

Subject Overview


















































































Language and Culture

Term 3

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 COLORES Y LOS NÚMEROS *spread over Terms 3 &4*	Year 2 EN LA SELVA
Unit Summary	Spanish language: Me llamo ...	To learn 10 colours and count from 1-10 in Spanish	To learn how to recognise and recall seven jungle animals in Spanish.
Substantive knowledge	Y tu ...? (Teach through register and expand)	<ul style="list-style-type: none"> ▪ Say 10 common colours in Spanish ▪ Count from 1-10 in Spanish 	<ul style="list-style-type: none"> ▪ Recognise and recall seven jungle animals in Spanish. ▪ Recall numbers 1-5 more easily in Spanish.
Disciplinary knowledge - Listening	Reading Spine Book Link: Who is in the Egg?	Learn to listen, repeat and reproduce the language that I hear with accurate pronunciation.	Repeating the words and short phrases
Disciplinary knowledge - Speaking	Looking at parts of the world where platypus', turtles and penguins live. Do families / children know what other parts of the world other animals are from?	<u>Phonics & pronunciation</u> <ul style="list-style-type: none"> ▪ Phonics focus: CH J Ñ LL RR ▪ <u>Stress Placement</u> 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 a-mari-llo, blan-co and cua-tro. 	<u>Phonics & pronunciation</u> <ul style="list-style-type: none"> ▪ J sound in jirafa. This letter is pronounced like the 'h' sound in the English word 'hot'. ▪ RR sound in corre ▪ <u>Accents</u> Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in león.
Disciplinary knowledge - Reading			
Disciplinary knowledge – Writing	Skills progression (Understanding the World -> People, Culture and Communities):	<ul style="list-style-type: none"> ▪ <u>Accents</u> 	

	To know about features of the world and Earth (From T2)	Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ma-rrón																													
Disciplinary knowledge - Grammar	To know that there are many countries around the world (From T2)	In Spanish the order of words in a sentence can be different to English. Know: that adjective comes after noun: <ul style="list-style-type: none"> English: a blue chair Spanish: una silla azul 	<u>Nouns & articles/determiners.</u> <ul style="list-style-type: none"> Notice that in Spanish there are often more options for single words like determiners in English. For example, as seen with the word for 'the' in Spanish. El león but la jirafa. 																												
Vocabulary	<p><u>Throughout the year:</u></p> <p>a) Children will share what they know about where they / their families have been on holiday – through Show 'n Tell</p> <p>b) Parents / families invited in to share about their cultures</p>	<p><u>Los colores y los números</u></p> <table border="0"> <tr> <td> rojo</td> <td> gris</td> <td> 1 uno</td> <td> 6 seis</td> </tr> <tr> <td> amarillo</td> <td> negro</td> <td> 2 dos</td> <td> 7 siete</td> </tr> <tr> <td> blanco</td> <td> verde</td> <td> 3 tres</td> <td> 8 ocho</td> </tr> <tr> <td> azul</td> <td> morado</td> <td> 4 cuatro</td> <td> 9 nueve</td> </tr> <tr> <td> naranja</td> <td> marrón</td> <td> 5 cinco</td> <td> 10 diez</td> </tr> </table>	 rojo	 gris	 1 uno	 6 seis	 amarillo	 negro	 2 dos	 7 siete	 blanco	 verde	 3 tres	 8 ocho	 azul	 morado	 4 cuatro	 9 nueve	 naranja	 marrón	 5 cinco	 10 diez	<p><u>En la selva</u></p> <table border="0"> <tr> <td> el elefante</td> <td> la jirafa</td> </tr> <tr> <td> el león</td> <td> el hipopótamo</td> </tr> <tr> <td> el mono</td> <td> la serpiente</td> </tr> <tr> <td> el leopardo</td> <td></td> </tr> </table>	 el elefante	 la jirafa	 el león	 el hipopótamo	 el mono	 la serpiente	 el leopardo	
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Texts May be used within the lesson, or across the curriculum		“My Colors, My World” / “Mis Colores, Mi Mundo” by Maya Christina Gonzalez	“Cha cha cha en la selva” by Debbie Harter																												
Enhancements Exceeding the National Curriculum		<p>January:</p> <p>Classes learn about January Advent traditions in Spain and Hispanic world in age-appropriate ways (e.g. The Three Kings Link – lesson resource)</p> <p>Chinese New Year – whole school theme day menu</p> <p>Throughout the term as arranged:</p> <p>Visits to classes by parents/carers/family members to teach children about their languages and cultures</p>																													

