



	Unit 3.1	Unit 3.2	Unit 3.3	Unit 3.4	Unit 3.5	Unit 3.6
Year 3	<p>Topic: Cultural Capital Awareness</p> <p>Core knowledge: Students will begin to look at the Hispanic world and the important role that learning a language has.</p> <p>Core skills: Students will be exposed to a range of different mediums.</p> <p>Reasoning: Students will begin to understand why they are learning Spanish. We aim to capture students' love for languages.</p>	<p>Topic: Physical Phonics</p> <p>Core knowledge: Students will be introduced to the essential phonics which underpin the Spanish language. The phonics will incorporate auditory, visual and kinaesthetic learning.</p> <p>Core skills: A particular emphasis on phonics and speaking.</p> <p>Reasoning: To ensure correct pronunciation and research-led approaches to language learning.</p> <p>Assessment: Speaking within lessons</p>	<p>Topic: Greetings and Introductions</p> <p>Core knowledge: Students will begin to be able to introduce themselves and others in Spanish.</p> <p>Core skills: Students will be exposed to all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning and begin to look at the structure of the Spanish language.</p> <p>Reasoning: Students will feel successful in communicating very early on. They will also be exposed to the language misconceptions through the 'Physical Phonics.' Introductions and greetings are an essential part of language communications and so will capture students' love for languages.</p> <p>Assessment: Vocabulary and Translation</p> <p>Grammar: Greetings in the present tense</p> <p>Key Language (taught in chunks):</p> <p>Buenos días/buenas tardes/buenas noches- Good morning/afternoon/evening ¿Cómo te llamas? – What is your name? Me llamo... - My name is... Gracias – Thank you Hasta luego- See you soon Adíos - Goodbye ¿Y tú? - and you?</p>	<p>Topic: Likes/Dislikes and Colours</p> <p>Core knowledge: Students will begin to look at describing colours and preferences.</p> <p>Core skills: Students will be able to talk in the first person through all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning</p> <p>Reasoning: Students will feel more confident with the language as they will be able to communicate with things they know about.</p> <p>Assessment: Reading and Listening</p> <p>Grammar: Describing preferences of oneself in the present tense</p> <p>Key Language (taught in chunks):</p> <p>(No) me encanta- I (don't) love... (No) me gusta... - I (don't) like... Odio - I hate... (opinion) el color... - (opinion) the colour...</p>	<p>Topic: Numbers</p> <p>Core knowledge: Students will begin to describe quantities.</p> <p>Core skills: Students continue to be exposed to all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning and will be able to talk about items in singular and plural in the first and third person.</p> <p>Reasoning: Students will now be able to use and adapt the first and third person in Spanish.</p> <p>Assessment: Writing and Translation</p> <p>Grammar: Describing the age of oneself in the present tense</p> <p>Key Language (taught in chunks):</p> <p>Tengo... años - I am ... years old</p>	<p>Topic: Days of the weeks / Months of the Year</p> <p>Core knowledge: Students will begin to look at the week and important dates in the year.</p> <p>Core skills: Students will begin to talk in full sentences. Students will also be able to identify key events in the year. Students will also be exposed to differences in languages i.e. Spanish days of the week and months of the year don't start with capital letters through all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning</p> <p>Reasoning: Students will now have the ability and depth of language to talk in full sentences.</p> <p>Assessment: Speaking</p> <p>Grammar: Spanish nouns</p> <p>Key Language (taught in chunks):</p> <p>Hoy es - Today is (day) Hoy es - Today is (month)</p>
	<p>Videos of spoken Spanish</p> <p>https://www.youtube.com/watch?v=ZifokRgg_Ie</p>		<p>Videos of spoken Spanish</p> <p>https://www.bbc.co.uk/teach/class-clips-video/spanish-ks2-introducing-yourself-in-spanish/zd2jmftr</p>	<p>Videos of spoken Spanish</p> <p>https://www.bbc.co.uk/teach/class-clips-video/spanish-ks2-painting-and-colours/zcb47h</p>	<p>Videos of spoken Spanish</p> <p>https://www.youtube.com/watch?v=8ydJr1s8xl</p>	<p>Videos of spoken Spanish</p> <p>https://www.bbc.co.uk/teach/class-clips-video/spanish-ks2-a-song-about-days-of-the-week/zvc47h</p>
