



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.

Aims

In line with the National Curriculum for Spanish it is our aim to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied

Key Learning Intentions (Skills)

Throughout each unit, the objectives for attainment in the core strands of reading, writing, speaking and listening will be delivered.

Listening	Speaking	Reading	Writing
Learn to listen to longer passages and understand more of what we hear by picking out key words and	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in	Read aloud short pieces of text applying knowledge learnt from ' Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where



phrases covered in current and previous units.	the units and incorporate a negative reply if and when required.	read in the foreign language when it is based on familiar language.	appropriate. EG: My name, where I live and my age. • Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'
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Autumn 1	Presenting Myself		
Character Culture Creativity Challenge	Prior Learning This unit is most suitable for language learners who have already completed a variety of units from the Year 3 curriculum modules. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). This module starts the teaching of Year 4.		
	Key Learning Intentions (Knowledge) To... • Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked. • Ask somebody their name in Spanish and reply when asked. • Recall the numbers 1-10 and count from 11-20 in Spanish. • Ask somebody how old they are in Spanish and reply when asked. • Ask somebody where they live in Spanish and reply when asked. • Express their nationality in Spanish and understand basic gender agreement rules.		Key Vocabulary Simple greetings Numbers 1-10 Name, age, nationality
	Overview of outcomes In this unit pupils will learn how to: understand and use set phrases to describe themselves and ask others for simple information in return in Spanish, understand numbers 1-20, count, and use the numbers out of sequence in Spanish, describe their nationality in Spanish and use the correct pronunciation and spelling changes for gender.		
	Milestones of Learning		
	Presenting Myself	In this lesson pupils will consolidate basic greetings and learn how to further present themselves by asking and answering questions in Spanish.	
	Introductions	In this lesson pupils will learn how to ask and answer the question ¿Cómo te llamas? (What is your name?) in Spanish.	
	Numbers	In this lesson pupils will learn numbers 11-20 and be able to count from 1-20 in Spanish.	
	Numbers Consolidation and age	In this lesson pupils will consolidate knowledge of numbers 1-20 in Spanish and learn how to ask and answer the question ¿Cuántos años tienes? (How old are you?).	



	Adjectival Agreements and where do you live?	In this lesson pupils will learn how to ask and answer the question ¿Dónde vives? (Where do you live?), as well as learn the basics of adjectival agreement in Spanish.
	Assessment	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment

Autumn 2	My Family	
Character Culture Creativity Challenge	Prior Learning This unit is most suitable for language learners who have already completed a variety of units from the Year 3 curriculum modules. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). This module follows 'Presenting Myself'.	
	Key Learning Intentions (Knowledge) To... - State the members, names and various ages of either their own or a fictional family in Spanish. - Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. - Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. - Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).	Key Vocabulary Family Numbers to 100 Possessive adjectives 'mi' and 'mis' Two high frequency verbs - llamarse (to be called) and tener (to have).
	Overview of outcomes In this unit pupils will learn how to: revisit the language covered in the 'Presenting Myself' unit, give the words for family members in Spanish and what relation they are, ages and names, use the verb 'I am called' (llamarse), recognise numbers 1-100 in Spanish and describe how old various family members are.	
	Milestones of Learning	
	Family	In this lesson pupils will revise the vocabulary previously taught in the 'Presenting Myself' unit and to learn how to say the various nouns for family members in Spanish.
	Family and possessive adjectives	In this lesson pupils will continue to consolidate the nouns and definite articles/determiners for members of the family in Spanish and to learn how to



		use the possessive adjective 'my' in Spanish with increasing accuracy and understanding.
	Siblings	In this lesson pupils will be introduced the language required to ask and answer the target question: ¿Tienes hermanos? (Do you have any siblings?)
	1 st Person/3 rd Person	In this lesson, pupils will consolidate the previously learnt language and introduce the question ¿Cómo se llama? (what is he/she called) and learn how to ask the question but also to formulate the answer by moving from 1st person singular (me llamo) to 3rd person singular (se llama).
	Numbers to 100	In this lesson, pupils will learn how to say and recognise numbers 1-100 in Spanish and Children move from the 1st person singular conjugation of the verb tener (to have) to the 3rd person singular form to be able to ask and answer the target question for the week: '¿Cuántos años tiene...?' (How old is...?)
	Assessment	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment



Spring 1	The Classroom	
Character Culture Creativity Challenge	Prior Learning This unit is most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Pupils need to complete ‘Presenting my Family’ and ‘My Family’.	
	Key Learning Intentions (Knowledge) To... - Remember and recall 12 classroom objects with their indefinite article. - Replace an indefinite article with a possessive adjective. - Say and write what they have and do not have in their pencil case.	Key Vocabulary 12 classroom objects Pencil case objects Possessive adjectives and indefinite articles.
	Overview of outcomes In this unit, pupils will learn how to repeat, remember and attempt to spell most of the 12 classroom objects in Spanish with their correct indefinite article/determiner, to change the word for ‘a’ before a classroom object to the correct word for ‘my’ when I am shown a few examples first and reminded what the options are and to recall in spoken and written form what I have and do not have in my pencil case.	
	Milestones of Learning	
	Classroom Objects	In this lesson pupils will be to introduce the nouns and articles/determiners for six common classroom objects.
	Classroom Objects	In this lesson pupils will learn a further six classroom object nouns with their indefinite articles/determiners (one in plural form) whilst recycling and consolidating the six nouns from last week so that by the end of the unit these can be used to describe what pupils have and do not have in their pencil cases.
	Classroom Objects	In this lesson pupils will learn the question ‘¿Qué tienes en tu estuche?’ and have the knowledge and skills in Spanish to formulate an answer using the structure ‘En mi estuche tengo...’ both in spoken (role-play) and written form.
	Possessive Adjectives ‘mi’ and ‘mis’	In this lesson pupils will consolidate the previously learnt language and introduce the possessive adjectives ‘mi’ and ‘mis’ in Spanish, thus moving from using the indefinite article/determiner with the classroom object nouns to the possessive adjectives to allow for more personalised responses.



