

Subject Overview

Language and Culture

Term 5

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: Learning numbers 1 – 2 – 3 <u>Language and Culture Book Link:</u>	<u>SUPERHEROES</u> To recap greetings, six colours in Spanish and learn how to describe yourself as a superhero.	<u>LOS TRANSPORTES</u> To learn 7 modes of transport in Spanish. Recall numbers 1-5 and the colours yellow, red, green, orange & blue more easily in Spanish.
Substantive knowledge	“Everybody Bonjours” by Leslie Kimmelman Understanding that ‘hello’ is said in different ways in different languages <u>Skills progression (Understanding the World -> People, Culture and Communities):</u>	Recognise, recall, and remember the six colours presented in this unit in Spanish. Recognise and remember the high frequency verbs ‘I am called’, ‘I have’, ‘I live’, ‘I am’ and ‘I know how’. Present and describe ourselves as a superhero	a) Say 7 modes of transport in Spanish.
Disciplinary knowledge - Listening	To know that people in other countries may speak different languages <u>Throughout the year:</u>	Pupils will learn to listen more carefully and repeat what they hear in Spanish, including short phrases as well as words.	Start to understand some of the familiar words in what we hear in Spanish. Learn to articulate key words introduced in the lesson by repeating key words and short phrases each lesson, and understand their meaning. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term and with accurate and authentic pronunciation. Link Phonics focus: CH, Ñ, trilled ‘R’
Disciplinary knowledge - Speaking	a) Children will share what they know about where they / their families have been on holiday – through Show ‘n Tell	Repeating the words and short phrases each lesson with improving accuracy. Repeating to ensure we can remember all the new words and language presented to us.	

	b) Parents / families invited in to share about their cultures	Remembering and recalling more easily and with more confidence each lesson. Helping to improve our memory skills and linguistic competence.	
Disciplinary knowledge - Reading		<p><u>Phonics and pronunciation</u></p> <ul style="list-style-type: none"> • LL sound in amarillo & me llamo • J sound in rojo & naranja • Accents. Accents can only be written on vowels in Spanish and indicate the vowel is stressed. Therefore, the stress falls on the syllable with the vowel. As seen in superhéroe and superheroína. 	Be able to identify the written version of a wider range of words I hear.
Disciplinary knowledge – Writing		N/A	Start to reproduce nouns and determiners/articles from a model.
Disciplinary knowledge - Grammar		Nouns & articles/determiners. We will start to notice that in Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for ‘a’ in Spanish; un superhéroe but una superheroína. We will see that this happens a lot in Spanish and learn why in future units!	<p>Start to understand that foreign languages can have different structures to English.</p> <p>Nouns & articles/determiners. 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.</p> <p>El coche La motocicleta (Both ‘el’ and ‘la’ are ‘the’ in English)</p>
Vocabulary		<p>High frequency verbs ‘I am called’, ‘I have’, ‘I live’, ‘I am’ and ‘I know how’.</p> <p>Colours for all the superheroes.</p> <p>Simple phrases to describe what superheros can do: sé volar, sé saltar, sé correr.</p>	<p>Los transportes: El coche (car), el aeroplano (airplane), el barco (boat), el autobús (bus), el tren (train), la motocicleta (motorbike), el camion (lorry).</p> <p>El coche circula – the car drives El aeroplano vuela – the airplane flies El barco flota – the boat floats El autobús para – The bus stops La motocicleta acelera – the motorbike accelerates El tren silba – the train whistles</p>

			<p>El camión pita – the lorry beeps Así – like this Viajar es fácil – travelling is easy</p>
<p>Texts</p> <p>May be used within the lesson, or across the curriculum,</p>		Great Cape o' Colours by Karl Beckstrand	Transport: El Transporte (Bilingual) by Clare Beaton
<p>Enhancements & Cross-curricular Links</p> <p>Exceeding the National Curriculum</p>		<p><u>Curriculum Links:</u> Y1 - Link to Supertato and superheroes (English) topic from Term 3.</p> <p><u>Cultural Enhancement:</u> Throughout the term as arranged:</p> <p>Visits to classes by parents/carers/family members to teach children about their languages and cultures</p> <p>Whole school event - International Evening – celebrating diversity through food, music, clothing, dance.</p>	

