

Subject Overview

Language and Culture
















Term 2

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	Year 2
Unit Summary	Spanish Language: Hola Adios	To be able to greet and hold a simple and short conversation in Spanish	To remember and recall from memory 10 common animals in Spanish with the correct article/determiner.
Substantive knowledge	(Through register daily) <u>Language & Culture Book Link: "Joy to the World – Christmas around the Globe"</u> by Kate DePalma Highlighting Christmas in different cultures: Columbia, India, Philippines, Canada, Mexico, Egypt, Ethiopia, Australia, Italy, Serbia, Argentina, Iceland, Lebanon.		
Disciplinary knowledge - Listening	Using the book as a springboard to researching and learning further about these traditions, watching videos, etc.	<u>Listening and repeat</u> <ul style="list-style-type: none"> ▪ Learning to listen really well and repeat what we hear with improving accuracy 	<u>Listening and repeat</u> <ul style="list-style-type: none"> ▪ Learning to listen really well and repeat what we hear with improving accuracy
Disciplinary knowledge - Speaking	<u>Skills progression (Understanding the World -> People, Culture and Communities):</u> To talk about the Christmas Story and how it is celebrated	<u>Phonics & pronunciation</u> <ul style="list-style-type: none"> ▪ Phonics focus: CH J Ñ LL RR ▪ J sound in José, Jorge & Juan Pablo ▪ LL sound in llamo ▪ <u>Stress Placement</u> 	<u>Phonics & pronunciation</u> <ul style="list-style-type: none"> ▪ Phonics focus: CH J LL Ñ RR ▪ J sound in oveja, pájaro & conejo ▪ LL sound in caballo ▪ <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.

	Throughout the year: a) Children will share what they know about where they / their families have been on holiday – through Show ‘n Tell	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> ▪ <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 le-ón, pá-ja-ro and ra-tón.
Disciplinary knowledge - Reading	b) Parents / families invited in to share about their cultures	<ul style="list-style-type: none"> ▪ <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 có-mo. 	Single word reading of the animals. Pupils will be reminded to look out for cognates such as león (lion) using pictures to help.
Disciplinary knowledge – Writing		<ul style="list-style-type: none"> ▪ The main focus will be speaking a listening. ▪ Extension exercise could include: to write ‘hola, me llamo, addios’ (hello, my name is, goodbye). 	<ul style="list-style-type: none"> • 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).
Disciplinary knowledge - Grammar		None in this unit as it is an introductory unit.	<u>Nouns, gender, article/determiners and verbs</u> <ul style="list-style-type: none"> ▪ Nouns in Spanish can have different articles/determiners based on their gender (masculine and feminine nouns). ▪ The indefinite articles/determiners: un (for masculine nouns) and una (for feminine nouns). ▪ Learning how to categorise nouns by gender (un or una). ▪ Introduction of 1st person singular conjugation of the high frequency irregular verb ser (to be) in Spanish.

<p>Vocabulary</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>Texts</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>Enhancements</p> <p>Exceeding the National Curriculum</p>		<p>December: Whole school assembly about Christmas celebrations around the world, including in the Hispanic world Age-appropriate follow-up 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 2

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 LAS ESTACIONES	Year 4 LA FAMILIA
Unit Summary	To talk about our favourite season in Spanish	To talk about your own / an imaginary family in Spanish
Substantive knowledge	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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 to 100 in Spanish. ▪ Understand possessive adjectives better in Spanish ('my' form only).
Disciplinary knowledge - Listening	Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes.	More challenging listening activities whereby pupils learn to recognise the nouns for family members, and distinguish between similar nouns for feminine and masculine (e.g. hermana/hermano and abuela/abuelo). Listening out for the link between masc/fem articles and possessive adjective 'my'.

