

## Subject Overview










































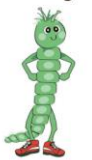









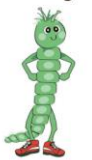





























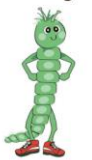








# Language and Culture







## Term 4

**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 <sup>i</sup> LOS COLORES Y LOS NÚMEROS *spread over Terms 3 & 4*	Year 2 LAS MINIBESTIAS
Unit Summary	Spanish language: Me llamo ... Y tu ...?	<b>To learn 10 colours and count from 1-10 in Spanish</b>	<b>To learn the words for ten minibeasts and learn how to follow instructions in Spanish.</b>
Substantive knowledge	(Teach through register and expand)  <u>Language and Culture Book Link:</u> "Easter in Ramallah"	<ul style="list-style-type: none"> <li>▪ Say 10 common colours in Spanish.</li> <li>▪ Count from 1-10 in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise and recall 10 minibeasts in Spanish.</li> <li>▪ Recall greetings more easily in Spanish.</li> <li>▪ Recognise and follow instructions in Spanish.</li> <li>▪ Follow an animated story in Spanish.</li> </ul>
Disciplinary knowledge - Listening	Learning about Easter in Palestine – traditions shared among Palestinian Christian and Muslim families in Palestine for centuries.	Learning to listen really carefully and repeat what we hear.	<ul style="list-style-type: none"> <li>▪ Learning to listen carefully and repeat what we hear with improving accuracy.</li> <li>▪ Follow instruction in Spanish.</li> </ul>
Disciplinary knowledge - Speaking	<u>Skills progression (Understanding the World -&gt; People, Culture and Communities):</u> To know that Christians celebrate Easter	<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>naranja</b></li> <li>▪ <b>LL</b> sound in <b>Amarillo</b></li> <li>▪ <b>RR</b> sound in <b>marrón</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> </ul> </li> </ul>	<u>Phonics &amp; pronunciation</u> <ul style="list-style-type: none"> <li>▪ <b>LL</b> sound in Guillermo</li> <li>▪ <b>J</b> sound in Alejandra, abeja &amp; relajaos</li> <li>▪ <b>Ñ</b> sound in araña</li> <li>▪ <b>Trilled 'R' – signature sound</b> Becoming more familiar with the rolled 'r' sound as seen in words with 'rr' in the middle of them or words starting with the letter 'r' e.g., <b>Raquel, la rana &amp; relajaos</b>. Even if we do not see these</li> </ul>
Disciplinary knowledge - Reading	<u>Throughout the year:</u>		

	<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>	<ul style="list-style-type: none"> <li>- For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like <b>a-mari-llo</b>, <b>blan-co</b> and <b>cuatro</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>ma-rrón</b>.</li> </ul>	<p>letters and sounds in the lessons often, we will hear these signature Spanish sounds many times as they appear in key words in this unit.</p>																																								
<p><b>Disciplinary knowledge – Writing</b></p>		<p>Some may write the numbers 1-10 in Spanish</p>	<p>Some may write the names of some of the minibeasts Spanish</p>																																								
<p><b>Disciplinary knowledge - Grammar</b></p>		<ul style="list-style-type: none"> <li>▪ None in this unit as it is an introductory unit.</li> </ul>	<p><u>Nouns &amp; articles/determiners</u></p> <ul style="list-style-type: none"> <li>▪ There are often more options for single words like determiners than in English.</li> <li>▪ For example, as seen with the word for ‘the’ in Spanish. <b>El caracol</b> but <b>la abeja</b>.</li> <li>▪ This happens a lot in Spanish and learn why in future units</li> </ul>																																								
<p><b>Vocabulary</b></p>		<p style="text-align: center;"><u>Los colores y los números</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"> rojo</td> <td style="text-align: center;"> gris</td> <td style="text-align: center;"> 1 uno</td> <td style="text-align: center;"> 6 seis</td> </tr> <tr> <td style="text-align: center;"> amarillo</td> <td style="text-align: center;"> negro</td> <td style="text-align: center;"> 2 dos</td> <td style="text-align: center;"> 7 siete</td> </tr> <tr> <td style="text-align: center;"> blanco</td> <td style="text-align: center;"> verde</td> <td style="text-align: center;"> 3 tres</td> <td style="text-align: center;"> 8 ocho</td> </tr> <tr> <td style="text-align: center;"> azul</td> <td style="text-align: center;"> morado</td> <td style="text-align: center;"> 4 cuatro</td> <td style="text-align: center;"> 9 nueve</td> </tr> <tr> <td style="text-align: center;"> naranja</td> <td style="text-align: center;"> marrón</td> <td style="text-align: center;"> 5 cinco</td> <td style="text-align: center;"> 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 style="text-align: center;"><u>Las minibestias</u></p> <table style="width: 100%; text-align: center;"> <tr> <td>la abeja</td> <td>la oruga</td> <td>el gusano</td> <td>la mariposa</td> <td>el caracol</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>el erizo</td> <td>la hormiga</td> <td>la rana</td> <td>la mariquita</td> <td>la araña</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	la abeja	la oruga	el gusano	la mariposa	el caracol						el erizo	la hormiga	la rana	la mariquita	la araña					
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<p><b>Texts</b></p> <p>May be used within the lesson, or across the curriculum</p>		<p>“¡Colores, animales, formas y números!” by Jocelyn Wood</p>	<p>“Los Insectos” by Olga Ritchie</p>
<p><b>Enhancements and links</b></p> <p>Exceeding the National Curriculum</p>		<p><u>Curriculum links</u></p> <p>Y1 - Recap &amp; revision of number in maths (Term 1) and shape (Term 2). Y2 – Minibeasts - Forests, near and far in Humanities in T4</p> <p><u>Cultural enhancements:</u></p> <p>Stand-alone lesson on Semana Santa (Easter celebrations in Spain) with age-appropriate activities in classes</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 4