	<p>Cross-curricular links</p> <p>Geography- mapping skills</p>		<p>Cross-curricular links</p> <p>English- writing to a penfriend</p>	<p>Cross-curricular links</p> <p>Art- study of an artist (Miro)</p>	<p>Cross-curricular links</p> <p>Maths- numbers and additions</p>	<p>Cross-curricular links</p> <p>Maths- timetables</p>



	Unit 4.1	Unit 4.2	Unit 4.3	Unit 4.4	Unit 4.5	Unit 4.6
Year 4	<p>Topic: Cultural Capital Awareness</p> <p>Core knowledge: Students will continue to look Spanish in the Hispanic world and the important role that learning a language has.</p> <p>Core skills: Students will be exposed to all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning through a range of different mediums.</p> <p>Reasoning: Students will continue to understand why they are learning Spanish. We aim to capture students' love for languages. This is a whole school approach to further promote and underpin the learning.</p>	<p>Topic: Appearances</p> <p>Core knowledge: Students will learn how to describe a person's appearance.</p> <p>Core skills: Students will begin to look how to key misconceptions between word order in Spanish and English through all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning.</p> <p>Reasoning: Students will be able to build on their prior knowledge acquired about the Spanish Language.</p> <p>Assessment: Vocabulary and Translation</p> <p>Grammar: Describing oneself in the present tense</p> <p>Key Language (taught in chunks):</p> <p>Tengo los ojos... - I have ... eyes Tengo el pelo... - I have ... hair</p>	<p>Topic: Family</p> <p>Core knowledge: Students will learn how to describe their family members.</p> <p>Core skills: Students continue to be exposed to all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning and look at the structure of the Spanish language.</p> <p>Reasoning: To continue to build on prior knowledge and expand students' abilities to talk in full sentences.</p> <p>Assessment: Reading and Listening</p> <p>Grammar: Describing ownership in 1st and 3rd person in the present tense</p> <p>Key Language (taught in chunks):</p> <p>En la familia hay... - In the family there is... En mi familia hay... - In my family there is En mi familia tengo... - In my family I have</p>	<p>Topic: Family and Appearances</p> <p>Core knowledge: Students will bring together the two previous topics.</p> <p>Core skills: Students continue to be exposed to all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning but will now link two previously learnt topics together; Family and Appearances to create a greater depth of understanding</p> <p>Reasoning: To continue to build on prior knowledge and expand students' abilities to talk in full sentences.</p> <p>Assessment: Writing and Translation</p> <p>Grammar: Describing ownership in 1st and 3rd person in the present tense</p> <p>Key Language (taught in chunks):</p> <p>(No) Tiene los ojos... - He/she (doesn't) has/have ... eyes (No) Tiene el pelo... - He/she (doesn't) has/have ... hair</p>	<p>Topic: Pets</p> <p>Core knowledge: Students will begin to talk about people and objects.</p> <p>Core skills: Students will use prior knowledge from the previous topics to be able to talk fluently between 1st and 3rd person through all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning.</p> <p>Reasoning: To expose students to a range of jobs and careers. To raise students' aspirations.</p> <p>Assessment: Reading and Listening</p> <p>Grammar: Describing ownership in 1st and 3rd person in the present tense</p> <p>Key Language (taught in chunks):</p> <p>En casa tengo ... - I have...</p>	<p>Topic: Appearances – Family, Friends and Pets</p> <p>Core knowledge: Students will incorporate the learning from this year to adapt and change the language.</p> <p>Core skills: Students continue to be exposed to all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning and look at the structure of the Spanish language.</p> <p>Reasoning: Students will be able to bring together the learning from the prior topics to consolidate the key elements in the Spanish language.</p> <p>Assessment: Speaking</p> <p>Grammar: Continuation and consolidation of describing ownership in 1st and 3rd person in the present tense</p> <p>Consolidation of previous learning</p>
