

Spanish	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title 	Puedo... I can...	Las Verduras Vegetables	Me presento Introducing yourself	La Clase Classroom objects	¿Tienes una mascota? Pets	Ricitos de Oro y los Tres Oros Goldilocks
						
Level	Early Learning	Early Learning	Intermediate	Intermediate	Intermediate	Intermediate
Year 4 Sticky Knowledge	- Know how to recognise, use and remember 10 common Spanish verbs/activities. - Know how to use these verbs in the infinitive to make a short sentence starting with puedo.	- Know how to name, recognise and recall from memory up to 10 vegetables in Spanish. - Know how to spell some of these nouns with their plural article/determiner. - Know how to use the high frequency verb quisiera from the verb querer, to want in Spanish.	- Know how to count to 20 in Spanish. - Know how to ask somebody how they are feeling, their age, name and where they live in Spanish. - Know how to say how we are feeling, how old we are, what our name is and where we live in Spanish. - Know how to apply rules of adjectival agreement when saying our nationality in Spanish.	- Know how to recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. - Know how to replace an indefinite article/determiner with the appropriate possessive adjective. - Know how to use the negative in Spanish. - Know how to describe what we have and do not have in our pencil case/rucksack.	- Know what the nouns and indefinite articles are for 8 common pets. - Know how to ask somebody if they have a pet and give an answer back. - Know how to say in Spanish what pet we have/do not have and give our pet's name. - Know how to start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.	- Know how to listen attentively to a whole familiar fairy tale in Spanish. - Know how to remember new language using picture, word and phrases cards. - Know how to re-tell a familiar fairy tale in Spanish using a mini book for support.

