

## Subject Overview

# Language and Culture








## Term 1

### National Curriculum expectations (KS1 not statutory):

Purpose of study: Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

	Early Years	Year 1 LOS SALUDOS	Year 2 LOS ANIMALES
Unit Summary	Spanish language: Hola Adios	<b>To be able to greet and hold a simple and short conversation in Spanish</b>	<b>To remember and recall from memory 10 common animals in Spanish with the correct article/determiner.</b>
Substantive knowledge	(Through register daily)  <u>Language &amp; Culture Book Link: My World, Your World by Melanie Walsh</u> Looking at similarities and differences between self and others, specifically others from different cultures (e.g.	<ul style="list-style-type: none"> <li>▪ Say 'hello' (formally and informally) in Spanish.</li> <li>▪ Say 'my name is...' in Spanish.</li> <li>▪ Ask somebody in Spanish how they are feeling and give a reply.</li> <li>▪ Say 'goodbye' and 'see you soon' in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Name and recognise up to 10 animals in Spanish.</li> <li>▪ Attempt to spell some of these nouns with their correct indefinite article/determiner.</li> <li>▪ Pretend that we are a particular animal using the 1st person singular form of the verb ser (to be), soy (I am).</li> </ul>
Disciplinary knowledge - Listening	wearing saris, eating with chopsticks). See if children/families know of/can think of any others, e.g. different alphabets, housing, transport, schools, etc Skills progression (Understanding the	<u>Listening and repeating</u> <ul style="list-style-type: none"> <li>▪ Learning to listen really well and repeat what we hear with improving accuracy</li> </ul>	<u>Listening and repeat</u> <ul style="list-style-type: none"> <li>▪ Learning to listen really well and repeat what we hear with improving accuracy</li> </ul>
Disciplinary knowledge - Speaking	<u>World -&gt; People, Culture and Communities</u> ): To identify similarities and differences between themselves and others	<u>Phonics &amp; pronunciation</u> <ul style="list-style-type: none"> <li>▪ Phonics focus: <b>CH J Ñ LL RR</b></li> <li>▪ <b>J</b> sound in <b>José, Jorge &amp; Juan Pablo</b></li> <li>▪ <b>LL</b> sound in <b>llamo</b></li> <li>▪ <u>Stress Placement</u></li> </ul>	<u>Phonics &amp; pronunciation</u> <ul style="list-style-type: none"> <li>▪ Phonics focus: <b>CH J LL Ñ RR</b></li> <li>▪ <b>J</b> sound in <b>oveja, pájaro &amp; conejo</b></li> <li>▪ <b>LL</b> sound in <b>caballo</b></li> </ul>

<p><b>Disciplinary knowledge - Reading</b></p>	<p>Throughout the year:  a) Children will share what they know about where they / their families have been on holiday – through Show ‘n Tell  b) Parents / families invited in to share about their cultures</p>	<ul style="list-style-type: none"> <li>- Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable as in <b>es-toy</b>.</li> <li>- For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like <b>Car-men, lue-go</b></li> <li>▪ <u>Accents</u>  Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <b>có-mo</b>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>Stress Placement</u>  For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like co-ne-jo.</li> <li>▪ <u>Accents</u>  Accents can only be written on 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 <b>le-ón, pá-ja-ro</b> and <b>ra-tón</b>.</li> </ul>
<p><b>Disciplinary knowledge – Writing</b></p>		<ul style="list-style-type: none"> <li>▪ The main focus will be speaking a listening.</li> <li>▪ Extension exercise could include: to write ‘hola, me llamo, addios’ (hello, my name is, goodbye).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write the names of five animals in Spanish, e.g. un pájaro, un cerdo, un caballo, un león, un coneja (duck, pick, horse, lion, rabbit).</li> </ul>
<p><b>Disciplinary knowledge - Grammar</b></p>		<p>None in this unit as it is an introductory unit.</p>	<p><u>Nouns, gender, article/determiners and verbs</u></p> <ul style="list-style-type: none"> <li>▪ Nouns in Spanish can have different articles/determiners based on their gender (masculine and feminine nouns).</li> <li>▪ The indefinite articles/determiners: <b>un</b> (for <b>masculine nouns</b>) and <b>una</b> (for <b>feminine nouns</b>).</li> <li>▪ Learning how to categorise nouns by gender (un or una).</li> <li>▪ Introduction of 1st person singular conjugation of the high frequency irregular verb <b>ser (to be)</b> in Spanish.</li> </ul>

