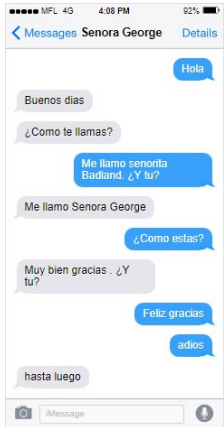


Year 3	Autumn	Spring	Summer
<p>Theme</p>	<p>Autumn 1.</p> <p>Meet and greet – Greetings, asking questions, numbers.</p> <p>Autumn 2.</p> <p>My body – Parts of the body, clothing, colours and questions, actions and classroom instructions.</p>	<p>Spring 1.</p> <p>The people around me – Family members, pets, alphabet and people’s names.</p> <p>Spring 2.</p> <p>All about school – Pencil case and classroom setting, school subjects.</p>	<p>Summer 1.</p> <p>Time to eat – Food, describing food, plural items, determiners.</p> <p>Summer 2.</p> <p>Interests – What I like and dislike, answering questions, months</p>
<p>Prior Knowledge</p>	<p>New language and skill</p>	<p><u>In Spanish:</u> Colours Numbers Greetings Emotions Asking questions Clothing Body parts</p>	<p><u>In Spanish:</u> Colours Numbers Greetings Emotions Asking questions Clothing Body parts Colours Clothing Body parts</p>

<h2 style="margin: 0;">Sequence of lessons</h2>	<p>Autumn 1. Lesson 1: LI: To recognise simple words from memory. Learn numbers to 10 in Spanish. Example: Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. One, two, three, four, five, six, seven, eight, nine, ten.</p> <p>Lesson 2: LI: To use and recognise new words. Learn greetings at different times of the day. Example: Buenos dias, buenas tardes Buenas noches, adios, hola. Good morning, good afternoon, good night, goodbye, hello.</p> <p>Lesson 3: LI: To ask and answer simple questions. To ask and answer what my name is in Spanish. Example: ¿Como te llamas? – What is your name? My llamo es..... - My name is.....</p> <p>Lesson 4: LI: To link pictures to language. To explore different emotions in Spanish by matching pictures to taught vocabulary. Enojado, emocionada, triste, feliz, muy bien, preocupado, regular, mal Angry, excited, sad, happy, very good, worried, so-so, unwell.</p>	<p>Spring 1. Lesson 1: LI: To learn new words from reading. Children to recognise members of their family. Quien es, yo, mi, mis, hermana, hermano, padres, madre, padre, abuelo, abuela, abuelos, familia, padrastro, madastra, hermanastro, hermanastra, aqui esta, aqui estan. Who is, I, my, my(plural), sister, brother, parents, mother, father, grandfather, grandmother, grandparents, family, stepfather, stepmother, stepbrother, stepsister, here there is, here there are.</p> <p>Lesson 2: LI: To recognise word classes. Children recognise animals. Un perro, un gato, una Tortuga, un hamster, un pez, un peces, un pajaro, un raton, una cobaya, un conejo, una serpiente, tienes animals, tengo, tienes. A dog, a cat, a tortoise, a hamster, a fish, fishes, a bird, a rat, a guinea pig, a rabbit, a snake, do you have pets, I have, you have.</p> <p>Lesson 3: LI: To join in with repeated sections of a song. La letra, el alfabeto, que falta? Letter, alphabet, what’s missing.</p> <p>Lesson 4: LI: To speak clearly to an audience. Explain what others names are. Como se llama? Se llama, te toca a ti, tio, tia, primo, prima.</p>	<p>Summer 1. Lesson 1: LI: To recognise simple words from memory. Recall new vocabulary of different foods in Spanish. Example: Pollo, azucar, manzana, pera, naraja, fresa, carne, pastel, bocadillo, queso, huevo, salchicha, pan, jamon, tomate, helado. Chicken, sugar, apples, pears, oranges, strawberries, meat, cake, sandwich, cheese, eggs, sausages, ham, tomato, ice-cream.</p> <p>Lesson 2: LI: To use different articles in my writing. Describe foods (taught previously) by describing their colours, if they are sweet, savoury, delicious, healthy, unhealthy, horrible. Change the article between they are and it is, in Spanish. Dulce/dulces, salado/saladas, delicioso/deliciosos, horrible/horribles, sano/sanos, malsano/malsanos. Sweet, savoury, delicious, horrible, healthy, unhealthy. Es – it is... son – they are....</p> <p>Lesson 3: LI: To use different articles in my writing. Explain what foods that I like and dislike using singular and plural items. Me gusta,, no me gusta, me gustan, no me gustan. I like, I don’t like, I like (plural), I don’t like (plural)</p>
---	---	---	---

	<p>Lesson 5: LI: To recognise words and phrases by responding appropriately. To translate a text message between two people, including numbers, greetings and questions previously learnt. Example:</p>  <p>Lesson 6: LI: To ask and answer simple questions. To ask and answer how old you are in Spanish. ¿Cuántos años tienes? – How old are you?</p>	<p>What’s their name? They are called, it’s your turn, they are called, uncle, aunt, cousin (male) cousin (female).</p> <p>Lesson 5: LI: To spell out spellings of words. To spell out different words correctly using accurate pronunciation in Spanish.</p> <p>Spring 2. Lesson 1: LI: To identify masculine and feminine nouns. To recognise items of stationary. Understand the ending of the vocabulary is feminine or masculine and how this impacts the determiner. Example: Un estuche, un lapiz, un boligrafo, una goma, un sacupuntas una regla, un lapiz de color. A pencil case, a pencil, a pen, a rubber, a sharpener, a ruler, a colouring crayon. Un – masculine, Una – feminine.</p> <p>Lesson 2: LI: To record descriptive sentences Learn new items in the classroom setting and write descriptive sentences about a setting in school. Hay – There is.... Luces, piso, sillas, computadora, escantaria, parad, ventana, mesa Lights, floor, chairs, computers, bookshelf, wall, window, table.</p> <p>Lesson 3:</p>	<p>Summer 2 Lesson 1: LI: To use mostly accurate pronunciation when speaking aloud. To describe what I like and dislike about various topics learnt throughout the year. Me gusta – I like (singular) Me gustan – I like (plural) No me gusta – I don’t like (singular) No me gustan – I don’t like (plural)</p> <p>Lesson 2: LI: To recall words from memory Learn the months of the year and days of the week. enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, Octubre, noviembre, diciembre. Lunes, martes, mercoles, jueves, viernes, sabado, domingo. January, February, March, April, May, June, July, August, September, October, November and December. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>Lesson 3: LI: To develop awareness of other cultures. To learn about Spanish festivals and the importance of these.</p>
--	---	--	---

	<p>Autumn 2. <u>Lesson 1:</u> LI: To use simple adjectives Learn and recall different colours in Spanish. Blanco, Azul, Verde, Amarillo, negro, Gris, Naranja, Marron, Rosa. White, blue, green, yellow, black, grey, orange, brown, pink.</p> <p><u>Lesson 2:</u> LI: To repeat sentences heard by responding and making adaptations. Learn clothing in Spanish. Add colours to clothing to explain what someone is wearing. Example: Cinturon, falda, pantalones, sueter, chaqueta, vestido, calcetinas, zapatos, corbatta, abrigo. Gaffas. Belt, skirt, pants, sweater, jacket, dress, socks, shoes, tie, coat, glasses.</p> <p><u>Lesson 3:</u> LI: To join in with repeated sections of a song. Learn the names of body parts in Spanish. Perform in group performance of heads, shoulders, knees and toes in Spanish. Example: Cabeza, nariz, boca, ojos, orejas, hombros, piernas, pies/ Head, nose, mouth, eyes, ears, shoulders, knees and toes.</p> <p><u>Lesson 4:</u> LI: To use adjectives by speaking aloud</p>	<p>LI: To ask and answer simple questions Learn new vocabulary about school subjects. To describe what my favourite subject is. El espanol, el ingles, las ciencias, las matimaticas, el deporte, la geografia, el dibujo, la informatica, la historia. Spanish, English, Science, Mathematics, Sports, Geography, Art, ICT, History.</p> <p><u>Lesson 4:</u> LI: To listen to simple instructions Children to participate in a game of simon says by following Spanish instructions. Levantate, sientate, para, camina, corre, salta, salta con un pierra, corre en el sitio, los semaforos, cambia de direccion. Stand up, sit down, stop, walk, run, jump, hop, run on the spot, traffic lights, change direction.</p> <p><u>Lesson 5:</u> LI: To show understanding of word order. Children to explain what they like to do at school. Que te gusta hacer, leer, comer, corer, cantar, caminar, bailar, jugar al futbol, jugar al baloncesto, hablar con mis amigos, usar el ordenador. What do you like to do? To read, to eat, to run, to sing, to walk, to dance, to play football, to play basketball, to talk with my friends, to use a computer.</p>	
--	--	---	--

	<p>Children to work in pairs and ask each other what they are wearing. Children to respond in Spanish. Que llevas? Llevo, y. Blanco, Azul. Verde, Amarillo, negro, Gris, Naranja, Marron, Rosa. What are you wearing? I'm wearing...., and. White, blue, green, yellow, black, grey, orange, brown, pink.</p> <p><u>Lesson 5:</u> LI: To recognise new word classes such as verbs. Recall verbs in Spanish. Example: Aplaude, coge, pon, salta, corre, lavanta la mano, patalea, cruza los bravos, anda Clap, take, put, jump, run, put your hand up, kick, cross your arms, walk.</p> <p><u>Lesson 6:</u> LI: To repeat sentences heard and make adaptations to them. Learn classroom instructions, children to follow instructions by playing Simon says. Example: Sientate, levantate, arregla las sillas, callate, Escucha, Mira, Repite, Recoge la mesa. Sit down, tuck in the chairs, quiet, listen, look, repeat, clean the table.</p>		
--	---	--	--

<p style="text-align: center;">Key Vocab</p>	<p>Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.</p> <p>Buenos días, buenas tardes Buenas noches, adios, hola.</p> <p>¿Como te llamas? My llamo es.....</p> <p>Enojado, emocionada, triste, feliz, muy bien, preocupado, regular, mal</p> <p>¿Cuántos años tienes?</p> <p>Blanco, Azul, Verde, Amarillo, negro, Gris, Naranja, Marron, Rosa.</p> <p>Cinturon, falda, pantolones, sueter, chaqueta, vestido, calcetinas, zapatos, corbata, abrigo. Gaffas.</p> <p>Cabeza, nariz, boca, ojos, orejas, hombros, piernas, pies/</p> <p>Aplaude, coge, pon, salta, corre, levanta la mano, patalea, cruza los bravos, anda</p> <p>Sientate, levantate, arregla las sillas, callate, Escucha, Mira, Repite, Recoge la mesa.</p>	<p>Quien es, yo, mi, mis, hermana, hermano, padres, madre. padre, abuelo, abuela, abuelos, familia, padrastro, madastra, hermanastro, hermanastra, aqui esta, aqui estan.</p> <p>Un perro, un gato, una Tortuga, un hamster, un pez, un peces, un pajaro, un raton, una cobaya, un conejo, una serpiente, tienes animals, tengo, tienes.</p> <p>La letra, el alfabeto, que falta?</p> <p>Como se llama? Se llama, te toca a ti, tio, tia, primo, prima.</p> <p>Un estuche, un lapiz, un boligrafo, una goma, un sacupuntas una regla, un lapiz de color.</p> <p>Luces, piso, sillas, computadora, escantaria, parad, Ventana, mesa</p> <p>El espanol, el ingles, las ciencias, las matimaticas, el deporte, la geografia, el dibujo, la informatica, la historia.</p> <p>Levantate, sientate, para, camina, corre, salta, salta con un pierra, corre en el sitio, los semaforos, cambia de direccion.</p> <p>Que te gusta hacer, leer, comer, corer, cantar, caminar, bailar, jugar al futbol, jugar al baloncesto, hablar con mis amigos, usar el ordenador.</p>	<p>Pollo, azucar, manzana, pera, naraja, fresa, carne, pastel, bocadillo, queso, huevo, salchicha, pan, jamon, tomate, helado.</p> <p>Dulce/dulces, salado/saladas, delicioso/deliciosos, horrible/horribles, sano/sanos, malsano/malsanos.</p> <p>Me gusta,, no me gusta, me gustan, no me gustan.</p> <p>Me gusta Me gustan No me gusta No me gustan</p> <p>enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, Octubre, noviembre, diciembre. Lunes, martes, mercioles, jueves, viernes, sabado, domingo.</p>
---	--	---	--

