



Unit Objectives:

Name the subjects we study in school in Spanish with the correct definite article/determiner.

Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.

Start to tell the time by learning how to say time by the hour.

Say at what time and on what day we study certain school subjects.

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.

Language introduced from Early Learning and Intermediate units.

How to give our personal details from memory (name, age and where we live).

Murdishaw West's Spanish Objectives

Speaking: Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Listening: Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. **Reading:** Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

Writing: Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

Grammar: Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Key vocabulary & understanding:

B V CC QU Z B sound in aburrido & QU sound in porque
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 in-tere-san-te and di-ver-ti-do. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas.

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 español.

Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola.

Skills we will develop and activities we will complete:

To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting. Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill, crosswords, word searches and word puzzles. Forming positive and negative opinions on school subjects, justifying opinions using a survey, guess who reading pair work activity and role play. There will be a challenging listening task incorporating time and more challenging reading comprehensions and written tasks. Revisiting our knowledge on basic personal details.



Unit Objectives:

Group and order words to decode unknown language.

Understand the key facts of history from WW2 when described in Spanish.

Say and write in Spanish the key countries and languages involved in WW2.

Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside.

Skills we will develop and activities we will complete:

A range of activities in all four skills starting with grouping and decoding unfamiliar language based on the key facts of WW2 history. Improving our knowledge of this period of history by completing a map-based activity on the countries and languages as presented in lesson 2. In lessons 3, 4 and 5 learning all about Ralph, Vera and Daisy, the three children living in this period of history. Learning what life was like in London and how life was different in the countryside. Using some of the language we have heard and read to be able to complete the final task: a letter in Spanish, written as a child living during this period of history.

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.
Language introduced from Early Learning and Intermediate units.
How to listen to and approach longer text in Spanish having completed units such as 'Caperucita Roja', 'Ricitos De Oro y Los Tres Osos', 'Las Olimpiadas' and/or 'La Casa Tudor'.

Murdishaw West's Spanish Objectives

Speaking: Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Listening: Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. **Reading:** Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

Writing: Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

Grammar: Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Key vocabulary & understanding:

Recommended phonics focus: B V CC QU Z

B sound in besos
V sound in vivo, vida & divertida
QU sound in Checoslovaquia & queridos

Silent letters. H' is always silent in Spanish as in the word verb habla (unless it is a word of foreign origin). It is pronounced abla.

Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like a-gra-da-ble.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tam-bién.



Unit Objectives:

Tell the time in Spanish using quarter past, half past and quarter to.

Say and write in Spanish what we do at the weekend using two or more sentences.

Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.

Skills we will develop and activities we will complete:

To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.

Learning to tell the time in Spanish including quart past, half past and quarter to. Learning 10 short phrases for activities that often happen at the weekend. Lots of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Building on the short phrases from week 2 by adding a time, a conjunction, another activity and an opinion. Final activities will include a picture story and an email in Spanish detailing what you do at the weekend. There is an opportunity to present an extended piece orally and a translation activity from English into Spanish.

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1, 2 & 3.
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)

Murdishaw West's Spanish Objectives

Speaking: Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Listening: Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. **Reading:** Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

Writing: Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

Grammar: Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Key vocabulary & understanding:

Recommended phonics focus:

B V CC QU Z

V sound in voy, veo, divertido & levanto

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like dor-mir and ge-nial. For words that

end in a vowel or 'n' and 's' it is normally the second to last syllable like

le-van-to, di-ver-ti-do and a-bu-rri-do.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-cre-í-ble.

Silent letters. H' is always silent in Spanish as in the word verb horrible (unless it is a word of foreign origin). It is pronounced orrible.



Unit Objectives:

Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map.

Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid.

Say and write something we do to help the planet.

Skills we will develop and activities we will complete:

To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider Spanish-speaking world. Consolidating shared core values that we share with other countries, nationalities and religions. Using this content to widen vocabulary and linguistic knowledge in Spanish.

