



Unit Objective: To say your name, age and where you live in Spain.

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

- Know how count to 20 in Spanish.
- Ask somebody how they are feeling and give an appropriate response back.
- Ask somebody their age, name, where they live and reply.

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 (in particular nos 1-10 and how you are feeling).
- What a verb is in English and knowledge of high frequency first person verbs such as **soy** (I am), **tengo** (I have) and **vivo** (I live).

Skills we will develop:

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.

Activities we will complete:

A number of different activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords. There will also be the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

Grammar we will learn & revisit:

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 (in this lesson the nationality, English or Spanish) 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!)

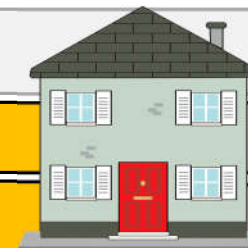
Phonics & Pronunciation we will see:

Recommended phonics focus: 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**
- **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-gle-sa** and **vein-te.**
- **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.**

Vocabulary we will learn & revisit:

Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Vocabulary Sheet.



Unit Objective: To describe what rooms there are and are not in your home in Spanish

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

- Say and write in Spanish whether we live in a house or an apartment.
- Say what room we have and do not have at home using the key structure **en mi casa hay...** and **en mi casa no hay...**
- Use the connective/conjunction **y** to link two sentences together.

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.
- Vocabulary from '**Me Presento**', '**La Familia**' and '**¿Tienes una mascota?**' Intermediate units to be able to present ourselves, talk about our/a family and pets.

Activities we will complete:

The unit starts with learning how to say if we live in a house or an apartment and 10 nouns and their appropriate indefinite articles/determiners for rooms of the house via a variety of speaking, listening, reading and written tasks (using a series of gap fills, word puzzles, crosswords, word searches and true/false activities). Leading towards a final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home. Revisiting and reusing previously learnt language.

Vocabulary we will learn & revisit:

Basic personal details will be revisited including the high frequency 1st person singular verbs **soy**, **me llamo**, **tengo** and **vivo**. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures **vivo en** and **en mi casa hay...** and **en mi casa no hay..** All on Vocabulary Sheet.

Skills we will develop:

To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.

Phonics & pronunciation we will see:

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



- **GA** sound in **garaje**
- **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 **ciu-dad**, **la-va-de-ro** and **ga-ra-je**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **sa-lón**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word **onion**. It is another letter not just another phoneme as in **baño** and **montaña**.

Grammar we will learn & revisit:

Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles **un** and **una**. Revisiting also 1st person singular high frequency verbs **le llamo**, **tengo**, **soy** with a particular focus on **vivo** from the verb **VIVIR** a regular IR verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (**hay** and **no hay**) structure. Noting the upside-down question mark (¿) is used at the beginning of all questions-no exceptions! This also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!



Unit Objective: To talk simply about your/a family in Spanish

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

- Remember the nouns for family members in Spanish from memory.
- Describe our own or a fictitious family in Spanish by name, age and relationship.
- Count up to 100 in Spanish.
- Understand possessive adjectives better in Spanish ('my' form only).

Activities we will complete:

Activities to help learn the nouns and articles/determiners for key members of the family. Learning how to say what our/a family members are called and how old they are. Lots activities to help understand better how to use a possessive adjective (the word for 'my') accurately in Spanish. The reading and listening tasks will be more challenging building up to the final task of a written and/or oral presentation on our/a family.

Skills we will develop:

We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.

Grammar we will learn & revisit:

Nouns, articles/determiners & possessive adjectives.

Exploring possessive adjectives in Spanish with a focus only on 'my'. Understanding that there are two words in Spanish **mi** and **mis** for our one word 'my' in English.

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' and 'Me Presento' units (how to say your name, age, where you live and nationality and numbers 1-20).
- What a verb is in English and be already familiar with the Spanish high frequency verbs in first person singular form **soy** (I am), **tengo** (I have), **vivo** (I live) and **me llamo** (I am called).

Phonics & Pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU

- **CA** sound in **única**
- **CI** sound in **cien**
- **CO** sound in **único**
- **CU** sound in **cuarenta, cincuenta**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **her-man-o**, **her-man-a** (remembering silent 'h' in Spanish unless a foreign origin word).
- **Accents** can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **tí-o** and **ú-ni-ca**.



Vocabulary we will learn & revisit:

We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-100 plus how to say how old we are. All on Vocabulary Sheet.