Challenge	<p>Autumn 1: Lesson 1: Give children opportunity to practise simple mathematical additions in Spanish.</p> <p>Lesson 2: Explain and understand why some are buenas and buenos – brief discussion about masculine and feminine vocabulary.</p> <p>Lesson 3: Children to write their own conversation between a teacher and a student using their own understanding and notes.</p> <p>Lesson 4: Write a simple sentence to explain feelings using ‘Yo Estoy.....’ For each emotion.</p> <p>Lesson 5: Challenge through text message, including more previously learnt vocabulary and skills.</p> <p>Lesson 6: Work in pairs to practise your conversation with accurate pronunciation.</p> <p>Autumn 2: Lesson 1: Not applicable.</p> <p>Lesson 2:</p>	<p>Spring 1: Lesson 1: Describe your own family by using sentence starters.</p> <p>Lesson 2: Ask and tell your partner what animals you have in Spanish.</p> <p>Lesson 3: Children to recall song without any prompts.</p> <p>Lesson 4: Using their and our to explain names. For example <i>Su llaman es...</i></p> <p>Lesson 5: Children to spell out a spelling using double letters and double sounds to a peer.</p> <p>Spring 2: Lesson 1: Children to include adjectives in their description from prior learning.</p> <p>Lesson 2: Picture of a pencil case with various stationary. Children to explain what is in the pencil case using sentence starters and quantities.</p> <p>Lesson 3: Explain what others favourite and least favourite subjects are.</p> <p>Lesson 4:</p>	<p>Summer 1: Lesson 1: Add an adjective to describe the different pieces of food.</p> <p>Lesson 2: Create a poster based on foods that are healthy and unhealthy to promote healthy lifestyles.</p> <p>Lesson 3: Explain what foods others like, using change in determiners and how this changes the vocabulary.</p> <p>Summer 2: Lesson 1: To explain what they love in Spanish, using sentence starters and conjunctions. Explain why.</p> <p>Lesson 2: Link special occasions to dates in Spanish using sentence starters. For example, my birthday is, Christmas day is on.....</p> <p>Lesson 3: Research another languages history and special occasions on the iPad and compare to each other.</p>

	<p>Describe each picture in Spanish and describe what the person is wearing using a noun then an adjective.</p> <p><u>Lesson 3:</u> Use an iPad to include descriptive adjectives to describe the animals and their body parts.</p> <p><u>Lesson 4:</u> Use a thesaurus to add exciting adjectives to describe your clothes.</p> <p><u>Lesson 5:</u> Add a quantity to the body parts using Spanish prior knowledge.</p> <p><u>Lesson 6:</u> Translate the sentences from Spanish to English. Then try to create own sentence using previously taught vocabulary.</p>	<p>Children lead the instructions given to others using prompts.</p> <p><u>Lesson 5:</u> Children to express their dislikes about school. Which subjects do they not like? What activities do they not like?</p>	
--	---	---	--

<h2 style="margin: 0;">Suggested outcomes</h2>	<p><u>Autumn 1:</u> <u>Lesson 1:</u> Write the Spanish and English numbers in a table format.</p> <p><u>Lesson 2:</u> Write the greetings next to the correct picture.</p> <p><u>Lesson 3:</u> Spanish conversation in book. Children to translate Spanish conversation into English.</p> <p><u>Lesson 4:</u> Draw the emotions in the book and write the Spanish emotions next to each one.</p> <p><u>Lesson 5</u> Annotate the text message, in English.</p> <p><u>Lesson 6</u> Birthday cake pictures with Spanish sentence next to each picture to describe how many candles there are.</p> <p><u>Autumn 2:</u> <u>Lesson 1:</u> Draw colour splodges and write the Spanish version of the colour next to each splodge.</p> <p><u>Lesson 2:</u> Children to stick a picture of a blank person. Children to draw the clothing on the blank person and colour it is in. Annotate the picture in Spanish to describe each piece of clothing.</p>	<p><u>Spring 1:</u> <u>Lesson 1:</u> Create your own family tree.</p> <p><u>Lesson 2:</u> Listen to speaking audio, children to understand what people are saying about their animals.</p> <p><u>Lesson 3:</u> Children to practise alphabet song and perform in an ensemble.</p> <p><u>Lesson 4:</u> Use information from lesson 1. Children to explain what their family members names are.</p> <p><u>Lesson 5:</u> Children have different spellings. Children to spell these out using accurate pronunciations.</p> <p><u>Spring 2:</u> <u>Lesson 1:</u> Describe a setting in school using supported sentence starters.</p> <p><u>Lesson 2:</u> Pencil case stuck in to create a flap. Underneath the pencil case, draw images of stationary and write the Spanish next to the images.</p> <p><u>Lesson 3:</u> Give children sentence starters to form a conversation. Children to perform their conversation in pairs.</p>	<p><u>Summer 1:</u> <u>Lesson 1:</u> Create a menu in Spanish for a restaurant.</p> <p><u>Lesson 2:</u> Use sentence starters to describe their food on their menu which was previously created.</p> <p><u>Lesson 3:</u> Describe what foods they like and dislike in full sentences.</p> <p><u>Summer 2:</u> <u>Lesson 1:</u> Create a short speech to be recorded describing what they like and dislike in Spanish. Use all prior learning to support. Post on Seesaw.</p> <p><u>Lesson 2:</u> Write English and Spanish version of months and days of the week in the book in a table.</p> <p><u>Lesson 3:</u> Use an iPad to research different occasions that are important to the Spanish cultures. Put this in a mind map.</p>
--	---	--	---

	<p><u>Lesson 3:</u> Translate the Spanish sentences into English.</p> <p><u>Lesson 4:</u> Children to practise speaking by working in pairs. Use prompts to aid speaking. .</p> <p><u>Lesson 5:</u> Learn head, shoulders, knees and toes as a group.</p> <p><u>Lesson 6:</u> To write the Spanish sentences out and underline the verb used.</p>	<p><u>Lesson 4:</u> Children to participate in a game of Simon says. Children to follow instructions given.</p> <p><u>Lesson 5:</u> Children to write sentences using prompts to explain what they like about school.</p>	
--	---	---	--

Year 4	Autumn	Spring	Summer
<p>Theme</p>	<p>Autumn 1.</p> <p>Where do you live - Asking and answering questions, describing towns, explaining where I live, counting to 100.</p> <p>Autumn 2.</p> <p>Let's go – Types of transport, verbs, giving directions,</p>	<p>Spring 1.</p> <p>Shopping – Fruit, vegetables, clothes, asking questions.</p> <p>Spring 2.</p> <p>The wider world – United Kingdom, where is Spanish spoken, The equator.</p>	<p>Summer 1.</p> <p>Free time – Holiday, seasons, weather</p> <p>Summer 2.</p> <p>Free time – Sports, holiday activities, Holiday survey.</p>
<p>Prior Knowledge</p>	<p><u>In Spanish:</u> Asking questions Punctuation Counting to 20 Adjectives in writing</p>	<p><u>In Spanish:</u> Basic foods Quantity Foods Colours Clothes</p>	<p><u>In Spanish:</u> Adjectives Months Days of the week</p>

<h2 style="margin: 0;">Sequence of lessons</h2>	<p>Autumn 1. Lesson 1: LI: To ask and answer a range of questions. To ask and answer where I live in Spanish. Que ciudad es?, Donde vives?, Vivo en, Madrid, Barcelona, Sevilla, Inglaterra, Buenos Aires. What city is this? Where do you live? I live in, Madrid, Barcelona, Seville, England, United Kingdom.</p> <p>Lesson 2: LI: To use a range of adjectives in my writing, Describe what there is in their town by learning different shops. En mi ciudad, hay, no hay, Que hay en tu ciudad?, una escuela, un museo, una farmacia, un supermercado, un cine, una cafetería, un parque, un mercado, un banco. In my city there is, there is not, what is there in your city? A school, a museum, a pharmacy, a supermarket, a cinema, a café, a park, a market, a bank.</p> <p>Lesson 3: LI: To show understanding by listening to a range of spoken phrases. Repeat numbers to 100 by counting in 10's. Las decenas, diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien. Tens, ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.</p>	<p>Spring 1. Lesson 1: LI: To understand the words in a text by reading along. Children to identify different foods and express their likes and dislikes. ¿Qué es? la manzana, la naranja, el plátano la fresa, el melocotón, el arándano, el albaricoque, a pera, ¿Te gusta(n)? gusta(n) mucho, no me gusta(n) nada What is it?, apple, orange, banana strawberry, peach, cranberry, apricot, pear. Do you like?, I like... a lot, don't like...at all.</p> <p>Lesson 2: LI: To write descriptive sentences. Children use worksheets with images on to write what they would like. Children to change between un/una to una and unas (Plural). las verduras, un pimiento, una cebolla, una patata, un guisante, una zanahoria, un calabacín, una coliflor, un champiñón, Quisiera, un/una, unos/unas. Vegetables, a pepper, a onion, a potato, a pea, a carrot, a courgette, a cauliflower, a mushroom, I would like, a, some.</p> <p>Lesson 3: LI: To understand that adjectives change the form according to the noun. Children to write a descriptive sentence next to each picture. Children to identify masculine and feminine nouns and change adjectives to match this. La ropa, un vestido, un abrigo, un jersey, unos pantalones, una camiseta, una chaqueta, una falda, unas botas, ¿Tienes...?, Sí, tengo..., No, no tengo...</p>	<p>Summer 1. Lesson 1: LI: To write a range of words and phrases from memory. Children able to identify different seasons in Spanish. Link different months to different seasons. Enero, febrero, marzo, abril mayo, junio, julio, Agosto, septiembre, Octubre, noviembre, diciembre,], la primavera, el Verano, el otoño, el invierno, ¿En qué estación es...?, es, ¿En qué estación son...?, son January. February, March, April, May, June, July, August, September, October, November, December. Spring. Summer, autumn, winter, season is ... in?, he/she/it is. Which season are ... in?, they are.</p> <p>Lesson 2: LI: To recognise questions and negative sentences. To ask how the weather is and explain how the weather is relating to pictures. El tiempo ¿Qué tiempo hace? hace sol hace calor hace frío, hace viento, hace buen tiempo, hace mal tiempo, llueve, nieva, está nublado. Hoy, en. Weather, What's the weather like? It's sunny, it's hot, it's cold, it's windy, the weather is nice, the weather is bad, it's raining, it's snowing, it's cloudy, today, in.</p> <p>Lesson 3: LI: To ask and answer a range of questions. Asking others do you like a particular sport. Children to respond to question to express that they do or don't like something. Jugar al fútbol, jugar al baloncesto, jugar al tenis, jugar al voleibol, hacer natación, hacer</p>
---	--	---	--

