

What is the date?



Teaching Type: **Intermediate**



Unit: **¿QUÉ FECHA ES HOY?**



Unit Objective: To be able to say the date in Spanish

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

- Recognise and recall the 12 months of the year in Spanish.
- Ask what the date is and say the date in Spanish.
- Ask somebody when their birthday is and say when their own birthday is in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.
- Language introduced from Early Learning units & numbers 1-31
- Vocabulary from **'Me Presento'** unit (Intermediate), how to say your name, age, where you live and nationality.

Phonics & pronunciation we will see:

Recommended phonics focus: **GA GE GI GO GU**



- **GO** sound in **domingo** & **agosto**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in the word **a-bril**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **sep-tiem-bre**, **ju-lío**, **vein-tiú-no** and **trein-ta**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **sá-ba-do** and **miér-co-les**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in **cumpleaños**.
- **Silent Letters.** 'H' is always silent in Spanish as in the word **hoy** (unless it is a word of foreign origin) which is pronounced **oy**.

Skills we will develop:

To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.

Activities we will complete:

A number of different activities to learn how to say the date in Spanish. Starting by learning the 12 months of the year in Spanish (including word searches, crosswords and word puzzles). After recycling and revisiting nos 1-31 learning how to ask and say the date and finally ask and say when your birthday is. After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt personal details.

Grammar we will learn & revisit:

Ordinal & cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. 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. No exceptions!

Vocabulary we will learn & revisit:

The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is. This is all listed on the Vocabulary Sheet.



Teaching Type: **Intermediate**



Unit: ¿ QUÉ TIEMPO HACE ?



Unit Objective: To be able to describe the weather in Spanish

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

- Recognise and recall the 9 weather expressions in Spanish from memory.
- Ask what the weather is today and give a reply in Spanish.
- Describe the weather in Spain, in Spanish using a weather map with symbols.

Skills we will develop:

To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.

Activities we will complete:

A number of different activities to learn how to describe the weather in Spanish. Starting by learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to be help us understand a Spanish weather forecast and read a Spanish weather map more easily. Using all this new knowledge to create our own Spanish weather map and Spanish weather forecast in our final task!

Vocabulary we will learn & revisit:

The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a Spanish weather map. This is all listed on the Vocabulary Sheet.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.
- Language introduced from Early Learning units.
- Vocabulary from '**Me Presento**' unit (Intermediate), how to say your name, age, where you live and nationality.



Phonics & pronunciation we will see:

Recommended phonics focus: **GA GE GI GO GU**

- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in **España**.
- **Accents.** Accents can be placed on some words like **qué** to indicate a question word.

Grammar we will learn & revisit:

Use of hay & hace with weather phrases. To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding it is not always a word for word translation and there can be fixed expressions to learn.

Question and exclamation marks in Spanish

Punctuation can be different in different languages. Upside down exclamation and question marks appear at the start on sentences as well the exclamation and question marks at the end of sentences. Without exceptions!

Teaching Type: **Intermediate**Unit: **DESAYUNO EN EL CAFÉ**

Unit Objective: To be able to order what you would to eat and drink in a Spanish café.



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

- Order a selection of typical foods, drinks and snacks from a Spanish menu and order a breakfast in Spanish.
- Perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye'.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
- Vocabulary from the **Early Learning** units.
- How to say 'hello', 'goodbye', 'please' and 'thank you' in Spanish.



Phonics & pronunciation we will see:

Recommended phonics focus: **CA CE CI CO CU**

- **CA** sound in **café** & **caliente**
- **CE** sound in **cereales** but **CHE** sound in **leche**
- **CO** sound in **bizoccho** but **CHO** sound in **chocolate**
- **CU** sound in **cuenta** but **CHU** sound in **churros**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in **fa-vor**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **ta-pas**, **chu-rros**, **cuen-ta** and **li-mo-na-da**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **sánd-wich**.

Grammar we will learn & revisit:

Nouns, gender, determiners/articles & quiero. Realising that articles/determiners can be interchangeable from indefinite and definite depending on meaning and what you want to say. I would like **a** croissant but **the** bill. There are more versions of each article/determiner compared to English language/grammar due to whether a noun is masculine/feminine (gender) or plural in Spanish. Learning that **quiero** is the verb conjugation for I would like/want. From the verb **querer** to want.

Activities we will complete:

A number of different speaking, reading and writing activities in weeks 1-3 to help learn the nouns and articles for foods, drinks and snacks typically served in a Spanish café. In week 4 there will be a survey on what others in the class have for their breakfast to help become more familiar with the language required for the final task of the role play in week 5, between a waiter and customer in a Spanish speaking café. Perhaps creating a café in class/hall!

Vocabulary we will learn & revisit:

Revisiting language for 'hello', 'goodbye', 'please' and 'thank you'.

The 12 nouns and articles for the foods and drinks, 7 nouns and articles for typical snacks required to perform their role play. All listed in the Vocabulary Sheet.

Skills we will develop:

To improve memory, recall and retention skills from Early learning as there will be more vocabulary to learn and remember for the final role play. Being able to say from memory the language needed for ordering drinks, food and snacks.



Teaching Type: **Intermediate**



Unit: **LAS OLIMPIADAS**



Unit Objective: To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb **practicar**.

