

Year 3			
	Autumn Term	Spring Term	Summer Term
<b>Topics covered</b>	I am Learning	Animals	Fruits
<b>Substantial Knowledge</b>	<ul style="list-style-type: none"> <li>Find Spain on a map and be able to recall at least 1 Spanish-speaking country.</li> <li>Use key greetings.</li> <li>Ask and answer the question 'How are you?' in Spanish.</li> <li>Ask and answer the question 'What is your name?' in Spanish.</li> <li>Count to 10 in Spanish.</li> <li>Read, write, say and recognise 10 colours in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Name and recognise up to 10 animals in Spanish.</li> <li>Attempt to spell some of these nouns with their correct indefinite article.</li> <li>Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).</li> </ul>	<ul style="list-style-type: none"> <li>Name, recognise and remember up to 10 fruits in Spanish.</li> <li>Attempt to spell some of these nouns with their correct article/determiner.</li> <li>Ask somebody in Spanish if they like a particular fruit.</li> <li>Say what fruits we like and dislike in Spanish.</li> </ul>
<b>Skills</b>	Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. Learning to look for cognates first and associating words and phrases to images.	We will work on improving our memory skills so that we remember the animals in Spanish after the lesson. Remembering to always look out for cognates (such as leÓN) using pictures to help. Learning how to build a short simple sentence in Spanish using 1st person conjugated verb (soy), an indefinite article/determiner (un or una) and a noun (in this unit an animal). Learning that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.	Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in Spanish including a simple opinion.
<b>Speaking</b>	<ul style="list-style-type: none"> <li>H sound in 'ocho'.</li> <li>J sound in 'rojo' and 'naranja'.</li> <li>Ñ sound in 'España'.</li> <li>LL sound in 'amarillo'.</li> <li>RR sound in 'marrÓN'.</li> </ul>	<ul style="list-style-type: none"> <li>J sound in oveja, pájaro &amp; conejo.</li> <li>LL sound in caballo.</li> <li>Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-ne-jo and ca-na-rio.</li> </ul>	<ul style="list-style-type: none"> <li>J sound in naranja.</li> <li>Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que.</li> </ul>

	<ul style="list-style-type: none"> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in cÓ-mo.</li> <li>• Ñ letter. It is pronounced as the 'ny' sound in the English word 'onion'.</li> </ul>	<ul style="list-style-type: none"> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in le-ón, pá-ja-ro and ra-tón.</li> </ul>	<ul style="list-style-type: none"> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón.</li> </ul>
<b>Vocabulary</b>	Language necessary to use key greetings, ask and answer the questions 'How are you?' and 'What is your name?' as well as numbers 1-10 and 10 key colours in Spanish. All listed on the Pupil Unit Glossary.	10 common animals. The animal nouns in Spanish plus their appropriate indefinite article/determiner. First person conjugation of the verb ser (soy = I am). All listed on Vocabulary Sheet. Also understanding better that the subject pronoun 'yo' (I) is often omitted in Spanish. Just the verb is used. In Spanish, the way the verbs are conjugated often make the subject pronoun unnecessary. You will see this happen often!	The nouns and determiners/articles for 10 common fruits in Spanish. The language required to ask a question in Spanish and how to answer the question in Spanish (using the positive and negative form). This is all listed on the Vocabulary Sheet.
<b>Grammar</b>	None in this unit as it is introductory.	Nouns, gender, articles/determiners and verbs. To learn that nouns in Spanish can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners un (for masculine nouns) and una (for feminine nouns). Learning how to categorise nouns by gender (un or una). Introduction of 1st person singular conjugation of the high frequency irregular verb ser (to be) in Spanish.	Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!