	<p>Lesson 5: LI: To write descriptive sentences by changing a model. To describe where others live by adapting sentences to fit the speaker. Cual es tu direccion? Mi direccion es.. La calle, la Avenida, la plaza, numero. What’s your address? My address is..., street, avenue, square, number.</p> <p>Autumn 2. Lesson 1: LI: To read a range of familiar written phrases. Un coche, un autobus, una bicileta, a pie, un tren, un camion, un avion, un monopatin, un taxi, una moto, los medios de transporte. Car, bus, bicycle, on foot, a train, a lorry, a plane, a scooter, a taxi, a motorbike, transport.</p> <p>Lesson 2: LI: To recognise a wider range of word phrases. Como vas a la escuela?, voy a la escuela, enc oche, en autobus, en bici, en tren, en monopatin, en taxi, en moto, a pie. How do you go to school? I go to school..., By car, by bus, by bike, by train, by scooter, by taxi, by motorbike, on foot.</p> <p>Lesson 3:</p>	<p>The clothes, a dress, a coat, a jumper, a pair of trousers, a tshirt, a jacket, a skirt, a pair of boots, do you have? Yes, I have..... No I don’t have.....</p> <p>Lesson 4: LI: To read aloud using accurate pronunciation. Using a question and answer speaking prompt sheet, children to ask where can I buy a certain item from and respond with the shop you will find this in. La panadería, la pastelería, la zapatería, la tienda de ropa, la joyería, la carnicería, el Mercado. el kiosco. una camisa, un pastel, una salchicha, un reloj, unos zapatos, un tebeo , una barra de pan, una coliflor, unas botas, ¿Dónde puedo comprar...? Puedes comprar, lo/la, los/las, en Bakery, cake shop, shoe shop, clothes shop, jeweller’s, butcher’s, market, newsagent’s, shirt, cake, sausage, watch, shoes, comic, loaf of bread, cauliflower, a pair of boots, Where can I buy...?, you can buy, it – masculine/feminine, them – masculine or mixed/feminine, in.</p> <p>Lesson 5: LI: To write words and phrases from memory. Learn currency of Spain. Discuss the difference between cent and Euros. Children to recognise different notes and coins, then they are able to articulate the amount of an item in Spanish. El dinero, Cuánto vale? ¿Cuánto valen? Son ... euros, Son ... céntimos, Son ... euros con ... céntimos, el cambio, Aquí tienes el cambio.</p>	<p>ciclismo, hacer yoga, hacer vela, me encanta, gusta. no me gusta, odio, ¿Te to play football, to play basketball, to play tennis, to play volleyball. to do swimming, to do cycling, to do yoga, to do sailing, I love, I like, I don’t like, I hate, Do you like...?</p> <p>Summer 2 Lesson 1: LI: To read aloud with accurate pronunciation. Create a short speech to read aloud to express where you are going or want to go on holiday and how you are travelling there. Children to highlight the weather of the country during their speech. Adónde, cómo, durante, las vacaciones, voy, vas, Francia, España, Gales, Escocia, Londres, la costa, la montaña, el campo, a, en coche, en tren, en autocar, en avión, en bici, en ferry, a pie. Where, how, during, holidays, I go, you go, France, Spain, Wales, Scotland, London, coast, mountain, countryside, to, by car, by train, by coach, by plane, by bike, by ferry, on foot.</p> <p>Lesson 2: LI: To read aloud with accurate pronunciation. Children to read previously formed speech last lesson in front of class or small group.</p> <p>Lesson 3: LI: To adapt simple sentences. Children to use a sentence stem to form sentences. Express opinions on different activities on holiday. ¿Qué te gusta hacer durante las vacaciones? , fotos, tomar el sol, ir a la playa, ir a la piscina, ir de compras, ir al cine, ir al restaurant, ir de paseo, ¿Con quién?, con mi madre/padre, mis</p>
--	--	---	--

	<p>LI: To ask and answer varied questions. To ask and give simple directional directions to others. Las direcciones, a la izqueirda, a la derecha, las instrucciones, gira a la derecha, gira a la izqueirda, gira, para! Directions, to the left, to the right, go straight, instructions, turn right, turn left, turn, stop!</p> <p>Lesson 4: LI: To show understanding of a range of familiar spoken phrases. To follow instructions given by a teacher in Spanish. La cabeza, el hombre, la pierna, el pie , el brazo, el codo, la rodilla, la mano, corre, anda, salta, gira en el sitio, para, dobla, estira. Enlaza, agarra, deja Head, shoulder, leg, foot, arm, elbow, hand, run, walk, jump, turn on the spot, stop, bend/fold, stretch out, twist/link, hold.</p> <p>Lesson 5: LI: To ask and answer simple questions. Asking and giving directions to a place in Spanish. ¿Cómo se va a..., por favor, al, a la, está, a la izquierda, a la derecha, todo recto, primera, segunda, tercera, la escuela, el museo, la farmacia, la estación de trenes. el supermercado, el cine, la cafetería, el parquet, el Mercado, el banco. How do I get to..., please? to the (+ masculine noun), to the (+ feminine</p>	<p>The money, How much is it? How much are they? They are..... euros, They are.....cents, They are..., euros with Cents, the change, here is the change.</p> <p>Spring 2. Lesson 1: LI: To recognise Spanish contains different phonemes which relate to different spellings. LI: To write descriptive sentences. Label the countries and cities in the UK on a map. Write descriptive sentences to explain which city belongs to which country. El Reino Unido, Irlanda del Norte, Escocia, Inglaterra, Gales, ¿Qué país es? ¿Dónde vives? ¿Cuál es la capital de...? Londres Edimburgo, Belfast, Cardiff. United Kingdom, Northern Ireland, Scotland, England, Wales, What country is it?, Where do you live?, What’s the capital city of...?, London, Edinbough, Belfast, Cardiff.</p> <p>Lesson 2: LI: To show understanding of a range of spoken language. Argentina, Chile, Colombia, Ecuador. España. México, Perú, Venezuela, ¿Dónde se habla español? Se habla español en...¿Cuál es la capital de...? La capital es... Argentina, Chile, Colombia, Ecuador, Spain, Mexico, Peru, Venezuela, where is Spanish spoken? Spanish is spoken in... What’s the capital city of...? The capital is....</p> <p>Lesson 3:</p>	<p>padres, mi hermana/hermano, mis abuelos, amigos. What do you like to do during the holidays? to take photos, to sunbathe, to go to the beach, to go to the pool, to go shopping, to go to the cinema, to go to the restaurant, to go for a walk, Who with?, with, my mum/dad, my parents, my sister/brother, my grandparent, my friends.</p> <p>Lesson 4: LI: To work out the meaning of words by following words of a text. Highlight words from the text that you are unsure about. Write the definition of these words underneath. Normalmente, en general. Pero, durante. Normally. Generally, but, during.</p>
--	---	---	---

	<p>noun), it is, to the left, to the right, go straight, first, second, third, school, el museum, pharmacy, train station, supermarket, cinema, café, park, market, bank.</p> <p>Lesson 6: LI: To accurately repeat different phonemes in songs. Practise and sing ‘un paso a la derecha song’.</p>	<p>LI: To identify the meaning of unfamiliar words. Children to use online dictionary to translate different Spanish countries into English. Los puntos cardinals, el norte, el sur, el oeste. el este, el Ecuador, Compass points, North, South, West, East, the equator.</p> <p>Lesson 4: LI: To follow the written version of a text. Identifying the location of countries in correlation with the equator. Articulate where countries are using a 4 point Spanish compass. Children to read Spanish sentences and decide whether they are true or not. Los puntos cardinals, el norte, el sur, el oeste. el este, el Ecuador, Compass points, North, South, West, East, the equator.</p> <p>Lesson 5: LI: To write words and phrases from memory. Label world map with Spanish continents. Then answer questions to express which countries belong to each continent. Write sentences to showcase this. Los continentes, África, Antártida, Asia, América del Norte, América del Sur, Europa, Oceanía, ¿Qué continente es? ¿En qué continente está? Está en... Continents, Africa, Antarctica, Asia, North America, South America, Europe, Oceania, What continent is it? What continent is it in?, It’s in...</p>	
--	--	---	--

<p style="text-align: center;">Key Vocab</p>	<p>Que ciudad es?, Donde vives?, Vivo en, Madrid, Barcelona, Sevilla, Inglaterra, Buenos Aires.</p> <p>En mi ciudad, hay, no hay, Que hay en tu ciudad?, una escuela, un museo, una farmacia, un supermercado, un cine, una cafetería, un parque, un mercado, un banco.</p> <p>Cual es tu dirección? Mi dirección es.. La calle, la Avenida, la plaza, número.</p> <p>as decenas, diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien.</p> <p>Un coche, un autobús, una bicicleta, a pie, un tren, un camión, un avión, un monopatín, un taxi, una moto, los medios de transporte.</p> <p>escuela, en coche, en autobús, en bici, en tren, en monopatín, en taxi, en moto, a pie.</p> <p>Las direcciones, a la izquierda, a la derecha, las instrucciones, gira a la derecha, gira a la izquierda, gira, para!</p> <p>La cabeza, el hombre, la pierna, el pie, el brazo, el codo, la rodilla, la mano, corre, anda, salta, gira en el sitio, para, dobla, estira. Enlaza, agarra, deja</p> <p>¿Cómo se va a..., por favor, al, a la, está, a la izquierda, a la derecha, todo recto, primera, segunda, tercera, la</p>	<p>¿Qué es? la manzana, la naranja, el plátano la fresa, el melocotón, el arándano, el albaricoque, a pera, ¿Te gusta(n)? gusta(n) mucho, no me gusta(n) nada.</p> <p>las verduras, un pimiento, una cebolla, una patata, un guisante, una zanahoria, un calabacín, una coliflor, un champiñón, Quisiera, un/una, unos/unas.</p> <p>La ropa, un vestido, un abrigo, un jersey, unos pantalones, una camiseta, una chaqueta, una falda, unas botas, ¿Tienes...?, Sí, tengo..., No, no tengo...</p> <p>La panadería, la pastelería, la zapatería, la tienda de ropa, la joyería, la carnicería, el Mercado. el kiosco. una camisa, un pastel, una salchicha, un reloj, unos zapatos, un tebeo, una barra de pan, una coliflor, unas botas, ¿Dónde puedo comprar...? Puedes comprar, lo/la, los/las, en</p> <p>El dinero, Cuánto vale? ¿Cuánto valen? Son ... euros, Son ... céntimos, Son ... euros con ... céntimos, el cambio, Aquí tienes el cambio.</p> <p>El Reino Unido, Irlanda del Norte, Escocia, Inglaterra, Gales, ¿Qué país es? ¿Dónde vives? ¿Cuál es la capital de...? Londres Edimburgo, Belfast, Cardiff.</p> <p>Argentina, Chile, Colombia, Ecuador. España. México, Perú, Venezuela, ¿Dónde se habla español? Se habla español en...¿Cuál es la capital de...? La capital es...</p>	<p>Enero, febrero, marzo, abril mayo, junio, julio, Agosto, septiembre, Octubre, noviembre, diciembre,], la primavera, el Verano, el otoño, el invierno, ¿En qué estación es...?, es, ¿En qué estación son...?, son</p> <p>El tiempo ¿Qué tiempo hace? hace sol hace calor hace frío, hace viento, hace buen tiempo, hace mal tiempo, llueve, nieva, está nublado. Hoy, en.</p> <p>Jugar al fútbol, jugar al baloncesto, jugar al tenis, jugar al voleibol, hacer natación, hacer ciclismo, hacer yoga, hacer vela, me encanta, gusta. no me gusta, odio, ¿Te</p> <p>Adónde, cómo, durante, las vacaciones, voy, vas, Francia, España, Gales, Escocia, Londres, la costa, la montaña, el campo, a, en coche, en tren, en autocar, en avión, en bici, en ferry, a pie.</p> <p>¿Qué te gusta hacer durante las vacaciones? , fotos, tomar el sol, ir a la playa, ir a la piscina, ir de compras, ir al cine, ir al restaurant, ir de paseo, ¿Con quién?, con mi madre/padre, mis padres, mi hermana/hermano, mis abuelos, amigos.</p> <p>Normalmente, en general. Pero, durante.</p>
---	---	---	--