<p><b>Vocabulary</b></p>		<p style="text-align: center;"><u>Los saludos</u></p> <p>¡Buenos días! / ¡Hola!</p>  <p>Estoy mal.</p>  <p>¡Adiós! / ¡Hasta luego!</p>  <p>Estoy bien.</p>  <p>Me llamo...</p>  <p>Más o menos.</p> 	<p style="text-align: center;"><u>Los animales</u></p>  <p>un caballo      un ratón      un cerdo      un león      un conejo</p> <p>un pájaro      una oveja      una vaca      un mono      un pato</p>
<p><b>Texts</b></p> <p>May be used within the lesson, or across the curriculum</p>		<p>“World Languages for Kids: Phrases in 15 Different Languages” by Sachiko Otohata</p>	<p>“100 first animals in Spanish: Bilingual picture book for kids: English / Spanish with pronunciations” by YukiBooks</p>
<p><b>Enhancements and links</b></p> <p>Exceeding the National Curriculum</p>		<p>September: School-wide celebration of European Languages Day – assembly Age-appropriate celebratory activities completed in classes</p> <p>Throughout the term as arranged: Visits to classes by parents/carers/family members to teach children about their languages and cultures</p>	

## Subject Overview

# Language and Culture

## Term 1

### National Curriculum expectations (KS2):

Pupils should be taught to:

♣ listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ♣ present ideas and information orally to a range of audiences ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally and in writing ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

	Year 3 (i) Fonética (ii) APRENDO ESPAÑOL	Year 4 (i) Fonética (ii) ME PRESENTO
Unit Summary	<b>To find Spain on a map, say how you feel, count from 1-10 and learn 10 colours</b>	<b>To say your name, age, how you are feeling and where you live in Spanish.</b>
Substantive knowledge	<ul style="list-style-type: none"> <li>▪ Locate Spain, Madrid, and a few key cities on a map.</li> <li>▪ Understand the Hispanic world better [cultural awareness].</li> <li>▪ Ask somebody how they are feeling and what their name is.</li> <li>▪ Say how we are feeling and our names.</li> <li>▪ Count to 10.</li> <li>▪ Read, write, say, and recall ten different colours.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Count to 20 in Spanish.</li> <li>▪ Ask somebody how they are feeling, their age, name and where they live in Spanish.</li> <li>▪ Say how we are feeling, how old we are, what our name is and where we live in Spanish.</li> <li>▪ Apply rules of adjectival agreement when saying our nationality in Spanish.</li> </ul>
Disciplinary knowledge - Listening	<b>Phonics</b> <ul style="list-style-type: none"> <li>▪ Listen and repeat reproduce the first 5 out of a total of 20 essential Spanish sound patterns / phonemes so that pupils</li> </ul>	<b>Speaking and listing</b> <ul style="list-style-type: none"> <li>▪ Hold a simple conversation - asking the question as well as being able to answer it.</li> </ul>

Disciplinary knowledge - Speaking	will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish.	<ul style="list-style-type: none"> <li>▪ Being able to present ourselves in Spanish - saying what we are called, how old we are, where we live and our nationality.</li> </ul>
Disciplinary knowledge - Reading	<u>Phonics &amp; Pronunciation</u> <ul style="list-style-type: none"> <li>▪ Phonics focus: <b>CH J Ñ LL RR</b></li> <li>▪ <b>CH</b> sound in <b>ocho</b></li> <li>▪ <b>J</b> sound in <b>rojo, naranja, Jasmina, José &amp; Juan Pablo</b></li> <li>▪ <b>Ñ</b> sound in <b>España</b></li> <li>▪ <b>RR</b> sound in <b>marrón</b></li> <li>▪ <b>LL</b> sound in <b>¿cómo te llamas? &amp; me llamo</b></li> <li>▪ <u>Stress Placement</u> <ul style="list-style-type: none"> <li>- Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in <b>a-zul</b>.</li> <li>- For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like <b>na-ran-ja</b>.</li> </ul> </li> <li>▪ <b>Ñ tilde</b>. This changes the 'n' to a 'ny' sound like in the English word onion.</li> </ul>	<u>Phonics &amp; Pronunciation</u> <ul style="list-style-type: none"> <li>▪ Phonics focus: <b>CA CE CI CO CU</b></li> <li>▪ <b>CA</b> sound in <b>catorce</b></li> <li>▪ <b>CE</b> sound in <b>once, doce, trece</b> etc</li> <li>▪ <b>CI</b> sound in <b>cinco, cincuenta &amp; cien</b></li> <li>▪ <b>CO</b> sound in <b>cómo</b></li> <li>▪ <b>CU</b> sound in <b>cuatro &amp; cuántos</b></li> <li>▪ Stress Placement</li> <li>▪ 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 <b>in-gle-sa</b> and <b>vein-te</b>.</li> <li>▪ Accents Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <b>dó-nde</b></li> <li>▪ <b>Ñ tilde</b>. This changes the 'n' to a 'ny' sound as in <b>español &amp; española</b>.</li> </ul>
Disciplinary knowledge – Writing	<ul style="list-style-type: none"> <li>▪ Write how people are feeling e.g. más o menos      estoy mal      estoy bien</li> <li>▪ Write 'Me llamo..' (my name is...)</li> <li>▪ Write favourite colour e.g. 'Mi color favorito es... el rojo.' (My favourite colour is... red.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write simple statements presenting ourselves in Spanish - saying what we are called, how old we are, where we live and our nationality.</li> </ul>
Disciplinary knowledge - Grammar	<ul style="list-style-type: none"> <li>▪ None in this unit as it is introductory.</li> </ul>	<u>Adjectival agreement in the simplest</u> <ul style="list-style-type: none"> <li>▪ Adding an 'a' to the end of the adjective to show that the person talking or being described is female.</li> <li>▪ Also seeing the upside-down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!)</li> </ul>