Subject Overview

Language and Culture

Term 3




























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 LOS INSTRUMENTOS	Year 4 RICITOS DE ORO Y LOS TRES OSOS
Unit Summary	To say what instrument you play in Spanish.	To learn new language through picture, word and phrase cards.
Substantive knowledge	<ul style="list-style-type: none"> ▪ Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. ▪ Sto understand articles/determiners better in Spanish. ☑ ▪ Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person regular verb 'toco' (I play) with up to ten different instruments. 	<ul style="list-style-type: none"> ▪ 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.
Disciplinary knowledge - Listening	<ul style="list-style-type: none"> ▪ Listening for meaning. Recognising words or short phrases within spoken language or a song. 	<ul style="list-style-type: none"> ▪ Listen attentively to a whole familiar fairy tale in Spanish.

Disciplinary knowledge - Speaking	<ul style="list-style-type: none"> ▪ Be able to say the names of 10 instruments in Spanish 	<ul style="list-style-type: none"> ▪ Repeat from memory all of the words that represent all of the pictures in the vocabulary list
Disciplinary knowledge - Reading	<p>Phonics focus: CH, J, Ñ, LL, RR:</p> <ul style="list-style-type: none"> ▪ RR sound in guitarra ▪ <u>Stress placement</u> 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. ▪ <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 cím-balos, train-gu-lo & ba-te-rí-a. 	<p><u>Phonics & Pronunciation</u></p> <ul style="list-style-type: none"> ▪ Phonics focus: CA CE CI CO CU ▪ CA sound in cama & casa ▪ CE sound in dulce ▪ CI sound Ricitos ▪ <u>Stress Placement</u> <ul style="list-style-type: none"> - 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. ▪ <u>Accents</u> <ul style="list-style-type: none"> - 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
Disciplinary knowledge – Writing	<ol style="list-style-type: none"> a) To write the names of 10 instruments in Spanish. b) Write short phrases based on the following model: <ul style="list-style-type: none"> ▪ Toco el arpa – I play the harp ▪ Toco el piano – I play the piano c) To use model, as above, alongside vocabulary lists to write short phrases. 	<ul style="list-style-type: none"> ▪ Record learning by writing the words down and drawing a picture for each.
Disciplinary knowledge - Grammar	<ol style="list-style-type: none"> a) Start to understand the concept of noun gender and the use of articles. b) Use the first person singular version of play an instrument e.g. I play... the clarent = Toco... el clareinette 	<p>Pupils will consolidate their understanding of the four versions of the word ‘the’ in Spanish (la, el, los, las). This determiner is often referred to as a definite article when learning a foreign language.</p>