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

- Understand the key facts of the ancient and modern Olympics recounted in Spanish.
- Learn 10 nouns and articles for common Olympic sports.
- Explore the full present tense conjugation of the high frequency verb **PRACTICAR**.
- Look at the adjectival changes involved when you describe a male Olympian or female Olympian.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.
- Language introduced from Early Learning and Intermediate units.
- Understand what an article/determiner, noun, verb and adjective is in English and the basic rules of adjectival agreement in Spanish.
- How to decode longer, unknown texts in Spanish.

Phonics & pronunciation we will see:

Recommended phonics focus: **GA GE GI GO GU**



- **GO** sound in **juegos**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like **prac-ti-car**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **es-gri-ma**, **ci-clis-mo** & **a-tle-tis-mo**
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **o-lím-pi-cos**, **tram-po-lín**, **tri-at-lón**, **e-qui-ta-ción** & **na-ta-ción**.

Skills we will develop:

To improve decoding longer unfamiliar texts in Spanish using key language learning strategies that will help long term memory retention and language learning going forward. Understanding that adjectives come in different forms and when you describe a person in terms of a profession (in this case their sporting title) adjectival agreement rules will apply and spelling may change in these words depending if you are talking about a male or female Olympian.

Vocabulary we will learn & revisit:

The 10 nouns and articles for Olympic sports, the verb **PRACTICAR** and the sporting professions in both masculine and feminine form. All listed on Vocabulary Sheet.

Grammar we will learn & revisit:

Adjectival agreement & regular verb practicar. To learn that when saying you play a sport in Spanish, the verb **PRACTICAR** is normally used. Conjugated according to who is doing the action and followed directly by the sport, often without the need for a definite article. Exploring the present tense conjugation of the verb **PRACTICAR** and understanding better the adjectival changes required in the sporting professions depending on whether they are male/female.

Activities we will complete:

Activities to help improve decoding skills of longer text. A range of story ordering, true/false and word category worksheets based on the ancient and modern Olympics. Followed by the 10 nouns and partitive articles for Olympic sports. The verb '**practicar**' will be explored in full with listening, speaking, reading and written activities. Finally, the adjectival changes involved when describing a male/female Olympian for the final task - a presentation on sport played using **PRACTICAR** and professional title.



Teaching Type: **Intermediate**



Unit: **RICITOS DE ORO Y LOS TRES OSOS**



Unit Objective: To learn new language through picture, word and phrase cards.

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

- Listen attentively to a whole familiar fairy tale in Spanish.
- Remembering new language using picture, word and phrases cards.
- Improve gist reading and gist listening skills.
- Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. Vocabulary from the **'Early Learning'** units.
- Ideally the skills covered in the **'Caperucita Roja'** unit from Early Learning. Being used to listening to an entire familiar fairy tale in Spanish and already having basic decoding skills to help deal with longer text that will contain much unfamiliar language.

Skills we will develop:

To learn to listen attentively to all of the familiar fairy tale in Spanish and learn strategies to help decode longer pieces of spoken and written text that will contain unknown language. Learning to always look for cognates first and using picture, word and phrase cards for support.

Activities we will complete:

A number of different activities to help recall and retain longer pieces of spoken and written Spanish. Listening to the story several times, progressing from picture, to words and finally phrases cards to retell the story. The final task will be to create a version of the story using a mini book/story board.

Grammar we will learn & revisit:

No explicit grammar point or structure is taught in this unit as it is a story telling unit working on language learning strategies.

Phonics & Pronunciation we will see:

Recommended phonics focus: **CA CE CI CO CU**

- **CA** sound in **cama** & **casa**
- **CE** sound in **dulce**
- **CI** sound **Ricitos**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **sa-la-do** and **Ri-ci-tos**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **ta-zón**
- **Ñ tilde.** This changes the 'n' to a 'ny' sound as in **pequeño** & **española**



Vocabulary we will learn & revisit:

There is no specific list of language to be covered/learnt. There is a lot of language and we will pick how much we learn to retell the story. All listed on the Vocabulary Sheet.



Teaching Type: **Intermediate**



Unit: **HÁBITATS**



Unit Objective: To speak and write about different habitats, plants and animals in Spanish

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

- Say and write the key elements that animals and plants need to survive.
- Name the 5 most common types of habitats.
- Name an animal and a plant that live and grow in each type of habitat.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
- Vocabulary from the **Early Learning** units.
- Different strategies on how to decode unknown text from units such as '**Ricitos De Oro**', '**La Casa Tudor**' and/or '**Caperucita Roja**'.

Skills we will develop:

To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness.

Phonics & pronunciation we will see:

Recommended phonics focus: **GA GE GI GO GU**

- **GA** sound in **algas**
- **GI** sound in **rifugio**
- **GU** sound in **agua**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable in words like **tro-pi-cal** and **po-lar**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **de-sier-to**, **ar-bus-tos** and **plan-tas**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **ár-bo-les** and **há-bi-tats**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in **arafia**.



Activities we will complete:

The unit will start with 5 different types of habitat, then 5 types of plants and 5 types of animal that live in these habitats. Using a series of gap fills, listening and reading tasks we will gradually build-up our new knowledge, be able to recall knowledge of the topic and recall and retain the new language so that by the end of the unit we can say which animal and plant live in each habitat. There is also the opportunity in the final oral and written task to build on this and include specific adaptations of the plants and animals.

Vocabulary we will learn & revisit:

Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat. All listed on the Vocabulary Sheet.

Grammar we will learn & revisit:

Verbs. Exploring the 3rd person conjugation of the verb **CRECER** and **VIVIR**. Two regular -er and -ir Spanish verbs in the present tense.