	<p>escuela, el museo, la farmacia, la estación de trenes. el supermercado, el cine, la cafetería, el parquet, el Mercado, el banco</p>	<p>Los continents, África, Antártida, Asia, América del Norte, América del Sur, Europa, Oceanía, ¿Qué continente es? ¿En qué continente está? Está en...</p>	
<p>Challenge</p>	<p>Autumn 1: Lesson 1: To develop a fact file about where you live and information about the place.</p> <p>Lesson 2: To develop sentences about my town using adjectives and no hay and hay.</p> <p>Lesson 3:</p> <p>Lesson 4: Count in 1's to 100. To identify numbers between the tens.</p> <p>Lesson 5: Speaking exercise with your partner. Ask your partner where they live in Spanish and write it down.</p> <p>Autumn 2:</p>	<p>Spring 1: Lesson 1: To add quantifiers to their opinions.</p> <p>Lesson 2: To change from a to some to describe what you would like to buy.</p> <p>Lesson 3: Children to explain what they wear for school uniform by labelling a picture. Using 'tienes' (You have) including adjectives to describe.</p> <p>Lesson 4: Children to explore and adapt new sentences to choose the appropriate pronoun.</p> <p>Lesson 5: Use the phrases son.... (They are) to express how much something costs.</p>	<p>Summer 1. Lesson 1: Write sentences including son to explain which months belong to each season.</p> <p>Lesson 2: Explain the weather in different capitals and countries.</p> <p>Lesson 3: Form a conversation between two people to discuss different sports you like by asking questions.</p> <p>Summer 2 Lesson 1: Use 'a' (To) and 'en' (by) in sentences.</p> <p>Lesson 2: Use 'a' (To) and 'en' (by) in sentences.</p> <p>Lesson 3:</p>

	<p>Lesson 1: Develop further understanding about traveling to other places. Write and develop sentences about where to travel to.</p> <p>Lesson 2: To add adjectives to describe their modes of transport.</p> <p>Lesson 3: Children to form their own questions to ask others about relating to directions. Use of an iPad to support and prior learning.</p> <p>Lesson 4: Children to have a go at leading a group of children with instructions and directions in Spanish.</p> <p>Lesson 5: Children to give directions for a map from memory.</p> <p>Lesson 6: Children to add actions to their spoken phrases within the song.</p>	<p>Spring 2: Lesson 1: Write a paragraph to explain where you live and what city you are from.</p> <p>Lesson 2: Children to participate in a speaking exercise by asking each other Donde se habla espanol. Children to respond in Spanish with Spanish speaking countries,</p> <p>Lesson 3: Use of a hard-back dictionary to find definitions for each Spanish word.</p> <p>Lesson 4: Write own sentences based on their own countries and express where they are located in correspondence with the equator.</p> <p>Lesson 5: Match continents to the countries by writing sentences to express this.</p>	<p>Explain which family member you enjoy doing the activity with.</p> <p>Lesson 4: Translate the reading extract into English. Decoding new words and previously learnt vocabulary.</p>
--	--	---	--

<h2 style="margin: 0;">Suggested outcomes</h2>	<p><u>Autumn 1:</u> <u>Lesson 1:</u> Using support sheets, ask others where they live and respond to others questions coherently.</p> <p><u>Lesson 2:</u> Write a passage to describe what there is in your local town.</p> <p><u>Lesson 3:</u></p> <p><u>Lesson 4:</u> Repeat numbers to 100 in tens. Practise new vocabulary learnt in tens.</p> <p><u>Lesson 5:</u> Listen to speakers explaining where they live and write down where they live.</p> <p><u>Autumn 2:</u> <u>Lesson 1:</u> Practise new vocabulary of different nodes of transport. Draw images of transport and link English and Spanish vocabulary to pictures.</p> <p><u>Lesson 2:</u> Translate sentences from English to Spanish to explain how someone travels to school.</p> <p><u>Lesson 3:</u> Speaking exercises, using a model to support, ask others directions on how to get somewhere on a 4 point grid reference.</p>	<p><u>Spring 1:</u> <u>Lesson 1:</u> Children to listen to a speaking extra. Children to circle the correct fruit and whether the person likes or dislikes the item. Write a sentence about whether you like or dislike fruits.</p> <p><u>Lesson 2:</u> Children to write descriptive sentences by saying ‘I would like’ using pictures to write sentences.</p> <p><u>Lesson 3:</u> Writing a descriptive sentence on each item of clothing (Picture to be stuck in their books with descriptive sentence next to it).</p> <p><u>Lesson 4:</u> Use a supportive question and answer prompt to support speaking. Children to ask where can I buy..... and respond with which shop to buy the item in.</p> <p><u>Lesson 5:</u> Write the amount of money out in Spanish words to express how much something costs.</p> <p><u>Spring 2:</u> <u>Lesson 1:</u> Label countries in the Uk in Spanish. Label capital cities in Spanish. Make accurate pronunciation of phonemes. Write sentences to explain how each city is linked to each country.</p> <p><u>Lesson 2:</u></p>	<p><u>Summer 1.</u> <u>Lesson 1:</u> Children to draw a picture of each season and children to link months to each season.</p> <p><u>Lesson 2:</u> Express the weather in relation to the picture.</p> <p><u>Lesson 3:</u> Express opinions on different sports by answering questions.</p> <p><u>Summer 2</u> <u>Lesson 1:</u> Children to create a short speech to perform in front of the class to explain where they would like or where they are going on holiday. Explain how they are travelling their and the weather of the country.</p> <p><u>Lesson 2:</u> Children to create a short speech to perform in front of the class to explain where they would like or where they are going on holiday. Explain how they are travelling they’re and the weather of the country.</p> <p><u>Lesson 3:</u> Use word mat to support sentence development. Express likes and dislikes of different activities on holidays.</p> <p><u>Lesson 4:</u> Children to pick out unfamiliar words from a text based on previous learning this term. Children to find definition on via a Spanish/English translator.</p>
--	---	--	---

	<p><u>Lesson 4:</u> Practical lesson – Use of the school hall. Children to follow instructions given by lead teacher. Visuals to support understanding.</p> <p><u>Lesson 5:</u> To use map and children to give directions to explain the location of different places in Spanish with support sheet.</p> <p><u>Lesson 6:</u> Children to practise the song ‘uno paso a la derecha’.</p>	<p>Write sentences to explain what each capital of each country is.</p> <p><u>Lesson 3:</u> Use an online Spanish dictionary to identify what each Spanish word means.</p> <p><u>Lesson 4:</u> Children to read sentences in relation to where a country is located in correspondence to the equator. Decide whether the sentence is true or false.</p> <p><u>Lesson 5:</u> Label the continents on a world map in Spanish.</p>	
--	---	--	--

Year 5	Autumn	Spring	Summer
Theme	<p>Autumn 1. All about me – introducing yourself, hobbies and interests, discuss who you live with, jobs.</p> <p>Autumn 2 The body – body parts, adjectives, actions in the classroom, feelings.</p>	<p>Spring 1. In the classroom – classroom items, pencil case items, prepositions, subjects, shapes, asking questions.</p> <p>Spring 2. My world – family members, farm animals, adjectives, different types of housing, bilingual dictionaries.</p>	<p>Summer 1. Eating out – drinks, times a restaurant is open/closed, breakfast items</p> <p>Summer 2. Eating out</p>
Prior Knowledge	<p><u>In Spanish:</u> My name is How old am I When my birthday is. Labelling body parts</p>	<p><u>In Spanish:</u> Different stationary items Different items in the classroom Instructions to follow. Colours</p>	<p><u>In Spanish:</u> Different foods Different drinks Numbers Asking and answering questions</p>
Sequence of lessons	<p>Autumn 1. Lesson 1 LI: To write phrases from memory. Use prior learning to introduce yourself. Como te llamas? Me llamo, buenos dias, buenos tardes, hola, soy, alto, bajo, vivo en _____, tienes _____ anos. What is your name? My name is, Good morning, Good afternoon, hello, I am, tall, short, I live in _____, I am _____ years old.</p> <p>Lesson 2; LI: To read aloud familiar text.</p>	<p>Spring 1. Lesson 1: LI: To write words and phrases from memory. Learn about different items in the classroom. La clase, la Puerta, el armario, la pizarra, la mesa, la silla, el ordenador, las estanterias, las ventanas, esta, estan, Donde esta/estan? A lado de Classroom, door, cupboard, whiteboard, table, chair, computer, shelves, windows, he/she/it is, they are, where is it/are they? Next to.</p> <p>Lesson 2:</p>	<p>Summer 1. Lesson 1: LI: To take part in conversations by asking and answering questions. Children to ask and answer questions about what they would like to drink in Spanish. Tengo sed, las bibedas calientes, las bebidas frias, un te, un te con leche, un café, un café con leche, un chocolate caliente, un refresco, una limonada, agua, agua con gas, un zumo de naranja, un zumo de manzana, una botella de, un vaso de, una taza de, el menu, Quisiera, que queieras beber? Im thirsty, hot drinks, cold drinks, a tea, a tea with milk, a tea with lemon, a coffee with milk, a hot chocolate, a soft drink, a lemonade,</p>

