

Unit Objective: To discuss a healthy lifestyle in Spanish

By the end of this unit we will be able to:

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

Activities we will complete:

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.

Skills we will develop:

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 conjunctions. Creating longer more interesting replies including an opinion.

Vocabulary we will learn & revisit:

Twenty foods and beverages that are considered good/bad for your health. Six activities that you should try and do and 2 activities that you should try not to do to stay healthy. All listed on Vocabulary Sheet.

It will help if we already know:

- 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'.

Grammar we will learn & revisit:

First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of **comer** in first person singular (**como**) and also **beber** (**bebo**) & in their negative form (**no como** & **no bebo**). Exploring verbs in their infinitive form to give instructions in Spanish. Different punctuation as seen with **¿** and **¡**.

Phonics & Pronunciation we will see:

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





Unit Objective: To discuss what subjects you like and do not like at school and give a reason why in Spanish

By the end of this unit we will be able to:

- 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.

Skills we will develop:

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.

Grammar we will learn & revisit:

Nouns, gender, definite articles & high frequency regular AR verb 'estudiar'.

Revision of definite article **el, la, los** and **las**. Focus on 1st person singular conjugation of verb **estudiar** with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.

Vocabulary we will learn & revisit:

Key vocabulary on 10 nouns and definite articles for school subjects. Two positive and two negative opinions in reply to the target question **¿Qué te gusta?** and a variety of justifications to expand the opinion given in reply. All listed on the Pupil Vocabulary Sheet.

It will help if we already know:

- 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).

Phonics & pronunciation we will see:

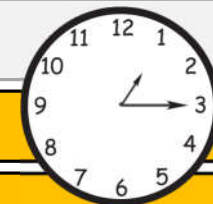
Recommended phonics focus: **B V CC QU Z**

- **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-te-re-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**.



Activities we will complete:

Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill, crosswords, wordsearches 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 Objective: To describe what activities I do at the weekend with a time and an opinion In Spanish

By the end of this unit we will be able to:

- 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.

It will help if we already know:

- 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).

Activities we will complete:

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.

Skills we will develop:

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.

Vocabulary we will learn & revisit:

Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question **¿Qué haces los fines de semana?** All listed on Vocabulary Sheet.

Phonics & pronunciation we will see:

Recommended phonics focus: B V CC QU Z



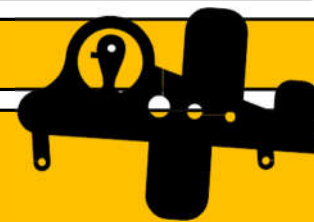
- **B** sound in **aburrido**
- **V** sound in **voy, veo, divertido & levanto**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable like **dor-mir** and **ge-nial**. For words that end in a vowel or 'n' and 's' it is normally the second 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-f-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**.

Grammar we will learn & revisit:

Verbs, conjunctions and opinions. Revision & consolidation of first person singular high frequency verbs such as **voy** and **juego**. Also being introduced to new verbs such as **veo** and **leo** and remembering that the subject/personal pronoun is not required. New conjunctions and opinions for joining two phrases together and opinions. Remembering punctuation is different in Spanish as they use upside-down question and exclamation marks (¡¿) at the start of sentences.



Unit Objective: To be able to use decoding skills to understand better unknown language in Spanish



By the end of this unit we will be able to:

- 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.

It will help if we already know:

- 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'.

Skills we will develop:

To be able to learn effective strategies that will help to decode and understand better unfamiliar vocabulary. Language learning strategies that are transferable and not limited to the language covered in this unit.

Activities we will complete:

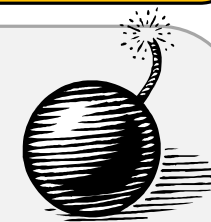
A range of activities in all four skills starting with grouping and decoding unfamiliar language based on the key facts of WW2 history. Improving our knowledge of this period of history by completing a map-based activity on the countries and languages as presented in lesson 2. In lessons 3, 4 and 5 learning 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.

Grammar we will learn & revisit:

Recycling and consolidation of the language learning skills connected to recognising and categorizing nouns, verbs and adjectives.

Phonics & pronunciation we will see:

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**.

Vocabulary we will learn & revisit:

A lot of longer text with a significant amount of unknown language that describes what life was like in WW2. Much will be unfamiliar language but we will not be expected to retain all of it. All listed on the Vocabulary Sheet.



Unit Objective: To explore other Spanish speaking countries and cultures around the world.

By the end of this unit we will be able to:

- 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:

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.

Activities we will complete:

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.

Vocabulary we will learn & revisit:

A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet. All listed on the Vocabulary Sheet.

It will help if we already know:

- 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).

Phonics & pronunciation we will see:

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**.

Grammar we will learn & revisit:

Verbs & near future tense. Revisiting the 1st person conjugation of the verb **ir** (to go) **voy** with the infinitive **utilizar** (to use) for the near future.



Teaching Type: **Progressive**



Unit: **LOS VIKINGOS**



Unit Objective: To be able to describe myself and/or another person and talk about my daily routine.

By the end of this unit we will be able to:

- Name the six key periods of ancient Britain in Spanish.
- Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in Spanish.
- Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking.

Skills we will develop:

Decoding longer and less familiar language in listening and reading tasks. Writing and presenting orally using longer and more accurate language based on the Viking characters presented in this unit. Learning to use a wider range of vocabulary and adjectives, more conjunctions, and reflexive verbs. Remembering to also apply the grammar previously learnt to ensure accuracy.

Activities we will complete:

The unit will encourage lots of extended listening and reading tasks to improve the range of vocabulary and our decoding skills. Many writing and speaking tasks based on the Viking family provided. Using these characters to talk about physical appearance (height, hair type and colour and eye colour). To also learn how to talk about a typical day in the life of a Viking. Learning how to order and sequence.

Grammar we will learn & revisit:

Adjectival agreement, high frequency regular & irregular verbs, conjunctions, possessives & reflexive verbs.

Revisiting much of the grammar introduced in Early Learning and Intermediate units with a focus on the high frequency verbs **tener** and **ser**. Improving accuracy using adjectives and introducing the concept of reflexive verbs in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from all four phonics and pronunciation lessons.
- 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 and where we live).
- Basic knowledge of possessive adjectives and adjectival agreement in Spanish.

Phonics & pronunciation we will see:

Recommended phonics focus: **B V CC QU Z**

- **B** sound in barba, bajo & bárbaro/a
- **V** sound in cultivo, violento & atrevida
- **QU** sound in mantequilla **Z** sound in rizado & azules
- **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 vi-kin-go and ten-go.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in bár-ba-ra.
- **Ñ tilde.** As in castaño. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish **not** just another phoneme.



Vocabulary we will learn & revisit:

Vocabulary to describe height, hair type length and colour and eye colour. Key verbs and vocabulary to also talk about daily routine. All listed on the Vocabulary Sheet.