

Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title 	Salutations Greetings	Los colores y los numeros Colours	Canciones Infantiles	Las Estaciones (KSI) The Seasons	Los animales Animales	Las frutas Fruit
	  	  	  	  	  	  
Level	Early Learning	Early Learning	Early Learning	Early Learning	Early Learning	Early Learning
Year 1 Sticky Knowledge	- Know how to say 'hello' in Spanish. - Know how to say 'my name is...' in Spanish. - Know how to ask somebody in Spanish how they are feeling and give a reply. - Know how to say 'goodbye' in Spanish.	- Know how to say 10 common colours in Spanish. - Know how to count from 1-10 in Spanish. - Revise greetings	- Know how to actively participate in six traditional nursery rhymes in Spanish. - Know how to understand and decode more of the spoken/sung Spanish we hear.	- Know how to recognise all four seasons in Spanish. - Know an associated action for each season in Spanish. - Know better what happens in the world around us in each season in Spanish.	- Know how to name and recognise up to 10 animals in Spanish. - Know how to pretend that they are a particular animal using the 1st person singular form of the verb ser (to be), soy (I am).	- Know how to name, recognise and remember up to 10 fruits in Spanish. - Know how to say what fruits we like and dislike in Spanish.
Phonics focus	CH J Ñ LL RR J sound in José, Jorge & Juan Pablo LL sound in llamo Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in có-mo	CH J Ñ LL RR J sound in naranja LL sound in amarillo RR sound in marrón Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ma-rrón.	CH J Ñ LL RR J sound in naranja LL sound in amarillo RR sound in marrón Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ma-rrón.	CH J Ñ LL RR 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. J sound in hojas. Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'.	CH J LL Ñ RR J sound in oveja, pájaro & conejo LL sound in caballo Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules!	CH J Ñ LL RR J sound in naranja 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.
Key Vocabulary	Buenos días Good morning Hola Hi Me llamo... My name is... ¿Cómo estás? How are you? Estoy bien I am well/good Estoy mal I am not well/good Más o menos So, so	Blanco White Azul Blue Gris Grey Amarillo Yellow Marrón Brown Negro Black Naranja Orange	There is no specific vocabulary for this unit but there will be a focus on the key words taken from the Spanish nursery rhyme introduced each week.	el invierno la primavera el verano el otoño nieva hace frío hace calor	Los animales The animals un mono a monkey un pato a duck un ratón a mouse un caballo a horse un conejo a rabbit un cerdo a pig	Una manzana An apple Las manzanas The apples Una fresa A strawberry Un melocotón A peach Un plátano A banana Una cereza A cherry

	Adiós Goodbye	Rojo Red Verde Green Violeta Purple Uno One Dos Two Tres Three Cuatro Four Cinco Five Seis Six Siete Seven Ocho Eight Nueve Nine Diez Ten		las flores crecen los pájaros cantan hace sol los árboles pierden sus hojas	una oveja a sheep un león a lion una vaca a cow un pájaro a bird Yo soy... I am	Una naranja An orange Una ciruela A plum Una pera A pear Un kiwi A kiwi Un albaricoque An apricot Me gustan... I like... No me gustan... I do not like...
Skills progression	Learning to listen really well and repeat what we hear with improving accuracy. Working on my memory so that we are able to have a simple and short conversation in Spanish using the words and the short phrases we have learnt.	Learning to listen really carefully and repeat what we hear with improving accuracy.	Learning to listen really carefully and repeat what we hear with improving accuracy.	Learning to listen more carefully to what we hear in Spanish. Starting to become more familiar with the different sounds, pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language so that we can say start to remember the names of the four seasons in Spanish.	We will work on improving our memory skills so that we remember the animals in Spanish after the lesson. Remembering to look out for cognates such as león (lion) using pictures to help. Learning how to build a short simple sentence in Spanish using 1st person conjugated verb soy (I am), an indefinite article/determiner (un or una) and a noun (in this unit an animal).	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.
Grammar	No explicit grammar focus apart from phonics focus. Introductory unit.	No explicit grammar focus apart from phonics focus. Introductory unit.	No explicit grammar focus apart from phonics focus. Introductory unit.	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. One word in English can be two words in Spanish! For example, spring is la primavera.	Nouns, gender, article/determiners and verbs. To learn that nouns in Spanish can have different articles/ determiners based on their gender (masculine and feminine nouns).	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. Exploring how to make the fruits plural in Spanish. Seeing the upside down question mark (¿) is used at the beginning of all

[illegible]

	12. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
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