Teaching Type: Intermediate



Unit: MI CLASE



Unit Objective: To say what you have and do not have in your pencil case in Spanish

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

- Recall from memory a selection of nouns and indefinite articles for common classroom objects.
- Learn how to use the negative in Spanish.
- Describe what we have and do not have in our pencil case.
- Respond to simple classroom commands.

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' units.
- That **tengo** means I have and comes from the verb to have **tener** in Spanish.
- What a noun and article/determiner is in English.
- What a verb is in English.

Activities we will complete:

Learning 11 classroom objects and classroom commands. A variety of speaking, listening and written tasks (including crosswords, word puzzles and snap cards). Playing a fun class 'follow on game'. Extended, longer writing, reading and listening tasks all working towards the final activity of interviewing others in class using a survey on what they have and do not have in their pencil case.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners & use of the

negative. Revisiting that nouns in Spanish have gender 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. Remembering that the subject pronoun '**yo**' is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside-down exclamation and question mark at the start of a sentence.

Skills we will develop:

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. Improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a negative reply.

Phonics & pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU



- **CA** sound in **calculadora** & **cartera**
- **CE** sound in **cerrad**
- **CI** sound in **silencio**
- **CU** sound in **escuchad**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in **re-pe-tid**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **ti-je-ras**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word **qué**. Therefore used as a question word – not an answer.

Vocabulary we will learn & revisit:

11 nouns and articles for common classroom objects, 10 simple classroom commands. **tengo...** ('I have') will be revisited before introducing the negative reply **no tengo.....** (I don't have). This is all listed on the Vocabulary Sheet.



Unit Objective: To describe what clothes you are wearing by colour in Spanish

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

- Recognise and recall from memory 21 items of clothing.
- Explore the regular 'ar' whole verb present tense conjugation of the verb **LLEVAR** to describe what you and possibly somebody else is wearing.
- Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.

Skills we will develop:

To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.

Activities we will complete:

Lots of speaking, reading and written activities to learn the 21 nouns and appropriate articles for clothes (wordsearches, word puzzles and cross words). Plus extended listening and reading tasks. Spoken and written scaffolded activities that will support us in saying what we wear in different scenarios. A final creative activity where we will pack a suitcase for a holiday allowing us to revise the possessive adjective "my" and describing our clothes by colour.

Grammar we will learn & revisit:

Verbs, possessive adjectives, gender, definite/indefinite articles & adjectival agreement. The possessive adjectives for the word 'my' in Spanish and gender of nouns will be revisited before the whole verb conjugation of the regular 'ar' verb **LLEVAR** is introduced. Adjectival agreement is also revisited and extended using colours.

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 and in particular colours and simple adjectival agreement (nationality in '**Me Presento**').
- Understand better that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective.
- Understand better the differences between definite and indefinite articles.
- The vocabulary to describe weather.

Phonics & pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU



- **GA** sound in **gafas**
- **GO** sound in **gorra** & **abrigo**
- **GU** sound in **guantes**
- **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 **guan-tes**, **a-bri-go**, **blu-sa**, **san-da-lias** and **cha-que-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 **lle-váis**.
- **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 **baño**.

Vocabulary we will learn & revisit:

Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'ar' verb **llevar** to wear. All listed in the Vocabulary Sheet.



Teaching Type: Intermediate



Unit: RICITOS DE ORO Y LOS TRES OSOS



Unit Objective: To learn new language through picture, word and phrase cards.

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

- Listen attentively to a whole familiar fairy tale in Spanish.
- Remembering new language using picture, word and phrases cards.
- Improve gist reading and gist listening skills.
- Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support.

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.
- Ideally the skills covered in the 'Caperucita Roja' unit from Early Learning. Being used to listening to an entire familiar fairy tale in Spanish and already having basic decoding skills to help deal with longer text that will contain much unfamiliar language.

Skills we will develop:

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.

Activities we will complete:

A number of different activities to help recall and retain longer pieces of spoken and written Spanish. Listening to the story several times, progressing from picture, to words and finally phrases cards to retell the story. The final task will be to create a version of the story using a mini book/story board.

Grammar we will learn & revisit:

No explicit grammar point or structure is taught in this unit as it is a story telling unit working on language learning strategies.

Phonics & Pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU

- CA sound in **cama** & **casa**
- CE sound in **dulce**
- CI sound **Ricitos**
- **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 **sa-la-do** and **Ri-ci-tos**.
- **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**



Vocabulary we will learn & revisit:

There is no specific list of language to be covered/learnt. There is a lot of language and we will pick how much we learn to retell the story. All listed on the Vocabulary Sheet.