### 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	Year 4
Unit Summary	<b>To say what fruit we like and do not like in Spanish</b>	<b>To be able to buy vegetables at a Spanish market stall</b>
Substantive knowledge	<ul style="list-style-type: none"> <li>▪ Name, recognise and remember up to 10 fruits in Spanish</li> <li>▪ Attempt to spell some of these nouns with their correct article/determiner.</li> <li>▪ Ask somebody in Spanish if they like a particular fruit.</li> <li>▪ Say what fruits we like and dislike in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Name, recognise and recall from memory up to 10 vegetables in Spanish.</li> <li>▪ Attempt to spell some of these nouns with their plural article/determiner.</li> <li>▪ Learn and use the high frequency verb <b>quisiera</b> from the verb <b>querer, to want</b> in Spanish.</li> </ul>
Disciplinary knowledge - Listening	<ul style="list-style-type: none"> <li>▪ Asking a question and listening to answers about what fruits others like and,</li> <li>▪ be able to answer it with 'Me gustan...' ('I like...') and,</li> <li>▪ 'No me gustan...' (I do not like...') plus a particular fruit.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can I help you?: ¿Puedo ayudarte?</li> <li>▪ Is that all/anything else? ¿Algo más?</li> </ul>

<p><b>Disciplinary knowledge - Speaking</b></p>	<p>Phonics and pronunciation</p> <ul style="list-style-type: none"> <li>▪ <b>CH J Ñ LL RR</b></li> <li>▪ <b>J</b> sound in <b>naranja</b></li> <li>▪ <b>Stress Placement</b> 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.</li> <li>▪ <b>Accents</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Hello: Hola</li> <li>▪ How much is that?: ¿Cuánto cuesta?</li> <li>▪ I would like...: Quisiera...</li> <li>▪ And: Y</li> <li>▪ One kilo of...: Un kilo de...</li> <li>▪ Half a kilo of...: Medio kilo de...</li> <li>▪ Thank you: Gracias</li> <li>▪ Goodbye: Hasta luego</li> <li>▪ En mi cesta tengo...: ¿Algo más?</li> </ul>
<p><b>Disciplinary knowledge - Reading</b></p>	<p>Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <b>plá-ta-no</b> and <b>me-lo-co-tón</b>.</p>	<p>Phonics and pronunciation</p> <ul style="list-style-type: none"> <li>▪ Phonics focus: <b>CH J Ñ LL RR</b></li> <li>▪ <b>CH &amp; Ñ</b> sound in champiñones</li> <li>▪ <b>J</b> sound in <b>judías verdes &amp; berenjenas</b></li> <li>▪ <b>LL</b> sound in <b>cebollas</b></li> <li>▪ <b>Stress Placement</b> Words that end in a consonant (apart from ‘n’ or ‘s’) should be stressed on the last syllable as in <b>fav-or</b>. For words that end in a vowel or ‘n’ and ‘s’ it is normally second to last syllable like <b>ce-bo-llas</b>.</li> <li>▪ <b>Accents</b></li> <li>▪ Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <b>ju-dí-as</b>.</li> </ul> <p><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 seen in the word <b>champiñones</b>.</p>
<p><b>Disciplinary knowledge – Writing</b></p>	<p>Write and spell some of the nouns with their plural article/determiner:</p> <ul style="list-style-type: none"> <li>▪ An apple: Una manza</li> </ul> <p>The apples: Las manzanas</p>	<p>Write up to 10 vegetable names with their plural article/determiner:</p> <ul style="list-style-type: none"> <li>▪ The potatoes: Las patatas</li> </ul> <p>The carrots: Las zanahorias</p>

