



Unit Objective: To say what pet you have and do not have in Spanish



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

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in Spanish what pet we have/do not have and give our pet's name.
- Start to use the simple connectives **y** (and) and **pero** (but) to make more complex and interesting sentences.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the **Early Learning** units.
- Vocabulary from '**Me Presento**' and '**La Familia**' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in Spanish have gender and this has an impact on the determiner.

Skills we will develop:

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.

Activities we will complete:

A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting **tengo...** (I have) learning how to say **no tengo...** ' (I do not have...) plus the pet in Spanish. Learning how to use the structure **que se llama** and complete more demanding listening and reading tasks. There will a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.

Grammar we will learn & revisit:

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 ¿ ¡

Phonics & pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU

- **GA** sound in **gato** & **tortuga**
- **GO** sound in **gorra** & **abrigo**
- **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 **co-to-rra**, **tor-tu-ga** and **pe-rro**.
- **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**.



Vocabulary we will learn & revisit:

Revisiting personal details (names/ age/where we live) and the high frequency verbs **tengo**, **soy** and **vivo**. 8 nouns and indefinite articles for common pets and how to ask and answer the question **¿Tienes una mascota ?** using the structure **que se llama** and the two connectives **y** (and) and **pero** (but). All listed in the Vocabulary Sheet.



Teaching Type: **Intermediate**



Unit: ¿ QUÉ TIEMPO HACE ?



Unit Objective: To be able to describe the weather in Spanish

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

- Recognise and recall the 9 weather expressions in Spanish from memory.
- Ask what the weather is today and give a reply in Spanish.
- Describe the weather in Spain, in Spanish using a weather map with symbols.

Skills we will develop:

To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.

Activities we will complete:

A number of different activities to learn how to describe the weather in Spanish. Starting by learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to be help us understand a Spanish weather forecast and read a Spanish weather map more easily. Using all this new knowledge to create our own Spanish weather map and Spanish weather forecast in our final task!

Vocabulary we will learn & revisit:

The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a Spanish weather map. This is 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 Early Learning units.
- Vocabulary from 'Me Presento' unit (Intermediate), how to say your name, age, where you live and nationality.



Phonics & pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU

- **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 España.
- **Accents.** Accents can be placed on some words like **qué** to indicate a question word.

Grammar we will learn & revisit:

Use of hay & hace with weather phrases. To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding it is not always a word for word translation and there can be fixed expressions to learn.

Question and exclamation marks in Spanish

Punctuation can be different in different languages. Upside down exclamation and question marks appear at the start on sentences as well the exclamation and question marks at the end of sentences. Without exceptions!



Unit Objective: To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb **practicar**.

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

- Understand the key facts of the ancient and modern Olympics recounted in Spanish.
- Learn 10 nouns and articles for common Olympic sports.
- Explore the full present tense conjugation of the high frequency verb **PRACTICAR**.
- Look at the adjectival changes involved when you describe a male Olympian or female Olympian.

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.
- Understand what an article/determiner, noun, verb and adjective is in English and the basic rules of adjectival agreement in Spanish.
- How to decode longer, unknown texts in Spanish.

Phonics & pronunciation we will see:

Recommended phonics focus: **GA GE GI GO GU**



- **GO** sound in **juegos**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like **prac-ti-car**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **es-gri-ma**, **ci-clis-mo** & **a-tle-tis-mo**
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **o-lím-pi-cos**, **tram-po-lín**, **triat-lón**, **e-qui-ta-ción** & **na-ta-ción**.

Skills we will develop:

To improve decoding longer unfamiliar texts in Spanish using key language learning strategies that will help long term memory retention and language learning going forward. Understanding that adjectives come in different forms and when you describe a person in terms of a profession (in this case their sporting title) adjectival agreement rules will apply and spelling may change in these words depending if you are talking about a male or female Olympian.

Vocabulary we will learn & revisit:

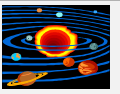
The 10 nouns and articles for Olympic sports, the verb **PRACTICAR** and the sporting professions in both masculine and feminine form. All listed on Vocabulary Sheet.

Grammar we will learn & revisit:

Adjectival agreement & regular verb practicar. To learn that when saying you play a sport in Spanish, the verb **PRACTICAR** is normally used. Conjugated according to who is doing the action and followed directly by the sport, often without the need for a definite article. Exploring the present tense conjugation of the verb **PRACTICAR** and understanding better the adjectival changes required in the sporting professions depending on whether they are male/female.

