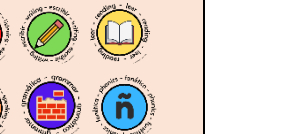


Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title 	Los Colores y los numeros Colours and numbers	Los Animales Animals	Los Instrumentos Instruments	Las Formas Shapes	Las Frutas Fruit	La Historia de la Antigua Gran Bretaña Ancient History of Great Britain
						
Level	Early Learning	Early Learning	Early Learning	Early Learning	Early Learning	Early Learning
Year 3 Sticky Knowledge	- Know how to say and write 10 common colours in Spanish. - Know how to count and write Spanish numbers from 1-10.	- Know how to recognise, recall, and spell up to ten animals in Spanish with their correct indefinite article/determiner. - Know that articles/determiners have more options in Spanish than they do in English. - Know how to use the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be).	- Know how to recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. - Know articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. - Know how to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to ten different instruments.	- Know how to name and recognise up to 10 shapes in Spanish. - Know how to spell some of these nouns. - Know that nouns are commonly associated with an article in Spanish and in this case 'UN' or 'UNA'.	- Know how to name and recognise up to 10 fruits in Spanish. - Know how to spell some of these nouns. - Know how to ask somebody in Spanish if they like a particular fruit. - Know how to say what fruits they like and dislike.	- Know how to use the Spanish for "I am" (Soy), "I have" (Tengo) and "I live" (Vivo). - Know how to name in Spanish, the six key periods of ancient Britain, introduced in chronological order. - Know how to say in Spanish three of the types of people who lived in ancient Britain. - Know how to tell somebody in Spanish the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain.

						☑ Name the three types of dwellings people lived in during the stone age, bronze age and iron age.
Phonics focus	CH J Ñ LL RR ☑ J sound in naranja ☑ LL sound in amarillo ☑ RR sound in marron ☑ 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 LL Ñ RR ☑ J sound in oveja, pájaro & conejo ☑ LL sound in caballo. ☑ Accents. Accents can only be written on 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.	CH J Ñ LL RR ☑ RR sound in guitarra ☑ Stress placement. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like trom-pe-ta and gui-ta-rra. ☑ Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in cím-balos, train-gu-lo & ba-te-rí-a.	CH J Ñ LL RR ☑ LL sound in Estrella ☑ Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lí-ne-a, cír-r-cu-lo, ó-va-lo and pen-tá-go-no.	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.	CH J Ñ LL RR ☑ CH sound in hacha & choza ☑ J sound in Anglosajones & mujer ☑ Ñ sound in Gran Bretaña ☑ RR sound in hierro ☑ Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sí-lex. ☑ Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion.
Key Vocabulary	Blanco White Azul Blue Gris Grey Amarillo Yellow Marrón Brown Negro Black Naranja Orange 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	Los animales The animals un a (masculine) una a (feminine) soy I am ... 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 oveja a sheep un león a lion una vaca a cow un pájaro a bird	el the (masculine singular) la the (feminine singular) los the (masculine plural) las the (feminine plural) el clarinete the clarinet el arpa the harp el piano the piano el triángulo the triangle la trompeta the trumpet el violín the violin la batería the drums los címbalos the cymbals la guitarra the guitar la flauta the flute Toco... I play...	Revision: Numbers 1-10 Un triángulo A triangles Un cuadrado A square Un óvalo An oval Un círculo A circle Un rectángulo A rectangle Un pentágono A pentagon Un hexágono A hexagon Una línea A line Un rombo A rhombus Una estrella A star Triángulos Triangles Círculos Circles Cuadrados Squares Rectángulos Rectangles Óvalos Ovals	Una manzana An apple Las manzanas The apples Una fresa A strawberry Las fresas The strawberries Un melocotón A peach Los melocotones The peaches Un plátano A banana Los plátanos The bananas Una cereza A cherry Las cerezas The cherries Una naranja An orange Las naranjas The oranges Una ciruela A plum Las ciruelas The plums	La historia de la antigua Gran Bretaña. The history of Ancient Britain Soy.... I am.... Vivo... I live ... Vivo en... I live in... Un hombre A man Una mujer A woman Tengo... I have... La edad de piedra The stone age La edad de bronce The bronze age La edad de hierro The iron age El imperio Romano The Roman Empire Los Anglosajones The Anglo-Saxon period

