

Subject Overview

Language and Culture

Term 6

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 BAJO EL MAR	Year 2 LAS FORMAS
Unit Summary	Spanish language: Learning numbers 1 – 2 – 3	To learn 7 sea creatures in Spanish	To remember and name 10 common shapes and count from 1-5 in Spanish.
Substantive knowledge	Language and Culture Book Link: “A book in Four languages: My numbers” by Claire Winslow Exposure to numbers 1 -10 in English, Spanish, French and Mandarin (in Mandarin script). Do any children / families know how to count in any other languages?	<ul style="list-style-type: none"> ▪ Recognise and recall 7 sea creatures in Spanish. ▪ Recall numbers 1-5 more easily in Spanish. 	<ul style="list-style-type: none"> ▪ Name, recognise and remember up to 10 shapes in Spanish. ▪ Attempt to spell some of these shapes in Spanish. ▪ Attempt to remember which shapes are un or una. ▪ Revise and/or learn numbers 1-5 in Spanish.
Disciplinary knowledge - Listening		<u>Signature Spanish sounds</u> Begin to hear and recognise the phonics sounds below. These are signature Spanish sounds and will be heard many times as they appear in key words in this unit.	<u>Sounds</u> Begin to hear and recognise the phonics sounds below: CH J Ñ LL RR

Disciplinary knowledge - Speaking	<p>Skills progression (Understanding the World -> People, Culture and Communities):</p> <p>To know that people in other countries may speak different languages</p> <p>Throughout the year:</p>	<p>Can say:</p> <ul style="list-style-type: none"> 7 sea creatures and an opportunity to revise and recall numbers 1-5 <p>Phonics and pronunciation</p> <ul style="list-style-type: none"> LL sound in la estrella de mar & el caballito de mar J sound in el cangrejo Trilled ‘R’. Becoming more familiar with the Spanish ‘r’ sound as seen in la estrella de mar, el cangrejo & la morsa. Beginning to notice that this sound is made from the tongue tapping the roof of the mouth. This is very different to the ‘r’ sound in English. 	<p>Phonics & pronunciation</p> <ul style="list-style-type: none"> Phonics focus CH J Ñ LL RR LL sound in Estrella Stress Placement <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 rom-bo and es-tre-lla. Accents Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lí-ne-a, cír-r-cu-lo, ó-va-lo and pen-tá-go-no.
Disciplinary knowledge - Reading	<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"> Write 7 sea creatures in Spanish. Write numbers 1-5 in Spanish. 	<p>Write the nouns and determiners/articles for 10 common shapes and numbers 1-5.</p>
Disciplinary knowledge – Writing			
Disciplinary knowledge - Grammar		<p>Nouns & articles/determiners.</p> <p>In Spanish there are often more options for single words like determiners than in English. For example, as seen with the word for ‘the’ in Spanish. El cangrejo but la morsa. We will see that this happens a lot in Spanish and learn why in future units!</p>	<p>Nouns, gender & articles/determiners.</p> <ul style="list-style-type: none"> The word for a/an in Spanish can be either un (masculine) and una (feminine)

Vocabulary

Bajo el mar



el pez



el pulpo



el cangrejo



la morsa













la estrella de mar


















el delfin



el caballito de mar

	Spanish	English
	Un triángulo	A triangle
	Un cuadrado	A square
	Un óvalo	An oval
	Un círculo	A circle
	Un rectángulo	A rectangle
	Un pentágono	A pentagon
	Un hexágono	A hexagon
	Un rombo	A rhombus
	Una línea	A line
	Una estrella	A star
	Dibujad	Draw...
1	Uno	One
2	Dos	Two

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Texts May be used within the lesson, or across the curriculum,		“Bajo el Mar” (Under the Sea) by ana Tiamzon	“Cuauhtemoc: Shapes/Formas” by Patty Rodriguez																																										
Enhancements and links Exceeding the National Curriculum	Curriculum links: Y1 Under the Sea in Humanities – Term 6, Beach School – Term 6. Y2 - Shapes - Geometry: Property of Shape in Term 4. <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																																												