Activities we will complete:

Activities to help improve decoding skills of longer text. A range of story ordering, true/false and word category worksheets based on the ancient and modern Olympics. Followed by the 10 nouns and partitive articles for Olympic sports. The verb '**practicar**' will be explored in full with listening, speaking, reading and written activities. Finally, the adjectival changes involved when describing a male/female Olympian for the final task - a presentation on sport played using **PRACTICAR** and professional title.



Unit Objective: To describe the planets in Spanish in terms of their size, colour and position.

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

- 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.

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.
- What an adjective is in English
- Basic adjectival agreement rules in Spanish from Intermediate units like 'Yo Me Presento' and 'La Ropa'.

Skills we will develop:

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.

Activities we will complete:

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.

Vocabulary we will learn & revisit:

Colours will be revisited briefly before learning the nouns for the 10 planets with a range of appropriate adjectives to describe the planets. All listed on the Vocabulary Sheets.

Phonics & pronunciation we will see:

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**

Grammar we will learn & revisit:

Adjectival agreement. Further work explaining and consolidating how adjectives can (and often do) change spelling in Spanish depending if the noun they are describing is a singular, plural masculine or feminine noun.



Teaching Type: **Intermediate**



Unit: **¿QUÉ FECHA ES HOY?**



Unit Objective: To be able to say the date in Spanish

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

- Recognise and recall the 12 months of the year in Spanish.
- Ask what the date is and say the date in Spanish.
- Ask somebody when their birthday is and say when their own birthday is in Spanish.

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 units & numbers 1-31
- Vocabulary from 'Me Presento' unit (Intermediate), how to say your name, age, where you live and nationality.

Phonics & pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU



- **GO** sound in **domingo** & **agosto**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in the word **a-bril**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **sep-tiem-bre**, **ju-lío**, **vein-tiú-no** and **trein-ta**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **sá-ba-do** and **miér-co-les**.
- **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 **cumpleaños**.
- **Silent Letters.** 'H' is always silent in Spanish as in the word **hoy** (unless it is a word of foreign origin) which is pronounced **oy**.

Skills we will develop:

To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.

Activities we will complete:

A number of different activities to learn how to say the date in Spanish. Starting by learning the 12 months of the year in Spanish (including word searches, crosswords and word puzzles). After recycling and revisiting nos 1-31 learning how to ask and say the date and finally ask and say when your birthday is. After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt personal details.

Grammar we will learn & revisit:

Ordinal & cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. 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!

Vocabulary we will learn & revisit:

The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is. This is all listed on the Vocabulary Sheet.



Teaching Type: **Intermediate**



Unit: **HÁBITATS**



Unit Objective: To speak and write about different habitats, plants and animals in Spanish

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

- Say and write the key elements that animals and plants need to survive.
- Name the 5 most common types of habitats.
- Name an animal and a plant that live and grow in each type of habitat.

Skills we will develop:

To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness.

Activities we will complete:

The unit will start with 5 different types of habitat, then 5 types of plants and 5 types of animal that live in these habitats. Using a series of gap fills, listening and reading tasks we will gradually build-up our new knowledge, be able to recall knowledge of the topic and recall and retain the new language so that by the end of the unit we can say which animal and plant live in each habitat. There is also the opportunity in the final oral and written task to build on this and include specific adaptations of the plants and animals.

Vocabulary we will learn & revisit:

Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat. All listed on the Vocabulary Sheet.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
- Vocabulary from the **Early Learning** units.
- Different strategies on how to decode unknown text from units such as 'Ricitos De Oro', 'La Casa Tudor' and/or 'Caperucita Roja'.

Phonics & pronunciation we will see:

Recommended phonics focus: **GA GE GI GO GU**

- **GA** sound in **algas**
- **GI** sound in **rifugio**
- **GU** sound in **agua**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable in words like **tro-pi-cal** and **po-lar**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **de-sier-to**, **ar-bus-tos** and **plan-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 **ár-bo-les** and **há-bi-tats**.
- **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 **araña**.



Grammar we will learn & revisit:

Verbs. Exploring the 3rd person conjugation of the verb **CRECER** and **VIVIR**. Two regular -er and -ir Spanish verbs in the present tense.