Year 4			
	Autumn Term	Spring Term	Summer Term
<b>Topics covered</b>	Seasons	Vegetables	I know how to...
<b>Substantial Knowledge</b>	<ul style="list-style-type: none"> <li>Name, recognise and remember all four seasons in Spanish.</li> <li>Say what our favourite season is in Spanish.</li> <li>Say why it is our favourite season in Spanish.</li> <li>Start to recognise and use the conjunction 'y' (and) in our spoken and written responses.</li> </ul>	<ul style="list-style-type: none"> <li>Name, recognise and recall from memory up to 10 vegetables in Spanish.</li> <li>Attempt to spell some of these nouns with their plural article/determiner.</li> <li>Learn and use the high frequency verb quisiera from the verb querer; to want in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, remember and spell 10 action verbs in Spanish.</li> <li>Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how) and 'no sé' (I do not know how).</li> <li>Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) &amp; 'pero' (but).</li> </ul>
<b>Skills</b>	Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.	Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for cognates first (such as patatas and tomates). Having enough language from memory to perform a short role-play.	We will work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in Spanish after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to Spanish section of a dictionary. Learning how to build sentences in Spanish using the 1st person conjugated verb sé (I know how) or no sé (I do not know how), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions y (and) & pero (but) in Spanish.
<b>Speaking</b>	<ul style="list-style-type: none"> <li>J sound in hojas. Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'.</li> </ul>	<ul style="list-style-type: none"> <li>CH &amp; Ñ sound in champiñones.</li> <li>J sound in judías verdes &amp; berenjenas.</li> <li>LL sound in cebollas.</li> </ul>	<ul style="list-style-type: none"> <li>J sound in dibujas.</li> <li>Ñ sound in Español.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ñ sound in otoño. Starting to learn that it is very common and specific sound to Spanish. Like the 'ny' sound in the English word 'canyon'.</li> <li>• Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hace is pronounced without the 'h'. Hojas is also pronounced without the 'h'.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in árboles and pájaros.</li> </ul>	<ul style="list-style-type: none"> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fav-or. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like ce-bo-las.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ju-dí-as.</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme. As seen in the word champiñones.</li> </ul>	<ul style="list-style-type: none"> <li>• Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar.</li> <li>• Stress Placement. For words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in bai-lar and can-tar. For words that end in a vowel or n and sit is normally the second to last syllable.</li> </ul>
<b>Vocabulary</b>	The nouns and determiners/articles for the four seasons in Spanish. There is the opportunity to learn a short phrase in Spanish and use this to say what our favourite season is in Spanish and why, using the conjunctions 'y' (and) and 'porque' (because), featured in the Challenge section.	10 common vegetables and their plural definite article/determiner. Simple vocabulary including a kilo, a half kilo, please and thank you, hello and can I have. This is all listed on the Vocabulary Sheet.	Ten different high frequency action verbs linked to common activities. First person conjugation of the modal verb saber (to know how), in the positive and negative plus ten common infinitive verbs. All listed on the Vocabulary Sheet.
<b>Grammar</b>	Nouns & articles/determiners. We will start to notice that in Spanish there is often an article/determiner before a noun when there is not one in English. For example, spring in Spanish is 'la primavera'. Starting to notice that there are more words for 'the' in Spanish than in English.	Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is either los or las in Spanish. The article/ determiner is dependent on the whether the vegetable is a masculine or feminine noun (gender). This does not exist in English. Also seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions!	Modal verb plus infinitive. Learning that sé (that comes from the modal verb saber and translates as 'I know how') is ALWAYS followed by a verb in its infinitive form in Spanish. The negative sentence structure in Spanish follows the rule of no plus the conjugated MODAL verb, sé, plus the INFINITIVE verb.

Year 5		
Autumn Term	Spring Term	Summer Term

Topics covered	At the Café	What is the weather?	My Home
<b>Substantial Knowledge</b>	<ul style="list-style-type: none"> <li>Recall from memory a wider range of nouns and indefinite articles/ determiners for common foods, snacks and drinks in a typical Spanish cafeteria, improving our cultural knowledge of Spain.</li> <li>Understand better how to make nouns plural in Spanish.</li> <li>Improve our knowledge of Spanish currency.</li> <li>Order in Spanish what we would like to eat and drink in a role-play.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and recall the 9 weather expressions in Spanish from memory.</li> <li>Ask what the weather is today and give a reply in Spanish.</li> <li>Describe the weather in Spain, in Spanish using a weather map with symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Say and write in Spanish whether we live in a house or an apartment.</li> <li>Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay...</li> <li>Use the conjunction y to link two sentences together.</li> </ul>
<b>Skills</b>	<p>To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in Spanish and creating more personalised responses.</p>	<p>To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.</p>	<p>To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.</p>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>CA sound in calamares &amp; catalana &amp; caliente</li> <li>CO sound in chocolate &amp; con &amp; cola cola</li> <li>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué deseas?</li> </ul>	<ul style="list-style-type: none"> <li>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme as in España.</li> <li>Accents. Accents can be placed on some words like qué to indicate a question word</li> </ul>	<ul style="list-style-type: none"> <li>GA sound in garaje.</li> <li>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-dero and ga-ra-je.</li> <li>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón.</li> <li>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter not just another phoneme as in baño and montaña.</li> </ul>