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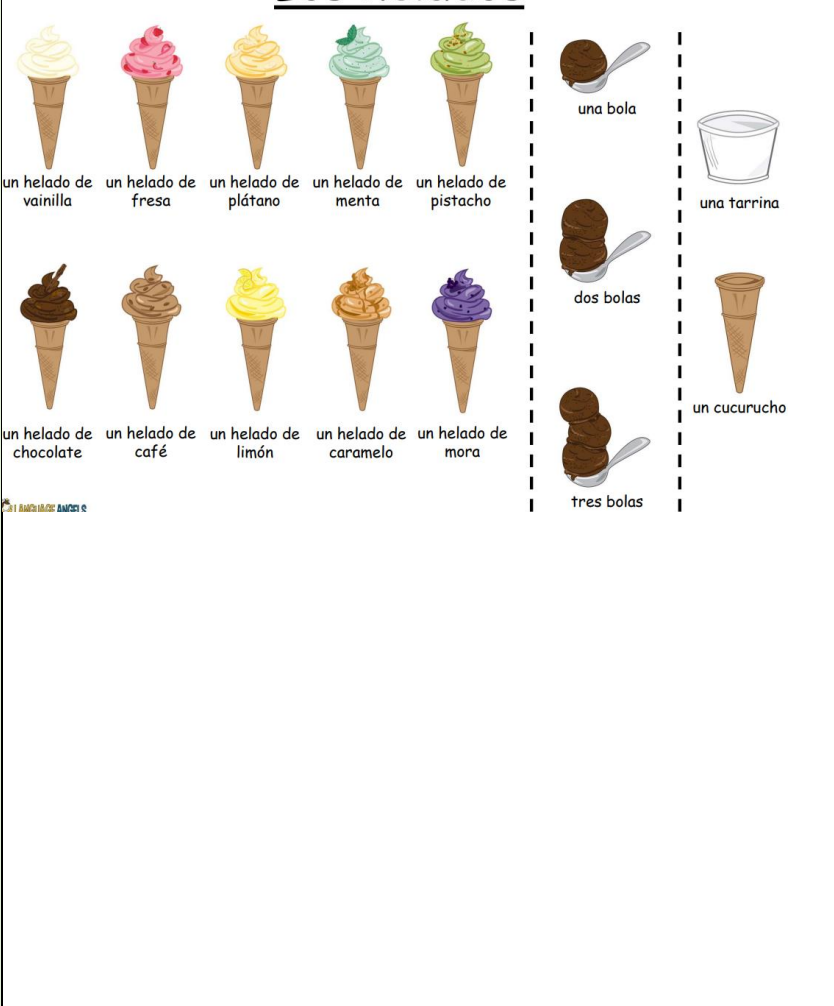
National Curriculum expectations (KS2):

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 HELADOS	Year 4 DESAYUNO EN EL CAFÉ
Unit Summary	To say what ice-cream flavour I would like in Spanish	To be able to order what you would to eat and drink in a Spanish café
Substantive knowledge	<ul style="list-style-type: none"> ▪ Name, recognise and remember up to 10 ice-cream flavours in Spanish. ▪ Attempt to spell some of these flavours. ▪ Use the structure ‘quisiera...’ plus an ice-cream flavour. ▪ Say whether we would like a cone or pot and possibly how many scoops. ▪ Learn how to say ‘please’ and ‘thank you’ in Spanish. 	<ul style="list-style-type: none"> ▪ Order a selection of typical foods, drinks and snacks from a Spanish menu and order a breakfast in Spanish. ▪ Perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as ‘hello’, ‘can I have...’, ‘the bill please’, ‘thank you’ and ‘goodbye’.
Disciplinary knowledge - Listening	<ul style="list-style-type: none"> ▪ Be able to associate the sounds of a word in vocabulary list with their image to its images it image e.g. <div style="text-align: center;">  <small>dos bolas</small> </div>	<ul style="list-style-type: none"> ▪ Within role play, be able to hear someone ordering food, drink and/or snacks in a Spanish café when they are using language such as ‘hello’, ‘can I have...’, ‘the bill please’, ‘thank you’ and ‘goodbye’.