Vocabulary

Aprendo español




Aprendo español



Spanish	English
Buenos días	Hello (formal)
Hola	Hello (informal)
¿Cómo estás?	How are you?
Estoy bien	I am good
Estoy mal	I am bad
Más o menos	So, so
Estoy muy bien	I am very good
Estoy muy mal	I am really bad
Adiós	Goodbye
Hasta luego	See you later
¿Cómo te llamas?	What is your name?
Me llamo...	My name is ...
¿Cuántos años tienes?	How old are you?
Tengo...años	I am ... years old
¿Dónde vives?	Where do you live?
Vivo en...	I live in...

Spanish	English
Soy...	I am
español/española	Spanish
inglés/inglesa	English
galés/galesa	Welsh
irlandés/irlandesa	Irish
escocés/escocesa	Scottish
Soy de...	I am from...
Soy de Inglaterra	I am from England
Uno	One
Dos	Two
Tres	Three
Cuatro	Four
Cinco	Five
Seis	Six
Siete	Seven
Ocho	Eight

Spanish	English
Nueve	Nine
Diez	Ten

	<p style="text-align: center;"><u>Aprendo español</u></p> 	<table border="1"> <tr><td>Once</td><td>Eleven</td></tr> <tr><td>Doce</td><td>Twelve</td></tr> <tr><td>Trece</td><td>Thirteen</td></tr> <tr><td>Catorce</td><td>Fourteen</td></tr> <tr><td>Quince</td><td>Fifteen</td></tr> <tr><td>Dieciséis</td><td>Sixteen</td></tr> <tr><td>Diecisiete</td><td>Seventeen</td></tr> <tr><td>Dieciocho</td><td>Eighteen</td></tr> <tr><td>Diecinueve</td><td>Nineteen</td></tr> <tr><td>Veinte</td><td>Twenty</td></tr> </table>	Once	Eleven	Doce	Twelve	Trece	Thirteen	Catorce	Fourteen	Quince	Fifteen	Dieciséis	Sixteen	Diecisiete	Seventeen	Dieciocho	Eighteen	Diecinueve	Nineteen	Veinte	Twenty	
Once	Eleven																						
Doce	Twelve																						
Trece	Thirteen																						
Catorce	Fourteen																						
Quince	Fifteen																						
Dieciséis	Sixteen																						
Diecisiete	Seventeen																						
Dieciocho	Eighteen																						
Diecinueve	Nineteen																						
Veinte	Twenty																						
<p><b>Texts</b> May be used within the lesson, or across the curriculum,</p>	<p>“Colores, animals, formas y numeros” by Jocelyn M. Wood</p>	<p>“La diversidad para mi” by Marisa J Taylor</p>																					
<p><b>Enhancements and links</b> Exceeding the National Curriculum</p>	<p>September: School-wide celebration of European Languages Day – assembly Age-appropriate celebratory activities completed in classes</p> <p>Throughout the term as arranged: Visits to classes by parents/carers/family members to teach children about their languages and cultures</p>																						

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	Year 5 (i) Fonética (ii) ¿TIENES UNA MASCOTA ?	Year 6 (i) Fonética (ii) EN EL COLEGIO
Unit Summary	<b>To say what pet you have and do not have in Spanish</b>	<b>To discuss what subjects you like and do not like at school and give a reason why in Spanish</b>
Substantive knowledge	<ul style="list-style-type: none"> <li>▪ Know the nouns and indefinite articles for 8 common pets.</li> <li>▪ Ask somebody if they have a pet and give an answer back.</li> <li>▪ Say in Spanish what pet we have/do not have and give our pet's name.</li> <li>▪ Start to use the simple connectives <b>y</b> (and) and <b>pero</b> (but) to make more complex and interesting sentences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Name the subjects we study in school in Spanish with the correct definite article/determiner.</li> <li>▪ Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.</li> <li>▪ Start to tell the time by learning how to say time by the hour.</li> <li>▪ Say at what time and on what day we study certain school subjects.</li> </ul>
Disciplinary knowledge - Listening	<ul style="list-style-type: none"> <li>▪ Creating longer, accurate yet authentic pieces of spoken Spanish using the connectives <b>y</b> (and) &amp; <b>pero</b> (but).</li> <li>▪ Incorporating the personal details previously learnt with our new knowledge.</li> <li>▪ Moving to phrase level and creating extended sentences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listening incorporating time</li> </ul>



