

Modern Foreign Languages- Spanish

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Introducing Spanish	Calendar and Celebrations	Numbers and days of the week	Pets and Animals	Food and Drink	All about me during a Picnic conversation
Enquiry Question	How do people in Spanish speaking countries greet each other?	How can we use Spanish to talk about bonfire night and Christmas?	How can I share my age using my understanding of numbers in Spanish?	How do I talk about pets and animals as part of a conversation about me?	How do I talk about my favourite foods and drinks?	Can I speak confidently to my friends about what I have learned in Spanish?
PD Link	Feelings and emotions in Spanish – daily class ‘check in’ boxes	Cultural awareness and respect Creativity and self –expression	Building confidence speaking in another language whilst sharing personal information. Age as a PC	Respecting differences	Cultural Awareness of world-cuisine Health & Well-being – diet Creativity and self-expression – design a personalised menu	Communication & Listening Skills Respect & Celebrating Differences
Lesson by lesson titles including activities and resources	Lesson 1 Where is Spanish spoken? Phonics through countries – vowel sounds. <i>A – Sorting Spanish speaking countries</i> <i>W- Short sentences on where Spanish is spoken.</i> Lesson 2 How do we describe where someone lives? J, v, h, c. ñ <i>A – Pairs game and sentence translations.</i> Lesson 3 How do you greet someone throughout the day? Phonics –b <i>A – Greetings depending on the time of day – image matching using inference skills.</i> Lesson 4 How do I introduce myself in Spanish? Hard c, m, ll <i>A- Como te llamas?</i> <i>Explanation of more unusual punctuation</i> <i>Role play</i> <i>Comic strip</i> Lesson 5 How do I ask someone how they are and respond to the same question? Phonics y/c Lesson 6 How do I say goodbye in Spanish? Lesson 7- Can I have a brief greetings conversation in Spanish? Assessment piece	Lesson 1 Can I describe the flag colours of a Spanish speaking country? Phonics: r, ó, y, ll, z Main Activity: Labelling flags with colours. Design and describe your own flag. Labelling flags with colours using sentences stems. <i>La/Mi bandera es _____, _____ y _____.</i> Lesson 2 Can I use colours to describe fireworks on Bonfire Night? Phonics: c, g, ue Building colours into simple sentences. <i>Los fuegos artificiales son _____, _____ y _____.</i> Suggested activities: Listening/Reading comprehension with retrieval of key vocab Main Activity: Main Activity: Use image/video alongside sentence stems as writing prompt. Lesson 3 Can I write a simple poem in Spanish about fireworks? Phonics: ll, o, c (hard and soft) Activities: Reading/listening comprehension of a poem – identify known colours and images. Writing using target vocab: Simile poem, haiku poem <i>Los fuegos artificiales son como...</i> Lesson 4 How do Spanish speaking countries celebrate the Día de Muertos (Day of the Dead)?	Lesson 1 Can I count from 1-10 in Spanish <i>A- Song with actions, number bingo, active counting</i> Lesson 2 Can I count from 11-20 in Spanish and work out what 20-30 could be? <i>A- Matching number to Spanish word. Bingo, numbers game</i> Lesson 3 How do I give my age and ask someone their age? <i>A- Role play, asking ages</i> Lesson 4 What are the days of the week in Spanish and how do I order them? <i>A- Song, Basho. Ordering days of the weeks – looking at patterns – name origins</i> Lesson 5 How can I say what day it is today in Spanish? <i>A- Que dia es hoy? Hoy es lunes. Manana es martes.</i> Lesson 6 Can I use numbers, age and days in a short conversation? <i>A- Quiz numbers 1-20 match game</i> <i>Assessment lesson –4 strand plus completed ID cards.</i>	Lesson 1 What are names of common pets in Spanish? <i>A- Los animales song, draw and label pets, provide draw alongs</i> Lesson 2 How do I say whether I have a pet or not? <i>A –Is this a cat? No it is a dog? What is this? Tienes mascotas? Si, tengo mascotas. No, no tengo mascotas. Class survey. Basic tally. Provide each pupil with a pet image. Class survey – bar chart results.</i> Lesson 3 Can I describe my pet using colours? <i>A- Create pet profile. Introduce pet type, name, colour.</i> Lesson 4 Can I use prior number knowledge to explain how many pets I have? <i>A – Cuantos animales tienes? Tengo dos gatos. Tengo tres perros. Match number with images.</i> Lesson 5 Can I describe my pet using colours and size? Full mini conversations with sentence stems practice. Create pet shops .e.g. En mi tienda de mascotas hay seis animales. Un pez, un perro, un gato etc. El pez se llama Nemo. El es naranja y blanco. Lesson 6 Can I confidently talk about pets in a short presentation?	Lesson 1 What is on the menu? Introduce food vocabulary (common food items on a menu) Phonics: vowels, h, ll, j, qu, r Reading & listening comprehension of menu items. Compare different menus; eg. British vs. Spanish, Spanish vs. Cuban Lesson 2 What’s in my kitchen? Drinks and snacks – common drinks and snack vocabulary Phonics: c = th/s (European/Latino), h, qu, ll <i>En mi cocina, hay...</i> - In my kitchen, there is/are... Opportunity to recall numbers in Spanish: <i>En mi cocina, hay tres manzanas.</i> <i>En mi cocina, hay doce huevos.</i> Expressing need (hunger/thirst). I am hungry, I want...<i>Tengo hambre, quiero...</i> I am thirsty, I want...<i>Tengo sed, quiero...</i> Lesson 3 What food do I like to eat throughout my day? Phonics: gu, z Recap times of the day in Spanish. I like (to eat).....<i>Me gusta (comer)</i> For - <i>para</i> Breakfast – <i>el desayuno</i> Lunch – <i>el almuerzo/comida</i> Dinner – <i>la cena</i> Lesson 4 What food do I not like to eat? Phonics: vowels, hard c, i (ee), cu I don’t like (to eat).....<i>No me gusta (comer)</i> Eating in different settings. At a restaurant... <i>En un restaurante</i> At a café... <i>En un café</i> At my home...<i>En mi casa</i>	Lesson 1 Who am I? Phonics: random/targeted recap (teacher’s choice of tricky sounds) To create a mini fact file using prior knowledge from the unit. Name, Age, Birthday, Pets, Favourite colour, Favourite food. Share fact file with whole class/classmate. Lesson 2 Would you like to come to a picnic? Phonics: random/targeted recap Recall of prior learning from the previous units. New vocab – picnic items: Create an invitation with the following information: When? (day, dates, months) Where? (countries, locations) What to bring? Listing & describing picnic items (quantity, colours) Lesson 3 Who might we meet at our picnic? Phonics: random/targeted recap Recall greetings & feelings conversations from Aut 1 unit. Vocab focus: <i>¿Te gustaría un...? - Would you like a...?</i> <i>Me gustaría...</i> - I would like... <i>Por favor</i> – please <i>Gracias</i> – thank you Potential lead-in activities: - Dialogue based reading comprehension to expose

		Activity ideas: - Create a mini fact file Exposure to Día de Muertos vocab (<i>el pan de muerto, las calaveras</i>). - Design and label a poster advertising Día de Muertos. (link with colour vocab and celebration vocab) - Make El pan de muerto (DT link). Lesson 5 Can I describe the colours of Christmas related items? Phonics: á, qu, é, ll <i>estrella, árbol, regalo, bola</i> <i>Qué tienes...?</i> <i>Tengo..</i> Building sentences to describe Christmas related items. Lesson 6 How would I decorate my Christmas tree? Phonics: j, ll, á, r, v Recap vocab from previous lesson Grammar - Prepositions: On (<i>sobre/en</i>), under (<i>bajo</i>), next to (<i>al lado de</i>) Describe your Christmas tree using colour and preposition vocab. <i>La estrella dorada está en el árbol de Navidad.</i> (The gold star is on the Christmas tree.) Assessment piece		Bringing it all together – In my pet shop. Assessment lesson Pupils complete presentations. Present to partners and then to class. 4 strand assessment to complete.	At school... <i>En la escuela</i> At a party... <i>En una fiesta</i> Activities: - Oracy/Listening: Conversation Stations of different settings/scenarios. - Writing/Reading: Filling in dialogue based on image of scenario/setting. Lesson 5 What is my favourite food? Phonics: cu, que, c My favourite food – <i>mi comida favorita</i> <i>¿Cuál es tu comida favorita?</i> - What is your favourite food? <i>Mi comida favorita es...</i> - My favourite food is... DTM: Give a reason why <i>porque es</i> – because it is.. <i>sabrosa</i> - tasty <i>delicioso/rico</i> - delicious <i>dulce</i> - sweet <i>picante</i> – spicy Lesson 6 What would be my perfect menu? Bring it all together – <i>mi menu perfecto</i> <i>Picnic Style lesson??</i> Design and present your perfect menu using vocabulary learnt over the unit. <i>En mi menú perfecto hay...</i> – <i>On my perfect menu there is...</i> Assessment piece.	pupils to different role-play scenarios. - Dialogue based listening comprehension activity to expose pupils to different role-play scenarios. Main Activity: Role-play different picnic scenarios with people from various Spanish and non-Spanish speaking countries. Introduce oneself and exchange information about each other. Recall of prior learning from the year (greetings, feelings, countries, food etc.) Use L1 Who am I? activity to support this. Lesson 4 Let's have a picnic! End of year Spanish picnic themed lesson. Phonics: random/targeted recap Selection of Spanish food to taste at the picnic. Conversational Spanish throughout picnic lesson, using vocab, grammar and knowledge from the year. Use activities from previous lesson in the Sum 2 to support this. Have a selection of Spanish language books for pupils to look through. Spanish background music to immerse pupils in culture/language.
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Opportunities to read, write and do mathematics.	Every lesson should practice sounds and the Spanish alphabet where applicable. Example – numbers 1-10	Applying Spanish phonics skills for spelling and writing. Writing – - punctuation (commas in a list) - Prepositions of place - Composing poem (vocab, features and structure) Reading – retrieval and translation skills.	Numbers 1-20, recognition and sequencing. Simple number puzzles	Sentence building Word class and word order Writing in easy decodable sentences	Applying Spanish phonics skills for spelling and writing. Reading – comprehension skills for understanding layout and vocab of a menu. English - Fronted adverbial of place (At the restaurant, I like to eat...) - Conjunctions to express reason why - Adjectives for taste - Building sentences; simple to complex (adding <i>y</i> and <i>porque</i>) Maths – times of the day to eat	Writing – - Writing for different genres; fact file, invitation, dialogue - Sentence construction of simple and complex sentences. - Applying punctuation rules. - Phonics skills to support spelling - Handwriting expectations. Reading – retrieval and translation skills. Maths – - recap of numbers - Time
End Point (VIPs)	Pupils will be able to: - Use Spanish phonic skills when speaking and writing - Name 5 Spanish speaking countries - Recognise and use basic greetings and farewells in Spanish - Understand when and how people greet each other in Spanish - Describe how they feel - To have a short conversation in Spanish	Pupils will be able to: - Use Spanish phonic skills when speaking and writing - Recognise, say and write some months of the year. - Recognise and recall colour words in Spanish. - Use simple Spanish sentences to describe colours of objects and celebrations. - Begin to use descriptive and creative language (similes, poems) in Spanish. - Understand and talk about cultural celebrations from Spanish-speaking countries. - Show curiosity and respect for traditions different from their own.	Pupils will be able to: - Recall and use numbers 1-20 in Spanish. - Say and ask someone’s age in full sentences - Learn and recall days of the week - Use full sentences in simple conversations - Write simple sentences about age and days of the week	Pupils will be able to: - Recognise familiar words and simple phrases relating to animals - Say which pets they do/don’t have - Write short sentences about their pet using sentence builders - Ask and respond to questions	Pupils will be able to: - Recognise and use familiar words and phrases relating to food and drink. - Express their need for food or drink. - Say which food they like/don’t like. - Ask and respond to questions. - Write short sentences about their favourite food. - Recall some knowledge about food and drink from Spanish speaking countries (one country example).	Pupils will be able to: - Pronounce Spanish sounds. - Recognise and establish common letter strings - Explore the patterns and sounds of language through discussion and practice. - Pronounce ‘hard’ sounds ll , y , h , b , v , ch , ñ , j , g , z Recap year 3 learning using their knowledge and skills to complete accurate summaries and descriptions of themselves.
Prior Knowledge/learning	No previous knowledge taught.	Phonics – vowel sounds, ll, j, v, x, c, h Spanish speaking countries		Colours Numbers	Times of the day in Spanish (<i>mañana, tarde, noche</i>) Numbers	Prior knowledge recapping all units throughout the year.
Misconceptions	- Pronunciation of ‘h’ (silent) and ‘que’. - Question marks can be at the start and the end of sentence. In Spanish, an upside-down question mark (¿) is used at the beginning of a sentence or clause to	Pronunciation of ‘ll, j z, v’ Naranja Amarillo Azul Verde Teachers to be aware of the subject-verb agreement = La bandera (fem.) es roja NOT La bandera es rojo.	Pronunciation of double sound of ‘c’ (cinco, cero). The number ‘uno’ changes to ‘un’ when we talk about age. Pronunciation of the sound ‘j’ (jueves). In Spanish, days of the week are written in lower case – except if it is the first word in a sentence (e.g the date)	Use of grammatical gender and adjectival agreement. Irregular plural rules eg pez to peces instead of just adding s. Pets in different spanish speaking countries will not all be typical. Guinea	Pronunciation of <i>silent h</i> – Saying <i>hay</i> as “<i>hey</i>” or “<i>hi</i>” (should be “eye” - no h sound) Helado as “<i>hel-A-do</i>” instead of “eh-LA-do” Pronunciation of <i>ll</i> - Saying “<i>pah-yella</i>” instead of <i>paella</i> (should be "pa-eh-ya")	Pronunciation of ‘j, g and ll’ - these are sp/sometimes the most challenging sounds. See misconceptions across termly units.

