



Teaching Type: **Early Language**



Unit: **LAS FORMAS**



Unit Objective: To remember and name 10 common shapes and count from 1-5 in Spanish.

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

- Name, recognise and remember up to 10 shapes in Spanish.
- Attempt to spell some of these shapes in Spanish.
- Attempt to remember which shapes are **un** or **una**.
- Revise and/or learn numbers 1-5 in Spanish.

It will help if we already know:

- No previous knowledge is required as this is one of the recommended starter units and assumes no previous knowledge. If the Number and Colours unit has been taught first, numbers 1-5 in Spanish will be revised and consolidated in this unit. If Colours and Numbers has not been taught first and there is ample opportunity to learn numbers 1-5 in this unit!

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- **LL** sound in **Estrella**
- **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 **rom-bo** and **es-tre-lla**.
- **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**.

Skills we will develop:

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.

Activities we will complete:

Lots and lots of different speaking and listening tasks to help us remember the ten shapes in Spanish. Learning to work with a partner and using mini flash cards to play games that will help us remember. Learning and/or revising numbers so we can work towards saying how many sides some of the shapes have in Spanish.

Grammar we will learn & revisit:

**Nouns, gender & articles/determiners.** In this unit we will be exploring that the word for a/an in Spanish can be either **un** and **una** (these words are articles/determiners and tell us if the noun, the shape, is either a masculine or feminine noun. 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**. We will see this a lot as we learn more Spanish!

Vocabulary we will learn & revisit:

The nouns and determiners/articles for 10 common shapes and numbers 1-5 in Spanish. This is all listed on the Vocabulary Sheet.



Unit Objective: To say 'I can...' plus a range of activities in Spanish

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

- Recognise, use and remember 10 common Spanish verbs/activities.
- Use these verbs in the infinitive to make a short sentence starting with **puedo**.

Grammar we will learn & revisit:

**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!

Phonics & pronunciation we will see:

Recommended 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**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in **bai-lar**, **can-tar** and **es-cri-bir**. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like **pue-do**.



It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Language introduced from units like Animals, Instruments, Fruits & Vegetables.
- Vocabulary from the 'Yo Aprendo Español' unit.
- What a verb is in English.

Skills we will develop:

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.

Activities we will complete:

Simple reading, listening and written tasks to help learn and remember the new vocabulary. There will be a sound and mime to learn for each activity too. There will be more focus on remembering some/all of the spellings with more accuracy with a choice of written tasks including gap-fill, word puzzles, crosswords and worksheets. The final task will be to say/write what activities we are able to do.

Vocabulary we will learn & revisit:

Ten different high frequency verbs linked to common activities. First person conjugation of the modal verb **poder**, **puedo** plus ten common infinitive verbs. All on Vocabulary Sheet.



Teaching Type: **Early Language**



Unit: **LOS HELADOS**



Unit Objective: To say what ice-cream flavour I would like in Spanish.

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

- Name, recognise and remember up to 10 ice-cream flavours in Spanish.
- Attempt to spell some of these flavours.
- Use the structure '**quisiera...**' plus an ice-cream flavour.
- Say whether we would like a cone or pot and possibly how many scoops.
- Learn how to say 'please' and 'thank you' in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics & pronunciation lesson 1.
- Vocabulary from the '**Yo Aprendo Español**' unit.

Skills we will develop:

Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as **vainilla** for vanilla, **chocolate** for chocolate and **caramelo** for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in Spanish. Useful phrases such as 'I would like', 'please' and 'thank you'.

Activities we will complete:

There will be a wide variety of speaking and listening tasks associated with the ten ice-cream flavours working towards ordering an ice-cream from an ice-cream parlour/van. Opportunity to improve written skills with an ample choice of desk-based activities in each lesson.

Vocabulary we will learn & revisit:

Ten different flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream, cone or small pot. All on Vocabulary Sheet.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- **CH** sound in **chocolate**, **pistachio** & **cucurucho**
- **LL** sound in **vainilla**
- **RR** sound in **tarrina**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in **fa-vor**. For words that end in a vowel or 'n' and 's', it is normally the second to last syllable like **bo-las** and **gra-cias**.
- **Accents.** Accents can only be written over 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 **plá-ta-no**.



Grammar we will learn & revisit:

**Nouns, gender & high frequency verb.** Starting to understand better that nouns in Spanish are either masculine or feminine (**un helado**, **un cucurucho**, **una tarrina**) and that there are different words for 'a/an' in Spanish depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation **quisiera**. Learning that **quisiera** is often used for I would like/want.