



Teaching Type: **Early Language**



Unit: **YO APRENDO ESPAÑOL**



Unit Objective: To find Spain on a map, say how you feel, learn 10 colours and count from 1-10 in Spanish.

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

- To locate Spain, Madrid and a few key cities on a map.
- Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish.

Skills we will develop:

Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. Learning to always look for cognates first (such as **gris** for grey) and associating word and phrases to images to help.

Activities we will complete:

There will be a number of different activities to improve our cultural awareness of Spain and Spanish speaking countries. Finding Spain and locating Madrid on a map. Plenty of oral role play tasks to ask how somebody is feeling and replying using all three options. Learning ten colours and a song and be able to count from 1-10 in Spanish.

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.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- **CH** sound in **ocho**
- **J** sound in **rojo** & **naranja**
- **Ñ** sound in **España**
- **LL** sound in **amarillo**
- **RR** sound in **marron**
- **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 **na-ran-ja**.
- **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**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word onion.

Vocabulary we will learn & revisit:

Language to ask how somebody is feeling and give a reply. Ten key colours and numbers 1-10. All on Vocabulary Sheet.



Teaching Type: **Early Language**



Unit: **LOS INSTRUMENTOS**



Unit Objective: To say what instrument you play in Spanish

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

- Name and recognise up to 10 instruments in Spanish.
- Attempt to spell some of these nouns with their correct definite article/determiner in Spanish.
- Learn how to say I play an instrument in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Vocabulary from the 'Yo aprendo Español' unit.
- What a noun and article/determiner is in English.
- What a verb is in English.

Skills we will develop:

To work on improving memory skills. Learning to recognise and learn cognates such as **guitarra**, **piano**, **clarinete** first. Starting to build a short phrase in Spanish using conjugated verb, 1st person of the verb to play (**tocar**), and definite determiner/ article (**la**, **el** or **los**). Choosing and ordering these words accurately. Learning that in Spanish the personal pronoun I (**yo**) is often dropped in Spanish and just **toco** is used. We will see this happens a lot in Spanish.

Activities we will complete:

A number of activities with speaking, reading, listening and written tasks to help learn and retain the new vocabulary including word puzzles, word searches, cross-words to help the final task of recalling from memory in oral and written form **toco** plus the article/determiner and an instrument.

Vocabulary we will learn & revisit:

10 common instruments with their appropriate definite article first and then in a short phrase using the 1st person conjugation of the verb **tocar** (**toco**). All listed on the Vocabulary Sheet.

Phonics & pronunciation we will see:

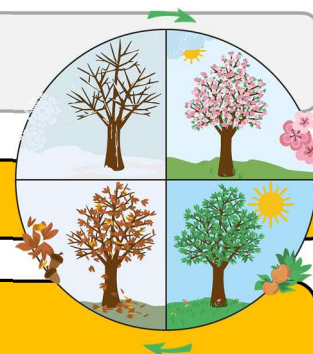
Recommended phonics focus: CH J Ñ LL RR

- **RR** sound in **guitarra**
- **Stress Placement.** For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **trom-pe-ta** and **gui-ta-rra**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **cím-ba-los**, **trián-gu-lo** & **ba-te-rí-a**.



Grammar we will learn & revisit:

Nouns, definite articles/determiners and high frequency verb 'tocar' in first person singular only. Using a noun (instrument) with the correct definite article and 1st person singular of verb to play (**tocar**) **toco**. Learning that nouns in Spanish can have different articles based on their gender (masculine/ feminine nouns) and plurality. Introduction to three definite articles **la**, **el** and **los** (**las** is not seen in this unit). Learning how to categorise nouns in Spanish by their determiner, gender and plurality. Understanding **yo** (I) is often not used with a verb. We translate it as 'I play' even though the 'I' is missing!



Unit Objective: To talk about our favourite season in Spanish.

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

- Name, recognise and remember all four seasons in Spanish.
- Say what our favourite season is in Spanish.
- Say why it is our favourite season in Spanish.
- Start to recognise and use the conjunctions 'y' (and) & 'porque' (because) in our spoken and written responses.

Skills we will develop:

Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.

Activities we will complete:

Using our knowledge of the four seasons in English to support our new learning and understanding of the seasons in Spanish via many engaging visual listening and speaking tasks. Learning the nouns for the four seasons, followed by a short phrase associated to each one. Reading and written activities on both word and phrase level to support word order and simple sentence structure in Spanish.

Grammar we will learn & revisit:

Nouns & articles/determiners. We will start to notice that in Spanish there is often an article/determiner before a noun when there is not one in English. For example, spring in Spanish is 'la primavera'. Starting to notice that there are more words for 'the' in Spanish than in English.

It will help if we already know:

- No previous knowledge is necessary as this is a starter unit designed to be used in the early stages of a language learning journey, but it is recommended to teach 'Yo Aprendo Español' before this unit.

Phonics & pronunciation we will hear & see:

Recommended phonics focus: CH J Ñ LL RR

- **J** sound in **hojas**. Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'.
- **Ñ** sound in **otoño**. Starting to learn that it is very common and specific sound to Spanish. Like the 'ny' sound in the English word canyon.
- **Silent letters.** 'H' is always a silent letter in Spanish (unless the word is of foreign origin). **Hace** is pronounced without the 'h'. **Hojas** is also pronounced without the 'h'.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **árboles** and **pájaros**.

Vocabulary we will learn & revisit:

The nouns and determiners/articles for the four seasons in Spanish. The opportunity to learn a short phrase in Spanish and use this to say what our favourite season is in Spanish and why, using the connectives 'y' (and) and 'porque' (because).





