



Teaching Type: **Early Language**



Unit: **APRENDO ESPAÑOL**

Unit Objective: To find Spain on a map, say how you feel, count from 1-10 and learn 10 colours.



By the end of this unit, we will be able to:

- Locate Spain, Madrid, and a few key cities on a map.
- Understand the Hispanic world better.
- Ask somebody how they are feeling and what their name is.
- Say how we are feeling and our names.
- Count to 10.
- Read, write, say, and recall ten different colours.

Skills we will develop:

Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson.

Activities we will complete:

There will be a number of different activities to improve cultural awareness of Spain and Spanish speaking countries. Children will be expected to locate Spain and other Spanish speaking countries on a map. There will also be a variety of oral role play tasks to ask how somebody is feeling with opportunities to reply.

Grammar we will learn & revisit:

None in this unit as it is introductory.

It will help if we already know:

- No previous knowledge is required as this is recommended as a starter unit.

Phonics & Pronunciation we will see:

Recommended phonics focus: **CH J Ñ LL RR**

- **CH** sound in **ocho**
- **J** sound in **rojo, naranja, Jasmina, José & Juan Pablo**
- **Ñ** sound in **Españña**
- **RR** sound in **marrrrón**
- **LL** sound in **¿cómo te lllamas? & me lllamo**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in **a-zul**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **na-ran-ja**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word **onion**.

Vocabulary we will learn & revisit:

Language necessary to ask and answer the question 'How are you?' in Spanish. Numbers 1-10 and ten key colours.



Teaching Type: **Early Language**



Unit: **LOS SALUDOS**



Unit Objective: To be able to greet and hold a simple and short conversation in Spanish.

By the end of this unit we will be able to:

- Say 'hello' (formally and informally) in Spanish.
- Say 'my name is...' in Spanish.
- Ask somebody in Spanish how they are feeling and give a reply.
- Say 'goodbye' and 'see you soon' in Spanish.

It will help if we already know:

- None as this is recommended as a starter unit.



Phonics & pronunciation we will see:

Recommended phonics focus: **CH J Ñ LL RR**

- **J** sound in **José, Jorge & Juan Pablo**
- **LL** sound in **llamo**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in **es-toy**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **Car-men, lue-go**
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **có-mo**

Activities we will complete:

A lot of tasks to help us listen carefully. Repeating the words each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills and have a simple conversation in Spanish from memory, by the end of the unit.

Skills we will develop:

Learning to listen really well and repeat what we hear with improving accuracy. Working on my memory so that we are able to have a simple and short conversation in Spanish using the words and the short phrases we have learnt.

Grammar we will learn & revisit:

None in this unit as it is an introductory unit.

Vocabulary we will learn & revisit:

The vocabulary required to have a short conversation/exchange when meeting

Teaching Type: **Early Language**Unit: **LOS COLORES Y LOS NÚMEROS**

Unit Objective: To learn 10 colours and count from 1-10 in Spanish.

By the end of this unit we will be able to:

- Say 10 common colours in Spanish.
- Count from 1-10 in Spanish.

It will help if we already know:

- None as this is recommended as a starter unit.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- **J** sound in **naranja**
- **LL** sound in **amarillo**
- **RR** sound in **marrón**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in **a-zul**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **a-ma-ri-llo**, **blan-co** and **cua-tro**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **ma-rrón**.



Activities we will complete:

A lot of tasks to help us listen carefully. Repeating the words each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills and remember 10 common colours and count from 1 to 10 in Spanish.

Skills we will develop:

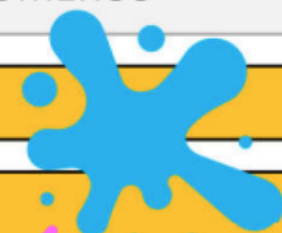
Learning to listen really carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term.

Grammar we will learn & revisit:

None in this unit as it is an introductory unit.

Vocabulary we will learn & revisit:

Ten common colours and how to count from 1 -10 in Spanish. This is all listed on the Vocabulary Sheet.





Teaching Type: **Early Language**



Unit: **LOS ANIMALES**



Unit Objective: To remember and recall from memory 10 common animals in Spanish with the correct article/determiner

By the end of this unit we will be able to:

- Name and recognise up to 10 animals in Spanish.
- Attempt to spell some of these nouns with their correct indefinite article.
- Pretend that we are a particular animal using the 1st person singular of the verb **ser** (**soy** = I am).

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1 and vocabulary from the '**Yo Aprendo Español**' unit.
- What a noun and article/determiner is in English.
- What a verb is and that 'I am' comes from the verb 'to be' in English.

Skills we will develop:

We will work on improving our memory skills so that we remember the animals in Spanish after the lesson. Remembering to always look out for cognates (such as **león**) using pictures to help. Learning how to build a short simple sentence in Spanish using 1st person conjugated verb (**soy**), an indefinite article/determiner (**un** or **una**) and a noun (in this unit an animal). Learning that the pronoun **yo** (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.