Vocabulary	<p>Instruments el clarinete (the clarinet), el arpa (the harp), el piano (the piano), el triángulo (the triangle), el violín (the violin), los címbalos (the cymbals),</p> <table border="1" data-bbox="320 347 1012 1027"> <thead> <tr> <th>Spanish</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>el</td> <td>the (masculine singular)</td> </tr> <tr> <td>la</td> <td>the (feminine singular)</td> </tr> <tr> <td>los</td> <td>the (masculine plural)</td> </tr> <tr> <td>las</td> <td>the (feminine plural) <i>not seen in this unit</i></td> </tr> <tr> <td> la trompeta</td> <td>the trumpet</td> </tr> <tr> <td> la batería</td> <td>the drums</td> </tr> <tr> <td> la guitarra</td> <td>the guitar</td> </tr> <tr> <td> la flauta</td> <td>the flute</td> </tr> </tbody> </table>	Spanish	English	el	the (masculine singular)	la	the (feminine singular)	los	the (masculine plural)	las	the (feminine plural) <i>not seen in this unit</i>	 la trompeta	the trumpet	 la batería	the drums	 la guitarra	the guitar	 la flauta	the flute	<h3 style="text-align: center;">Ricitos de Oro y los tres osos</h3> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> Papá oso</div> <div style="text-align: center;"> Mamá oso</div> <div style="text-align: center;"> Bebé oso</div> <div style="text-align: center;"> Ricitos de Oro</div> <div style="text-align: center;"> una casa</div> <div style="text-align: center;"> un bosque pequeño</div> <div style="text-align: center;"> el tazón grande</div> <div style="text-align: center;"> el tazón mediano</div> <div style="text-align: center;"> el tazón pequeño</div> <div style="text-align: center;"> la silla grande</div> <div style="text-align: center;"> la silla mediana</div> <div style="text-align: center;"> la silla pequeña</div> <div style="text-align: center;"> la cama grande</div> <div style="text-align: center;"> la cama mediana</div> <div style="text-align: center;"> la cama pequeña</div> </div>
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Texts May be used within the lesson, or across the curriculum	“Ricitos de oro y los tres osos” by Teresa Mlawer	“Musical Instruments from Around the World (Spanish-English)” by Emily Kobren																		
Enhancements and links Exceeding the National Curriculum	<p>January: Classes learn about January Advent traditions in Spain and Hispanic world in age-appropriate ways (e.g. The Three Kings Link – lesson resource) Chinese New Year – whole school theme day menu</p> <p>Throughout the term as arranged: Visits to classes by parents/carers/family members to teach children about their languages and cultures</p>																			

Y4 curriculum links

Goldilocks - Final project to create a bilingual book to share with Reception children

Subject Overview

Language and Culture

Term 3

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	Year 5 ¿ QUÉ TIEMPO HACE ?	Year 6 El fin de semana
Unit Summary	To be able to describe the weather in Spanish	To describe what activities I do at the weekend with a time and an opinion in Spanish
Substantive knowledge	a) Recognise and recall the 9 weather expressions in Spanish from memory. b) Ask what the weather is today and give a reply in Spanish. c) Describe the weather in Spain, in Spanish using a weather map with symbols.	<ul style="list-style-type: none"> - Tell the time in Spanish using quarter past, half past and quarter to. - Say and write in Spanish what we do at the weekend using two or more sentences. Learn 10 short phrases for activities that often happen at the weekend. - Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.
Disciplinary knowledge - Listening	Listen for meaning and discern the weather for different days of the week by using decoding skills	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and accuracy.