	<p>Videos of spoken Spanish</p> <p>https://www.youtube.com/watch?v=ZlfokRgg_IE</p>	<p>Videos of spoken Spanish</p> <p>https://www.youtube.com/watch?v=Qqhpeza4_W0</p>	<p>Videos of spoken Spanish</p> <p>https://www.bbc.co.uk/teach/class-clips-video/spanish-ks2-meeting-a-spanish-family/z4d9wtv</p>	<p>Videos of spoken Spanish</p> <p>https://www.bbc.co.uk/teach/class-clips-video/spanish-ks2-meeting-a-spanish-family/z4d9wtv</p> <p>https://www.youtube.com/watch?v=Qqhpeza4_W0</p>	<p>Videos of spoken Spanish</p> <p>https://www.bbc.co.uk/bitesize/clips/zsk3cdm</p>	<p>Videos of spoken Spanish</p> <p>https://www.youtube.com/watch?v=Qqhpeza4_W0</p>
	<p>Cross-curricular links</p> <p>Geography -mapping</p>	<p>Cross-curricular links</p> <p>PSHE- Diversity</p>	<p>Cross-curricular links</p> <p>PSHE- Family relationships</p>	<p>Cross-curricular links</p> <p>PSHE- Family relationships PSHE- Diversity</p>	<p>Cross-curricular links</p> <p>Science- living things and habitats</p>	<p>Cross-curricular links</p> <p>PSHE- Diversity</p>



	Unit 5.1	Unit 5.2	Unit 5.3	Unit 5.4	Unit 5.5	Unit 5.6	
Year 5	<p>Topic: Cultural Capital Awareness</p> <p>Core knowledge: Students will continue to look Spanish in the Hispanic world and the important role that learning a language has.</p> <p>Core skills: Students will be exposed to all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning through a range of different mediums.</p> <p>Reasoning: Students will continue to understand why they are learning Spanish. We aim to capture students' love for languages. This is a whole school approach to further promote and underpin the learning.</p>	<p>Topic: School</p> <p>Core knowledge: Students will revisit the prior learning thus far.</p> <p>Core skills: Students continue to be exposed to all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning and continue to look at the structure of the S language.</p> <p>Reasoning: Students need to have a depth of knowledge as well as a breadth of knowledge. Consolidation therefore is vital at this stage</p> <p>Assessment: Vocabulary and Translation</p> <p>Grammar: The present tense in the 1st and 3rd person, singular and plural, adjectival agreement.</p> <p>Key Language (taught in chunks):</p> <p>En colegio tengo... - In school I have... Los (day of the week) tengo... - On (day of the week) I have...</p>	<p>Topic: School and Personalities</p> <p>Core knowledge: Students will start to be exposed to key grammatical language structures.</p> <p>Core skills: Students continue to be exposed to all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning and continue to look at the structure of the S language.</p> <p>Reasoning: Students will be able to apply language structures they have already been exposed to (such as opinions, dates and describing personality and appearance) in a practical everyday context.</p> <p>Assessment: Reading and Listening</p> <p>Grammar: The present tense in the 1st and 3rd person, singular and plural, adjectival agreement.</p> <p>Key Language (taught in chunks):</p> <p>Mi profesor/a es... My teacher is... Mi profesor/a tiene... My teacher has...</p>	<p>Topic: Infinitives and Consolidation</p> <p>Core knowledge: Students will start to be exposed to key grammatical language structures.</p> <p>Core skills: Students continue to be exposed to all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning and continue to look at the structure of the S language.</p> <p>Reasoning: Infinitives create a foundation for grammar exposure. As students will have a sound knowledge of the language at this point this will stretch their linguistic abilities.</p> <p>Assessment: Writing and Translation</p> <p>Grammar: Infinitives, Immediate future tense</p> <p>Key Language (taught in chunks):</p> <p>Voy a... I am going to...</p> <p>Hablar – To speak Comer – To eat Beber – To drink Jugar – To play Hacer – To do/make Practicar – To practise Tener – To have Comprar – To buy Visitar – To visit Ir – To go Ver – To watch Leer – To read Salir – To go out Dormir – To sleep</p>	<p>Topic: Infinitives and Consolidation</p> <p>Core knowledge: Students will start to be exposed to key grammatical language structures.</p> <p>Core skills: Students continue to be exposed to all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning and continue to look at the structure of the S language.</p> <p>Reasoning: Infinitives create a foundation for grammar exposure. As students will have a sound knowledge of the language at this point this will stretch their linguistic abilities.