<b>Disciplinary knowledge - Grammar</b>	<b>Nouns, gender, articles/determiners and plural form</b> <ul style="list-style-type: none"> <li>▪ Nouns in Spanish are either masculine or feminine.</li> <li>▪ Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una.</li> <li>▪ Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender</li> <li>▪ Exploring how to make the fruits plural in Spanish.</li> <li>▪ The upside down question mark (¿) is used at the beginning of all questions. No exceptions!</li> </ul>	<b>Nouns and articles/determiners in plural form.</b> <ul style="list-style-type: none"> <li>▪ Learning that the plural definite article/determiner (the word for 'the') is either <b>los</b> or <b>las</b> in Spanish. <ul style="list-style-type: none"> <li>- The tomatoes: Los tomates (masculine)</li> <li>- The onion: Las cebollas (feminine)</li> </ul> </li> <li>▪ The article/determiner is dependent on the whether the vegetable is a masculine or feminine noun (gender).</li> <li>▪ This does not exist in English.</li> </ul> <p>Also seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions!</p>
<b>Vocabulary</b>	<a href="#">Link</a>	<a href="#">Link</a>

	Spanish	English
	Una manzana	An apple
	Una fresa	A strawberry
	Un melocotón	A peach
	Un plátano	A banana
	Una cereza	A cherry
	Una naranja	An orange
	Una ciruela	A plum
	Una pera	A pear
	Un kiwi	A kiwi
	Un albaricoque	An apricot
	Me gustan...	I like...
	No me gustan...	I do not like...

	Spanish	English
	Las berenjenas	The aubergines
	Las espinacas	The spinach
	Las cebollas	The onions
	Los calabacines	The courgettes
	Los tomates	The tomatoes
	Las judías verdes	The green beans
	Los guisantes	The peas
	Los champiñones	The mushrooms
	Las zanahorias	The carrots
	Las patatas	The potatoes

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<p><b>Texts</b></p> <p>May be used within the lesson, or across the curriculum</p>	<p>“Frutas (Fruit) Bilingual board book</p> <p>And “A song of Frutas” by Margarita Engle</p>	<p>“El poder de las verduras” by Claire Froelich</p> <p>And “Las Verduras”</p>																																																																								
<p><b>Enhancements and cross-curriculum links</b></p> <p>Exceeding the National Curriculum</p>	<p><u>Curriculum links</u></p> <p>Y3 – DT Cooking &amp; Nutrition: Sandwich snacks, dips and dippers. Y4 - DT Cooking &amp; Nutrition: Super Salads.</p> <p><u>Cultural enhancements:</u></p> <p>Stand-alone lesson on Semana Santa (Easter celebrations in Spain) with age-appropriate activities in classes</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 4