	<p>Discuss hobbies and interest by using conjunctions Cocinar, patina, montar en bici, viajar usar el ordenador, jugar al tenis, leer, bailar, ir al cine, andar, porque, pero, con. Cook, skateboarding, ride a bike, flying, using a computer, playing tennis, to read, to dance, go to the cinema, walk, because, but, with.</p> <p>Lesson 3: LI: To participate in short conversations by asking questions Describe who you live with and description about yourself. ¿Con quién vives?, vivo con, madre, padre, padrastra, madrastra, hermano, hermana, primo, prima, tia, tio, y. Yo vivo con. Who do you live with? I live with, mother, father, stepfather, stepmother, brother, sister, cousin, cousin, aunt</p> <p>Lesson 4: LI: To create a short piece for presentation. Ask and answer questions about people’s jobs. ¿En qué trabaja? Medico, arquitecto, gerente, secretaria, presidente, juez, abogado, Contador, profesor, politico, dentista, asistente, consultor. What job do you do? Doctor, architect, manager, secretary, chairman, judge, lawyer, accountant, teacher, politician, dentist, assistant, consultant.</p>	<p>LI: To write words and phrases from memory. Recognise objects in the pencil case and explain the position of the objects. Discuss whether these are true or false in Spanish. El pegamento, las tijeras, encima de, debajo de, a la izquierda de, a la derecha de, donde, esta, estan Glue, scissors, above, under, left, right, where, is it, they are.</p> <p>Lesson 3: LI: To express different opinions by asking questions. Recognise subjects in Spanish. Children to express which subject they like most by asking peers questions. Las asignaturas, el dibujo, la Geografia, la ciencias, el ingles, la musica, las matematicas, la informatica, la educacion, el espanol, la historia, Que asignatura te gusta mas? Me gusta/gustan mas, cual es tu asignatura preferida, mi asignatura preferida. Subjects, art, geography, science, English, music, mathematics, IT, PE, Spanish, History, Which subject do you prefer? I prefer +subject best, which is your favourite subject?</p> <p>Lesson 4: LI: Recognise different shapes in Spanish. Las formas, el circulo, el triangulo, el cuadrado, el rectangulo, el hexagono, el octogano, el lado, tiene, cuantos lados tiene? Tien lados, De que color es? Es...</p>	<p>water, sparkling water, an orange juice, an apple juice, a bottle of, a cup of, a glass of, a cup of, the menu, I would like. What would you like to drink?</p> <p>Lesson 2: LI: To gain an overall understanding of an extended spoken text. Children to translate times on a clock into Spanish. A que hora abre? A que hora Cierra? Abre a las, Cierra a las, es la una, son las dos/tres/cuatro/cinco/seis/siete/ocho/nueve/diez/once/doce, y media. Y cuatro, menos cuatro, la cafeteria, la pizzeria, la heladeria. At what time does it open? At what time does it close? It opens at, it closes at, it is one o'clock, it is two, three, four, five, six, seven, eight, nine, ten, eleven, twelve o'clock, half past, quarter past, quarter to, café, pizza restaurant, ice cream parlour.</p> <p>Lesson 3: LI: To adapt known complex sentences to show different meaning. Learn the vocabulary for different items of food for breakfast. El desayuno, la comida, una tostada, un cruasan, una napolitana, mermelada, mantequilla, churros con chocolate, para mi desayuno, para beber, Que quieres para el desayuno? Breakfast, food, toast. Croissant, yoghurt, cereal, chocolate croissant, jam, butter, churros with chocolate, for my breakfast, to drink, what would you like?</p>
--	--	---	---

	<p>Lesson 5: LI: To adapt sentences when reading aloud.</p> <p>Autumn 2. Lesson 1: LI: To write phrases from memory. Use different vocabulary to showcase understanding of the body from prior learning. Ojos, pelo, cejas, cabeza, orejas, dientes, garganta, brazo, manos, pie, rodillas, pierna, estomago, cuello, boca, nariz, Eyes, hair, eyebrows, ears, teeth, throat, neck, arms, hands, feet, knees, legs, stomach, mouth, nose.</p> <p>Lesson 2: LI: To make changes to an adjective to match the noun. Use adjectives to describes a person’s hair and eyes. Los ojos verdes, los ojos marrones, los ojos azules, el pelo negro, el pelo castano, el pelo gris, el pelo blanco, el pelo rojo, el pelo largo, el pelo corto, el pelo liso, el pelo rizado, tengo Green eyes, brown eyes, blue eyes, black hair, grey hair, white hair, red hair, long hair, short hair, curly hair, I have.</p> <p>Lesson 3: LI: To use verbs in my writing. To describe people, places, things and actions in the classroom and around school.</p>	<p>Shapes, circle, triangle, square, rectangle, hexagon, octagon, side, he/she/it has, it has.....sides, what colour is it?</p> <p>Lesson 5: LI: To read and interpret a short text Disculpe, puedo, por favor, ir al aseo, leer un libro, beber agua, dibujar, salir de clase, trabajar con un companero, si, mas tarder, no, no en este momento, en cinco minutos. Excuse me, can I, please, to go to the toilet, to read a book, to drink water, to draw, to leave the classroom, to work with a classmate, yes, later, no, not at this moment, in five minutes.</p> <p>Spring 2. Lesson 1: LI: To describe someone else’s families. Be able to describe someone else family in Spanish using correct determiners. Aqui esta/estan, mi/mis, la familia, la madre, el padre, el hermano, la hermana, el abuelo, la abuela, el padrastro, la madrastra, el hermanastro, la hermanastra, l tio, la tia, el primo, la prima, se llama, se llaman, su, sus. Here is/are, my (singular/plural), family, mother, father, brother, sister, grandfather, grandmother, stepfather, stepmother, stepbrother, step sister, uncle, auntie, cousin (Male), Cousin (Female), he/she is called, they are called, his/hers/its.</p> <p>Lesson 2: LI: To join in with a familiar song is Spanish. Recognise different farm animals and sing along to ‘old McDonald’ in Spanish.</p>	<p>Summer 2 Lesson 1: LI: To write words from memory Describe which sandwich type people prefer. El pan, qye desea?, Quisiera, el pan, pan de barra, pan integral, pan de molde, pollo, jamon, aguacate, huevo, queso, cebolla, lechuga, pepino, tomates. Bread, what would you like? I would like, bread, white bread, wholemeal bread, sliced bread, chicken, ham, avocado, egg, cheese, onion, lettuce, cucumber, tomatoes.</p> <p>Lesson 2: LI: To use adjectives to describe Describe different foods using different adjectives. El café, el te, el chocolate, la fruta, la ensalada, los bocadillos, los cereals, los helados, las salchichas, las patatas fritas, me gusta/gustan, no me gusta/gustan, dulce, salado, amargo, horrible, delicioso, es, son, te gusta? Coffee, tea, fruit, salad, sandwiches, cereals, ice creams, sausages, crisps, I like, I don’t like, sweet, savoury, bitter, horrible, delicious, he/she/it is, they are, do you like?</p> <p>Lesson 3: LI: To engage in conversations Set up a conversation between people asking for something in a restaurant. Que pizza desea? Que bibida desea? Que postre desea? Una pizza, Quisiera, queso, tomate, jamon, pepperoni, pollo, olivas, atun, cebolla, con, sin, un refresco, una limonada, agua, agua con gas, un zumo de naranja, un zumo de manzana, un helado, un yogur, fruta.</p>
--	--	--	--

	<p>Lesson 4: LI: To use high frequency verbs. Use the verb 'llevar' to describe what someone is wearing. una falda (f) unos pantalones (m) una camiseta (f) un vestido (m) un jersey (m) unos zapatos (m) una camisa (f) unas botas (f) un cinturon, un calcetinas, un vestido. Skirt, trousers, tshirt, dress, jumper, shoes, shirt, boots, belt, socks, dress.</p> <p>Lesson 5: LI: To make changes to an adjective to match the noun. To apply Spanish adjectives to express feelings. contento/contenta, cansado/cansada irritado/irritada, sorprendido/sorprendida, emocionado/emocionada. nervioso/nerviosa. triste, furioso/furiosa orgulloso/orgullosa, Happy, tired, irritated, surprised, excited, nervous, sad, furious, happy.</p> <p>Lesson 6: LI: To use intonation to express feelings. Explaining what is wrong when you are unwell. Me duele la garganta. Me duelen los dientes. My throat is hurting, my teeth are hurting.</p>	<p>Los animals, de la granja, una vaca, un cerdo, una gallina, un gallo, un pato, un burro, un perro, un gato. The animals, farm animals, a cow, a pig, a sheep, a horse, a chicken/hen, a rooster, a duck, a donkey, a dog, a cat.</p> <p>Lesson 3: LI: To use a wide range of adjectives to describe something. Use adjectives to explain different animals in Spanish. Los animals, el perro, el caballo, el conejo, el leon, el gato, la cobaya, la Tortuga, la serpiente, la cebra, la gallina, bonito/bonita, horrible, rapido/rapida, lento/lenta, tranquilo/tranquilla, Ruidoso/ruidosa, alegre, peligroso/peligrosa. Animals, dog, horse, rabbit, lion, cat, guinea pig, tortoise, snake, zebra, hen, pretty, horrible, fast, slow, quiet, loud, happy, ganderous.</p> <p>Lesson 4: LI: To use correct spellings in Spanish Recognise different types of homes and describe these using accurate spellings. Donde vives, vivo en, un piso, una casa, un Castillo, una cabana, un atico, una caravana, como es tu casa? Where do you live? I live in, a flat, a house, a castle, a cottage, a penthouse, a caravan, whats your home like?</p> <p>Lesson 5: LI: To use bilingual dictionaries to extend vocabulary on a given topic.</p>	<p>What pizza would you like? What drink would you like? What desert would you like? Pizza, I would like, cheese, tomato, ham, pepperoni, chicken, olives, tuna, onion, with, without, a soft drink, a lemonade, water, sparkling water, orange juice, apple juice, ice cream, yoghurt, fruit.</p> <p>Lesson 4: LI: To take part in a role play in a pizza restaurant. Ordering food by asking and answering questions in a pizza restaurant. Que pizza desea? Que bibida desea? Que postre desea? Quisiera, What pizza would you like? What drink would you like? What desert would you like? I would like</p>
--	--	--	--