Subject Overview

Language and Culture

Term 5

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	Ancient Britain To be able to create short sentences with tengo, soy and vivo	My home To describe what rooms there are and are not in your home in Spanish
Substantive knowledge	<ul style="list-style-type: none"> - Learn and use the Spanish for “I am” (Soy), “I have” (Tengo) and “I live” (Vivo). - Name in Spanish, the six key periods of ancient Britain, introduced in chronological order. - Be able to say in Spanish three of the types of people who lived in ancient Britain. - Tell somebody in Spanish the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. - Name the three types of dwellings people lived in during the stone age, bronze age and iron age. 	<ul style="list-style-type: none"> - Learn language to state whether a person lives in a house or an apartment. - Learn language to describe where the home is (mountains, village, city, coast, etc) - Learn rooms that exist and do not exist in the home, using the key structures and prepositions “en mi casa hay...” and “en mi casa no hay...” - Use the connective/conjunctions “y” and “pero” to link two short sentences together.

Disciplinary knowledge - Listening	Guided listening activities on the Stone Age, Bronze Age and Iron Age. Pupils will listen to longer pieces of spoken Spanish, listening for specific information and practicing discerning skills.	Guided listening activities on descriptions of various homes. Pupils will listen to longer pieces of spoken Spanish, listening for specific information and practicing discerning skills.
Disciplinary knowledge - Speaking	Remember enough new language to be able to orally present a short paragraph as a person from the stone, bronze or iron age using more than one high frequency verb and a wider range of vocabulary with high accuracy. (extension = to do this from memory)	Pupils' learning will lead towards a final oral presentation detailing where they live (house or apartment) and what there is or is not at home in terms of the ten taught nouns for rooms. Pupils will revisit and reuse previously learnt language from the 'Me Presento' and 'La Familia' topics, and use appropriate indefinite articles/determiners.
Disciplinary knowledge - Reading	Phonics & pronunciation: CH J Ñ LL RR <ul style="list-style-type: none"> - CH sound in hacha & choza - J sound in Anglosajones & mujer - Ñ sound in Gran Bretaña - RR sound in hierro - Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in ed-ad. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like hom-bre. - Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sí-lex. - Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. 	Phonics & pronunciation: GA GE GI GO GU <ul style="list-style-type: none"> - GA sound in garaje - 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 ciu-dad, la-va-de-ro and ga-ra-je. - Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón. - Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter not just another phoneme as in baño and montaña
Disciplinary knowledge – Writing	Learning to make full use of the templates and support provided. Write a short paragraph using more than one high frequency verb and a wider range of vocabulary with high accuracy. Building up a wider range of vocabulary on types of dwellings and hunting tools so that as a final task we can be one of these characters and write about ourselves saying who we are/where we live/what our main hunting tool.	To write longer and more interesting sentences, which include the key structures presented in the unit. Learning to remember and accurately use previously learnt language from memory alongside our new knowledge. Pupils will build up to the extended piece of writing by practicing their spelling and use of determiners through completion of a series of gap fills, word puzzles, crosswords, word searches and true/false activities.

Disciplinary knowledge - Grammar	Verbs: Pupils will explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo – am and have) and one regular verb vivir (vivo - live). Pupils will learn that the first person singular pronoun is rarely used and just the verb is used. This never happens in English, but it happens often in Spanish. We will see this a lot in other units going forward.		Indefinite articles, negative & high frequency verbs: <ul style="list-style-type: none"> - Revisiting again the indefinite articles un and una. - Revisiting 1st person singular high frequency verbs le llamo, tengo, soy with a particular focus on vivo from the verb VIVIR a regular IR verb. - Use of negative structure appropriate in this unit, ‘there is’ and ‘there is not’ (hay and no hay) structure. - Noting the upside-down question mark (¿) and exclamation mark at the beginning of all questions and exclamations. 																																																																																			
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	Tengo...	I have...	
	Un sílex	a flint	
	Un hacha	an axe	
	Una espada	a sword	
	Vivo...	I live ...	
	Vivo en...	I live in...	
	Una cueva	A cave	
	Una choza	A hut / shelter	
	Una casa redonda	A round house	
Texts May be used within the lesson, or across the curriculum	Stone Age to Iron Age by Izzi Howell	I Love my House - Adoro mi Casa by Bilingual Kids Books	
Enhancements & Cross-curricular Links Exceeding the National Curriculum	Curriculum enhanemnets: Changes in Britain from the Stone Age to the Iron Age in Humanities in T2 <u>Cultural Enhancement:</u> Throughout the term as arranged: Visits to classes by parents/carers/family members to teach children about their languages and cultures Whole school event - International Evening – celebrating diversity through food, music, clothing, dance.		

