**Overview of Spanish Language Learning Skills**

**SUBJECT OVERVIEW**

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| **Language Angels** | **Early Language Units** | **Intermediate Language Units** | | **Progressive Language Units** |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn 1** | **Phonetics 1 & I’m Learning Spanish**  **(ch,j,n,ll,rr)** | **Phonetics 2 & Presenting Myself**  **(ca,ce,ci,co,cu)** | **Phonetics 3 & Do you have a pet?**  **(ga,ge,gi,go,gu)** | **Phonetics 4 & (b,v,cc,qu,z)**  **World War II** |
| **Autumn 2** | **Animals** | **Family** | **What is the date?** | **At School** |
| **Spring 1** | **Musical Instruments** | **Goldilocks** | **My Home** | **Healthy Lifestyles** |
| **Spring 2** | **I know how to…** | **Classroom** | **Clothes** | **The Weekend** |
| **Summer 1** | **Ice Creams** | **At the café** | **Romans** | **Vikings** |
| **Summer 2** | **Fruit** | **The Weather** | **Olympics** | **Me In The World** |

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| **Language Angels**  **Unit Outcomes to support assessment** | **Year 3**  **Class**  **2023/2024** |  |
| **Aut 1**  **Aprendo**  **espanol** | * Pinpoint Spain and other Spanish speaking countries on a map of the world. * Ask and answer the question ‘How are you?’ * Say ‘hello’ and ‘goodbye’ * Count from 1-10 * Say 10 colours |  |
| **Aut 2**  **Los animales** | * Recognise, recall and spell up to 10 animals with their correct indefinite article/determiner * Understand better than articles/determiners have more options in Spanish than in English * Use and become more familiar with the high-frequency 1st person conjugated verb ‘soy’ from the infinitive article ‘ser’ |  |
| **Spr 1**  **Los instrumentos** | * Recognise, recall and spell up to 10 instruments with the correct definite article/determiner * Understand articles/determiners better and that the definite article/determiner ‘the’ has a plural form in Spanish * Learn to say and write ‘I play an instrument in Spanish using the high frequency first person regular verb ‘toco’ with up to 10 different instruments |  |
| **Spr 2**  **Se…** | * Recognise, recall, and spell 10 action verbs in Spanish * Use these verbs in the infinitive to form positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘y’ and ‘pero’ |  |
| **Sum 1**  **Los helados** | * Name and recognise up to 10 different flavours of ice creams * Ask for an ice cream using ‘quisiera’ * Say what flavour they would like * Say whether they would like their ice-cream in a cone or a small pot tub |  |
| **Sum 2**  **La fruta** | * Name and recognise up to 10 fruits * Attempt to spell some of these nouns * Ask somebody if they like a particular fruit * Say what fruits they like and dislike |  |

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| **Language Angels Unit Outcomes to support assessment** | **Year 4**  **Class**  **2023/2024** | **Children who did not achieve 80% of outcomes for Spanish (best fit)**  **Comments - curriculum** |
| **Aut 1**  **Me presento** | * Count to 20 * Say their name and age * Say hello and good bye and then ask how is somebody is feeling and answer how they are feeling * Tell you where they live * Tell you their nationality and understand basic gender agreement rules |  |
| **Aut 2**  **Mi familia** | * Tell somebody the members, names and various ages of either their own or fictional family * Continue to count reaching 100, enabling the children to say the age of various family members * Understand the concept of possessive adjectives ‘mi’ and ‘mis’ * Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit; llamarse and tener |  |
| **Spr 1**  **Ricitos de oro y los tres osos** | * Recognise, understand and remember more of the new language * Increase memory potential by using picture cards, word cards and phrase cards * Increase their thinking and reasoning skills identifying strategies to use in the future for memorising new words and phrases * Attempt to spell in Spanish |  |
| **Spr 2**  **La clase** | * Remember and recall 12 classroom objects with their indefinite article * Replace an indefinite article with a possessive adjective * Say and write what they have and do not have in their pencil case |  |
| **Sum 1**  **En la cafeteria** | * Remember and recall a wide variety of foods, snacks and drinks typically used in a Spanish café * To understand better how to change a singular noun to plural form * Perform a short role-play ordering what they would like to eat and drink |  |
| **Sum 2**  **Que tiempo hace** | * Repeat and recognise the vocabulary for weather * Ask and say what the weather is like today * Create a Spanish weather map * Describe the weather in different regions of Spain using a weather map with symbols |  |