	indicate that a question is following, while a regular question mark (?) is used at the end. This is because Spanish sentence structure can be the same for statements and questions, so the upside-down mark helps clarify the intent.	Highlight and discuss the concept with class but there is no expectation to explicitly teach this grammatical rule at this time.		pigs for example would be food rather than pets in some Andean countries	Saying “<i>POL-o</i>” instead of “<i>POY-o</i>” for <i>pollo- ll</i> as y Pronunciation of <i>j</i> - Saying <i>jugo</i> (juice) as “juh-go” instead of “hoo-go”, jamón (<i>ham</i>) instead of “ha-MON” Pronunciation of <i>que</i> - <i>queso</i> = “kwes-o” instead of “keh-so” Mixing Up “Me gusta” vs “Quiero” <i>Me gusta</i> = expressing enjoyment or like <i>Quiero</i> = expressing need or want Forgetting or mixing up gender of nouns (el / la) Not Matching Articles/Verbs and Plurals: <u>Las bebidas</u> not <u>El bebidas</u> <u>Me gustan</u> <i>las patatas fritas</i> not <u>Me gusta</u> <i>las patatas fritas</i>	
Key Vocabulary	<i>Hola</i> – hello <i>Buenas días</i> – good morning <i>Buenas tardes</i> – good afternoon/evening <i>Buenos noches</i> – good night <i>Muy bien</i> – very good <i>Mal</i> - bad <i>Regular</i> – OK/Not bad <i>Mas o menos</i> - OK <i>Gracias</i> – thank you <i>Adiós</i> – goodbye <i>Hasta luego</i> – see you later <i>Nos vemos</i> – see you <i>Chao</i> - bye <i>¿Qué tal?/ ¿Cómo estás?</i> - how are you? <i>Me llamo...</i> <i>Mi nombre es...</i> <i>Vivo en...</i> <i>Soy de...</i>	<i>Bonfire and Christmas colours</i> <i>De qué color...?</i> <i>Es el..</i> <i>Rojo</i> – red <i>Azul</i> – blue <i>Blanco</i> – white <i>Negro</i> – black <i>Amarillo</i> – yellow <i>Verde</i> – green <i>Naranja</i> – orange <i>Rosa</i> – pink <i>Y</i> - and <i>Los fuegos artificiales</i>– fireworks <i>Los fuegos artificiales son</i>_____, _____ <i>y</i> _____. <i>estrella, árbol, regalo, bola</i> <i>Qué tienes...?</i> <i>Tengo...</i>	<i>Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i> <i>Tengo ... años</i> <i>¿Cuántos años tienes?</i> <i>Lunes</i> – Monday <i>Martes</i> – Tuesday <i>Miércoles</i> – Wednesday <i>Jueves</i> – Thursday <i>Viernes</i> – Friday <i>Sábado</i> – Saturday <i>Domingo</i> – Sunday	<i>Pets</i> - <i>un gato, un ratón, un perro, un conejo, un pez, un pájaro, una tortuga, una cobaya,</i> <i>¿Tienes una mascota?</i> <i>Si tengo ... mascotas</i> <i>No, no tengo mascotas</i> <i>Se llama</i> <i>Tengo/No tengo</i> <i>¿De qué color es tu mascota?</i> <i>Mi mascota es</i>	<i>Desayuno</i> - Breakfast <i>Almuerzo/Comida</i> - Lunch <i>Cena</i> – Dinner <i>Carta/Menú</i> - Menu <i>Bebidas</i> - Drinks <i>Aperitivos</i> – Appetizers/Starters <i>Plato principal</i> - Main course <i>Postre</i> - Dessert <i>Sopa</i> - Soup <i>Ensalada</i> - Salad <i>Acompañamientos</i> - Sides <i>La comida – food</i> <i>*Vocab list can be adapted to class/year group</i> <i>**Vocab to be introduced bit by bit over the unit, 4-5 new words per lesson)</i> <i>El pollo</i> (<i>chicken</i>) <i>El sándwich</i> (<i>sandwich</i>) <i>La ensalada</i> (<i>salad</i>)	<i>Reusing key vocabulary from all the Y3 units (greetings, colours, numbers, pets, food &drink)</i> <i>Hola</i> <i>Jirafa</i> <i>Cobaya</i> <i>Buenos días</i> <i>Violeta</i> <i>Chocolate</i> <i>Girasol</i> <i>Azul</i> <i>Me llamo</i> <i>Años</i> <i>¿Te gustaría un...? - Would you like a...?</i> <i>Me gustaría... - I would like...</i> <i>Por favor</i> – please <i>Gracias</i> – thank you <i>el picnic</i> <i>la cesta de picnic</i> - picnic basket <i>la manta de picnic</i> - picnic blanket <i>la taza</i> - cup <i>la placa</i> - plate <i>la cuchara</i> - spoon <i>la horquilla</i> - fork <i>el cuchillo</i> - knife

					<i>El queso (cheese)</i> <i>Las patatas fritas (chips)</i> <i>La hamburguesa (burger)</i> <i>La paella (rice dish)</i> <i>El chorizo (Spanish style sausage)</i> <i>Las aceitunas (olives)</i> <i>La manzana (apple)</i> <i>El plátano (banana)</i> <i>El chocolate (chocolate)</i> <i>La tarta/el pastel (cake)</i> <i>El helado (ice cream)</i> <i>El agua (water)</i> <i>La leche (milk)</i> <i>El jugo (de naranja) (juice) (orange juice)</i> <i>El café (coffee)</i> <i>El té (tea)</i> <i>La limonada (lemonade)</i> Expressing likes/dislikes I like (to eat).....<i>Me gusta (comer)</i> For - <i>para</i> Breakfast – <i>el desayuno</i> Lunch – <i>el almuerzo/comida</i> Dinner – <i>la cena</i> I don't like (to eat)....<i>No me gusta (comer)</i> <i>Mi comida favorita</i> <i>¿Cuál es tu comida favorita?</i> - What is your favourite food? <i>Mi comida favorita es...</i> - My favourite food is... <i>porque es</i> – because it is.. <i>sabrosa</i> - tasty <i>delicioso/rico</i> - delicious <i>dulce</i> - sweet <i>picante</i> – spicy	
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					<i>En mi menú perfecto hay... – On my perfect menu there is...</i>	
Assessment	Use final lesson piece Assessment 4-strand quiz – speaking, listening, reading, writing.	Use final lesson piece Assessment 4-strand quiz	Assessment 4- strand quiz to include /mi tarjeta de identidad (name, age, favourite colour, day of the week)	My pet shop piece 4 strand quiz	My perfect menu piece (presentation oracy & written) 4 strand quiz assessment	Oracy Assessment – conversational Spanish at a picnic (target questions, key vocab) Answer a question in written form at the picnic (mini question booklet to fill out during/after the picnic – all about me)
Links to other subjects	History –latin roots of linguistics uses both feminine and masculine grammar. Geography – Spanish speaking countries – locate on a map. Link top continents work in geography. Maths- use of data handling to organise countries	Music – Feliz Navidad –performance for Christmas concert. English – poetry- similes- prepositions Grammar- order of word class – noun adjective reversal. DT, Maths – measurement and cooking (Pan de muerto). Geography – countries of the world, flags, maps. Art – use of colour	Maths – number recognition and sequencing. English- sentence structure, vocabulary comparison – spotting cognates and looking at root words (days of the week). Music – songs for learning numbers	Geography – cultural differences in how pets are kept. Maths – surveys of class pets. English – sentence structure, word order, word class.	Maths – times of the day to eat. Science – diet & healthy living. DT – creating a menu.	Maths – times of the day Science – diet & healthy living DT – food and drink discussion Reading – Spanish language books to browse through at the picnic Music – Spanish music to listen to at the picnic
DTM	Tell someone where you live and where you are from as part of the conversation.	To extend their vocabulary knowledge by adding extra adjectives (light blue/ azul claro, dark green/verde oscuro)	Simple calculations, building in daily routines, que dia esy hoy?	Developing sentence structure, word class order. Extended sentences introducing adjectives.	Give reason for your likes/dislike/choice of menu. <i>Mi comida favorita es_____porque es...</i>	Reflect on conversation and compare opinion/choice with another person. <i>Me gustan las naranjas pero a Ana le gustan las manzanas. Me gusta el chocolate pero a Ana le gusta la tarta.</i>