Disciplinary knowledge - Speaking	<ul style="list-style-type: none"> Say what our favourite season and why. 	<ul style="list-style-type: none"> Describe our own/fictitious family in Spanish by name, age, and relationship. Count 1-100.
Disciplinary knowledge - Reading	<p><u>Phonics & pronunciation</u></p> <ul style="list-style-type: none"> 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. <u>Silent letters</u> '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'. <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 árboles and pájaros. 	<p><u>Phonics & Pronunciation</u></p> <ul style="list-style-type: none"> Phonics focus: CA CE CI CO CU CA sound in única CI sound in cien CO sound in único CU sound in cuarenta, cincuenta <u>Stress Placement</u> Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable in the word. For words that end in a vowel or 'n' and 's' it is normally the penultimate syllable like her-man-o or her-man-a (remembering silent 'h' in Spanish unless a foreign origin word). <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 árboles and pájaros.
Disciplinary knowledge – Writing	<p>Written activities on both word and phrase level to support word order and simple sentence structure in Spanish. Pupils will write at least one short phrase on their favourite season.</p>	<p>Final task of a written presentation on pupils' own or imaginary family, including 'he/she form' as well as the 'I form'. Pupils will be reminded that nouns have gender and that this impacts the choice of articles and possessives adjectives. Pupils will apply increasing grammatical awareness and use this with improving accuracy.</p>
Disciplinary knowledge - Grammar	<p><u>Nouns & articles/determiners.</u></p> <ul style="list-style-type: none"> 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'. Notice that there are more words for 'the' in Spanish than in English. 	<p><u>Nouns, articles/determiners & possessive adjectives.</u></p> <ul style="list-style-type: none"> Possessive adjectives in Spanish with a focus only on 'my'. Understanding that there are two words in Spanish mi and mis. Moving from 'I am' and 'I have' to 'he/she is' and 'he/she has'.

Vocabulary

Las estaciones



el invierno



la primavera



el verano



el otoño



nieva



hace frío



las flores crecen



los pájaros cantan



hace sol



hace calor



los árboles pierden sus hojas

Spanish	English	Spanish	English
La familia	The family	Los abuelos	The grandparents
El padre / El papá	The father / The dad	Los hermanos	The siblings/ brothers and sisters
La madre / la mamá	The mother / The mum	Mi, Mis	My
El hermano	The brother	¿Tienes hermanos?	Do you have any brothers or sisters?
La hermana	The sister	Sí, tengo un hermano	Yes, I have a brother
El abuelo	The grandfather	Sí, tengo una hermana	Yes, I have a sister
La abuela	The grandmother	Sí, tengo dos hermanos	Yes, I have two brothers
El tío	The uncle	Sí, tengo dos hermanas	Yes, I have two sisters
La tía	The aunt	No, soy hijo único	No, I am an only child (boy)
El padrastro	The stepfather	No, soy hija única	No, I am an only child (girl)
La madrastra	The stepmother	¿Cómo te llamas?	What is your name?

			<table border="1"> <tr> <td>El hermanastro</td> <td>The stepbrother/halfbrother</td> <td>¿Cómo se llama tu [family member] ?</td> <td>What is your [family member] 's name?</td> </tr> <tr> <td>La hermanastra</td> <td>The stepsister/halfsister</td> <td>Me llamo...</td> <td>My name is...</td> </tr> <tr> <td>El hijo</td> <td>The son</td> <td>Se llama...</td> <td>His/her name is...</td> </tr> <tr> <td>La hija</td> <td>The daughter</td> <td>¿Cuántos años tienes?</td> <td>How old are you?</td> </tr> <tr> <td>El primo</td> <td>The cousin (male)</td> <td>¿Cuántos años tiene ___?</td> <td>How old is ___?</td> </tr> <tr> <td>La prima</td> <td>The cousin (female)</td> <td>Tengo ___ años</td> <td>I am ___ years old</td> </tr> <tr> <td>Los padres</td> <td>The parents</td> <td>Tiene ___ años</td> <td>He/she is ___ years old</td> </tr> </table>	El hermanastro	The stepbrother/halfbrother	¿Cómo se llama tu [family member] ?	What is your [family member] 's name?	La hermanastra	The stepsister/halfsister	Me llamo...	My name is...	El hijo	The son	Se llama...	His/her name is...	La hija	The daughter	¿Cuántos años tienes?	How old are you?	El primo	The cousin (male)	¿Cuántos años tiene ___?	How old is ___?	La prima	The cousin (female)	Tengo ___ años	I am ___ years old	Los padres	The parents	Tiene ___ años	He/she is ___ years old
El hermanastro	The stepbrother/halfbrother	¿Cómo se llama tu [family member] ?	What is your [family member] 's name?																												
La hermanastra	The stepsister/halfsister	Me llamo...	My name is...																												
El hijo	The son	Se llama...	His/her name is...																												
La hija	The daughter	¿Cuántos años tienes?	How old are you?																												
El primo	The cousin (male)	¿Cuántos años tiene ___?	How old is ___?																												
La prima	The cousin (female)	Tengo ___ años	I am ___ years old																												
Los padres	The parents	Tiene ___ años	He/she is ___ years old																												
Texts May be used within the lesson, or across the curriculum,	“El Libro De Las Estaciones” by Alice Provensen	“My Family / Mi Familia” by Lingua Kidss and “Families Around the World” by Margaret Ruurs																													
Enhancements Exceeding the National Curriculum	December: Whole school assembly about Christmas celebrations around the world, including in the Hispanic world Age-appropriate follow-up 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																														

