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| **Happiness Responsibility Friendship Respect Courage** |
| **AUTUMN**  |
| **EARLY LANGUAGE SKILLS** | **INTERMEDIATE LANGUAGE SKILLS** | **PROGRESSIVE LANGUAGE SKILLS** |
| Phonics & Pronunciation Lesson 1 | Phonics & Pronunciation Lesson 2 | Phonics & Pronunciation Lesson 3 | Phonics & Pronunciation Lesson 4 |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| In this lesson pupils will be introduced to the set of phonics sounds from the Early Language Teaching Type. | In this lesson pupils will be introduced to the first set of phonics sounds from the Intermediate Teaching Type. | In this lesson pupils will be introduced to the second set of phonics sounds from the Intermediate Teaching Type. | In this lesson pupils will be introduced to the set of phonics sounds from the Progressive Teaching Type. |
| **Happiness Responsibility Friendship Respect Courage** |
| **AUTUMN** |
| **KS2 EARLY LANGUAGE TEACHING** | **KS2 INTERMEDIATE LANGUAGE TEACHING** | **KS2 PROGRESSIVE LANGUAGE TEACHING** |
| **I Know How** | **Presenting Myself** | **My Home** | **WW II** |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Knowledge | New language | Knowledge | New Language | Knowledge | New Language | Knowledge | New Language |
| I know how to:* Recognise, remember and spell 10 action verbs in Spanish.
* Use these verbs in the infinitive to form positive and negative sentence
* structures with ‘sé’ (I know how) and ‘no sé’ (I do not know how).
* Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘y’ (and) & ‘pero’ (but).
 | Bailar, cocinar, montar en bicicleta, cantar, salta, patinar dibujar, nadar, hablar español, tocar un instrumento | I know how to:* say hello and goodbye.
* tell somebody how I am feeling and ask them how they are feeling.
* tell somebody what my name is and ask them what their name is.
* count from 1-20.
* apply my knowledge of numbers to tell someone how old I am and also ask them how old they are.
* tell somebody where I live and ask them where they live.
* apply rules of adjectival agreement and tell someone what my nationality is.
* I know how to: say my name, age, where I live and count from 1 to 20
 | Me llamo \_\_\_\_\_, tengo diez años, soy, inglés,inglesa, español, española, vivo en  | I know how to:* Say and spell the words for an
* apartment and a house (correctly using
* UN and UNA).
* Say what rooms I have in my home using the phrase “En mi casa hay…”
* Say what rooms I do not have in my home starting with the phrase “En mi casa no hay…”
* Use the connective word for “and” (y) to
* link two sentences together.
* \*\*\*\*
* Ask somebody to describe their home to
* me using the phrase “¿Cómo es tu casa?”
 | en mi casa hay…, un piso, un despacho, en la costa,un jardín, una casa, un sótano, en la ciudad, un salón, un dormitorio,un garaje, un cuarto de baño, vivo en…, un comedor. | * Group and order words to decode unknown language.
* Understand the key facts of history from WW2 when described in Spanish.
* Say and write in Spanish the key countries and languages involved in WW2.
* Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside.
 | B sound in besos V sound in vivo, vida & divertida QU sound in Checoslovaquia & queridos  Silent letters. H’ is always silent in Spanish as in the word habla (unless it is a word of foreign origin). It is pronounced abla. Stress Placement. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like a-gra-da-ble.  Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tam-bién. |
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| **SPRING** |
| **KS2 EARLY LANGUAGE TEACHING** | **KS2 INTERMEDIATE LANGUAGE TEACHING** | **KS2 PROGRESSIVE LANGUAGE TEACHING** |
| **Little Red Riding Hood** | **Goldilocks** | **The Date** | **Healthy Lifestyles** |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Knowledge | New language | Knowledge | New Language | Knowledge | New Language | Knowledge | New Language |
| 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. | Phonics & pronunciation we will see: Recommended phonics focus: CH J Ñ LL RR J sound in Caperucita Roja, las orejas & los ojos 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. | 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. | -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-citos. - 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. | I know how to:read and repeat all twelve months of the year with goodpronunciation from memoryspell at least five months of the year accuratelysay what the date is today and ask what the date issay when my birthday isask when somebody's birthday is | febrero, abril, enero, julio, marzo, diciembre, mayo, octubre, mi cumpleaños es…, junio,septiembre, noviembre, el tres de diciembre. | Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in Spanish. | -B sound in beber, bueno, blanco & bebo -V sound in vegetales & veo -Qu sound in que & mantequilla- Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable as in sa‐lud. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like pa‐ta‐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 na‐ta‐ción.-Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in añadir. |
| **Happiness Responsibility Friendship Respect Courage** |
| **SUMMER** |
| **KS 2 EARLY LANGUAGE TEACHING** | **KS2 INTERMEDIATE LANGUAGE TEACHING** | **KS2 PROGRESSIVE LANGUAGE TEACHING** |
| **Fruits** | **The Cafe** | **Clothes** | **Me in the world** |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Knowledge | New language | Knowledge | New Language | Knowledge | New Language | Knowledge | New Language |
| Name, recognise and remember up to 10 fruits in Spanish.  Attempt to spell some of these nouns with their correct article/determiner.  Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish. | • J sound in naranja. Stress Placement. Words that end in a vowel or ‘n’ and ‘s’ are normally stressed on the second to last syllable like pe‐ra, ce‐re‐za, ci‐rue‐la and al‐ba‐ri‐co‐que. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá‐ta‐no and me‐lo‐co‐tón. | I know how to:order a Spanish breakfast food order a Spanish breakfast drinkorder a complete Spanish Breakfastorder lunch from a selection of snacks and drinksask for the billsay hello, goodbye, please and thank you | quiero un zumo, un croissant, un zumo, quiero un chocolate caliente, un bizcocho, la mantequilla,un té con leche, un chocolate caliente, un café, cereales, la mermelada. | I know:from memory at least ten items of clothing in Spanishthe correct word for "a" in Spanish for these items of clothingthe verb "LLEVAR" in Spanish using all the different formshow to say what I am wearing todayhow to say what my friend next to me iswearinghow to tell you what I wear in differentweather or for school | llevo, una gorra, una chaqueta, unos guantes, unos pantalones cortos, él lleva, unos zapatos, mi / mis,azul / azules, una camisa, un traje de baño, ella lleva, una bufanda, un abrigo, unas sandalias, una falda,unas gafas, unas botas, unos pantalones, un vestido, rojo / roja, unas medias, una camiseta, un suéter. | I know how to:Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map.Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid.Say and write something we do to help the planet. |  |