

Teaching Type: **Progressive**Unit: **EN EL COLEGIO**

Unit Objective: To discuss what subjects you like and do not like at school and give a reason why in Spanish

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

- Name the subjects we study in school in Spanish with the correct definite article/determiner.
- Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.
- Start to tell the time by learning how to say time by the hour.
- Say at what time and on what day we study certain school subjects.

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.
- How to give our personal details from memory (name, age and where we live).

Skills we will develop:

To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.

Grammar we will learn & revisit:**Nouns, gender, definite articles & high frequency regular AR verb 'estudiar'.**

Revision of definite article **el, la, los** and **las**. Focus on 1st person singular conjugation of verb **estudiar** with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.

Vocabulary we will learn & revisit:

Key vocabulary on 10 nouns and definite articles for school subjects. Two positive and two negative opinions in reply to the target question **¿Qué te gusta?** and a variety of justifications to expand the opinion given in reply. All listed on the Pupil Vocabulary Sheet.

Phonics & pronunciation we will see:Recommended phonics focus: **B V CC QU Z**

- **B** sound in **aburrido** & **QU** sound in **porque**
- **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 **in-te-re-san-te** and **di-ver-ti-do**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **in-glés**, **fá-cil** and **ma-te-má-ti-cas**.
- **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 **español**.
- **Silent letters.** 'H' is always a silent letter in Spanish (unless the word is of foreign origin). **Hola** is pronounced **ola**.

Activities we will complete:

Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill, crosswords, wordsearches and word puzzles. Forming positive and negative opinions on school subjects, justifying opinions using a survey, guess who reading pair work activity and role play. There will be a challenging listening task incorporating time and more challenging reading comprehensions and written tasks. Revisiting our knowledge on basic personal details.

Teaching Type: **Progressive**Unit: **LOS VERBOS REGULARES**
COMER
VIVIR
HABLAR

Unit Objective: To learn more about regular verbs in Spanish

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

- Understand better what personal/subject pronouns are.
- Understand better the concept of verb stems and endings.
- Conjugate easily and with clear understanding regular -er verbs like **COMER**.
- Conjugate easily and with clear understanding regular -ir verbs like **VIVIR**.
- Conjugate easily and with clear understanding regular -ar verbs like **HABLAR**.

Phonics & pronunciation we will see:

- **Silent Letters.** 'H' is always silent in Spanish as in the word verb **hablar** (unless it is a word of foreign origin). It is pronounced **ablar**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **ha-bla-ts**, **vi-vis** and **co-meis**.

Skills we will develop:

To work on becoming more familiar and confident using verbs in Spanish.
 Understanding better the rules involved with regular verb conjugation and getting used to using more than just the first person singular of a verb (the **yo**/I form).
 Completing all the activities and verb booklet with high accuracy so when necessary it can be used as a reference.

Vocabulary we will learn & revisit:

Personal/subject pronouns will be revisited and the full verb conjugations of the three high frequency verbs. All listed on the Vocabulary Sheet. Understanding that when we use these verbs going forward the subject pronoun is often dropped. You can tell who is doing the action by the ending on the verb.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1, 2, 3 & 4.
- What a verb means in English.
- What a personal /subject pronoun is in English.
- What is meant by the term 'infinitive'.
- What is meant by a verb conjugation (possibly **llevar** from 'La Ropa' Intermediate unit).

Activities we will complete:

Starting to use and understand better the grammatical terminology. Looking at the both the Spanish personal/subject pronouns and their English equivalent. Working with regular verbs in Spanish and understanding that taking the 'endings' off to create 'stems' can help with Spanish conjugation. The lessons will progress and one by one the three sets of endings are taught for **-er**, **-ir** and **-ar** verbs. Each lesson will have an appropriate set of activities but the focus is on repeating the endings and understanding which ending goes on which stem!

Grammar we will learn & revisit

Subject pronouns & regular verb conjugation. Introduction of subject pronouns and the patterns involved in regular verb conjugation. Present tense full conjugation of **comer** (to eat), **vivir** (to live) and **hablar** (to talk). Understanding that we are learning the verbs with the subject/personal pronouns, but that these are rarely seen in Spanish before a conjugated verb. It is possible to understand who is doing the action without the subject pronoun as the verb endings already indicate clearly who is doing the action. This is why we need to learn our endings! This will be consolidated at secondary school.

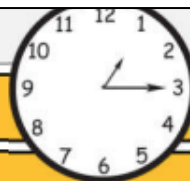


Teaching Type: **Progressive**



Unit: **EL FIN DE SEMANA**

The Weekend



Unit Objective: To describe what activities I do at the weekend with a time and an opinion In Spanish

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

- Tell the time in Spanish using quarter past, half past and quarter to.
- Say and write in Spanish what we do at the weekend using two or more sentences.
- Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.

