**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
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| **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’
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| **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
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| **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’
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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.
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| **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
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| **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
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| **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.
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| **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
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| **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
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| **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
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| **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.
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| **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
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