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Personal Information	My Town	Appearance	Family Members	Weather and Seasons	Hobbies
Enquiry Question	How do I share personal details about me in Spanish?	How do I describe where I live?	What is my physical appearance and how do I convey that in Spanish?	How do I tell others about my family and find out about theirs?	How do I describe the 4 seasons and the weather	What do I like to do in my spare time?
PD Link	Friendship (SCARF link) Respect (learning about other cultures and celebrations)	Cultural awareness Empathy Communication Skills	Build self-awareness by describing their own appearance and personality. Develop confidence in expressing themselves in another language. Practice empathy by learning to describe others respectfully.	Encouraging self-identity and cultural awareness through talking about one’s own family. Promoting empathy and respect by learning about different family structures.	Encouraging environmental awareness as pupils explore how weather and seasons affect daily life. Promoting global citizenship by comparing seasonal patterns in different countries.	Encouraging self-expression as pupils talk about their own interests using Spanish phrases like “Me gusta...” and “Mi pasatiempo favorito es...”. Building confidence
Lesson by Lesson Title	Lesson 1 Review phonics lesson Review numbers Lesson 2 I can say “What are you called?” and “I am called...” in Spanish. Begin with recap of greetings. Introducing yourself. <i>“What are you called?” “I am called” “ And you?”</i> <i>Look for video</i> Lesson 3 I can say “What are you called?” and “My name is...” in Spanish. Another way to introduce yourself is... <i>“What is your name?”</i> <i>“My name is ...”</i> Lesson 4 I can ask “Where do you live?” and reply “I live in...” in Spanish. <i>“Where do you live?”</i> <i>“ I live in”</i> Lesson 5 I can say “Where are you from?” and “I am from...” in Spanish. <i>“ Where are you from?”</i> <i>“ I am from”</i> <i>“ And you?”</i> Lesson 6 Assessment lesson I can have a conversation in Spanish, greeting someone, introducing myself, and asking and telling them where I live Lesson 7 I can make a mood board showcasing what I have learnt about Dia de los muertos Dia de los muertos.	Lesson 1: Places in My Town Main Activity: Match Spanish place names (e.g., el parque, la tienda) to pictures and label a town map. Lesson 2: Where Is It? Main Activity: Use a town map and prepositions (e.g., al lado de, enfrente de) to describe where places are. Lesson 3: Giving Directions Main Activity: Role-play giving and following directions using phrases like 'gira a la derecha' and 'sigue recto'. Lesson 4: Where do I live? Main Activity: Say where you live including country/ town/ what type of house. Read responses and complete a grid about who, what and where they live. Lesson 5: Design Your Town Main Activity: Pupils design and label their ideal town using 'hay' and 'no hay' to describe it. Lesson 6: Town Tour Presentation Main Activity: Pupils present their town in Spanish, describing places, directions, and activities.	Lesson 1: ¿Cómo eres? (What do you look like?) Main Activity: Introduce key vocabulary for hair and eye colour using flashcards and a matching game. Pupils describe cartoon characters using “tengo el pelo...” and “tengo los ojos...”. Lesson 2: Colores y Estilos (Colours and Styles) Main Activity: Pupils create a mini booklet describing different hairstyles and colours using adjectives (e.g., largo, corto, rizado, liso). Practice agreement of adjectives in gender and number. Lesson 3: Describimos a nuestros amigos (Describing our friends) Main Activity: Pair work – pupils interview each other and complete a “Guess Who?” style worksheet using full sentences to describe appearance. Lesson 4: Mi monstruo (My monster) Main Activity: Pupils design and draw their own monster, then write 3–5 sentences in Spanish describing its appearance using learned vocabulary. Lesson 5: Juego de descripción (Description Game) Main Activity: Class plays a guessing game where one pupil describes a person or character in Spanish and others guess who it is. Reinforces listening and speaking skills.	Lesson 1: Meet My Family – “Conoce a mi familia” Main Activity: Pupils create a simple family tree using Spanish vocabulary (e.g., madre, padre, hermano, hermana, abuelo, abuela). They label each member with their Spanish title and draw a picture. Lesson 2: Describing Family Members – “Describimos a la familia” Main Activity: Using sentence starters (e.g., Mi madre es..., Mi hermano tiene...), pupils write short descriptions of 2–3 family members, focusing on physical appearance and personality using adjectives. Lesson 3: Talking About Ages – “¿Cuántos años tiene?” Main Activity: Pupils practise asking and answering questions about age using ¿Cuántos años tiene tu...? and Tiene ____ años. They play a matching game with pictures and ages. Lesson 4: Where Do They Live? – “¿Dónde viven?” Main Activity: Pupils learn to say where family members live using Vive en... and practise with a map of Spanish-speaking countries or local towns. They create mini profiles for each family member. Lesson 5: My Family Presentation – “Presento a mi familia” Main Activity: Pupils prepare and deliver a short oral presentation (with visuals) introducing their family in Spanish, using	Lesson 1: ¿Qué tiempo hace? (What’s the weather like?) Main Activity: Weather flashcard matching game — students match Spanish weather phrases (e.g., Hace sol, Llueve) to pictures. Lesson 2: El tiempo hoy (Today’s weather) Main Activity: Weather report role-play — students take turns being the 'weather presenter' using simple sentences to describe today’s weather. Lesson 3: Las estaciones del año (The seasons of the year) Main Activity: Season sorting activity — students categorize weather phrases and images into the correct season (primavera, verano, otoño, invierno). Lesson 4: ¿Qué te gusta hacer en...? (What do you like to do in...?) Main Activity: Sentence building — students create sentences using weather and seasonal activities (e.g., Me gusta nadar en verano). Lesson 5: El clima en diferentes países (Weather in different countries) Main Activity: Weather map exploration — students look at a map and describe the weather in different countries using simple phrases. Lesson 6: Canción del clima (Weather song)	Lesson 1: ¿Qué te gusta hacer? (What do you like to do?) Main Activity: Pupils match pictures of hobbies to Spanish phrases like 'Me gusta bailar' or 'Me gusta leer'. Lesson 2: Verbos de Pasatiempos (Hobby Verbs) Main Activity: Pupils act out hobbies while others guess using verbs like 'jugar', 'leer', 'cantar'. Lesson 3: ¿Con quién y cuándo? (With whom and when?) Main Activity: Pupils create sentences using time and people phrases, e.g., 'Juego al fútbol con mi amigo los sábados'. Lesson 4: Mis Pasatiempos Favoritos (My Favourite Hobbies) Main Activity: Pupils create a mini poster about their favourite hobbies using full Spanish sentences. Lesson 5: Encuesta de Pasatiempos (Hobby Survey) Main Activity: Pupils conduct a class survey in Spanish asking '¿Te gusta...?' and record responses. Lesson 6: Presentación de Pasatiempos (Hobby Presentation) Main Activity: Pupils prepare and present a short talk about their

	Primary Language Network seasonal special lesson		Lesson 6 – Apply learning taught. Los vikingos (Vikings (Language Angels) Describe my appearance as a Viking. Apply language of appearance to a Viking context -	vocabulary and sentence structures from previous lessons.	Main Activity: Learn and sing a simple Spanish weather song to reinforce vocabulary and pronunciation. Lesson 7: Mi estación favorita (My favourite season) Main Activity: Mini poster creation — students design a poster about their favourite season, including weather phrases and seasonal activities in Spanish.	hobbies using vocabulary and structures learned.
Opportunities to read, write and do mathematics.	Every lesson should practice sounds and the Spanish alphabet where applicable. Continue this in Year 4 so numbers are extremely well embedded. Recite basic timetables in Spanish. Work out distance from Bradford to Spain, other Spanish speaking areas in m/km Play counting game	Reading Instructions and Signs Use realia or mock-ups of Spanish signs (e.g., “Salida”, “Biblioteca”) and ask students to read and interpret them.	Reading Simple Spanish texts or dialogues to identify descriptive language. Maths Use numbers to describe age or count features (e.g., “Tiene dos ojos”). Incorporate symmetry and shapes when drawing and describing monsters.	Reading: Read short Spanish texts or dialogues about families. Match sentences to pictures of family members. Writing: Write simple sentences and short paragraphs about their own family. Fill in missing words in family-related sentences. Maths: Use ages to practise number recognition and sequencing in Spanish. Solve simple word problems involving Ages (e.g., “If mamá is 35 and papá is 37, who is older?”).	Reading Reading simple Spanish weather reports and season descriptions. Matching written phrases to images (e.g., Hace frío with a snowy scene). Writing Writing short sentences about the weather and seasons (e.g., En invierno hace frío). Creating mini weather diaries using Spanish vocabulary. Maths Using calendars to identify months and seasons. Interpreting simple weather data (e.g., tallying sunny vs. rainy days). Comparing temperatures using Spanish number vocabulary.	Reading: Read short hobby descriptions and match to images. Writing: Write sentences about personal hobbies using 'Me gusta' and verbs. Maths: Create bar charts from class hobby survey data and label in Spanish.
End Point (VIPs)	Pupils will be able to: -Introduce themselves to a Spanish speaking person and reply with their own name. -They will be able to ask where you are from and say where they are from.	Pupils will be able to: -Recognise and recall vocabulary for common places in a town (e.g., <i>el parque, la tienda, la escuela</i>). -Understand and use simple prepositions to describe the location of places (e.g., <i>al lado de, enfrente de</i>). -Ask and answer questions about where places are using phrases like <i>¿Dónde está...?</i> and respond with <i>Está....</i> -Give and follow simple directions in Spanish using imperative verbs (e.g., <i>gira a la derecha, sigue recto</i>). -Create and present a simple description of an imaginary or real town using learned vocabulary and structures.	Pupils will be able to: -Use full sentences to describe someone’s appearance (hair, eyes, size) -Apply correct adjective agreement in gender and number -Confidently speak and write short descriptions in Spanish	Pupils will be able to: -Confidently introduce and describe their family in Spanish using key vocabulary and sentence structures. -They will be able to talk about family members’ names, ages, where they live, and describe their appearance and personality. -Demonstrate their learning through a short oral presentation supported by visuals.	Pupils will be able to: - Confidently name and describe the four seasons in Spanish. - Use key weather phrases to describe current and seasonal weather. - Express simple preferences and activities related to different seasons. - Present a short spoken or written piece about their favourite season using learned vocabulary.	Pupils will be able to: -Talk about their hobbies, express preferences -Understand others' hobbies using key Spanish vocabulary and sentence structures.

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Prior Knowledge	Greetings Colours Introducing themselves in Sapnish	Basic greetings and introductions in Spanish Familiarity with classroom instructions and simple classroom objects Understanding of gendered nouns (<i>el/la</i>) and basic sentence structure Ability to count and use simple adjectives (e.g., <i>grande, pequeño</i>)	Use numbers to describe age or count features (e.g., “Tiene dos ojos”).	Basic Spanish greetings and introductions (e.g., Me llamo..., Tengo... años). Numbers 1–40 in Spanish.	Before starting this topic, pupils should: - Know basic Spanish greetings and sentence structures (e.g., Me gusta, Hace). - Be familiar with numbers 1–20 in Spanish. - Understand basic calendar concepts (months, days, seasons) in English. - Have experience matching words to images and using simple sentence frames.	- Basic sentence structure in English. - Familiarity with expressing likes and dislikes. - Some exposure to Spanish greetings and simple verbs																												
Misconceptions	V prounouced as “b”	Assuming all nouns use the same article (e.g., using <i>el</i> for all nouns) Confusing <i>hay</i> (there is/are) with <i>está</i> (is located) Using English word order in Spanish sentences	Word order: Placing adjectives before nouns (e.g., azules ojos instead of ojos azules) Mixing up “ser” and “tener”: Using es instead of tiene for hair/eyes	Pupils may forget to match adjectives with the gender of the noun (e.g., Mi madre es alto instead of alta). Pupils might mix up similar-sounding words like tío (uncle) and tía (aunt), or hermano (brother) and hermana (sister).	Confusing “Hace calor” (It’s hot) with “Está caliente” (It’s hot to the touch — not used for weather).	Confusing verb conjugations (e.g., 'juego' vs. 'jugar'). - Using English word order in Spanish sentences.																												
Key Vocabulary	<i>Greetings (same as yr 3)</i> <i>Introductions:</i> <i>¿Cómo te llamas? – What are you called?</i> <i>Me llamo – I am called</i> <i>¿Cuál es tu nombre? – What is your name?</i> <i>Mi nombre es - My name is</i> <i>¿Dónde vives? – Where do you live?</i> <i>Vivo en – I live in</i> <i>¿De dónde eres? – Where are you from?</i> <i>Soy de – I am from</i> <i>¿Y usted? – And you?</i>	<i>¿Cuántos años tienes?</i> <i>Tengo ... años</i> <i>Vivo en. . .</i> <i>Days of the week</i> <i>Numbers 1- 31</i> <i>Months of the year</i>	<i>Los ojos</i> <i>El pelo</i> <i>Adjectives- largo, corto, ondulado, rizado, liso, alto, bajo</i> Hair <table><thead><tr><th>English</th><th>Spanish</th></tr></thead><tbody><tr><td>I have... hair</td><td>Tengo el pelo...</td></tr><tr><td>blond</td><td>rubio</td></tr><tr><td>black</td><td>moreno</td></tr><tr><td>brown (for hair)</td><td>castaño</td></tr><tr><td>grey</td><td>gris</td></tr><tr><td>I have red/ginger hair</td><td>Soy pelirrojo/a</td></tr><tr><td>long</td><td>largo</td></tr><tr><td>short</td><td>corto</td></tr><tr><td>I have medium-length hair</td><td>No tengo el pelo ni largo ni corto</td></tr><tr><td>straight</td><td>liso</td></tr><tr><td>curly</td><td>rizado</td></tr><tr><td>wavy</td><td>ondulado</td></tr></tbody></table> Eyes and Face <table><thead><tr><th>English</th><th>Spanish</th></tr></thead></table>	English	Spanish	I have... hair	Tengo el pelo...	blond	rubio	black	moreno	brown (for hair)	castaño	grey	gris	I have red/ginger hair	Soy pelirrojo/a	long	largo	short	corto	I have medium-length hair	No tengo el pelo ni largo ni corto	straight	liso	curly	rizado	wavy	ondulado	English	Spanish	<i>el padre, la madre, el hermano, la hermana, el abuelo, la abuela, el tío, la tía, el primo, la prima, el hermanastro, la hermanastra, el padrastro, la madrastra.</i> ¿Cuántas personas hay en tu familia? En mi familia hay ... personas Se llama	Hace sol – It’s sunny Llueve – It’s raining Hace viento – It’s windy Hace frío – It’s cold Hace calor – It’s hot Está nublado – It’s cloudy Nieva – It’s snowing Hay tormenta – There’s a storm Hay niebla – It’s foggy El pronóstico – The forecast La primavera – Spring El verano – Summer El otoño – Autumn El invierno – Winter	<i>Hobbies- Bailar, nadar, jugar al fútbol, comer en un resturante, leer, ver la tele, ir al parque.</i> <i>Me gusta</i> <i>No me gusta</i> <i>Me encanta</i> <i>Odio</i>
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			I have... eyes blue green brown (for eyes) I have plaits I have a scar I have a beard Tengo los ojos... azules verdes marrones Llevo trenzas Tengo una cicatriz Tengo barba Describing Others English Spanish He/She is called... Se llama... He/She is... Es... He/She has... Tiene...			
Assessment	Assessment lesson 6. Children hold conversation with partner with key vocabulary displayed as a scaffold	Create a Town Display Pupils design a poster, model, or digital map of their town. Include labeled places (e.g., <i>el parque, la tienda</i>) and short sentences (e.g., <i>En mi pueblo hay una biblioteca</i>).	Pupils create a simple drawing or character or Viking with distinct features (e.g. pelo largo y rubio, ojos azules, lleva gafas). They write a short description in Spanish of their character’s appearance. Pupils take turns reading their description aloud (or the teacher reads it for them). The rest of the class listens and tries to match the description to the correct drawing. Pupils earn points for correct guesses and clear, accurate descriptions.	Family Fiesta: Pupils take part in a celebration-style event where they present their family in Spanish. They can create posters, perform short role-plays, or sing a family-themed Spanish song. This engaging activity allows pupils to showcase their learning in a fun and creative way.	Assessment Opportunity: “El Tiempo Show!” Objective: To assess pupils’ ability to use Spanish weather and season vocabulary accurately, speak in full sentences, and demonstrate understanding through creative expression. Main Activity: Weather Forecast Role-Play - Pupils work in pairs or small groups to create and perform a short Spanish weather forecast. - Include greetings, weather descriptions, and a sentence about their favourite season. - Use props, visuals, or costumes to enhance the presentation. Assessment Criteria: - Use of correct weather and season vocabulary. - Clear pronunciation and fluency. - Creativity and engagement. - Use of full sentences and personal expression.	Pupils create a 'Mi Pasatiempo' booklet or poster including: - Introduction with name and favourite hobby - Drawings and labels of hobbies - Survey results from classmates - A short written paragraph about their hobbies They present their work to a partner or group to assess speaking and listening.
Links to other subjects	History –latin roots of linguistics uses both feminine and masculine grammar – (revisit)	Geography Map Skills: Use maps of Spanish-speaking towns to practice	History – Vikings link PSHE (Personal, Social, Health and Economic Education)	PSHE (Personal, Social, Health and Economic Education) Explore family diversity and respectful relationships.	Science	PE:

