What do we already know? Knowledge retrieval:

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

Language introduced from units like Animals, Instruments, Fruits & Vegetables.

### Murdishaw West's Spanish Objectives

**Speaking:** Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.

**Listening:** Communicate with others using simple words and short phrases covered in the units.

**Reading:** Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

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**Grammar:** Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

### Key vocabulary & understanding:

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.



### Unit Objectives:

Recognise, use and remember 10 common Spanish verbs/activities.

Use these verbs in the infinitive to make a short sentence starting with puedo.

### Skills we will develop and activities we will complete:

Learning to remember new vocabulary by using an image, sound or mime. Remembering more and knowing more by using a greater variety of high frequency verbs with the puedo. Being able to create longer sentences. Learning to expand, looking up other verbs in their infinitive form not covered in the lesson using the English to Spanish section of a dictionary.

Simple reading, listening and written tasks to help learn and remember the new vocabulary. There will be a sound and mime to learn for each activity too. There will be more focus on remembering some/all of the spellings with more accuracy with a choice of written tasks including gap-fill, word puzzles, crosswords and worksheets. The final task will be to say/write what activities we are able to do.

### What do we already know? Knowledge retrieval:

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

Language introduced from units like Animals, Instruments, Fruits & Vegetables. Vocabulary from the 'Yo Aprendo Español' unit.

*What a verb is in English*

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**Grammar:** Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

### Key vocabulary & understanding:

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 es- cri-bir. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like pue-do.