Disciplinary knowledge - Speaking	<p>Phonics & pronunciation</p> <ul style="list-style-type: none"> ▪ Phonics focus: CH J Ñ LL RR ▪ CH sound in chocolate, pistachio & cucurucho ▪ LL sound in vainilla ▪ RR sound in tarrina ▪ <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 as in fa-vor. - For words that end in a vowel or 'n' and 's', it is normally the second to last syllable like bo-las and gra-cias. ▪ <u>Accents</u> Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules 	<p>Phonics & pronunciation</p> <ul style="list-style-type: none"> ▪ Phonics focus: CA CE CI CO CU ▪ CA sound in café & caliente ▪ CE sound in cereales but CHE sound in leche ▪ CO sound in bizoccho but CHO sound in chocolate ▪ CU sound in cuenta but CHU sound in churros ▪ <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 as in fa-vor. - For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ta-pas, chu-rros, cuen-ta and li-mo-na-da. ▪ <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 sánd-wich.
Disciplinary knowledge - Reading		Disciplinary knowledge – Writing
Disciplinary knowledge - Grammar	<p>Nouns, gender & high frequency verb.</p> <ul style="list-style-type: none"> ▪ Nouns in Spanish are either masculine or feminine, e.g un helado, un cucurucho, una tarrina ▪ There are different words for 'a/an' in Spanish depending on the gender of the noun. ▪ Becoming more familiar with the high frequency verb conjugation quisiera. ▪ Learning that quisiera is often used for I would like/want. 	<p>Nouns, gender, determiners/articles & quiero.</p> <ul style="list-style-type: none"> ▪ Realising that articles/determiners can be interchangeable from indefinite and definite depending on meaning and what you want to say. I would like 'a croissant' but 'the bill'. ▪ There are more versions of each article/determiner compared to English language/grammar due to whether a noun is masculine/feminine (gender) or plural in Spanish. ▪ Learning that quiero is the verb conjugation for I would like/want. From the verb querer to want.

Vocabulary	Los helados								
						Spanish	English	Spanish	English
						Desayuno En El Café	Breakfast in the café	Pan	Bread
						¿Qué quieres?	What would you like?	La mermelada	Jam
						Quiero...	I would like...	Un bizcocho	Sponge cake
						Por favor	Please	Cereales	Cereal
						Un zumo	A juice	Un trozo de tortilla	A piece of tortilla
						Un café	A black coffee	De churros	Spanish doughnuts
						Un café con leche	A white coffee	Tapas	Tapas (Spanish starters)
						Un té	A lemon tea	Patatas fritas	Chips
						Un té con leche	A tea with milk	Un sándwich	A sandwich
						Un chocolate caliente	A hot chocolate	Una coca-cola	A coke
						Un croissant	A croissant	Una limonada con gas	A fizzy lemonade
						La mantequilla	Butter	La cuenta por favor	The bill please
Texts May be used within the lesson, or across the curriculum,	"I Love Me Gusta El Helado Ice Cream" by Annette Merzouk					"Chocolate Spaghetifor Breakfast – Espaguetis de chocolate para el desayuno" by Debra Sanchez			

Enhancements and links Exceeding the National Curriculum	Curriculum links Y3 Ice-creams - Final project to walk to beach and order ice-cream in Spanish). Y4 At the café - Final project to role play a café / invite parents and carers in to their 'café'.
	Cultural Enhancement: 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 LAS OLIMPIADAS	Year 6 LA SEGUNDA GUERRA MUNDIAL
Unit Summary	To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb '<u>practicar</u>'	To be able to use decoding skills to understand better unknown language in Spanish
Substantive knowledge	<ul style="list-style-type: none"> ▪ Understand the key facts of the ancient and modern Olympics recounted in Spanish. ▪ Learn 10 nouns and articles for common Olympic sports. ▪ Explore the full present tense conjugation of the high frequency verb PRACTICAR. 	<ul style="list-style-type: none"> ▪ Group and order words to decode unknown language. ▪ Understand the key facts of history from WW2 when described in Spanish. ▪ Say and write in Spanish the key countries and languages involved in WW2.