<b>Vocabulary</b>	A wide range of common food, snacks and drinks available in a typical Spanish cafetería. The transactional language required to order and pay for food. All listed on the Vocabulary Sheet	The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a Spanish weather map. This is all listed on the Vocabulary Sheet.	Basic personal details will be revisited including the high frequency 1st person singular verbs soy, me llamo, tengo and vivo. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures vivo en and en mi casa hay... and en mi casa no hay... All on the Vocabulary Sheet.
<b>Grammar</b>	Nouns, indefinite articles/determiners & plurality. Remembering that nouns in Spanish can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in Spanish so more than one of each item can be ordered from the choice of food, snacks and drinks.	<b>Use of hay &amp; hace with weather phrases.</b> To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding it is not always a word for word translation and there can be fixed expressions to learn. <b>Question and exclamation marks in Spanish.</b> Punctuation can be different in different languages. Upside down exclamation and question marks appear at the start on sentences as well the exclamation and question marks at the end of sentences. Without exceptions!	<b>Indefinite articles, negative &amp; high frequency verbs.</b> Revisiting again the indefinite articles un and una. Revisiting also 1st person singular high frequency verbs llamo, tengo, soy with a particular focus on vivo from the verb VIVIR a regular IR verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (hay and no hay) structure. Noting the upside-down question mark (¿) is used at the beginning of all questions - no exceptions! This also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!

Year 6			
	Autumn Term	Spring Term	Summer Term
<b>Topics covered</b>	The Date	Do You Have a Pet?	Clothes
<b>Substantial Knowledge</b>	<ul style="list-style-type: none"> <li>Recognise and recall the 12 months of the year in Spanish.</li> <li>Ask what the date is and say the date in Spanish.</li> <li>Ask somebody when their birthday is and say when their own birthday is in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>Know the nouns and indefinite articles for 8 common pets.</li> <li>Ask somebody if they have a pet and give an answer back.</li> <li>Say in Spanish what pet we have/do not have and give our pet's name.</li> <li>Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and recall from memory 21 items of clothing.</li> <li>Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.</li> <li>Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.</li> </ul>

<b>Skills</b>	To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.	To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.	To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• GO sound in domingo &amp; agosto.</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lio, vein-tiu-no and trein-ta.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sá-ba-do and miÉR-co-les.</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in cumpleaños.</li> <li>• Silent Letters. 'H' is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is pronounced 'oy'.</li> </ul>	<ul style="list-style-type: none"> <li>• GA sound in gato &amp; tortuga.</li> <li>• GO sound in tengo.</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tortu-ga and pe-rro.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ÓN.</li> </ul>	<ul style="list-style-type: none"> <li>• GA sound in gafas.</li> <li>• GO sound in gorra &amp; abrigo.</li> <li>• GU sound in guantes</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like guan-tes, a-bri-go, blu-sa, san-da-lias and cha-que-ta.</li> <li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lle-váis.</li> <li>• Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in ba.ño.</li> </ul>
<b>Vocabulary</b>	The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is. This is all listed on the Vocabulary Sheet.	Revisiting personal details (names/ age/where we live) and the high frequency verbs tengo, soy and vivo. 8 nouns and indefinite articles for common pets and how to ask and answer the question '¿Tienes una mascota?' using the structure que se llama and the two conjunctions y (and) and pero (but). All listed in the Vocabulary Sheet.	Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'ar' verb llevar to wear. All listed in the Vocabulary Sheet.
<b>Grammar</b>	Ordinal & cardinal numbers. To learn that months of the year (and the days of the week)	Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular	<b>Verbs, possessive adjectives, gender, definite/indefinite articles &amp; adjectival</b>

	<p>do not have a capital letter in Spanish unless they are found at the start of a sentence. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions!</p>	<p>conjugations of high frequency verbs me llamo, tengo, soy and vivo. Indefinite articles/determiners un and una. Negative structure no tengo... Differences in Spanish punctuation marks like ¡¡</p>	<p><b>agreement.</b> The possessive adjectives for the word 'my' in Spanish and gender of nouns will be revisited before the whole verb conjugation of the regular 'ar' verb <b>LLEVAR</b> is introduced. Adjectival agreement is also revisited and extended using colours.</p>
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