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|  | **Year 3/4 Cycle 1** | **Year 5** | **Year 6** |
| **Autumn** | **Phonetics**  CH J Ñ LL RR  I can hear and say individual sounds.  I can hear and say the sound in words.  I can hear and say the sound in a piece of authentic text.  **I’m Learning Spanish (Early Challenge)**  Prior Learning Link: none  In this unit the children will learn how to:  • Pinpoint Spain and other Spanish speaking countries on a map of the world  • Ask and answer the question ‘How are you?’ in Spanish  • Say ‘Hello’ and ‘Goodbye’ in Spanish  • Ask and answer the question ‘What is your name?’ in Spanish  • Count to ten in Spanish  • Say ten colours in Spanish  **Christmas in Spain (Creative Curriculum)**  In this unit the children will learn how to:  • understand how people celebrate Christmas in Spain and compare this to their own experience.  • name a range of key vocabulary in Spanish - related to Christmas.  • identify the main Spanish Christmas traditions | **Phonetics**  GA GE GI GO GU  I can hear and say individual sounds.  I can hear and say the sound in words.  I can hear and say the sound in a piece of authentic text.  **Do you have a Pet? (Intermediate Challenge)**  Prior Learning Link: Vocabulary from ‘Me Presento’ unit. The difference between a definite and indefinite article/determiner. That nouns in Spanish have gender and this has an impact on the determiner.  In this unit the children will learn how to:  • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in Spanish.  • Tell somebody in Spanish if they have or do not have a pet.  • Ask somebody else in Spanish if they have a pet.  • Tell somebody in Spanish the name of their pet.  • Attempt to create a longer phrase using the connectives Y (“and”) or PERO (“but”).  **Day of the Dead (Creative Curriculum)**  In this unit children will learn to:  • understand how the Day of the Dead (Día de los Muertos) is celebrated in Mexico and other parts of the world.  • be able to discuss their family's traditions and ways that they honour people who have passed away | **Phonetics**  GA GE GI GO GU  I can hear and say individual sounds.  I can hear and say the sound in words.  I can hear and say the sound in a piece of authentic text.  **The Weather (Intermediate Challenge)**  Prior Learning Link: Language introduced from Early Learning units. Vocabulary from ‘Me Presento’ unit (Intermediate), how to say your name, age, where you live and nationality  In this unit the children will learn how to:  • Repeat and recognise the vocabulary for weather in Spanish.  • Ask what the weather is like today.  • 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.  **Day of the Dead (Creative Curriculum)**  In this unit children will learn to:  • understand how the Day of the Dead (Día de los Muertos) is celebrated in Mexico and other parts of the world.  • be able to discuss their family's traditions and ways that they honour people who have passed away |
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| **Spring 1** | **Animals (Early Challenge)**  **Phonetics**  CA CE CI CO CU  Prior Learning Link: vocabulary from the ‘Yo Aprendo Español ’ unit. What a noun and article/determiner is in English. What a verb is and that ‘I am’ comes from the verb ‘to be’ in English.  In this unit, the children will learn how to: •Recognise, recall, and spell up to ten animals in Spanish with their correct indefinite article/determiner.  •Understand better that articles/determiners have more options in Spanish than they do in English.  •Use and become more familiar with the high-frequency 1st person conjugated verb ‘soy’ (I am), from the infinitive verb ‘ser’ (to be). | **The Date (Intermediate Challenge)**  **Phonetics**  GA GE GI GO GU  Prior Learning Link: Language introduced from Early Learning units & numbers 1-20. Vocabulary from ‘me presento’ how to say your name, age, where you live.  In this unit the children will learn how to:  • Remember, recall and spell the seven days of the week.  • Remember, recall and spell the twelve 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, numbers 1-31 in order to say when their birthday is. | **Family (Intermediate Challenge)**  **Phonetics**  CA CE CI CO CU  Prior Learning Link: Vocabulary from the ‘Early Learning’ and ‘Me Presento’ units (how to say our name, age, nationality, where we live and numbers 1-20). What a verb is in English and be familiar with the Spanish high frequency verbs in first person singular form e.g. soy (I am), tengo (I have), vivo (I live) and me llamo (I am called).  In this unit the children will learn how to:  • Tell somebody the members, names and various ages of either their own or a fictional family in Spanish.  • Continue to count in Spanish, reaching 100, enabling students to say the age of various family members.  • Understand the concept of the possessive adjectives ‘mi’ and ‘mis’ in Spanish.  • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). |
|  | **Year 3/4 cycle 1** | **Year 5** | **Year 6** |