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| **Language Angels**  **Unit Outcomes to support assessment** | **Year 5**  **Class 5D**  **2023/2024** | **Children who did not achieve 80% of outcomes for spanish(best fit)**  **Comments - curriculum** |
| **Aut 1**  **Tienes una mascota** | * Repeat, recognise and attempt to spell the 8 nouns for pets * Tell somebody if they have or do not have a pet * Ask somebody else if they have a pet * Tell somebody the name of their pet * Attempt to create a longer phase using the conjunctions |  |
| **Aut 2**  **La fecha** | * Remember, recall and spell the 7 days of the week * Remember, recall and spell the 12 months of the year * Remember, recall and spell numbers 1-31   Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date   * Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is |  |
| **Spr 1**  **Mi casa** | * the new vocabulary for describing the weather in Spanish. * how to recall, say and write all the weather expressions from memory. * to improve my listening decoding skills . * how to read a weather map in Spanish and describe weather in different parts of the country. * to use all my new knowledge to present a weather forecast in Spanish. |  |
| **Spr 2**  **La ropa** | * Repeat and recognise the vocabulary for a variety of clothes * Use the appropriate genders and articles for these clothes * Use the verb llevar in Spanish with increasing confidence * Say what they wear in different weather/situations * Use the possessives with increased accuracy |  |
| **Sum 1**  **Los romanos** | * Tell somebody in Spanish the key facts and key people involved in the history of the Roman Empire. * Say the days of the week in Spanish and learn how these are related to the Roman gods and goddesses. * Tell somebody in Spanish what the most famous Roman inventions were. * Learn what life was like for a rich and a poor child in Roman times. * Introduce the children to the concept of the negative form in Spanish |  |
| **Sum 2**  **Los juegos olimpicos** | * Tell somebody the key facts of the ancient Olympics * Tell somebody the key facts of the modern Olympics * Look for cognates and highlights key words when learning how to decode longer texts in gist listening and reading * Say the nouns in Spanish for 10 key sports in the current games * Conjugate the irregular verb ‘practicar’ enabling the students to say what sports they play and what sports they do not play * Understand the concept of gender, using el and la when you say you play a sport in Spanish. |  |

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| **Language Angels**  **Unit Outcomes to support assessment** | **Year 6**  **Class**  **2023/2024** | **Children who did not achieve 80% of outcomes for spanish(best fit)**  **Comments - curriculum** |
| **Aut 1**  **La segunda Guerra mundial** | * Group/order unknown vocabulary to help decode texts * Improve their listening and reading skills * Name the countries and languages involved in WW2 * Say what the differences were in city and country life during the war * Learn to integrate all new and previous language writing a letter home from the countryside as an evacuee. |  |
| **Aut 2**  **En el colegio** | * Repeat and recognise the vocabulary for school subjects * Say what subjects they like and dislike at school * Say why they like/dislike certain school subjects * Tell the time on the hour * Say what time they study certain subjects |  |
| **Spr 1**  **Comer sano** | * Name and recognise 10 foods and drinks considered to be good for your health * Name and recognise 10 foods not considered good for your health * Say what activities they do to keep in shape during the week * Say in general what they do to maintain a healthy lifestyle * Learn how to make a healthy recipe in Spanish |  |
| **Spr 2**  **El fin de semana** | * Ask what the time is * Tell the time accurately * Learn how to say what they do at the weekend * Learn to integrate conjunctions into their work * Present an account of what they do and at what time at the weekend |  |
| **Sum 1**  **Los vikingos** | * Name the key periods in ancient Britain, in chronological order. * Describe themselves physically by pretending to be a member of a fictious Viking family * Use more exciting in their sentences, becoming increasingly confident and accurate using the correct adjectival agreement * Use two irregular high frequency verbs ‘ser’ and ‘tener’ more fluently * Describe their typical daily routine as either/both a Viking man and/or woman using the first person singular (I) with an opportunity to move to third person singular (he/she) * Recognise and start to understand commonly used reflexive verbs and pronouns. |  |
| **Sum 2**  **Yo en el mundo** | * Name at least 2 of the many countries in the world that speak Spanish (not Spain) * I can locate these countries on the map * Name different festivals around the world (religious and non-religious) - at least 2 * Tell at least one thing in Spanish to protect the planet |  |