



Unit Objectives:

Know the nouns and indefinite articles for 8 common pets.

Ask somebody if they have a pet and give an answer back.

Say in Spanish what pet we have/do not have and give our pet's name.

Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.

Skills we will develop and activities we will complete:

To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero.

Incorporating the personal details previously learnt with our new knowledge.

Moving to phrase level and creating extended sentences.

A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting tengo... (I have) learning how to say no tengo... ' (I do not have...) plus the pet in Spanish. Learning how to use the structure que se llama and complete more demanding listening and reading tasks. There will a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.

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.

Vocabulary from 'Me Presento' and 'La Familia' units.

The difference between a definite and indefinite article/determiner.

That nouns in Spanish have gender and this has an impact on the determiner

Murdishaw West's Spanish Objectives

Speaking: Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.

Listening: Communicate on a wider range of topics and themes.

Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

Reading: Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.

Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'

Writing: Write a paragraph using familiar language incorporating connectives/ conjunctions, a

negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.

EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.

Grammar: Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).

Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear..', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'

Key vocabulary & understanding:

Recommended phonics focus: 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.



Unit Objectives:

Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in Spanish.

Ask and answer what the date is in Spanish.

Ask and answer the question 'when is your birthday?' in Spanish.

Skills we will develop and activities we will complete:

To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.

A number of different activities to learn how to say the date in Spanish. Starting by learning the 12 months of the year in Spanish (including word searches, crosswords and word puzzles). After recycling and revisiting numbers 1-31, learning how to ask and say the date and finally ask and say when our birthdays are. After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt personal details.

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 & numbers 1-31. Vocabulary from 'me presento' and 'la familia' units (Intermediate), how to say your name, age, where you live and vocabulary for family members

Murdishaw West's Spanish Objectives

Speaking: Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.

Listening: Communicate on a wider range of topics and themes.

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Reading: Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.

Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'

Writing: Write a paragraph using familiar language incorporating connectives/ conjunctions, a

negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.

EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.

Grammar: Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).

Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear..', 'he/she wears...') and also be able to describe clothes in terms of colour EG: 'My blue coat'

Key vocabulary & understanding:

Recommended phonics focus: GA GE GI GO GU

GO sound in domingo & agosto

Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lio, vein-tiu-no and trein-ta.

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

Silent letters. 'H' is always silent in Spanish (unless it is a word of foreign origin) as in the word hoy which is pronounced oy.



Unit Objectives:

Recognise and recall the 9 weather expressions in Spanish from memory.

Ask what the weather is today and give a reply in Spanish.

Describe the weather in Spain, in Spanish using a weather map with symbols.

Skills we will develop and activities we will complete:

To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.

A number of different activities to learn how to describe the weather in Spanish. Starting by learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to be help us understand a Spanish weather forecast and read a Spanish weather map more easily. Using all this new knowledge to create our own Spanish weather map and Spanish weather forecast in our final task!

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1, 2 and 3

Language introduced from Early Learning units.

Vocabulary from 'Me Presento' unit (Intermediate), how to say your name, age, where you live and nationality.

Murdishaw West's Spanish Objectives

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Listening: Communicate on a wider range of topics and themes.

Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

Reading: Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.

Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'

Writing: Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.

EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.

Grammar: Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).

Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear..', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'

Key vocabulary & understanding:

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.



Unit Objectives:

Recognise and recall from memory 21 items of clothing.

Explore the regular 'ar' whole verb present tense conjugation of the verb

LLEVAR to describe what you and possibly somebody else is wearing.

Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.

Skills we will develop and activities we will complete:

To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.

Lots of speaking, reading and written activities to learn the 21 nouns and appropriate articles for clothes (wordsearches, word puzzles and cross words). Plus extended listening and reading tasks. Spoken and written scaffolded activities that will support us in saying what we wear in different scenarios. A final creative activity where we will pack a suitcase for a holiday allowing us to revise the possessive adjective "my" and describing our clothes by colour.

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 and in particular colours and simple adjectival agreement (nationality in 'Me Presento').

Understand better that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective.

Understand better the differences between definite and indefinite articles.
The vocabulary to describe weather.

Murdishaw West's Spanish Objectives

Speaking: Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.

Listening: Communicate on a wider range of topics and themes.

Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

Reading: Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.

Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'

Writing: Write a paragraph using familiar language incorporating connectives/ conjunctions, a

negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.

EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.

Grammar: Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).

Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear..', 'he/she wears...') and also be able to describe clothes in terms of colour EG: 'My blue coat'

Key vocabulary & understanding:

Recommended phonics focus: GA GE GI GO GU

GA sound in gafas
GO sound in gorra & abrigo
GU sound in quantes

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 guan-tes, a-bri-go, blu-sa, san-da-lias and cha-que-ta.

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

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



Unit Objectives:

Listen attentively to key facts from Tudor history in Spanish.

Build on previously learnt skills to decode longer spoken and written

Spanish language.

Learn and be able to recall some key Tudor facts from history in Spanish.

Skills we will develop and activities we will complete:

To further improve memory, recall and retention skills using English literacy knowledge (SPAG) and what words 'do' in sentences. Breaking down a sentence into verbs, articles, nouns and adjectives as it can help decode unknown language. Learning to use knowledge of a topic in one language to help decode in another. How languages have similarities as well as differences.

A number of different activities to help decode and unravel unfamiliar language in Spanish. Activities based on language learning strategies such as categorising unknown text and language into verbs, adjectives and nouns, tying into literacy work. Working towards the final task of describing Henry's wives in Spanish using the key adjectives as presented in the unit.

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. Basic decoding skills as learnt in 'Caperucita Roja' (Early Learning unit). Looking for cognates and gist listening and reading for meaning.

Vocabulary from 'Me Presento' unit (Intermediate).

What a verb, noun and adjective is in English

That adjectives can change spelling in Spanish due to gender (as seen 'Me Presento' unit).

Some basic facts on Henry VIII and his 6 wives

Murdishaw West's Spanish Objectives

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Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

Reading: Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.

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Grammar: Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).

Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear..', 'he/she wears...') and also be able to describe clothes in terms of colour EG: 'My blue coat'

Key vocabulary & understanding:

Recommended phonics focus: CA CE CI CO CU

CA sound in casa & católica

CE sound in tercer

CI sound in civil & Palacio

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like re-li-gio-sa.

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



Unit Objectives:

Say and write in Spanish whether we live in a house or an apartment.

Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay...

Use the connective/conjunction y to link two sentences together.

Skills we will develop and activities we will complete:

To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.

The unit starts with learning how to say if we live in a house or an apartment and 10 nouns and their appropriate indefinite articles/determiners for rooms of the house via a variety of speaking, listening, reading and written tasks (using a series of gap fills, word puzzles, crosswords, word searches and true/false activities). Leading towards a final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home. Revisiting and reusing previously learnt language.

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.

Vocabulary from 'Me Presento', 'La Familia' and '¿Tienes una mascota?'
Intermediate units to be able to present ourselves, talk about our/a family and pets.

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Key vocabulary & understanding:

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.