				Hexágonos Hexagons Pentágonos Pentagons Rombo Rhombuses/Rhombi Dibujad Draw...	Una pera A pear Las peras The pears Un kiwi A kiwi Los kiwis The kiwis Un albaricoque An apricot Los albaricoques The apricots Me gustan... I like... No me gustan... I do not like...	La época Vikinga The Viking period Un sílex a flint Un hacha an axe Una espada a sword Una cueva A cave Una choza A hut / shelter Una casa redonda A round house
Skills progression	Learning to listen really carefully and repeat what we hear with improving accuracy. Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson.	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). Learning that the pronoun yo (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.	To work on improving memory skills. Learning to recognise and learn cognates such as guitarra, piano, clarinete first. Starting to build a short phrase in Spanish using a conjugated verb, 1st person of the verb 'to play' (tocar) and definite determiner/article (el, la or los). Choosing and ordering these words accurately. Learning that in Spanish the personal pronoun 'I' (yo) is often dropped and just toco is used. We will see this happens a lot in other units going forward.	Working on being able to pronounce and remember new words in Spanish using images of the shapes to help us. Learning our first words in Spanish and learning to remember the article/determiner with the noun. Using what we know in English to help us. Working on remembering the shapes in Spanish over a longer period of time.	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.	Remember enough new language to be able to write and present orally (perhaps even from memory) a short paragraph as a person from the stone, bronze or iron age using more than one high-frequency verb and a wider range of vocabulary with high accuracy. Learning to make full use of the templates and support provided.
Grammar	This is an introductory unit. No explicit grammar focus apart from spelling and phonics.	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). Looking more closely at three indefinite articles/determiners: un (for masculine nouns) and una (for feminine nouns). Learning how to categorise	Nouns, definite articles/determiners and high frequency verb 'tocar' in 1st person singular only. Using a noun (instrument) with the correct definite article and 1st person singular form of the verb 'tocar' (to play), 'toco' (I play).	Nouns, gender & articles/determiners. In this unit, we will be exploring that the word for a/an in Spanish can be either un or una (these words are articles/determiners and tell us if the noun, the shape, is either a masculine or feminine noun.	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.	Verbs. We will explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo) and one regular verb vivir (vivo). We will notice that in Spanish the pronoun I (yo) is missing and just the verb is used. This never happens in English, but it happens often in Spanish. We will

		nouns by gender (un or una). Introduction of 1st person singular conjugation of the high-frequency irregular verb ser (to be) in Spanish.	Learning that nouns in Spanish can have different articles based on their gender (masculine/ feminine nouns) and plurality. Introduction to three definite articles el, la and los (las is not seen in this unit). Learning how to categorise nouns in Spanish by their article/determiner, gender and plurality. Understanding yo (I) is often not used with a verb. We translate it as 'I play' even though the 'I' is missing.	In Spanish this is called the gender of the noun). We will learn that it is important to remember which shapes are un and which shapes are una.	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.	see this a lot in other units.
NC	1,3,4,5,6,7,9,11,12	1,3,4,5,6,7,9,11,12	1,3,4,5,6,7,9,10,11	1,3,4,5,6,7,9,10,11,12	1,3,4,5,6,7,9,10,11,12	1,2,4,5,6,7,8,9,10
National Curriculum Coverage	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - describe people, places, things and actions orally* and in writing					

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.

Concept	Reading	Writing	Speaking	Listening	Grammar	Phonics	Culture
Icon							