Activities we will complete:

There will be many speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. Building up to a final task of producing a short simple phrase with **soy...** plus an animal from memory.



Grammar we will learn & revisit:

Nouns, gender, articles/determiners and verbs. To learn that nouns in Spanish can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners **un** (for masculine nouns) and **una** (for feminine nouns). Learning how to categorise nouns by gender (**un** or **una**). Introduction of 1st person singular conjugation of the high frequency irregular verb **ser** (to be) in Spanish.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH J Ñ LL RR**

- **J** sound in **oveja, pájaro & conejo**
- **LL** sound in **caballo**
- **Stress Placement.** For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **co-ne-jo** and **ca-na-rio**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in **le-ón, pá-ja-ro** and **ra-tón**.

Vocabulary we will learn & revisit:

10 common animals. The animal nouns in Spanish plus their appropriate indefinite article/determiner. First person conjugation of the verb **ser** (**soy** = I am). All listed on Vocabulary Sheet. Also understanding better that the subject pronoun '**yo**' (I) is often omitted in Spanish. Just the verb is used. In Spanish, the way the verbs are conjugated often make the subject pronoun unnecessary. You will see this happen often!

Teaching Type: **Early Language**Unit: **LA FRUTA**

Unit Objective: To say what fruit we like and do not like in Spanish.

By the end of this unit we will be able to:

- Name, recognise and remember up to 10 fruits in Spanish.
- Attempt to spell some of these nouns with their correct article/determiner.
- Ask somebody in Spanish if they like a particular fruit.
- Say what fruits we like and dislike in Spanish.

Skills we will develop:

Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in Spanish including a simple opinion.

Activities we will complete:

A choice of listening and reading tasks with desk-based activities including word searches, crosswords, gap-fills and word puzzles. Completing activities often with a partner (including a survey) for the final task of asking a question about what fruits others like and be able to answer it with 'I like'/'I do not like' plus a particular fruit.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH J Ñ LL RR**

- **J** sound in **naranja**
- **Stress Placement.** Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like **pe-ra**, **ce-re-za**, **ci-rue-la** and **al-ba-ri-co-que**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **plá-ta-no** and **me-lo-co-tón**.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Vocabulary from the **'Yo Aprendo Español'** unit.
- What a noun and article/determiner is in English.
- What a verb is in English.



Grammar we will learn & revisit:

Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: **un** and **una**. Understanding that the plural definite article/determiner is **los** or **las** in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!

Vocabulary we will learn & revisit:

The nouns and determiners/articles for 10 common fruits in Spanish. The language required to ask a question in Spanish and how to answer the question in Spanish (using the positive and negative form). This is all listed on the Vocabulary Sheet.

I can...



Teaching Type: **Early Language**



Unit: **PUEDO**



Unit Objective: To say 'I can...' plus a range of activities in Spanish

By the end of this unit we will be able to:

- Recognise, use and remember 10 common Spanish verbs/activities.
- Use these verbs in the infinitive to make a short sentence starting with **puedo**.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Language introduced from units like Animals, Instruments, Fruits & Vegetables.
- Vocabulary from the '**Yo Aprendo Español**' unit.
- What a verb is in English.

Grammar we will learn & revisit:

Modal verb plus infinitive. Learning that **puedo** (that comes from the modal verb **poder** and translates 'as I am able') is ALWAYS followed by a verb in its infinitive form in Spanish. Also learning that punctuation can be different in Spanish. The upside down question mark (¿) is used at the beginning of all questions and interrogative clauses. This means you know that the sentence is a question and not a statement – before you reach the end of the sentence! It is always used at the beginning of a sentence that is a question. No exceptions!

Skills we will develop:

Learning to remember new vocabulary by using an image, sound or mime. Remembering more and knowing more by using a greater variety of high frequency verbs with the **puedo**. Being able to create longer sentences. Learning to expand, looking up other verbs in their infinitive form not covered in the lesson using the English to Spanish section of a dictionary.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH J Ñ LL RR**

- **CH** sound in **escuchar**
- **Silent letters.** 'H' is always a silent letter in Spanish (unless the word is of foreign origin). **Hablar** is pronounced **ablar**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in **bai-lar**, **can-tar** and **es-crí-bir**. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like **pue-do**.



Activities we will complete:

Simple reading, listening and written tasks to help learn and remember the new vocabulary. There will be a sound and mime to learn for each activity too. There will be more focus on remembering some/all of the spellings with more accuracy with a choice of written tasks including gap-fill, word puzzles, crosswords and worksheets. The final task will be to say/write what activities we are able to do.

Vocabulary we will learn & revisit:

Ten different high frequency verbs linked to common activities. First person conjugation of the modal verb **poder**, **puedo** plus ten common infinitive verbs. All on Vocabulary Sheet.