### 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 5 HÁBITATS	Year 6 Yo En El Mundo
Unit Summary	<b>To speak and write about different habitats, plants and animals in Spanish</b>	<b>To explore other Spanish speaking countries and cultures around the world.</b>
Substantive knowledge	<ul style="list-style-type: none"> <li>▪ Say and write the key elements that animals and plants need to survive.</li> <li>▪ Name the 5 most common types of habitats.</li> <li>▪ Name an animal and a plant that live and grow in each type of habitat.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map.</li> <li>▪ 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.</li> <li>▪ Say and write something we do to help the planet.</li> </ul>
Disciplinary knowledge - Listening	<p>Understand and say, in Spanish the key elements that animals and plants need to survive, e.g:</p> <ul style="list-style-type: none"> <li>▪ Air: Aire</li> <li>▪ Water: Agua</li> </ul> <p>Name the 5 most common types of habitats,e.g:</p>	<p>Be able to hear authentic and challenging language connected to celebration., e.g.:</p> <ul style="list-style-type: none"> <li>▪ My favourite festival is Holy Week (Easter): Mi fiesta preferida es La Semana Santa.</li> <li>▪ My favourite festival is the Day of the Dead: Mi fiesta preferida es El Día De Los Muertos.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ The tropical rain forest: La selva tropical</li> <li>▪ The meadow: El campo</li> <li>▪ The ocean: El océano</li> <li>▪ The desert: El desierto</li> <li>▪ The Arctic: El Ártico</li> </ul>	<ul style="list-style-type: none"> <li>▪ My favourite festival is the National Holidays: Mi fiesta preferida es Las Fiestas Patrias</li> </ul>
<p><b>Disciplinary knowledge - Speaking</b></p>		<p>Be able to speak about yourself</p> <ul style="list-style-type: none"> <li>▪ I am called...: Me llamo...</li> <li>▪ I live...: Vivo en...</li> <li>▪ I speak Spanish: Hablo español.</li> <li>▪ I speak English: Hablo inglés.</li> </ul>
<p><b>Disciplinary knowledge - Reading</b></p>	<p><u>Phonics &amp; pronunciation:</u></p> <ul style="list-style-type: none"> <li>▪ Phonics focus : <b>GA GE GI GO GU</b></li> <li>▪ <b>GA</b> sound in <b>algas</b></li> <li>▪ <b>GI</b> sound in <b>rifugio</b></li> <li>▪ <b>GU</b> sound in <b>agua</b></li> <li>▪ <b>Stress Placement</b> Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable in words like <b>tro-pi-cal</b> and <b>po-lar</b>. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like <b>de-sier-to</b>, <b>ar-bus-tos</b> and <b>plan-tas</b>.</li> <li>▪ <b>Accents</b> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in <b>ár-bo-les</b> and <b>há-bi-tats</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>araña</b>.</li> </ul>	<p><u>Phonics &amp; pronunciation:</u></p> <ul style="list-style-type: none"> <li>▪ Phonics focus: <b>B V CC QU Z</b></li> <li>▪ <b>B</b> sound in <b>hablo</b> &amp; <b>besos</b></li> <li>▪ <b>V</b> sound in <b>salvar</b>, <b>carnaval</b>, <b>Navidad</b>, <b>vas</b> &amp; <b>voy</b></li> <li>▪ <b>QU</b> sound in <b>qué</b></li> <li>▪ <b>Z</b> sound in <b>utilizar</b></li> <li>▪ Silent letters <b>‘H’</b> is always silent in Spanish as in the word verb <b>hablo</b> (unless it is a word of foreign origin). It is pronounced <b>ablo</b>.</li> <li>▪ 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 <b>español</b>.</li> <li>▪ <b>Stress Placement</b> For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like <b>pre-fe-ri-da</b>, <b>fies-ta</b> &amp; <b>co-lo-ri-da</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>dí-a</b> &amp; <b>inglés</b>.</li> </ul>

<b>Disciplinary knowledge – Writing</b>	Write the key elements that animals and plants need to survive e.g: <ul style="list-style-type: none"> <li>▪ Shelter: Refugio</li> <li>▪ Sun: Sol</li> <li>▪ Food: Comida</li> </ul>	Write some of the different countries and the relative capital cities in the Spanish-speaking world, e.g.: <ul style="list-style-type: none"> <li>▪ Argentina</li> <li>▪ Boliva</li> <li>▪ Costa Rica</li> <li>▪ España</li> </ul>																																																												
<b>Disciplinary knowledge – Grammar</b>	<u>Verbs</u> <ul style="list-style-type: none"> <li>▪ Two regular -er and -ir Spanish verbs in the present tense.</li> </ul>	<u>Verbs &amp; near future tense</u> <ul style="list-style-type: none"> <li>▪ Revisiting the 1st person conjugation of the verb:             <ul style="list-style-type: none"> <li>- To go: <b>ir</b></li> <li>- to use: <b>voy</b> with the infinitive <b>utilizar</b> for the near future.</li> </ul> </li> </ul>																																																												
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<b>Texts</b> May be used within the lesson, or across the curriculum,	“Habitats of the World-Hábitats de la Tierra” by Sindy McKay (Bilingual book)	“The Mexiglish Girl” by Natalia Simons “Dear Primo: A letter to my Cousin” by Duncan Tonatiuh																																																								
<b>Enhancements and cross-curriculum links</b> Exceeding the National Curriculum	Curriculum links: Y5 – Humanities: Biomes in Term 3. Y6 - Transition from primary to secondary. <u>Cultural enhancements:</u> Stand-alone lesson on Semana Santa (Easter celebrations in Spain) with age-appropriate activities 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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