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	Geography- knowledge of other cities/countries Vivo en...	compass directions and landmarks. Comparative Study: Compare a UK town with a Spanish-speaking town (e.g., Bradford vs. Seville). PSHE Community and Belonging: Discuss what makes a community and how towns support people’s needs. Respect for Cultures: Explore how towns in different countries reflect cultural values and traditions.	Self-identity and self-esteem: Pupils describe themselves positively and celebrate differences. Respect and empathy: Learning to describe others respectfully supports inclusive attitudes. Art and Design Pupils can draw self-portraits or create character illustrations based on Spanish descriptions. Explore colour vocabulary and facial features through creative tasks. English Reinforces descriptive writing skills and adjective use. Compare sentence structure in English and Spanish to build grammar awareness. Maths Use measuring activities (e.g. height comparisons) to link physical descriptions with data handling. Create bar charts showing eye or hair colour in the class.	Discuss roles and responsibilities within families. Promote empathy and understanding of different family structures. English Use descriptive writing to create character profiles of family members. Compare sentence structure and vocabulary between English and Spanish. Science (Biology) Link to inheritance and traits (e.g. eye colour, hair type). Discuss how family members may share physical characteristics.	Learning how weather is formed through natural processes like evaporation, condensation, and precipitation. Labeling the water cycle in Spanish and English. Geography Exploring how weather and seasons vary in different parts of the world, especially in Spanish-speaking countries. Comparing climates in Spain, Mexico, and Argentina. Art Creating seasonal artwork or weather-themed posters using Spanish vocabulary. Designing a four-season wheel or collage with Spanish labels.	Linking physical hobbies like sports. Art: Creating posters and visual representations of hobbies. Maths: Data handling with hobby surveys.
DTM		Role play with partner You are a tourist visiting a Spanish-speaking town for the first time. You’ve lost your map and need help finding your way to three important places: the library, the park, and the supermarket. You must ask for directions, understand responses, and describe what you see along the way — all in Spanish!	Apply to a historical topic of interest – Vikings	Create a family tree and label/ describe each person.	Pupils create and describe an imaginary place with its own unique weather and seasons — using Spanish vocabulary.	<i>Create your perfect weekend timetable filled with 3 or 4 of your hobbies. Short sentences in spanish describing what you will do.</i>

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Food – going to a supermarket	Clothes	Musical Instruments	My home	At School	Places of interest – the beach
Enquiry Question	How can I use Spanish to shop for food in a supermarket?	How can I describe what I wear in Spanish?	¿Qué instrumento tocas tú?" (What instrument do you play?)	What do I like about my home? What are the different rooms in my home?	How can I talk about what I study and when, in Spanish?	"¿Qué hay en un lugar especial?" (What is in a special place?)

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PD Link	Learning and naming different foods support discussions about healthy vs unhealthy foods. Encourages awareness of balanced diets and making informed choices about nutrition.	Talking about clothes lets children think about <i>how what we wear expresses who we are</i>. Link to confidence and individuality: “We can describe ourselves in Spanish and celebrate our own style.	Using new language in role play builds communication skills, active listening and confidence. Talking about what they play or enjoy builds a sense of self-awareness and individuality.	Learning about how homes are different across the world and within different cultures (e.g., flats, rural houses, large families, shared housing). Learning about how some people may live in flats, caravans, or with extended family).	Pupils reflect on <i>their own learning preferences and interests</i> when expressing opinions about school subjects (<i>Me gusta las matemáticas / No me gusta la historia</i>). Speaking and presenting in Spanish helps overcome nerves, strengthening communication and performance skills	Pupils explore how towns and cities in Spanish-speaking countries may look different or like their own. Encourages open-mindedness and respect for other cultures, traditions, and lifestyles. Community & Belonging Comparing places in their own town (e.g. Bradford) with imagined or real places in Spanish-speaking countries helps children reflect on what makes a community special.										
Lesson by Lesson Title	Lesson 1 - Pupils will learn to name and pronounce 6–8 key food items found in a supermarket in Spanish. They will listen to, repeat, and label each item with its correct Spanish name. Phonics: a, e, ch, ll Lesson 2 Can I use simple phrases to ask for food items in a supermarket? <i>¿Puedo tener...? / Quisiera... Can I have? / I would like</i> Phonics: rr, j Lesson 3 Can I use simple phrases to ask for food items in a supermarket? Phonics: ch, h Lesson 4 Can I say and understand prices in pounds and use numbers 1–20 in context and recap food from previous lessons ¿Cuánto cuesta? – How much does it cost? Cuesta... libras. – It costs... pounds. Lesson 5 <i>Can you create a shopping list of food items for a family shop.</i> Phonics: ‘ne’ and ‘le’ endings	Lesson 1 In this lesson pupils will learn how to recognise, recall and spell 10 different items of clothing with their indefinite articles/determiners in the foreign language Phonics Focus : v making the b sound Lesson 2 In this lesson pupils will learn how to recognise, recall and spell a further 5 different items of clothing with their indefinite articles/determiners in the foreign language. Lesson 3 In this lesson pupils will learn how to describe what they are wearing by colour in the foreign language using 10 common colours and the structure 'I wear/I'm wearing' with the conjunction 'and'. If required, there is an optional PowerPoint dedicated to the conjugation of the verb 'llevar'. Lesson 4 In this lesson pupils will learn more about the changes involved in adjectival agreement in	Lesson 1 Recognise and name 6–10 musical instruments in Spanish using the correct definite article. Vocabulary: el piano, la guitarra, el violín, el clarinete, la batería, los címbalos Grammar Focus: Nouns + definite articles (el/la/los) Phonics Focus: - RR (guitarra) - Accent awareness (batería, címbalos) - CH, LL, Ñ introduction Lesson 2 Using gender and articles Can I categorise instruments by gender and plurality using el, la, los. Vocabulary Revision + New: el saxofón, la trompeta, los platillos	Lesson 1 In this lesson pupils will learn how to say in the foreign language whether they live in a house or an apartment and where they live based on a choice of five different locations. Lesson 2 In this lesson pupils will consolidate the language taught last lesson and will progress to learning how to recognise, recall and spell five different rooms in the house in the foreign language. Lesson 3 In this lesson pupils will learn how to recognise, recall and spell a further five different rooms in the house in the foreign language. Lesson 4 In this lesson pupils will revisit negative structures in the foreign language to allow them to say which rooms they do not have in their houses. Lesson 5 In this lesson pupils will be encouraged to put all their new language into context	Lesson 1 In this lesson pupils will learn how to recognise, recall and spell ten different school subjects with the correct definite article/determiner in the foreign language. They will also learn how to conjugate the verb ‘to study’ in first person singular so they can say which subjects they study at school. Lesson 2 In this lesson pupils will consolidate all vocabulary taught in the previous lesson and progress to learning how to give an opinion in both positive and negative form about each school subject in the foreign language. Lesson 3 In this lesson pupils will consolidate numbers 1-12 and will progress to learning how to say what the time is by the hour in the foreign language. Lesson 4 In this lesson pupils will extend their sentences in the foreign language by learning how to say at what time they study each subject.	Lesson 1 What’s in the town? ¿Qué hay en el pueblo? Children can Learn basic vocabulary for places and use <i>hay / no hay</i>. <table><thead><tr><th>Spanish</th><th>English</th></tr></thead><tbody><tr><td>Hay un mercado.</td><td>There is a market.</td></tr><tr><td>No hay un museo.</td><td>There isn’t a museum.</td></tr><tr><td>Hay una tienda.</td><td>There is a shop.</td></tr><tr><td>Hay una cafetería.</td><td>There is a café.</td></tr></tbody></table> Phonics focus: - Silent h in <i>hay</i> - Stress on syllables: <i>su-per-mer-ca-do, ca-fe-te-rí-a</i> - c = "th" (Spain) or "s" Lesson 2 Describing the Places Children can use simple adjectives to describe the places.	Spanish	English	Hay un mercado.	There is a market.	No hay un museo.	There isn’t a museum.	Hay una tienda.	There is a shop.	Hay una cafetería.	There is a café.
Spanish	English															
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	Lesson 6 Can apply vocabulary and sentence structures in a real-world scenario. Puedo tener...? – <i>Can I have...?</i> → e.g. ¿Puedo tener el queso, por favor? Quisiera... – <i>I would like...</i> → e.g. Quisiera el helado, por favor. ¿Cuánto cuesta? – <i>How much does it cost?</i> Gracias. – <i>Thank you.</i> Adiós. – <i>Goodbye.</i> Hola, ¿en qué puedo ayudarte? – <i>Hello, how can I help you?</i> Aquí tienes. – <i>Here you go.</i> Cuesta dos libras. – <i>It costs two pounds.</i> (Change number depending on item.) ¿Algo más? – <i>Anything else?</i> Gracias. Que tengas un buen día. – <i>Thank you. Have a nice day.</i>	the foreign language when describing items of clothing by colour Lesson 5 In this lesson pupils will integrate everything they have learnt so far to describe what they wear in 4 different scenarios in the foreign language: at school, at home, in summer and in winter. Lesson 6 (Continuation of lesson 5) In this lesson pupils will integrate everything they have learnt so far to describe what they wear in 4 different scenarios in the foreign language: at school, at home, in summer and in winter. Lesson 7 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.	Grammar Focus: Definite articles & gender (masculine/feminine/plural) Phonics Focus: - Ñ - Emphasis on RR and vowel accents Lesson 3 Introducing the verb ‘Tocar’ (To play) Can I Say “I play” + instrument using toco + el/la/los + noun. Target Phrase: Toco la guitarra. / Toco el piano. / Toco los címbalos. Grammar Focus: Verb <i>tocar</i> in 1st person singular (<i>toco</i>) Intro to sentence structure (no need for “yo”) Phonics Focus: - Review RR and vowel stress (accents) Lesson 4 favourite instruments Can I express opinions using vocabulary for musical instruments. Target Phrases: Mi instrumento favorito es... Me gusta el/la... Grammar Focus: Opinions + definite articles Intro to "gustar" in simple form Phonics Focus: - CH, LL, RR review Lesson 5 To ask and answer questions about which instrument	by integrating it with previously learnt language including personal details. Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.	Lesson 5 In this lesson pupils will further extend their sentences in the foreign language by learning how to say at what time they study each subject and give their opinion on these subjects as well. By the end of the lesson, they will be expected to present a short piece of text in both written and oral form. Lesson 6 In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.	<table><tr><th>Spanish</th><th>English</th></tr><tr><td>El mercado es grande.</td><td>The market is big.</td></tr><tr><td>La tienda es pequeña.</td><td>The shop is small.</td></tr><tr><td>El restaurante es moderno.</td><td>The restaurant is modern.</td></tr><tr><td>La plaza es sucia.</td><td>The plaza is dirty.</td></tr></table> Phonics focus: - Gender endings: -o/-a <i>ll</i> in <i>calle</i> = "y" sound - Emphasis on correct word order: noun + adjective Lesson 3 Where Are They? Children can use <i>En la Calle Mayor hay...</i> and location phrases. <table><tr><th>Spanish</th><th>English</th></tr><tr><td>En la Calle Mayor hay una cafetería.</td><td>On Main Street, there is a café.</td></tr><tr><td>En el centro hay un castillo.</td><td>In the centre, there is a castle.</td></tr><tr><td>A la derecha hay un supermercado.</td><td>On the right, there is a supermarket.</td></tr></table> Phonics focus: <i>rr</i> in <i>restaurante</i>, <i>supermercado</i> <i>z</i> in <i>plaza</i> pronounced "th" or "s" - Linking prepositions clearly in spoken Spanish Lesson 4 Let’s Compare! Children can compare two places using vocabulary and adjectives. <table><tr><th>Spanish</th><th>English</th></tr><tr><td>El parque es más grande que la plaza.</td><td>The park is bigger than the square.</td></tr><tr><td>La cafetería es más moderna</td><td>The café is more modern</td></tr></table>	Spanish	English	El mercado es grande.	The market is big.	La tienda es pequeña.	The shop is small.	El restaurante es moderno.	The restaurant is modern.	La plaza es sucia.	The plaza is dirty.	Spanish	English	En la Calle Mayor hay una cafetería.	On Main Street, there is a café.	En el centro hay un castillo.	In the centre, there is a castle.	A la derecha hay un supermercado.	On the right, there is a supermarket.	Spanish	English	El parque es más grande que la plaza.	The park is bigger than the square.	La cafetería es más moderna	The café is more modern
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			others play using learned vocabulary.				que el restaurante.	than the restaurant.
			Target Phrase:					
			¿Qué instrumento tocas? – What instrument do you play? - Toco el/la... – I play the...					
			Vocabulary Focus (from your 10 core instruments):					
			- el piano - la guitarra - el violín - la flauta - la trompeta - el clarinete - el saxofón - la batería - los címbalos - el triángulo					
			Phonics Focus:					
			- CH (clarinete) - LL (batería) - RR (guitarra) - Accents in batería, címbalos, violín					
			Lesson 6 My dream band – mini performance or poster					
			Can I consolidate all learning and present my dream musical group using only the learned instruments.					
			Vocabulary Focus: Revision of the 10 instruments + <i>toco el/la/los...</i>					
Grammar Focus:								
1st person singular <i>toco</i> - Correct use of definite articles <i>el, la, los</i>								
Phonics Focus:								
Final focus on pronunciation fluency								