The unit starts by revising and consolidating our knowledge of personal details including some general knowledge activities about capital cities and different currencies in the wider Spanish-speaking world. Longer, more extended reading and listening tasks and finally email templates to write about celebrations and religions of other Spanish-speaking countries. There will also be the opportunity explore ideas on how to protect the planet in the final week.

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.

Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).

How to give our personal details from memory (name, age & where we live)

Murdishaw West's Spanish Objectives

Speaking: Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Listening: Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. **Reading:** Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

Writing: Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

Grammar: Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Key vocabulary & understanding:

Recommended phonics focus: B V CC QU Z

B sound in hablo & besos

V sound in salvar, carnaval, Navidad, vas & voy

QU sound in qué

Z sound in utilizar

Silent letters. H' is always silent in Spanish as in the word verb hablo (unless it is a word of foreign origin). It is pronounced ablo.

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 español.

Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like pre-fe-ri-da, fies-ta & co-lo-ri-da

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dí-a & in glés.



Unit Objectives:

Say and write what we eat and drink to stay healthy.

It will help if we already know:

Say and write what we do not eat and drink to stay healthy.

Say and write the activities we do and do not do to stay in shape including a choice of physical activities.

Follow a simple, healthy recipe in Spanish.

Skills we will develop and activities we will complete:

To be able to say and write in more detail what is necessary to maintain a healthy lifestyle. Which healthy options to eat and drink and which less healthy options not to eat and drink. Being able to also say which physical activities we do, creating longer more interesting responses in spoken and written form.

The unit starts with ten foods that are considered healthy foods and ten foods that are considered to be less healthy. These nouns will then be quickly placed into sentences using the key verbs como (I eat) and bebo (I drink) expanding further by using no como (I don't eat) and no bebo (I don't drink). There will be a focus on activities that help and don't help a healthy lifestyle. There will be a number of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Final activities will include activities to describe healthy and unhealthy lifestyles.

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.

Language introduced from a wide range of Early Learning and Intermediate units.

Our personal details from memory (name, age and where we live) and how to tell the time as seen in 'En El Colegio' & 'El Fin De Semana'.

Murdishaw West's Spanish Objectives

Speaking: Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Listening: Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. **Reading:** Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

Writing: Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

Grammar: Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Key vocabulary & understanding:

Recommended phonics focus: B V CC QU Z

B sound in beber, bueno, blanco & bebo

V sound in vegetales & veo

Qu sound in que & mantequilla

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in sa-lud. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like pa-ta-tas.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in na-ta-cion.

Ñ tilde. This changes the 'n' to a 'ny' sound like in añadir.



Unit Objectives:

Name and spell accurately some/all the planets in Spanish on a solar map.

Say and write extended sentences for at least one planet.

Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy.

Skills we will develop and activities we will complete:

To be able to say and write with improved accuracy short phrases describing the planets in terms of their position, size and colour. Starting to pay more attention to the changes involved in adjectival agreement and applying these rules when using adjectives in different topics and with different language.

The unit starts with the nouns for the ten planets and quickly moves to longer phrases describing the planets in terms of their colour size and position. There are some challenging reading and listening activities based on these slightly more complex phrases. There will also be a variety of exercises in the final lessons to help understand better the rules connected to the adjectival agreement in Spanish. Understanding the rules better will help improve accuracy when using the adjectives in the future.

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1, 2 & 3.
Language introduced from Early Learning and Intermediate units.
What an adjective is in English
Basic adjectival agreement rules in Spanish from Intermediate units like 'Yo Me Presento' and 'La Ropa'.

Murdishaw West's Spanish Objectives

Speaking: Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Listening: Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. **Reading:** Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

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Grammar: Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Key vocabulary & understanding:

Recommended phonics focus: B V CC QU Z

B sound in bastante
V sound in Venus,
verde & viento

Z sound in azul
QU sound in pequeño

Stress Placement.
Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like Mer-cu-rio

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in Jú-pi-ter.

Ñ tilde. This changes the 'n' to a 'ny' sound like in pequeño