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♣ 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	Year 6
Unit Summary	Clothes To describe the clothes you and others wear and when (days and occasions), including what colours.	Planets To describe the planets in Spanish in terms of their size, colour and position.
Substantive knowledge	<ul style="list-style-type: none"> - Repeat and recognise the vocabulary for a variety of clothes in Spanish. - Use the appropriate genders and articles for these clothes. - Use the verb LLEVAR in Spanish with increasing confidence. - Say what they wear in different weather/situations. - Describe clothes in terms of their colour and apply adjectival agreement. - Use the possessives with increased accuracy. 	<ul style="list-style-type: none"> - Name and spell accurately some/all the planets in Spanish on a solar map. - Say and write extended sentences for at least one planet. - Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy.
Disciplinary knowledge - Listening	Pupils will recognise and match the vocabulary for the range of 21 clothes items, and build up towards extended listening tasks.	Listening exercises designed to <ul style="list-style-type: none"> - briefly revisit the vocabulary for colours - expose pupils to the nouns for the ten planets - provide and teach a range of appropriate adjectives to describe the planets

		<ul style="list-style-type: none"> - provide slightly more challenge based on these more complex phrases including adjectival agreement
Disciplinary knowledge – Speaking	<ul style="list-style-type: none"> - To learn to say the 21 nouns for clothes with their appropriate article. - To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. - To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour, accurately saying more interesting, extended sentences. 	<ul style="list-style-type: none"> - To be able to say - with improved accuracy - short phrases describing the planets in terms of their position, size and colour. - Speaking exercises allow pupils to gradually pay more attention to the changes involved in adjectival agreement and apply these rules when using adjectives in different contexts and with different language - i.e. describing people, girl(s)/boy(s).
Disciplinary knowledge - Reading	<p>Phonics & pronunciation: GA GE GI GO GU</p> <ul style="list-style-type: none"> - GA sound in gafas - GO sound in gorra & abrigo - GU sound in guantes - 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 guan-tes, a-bri-go, blu-sa, san-da-lias and cha-que-ta. - Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lle-váis. - 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 baño. 	<p>Phonics & pronunciation we will see: B V CC QU Z</p> <ul style="list-style-type: none"> - B sound in bastante - V sound in Venus, verde & viento - Z sound in azul - QU sound in pequeño - Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable like a-zul. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like Mer-cu-rio - Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in Jú-pi-ter. - Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in pequeño <p>There are some challenging reading activities based on these more complex phrases including adjectival agreement.</p>

Disciplinary knowledge – Writing	<p>Pupils will build up towards an extended writing task by completing word puzzles and crosswords, paying heed to accurate spelling and appropriate articles. There will be many opportunities for scaffolded written activities wherein pupils will write what they wear in different scenarios.</p> <p>In the final creative writing activity, pupils will pack a suitcase for a holiday, revising the possessive adjective “my” (mi/mis – singular and plural) and describing clothes by colour.</p>	<ul style="list-style-type: none"> - The unit starts with pupils practising writing the nouns for the ten planets. - Writing opportunities quickly progress to short phrases with improved accuracy describing the planets in terms of their position, size and colour - In the final lessons, a variety of writing exercises help to better understand the rules connected to the adjectival agreement in Spanish.
Disciplinary knowledge - Grammar	<ul style="list-style-type: none"> - Use mi or mis for singular/plural agreement. - Conjugate the verb ‘llevar’ appropriately to say I wear/you wear. - Describe clothes in terms of colour and apply adjectival agreement. - Adjectival/noun agreement for masculine/plural and singular/plural nouns using colours. - Definite/indefinite articles for masculine/feminine nouns. 	<ul style="list-style-type: none"> - Adjectival agreement. Pupils learn and consolidate their knowledge around how adjectives can (and often do) change spelling in Spanish depending if the noun they are describing is singular, plural masculine or feminine