	que el restaurante.	than the restaurant.
	Phonics focus:	
	- Word stress: <i>mo-der-na, li-mpio</i> <i>que</i> = pronounced like “keh” - Awareness of rhythm in comparison sentences	
	Lesson 5 My Ideal Town Mi pueblo ideal	
	Can I Say what places you want in your perfect town and describe them.	
	Spanish En mi pueblo ideal hay un museo grande y moderno. En el centro hay una tienda bonita. Phonics focus: A, e,o,r ll,z	English In my ideal town, there is a big and modern museum. In the centre, there is a pretty shop.
	Lesson 6 Town Tour – Presentation & Role Play	
	Can I use all language learned to give a short-spoken description of Bradford	
	Examples to model:	
	Spanish Bienvenidos a mi pueblo. Hay un parque bonito en el centro. A la izquierda hay un castillo antiguo. No hay un museo, pero hay una plaza	English Welcome to my town. There is a pretty park in the centre. On the left there is an old castle. There isn’t a museum, but

			Reviewing previously learned key sounds (RR, CH, accent use)			Moderna. there is a modern Square.
Opportunities to read, write and do mathematics.	In English to write a short dialogue for a role-play.		Read labels and flashcards of the 10 instruments in Spanish. Create a short paragraph about what they and their friends play. In mathematics create and interpret bar graphs or pictograms of survey data.	Use because and adjectives to write sentences. In mathematics addition can be used to count all the rooms in their homes. Pupils can calculate the perimeter and area of a given room. Read a short paragraph and underline the adjectives.	Vocabulary recognition: read and match Spanish subject names to pictures (e.g., <i>las matemáticas, la historia</i>). Sentence comprehension: read short phrases such as <i>Estudio ciencias a las diez</i> and identify what, when, and why. Sentence level: write sentences using <i>estudio + asignatura</i> (e.g., <i>Estudio matemáticas</i>). Numbers: consolidation of 1–12 (and beyond) when saying the time	In writing they can write simple sentences using <i>hay / no hay</i> and adjectives e.g., <i>En mi ciudad hay un castillo grande y antiguo.</i> <i>In mathematics they can</i> Use coordinates to place buildings in a grid (e.g., “What is at B3?”)
End Point (VIPs)	Pupils will be able to: - Name and pronounce key food items found in a supermarket in Spanish. - Use simple phrases to ask for food items in a supermarket? - Use simple phrases to ask for food items in a supermarket. - Can I say and understand prices in pounds and use numbers 1–20 in context and recap food from previous lessons Lesson 5 <i>Can you create a shopping list of food items for a family shop.</i> - Phonics: ‘ne’ and ‘le’ endings Lesson 6 Can apply vocabulary and sentence structures in a real-world scenario.	Pupils will be able to: Clothing Vocabulary - I can recognise, say, and spell up to 15 clothing items in Spanish. - I know how to use the correct article (<i>un, una, unos, unas</i>) with each clothing word. Describing with Colours - I can describe clothes using colour adjectives in Spanish. - I understand that colours change their ending to match the item (e.g., <i>camisa roja, pantalones negros</i>). Building Sentences - I can say and write full sentences using <i>llevo + clothing + colour</i>. - I can use <i>y</i> (and) to join two items together. Real-Life Scenarios - I can explain what I wear in at least 4 situations (e.g., school, party, summer, winter). Cultural Awareness	Pupils will be able to:	Pupils will be able to: - Say if they live in a house or apartment. - Say the types of rooms in their home. - Express the rooms they like and dislike in their homes. - Use ‘porque es’ in a sentence. - Describe the rooms in their homes.	Pupils will be able to: Recognise, recall and spell up to ten school subjects in Spanish with the correct article. Use <i>estudio</i> to say what they study and give opinions using <i>me gusta / no me gusta / porque</i>. Tell the time by the hour and say when they study each subject. Write and present short sentences about their school day in Spanish.	Pupils will be able to:

		- I know that people in Spanish-speaking countries may wear different traditional clothes, and I can talk respectfully about similarities and differences.				
Prior Knowledge	Food names	- I already know some Spanish sounds and can try to read new words. - I know how to use un/una with nouns. - I can say some colours in Spanish. - I can build a short sentence with a verb like <i>tengo</i> or <i>soy</i>. - I know how to use pictures and word cards to help me remember new Spanish words.	Understanding that nouns have genders (masculine/feminine) and use different articles: <i>el / la</i>. Awareness of what a verb is, and that verbs change depending on the subject (e.g. "I play" = <i>toco</i>).	Knowledge of basic nouns and gender (masculine/feminine) Definite/indefinite articles: <i>un, una, el, la</i>.	• Know how to pronounce basic Spanish sounds and recognise familiar word patterns. • Understand and use simple articles (<i>un/una</i>) and some gendered nouns. • Recall some classroom objects or school-related vocabulary from earlier learning. • Know basic numbers 1–12 and simple colour words. • Have experience giving simple opinions (<i>me gusta / no me gusta</i>) from other topics (e.g., food, animals). • Understand how to build short sentences with a verb (e.g., <i>tengo, soy</i>).	Understanding of “hay / no hay” • Pupils should recognise this structure means “there is / there isn’t” phonics knowledge • Core vowel sounds (a, e, i, o, u) • Common Spanish letter-sound rules: <i>ll</i> = <i>y</i>, <i>z</i> = <i>th/s</i>, <i>r</i> = <i>tapped</i>
Misconceptions	Thinking all nouns use “<i>el</i>” or forgetting which gender a noun is. Reading Spanish words with English pronunciation. Adding “<i>s</i>” like in English without adjusting the article.	1. Articles / Gender • Thinking <i>un/una</i> mean “a boy/a girl” instead of masculine/feminine words. • Assuming all clothes are masculine (defaulting to <i>un</i>). • Forgetting that plural forms (<i>unos/unas</i>) are needed for items like <i>pantalones</i> or <i>zapatos</i>. 2. Adjectival Agreement • Believing colour words never change → saying <i>camisa rojo</i> instead of <i>camisa roja</i>. • Forgetting plural agreement → saying <i>pantalones verde</i> instead of <i>pantalones verdes</i>. • Overgeneralising endings (adding <i>-a</i> to all colours, even those that don’t change like <i>azul</i>). 3. Word Order	Children may think they must always say “<i>yo toco</i>” instead of just “<i>toco</i>”. They may mix up masculine and feminine articles: e.g. <i>la piano</i> instead of <i>el piano</i>, or <i>el guitarra</i> instead of <i>la guitarra</i>. Incorrect article usage (el / la / los)	Children may use “<i>es</i>” instead of “<i>hay</i>”. Children confuse <i>es</i> (is) with <i>hay</i> (there is/there are), especially when translating directly from English. Misuse of Definite and Indefinite Articles.	- - Pupils may think articles (<i>el/la/los/las</i>) are chosen at random rather than based on gender and number. - They might forget that <i>las matemáticas</i> and <i>las ciencias</i> are plural. - Confusing <i>el inglés</i> (the subject) with “English” the language used for speaking. - Verb Use - Confusing <i>estudio</i> (“I study”) with <i>soy</i> (“I am”) or <i>tengo</i> (“I have”). - Forgetting that <i>estudio</i> already includes “I”, so they don’t need to add <i>yo</i> every time. - Opinions - Using <i>me gusta</i> without making the noun singular/plural agreement (e.g., <i>me gusta las matemáticas</i> instead of <i>me gustan</i>).	All nouns use “un” Remind pupils about gendered nouns: <i>un supermercado</i>, but <i>una Tienda</i>. Phonics confusion (e.g., “ll” sounds like English “l”, “z” like “z”)

		- Using English word order (<i>rojo camiseta</i>) instead of Spanish (<i>camiseta roja</i>). - Thinking colour always comes first because it does in English. 4. Pronunciation / Spelling - Mispronouncing silent letters (e.g., <i>h</i> in <i>hombre</i> or <i>hoja</i> if extended). - Reading <i>j</i> as English “j” instead of the Spanish “ch/kh” sound (<i>jersey</i>). - Mixing up <i>ll</i> pronunciation in <i>llevo</i>. 5. Meaning / Transfer - Assuming “ropa” means one piece of clothing instead of “clothes” collectively. - Confusing “llevo” with “tengo” (I have) or “soy” (I am). - Thinking “y” is pronounced like English “why” instead of “ee”.			- Forgetting to include <i>porque</i> when giving a reason. Telling the Time - Mixing up <i>Es la una</i> and <i>Son las dos/tres...</i> (singular vs plural hours). - Confusing word order or structure when combining time with subjects (<i>A las dos estudio historia</i>). Pronunciation & Spelling - Mispronouncing Spanish letters based on English phonics (e.g., “j” in <i>inglés</i>, “c” in <i>ciencias</i>). - Forgetting accent marks (<i>inglés</i>, <i>educación física</i>).	
Key Vocabulary	<i>la pasta</i> <i>el helado</i> <i>el queso</i> <i>la carne</i> <i>la leche</i> <i>el agua</i> <i>el pescado</i> <i>el zumo de naranja</i> <i>el marisco</i> <i>el arroz</i> <i>la fruta</i> <i>el chocolate</i> <i>el pollo</i> <i>Me gusta</i> <i>No me gusta</i> <i>Me encanta</i> <i>Odio/Detesto</i> <i>Prefiero</i> <i>Porque es</i>	la ropa clothes llevar to wear un vestido a dress llevo I wear/I'm wearing un jersey a jumpe r y and un abrigo a coat En el colegio... At school... un gorro a beanie En casa... At home... un chándal a tracksuit En verano... In summer... una camisa a shirt En invierno... In winter... una camiseta a T-shirt rojo red una falda a skirt amarillo yellow una chaqueta a jacket azul blue una bufanda a scarf negro black unos pantalones trousers verde green unos pantalones cortos shorts morado purple unas zapatós shoes gris grey				<i>Hay / No hay</i> <i>un mercado</i> <i>una tienda</i> <i>un supermercado</i> <i>un centro comercial</i> <i>una cafetería</i> <i>un restaurante</i> <i>un museo</i> <i>un castillo</i> <i>un parque</i> <i>una plaza</i> Grande/pequeño(a) Moderno(a)/antiguo(a) Limpio(a)/sucio(a) Bonito(a)/feo(a) En la Calle Mayor hay ... A la derecha A la izquierda En el centro