Disciplinary knowledge - Speaking	To read statement about the weather within the context of a weather map. For example, 'Hoy en Seviella hace sol'. Is it true that 'Today it is sunny in Seviella'?	There is an opportunity to present an extended piece orally and a translation activity from English into Spanish.
Disciplinary knowledge - Reading	Phonics: GA, GE, GI, GO, GU (Link) <ul style="list-style-type: none"> ▪ 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 España. ▪ Accents. Accents can be placed on some words like qué to indicate a question word. 	Phonics: B, V, CC, QU, Z (Link) <ul style="list-style-type: none"> ▪ Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like dor-mir and ge-nial. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like le-van-to, di-ver-ti-do and a-bu-rri-do. ▪ Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-cre-í-ble. ▪ Silent letters. H' is always silent in Spanish as in the word verb horrible (unless it is a word of foreign origin). It is pronounced horrible
Disciplinary knowledge – Writing	<ul style="list-style-type: none"> a) To write the 9 weather expressions in Spanish b) Describe the weather in different locations c) Manipulate language and substitute words/expressions for suitable alternatives 	Pupils will link ideas together using more conjunctions and create longer and more interesting replies, including an opinion. Final activities will include a picture story and an email in Spanish detailing what pupils do at the weekend.
Disciplinary knowledge - Grammar	<ul style="list-style-type: none"> a) Understanding it is not always a word for word translation and there can be fixed expressions to learn. b) Upside down exclamation and question marks appear at the start on sentences as well the exclamation and question marks at the end of sentences. Without exceptions! 	<ul style="list-style-type: none"> a) Verbs - Revision & consolidation of first person singular high frequency verbs such as voy and juego. Introduction to new verbs such as veo and leo and remembering that the subject/personal pronoun is not required. b) conjunctions - new conjunctions for joining two phrases together (despues, tambien, finalmente, mas tarde) c) opinions – expressing positive and negative opinions to join two phrases together. Remembering punctuation is different in Spanish (upside-down question and exclamation marks ¡¿ at the start of sentences).
Vocabulary	Link to Vocab	Link 1 Link 2

Spanish	English	Spanish	English
¿ Qué tiempo hace ?	What weather is it?	Me levanto	I get up
Está lloviendo	It is raining	Desayuno	I have my breakfast
Está nevando	It is snowing	Veo la tele	I watch television
Hay tormenta	There is a storm	Leo	I read
Hace sol	It is sunny	Escucho música	I listen to music
Hace mucho viento	It is windy	Juego a videojuegos	I play computer games
Hace buen tiempo	The weather is fine	Juego al fútbol	I play football
Hace mal tiempo	The weather is not good	Voy a la piscina	I go to the swimming pool
		Voy al cine	I go to the cinema
		Voy a dormir	I go to sleep

Spanish	English
Hace frío	It is cold
Hace calor	It is hot
En el norte de España	In the north of Spain
En el sur de España	In the south of Spain
En el centro de España	In the centre of Spain
En el oeste de España	In the west of Spain
En el este de España	In the east of Spain
El clima	The weather

¿Qué haces los fines de semana?	What do you do at the weekend?
¡Es increíble!	It's amazing / incredible!
¡Es genial!	It's great!
¡Es divertido!	It's fun!
¡Es agotador!	It's tiring / exhausting!
¡Es aburrido!	It's boring!
¡Es horrible!	It's horrible / awful!
y	And
Después	After
También	Also
Más tarde	Later on
Finalmente	Finally

	Es la una	It is one o'clock
	Son las dos	It is two o'clock
	Son las tres	It is three o'clock
	Son las cuatro	It is four o'clock
	Son las cinco	It is five o'clock
	Son las seis	It is six o'clock
	Son las siete	It is seven o'clock
	Son las ocho	It is eight o'clock
	Son las nueve	It is nine o'clock
	Son las diez	It is ten o'clock
	Son las once	It is eleven o'clock
	Son las doce	It is twelve o'clock

		El Fin De Semana	The weekend
		¿Qué hora es?	What time is it?
		Y cuarto	Quarter past
		Y media	Half past
		Menos cuarto	Quarter to
		Es mediodía	It is midday
		Es medianoche	It is midnight
Texts May be used within the lesson, or across the curriculum,	“Tilly” by Hannah Hutchings	N/A	
Enhancements Exceeding the National Curriculum	January: Classes learn about January Advent traditions in Spain and Hispanic world in age-appropriate ways (e.g. The Three Kings Link – lesson resource) Chinese New Year – whole school theme day menu Throughout the term as arranged: Visits to classes by parents/carers/family members to teach children about their languages and cultures <u>Year 5 Curriculum enhancement:</u> Pupils learn map skills (compass directions) and where the major cities in Spain are located. Final project – pupils write weather reports and make videos as weather reporters		