		<p>Children to access bilingual dictionaries to work out the meaning of new words relating to your house.</p> <p>Las partes de la casa, la entrada, el salon, la cocina, el bano, el dormitorio, el desvan, un felpudo, una cama, un horno, una maleta, un sillón, un Espejo, un cuchillo, un lavabo, en, hay.</p> <p>Parts of the houses, entrance hall, living room, kitchen, bathroom, bedroom, attic, a doormat, a bed, an oven, a suitcase, a armchair, a mirror, a knife, a bathroom sink, in, there is/are.</p>	
<p>Key Vocab</p>	<p>Como te llamas? Me llamo, buenos dias, buenos tardes, hola, soy, alto, bajo, vivo en _____, tienes _____ años.</p> <p>Cocinar, patina, montar en bici, viajar usar el ordenador, jugar al tenis, leer, bailar, ir al cine, andar, porque, pero, con.</p> <p>¿En qué trabaja? Medico, arquitecto, gerente, secretaria, presidente, juez, abogado, Contador, profesor, politico, dentista, asistente, consultor.</p> <p>Ojos, pelo, cejas, cabeza, orejas, dientes, garganta, brazo, manos, pie, rodillas, pierna, estomago, cuello, boca, nariz,</p> <p>Los ojos verdes, los ojos marrones, los ojos azules, el pelo negro, el pelo castano, el pelo gris, el pelo blanco, el pelo rojo, el pelo largo, el pelo corto, el pelo liso, el pelo rizado</p>	<p>La clase, la Puerta, el armario, la pizarra, la mesa, la silla, el ordenador, las estanterias, las ventanas, esta, estan, Donde esta/estan? A lado de</p> <p>El pegamento, las tijeras, encima de, debajo de, a la izquierda de, a la derecha de, donde, esta, estan</p> <p>Las asignaturas, el dibujo, la Geografia, la ciencias, el ingles, la musica, las matematicas, la informatica, la educacion, el espanol, la historia, Que asignatura te gusta mas? Me gusta/gustan mas, cual es tu asignatura preferida, mi asignatura preferida.</p> <p>Las formas, el circulo, el triangulo, el cuadrado, el rectangulo, el hexagono, el octogano, el lado, tiene, cuantos lados tiene? Tien lados, De que color es? Es...</p> <p>Disculpe, puedo, por favor, ir al aseo, leer un libro, beber agua, dibujar, salir de clase,</p>	<p>Tengo sed, las bibedas calientes, las bebidas frias, un te, un te con leche, un café, un café con leche, un chocolate caliente, un refresco, una limonada, agua, agua con gas, un zumo de naranja, un zumo de manzana, una botella de, un vaso de, una taza de, el menu, Quisiera, que queieres beber?</p> <p>A que hora abre? A que hora Cierra? Abre a las, Cierra a las, es la una, son las dos/tres/cuatro/cinco/seis/siete/ocho/nueve/diez/onc/once/doce, y media. Y cuatro, menos cuatro, la cafeteria, la pizzeria, la heladeria.</p> <p>El desayuno, la comida, una tostada, un cruasan, una napolitana, mermelada, mantequilla, churros con chocolate, para mi desayuno, para beber, Que quieres para el desayuno?</p> <p>El pan, qye desea?, Quisiera, el pan, pan de barra, pan integral, pan de molde, pollo,</p>

	<p>una falda (f) unos pantalones (m) una camiseta (f) un vestido (m) un jersey (m) unos zapatos (m) una camisa (f) unas botas (f) un cinturon, un calcetinas, un vestido.</p> <p>contento/contenta, cansado/cansada irritado/irritada, sorprendido/sorprendida, emocionado/emocionada. nervioso/nerviosa. triste, furioso/furiosa orgulloso/orgullosa</p> <p>Me duele la garganta. Me duelen los dientes.</p>	<p>trabajar con un companero, si, mas tarder, no, no en este momento, en cinco minutos.</p> <p>Aqui esta/estan, mi/mis, la familia, la madre, el padre, el hermano, la hermana, el abuelo, la abuela, el padrastro, la madrastra, el hermanastro, la hermanastra, el tio, la tia, el primo, la prima, se llama, se llaman, su, sus.</p> <p>Los animals, de la granja, una vaca, un cerdo, una gallina, un gallo, un pato, un burro, un perro, un gato.</p> <p>Los animals, el perro, el caballo, el conejo, el leon, el gato, la cobaya, la Tortuga, la serpiente, la cebra, la gallina, bonito/bonita, horrible, rapido/rapida, lento/lenta, tranquilo/tranquilla, Ruidoso/ruidosa, alegre, peligroso/peligrosa.</p> <p>Donde vives, vivo en, un piso, una casa, un Castillo, una cabana, un atico, una caravana, como es tu casa?</p> <p>Las partes de la casa, la entrada, el salon, la cocina, el bano, el dormitorio, el desvan, un felpudo, una cama, un horno, una maleta, un sillon, un Espejo, un cuchillo, un lavabo, en, hay.</p>	<p>jamon, aguacate, huevo, queso, cebolla, lechuga, pepino, tomates.</p> <p>Que pizza desea? Que bibida desea? Que postre desea? Una pizza, Quisiera, queso, tomate, jamon, pepperoni, pollo, olivas, atun, cebolla, con, sin, un refresco, una limonada, agua, agua con gas, un zumo de naranja, un zumo de manzana, un helado, un yogur, fruta.</p>
<p>Challenge</p>	<p>Autumn 1: Lesson 1: Read aloud short description about yourself.</p> <p>Lesson 2:</p>	<p>Spring 1: Lesson 1: Understand prepositions in sentences and recall these to describe where something is positioned.</p> <p>Lesson 2:</p>	<p>Summer 1. Lesson 1: Children to ask – What would you like to drink in Spanish’ Children to respond with a drink and a container.</p> <p>Lesson 2:</p>

	<p>Use a translator to articulate why you like certain hobbies and interests using conjunctions.</p> <p>Lesson 3: Create own sentences about where people live.</p> <p>Lesson 4: Use adjectives to describe what people are wearing.</p> <p>Autumn 2: Lesson 1: Add quantities to the amount of body parts the monster has.</p> <p>Lesson 2: Use conjunctions in sentences to further describe someone.</p> <p>Lesson 4: Children to translate English sentences in Spanish sentences including adjectives to describe what someone is wearing.</p> <p>Lesson 5: Form full sentences to describe emotions using soy. sin</p> <p><small>Me gusta la papaya. Me gustan las flores.</small></p> <p>Lesson 6: Express why you might be feeling like this in Spanish.</p>	<p>Write two sentences of your own to explain where the objects are.</p> <p>Lesson 3: Ask which subject you prefer out of two different subjects.</p> <p>Lesson 4: Explain how many sides each shape has in Spanish.</p> <p>Spring 2: Lesson 1: Complete a description about your own family and get a peer to translate this into English.</p> <p>Lesson 2: Listen to the Spanish version of ‘Old McDonald’ had a farm and fill in the gaps of the lyrics with the correct farm animals.</p> <p>Lesson 3: Explain which is your favourite and least favourite animals and why. Using plural and non-plural.</p> <p>Lesson 4: Describe their own house ensuring that the adjectives match the correct noun form.</p> <p>Lesson 5: Children to write a sentence in their book to include the translated word.</p>	<p>Children to include telling the time using quarter past, half past and quarter past the hour.</p> <p>Lesson 3: Add adjectives to describe the item of food.</p> <p>Summer 2 Lesson 1: Draw a sandwich with different feelings and describe this using the correct sentence structure.</p> <p>Lesson 2: To explain which sandwiches, you prefer using adjectives and conjunctions.</p> <p>Lesson 3: Add quantities and adjectives to the conversation between people.</p> <p>Lesson 4: Add quantities and adjectives to the conversation between people.</p>
--	--	--	--

<h2>Suggested outcomes</h2>	<p>Autumn 1: Lesson 1: Children to write a short description about themselves explaining their name, age, where they live from prior knowledge.</p> <p>Lesson 2: Read aloud different sentences about hobbies and interests using accurate pronunciation.</p> <p>Lesson 3: Translate sentences from English to Spanish to describe who people live with.</p> <p>Lesson 4: Use sentence starter 'llevar' to describe what someone is wearing in a picture.</p>	<p>Spring 1: Lesson 1: Translate sentences about objects in the classroom. For example: la silla esta en la aula.</p> <p>Lesson 2: Read sentences and decide whether they are true or false. Use worksheet for support.</p> <p>Lesson 3: Children to work in pairs. Children to ask what is their peers favourite subject. Peer to respond with their favourite subject.</p> <p>Lesson 4: Recognise different shapes in Spanish and label each shape.</p>	<p>Summer 1. Lesson 1: Children to ask and answer what they would like to drink. Children to answer with different drinks.</p> <p>Lesson 2: Clocks displaying different times. Children to write the Spanish time next to the clock.</p> <p>Lesson 3: Children to identify what each breakfast item is. Put this into a sentence using support sticker.</p>
	<p>Autumn 2: Lesson 1: Create a monster figure and draw the body parts. Label the monster with the Spanish body parts.</p> <p>Lesson 2: Pictures of different people stuck in book. Children to write sentences next to each character to describe the body parts using adjectives in a full sentence.</p> <p>Lesson 4: Translate sentences using 'llevar' in English to describe what different people are wearing.</p>	<p>Spring 2: Lesson 1: Describe someone else's family from a picture.</p> <p>Lesson 2: Perform as a group the song old McDonald and record. Children to use accurate pronunciation.</p> <p>Lesson 3: Use an adjective to write a sentence to describe different farm animals.</p> <p>Lesson 4: Children to describe different types of homes using adjectives. Children to match the correct ending to the word depending on whether its feminine, masculine or plural noun.</p>	<p>Summer 2 Lesson 1: Write sentences to describe what someone would like for breakfast.</p> <p>Lesson 2: Write a sentence using adjectives to describe different foods, ensuring the correct ending of the noun is used.</p> <p>Lesson 3: Form a conversation between two people in a restaurant ordering food.</p> <p>Lesson 4: Set up a role play area, one group are the shopkeepers, the others are the customers. Ask would drink, food and desert the customers would like in Spanish.</p>

	<p><u>Lesson 5:</u> Describe different feelings next to different emotions.</p> <p><u>Lesson 6:</u> Explain why someone might be feeling unwell, link to body parts.</p>	<p><u>Lesson 5:</u> Translate the word that is underlined on the worksheet from Spanish to English.</p>	
--	--	--	--

Year 6	Autumn	Spring	Summer
Theme	<p>Autumn 1. A Spanish town – Where you live, transport, using determiners and comparisons.</p> <p>Autumn 2 At the shops – Conversations, plural items, shopping items, clothing.</p>	<p>Spring 1. Discovering Spain – Neighbouring countries, distances and comparisons.</p> <p>Spring 2. At what time? – telling the time, 5-minute intervals, at the airport and arrivals and departures.</p>	<p>Summer 1. Our wonderful world – in my city, global warming and planning for the future.</p> <p>Summer 2. Next adventure – plural and singular vocabulary, dates and present tense.</p>
Prior Knowledge	<p>Adjectives: Colours, quantity and sizing.</p> <p>Clothing – Names of clothing items.</p> <p>Asking questions – Where do you live.</p> <p>Food – Naming food items and explaining what their preference is and what they like and dislike.</p>	<p>European countries.</p> <p>Numbers to 20</p> <p>Three- digit numbers</p> <p>Adjectives – describing the size of items/places.</p> <p>Telling the time</p> <p>Transport</p>	<p>Nouns</p> <p>Adjectives</p> <p>Verbs</p> <p>Use of Spanish dictionaries</p> <p>Phonetical sounds and spellings.</p> <p>Asking questions</p> <p>Towns</p>