Modern Foreign Languages- Spanish

		unas zapatillas de deporte trainers blanco white unas gafas de sol sunglasses naranja orange ¿Qué llevas? What are you wearing? marrón brown				
Assessment	Assessment 4-strand quiz	Assessment 4-strand quiz	Assessment 4-strand quiz	Assessment 4-strand quiz	Assessment 4-strand quiz	Assessment 4-strand quiz
Links to other subjects	History –latin roots of linguistics uses both feminine and masculine grammar – (revisit)	- Maths → Class survey in Spanish: <i>¿Qué llevas hoy?</i> Collect data, tally, and present in a bar chart. - Art → Create a fashion design and label it in Spanish. - Geography → Compare winter clothes in the UK vs. summer clothes in Spain.	Music instrument recognition: Pupils identify real instruments (e.g. piano, guitarra, violín) and link Spanish words to their sound and appearance. Mathematics: Tally charts and surveys: Pupils survey the class about their favourite instrument (<i>¿Qué instrumento te gusta?</i>) and record answers in a tally chart.		Geography: Use simplified maps of Bradford to practise giving and following directions. Music: Use Spanish songs related to cities or travelling (e.g. <i>En la ciudad, Vamos en tren</i>) to reinforce vocabulary in a fun way. Art and DT pupils can design and label their own town maps in Spanish.	Art and Design: poster or drawing of an ideal town or beach In PSHE pupils can think about what makes a safe and happy community
DTM	Design their own supermarket flyer or menu entirely in Spanish , with prices and items listed using correct grammar and phrasing. Include complex sentences using connectors: <i>“Quisiera pollo y arroz porque tengo hambre.”</i> <i>(I would like chicken and rice because I am hungry.)</i>		Design and make a model musical instrument		Pupils design and construct a model town using recycled materials, cardboard, Lego, or junk modelling. Label key places (supermarket, park, school, etc.) in Spanish . Incorporate scale and layout based on a real or imagined map of Bradford.	They can extend sentences with connectives Children can Use conjunctions to give more detail: Hay un museo moderno y también una plaza bonita cerca del parque. ("There is a modern museum and also a pretty square near the park.")

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Classroom routines	My home and city in detail in comparison to a Spanish location	Transport	Family Members	Occupations	Transition
Enquiry Question	How do I start my day at school?	How do I share comparative information about my city?	What different ways can you travel around a city? Shorter unit	How do I describe my family to others? Shorter unit	What do I want to be when I grow up?	
PD Link				Family structures and respecting differences	Aspirations and Ambitions Self-Identity and Confidence Appreciation of Diversity - different professions,	Aspirations and Ambitions Self-Identity and Confidence

					Challenging Stereotypes of gender roles	
Lesson by Lesson Title	Lesson 1 What do I use in my classroom? Recap: All about Me conversation Greetings/Feelings/Food/Hobbies/Home Key vocab focus: <i>los objetos de la clase</i> (see vocab section below) Suggested Warm-Up Vocab activities: - Vocab card match - Classroom object hunt around the classroom <i>Busca un/una... Find a...</i> Main activity: What is in my pencil case? What is in my backpack? Use sentence stems to describe items in pencil case/backpack (provide image). Remove sentence stems as needed. <i>En mi estuche, hay/son...</i> <i>En mi mochila, hay/son...</i> Pupils to create their own backpack/pencil case picture and write a description about it using key vocab. Add adjectives of colour, size and quantity. Lesson 2 What subjects do we learn at school? Recap of days of the week (Y3 prior learning) Key vocab: <i>Las asignaturas</i> (school subjects) - <i>Las matemáticas</i> – Maths - <i>La lectura</i> - Reading - <i>La ciencia</i> – Science - <i>El inglés</i> – English - <i>La historia</i> – History - <i>La geografía</i> – Geography - <i>El arte</i> – Art - <i>La música</i> - Music - <i>La educación física</i> – PE - <i>La educación religiosa</i> - RE - comida – lunch	Lesson 1 What is there in Bradford? Recap lesson from year 4. Key vocab focus: Names of buildings Warm up – make list of places of interest. Use dictionaries to find new vocabulary. A - Matching images to words Main activity: using maps of Bradford to identify landmarks, short sentences – En Bradford hay/No hay... Lesson 2 – What is Bradford like? Key vocab <i>Grande</i> <i>Pequeno/a</i> <i>Moderno/a</i> <i>Antiguo/a</i> <i>Bonito/a</i> <i>Feo/a</i> <i>Interesante</i> <i>Animado/a</i> <i>Tranquilo/a</i> <i>Industrial</i> A – Matching adjectives to images – Using sentence builders to write phrases describing Bradford. Recap previously used conjunctions y, pero, tambien. writing stem: Bradford es..... Lesson 3- What is there in Barcelona? Key vocabulary: La playa, el ouerto, el estadio, la catedral, la Sagrada Familia A – Looking at famous landmarks and naming them.	Lesson 1 How do you travel? Introduce most commonly used forms of transport – coche, autobus, a pie. Complete a class survey on how pupils come to school. Tally chart and produce appropriate data. 2 sentences. Voy en coche. Mi amigo va en autobus. Lesson 2 - Which places of interest are there in Bradford? Use of maps to study transport links in a city. Compare Bradford with Barcelona. What is the same? What is different? Introduce asking how to find a place. Como vas a la piscina? Lesson 3 Can I can give and follow simple directions? A – Donde esta? Using maps provide simple directions. Introduce prepositions and directional language. Task to give oral and written directions on how to reach a particular landmark. Lesson 4 Can I follow written instructions? Asking for and giving directions – use outdoor space or hall and post images of places of interest. Provide written instructions in Spanish for pupils to read and follow. Lesson 5 – Short 4 strand assessment	Lesson 1 Who is in your family? Key vocab Madre/mama padre/papa Hermano Hermana Los padres Los abuelos Abuelo/abuela Tio/tia Primo/prima Yo A - Introduction to key vocabulary Write about family members – how many in the family and who they are. This could be imaginary! Use sentence stems - En mi familia hay ...personnas. Mi madre, mi padre.....y yo. Lesson 2 What are the names and ages of my family members? Hay/... There is/there are En mi familia yo Using names and ages Como se llama....cuantos anos tienes. Looking at difference between I, she, he. Create imaginary family tree. E.g Mi hermano se llama Ronaldo. Lesson 3 – I can describe my family members Key vocab Como se llama Se llama Cuantos anos tiene Tiene....anos	Lesson 1 What jobs does your family have? Recap family members. Key vocab: <i>Introducción a las profesiones</i> - <i>El médico/la médica</i> – doctor - <i>El profesor/la profesora</i> – teacher - <i>El ingeniero/la ingeniera</i> – engineer - <i>El bombero/la bombera</i> – firefighter - <i>El abogado/la abogada</i> – lawyer - <i>El policía/la policía</i> – police officer - <i>La enfermera</i> – nurse - <i>El artista/la artista</i> – artist - <i>El cantante/la cantante</i> – singer Grammar Focus: Verb SER + third person singular (he/she) <i>Él es... Mi pápa es...</i> <i>Ella es... Mi máma es...</i> <i>Él/Mi pápa es abogado.</i> <i>Ella/Mi máma es ingeniera.</i> *Note that the article el/la is not needed when in this structure. Questions: <i>¿Qué hace tu papá/máma/_____?</i> Suggested activities: Listening: Listen to a conversation where someone describes their family's professions	By the end of the unit, students will be able to confidently describe themselves, their family, their hobbies, their hometown, and future aspirations in Spanish, contributing to a booklet that will be a resource for their transition to secondary school. Each lesson can focus on a different area – family, friends, home, hobbies & interests etc. Main activity for each lesson could be to create the corresponding page for the Transition Booklet. Content should be a revision of topics from across the Spanish KS2 curriculum, tailored to the class – ie. Lesson focus can be changed or adapted to suit interests/needs of the class. Lesson 1: All About Me. Recap of greetings/personal information OR Recap of personality/appearance Key Vocab: - <i>Me llamo...</i> (My name is...) - <i>Tengo... años</i> (I am... years old) - <i>Soy de...</i> (I am from...) - <i>Vivo en...</i> (I live in...) - <i>Yo soy...</i> (I am...) - (e.g., alegre, extrovertido/a) Suggested activities: Practice pronunciation and flashcards for personal adjectives (e.g., alto/a, simpático/a). Speaking Practice: • Pair pupils and have them practise introducing themselves using the target vocabulary.