	Negative Structures	In this lesson pupils will learn how to use the negative structure 'No tengo...' (I do not have) in Spanish so that pupils will be able to produce in spoken and written form a more detailed description of what they have and do not have in their pencil cases.
	Assessment	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment

Spring 2	At the Cafe	
Character Culture Creativity Challenge	Prior Learning This unit is most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: <i>Presenting Myself</i> .	
	Key Learning Intentions (Knowledge) To... - Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. - To understand better how to change a singular noun to plural form. - Perform a short role-play ordering what they would like to eat and drink.	Key Vocabulary Food, snacks and drinks Ordering food in a café Plurals
	Overview of outcomes In this unit, pupils will learn how to spell most of the items typically offered in a Spanish cafetería with their correct article/determiner, to change a singular noun to a plural noun in Spanish, to ask for items to eat and items to drink in a cafeteria.	
	Milestones of Learning	
	Food and Drink	To start the unit and introduce the ten masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a Spanish cafetería.
	Cafés	In this lesson pupils will learn how to develop a bank of vocabulary for the unit by introducing a further ten feminine nouns with the indefinite article/determiner for popular food and drink typically offered in a Spanish cafetería.



	Cafés and ordering food	In this lesson pupils will revise and consolidate all the foods/snacks and drinks and learn the transactional language required to order what you would like to eat and drink in the cafetería.
	Cafés and ordering food	In this lesson pupils will consolidate the previously learnt vocabulary and expand by learning how to ask for the bill and how to say thank you and goodbye in Spanish.
	Cultural Understanding	In this lesson pupils will understand Spanish currency better, improving cultural understanding, and using mathematical knowledge to calculate a bill in a Spanish cafetería.
	Assessment	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment



Summer 1	What is the Weather?	
Character Culture Creativity Challenge	Prior Learning This unit is most suitable for language learners who have already completed a variety of units from the Early Language teaching type. Pupils should be able to recall a range of core vocabulary in the foreign language (colours, numbers, basic greetings, reply to/ask simple questions) and should be beginning to grasp basic grammar concepts (gender, determiners, and plurality). Prior to this unit it is highly recommended to teach: <i>Presenting Myself</i> .	
	Key Learning Intentions (Knowledge) To... • Repeat and recognise the vocabulary for weather in Spanish. • Ask and say what the weather is like today. • Create a Spanish weather map. • Describe the weather in different regions of Spain using a weather map with symbols.	Key Vocabulary Weather Regions of Spain Map of Spain Weather reports Days of the week
	Overview of outcomes In this unit, pupils will learn how to pronounce weather vocabulary and spell phrases, ask what the weather is like in Spanish and reply and read a Spanish weather map.	
	Milestones of Learning	
	Weather	In this lesson, pupils will be introduced to ¿Qué tiempo hace? ('what is the weather like today?') and start the new vocabulary connected to the weather in Spanish.
	Weather	In this lesson pupils will learn how to consolidate weather vocabulary
	Weather Reports	In this lesson, pupils will learn how to use new language in a listening exercise integrating weather and days of the week.
	Weather Maps	In this lesson, pupils will learn how to read a weather map and describe the weather in different parts of Spain.
	Weather Reports	In this lesson, pupils will learn how use all the language learnt in this unit to be Spanish weather presenters!
Assessment	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment	



Summer 2	The Date	
Character Culture Creativity Challenge	Prior Learning 'I am Learning Spanish' module and at least two further modules for example 'Animals' and 'Instruments'.	
	Key Learning Intentions (Knowledge) To...	Key Vocabulary Days of the week Months of the year Numbers 1-31 Birthdays
	• Recognise and recall the 7 days of the week in Spanish. • Recognise and recall the 12 months of the year in Spanish. • Recognise and recall numbers 1-31 in Spanish. • Ask and answer the question '¿Qué fecha es hoy?' (What is the date today?) in Spanish. • Ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish.	
	Overview of outcomes In this unit, pupils will learn how to spell most of the days of the week, the months of the year and numbers 1-31 in Spanish, say the date in Spanish and say the date of my birthday in Spanish.	
	Milestones of Learning	
	Days of the Week	In this lesson, pupils will learn how to recognise, recall and spell the 7 days of the week in Spanish.
	Months of the Year	In this lesson pupils will learn how to recognise, recall and spell the 12 months of the year in Spanish.
	Numbers	In this lesson, pupils will learn how to learn numbers 21-31 and be able to count from 1-31 in Spanish.
	Date	In this lesson, pupils will learn how to apply the knowledge learnt so far in the unit to say the date in full in Spanish.
	Birthdays	In this lesson, pupils will learn how to ask and answer the question ¿Cuándo es tu cumpleaños? (When is your birthday?) in Spanish.
	Assessment	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.