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	Year 5 La fecha	Year 6 LOS VERBOS REGULARES
Unit Summary	To be able to say the date in Spanish	To learn more about regular verbs in Spanish
Substantive knowledge	<ul style="list-style-type: none"> ▪ Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in Spanish. ▪ Ask and answer what the date is in Spanish. ▪ Ask and answer the question ‘when is your birthday?’ in Spanish. 	<ul style="list-style-type: none"> ▪ Understand better what personal/subject pronouns are. ▪ Understand better the concept of verb stems and endings. ▪ Conjugate easily and with clear understanding regular -er verbs like COMER. ▪ Conjugate easily and with clear understanding regular -ir verbs like VIVIR. ▪ Conjugate easily and with clear understanding regular -ar verbs like HABLAR.
Disciplinary knowledge - Listening	<p><u>Speaking and listening</u></p> <ul style="list-style-type: none"> ▪ Ask and answer: <ul style="list-style-type: none"> - what the date? - ‘when is your birthday?’ 	<p><u>Speaking and listening</u></p> <ul style="list-style-type: none"> ▪ Conjugate and recite identified verbs [word bank]

Disciplinary knowledge - Speaking		
Disciplinary knowledge - Reading	<p>Phonics & pronunciation</p> <ul style="list-style-type: none"> ▪ Phonics focus: GA GE GI GO GU ▪ GO sound in domingo & agosto ▪ <u>Stress Placement</u> Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lio, vein-tiu-no and trein-ta. ▪ Ñ tilde. This letter changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme and is seen in cumpleaños. ▪ Silent letters. 'H' is always silent in Spanish (unless it is a word of foreign origin) as in the word hoy which is pronounced oy. 	<p>Phonics & pronunciation</p> <ul style="list-style-type: none"> ▪ <u>Silent Letters</u> 'H' is always silent in Spanish as in the word verb hablar (unless it is a word of foreign origin). It is pronounced ablar. ▪ <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 ha-bla-ís, vi-vís and co-méis.
Disciplinary knowledge – Writing	<ul style="list-style-type: none"> ▪ Write the question and answer to: - 'What the date?' - 'When is your birthday?' 	<ul style="list-style-type: none"> ▪ Writing to make verbs 'stick' in memory
Disciplinary knowledge - Grammar	<p><u>Ordinal & cardinal numbers.</u></p> <ul style="list-style-type: none"> ▪ Months of the year and the days of the week do not have a capital letter in Spanish unless they are found at the start of a sentence. ▪ The 2nd, 3rd, 4th etc is not used in the Spanish date. 	<p><u>Subject pronouns & regular verb conjugation.</u></p> <ul style="list-style-type: none"> ▪ Subject pronouns and the patterns involved in regular verb conjugation. ▪ Present tense full conjugation of comer (to eat), vivir (to live) and hablar (to talk).

- The upside-down question mark (¿) is used at the beginning of all sentences that are questions, no exceptions!

- Understanding that we are learning the verbs with the subject/personal pronouns, but that these are rarely seen in Spanish before a conjugated verb.
- It is possible to understand who is doing the action without the subject pronoun as the verb endings already indicate clearly who is doing the action. This is why we need to learn our endings! This will be consolidated at secondary school.