Phonics focus	CH J Ñ LL RR ☑ CH sound in escuchar ☑ Silent letters. ‘H’ is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar.	CH J Ñ LL RR ☑ CH & Ñ sound in champiñones ☑ J sound in judías verdes & berenjenas ☑ LL sound in cebollas ☑ 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. ☑ 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.	CA CE CI CO CU ☑ CA sound in catorce ☑ CE sound in once, doce, trece etc ☑ CI sound in cinco, cincuenta & cien. ☑ CO sound in cómo ☑ CU sound in cuatro & cuántos ☑ Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dó-nde ☑ Ñ tilde. This changes the ‘n’ to a ‘ny’ sound as in español & española.	CA CE CI CO CU ☑ CA sound in calculadora & sacapuntas ☑ CU sound in calculadora & cuaderno ☑ 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 tienes en tu estuche?	Focus: GA GE GI GO GU ☑ GA sound in gato & tortuga ☑ GO sound in gorra & abrigo ☑ 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.	Focus: CA CE CI CO CU ☑ CA sound in cama & casa ☑ CE sound in dulce ☑ CI sound Ricitos ☑ Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ta-zón ☑ Ñ tilde. This changes the ‘n’ to a ‘ny’ sound as in pequeño & española
Key Vocabulary	<i>Puedo...</i> <i>Saltar = to jump</i> <i>Bailar = to dance</i> <i>Hablar = to talk</i> <i>Cantar = to sing</i> <i>Cocinar = to cook</i> <i>Eschuchar = to listen</i> <i>Ver la tele = to watch TV</i> <i>Comer = to eat</i> <i>Beber = to drink</i> <i>Escribir = to write</i>	<i>Las berenjenas = The aubergines</i> <i>Un kilo de... = One kilo of...</i> <i>Las espinacas = The spinach</i> <i>Medio kilo de... = Half a kilo of...</i> <i>Las cebollas = The onions</i> Quisiera... = I would like... <i>Los calabacines = The courgettes</i> <i>Por favor = Please</i> <i>Los tomates = The tomatoes</i> <i>Las judías verdes = The green beans</i> <i>Los guisantes = The peas</i> <i>¿Puedo ayudarte? = Can I help you?</i> <i>Los champiñones = The mushrooms</i> <i>¿Algo más? = Is that all/anything else?</i> <i>Las zanahorias = The carrots</i> <i>¿Cuánto cuesta? = How much is that?</i> <i>Las patatas The potatoes</i> <i>Hasta luego Goodbye</i> <i>En mi cesta tengo... In my basket I have...</i>	<i>Soy... = I am</i> <i>español/española = Spanish</i> <i>¿Cómo estás? = How are you?</i> <i>inglés/inglesa = English</i> <i>Estoy bien = I am good</i> <i>galés/galesa = Welsh</i> <i>Estoy mal = I am bad</i> <i>irlandés/irlandesa = Irish</i> <i>escocés/escocesa = Scottish</i> <i>Estoy muy bien = I am very good</i> <i>Soy de... = I am from...</i> <i>Estoy muy mal = I am really bad</i> <i>Soy de Inglaterra = I am from England</i> <i>¿Cómo te llamas? = What is your name?</i> <i>Me llamo... = My name is ...</i> <i>¿Cuántos años tienes? = How old are you?</i> <i>Tengo...años = I am ... years old</i> <i>¿Dónde vives? = Where do you live?</i> <i>Vivo en... = I live in...</i>	<i>un libro = a reading book</i> <i>¿Qué tienes en tu estuche? = What do you have in your pencil case?</i> <i>un cuaderno = an exercise book</i> <i>En mi estuche tengo... = In my pencil case I have..</i> <i>un lápiz = a pencil</i> <i>En mi estuche no tengo.. = In my pencil case I do not have..</i> <i>un bolígrafo = a pen</i> <i>un sacapuntas = a sharpener</i> <i>un estuche = a pencil case</i> <i>y = and</i> <i>una calculadora = a calculator</i> <i>una regla = a ruler</i> <i>una barra de pegamento = a glue stick</i> <i>una goma = a rubber</i> <i>una mochila = a rucksack</i> <i>unas Tijeras = a pair of scissors</i> <i>tengo = I have</i> <i>no tengo = I do not have</i>	<i>Un perro = A dog</i> <i>Tengo = I have</i> <i>Un gato = A cat</i> <i>No tengo = I do not have</i> <i>Un conejo = A rabbit</i> <i>Tengo un = I have a (masculine)</i> <i>Un hamster = A hamster</i> Tengo una = I have a (feminine) <i>Un pez = A fish</i> <i>Que se llama... = That is called</i> <i>Un ratón = A mouse</i> Y And <i>Una cotorra = A parrot / parakeet</i> <i>Pero= But</i> <i>Una Tortuga = A tortoise</i>	<i>Papá oso</i> <i>Mamá oso</i> <i>Bebé oso</i> <i>Ricitos de Oro</i> <i>una casa</i> <i>un bosque</i> <i>pequeño</i> <i>el tazón</i> <i>grande</i> <i>el tazón</i> <i>mediano</i> <i>el tazón</i> <i>pequeño</i> <i>la cama grande</i> <i>la cama mediana</i> <i>la silla grande</i> <i>la silla mediana</i> <i>la silla pequeña</i>

Skills progression	Learning to remember new vocabulary by using an image, sound or mime. Remembering more and knowing more by using a greater variety of high frequency verbs with the puedo. Being able to create longer sentences. Learning to expand, looking up other verbs in their infinitive form not covered in the lesson using the English to Spanish section of a dictionary.	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	To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.	To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. To improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a possessive and negative reply.	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 to listen attentively to all of the familiar fairy tale in Spanish and learn strategies to help decode longer pieces of spoken and written text that will contain unknown language. Learning to always look for cognates first and using picture, word and phrase cards for support.
Grammar	Modal verb plus infinitive. Learning that puedo (that comes from the modal verb poder and translates 'as I am able') is ALWAYS followed by a verb in its infinitive form in Spanish. Also learning that punctuation can be different in Spanish. The upside down question mark (¿) is used at the beginning of all questions and interrogative clauses. This means you know that the sentence is a question and not a statement – before you reach the end of the sentence! It is always used at the beginning of a sentence that is a question. No exceptions!	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!	Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in Spanish. Adding an 'a' to the end of the adjective to show that the person talking or being described is female. Also seeing the upside-down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!)	Nouns, gender, articles/determiners & use of the negative. Understanding that nouns in Spanish are gendered and that this affects the choice of article/determiner. Moving from revisiting tengo... ('I have') to learning the negative option no tengo...('I do not have') in Spanish.	Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular 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 ¿i	No explicit grammar teaching.
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*					

6. present ideas and information orally to a range of audiences*
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
11. 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							