	<ul style="list-style-type: none"> Look at the adjectival changes involved when you describe a male Olympian or female Olympian. 	<ul style="list-style-type: none"> Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside.
Disciplinary knowledge - Listening	To improve decoding longer unfamiliar texts in Spanish using key language learning strategies that will help long term memory retention and language learning going forward.	Be able to listen and decode the story of an evacuee in Spanish and
Disciplinary knowledge - Speaking	<p>Phonics & pronunciation:</p> <ul style="list-style-type: none"> Phonics focus: GA GE GI GO GU GO sound in juegos <u>Stress Placement</u> Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like prac-ti-car. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like es-gri-ma., ci-clis-mo & a-tle-tis-mo <u>Accents</u> <ul style="list-style-type: none"> Accents can only be written over vowels in Spanish and indicate the vowel is stressed Examples: As seen in o-lím-pi-cos, tram-po-lín, triatlón, e-qui-ta-ción & na-ta-ción. 	<p>Phonics & pronunciation</p> <ul style="list-style-type: none"> Phonics focus: B V CC QU Z B sound in besos V sound in vivo, vida & divertida QU sound in Checoslovaquia & queridos Silent letters 'H' is always silent in Spanish as in the word verb habla (unless it is a word of foreign origin). It is pronounced abla. <u>Stress Placement</u> <ul style="list-style-type: none"> For words that end in a vowel or 'n' and 's' it is normally the second to last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like a-gra-da-ble. <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 tam-bién.
Disciplinary knowledge - Reading		
Disciplinary knowledge – Writing	<ul style="list-style-type: none"> Write simple sentences using the verb 'practicar' For example, '<i>Ella practica atletismo.</i>' For example. '<i>Es atleta</i>' 	<ul style="list-style-type: none"> Write in Spanish the key countries and languages involved in WW2

Disciplinary knowledge - Grammar	Adjectival agreement & regular verb 'practicar' <ul style="list-style-type: none"> When saying you play a sport in Spanish, the verb PRACTICAR is normally used. Conjugated according to who is doing the action and followed directly by the sport, often without the need for a definite article. Exploring the present tense conjugation of the verb PRACTICAR and understanding better the adjectival changes required in the sporting professions depending on whether they are male/female. 	Recycling and consolidation of the language learning skills connected to recognising and categorizing nouns, verbs and adjectives.
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Vocabulary

Las Olimpiadas



Las Olimpiadas



el boxeo



el salto de trampolín



el atletismo



la equitación



el ciclismo



la esgrima



el tiro con arco



El remo



la natación

LANGUAGE ANGELS

Spanish	English	Spanish	English
La Segunda Guerra Mundial	The Second World War	Francés	French
Inglaterra	England	Italiano	Italian
Francia	France	Alemán	German
Italia	Italy	Polaco	Polish
Alemania	Germany	Checoslovaco	Czechoslovakian
Polonia	Poland	Querido papá	Dear dad
Checoslovaquia	Czechoslovakia	Querida mamá	Dear mum
Los Estados Unidos	The United States (of America)	Queridos padres	Dear parents
En Inglaterra se habla...	In England you speak..	¡Hola!	Hi!
En Francia se habla...	In France you speak...	¿Cómo estás?	How are you?

			En Italia se habla....	In Italy you speak....	Estoy muy bien	I am very well																																		
			En Alemania se habla....	In Germany you speak....	Estoy muy mal	I am not very well																																		
			En Polonia se habla....	In Poland you speak..	Vivo en el campo.	I live in the countryside																																		
			En Checoslovaquia se habla....	In Czechoslovakia you speak...	Vivo en la ciudad	I live in the city																																		
			En los Estados Unidos se habla....	In the United States (of America) you speak...	La vida en el campo es..	Life in the country side is..																																		
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<p>Texts</p> <p>May be used within the lesson, or across the curriculum,</p>	<p>“Soccer is Fun / El futbol Soccer es divertido” by Calee M. Lee</p>	<p>“La Segunda Guerra Mundial” by Erica Carracedo</p>
<p>Enhancements and links</p> <p>Exceeding the National Curriculum</p>	<p><u>Curriculum Links</u></p> <ul style="list-style-type: none"> ▪ Olympics (Link to summer Olympics and sports day) ▪ World War II - The Battle for Britain and Beyond, incl. WWII in Humanities in Term 6 <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>	