<h2 style="margin: 0;">Sequence of lessons</h2>	<p>Autumn 1. Lesson 1: LI: To use verbs in my writing. Use different verbs to explain where people live, using plural and singular verbs. <u>Example:</u> Donde Vives? Vivo en..., vive, vives, viven. Cuidades en espana. Madrid, Barcelona, Valencia, Zaragoza, Salamanca, Burgos, Gerona, Jaen. Where are you? I live in, live, you live, she/he lives, they live. City of Spain. Madrid, Barcelona, Valencia, Zaragoza, Salamanca, Burgos, Gerona, Jaen.</p> <p>Lesson 2: LI: To engage in conversations by asking questions. Use prepositions in my writing to articulate where something is located. <u>Example:</u> La escuela, la estacion de trenes, el supermercado, el cine, la piscina, el parque, el museo, la farmacia, aprender, coger el tren, ver una pelicula, nadar, comprar, andar, voy a, para, Donde puedo?, Que es?, en, fruta. The school, the train station, the supermarket, the cinema, the swimming pool, the park, the museum, the pharmacy, to learn, take the train, go to the movies, to swim, to buy, to walk, I go to, to/for, where can I? What is it? In, fruit.</p> <p>Lesson 3: LI: To make adaptations to sentences.</p>	<p>Spring 1. Lesson 1: LI: To compare countries. To compare neighbouring countries using adjectives and verbs. <u>Example:</u> Espana, Portugal, Francia, Andorra, Marruecos, Luxemburgo, Alemania, Suiza, Italia, Belgica, es..., mas.... que, menos....que, grande, pequeno, tiene, los habitantes, las regiones. Spain, Portugal, France, Andorra, Morroco, Luxembourg, Germany, Switzerland, Italy, Belgium, she/he/it is...., more....than, less....than, big, small, has, residents, regions.</p> <p>Lesson 2: LI: To make changes to sentences. To answer questions in Spanish about different distances. <u>Example:</u> La distancia, Cual es la distancia entre....?, Es....Kilometros, Ourense, Granada, Cordoba, Zamora, Valladolid, Oviedo, Huesca, Lugo The distance, what is the distance between, it is..... kilometres.</p> <p>Lesson 3: LI: To make changes to sentences. To compare the distance of one city to another using an 8-point compass. <u>Example:</u> El norte, El sur, el este, el oeste, el noroeste, el noreste, el sureste, el suroeste, esta, a, el, Donde esta?</p>	<p>Summer 1. Lesson 1: To develop vocabulary choices To explain the challenges that the town faces by describing different images. <u>Example:</u> Que retos medioambientales hay en tu ciudad, mucho/mucha/muchos/muchas, la contaminacion del aire, la contaminacion del agua, la contaminacion luminica, el trafico, la basura, las zonas industriales, los contenedores, las zonas verdes What environmental challenges are there in your town? There is/are, there isn't/aren't, a lot, air pollution, water pollution, light pollution, traffic, rubbish, industrial zones, bins, greenery.</p> <p>Lesson 2: LI: To write a range of sentences from memory To discuss some small actions that the children are going to take to respond to environmental challenges we are facing within our world. <u>Example:</u> Apagar la luz, reciciar, cerrar el grifo, usar los contenedores, andar, recoger la basura, voy a, me gustaria, plantar arboles, protestar. To switch the light off, to recycle, to turn the tap off, to use the bins, to walk/go on foot, to pick up rubbish, I go/I am going to, I would like to, to plant some trees, to protest.</p> <p>Lesson 3: LI: To adapt sentences using correct tense. Listening to audio to identify the correct person to the correct sentence from what they are saying.</p>
---	---	--	---

	<p>El teatro, la panaderia, la biblioteca, el restaurante, enfrente de, al lado de, detras de, esta. The theatre, the bakery, the library, the restaurant, infront of, next to, behind, he/she/it is.</p> <p>Lesson 4: LI: To select appropriate adjectives in my writing. Highlight and annotate key adjectives in a piece of writing. <u>Example:</u> Grande, pequeno, Ruidoso, tranquilo, moderno, antiguo, interesante, aburrido, la ciudad, el pueblo, mas...que, menos...que. Big, small, noisy, quiet, modern, old, interesting, boring, the city, the town, more.... than, less.....than.</p> <p>Lesson 5: LI: To make adaptations to sentences. Children to fill in sentences to express opinions about their feelings by using a range of conjunctions. Me gusta, no me gusta, me encanta, odio, porque, es, una ciudad, grande, pequena, interesante, aburrida, moderna, Antigua, tranquila, ruidosa. I like, I don't like, I love, I hate, because, is, a city, big, small, interesting, boring, modern, old, quiet, noisy.</p> <p>Lesson 6: <u>LI: To compare different places using conjunctions.</u></p>	<p>The north, the south, the east, the west, the northwest, the northeast, the southeast, the southwest, it is, to, the, where is it?</p> <p>Lesson 4: LI: To use nouns and adjectives in my writing. To explain different activities to do in Madrid to encourage people to travel to Madrid. <u>Example:</u> Enscansar en el parque, Comprar en el Mercado, ir al futbol, pasear por la calle, comer un plato tipica, visitar lugares famosos, ver un musica, viajar en metro, en Madrid se puede, Que se puede hacer en Madrid? Rest in the park, shop in the market, go to a football match, walk along the street, eat a typical dish, visit famous places, watch a musical, travel on the underground, in Madrid you can..., What can you do in Madrid?</p> <p>Lesson 5: LI: To read aloud and understand a short poem. Read the poem aloud in Spanish. La cara, tengo, los ojos, la nariz, hablar, veo, La boca, como. Face, I have, eyes, nose, to talk, I see, mouth, I eat.</p> <p>Spring 2. Lesson 1: LI: To engage in a conversation by asking questions.</p>	<p>Mis profesores, los havitantes, el gobierno, el consejo escolar, voy a, va a, van a, reciciar, plantar arboles, recoger la basura, omstalar panels solares, protestar, instalar contenedores, pienso que. My teachers, the residents, government, school council, I go/I am going to, He/she goes/ is going to, the go/they are going to, to recycle, to plant trees, to pick up rubbish, to install solar panels, to protest, to install some bins, I think that.</p> <p>Summer 2 Lesson 1: LI: To decode unfamiliar vocabulary. Practise Spanish sounds of vowels, two letter sounds, double letter sounds.</p> <p>Lesson 2: LI: To understand texts around varied topics. To understand a poem in Spanish and to translate to English. Understanding rhyming sounds in Spanish. El trabalenguaas. Ayuda!, Espana, Portugal, francia. Andorra, murrecos, dia de Muertos, el dia de los inocentes, dia de Muertos, el sol, un conejo, unas flores un pallina, un lago, una vaca. Tongue twister, help, Spain, Portugal, France, Andorra, Morroco, Day of the dead, April's fool's day, the sun, the rabbit, flowers, hen, lake, cow.</p> <p>Lesson 3: LI: To use a dictionary to understand meaning. To use a dictionary to find the meaning of different words – use sheet within pack. Link word to the word class.</p>
--	--	---	---

	<p>Compare two towns to one and other using conjunctions. Children express their opinion between two towns and explain their opinions. Vivo en....., mas....que, menos....que. enfrente de/del, detras de/del, a lado de/del, voya/al, para, me gusta, me encanta, no me gusta. I like in, more....than, less...than, in front of, behind, next to, I go to, to/for, I like, I love, I don't like.</p> <p>Autumn 2. Lesson 1: To prepare a short speech. Children to prepare a short speech within a shop setting to ask for different food items and asking how much the item costs. Quisiera, el/la/los/las, un/una, unos/unas, cunato vale?, Cuanto Valen, son....euros, aqui tiene. I would like, the, a, some, how much is it? How much are they? Its....euros, here you go.</p> <p>Lesson 2: LI: To select appropriate verbs. Children to form sentences using the shop, the verb and the shopping item. Children use different ways to express buying. La jugueteria, una muneca, la verduleria, unos tomates, comprar, compro, compras, compra, compramos, comprais, compran Toy shop, a doll, greengrocer, some tomatoes, to buy, I buy, you buy, he/she/it buys, we buy, you buy, they buy.</p>	<p>To tell the time in Spanish using o'clock, half past, quarter past, and 5-minute intervals. <u>Example:</u> Es la/Son las, en punto, y cuarto, menos cuarto, y media, uno/una, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, veinte. It is, o'clock. Quarter past. Quarter to, half past, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, twenty.</p> <p>Lesson 2: LI: To write a range of sentences from memory. Explain what time different activities occurred at the hotel and at what time of day this takes place. En el hotel, el desayuno, la comida, la cena, el concierto, la pelicula, el espectaculo, A que hora es? A las, de la manana, de la tarde, de la noche, At the hotel, breakfast, lunch, dinner, concert, film, show, at what time is....., at, in the morning, in the afternoon.</p> <p>Lesson 3: LI: To prepare a short speech. To explain the details of what is in the airport in Spanish in a short presentation speech. Las salidas, las llegadas, la facturacion, el control de suguridad, la Puerta de embarque, el restaurant, la tienda, los aseos, en el aeropuerto, primero, despeus, finalmente, esta, estan. Departures, arrivals, check-in desks, security check control, gate, restaurant,</p>	<p>Volver, fuerte, cuchara, lentamente, sin embargo. Return, strong, spoon, slowly, without however.</p> <p>Lesson 4: To engage in conversations by asking questions. To read aloud dialogues given in Spanish (in pairs). Perform to others.</p> <p>Lesson 5: To write a range of sentences from memory. Unscramble sentence to make sense. Then use vocabulary to write a long piece of writing, you must use all the vocabulary given.</p> <p>Lesson 6: To understand basic grammar. Children to understand different grammar learned in Spanish across a range of topics. Children complete escape room pack to escape the room children need to find the correct 10-digit code.</p>
--	---	--	---

	<p>Lesson 3: To use knowledge of phonemes to decode unfamiliar words. Translate different adjectives using a dictionary to understand the meaning of the word. Ancho, ajustado, largo, corto, llamativo, sencillo. Wide, tight, long, corto, flamboyant, simple.</p> <p>Lesson 4: LI: To ask for clarification within questions. Children to ask how much something costs and respond by saying 3 -digit numbers in euros. Cuanto vale? Quanto valen, son...euros con, centimos, una television, un sofa, una mesa, unas cortinas, unas sillas, unas lamparas. How much is it? How much are they? Its... euros andcents, a TV, a sofa, a table, curtains, chairs, lamps.</p> <p>Lesson 5: LI: To ask and answer simple questions. Children explore the cost of different shopping lists. Children are able to write sentences in Spanish to explain the cost of each list. Lista de la compra, Que hay en tu lista de la compra, en mi lista de la compra hay, cuanto vale tu lista de la compra, son....euros con....centimos, un/una, un kilo de, medio kilo de. Shopping list, what is on your shopping list, on my shopping list</p>	<p>shop, toilets, at the airport, first, after, finally, he/she/it is, they are.</p> <p>Lesson 4: LI: To use the correct verb To use the verb, 'arrive' and 'depart' to describe when different arrivals and departures are taking place. Using a flight board to form sentences using previously learnt time. Ha llegado, llegara, ha salido, saldra, salidas, llegadas, origen, destino, en vuelo, embarcando, aproximandose, finalizado. Has arrived, will arrive, has left, will leave, departures, arrivals, from, to, departed, boarding, approaching, landed.</p> <p>Lesson 5: LI: To understand and know more challenging texts. Take part in a board game to recap on previously taught vocabulary through time, airports and arrival and departures.</p>	
--	---	--	--