Vocabulary	Spanish	English	Spanish	English	Spanish	English	Spanish	English
	La fecha	The date	octubre	October	Yo	I	COMER	To eat (infinitive form)
Hoy es ...	Today is ...	noviembre	November	Tú	You	Yo como	I eat	
lunes	Monday	diciembre	December	Él	He	Tú comes	You eat	
martes	Tuesday	1	uno	Ella	She	Él come	He eats	
miércoles	Wednesday	2	dos	Nosotros	We (masculine)	Ella come	She eats	
jueves	Thursday	3	tres	Nosotras	We (feminine)	Nosotros comemos	We eat (masculine form)	
viernes	Friday	4	cuatro	Vosotros	You all (masculine)	Nosotras comemos	We eat (feminine form)	
sábado	Saturday	5	cinco	Vosotras	You all (feminine)	Vosotros coméis	You all eat (masculine form)	
domingo	Sunday	6	seis	Ellos	They (masculine)	Vosotras coméis	You all eat (feminine form)	
enero	January	7	siete	Ellas	They (feminine)	Ellos comen	They eat (masculine form)	
febrero	February	8	ocho	BEBER	To drink (infinitive form)	Ellas comen	They eat (feminine form)	
marzo	March	9	nueve	Yo bebo	I drink	VIVIR	To live (infinitive form)	
abril	April	10	diez	Tú bebes	You drink	Yo vivo	I live	
mayo	May	11	once	Él bebe	He drinks	Tú vives	You live	
junio	June	12	doce					
julio	July	13	trece					
agosto	August	14	catorce					
septiembre	September	15	quince					

Spanish	English
16	dieciséis
17	diecisiete
18	dieciocho
19	diecinueve
20	veinte
21	veintiuno
22	veintidós
23	veintitrés
24	veinticuatro
25	veinticinco
26	veintiséis
27	veintisiete
28	veintiocho
29	veintinueve
30	treinta
31	treinta y uno
¿Qué fecha es hoy?	What is the date today?
¿Cuándo es tu cumpleaños?	When is your birthday?

Ella bebe <u>e</u>	She drinks	Él vive <u>e</u>	He lives
Nosotros beb <u>emos</u>	We drink (masculine form)	Ella vive <u>e</u>	She lives
Nosotras beb <u>emos</u>	We drink (feminine form)	Nosotros viv <u>imos</u>	We live (masculine form)
Vosotros beb <u>éis</u>	You all drink (masculine form)	Nosotras viv <u>imos</u>	We live (feminine form)
Vosotras beb <u>éis</u>	You all drink (feminine form)	Vosotros viv <u>ís</u>	You all live (masculine form)
Ellos beb <u>en</u>	They drink (masculine form)	Vosotras viv <u>ís</u>	You all live (feminine form)
Ellas beb <u>en</u>	They drink (feminine form)	Ellos viv <u>en</u>	They live (masculine form)
		Ellas viv <u>en</u>	They live (feminine form)

Spanish	English
HABLAR	To speak / talk (infinitive form)
Yo habl <u>o</u>	I speak
Tú habl <u>as</u>	You speak
Él habl <u>a</u>	He speaks
Ella habl <u>a</u>	She speaks
Nosotros habl <u>amos</u>	We speak (masculine form)
Nosotras habl <u>amos</u>	We speak (feminine form)
Vosotros habl <u>áis</u>	You all speak (masculine form)
Vosotras habl <u>áis</u>	You all speak (feminine form)
Ellos habl <u>an</u>	They speak (masculine form)

		Ella <u>s</u> hablan	They speak (feminine form)
Texts May be used within the lesson, or across the curriculum,	"A Year Full of Celebrations and Festivals: Over 90 fun and fabulous festivals from around the world!" by Claire Grace	"The Spanish Present Tense Workbook" by SD Spanish Kids	
Enhancements Exceeding the National Curriculum	December: Whole school assembly about Christmas celebrations around the world, including in the Hispanic world Age-appropriate follow-up 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		