Disciplinary knowledge - Speaking	Phonics & pronunciation	Phonics & pronunciation
Disciplinary knowledge - Reading	<ul style="list-style-type: none"> <li>▪ Phonics focus: <b>GA GE GI GO GU</b></li> <li>▪ <b>GA</b> sound in <b>gato</b> &amp; <b>Tortuga</b></li> <li>▪ <b>GO</b> sound in gorra &amp; Abrigo</li> <li>▪ <b>Stress Placement</b> <ul style="list-style-type: none"> <li>- Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable.</li> <li>- For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like <b>co-to-rra</b>, <b>tor-tu-ga</b> and <b>pe-rro</b>.</li> </ul> </li> <li>▪ <u>Accents</u> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <b>rat-ón</b>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Phonics focus: <b>B V CC QU Z</b></li> <li>▪ <b>B</b> sound in <b>aburrido</b> &amp; <b>QU</b> sound in <b>porque</b></li> <li>▪ <b>Stress Placement</b> <ul style="list-style-type: none"> <li>- Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable.</li> <li>- For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like <b>in-te-re-san-te</b> and <b>di-ver-ti-do</b>.</li> </ul> </li> <li>▪ <u>Accents</u> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <b>in-glés</b>, <b>fá-cil</b> and <b>ma-te-má-ti-cas</b>.</li> <li>▪ <b>Ñ tilde</b>. 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 <b>español</b>.</li> <li>▪ Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola.</li> </ul>
Disciplinary knowledge – Writing	<ul style="list-style-type: none"> <li>▪ Creating longer, accurate yet authentic pieces of written Spanish using the connectives <b>y</b> (and) &amp; <b>pero</b> (but).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can write the 'o'clock' time in Spanish</li> <li>▪ Write (email) about school subjects</li> </ul>
Disciplinary knowledge - Grammar	<u>Indefinite articles, high frequency verbs&amp; negative</u> <ul style="list-style-type: none"> <li>- Revisiting 1st person singular conjugations of high frequency verbs <b>me llamo</b>, <b>tengo</b>, <b>soy</b> and <b>vivo</b>.</li> <li>- Indefinite articles/determiners <b>un</b> and <b>una</b>.</li> <li>- Negative structure <b>no tengo</b>...</li> <li>- Differences in Spanish punctuation marks like <b>¿</b></li> </ul>	<u>Nouns, gender, definite articles &amp; high frequency regular AR verb 'estudiar'.</u> <ul style="list-style-type: none"> <li>▪ Revision of definite article <b>el</b>, <b>la</b>, <b>los</b> and <b>las</b>.</li> <li>▪ Focus on 1st person singular conjugation of verb <b>estudiar</b> with an opportunity to explore the whole verb conjugation.</li> <li>▪ Learning how to also use opinions and justifications.</li> </ul>

<b>Vocabulary</b>	<p style="text-align: center;"><u>¿Tienes una mascota?</u></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> un perro</div> <div style="text-align: center;"> un gato</div> <div style="text-align: center;"> un conejo</div> <div style="text-align: center;"> un ratón</div> <div style="text-align: center;"> un hámster</div> <div style="text-align: center;"> un pez</div> <div style="text-align: center;"> una tortuga</div> <div style="text-align: center;"> una cotorra</div> </div>	<p style="text-align: center;"><u>En el colegio</u></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> la música</div> <div style="text-align: center;"> las ciencias</div> <div style="text-align: center;"> la historia</div> <div style="text-align: center;"> las matemáticas</div> <div style="text-align: center;"> el inglés</div> <div style="text-align: center;"> el arte</div> <div style="text-align: center;"> el español</div> <div style="text-align: center;"> la educación física</div> <div style="text-align: center;"> la geografía</div> <div style="text-align: center;"> la informática</div> </div>
<b>Texts</b> May be used within the lesson, or across the curriculum	“Mascotas Alrededor del Mundo” by Santiago Ochoa  “Pets Around the World” by Brenna Maloney	“Where Kids Go to School Around the World” by Stepanka Sekaninova
<b>Enhancements and links</b> Exceeding the National Curriculum	September: School-wide celebration of European Languages Day – assembly Age-appropriate celebratory activities completed in classes  Throughout the term as arranged: Visits to classes by parents/carers/family members to teach children about their languages and cultures	