Vocabulary	Spanish	English	Spanish	English	Spanish	English	Spanish	English
	La ropa	The clothes	Una camisa	A shirt	Los planetas	The planets	Venus está cerca del sol y siempre hace mucho viento.	Venus is close to the sun and it is always very windy.
	Unos pantalones	A pair of trousers	Una gorra	A cap	La luna	The Moon	Urano está bastante cerca del sol y es azul y verde.	Uranus is quite close to the sun and is blue and green.
	Un traje de baño	Swim wear	Unos guantes	A pair of gloves	El sol	The Sun	Júpiter es enorme y también está bastante lejos del sol.	Jupiter is huge and also quite far from the sun.
	Un suéter	A jumper	Unas botas	Boots	La tierra	The Earth	Mercurio es bastante pequeño y está cerca del sol.	Mercury is quite small and close to the sun.
	Una camiseta	A tee shirt	Unas medias	Socks / tights	Marte	Mars	Plutón es el más lejano y es pequeño.	Pluto is the furthest and the smallest.
	Un abrigo	A coat	Unas sandalias	Sandals	Mercurio	Mercury	Marte está bastante cerca del sol y es rojo.	Mars is quite close to the sun and red.
	Un vestido	A dress	Unas gafas	Sunglasses	Neptuno	Neptune	La Tierra es un planeta cerca de Marte y tiene solamente una luna.	The Earth is a planet close to Mars and only has one moon.
	Una blusa	A blouse	Unos pantalones cortos	A pair of shorts	Plutón	Pluto	Neptuno es un planeta azul.	Neptune is a blue planet.
	Una corbata	A tie	Unos zapatos	A pair of shoes	Saturno	Saturn	Rojo	Red
	Una bufanda	A scarf	Unos calcetines	A pair of socks	Urano	Uranus	Roja	Red (feminine agreement).
	Una falda	A skirt			Venus	Venus	Gracioso	Funny (masculine agreement).
	Una chaqueta	A jacket			Júpiter	Jupiter	Graciosa	Funny (feminine agreement).
	Spanish	English	Spanish	English	El Sol está en el centro.	The sun is in the centre.	Guapo	Good looking (masculine agreement).
Yo llevo	I wear	El lunes	On Monday	Saturno está lejos del sol y tiene por lo menos 18 lunas.	Saturn is far from the sun and has at least 18 moons.			
Tú llevas	You wear	El martes	On Tuesday					
Él lleva	He wears	El miércoles	On Wednesday					
Ella lleva	She wears	El jueves	On Thursday					
Nosotros llevamos	We wear (masculine & mixed group)	El viernes	On Friday					
Nosotras llevamos	We wear (all feminine group)	El sábado	On Saturday					
Vosotros lleváis	You all wear (masculine & mixed)	El domingo	On Sunday					
Vosotras lleváis	You all wear (feminine)	Para la escuela llevo...	For school I wear...					
Ellos llevan	They all wear (masculine & mixed)	Cuando hace buen tiempo llevo...	When it is nice weather I wear...					
Ellas llevan	They all wear (feminine)	Cuando nieva llevo...	When it snows I wear...					
		Cuando estoy de vacaciones llevo...	When I am on holiday I wear...					

		Spanish	English
		Guapa	Good looking (feminine agreement)
		Alto	Tall (masculine agreement).
		Alta	Tall (feminine agreement).
		Simpático	Nice (masculine agreement).
		Simpática	Nice (feminine agreement).
		Gordo	Fat (masculine agreement).
		Gorda	Fat (feminine agreement).
		Bajo	Short (masculine agreement).
		Baja	Short (feminine agreement).
		Delgado	Thin (masculine agreement).
		Delgada	Thin (feminine agreement).
		Inteligente	Intelligent (NO SPELLING CHANGE).
		Inteligente	Intelligent (NO SPELLING CHANGE).

<p>Texts</p> <p>May be used within the lesson, or across the curriculum</p>	<p>English-Spanish Clothes/Ropa Bilingual Children's Picture Dictionary by Richard Carlson Jr.</p>	<p>El Gato Espacial viaja por el Sistema Solar by Libros Infantiles Ilustrados</p>
<p>Enhancements & Cross-curricular Links</p> <p>Exceeding the National Curriculum</p>	<p><u>Curriculum enhancements</u></p> <p>Y5 - Mufti day to give opportunity to describe clothing - make the learning memorable and engaging. Y6 - Recapping knowledge from Y5 T3 – English and Science topic of Space</p> <p><u>Cultural Enhancement:</u> Throughout the term as arranged:</p> <p>Visits to classes by parents/carers/family members to teach children about their languages and cultures</p> <p>Whole school event - International Evening – celebrating diversity through food, music, clothing, dance.</p>	