</p> <p>Assessment: Writing and Translation</p> <p>Grammar: Infinitives, Immediate future tense</p> <p>Key Language (taught in chunks):</p> <p>Voy a... I am going to...</p> <p>Hablar – To speak Comer – To eat Beber – To drink Jugar – To play Hacer – To do/make Practicar – To practise Tener – To have Comprar – To buy Visitar – To visit Ir – To go Ver – To watch Leer – To read Salir – To go out Dormir – To sleep</p>	<p>Project – All about me</p> <p>Core knowledge: Students will consolidate their prior-learned knowledge</p> <p>Core skills: Students continue to be exposed and produce resources that relate to all Students continue to be exposed to all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning and continue to look at the structure of the S language. Focus points will be incorporated to explicitly reinforce key concepts.</p> <p>Reasoning: Students begin to learn key presentational skills – presenting their work to their teacher and peers.</p> <p>Assessment: A project which assesses all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning.</p> <p>Grammar: The present tense in the 1st and 3rd person, singular and plural, adjectival agreement.</p>	
	Videos of spoken Spanish	https://www.youtube.com/watch?v=ZlfokRgg_IE		https://www.bbc.co.uk/bitesize/clips/z9xd7ty	https://www.bbc.co.uk/teach/class-clips-video/spanish-ks2-playing-sports-and-music/zj2jmfr		
	Cross-curricular links	Geography-mapping skills		English - writing to a penfriend	PSHE - Healthy lifestyle		



	Unit 6.1	Unit 6.2	Unit 6.3	Unit 6.4	Unit 6.5	Unit 6.6
Year 6	<p>Topic: Cultural Capital Awareness</p> <p>Core knowledge: Students will continue to look at Spanish in the Hispanic world and the important role that learning a language has.</p> <p>Core skills: Students will be exposed to a range of different mediums.</p> <p>Reasoning: Students will continue to understand why they are learning Spanish. We aim to capture students' love for languages. This is a whole school approach to further promote and underpin the learning.</p>	<p>Project – Spanish Culture and Festivals</p> <p>Core knowledge: Students will consolidate their prior-learned knowledge but also look at cultures and festivals in the Hispanic world.</p> <p>Core skills: Students continue to be exposed and produce resources that relate to all four skills. Focus points will be incorporated to explicitly reinforce key concepts.</p> <p>Reasoning: Students begin to learn key presentational skills – presenting their work to their teacher and peers.</p> <p>Assessment: A project which assesses all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning.</p> <p>Grammar: The present tense in the 1st and 3rd person, singular and plural, adjectival agreement.</p>	<p>Project – STEM root words</p> <p>Core knowledge: Students will look at STEM root words and language etymology.</p> <p>Core skills: Students will begin to ‘take languages apart’ – the focus will be on the similarities between the English and Spanish language through Latin and Greek root/stems</p> <p>Reasoning: To give students a greater depth of knowledge and understanding about the meaning of complex words.</p> <p>Assessment: A project which assesses all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning.</p> <p>Grammar: Language etymology</p>	<p>Project – STEM root words</p> <p>Core knowledge: Students will look at STEM root words and language etymology.</p> <p>Core skills: Students will continue to ‘take languages apart’ – the focus will be on the similarities between the English and Spanish language through Latin and Greek root/stems</p> <p>Reasoning: To give students a greater depth of knowledge and understanding about the meaning of complex words.</p> <p>Assessment: A project which assesses all six skills; Listening, Speaking, Reading, Writing, Translation and Vocabulary learning.</p> <p>Grammar: Language etymology</p>	<p>Secondary Transition Work</p>	<p>Secondary Transition Work</p>
	<p>Videos of spoken Spanish</p> <p>https://www.youtube.com/watch?v=ZlfokRgg_IE</p>	<p>Videos of spoken Spanish</p> <p>https://www.youtube.com/watch?v=U_6NRddULq4&t=89s</p> <p>https://www.youtube.com/watch?v=60Q-urFem7Q</p>				
	<p>Cross-curricular links</p> <p>Geography - mapping skills</p>	<p>Cross-curricular links</p> <p>Geography - human features of countries</p> <p>RE - festivals</p>				