	- Recreo - break Practise new vocab with flashcard game. Practise new vocab with days of the week: <i>El lunes tenemos español.</i> Grammar Focus: Adverbs of Time <i>ahora</i> - now <i>primero</i> - first <i>siguiente</i> - next <i>luego</i> - then <i>después de</i> - after <i>antes de</i> - before <i>por último</i> - lastly Use of adverbs of time to describe a timetable. <i>Primero tenemos matemáticas, luego tenemos inglés.</i> Suggested activities: - Listening comprehension of a pupil describing their school day timetable. Pupils need to answer questions/tick off subjects as they listening. - Reading/Image comprehension of based on a school timetable. Main Activity: Create and describe your own timetable (real or imaginary). Use key vocab and adverbs of time (optional to included days of the week). Lesson 3 What do I do in my lessons? Recap school subjects Grammar Focus: present tense verbs (aprender, escribir, leer, escuchar, usar) with first person singular (I - Yo) *Yo is not necessary unless the need to ‘stress’. <i>Yo aprendo</i> – I learn <i>Yo escribo</i> – I write <i>Yo leo</i> – I read <i>Yo escucho</i> – I listen <i>Yo uso</i> - I use	Write sentences- En Barcelona hay . Compare with Bradford, En Bradford no hay una playa. Speaking game: one pupil says a sentence, partner agrees or disagrees. Extend – use pero Lesson 4 - Comparing cities – Bradford vs Barcelona A – Comparative sentences using sentence builders. Barcelona es mas bonita que Bradford. Bradford es menos turistica que Barcelona. Extend – adding porque Lesson 5 – Come to Bradford! Come to Barcelona! Model a short persuasive text about Bradford. A- Creating a short persuasive text about Bradford or Barcelona. e.g Ven a Bradford. Es interesante y bonito. Visita el museo y disfruta de los parques. Extend using porque. Lesson 6 Presentations and assessment		A – Using adjectives to describe family members. Careful consideration of adjective agreement. In pairs describe someone and prtner guesses who it could be. Lesson 4 – Presentation and Assessment Pupils write short paragraphs about family members describing their names, age, appearance, and personality.	Speaking: In pairs, ask and answer questions about family members’ professions (e.g., <i>¿Qué hace tu papá?</i>). Reading: Read about a family and their jobs, then answer questions about each family member’s role. Writing: Write about your family and the professions of your parents or other family members (e.g., <i>Mi mamá es médica, mi papá es ingeniero</i>). Lesson 2 What future job would I like to have? LO: Expressing desires of future jobs Recap professions Key Vocabulary: - <i>Quiero ser</i> – I want to be - <i>Me gustaría ser</i> – I would like to be - <i>Voy a ser</i> – I am going to be - <i>Ser</i> – to be - <i>Trabajar de</i> – to work as Grammar Focus: • Use querer + infinitive for expressing desires. • Introduction to ir + a + infinitive for expressing future plans (e.g., <i>Voy a ser ingeniero</i>). • Me gustaría for expressing wishes (e.g., <i>Me gustaría ser cantante</i> – I would like to be a singer). Suggested Activities: Game: Guess the job based on the description (Guess Who? / Taboo / Heads Up)	• Encourage pupils to build on and extend their responses; adding adjectives, conjunctions for justification, opinion statements. Listening Activity: • Play a short audio clip where a speaker introduces themselves and ask pupils to identify key information (name, age, country). Main Activity: To create first page of Transition Booklet – All About Me. *Images/Photos/Drawings to be included for personalised touch. - Mini Profile - Identify Card template - Infograph-style Poster - Written paragraph Lesson 2: My Family & Pets Recap family & pets vocabulary/grammar Speaking Practice: • In pairs, pupils will describe their family and pets using “Tengo... (I have...)” Example: "<i>Tengo una hermana llamada Ana.</i>" Practise with different family members and pets. • Encourage pupils to build on and extend their responses; adding adjectives, conjunctions for justification, opinion statements. • Use of dictionaries to discover new vocab. Listening Activity: • Play an audio clip where someone talks about their family and pets and ask pupils to answer comprehension questions based on the audio. Reading/Translation Activity:
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	Use of sentence stems to support: <i>En la clase de inglés, yo leo y escucho.</i> Charades game to practise verbs. Recap vocabulary from various previous year groups. <i>Eg. En la clase de arte, yo aprendo de los colores. (Y3 Aut 2)</i> <i>En la clase de musica, yo toco la trompeta. (Y5 Spring 1)</i> <i>En las clases de matemáticas, yo uso una regla. (Y6 L1)</i> Suggested activities: - Reading comprehension: pupils read a short text and identify the key vocab verbs. - Listening comprehension: Gap-fill/retrieve information based on key verbs. Main activity: Writing or speaking activity describing what you do in 2-3 subjects (Yo + verb). Lesson 4 What time does my school day start? Recap days of the week/subjects Grammar Focus: time expressions – how to tell the time. • A las + [time] for talking about specific hours. • Using por la mañana/tarde/noche to talk about the time of day Key vocab: - <i>A las</i> – At (time) - <i>A las ocho</i> – At eight o'clock - <i>A las nueve</i> – At nine o'clock - <i>A las diez y media</i> – At half-past ten - <i>El lunes</i> – On Monday - <i>Por la mañana</i> – In the morning - <i>Por la tarde</i> – In the afternoon - <i>Por la noche</i> – In the evening				Statistics/Bar Chart: Create a bar chart recording the most popular jobs in the class (link to Maths) Listening: Listen to people talking about their aspirations and match the aspirations with the correct speaker. Speaking: In pairs, students use querer + infinitive to ask each other what they want to be when they grow up (e.g., <i>¿Qué quieres ser cuando seas mayor?</i>). Reading: Read a passage about a child describing their future career aspirations. Answer comprehension questions about their profession. Writing: Write 4-5 sentences using quiero ser, me gustaría ser, and voy a ser to describe future professions. Lesson 3 What future job would I like to have and why? (expressing desires linked to skills/interests) Recap professions and expressing desires. Recap school subjects (Aut 1) LO: Expressing desires of future jobs and giving reasons based on skills/interests. Key Vocabulary: - <i>Habilidades</i> – skills - <i>Soy bueno/a en</i> – I'm good at - <i>Me gusta</i> – I like - <i>Disfruto de</i> – I enjoy - <i>El trabajo de mis sueños</i> – My dream job	• Provide text describing someone's family and pets. Pupils to answer comprehension questions relating to text or to translate key sections of the text. • Use of dictionaries to translate unknown vocabulary. Main Activity: To create a translation booklet page about my family & pets (page 2). *Images/Photos/Drawings to be included for personalised touch. - Family tree template with descriptions - Family portrait-style template with descriptions - Mini-profile/ID card style template for each family member. - Written paragraph Lesson 3: My Friends Recap personality adjectives/appearance Speaking Practice: • In pairs, pupils will describe their best friends using adjectives of personality and appearance. <i>Mi amiga se llama Ana. Es muy amable. Tiene el pelo oscuro y los ojos marrones.</i> • Encourage pupils to build on and extend their responses; adding adjectives, conjunctions for justification, opinion statements. • Use of dictionaries to discover new vocab. Listening Activity: • Listen to a short conversation where two people describe their friends, then answer questions based on the audio. Main Activity: To create a transition booklet page about my friends (pg.3)
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	Suggested practice activities: - Reading task: Storyboard style text (text & images) showing various times of the day. - Listening task: Retrieving information from conversation about various times throughout the school day. Main activity: Describe (writing or speaking) a sequence from a provided storyboard. (If there's time, pupils can create their own) • Use of time (specific and general) • Use of sentence stems to support. • Use of school subjects vocab. • Use of adverbs of time as needed (from lesson 2). • Use of necessary prior vocabulary relating to storyboard image (eg. Food and drink, hygiene, clothing). Lesson 5 Where do we go in school? Recap prepositions of places (Y3 prior knowledge) Grammar point: present tense estar (be) ir (go) + first person singular (yo). <i>Yo voy a</i> (I go/am going to) <i>Yo estoy en</i> (I am in) Key vocabulary: - <i>La clase</i> – classroom - <i>El pasillo</i> – corridor - <i>La sala de almuerzo</i> – the lunch hall - <i>La sala de profesores</i> – the staffroom				- <i>Estudiar para</i> – to study to be Grammar Focus: • Soy bueno/a en + noun/verb (e.g., <i>Soy bueno en matemáticas</i> – I'm good at math). • Use me gusta and disfruto de for talking about interests and passions. Suggested Activities: Listening: Listen to a recording of a person talking about their job, what they are good at, and why they chose it. Students identify the job and the skills mentioned. Speaking: In pairs, students ask each other <i>¿Qué quieres ser cuando seas mayor?</i> and respond with a reason related to their skills (e.g., <i>Quiero ser chef porque me gusta cocinar</i>). Reading: Read a short passage where someone describes their dream job and the skills they need (e.g., <i>Soy bueno en ciencias, por eso quiero ser médico</i>). Writing: Write about what job they want to do in the future and why, using at least one skill and one subject they like. Lesson 4 What characteristics do I need for my dream job? Recap professions Recap personality adjectives (Y4, Y6 Spring 2) Grammar Focus: - Use of ser to describe personal characteristics (e.g.,	*Images/Photos/Drawings to be included for personalised touch. - Mini Profile - Identify Card template - Infograph-style Poster - Written paragraph Lesson 4: My Hometown Students will be able to describe their hometown and where they live. Use prepositions of place and sentences to talk about their city/town. Recap town vocabulary: <i>ciudad</i> (city), <i>pueblo</i> (town), <i>parque</i> (park), <i>escuela</i> (school), <i>tienda</i> (shop), etc. - Recap prepositions: <i>cerca de</i> (near), <i>lejos de</i> (far from), <i>al lado de</i> (next to), <i>entre</i> (between). Suggested Activities: - Speaking Practice: Pupils describe their hometown using the key vocabulary and prepositions. "Mi ciudad es grande y está cerca de la playa." - Listening Activity: Listen to a description of a town and ask students to identify key features mentioned. Main Activity: To create a transition booklet page about my hometown (pg.4) *Images/Photos/Drawings to be included for personalised touch. - Design map of town/area with descriptions and key (link to Geography). - Create a one-page brochure spread describing the locations and activities of the town.
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	- <i>La sala de ordenadores</i> – the computer room - <i>La biblioteca</i> – library - <i>La oficina</i> – the office - <i>El lavabo</i> - toilet - <i>El patio</i> – playground Suggested activities: - Reading or listening task practising key vocabulary of location around the school, alongside preposition of place. Main activity: Choose 1 Speaking Activity – describe a map of a school using <i>Yo estoy en/voy a</i>, locations around school and prepositions of place. Writing activity - describe a map of a school using <i>Yo estoy en/voy a</i>, locations around school and prepositions of place. Lesson 6 A School Day in the Life of... Recap time/subjects/locations LO: To describe a typical school day in Y6 (timetable, locations, activities) Suggested activities: Reading task or listening task of student describing their typical school day (WAGOLL). Speaking task: Provide pupils with target questions (<i>¿Qué asignaturas tienes hoy?</i> <i>¿Dónde comes el almuerzo?</i>) to ask and answer each other. Main activity: Pupils to create a storyboard sequence of a typical school day in Y6. Pupils can <td></td> <td></td> <td></td> <td> Soy responsable, Soy organizado/a). - Adjectives in Spanish, including agreement with gender (e.g., <i>responsable</i> for both masculine and feminine, but <i>organizado</i> for masculine and <i>organizada</i> for feminine). Key Vocabulary: - <i>Habilidades</i> – skills - <i>Creativo/a</i> – creative - <i>Responsable</i> – responsible - <i>Organizado/a</i> – organized - <i>Paciente</i> – patient - <i>Trabajo en equipo</i> – teamwork - <i>Líder</i> – leader - <i>Buen comunicador/a</i> – good communicator - <i>Trabajo bien bajo presión</i> – work well under pressure Suggested Activities: Listening: Listen to someone talking about their skills and characteristics for a job. Students identify the adjectives and skills used. Speaking: In pairs, students ask each other <i>¿Qué habilidades necesitas para este trabajo?</i> and <i>¿Qué características personales tienes para este trabajo?</i> Reading: Read a job description and highlight the skills and personal qualities needed for the position. Writing: Write a list of three skills and three characteristics they have that would make them good at their chosen profession. Lesson 5-6 We’re hiring! </td> <td> - Written paragraph with images. Lesson 5: My Hobbies & Interests. This focus is extensive so needs to be reduced and tailored to class needs (ideally 2-3 areas of interest to be discussed). Recap key vocab – hobbies/music/food etc. (noun or verb focus) Vocabulary for hobbies: • <i>leer</i> (to read), <i>nadar</i> (to swim), <i>bailar</i> (to dance), <i>escuchar música</i> (to listen to music), <i>juagar</i> (to play) etc. Grammar Focus: • <i>Gustar</i> (to like) + reason why (porque...) ○ <i>Me gusta</i> (I like) ○ <i>No me gusta</i> (I don’t like) ○ <i>Me gustan</i> (I like, plural) Me gusta la música porque es divertida. No me gustan matemáticas porque creo que es muy difícil. Speaking Practice: • Pupils practise saying what they like and don’t like, using “gustar” (e.g., “Me gusta bailar” or “No me gusta leer”) and give a reason why. • Encourage pupils to build on and extend their responses, adding adjectives, conjunctions for justification, opinion statements. • Use of dictionaries to discover new vocab. Listening Activity: • Listen to someone talk about their hobbies and answer comprehension questions. </td>				Soy responsable, Soy organizado/a). - Adjectives in Spanish, including agreement with gender (e.g., <i>responsable</i> for both masculine and feminine, but <i>organizado</i> for masculine and <i>organizada</i> for feminine). Key Vocabulary: - <i>Habilidades</i> – skills - <i>Creativo/a</i> – creative - <i>Responsable</i> – responsible - <i>Organizado/a</i> – organized - <i>Paciente</i> – patient - <i>Trabajo en equipo</i> – teamwork - <i>Líder</i> – leader - <i>Buen comunicador/a</i> – good communicator - <i>Trabajo bien bajo presión</i> – work well under pressure Suggested Activities: Listening: Listen to someone talking about their skills and characteristics for a job. Students identify the adjectives and skills used. Speaking: In pairs, students ask each other <i>¿Qué habilidades necesitas para este trabajo?</i> and <i>¿Qué características personales tienes para este trabajo?</i> Reading: Read a job description and highlight the skills and personal qualities needed for the position. Writing: Write a list of three skills and three characteristics they have that would make them good at their chosen profession. Lesson 5-6 We’re hiring!	- Written paragraph with images. Lesson 5: My Hobbies & Interests. This focus is extensive so needs to be reduced and tailored to class needs (ideally 2-3 areas of interest to be discussed). 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	write or orally describe their finished piece. They need to include learning covered throughout Aut 1 (classroom equipment, subjects, time expressions, locations etc.) Encourage use of adjectives were appropriate. <i>En la tranquila biblioteca, leo un libro interesante.</i> <i>En la gran sala de almuerzo, como mi delicioso almuerzo.</i> *Be careful of adjective placement here, only use adjective-noun structures which pupils are familiar with.				LO: To write a job application/cover letter. Pupils will learn the format and structure of a job application/cover letter and practice writing personal details and a short introduction about why they should be hired for the job. Content may need to be covered over 2 lessons; using structure of plan, draft, edit, publish. Writing/Grammar focus: Write in first person and practice formal tone (e.g., <i>Me llamo...</i>, <i>Soy...</i>). Querer (to want) and creer (to believe) in the first person (e.g., <i>Quiero ser médico porque me interesa la ciencia</i>). Practice with expressions of motivation (e.g., <i>me interesa, me gusta, creo que</i>). Key Vocabulary: - <i>Solicitud de trabajo</i> – job application - <i>Nombre</i> – name - <i>Apellido</i> – surname - <i>Dirección</i> – address - <i>Correo electrónico</i> – email - <i>Teléfono</i> – phone number - <i>Experiencia</i> – experience - <i>Motivación</i> – motivation - <i>Soy perfecto/a para este trabajo</i> – I am perfect for this job - <i>Tengo experiencia en</i> – I have experience in - <i>Me interesa este trabajo porque</i> – I am interested in this job because	Main Activity: To create a transition booklet page about my hobbies and interests (pg.5) *Images/Photos/Drawings to be included for personalised touch. - Infograph-style poster with descriptions - Written paragraph with images Lesson 6: My Future Career/Specialised Topic Pupils can dedicate last page of their booklet on their future career OR a specialised topic (teacher chosen or pupil chosen). Specialised topic can be linked to pupil interest and whole-school curriculum (eg. Climate change, Artist in Art, Government/Democracy, Healthy Living, Sport etc.). <u>Pupil-led learning Activity</u> Pupils to explore a range of resources and media to research about their chosen topic (Spanish language resource books, newspaper articles, interviews, video clips, posters etc.). Comprehension questions provided to give guidance with this research. Resources pitched to beginner/pre-intermediate (A1-A2). Spanish (mainly present tense, some exposure to past tense, vocab provided, sentence stems) Main Activity: To create a final page for a transition booklet (pg.6) - Future Career/Specialised Interest focus. *Images/Photos/Drawings to be included for personalised touch. - Infograph-style poster with descriptions - Written paragraph with images. - Fact file. - Persuasive writing piece
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					- <i>Creo que soy adecuado/a porque</i> – I believe I am suitable because - <i>Mis fortalezas</i> – my strengths Suggested Activities: Listening: Listen to an example of a job application letter. Students identify key sections: personal information, motivation, and experience. Speaking: In pairs, students introduce themselves using the information in a job application (e.g., <i>Me llamo Juan Pérez, tengo 11 años y soy estudiante</i>). Reading: Read an example of a short job application. Identify the main parts and key expressions. Main Activity: Writing: Write a job application/cover letter. Include their name, age, contact information, and a short introductory paragraph about why they want the job (experience, skills, motivation).	
Opportunities to read, write and do mathematics.	Writing – Building complex sentences through use of adjective, prepositions and conjunctions. Maths – Telling the time Reading – retrieval, summarising, inference (times of the day), translation.	Sentence building, use of adjectives, persuasive language	Prepositional phrases - writing Directional language – maths	English - writing descriptions, using adjectives with correct agreement Maths – numbers, age, counting	Writing – describing personality, use of persuasive language, job application format, use of formal language Maths – creating bar charts to record favourite jobs in the class	Writing – writing for different purposes Reading – analysing a range of Spanish texts and resources to support learning/research.
End Point (VIPs)	Pupils will be able to: • Identify and name a range of school subjects in Spanish. • Recognise and use common school-related nouns. • Use basic time expressions like <i>a las</i>, <i>por la mañana</i>, and <i>a la una</i> to describe their timetable.	Pupils will be able to: • Talk about Bradford and its features. • Describe what there is in a city. • Compare two cities using simple phrases.	Pupils will be able to: • Say how to get to different places in a town. • Name key places and places of interest in a town. • Ask for and give directions. • Write and perform a short dialogue about travel.	Pupils will be able to: • Use vocabulary for family members and their name. • Say how many family members they have. • Describe family members using adjectives.	Pupils will be able to: • Ask and answer questions about different professions using key vocabulary. • Give simple reasons for career choices using familiar adjectives and conjunctions (e.g. <i>porque es interesante y divertido</i>).	Pupils will be able to: • Use vocabulary and grammar structures to discuss their family members and pets. • Use vocabulary and grammar structures to talk about themselves. • Use vocabulary and grammar structures to discuss hobbies and interest. • Use vocabulary and grammar structures to future career/specialised subject.

