



Teaching Type: **Early Language**



Unit: **LOS SALUDOS**



Unit Objective: To be able to greet and hold a simple and short conversation in Spanish.

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

- Say 'hello' (formally and informally) in Spanish.
- Say 'my name is...' in Spanish.
- Ask somebody in Spanish how they are feeling and give a reply.
- Say 'goodbye' and 'see you soon' in Spanish.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

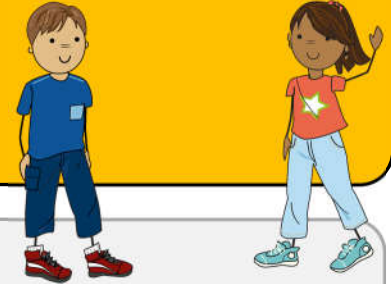
- **J** sound in **José, Jorge & Juan Pablo**
- **LL** sound in **llamo**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in **es-toy**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **Car-men, lue-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 **có-mo**

Grammar we will learn & revisit:

None in this unit as it is an introductory unit.

It will help if we already know:

- None as this is recommended as a starter unit.



Activities we will complete:

A lot of tasks to help us listen carefully. Repeating the words each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills and have a simple conversation in Spanish from memory, by the end of the unit.

Skills we will develop:

Learning to listen really well and repeat what we hear with improving accuracy. Working on my memory so that we are able to have a simple and short conversation in Spanish using the words and the short phrases we have learnt.

Vocabulary we will learn & revisit:

The vocabulary required to have a short conversation/exchange when meeting somebody for the first time. This is all listed on the Vocabulary Sheet.



Teaching Type: **Early Language**



Unit: **LOS COLORES Y LOS NÚMEROS**

Unit Objective: To learn 10 colours and count from 1-10 in Spanish.

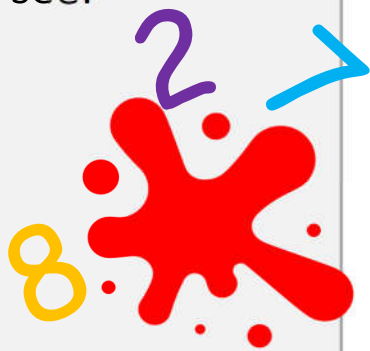
By the end of this unit we will be able to:

- Say 10 common colours in Spanish.
- Count from 1-10 in Spanish.

Phonics & pronunciation we will see:

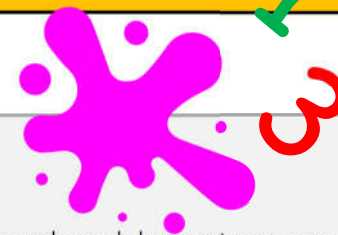
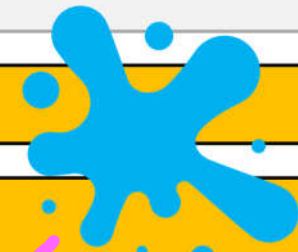
Recommended phonics focus: CH J Ñ LL RR

- J sound in **naranja**
- LL sound in **amarillo**
- RR sound in **marrón**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in **a-zul**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **a-ma-ri-llo**, blan-**co** and **cua-tro**.
- **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**.



It will help if we already know:

- None as this is recommended as a starter unit.



Activities we will complete:

A lot of tasks to help us listen carefully. Repeating the words each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills and remember 10 common colours and count from 1 to 10 in Spanish.

Skills we will develop:

Learning to listen really carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term.

Grammar we will learn & revisit:

None in this unit as it is an introductory unit.

Vocabulary we will learn & revisit:

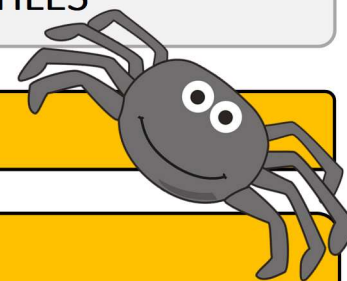
Ten common colours and how to count from 1 -10 in Spanish. This is all listed on the Vocabulary Sheet.



Teaching Type: **Early Language**



Unit: **CANCIONES INFANTILES**



Unit Objective: To become more familiar with traditional nursery rhymes in Spanish.

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

- Actively participate in six traditional nursery rhymes in Spanish.
- Start to understand and decode more of the spoken/sung Spanish we hear.

It will help if we already know:

- No previous knowledge of Spanish is required as this is recommended as a starter unit to be used in the very early stages of a language learning journey.

Phonics & pronunciation we will see:

- **Ñ sound.** Starting to learn that it is very common and a specific sound to Spanish. Like the 'ny' sound in the English word 'canyon'. As seen in **araña** and **pequeña** in the Spanish nursery rhymes.
- **LL sound.** The double 'LL' letter combination is another signature Spanish sound / phoneme. The Spanish 'LL' sound is pronounced very similarly to the 'y' sound in the English words 'yellow'. As seen in the words **llamar**, **lluvia**, **pollitos**, and **gallina** in the Spanish nursery rhymes.
- **J sound.** Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'. As seen in words from the nursery rhymes like **bajo**, **granja**.

*Even if we do not see these sounds, we will hear them in the nursery rhymes.*

Activities we will complete:

A wide variety of listening and speaking tasks to help us better understand the Spanish nursery rhymes when we listen to them. Starting lessons with a few short key activities using the key words from each nursery rhyme before watching the animated videos. Ensuring we can fully understand and actively participate with physical actions in the six Spanish nursery rhymes presented in this unit.

Skills we will develop:

Learning to listen more carefully and for longer periods of time repeating what we hear with improving accuracy. Using gestures and images to help us understand more of what we hear in Spanish.

Vocabulary we will learn & revisit:

There is no specific vocabulary for this unit but there will be a focus on the key words taken from the Spanish nursery rhyme introduced each week.

Grammar we will learn & revisit:

None in this unit as it is an introductory unit.