Unit Objective: To be able to create short sentences with **tengo**, **soy** and **vivo**



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

- Name in Spanish, the six key periods of ancient Britain, introduced in chronological order.
- Say in Spanish three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was.
- Remember accurately from memory and use the Spanish for 'I am' (**soy**), 'I have' (**tengo**) and 'I live' (**vivo**).

Skills we will develop:

Remember enough new language to be able to write and present orally (perhaps even from memory) a short paragraph as a person from the stone, bronze or iron age using more than one high frequency verb and a wider range of vocabulary with high accuracy. Learning to make full use of the templates and support provided.

Activities we will complete:

Guided speaking, listening, reading and written activities on the Stone Age, Bronze Age and Iron Age. Building up a wider range of vocabulary on types of dwellings and hunting tools so that as a final task we can be one of these characters and write about ourselves saying who we are/where we live/what our main hunting tool.

Vocabulary we will learn & revisit:

The six different periods of Ancient Britain in Spanish with a focus on key language from the stone, bronze and iron age. All listed on the Vocabulary Sheet.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Vocabulary from the '**Yo Aprendo Español**' unit.
- What a noun and article/determiner is in English.
- What a verb is in English and that **soy** means 'I am' in Spanish.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR



- **CH** sound in **hacha** & **choza**
- **J** sound in **Anglosajones** & **mujer**
- **Ñ** sound in **Gran Bretaña**
- **RR** sound in **hierro**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in **ed-ad**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **hom-bre**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **sí-lex**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word onion.

Grammar we will learn & revisit:

Verbs. We will explore the 1st person singular of two high frequency irregular verbs: **ser**, **tener** (**soy** and **tengo**) and one regular verb **vivir** (**vivo**). We will notice that in Spanish the pronoun I (**yo**) is missing and just the verb is used. This never happens in English, but it happens often in Spanish. We will see this a lot in other units.



Teaching Type: **Early Language**



Unit: **CAPERUCITA ROJA**



Unit Objective: To learn the parts of the body in Spanish via a traditional fairy tale in Spanish

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

- Sit and listen to a familiar story being told in Spanish.
- Learn to use picture and word cards to recognise and help retain new language.
- Remember key parts of the body in Spanish.

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.

Skills we will develop:

To work on improving language learning strategies through reading a familiar story, learning to apply knowledge of the story attempting to locate cognates first. Using previous knowledge of the story to decode and work out the meaning of unfamiliar language, using word and picture cards to also help achieve this.

Activities we will complete:

A number of activities including word puzzles and crosswords will help us remember the key words for parts of the body. Listening attentively to the story several times and using picture and word cards can help decode the general meaning of the fairy tale. A mind mapping exercise will help visualize what is happening in the story using pictures to help remember some of the key words and spellings.

Grammar we will learn & revisit:

Definite & indefinite articles/determiners. In the story there will be many definite and indefinite articles/determiners that we will recognise from previous units.

Phonics & pronunciation we will see:

Our phonics focus: CH J Ñ LL RR

- **J** sound in **rojas** & **orejas**
- **LL** sound in **rodillas**
- **Silent letters.** 'H' is always a silent letter in Spanish (unless the word is of foreign origin). **Hombro** is pronounced **ombro**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in **na-riz**. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like **a-bue-la**.
- **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**.
- **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 **niña**.



Vocabulary we will learn & revisit:

There is a lot of new language in this unit. We will be focusing on learning from memory the parts of the body in Spanish. We will also start to recognise, understand meaning and remember other words from the story. All on Vocabulary Sheet.



Teaching Type: **Intermediate**



Unit: **DESAYUNO EN EL CAFÉ**

Unit Objective: To be able to order what you would to eat and drink in a Spanish café.



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

- Order a selection of typical foods, drinks and snacks from a Spanish menu and order a breakfast in Spanish.
- Perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.

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.
- How to say 'hello', 'goodbye', 'please' and 'thank you' in Spanish.

Phonics & pronunciation we will see:

Recommended phonics focus: **CA CE CI CO CU**

- **CA** sound in **café** & **caliente**
- **CE** sound in **cereales** but **CHE** sound in **leche**
- **CO** sound in **bizoccho** but **CHO** sound in **chocolate**
- **CU** sound in **cuenta** but **CHU** sound in **churros**
- **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 **ta-pas**, **chu-rros**, **cuen-ta** and **li-mo-na-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 **sánd-wich**.

Grammar we will learn & revisit:



Nouns, gender, determiners/articles & quiero. Realising that articles/determiners can be interchangeable from indefinite and definite depending on meaning and what you want to say. I would like a croissant but the bill. There are more versions of each article/determiner compared to English language/grammar due to whether a noun is masculine/feminine (gender) or plural in Spanish. Learning that **quiero** is the verb conjugation for I would like/want. From the verb **querer** to want.

Activities we will complete:

A number of different speaking, reading and writing activities in weeks 1-3 to help learn the nouns and articles for foods, drinks and snacks typically served in a Spanish café. In week 4 there will be a survey on what others in the class have for their breakfast to help become more familiar with the language required for the final task of the role play in week 5, between a waiter and customer in a Spanish speaking café. Perhaps creating a café in class/hall!

Vocabulary we will learn & revisit:

Revisiting language for 'hello', 'goodbye', 'please' and 'thank you'.
The 12 nouns and articles for the foods and drinks, 7 nouns and articles for typical snacks required to perform their role play. All listed in the Vocabulary Sheet.

Skills we will develop:

To improve memory, recall and retention skills from Early learning as there will be more vocabulary to learn and remember for the final role play. Being able to say from memory the language needed for ordering drinks, food and snacks.