| **Spring 2** | **I can (Early Challenge)**  **Phonetics**  CH J Ñ LL RR  Prior Learning Link: Language introduced from units like Animals. Vocabulary from the ‘Yo Aprendo Español’ unit. What a verb is in English.  In this unit the children will learn to:  • Recognise some common Spanish verbs/activities.  • Use these verbs to convey meaning in English by matching them to their appropriate picture.  • Use these verbs in the infinitive with puedo... | **My Home (Intermediate Challenge)**  **Phonetics**  GA GE GI GO GU  Prior Learning Link: Vocabulary from the Early Learning units. Vocabulary from ‘Me Presento’ and ‘¿Tienes una mascota?’ Intermediate units to be able to present ourselves, talk about our pets  In this unit the children will learn how to: • Say whether they live in a house or an apartment and say where it is.  • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.  • Tell somebody in Spanish what rooms they have or do not have in their home.  • Ask somebody else in Spanish what rooms they have or do not have in their home.  • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age). | **At School (Progressive Challenge)**  **Phonetics**  B V CC QU Z  Prior Learning Link: Language introduced from Early Learning and Intermediate units. How to give our personal details from memory (name, age and where we live)  In this unit the children will learn how to:  • 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) in Spanish.  • Say what time they study certain subjects at school.  • Ask somebody else what subjects they study and which ones they like. |
|  | **Year 3/4 cycle 1** | **Year 5** | **Year 6** |
| **Summer 1** | **Fruits (Early Challenge)**  **Phonetics**  CH J Ñ LL RR  Prior Learning Link: Vocabulary from the ‘Yo Aprendo Español’ unit. What a noun and article/determiner is in English. What a verb is in English.  In this unit the children will learn how to: • Name and recognise up to 10 fruits in Spanish.  • Attempt to spell some of these nouns.  • Ask somebody in Spanish if they like a particular fruit.  • Say what fruits they like and dislike | **Clothes (Intermediate Challenge)**  **Phonetics**  GA GE GI GO GU  Prior Learning Link: Vocabulary from the Early Learning units and in particular colours and simple adjectival agreement (nationality in ‘Me Presento’). Understand better that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective. Understand better the differences between definite and indefinite articles. The vocabulary to describe weather  In this unit the children will learn how to: • Repeat and recognise the vocabulary for a variety of clothes in Spanish.  • 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.  • Describe clothes in terms of their colour and apply adjectival agreement.  • Use the possessives with increased accuracy | **World War II (Progressive Challenge, Creative Curriculum)**  **Phonetics**  B V CC QU Z  Prior Learning Link: Language introduced from Early Learning and Intermediate units. Different strategies on how to decode unknown text from Habitats.  In this unit the children will learn how to:  • Group/order unknown vocabulary to help decode texts in Spanish  • 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 their new and previous language writing a letter home as an evacuee living in the countryside |
|  | **Year 3/4 cycle 1** | **Year 5** | **Year 6** |
| **Summer 2** | **Presenting Myself (Intermediate Challenge)**  **Phonetics**  CA CE CI CO CU  Prior Learning Link: Vocabulary from the Early Learning units (in particular numbers 1-10 and feelings). What a verb is in English and some knowledge of high frequency first person verbs such as soy (I am) and tengo (I have).  In this unit the children will learn how to:  • Count to 20.  • Say their name and age.  • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.  • Tell you where they live.  • Tell you their nationality and understand basic gender agreement rules. | **Habitats (Intermediate Challenge)**  **Phonetics**  GA GE GI GO GU  Prior Learning Link: Vocabulary from the Early Learning units.  In this unit the children will learn how to:  • Tell somebody in Spanish the key elements animals and plants need to survive in their habitat.  • Tell somebody in Spanish examples of the most common habitats for plants and animals and give a named example of these habitats.  • Tell somebody in Spanish which animals live in these different habitats.  • Tell somebody in Spanish which plants live in these different habitats.. | **The Weekend (Progressive Challenge)**  **Phonetics**  B V CC QU Z  Prior Learning Link: Language introduced from Early Learning and Intermediate units. Time on the hour as presented in the En El Colegio Progressive unit. How to give our personal details from memory (name, age and where we live)  In this unit the children will learn how to:  • Ask what the time is in Spanish.  • Tell the time accurately in Spanish.  • Learn how to say what they do at the weekend in Spanish.  • Learn to integrate connectives into their work.  • Present an account of what they do and at what time at the weekend |