	<p>there is/are, how much is your shopping list, its....euros and....cents, a, one kilogram of, half kilo of.</p> <p>Lesson 6: LI: To engage in longer conversations Set up a multi shop role play for the whole class to participate in.</p>		
<p>Key Vocab</p>	<p>Donde Vives? Vivo en..., vive, vives, viven. Ciudades en espana. Madrid, Barcelona, Valencia, Zaragoza, Salamanca, Burgos, Gerona, Jaen.</p> <p>La escuela, la estacion de trenes, el supermercado, el cine, la piscina, el parque, el museo, la farmacia, aprender, coger el tren, ver una pelicula, nadar, comprar, andar, voy a, para, Donde puedo?, Que es?, en, fruta.</p> <p>El teatro, la panaderia, la biblioteca, el restaurante, enfrente de, al lado de, detras de, esta.</p> <p>Grande, pequeno, Ruidoso, tranquilo, moderno, antiguo, interesante, aburrido, la ciudad, el pueblo, mas...que, menos...que.</p>	<p>Espana, Portugal, Francia, Andorra, Marruecos, Luxemburgo, Alemania, Suiza, Italia, Belgica, es..., mas.... que, menos....que, grande, pequeno, tiene, los habitantes, las regiones.</p> <p>La distancia, Cual es la distancia entre....?, Es....Kilometros, Ourense, Granada, Cordoba, Zamora, Valladolid, Oviedo, Huesca, Lugo</p> <p>El norte, El sur, el este, el oeste, el noroeste, el noreste, el sureste, el suroeste, esta, a, el, Donde esta?</p> <p>Encansar en el parque, Comprar en el Mercado, ir al futbol, pasear por la calle, comer un plato tipica, visitor lugares famosos, ver un musica, viajar en metro, en Madrid se puede, Que se puede hacer en Madrid?</p>	<p>Que retos medioambientales hay en tu ciudad, mucho/mucha/muchos/muchas, la contaminacion del aire, la contaminacion del agua, la contaminacion luminica, el trafico, la basura, las zonas industriales, los contenedores, las zonas verdes</p> <p>Apagar la luz, reciciar, cerrar el grifo, usar los contenedores, andar, recoger la basura, voy a, me gustaria, plantar arboles, protestar.</p> <p>Mis profesores, los havitantes, el gobierno, el consejo escolar, voy a, va a, van a, reciciar, plantar arboles, recoger la basura, omstalar panels solares, protestar, instalar contenedores, pienso que.</p> <p>El trabalenguaas. Ayuda!, Espana, Portugal, francia. Andorra, murrecos, dia de Muertos, el dia de los inocentes, dia de Muertos, el sol, un</p>

	<p>Me gusta, no me gusta, me encanta, odio, porque, es, una ciudad, grande, pequeña, interesante, aburrida, moderna, Antigua, tranquila, ruidosa.</p> <p>Quisiera, el/la/los/las, un/una, unos/unas, cuando vale?, Cuanto Valen, son....euros, aquí tiene.</p> <p>La juguetería, una muñeca, la verdulería, unos tomates, comprar, compro, compras, compra, compramos, compráis, compran</p> <p>Ancho, ajustado, largo, corto, llamativo, sencillo.</p> <p>Cuanto vale? Cuanto valen, son...euros con, centimos, una televisión, un sofá, una mesa, unas cortinas, unas sillas, unas lámparas.</p> <p>Lista de la compra, Que hay en tu lista de la compra, en mi lista de la compra hay, cuanto vale tu lista de la compra, son....euros con....centimos, un/una, un kilo de, medio kilo de.</p>	<p>Es la/Son las, en punto, y cuarto, menos cuarto, y media, uno/una, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, veinte.</p>	<p>conejo, unas flores un pallina, un lago, una vaca.</p> <p>Volver, fuerte, cuchara, lentamente, sin embargo.</p>
--	---	---	--

Challenge	<p><u>Autumn 1:</u> <u>Lesson 1:</u> Children have a writing passage describing where people live. Children to go through and change mistakes that have been made with regards to the verb.</p> <p><u>Lesson 2:</u> Explaining why you go to a specific place using para to explain why. Example: voy a la piscina para nadar – I go to the swimming pool to swim.</p> <p><u>Lesson 3:</u> Answer true or false statements relating to the map.</p> <p><u>Lesson 4:</u> Children create their own sentences to compare places and express feelings.</p> <p><u>Lesson 5:</u> Translate full sentences into Spanish. Use a word bank to support.</p> <p><u>Lesson 6:</u> Children to make comparisons using conjunctions in their writing between two towns. Children to explain why in Spanish.</p> <p><u>Autumn 2:</u> <u>Lesson 1:</u> Children to use the correct determiner within their speaking.</p> <p><u>Lesson 2:</u></p>	<p><u>Spring 1:</u> <u>Lesson 1:</u> Give comparison using conjunctions in my writing for example... ‘France is bigger than Portugal because it has more residents’</p> <p><u>Lesson 2:</u> To ask and answer questions in pairs about the distances between different countries.</p> <p><u>Lesson 3:</u> Speaking activity – using the 8-point grid reference compare different country’s location with a partner. Partner needs to tell you if the statement is true or false in Spanish.</p> <p><u>Lesson 4:</u> Give a presentation in Spanish to a group to explain the positives of travelling to Madrid.</p> <p><u>Lesson 5:</u> Pull out some of the words in Spanish and translate them using dictionary/IPad.</p> <p><u>Spring 2:</u> <u>Lesson 1:</u> Draw your own times on the clock and explain what the time is in English.</p> <p><u>Lesson 2:</u> Write different times in English and ask your partner to say these in Spanish.</p> <p><u>Lesson 3:</u> using the correct sequence adverbs to describe the order of events. (primero,</p>	<p><u>Summer 1:</u> <u>Lesson 1:</u> Discuss environmental challenges in your own town.</p> <p><u>Lesson 2:</u> Tell your partner in Spanish what different things you are going to put into place to reduce environmental challenges.</p> <p><u>Summer 2:</u> <u>Lesson 1:</u> Read aloud cards from the pack – Reading longer phrases with unfamiliar language.</p> <p><u>Lesson 2:</u> Children to read the poem aloud in small groups with accurate pronunciation.</p> <p><u>Lesson 3:</u> To create a sentence from the word that is found in the dictionary.</p> <p><u>Lesson 4:</u> To read aloud the dialogue given in pairs containing long phrases.</p> <p><u>Lesson 5:</u> Children to include 15 words from their checklist in their paragraph to describe their friend or family member.</p>
	<p><u>Lesson 1:</u> Discuss environmental challenges in your own town.</p>		

	<p>Add an adjective to my sentence to explain the shop or the food item. Adjective needs to go at the end of the noun its describing.</p> <p><u>Lesson 3:</u> Create a sentence using the adjectives that you have looked up in the dictionary. Use the correct form of the adjective endings relating to whether they are feminine or masculine.</p> <p><u>Lesson 5:</u> Include quantities in your descriptions. Example: Kilo – Kilo Kilo de medio – Half a kilo</p> <p><u>Lesson 6:</u> Include quantities in your descriptions. Example: Kilo – Kilo Kilo de medio – Half a kilo</p>	<p>despues, finalmente) and using plural and singular verbs (esta, estan)</p> <p><u>Lesson 4:</u> Make comparisons between two places departures times and arrival times.</p> <p><u>Lesson 5:</u> Develop your own question to ask within the game board. Give two possible answers.</p>	
--	---	--	--

<h2 style="margin: 0;">Suggested outcomes</h2>	<p>Autumn 1: <u>Lesson 1:</u> Translate sentences from English to Spanish relating to where people live using Spanish cities that have been taught. Use of different verbs such as vive, vives, viven, vivo. He/she lives, you live, they live, I live.</p> <p><u>Lesson 2:</u> To form a conversation between two people asking questions about, where can I? Example: Question; Donde puedo el tren – Where can I take the train. Response: En la estacion de trenes. In the train station.</p> <p><u>Lesson 3:</u> From a map, children to explain the location of different shops using prepositions.</p> <p><u>Lesson 4:</u> Children to highlight adjectives that have been used in each sentence. Sentences to be based around comparisons.</p> <p><u>Lesson 5:</u> Translate given sentences into Spanish using word bank to support.</p> <p><u>Lesson 6:</u> Using a word bank, children to write their own sentences to make comparisons between two towns.</p>	<p>Spring 1: <u>Lesson 1:</u> Use information cards or iPads to find out population size of neighbouring countries to make comparison sentences.</p> <p><u>Lesson 2:</u> Children to make adaptations to sentences starters to explain the distance between two different locations using 3-digit numbers.</p> <p><u>Lesson 3:</u> Use compass keyword for support. Adapt sentences to compare the locations of different regions using an 8-point grid reference.</p> <p><u>Lesson 4:</u> Create a leaflet to showcase reasons to travel to Madrid and try and persuade the audience to travel there.</p> <p><u>Lesson 5:</u> Children to read the poem aloud to others and try and understand some vocabulary of the poem.</p> <p>Spring 2: <u>Lesson 1:</u> Match the correct times to the correct image in English/Spanish. Answer questions using Que hora es? (What time is it?) and answering question in Spanish Example: Son las cinco menos diez (it is 10 minutes less than 5)</p> <p><u>Lesson 2:</u></p>	<p>Summer 1: <u>Lesson 1:</u> To explain the challenges that the town faces by describing different images using sentence stems.</p> <p><u>Lesson 2:</u> To discuss some small actions that the children are going to take to respond to environmental challenges we are facing within our world.</p> <p><u>Lesson 3:</u> Children to listen to audio from different people. Children to match sentences from the audio to the correct character.</p> <p>Summer 2: <u>Lesson 1:</u> Read loud cards from pack with a mix of short and longer phrases with a mix of unfamiliar and familiar phrases. Children to practise sounds learned.</p> <p><u>Lesson 2:</u> Highlight the rhyming sounds within the poem on the pack. Translate the poem from Spanish to English.</p> <p><u>Lesson 3:</u> Use the iPad Spanish dictionary to find the definition of each word. Write the meaning and the word class of each word.</p> <p><u>Lesson 4:</u> To read aloud the dialogue given in pairs containing a mix of short and long phrases.</p> <p><u>Lesson 5:</u> Unscramble phrases to form a sentence that make sense. Then use vocabulary list to write a</p>
--	---	--	---

	<p><u>Autumn 2:</u></p> <p><u>Lesson 1:</u> Children to perform a role play scenario within a shop setting to ask for an item and ask how much the item costs.</p> <p><u>Lesson 2:</u> Children to form sentences using the different grammatical ways to say 'buy'. Children must include in their writing the shop, the verb and the shopping item to explain what they have bought and where from. Examples: Compro – I buy Compras – you buy Compra – he/she/it buys Compramos – We buy Compran – They buy</p> <p><u>Lesson 3:</u> Use a dictionary to work out the meaning of different adjectives.</p> <p><u>Lesson 4:</u> Speaking exercise: children to ask how much something costs and respond by saying 3 -digit numbers in euros. Use full sentence to explain the cost of something.</p> <p><u>Lesson 5:</u> Children explore the cost of different shopping lists. Children are able to write sentences in Spanish to explain the cost of each list.</p>	<p>Explain what time different activities occurred at the hotel and at what time of day this takes place.</p> <p><u>Lesson 3:</u> Write a short speech to present in front of the class to explain the different parts of the airport and what you can find within the airport.</p> <p><u>Lesson 4:</u> To read and interpret information cards from arrivals and departure boards in the airport.</p> <p><u>Lesson 5:</u> Complete board game. 1 host (to read multiple answer questions) and 2 players. Instructions are within Pack.</p>	<p>long piece of writing, you must use all the vocabulary given to describe a person in your family or a friend.</p> <p><u>Lesson 6:</u> Children complete escape room pack. To escape the room, children need to find the correct 10-digit code (work in small groups).</p>
--	---	--	---

	<p><u>Lesson 6:</u> Children to take part in a multi shop role play scenario. Children to express what they would like during the role play and also to ask questions to check the cost of the item. Children to respond to the cost in Euros using 3-digit numbers.</p>		
--	--	--	--