	- Understand and use common verbs related to school activities (e.g., <i>escribir, leer, escuchar</i>). - Write a short description of their school routine. - Discuss their school routine in Spanish, using a variety of vocabulary, verbs, and time expressions.	To give a short persuasive presentation about visiting a city.		- Create and present an imaginary family tree. - Practise speaking, listening, reading and writing about family.	- Understand spoken descriptions of different jobs and match them to images or written descriptions. - Identify specific vocabulary and phrases related to professions in short spoken texts. - Write simple sentences about what job they want in the future using appropriate vocabulary and basic grammatical structures. - Write a short paragraph describing their future job, what it involves, and why they want it.	- Apply appropriate writing skills, target vocabulary, and grammar structures when writing about the topics listed above. - Design, organise and construct a Transition Booklet to take up to Secondary School.
Prior Knowledge	Days of the week (Y3) Prepositions of place (Y3) Numbers (Y3)	Adjectives of size Number My hometown			Family members vocabulary (Y4, Y6) Personal details (Y4) Hobbies (Y4,Y5) Subjects in school (Y6)	Prior knowledge from previous units and year groups. - Greetings - Personal information - Family, Pets and friends - Hobbies & interests (music, sport, holidays etc.) - School Subjects & Career
Misconceptions	<u>Time expressions:</u> Students may confuse time expressions with actual times of day (e.g., <i>A las</i> vs. <i>Por la mañana</i>). They might use <i>A las</i> for any time-related event, even if it's not referring to a specific hour. Possible Example: Incorrect: <i>Por la mañana a las ocho</i> (should be: <i>Por la mañana</i>, then use specific time later, e.g., <i>A las ocho</i>). <u>Word order in sentences:</u> Pupils may incorrectly assume that Spanish follows the same word order as English, leading them to mix up the structure of sentences. Possible Example:				<u>False Friends (Falsos Amigos)</u> Believing that a job title in English is the same in Spanish (e.g., "<i>doctor</i>" is similar but "<i>conductor</i>" means "driver," not someone who conducts music). <u>Gender Agreement Errors</u> - Using incorrect gender articles with job titles, e.g., saying "<i>el profesora</i>" instead of "<i>la profesora</i>". - Not understanding that some job titles change based on gender ("<i>actor/actriz</i>," "<i>profesor/profesora</i>") while others do not ("<i>dentista</i>" stays the same). <u>Confusion with Verb Use SER</u> - Struggling with the correct form of the verb "<i>ser</i>" (to be)	<u>Incorrect subject-verb agreement :</u> Eg. <i>Tengo un hermana</i> instead of <i>una hermana</i> (gender agreement), or <i>yo tiene</i> instead of <i>yo tengo</i>. <u>Incorrect adjective placement:</u> Placing adjectives before the noun, e.g., <i>simpático amigo</i> instead of <i>amigo simpático</i>. <u>Confusion with "gustar" structure:</u> Pupils might say <i>Yo gusto fútbol</i> instead of <i>Me gusta el fútbol</i>. <u>Using present tense instead of future intention:</u> Pupils might say <i>Soy profesor</i> when they mean <i>Quiero ser profesor</i>. <u>Word order in sentences:</u> Pupils may incorrectly assume that Spanish follows the same word order as English, leading them to mix up the structure of sentences.

	- Incorrect: <i>Tengo a las ocho matemáticas</i> (should be: <i>Tengo matemáticas a las ocho</i>). - Incorrect: <i>Me desayuno a las siete</i> (should be: <i>Desayuno a las siete</i>). <u>Forgetting gender agreement in school-related nouns.</u> Students may forget that some school related nouns are feminine or masculine in Spanish, leading to mistakes with articles or adjectives. Possible Example: - Incorrect: <i>La matemáticas</i> (should be: <i>Las matemáticas</i>). - Incorrect: <i>El regla</i> (should be: <i>La regla</i>).				when describing jobs: "<i>Soy médico</i>," not "<i>Estoy médico</i>." <u>Omitting Articles</u> Forgetting to use "<i>un/una</i>" when appropriate, e.g., "<i>Soy profesor</i>" is correct, but they may say "<i>Soy el profesor</i>" when they mean "I am a teacher" (in general, not a specific one).	
Key Vocabulary	<i>Language for classroom instructions - Escuchar, mirar, escribir, leer, aprender, usar, sentarse.</i> <i>Hoy es martes 8 de octubre (Days of the week, numbers 1-31, months of the year)</i> <u>Los objetos de la clase</u> <i>En mi estuche, hay/son...</i> <i>En mi mochila, hay/son...</i> <i>El estuche</i> <i>El bolígrafo</i> <i>El lápiz</i> <i>La goma</i> <i>El rotulador</i> <i>El pegamento</i> <i>La regla</i> <i>Las tijeras</i> <u>Los lugares en la escuela</u> <i>La clase – classroom</i> <i>El pasillo – corridor</i> <i>La sala de almuerzo – the lunch hall</i> <i>La sala de profesores – the staffroom</i>	<i>Se escribe.....</i> <i>Hay</i> <i>Un parque</i> <i>Una piscina</i> <i>Un centro commercial</i> <i>Una iglesia</i> <i>Un museo</i> <i>Una plaza</i> <i>Una estacion</i> <i>Un cine</i> <i>Un estadio</i> <i>Un mercado</i> <i>Grande</i> <i>Pequeno/a</i> <i>Moderno/a</i> <i>Antiguo/a</i> <i>Bonito/a</i> <i>Feo/a</i> <i>Interesante</i> <i>Animado/a</i> <i>Tranquilo/a</i> <i>Industrial</i> <i>Las Ramblas</i> <i>La playa</i> <i>La Sagrada Familia</i> <i>El puerto</i> <i>El estadio</i> <i>La catedral.</i> <i>Conjunctions – pero, tambien,</i>	<i>Viajo en</i> <i>Barco</i> <i>avión</i> <i>coche</i> <i>tren</i> <i>autobús</i> <i>taxi</i> <i>Bicicleta</i> <i>moto</i> <i>A pie</i> <i>Viajo a + countries</i> <i>Viajo desde</i> <i>Mi casa</i> <i>El puerto</i> <i>El aeropuerto</i> <i>La estación de tren/autobús</i> <i>Aqui</i> <i>Alli</i> <i>A la derecha</i> <i>A la izquierda, todo recto, en la esquina</i> <i>Al final de la calle</i> <i>Viajo con</i> <i>Mi familia</i> <i>Mis amigos</i> <i>Mis Hermanos</i>	Members of family- <i>el padre, la madre, el hermano, la hermana, el abuelo, la abuela, el tío, la tía, el primo, la prima, el hermanastro, la hermanastra, el padrastro, la madrastra.</i> ¿Cuántas personas hay en tu familia? En mi familia hay ... personas Tengo/No tengo Se llama <i>Es</i> <i>Divertido/a</i> <i>Aburrido/a</i> <i>Activo/a</i> <i>Perezoso/a</i> <i>Simpático/a</i> <i>Antipático/a</i>		(No) Soy/Es <i>Peluquero/a</i> <i>Bombero/a</i> <i>Profesor(a)</i> <i>Azafato/a</i> <i>Médico/a</i> <i>Jardinero/a</i> <i>Camarero/a</i> <i>Veterinario/a</i> <i>Fotógrafo/a</i> <i>Mecánico/a</i> <i>Músico/a</i> <i>Recepcionista*</i> <i>Policía*</i> Family members work as? <i>Me gusta (mucho)</i> <i>No me gusta (nada)</i> <i>Me encanta</i> <i>Odio/Detesta</i> <i>Prefiero</i> <i>Mi trabajo porque es...</i> <i>Interesante</i> <i>Divertido</i> <i>Aburrido</i> <i>Fácil</i> <i>Difícil</i>

	<i>La sala de ordenadores</i> – the computer room <i>La biblioteca</i> – library <i>La oficina</i> – the office <i>El lavabo</i> - toilet <i>El patio</i> – playground <i>Set phrases for free time – talking about daily/weekly routine (days, times, weather, activity) « El lunes, por la tarde, cuando hace calor voy al parque con mis amigos »</i>	<i>Comparatives – mas, menos, mejor, peor</i> <i>Ven a ...</i> <i>Visita....</i> <i>Descubre....</i> <i>Disfruta de</i> <i>Es perfecto para</i> <i>Hay mucho que hacer</i>				
Assessment	Final Storyboard (Lesson 6) piece. 4-strand assessment	Persuasive writing piece and presentation. 4 strand assessment		Final descriptive written piece and presentation 4 strand assessment		Final descriptive written piece and presentation 4 strand assessment
Links to other subjects	History –latin roots of linguistics uses both feminine and masculine grammar – (revisit)	Geography – map skills – local area study, study of a foreign city. History – Gaudi, Sagrada Familia English – persuasive writing, comparative language.		PSHE – family structures and respecting differences, Writing – adjectives, descriptions		
DTM	To be able to form a vocabulary rich conversation about their school routine encompassing a wide range of areas – subjects, school equipment, locations, activities, time. Descriptions to include adjectives and other relevant vocabulary from prior learning (eg. Weather, food, hobbies)	Plural forms and adjective agreement. Comparing areas of Bradford. El centro es...pero las afueras son. Research landmarks both locally and in Barcelona		Extended writing piece on family members. Use comparative language – e.g mi padre es mi also que mi madre. `x		