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.
- Time on the hour as presented in the **En El Colegio** Progressive unit.
- How to give our personal details from memory (name, age and where we live).

Activities we will complete:

Learning to tell the time in Spanish including quart past, half past and quarter to. Learning 10 short phrases for activities that often happen at the weekend. Lots of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Building on the short phrases from week 2 by adding a time, a conjunction, another activity and an opinion. Final activities will include a picture story and an email in Spanish detailing what you do at the weekend. There is an opportunity to present an extended piece orally and a translation activity from English into Spanish.

Skills we will develop:

To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.

Vocabulary we will learn & revisit:

Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question **¿Qué haces los fines de semana?** All listed on Vocabulary Sheet.

Phonics & pronunciation we will see:

Recommended phonics focus: **B V CC QU Z**



- **B** sound in **aburrido**
- **V** sound in **voy, veo, divertido & levanto**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable like **dor-mir** and **ge-nial**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **le-van-to**, **di-ver-ti-do** and **a-bu-rrí-do**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **in-cre-f-ble**.
- **Silent letters.** H' is always silent in Spanish as in the word verb **horrible** (unless it is a word of foreign origin). It is pronounced **orrible**.

Grammar we will learn & revisit:

Verbs, conjunctions and opinions. Revision & consolidation of of first person singular high frequency verbs such as **voy** and **juego**. Also being introduced to new verbs such as **veo** and **leo** and remembering that the subject/personal pronoun is not required. New conjunctions and opinions for joining two phrases together and opinions. Remembering punctuation is different in Spanish as they use upside-down question and exclamation marks (**¿** **!**) at the start of sentences.



Teaching Type: **Progressive**



Unit: **LA COMIDA SANA**



Unit Objective: To discuss a healthy lifestyle in Spanish

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

- Say and write what we eat and drink to stay healthy.
- Say and write what we do not eat and drink to stay healthy.
- Say and write the activities we do and do not do to stay in shape including a choice of physical activities.
- Follow a simple, healthy recipe in Spanish.

Activities we will complete:

The unit starts with ten foods that are considered healthy foods and ten foods that are considered to be less healthy. These nouns will then be quickly placed into sentences using the key verbs **como** (I eat) and **bebo** (I drink) expanding further by using **no como** (I don't eat) and **no bebo** (I don't drink). There will be a focus on activities that help and don't help a healthy lifestyle. There will be a number of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Final activities will include activities to describe healthy and unhealthy lifestyles.

Skills we will develop:

To be able to say and write in more detail what is necessary to maintain a healthy lifestyle. Which healthy options to eat and drink and which less healthy options not to eat and drink. Being able to also say which physical activities we do, creating longer more interesting responses in spoken and written form.

Vocabulary we will learn & revisit:

Twenty foods and beverages that are considered good/bad for your health. Six activities that you should try and do and 2 activities that you should try not to do to stay healthy. All listed on 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 a wide range of Early Learning and Intermediate units.
- Our personal details from memory (name, age and where we live) and how to tell the time as seen in 'En El Colegio' & 'El Fin De Semana'.

Grammar we will learn & revisit:

First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of **comer** in first person singular (**como**) and also **beber** (**bebo**) & in their negative form (**no como** & **no bebo**). Exploring verbs in their infinitive form to give instructions in Spanish. Different punctuation as seen with **¿** and **!**.

Phonics & Pronunciation we will see:

Recommended phonics focus: **B V CC QU Z**

- **B** sound in **beber, bueno, blanco & bebo**
- **V** sound in **vegetales & veo**
- **Qu** sound in **que & mantequilla**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in **sa-lud**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **pa-ta-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 **na-ta-ci3n**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in **añadir**.





Teaching Type: **Progressive**



Me in the world- summer term

Unit: **Yo En El Mundo**



Unit Objective: To explore other Spanish speaking countries and cultures around the world.

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

- Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map.
- Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid.
- Say and write something we do to help the planet.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.
- Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).
- How to give our personal details from memory (name, age & where we live).

Skills we will develop:

To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider Spanish-speaking world. Consolidating shared core values that we share with other countries, nationalities and religions. Using this content to widen vocabulary and linguistic knowledge in Spanish.

Activities we will complete:

The unit starts by revising and consolidating our knowledge of personal details including some general knowledge activities about capital cities and different currencies in the wider Spanish-speaking world. Longer, more extended reading and listening tasks and finally email templates to write about celebrations and religions of other Spanish-speaking countries. There will also be the opportunity explore ideas on how to protect the planet in the final week.

Vocabulary we will learn & revisit:

A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet. All listed on the Vocabulary Sheet.

Phonics & pronunciation we will see:

Recommended phonics focus: **B V CC QU Z**



- **B** sound in **hablo** & **besos**
- **V** sound in **salvar, carnaval, Navidad, vas & voy**
- **QU** sound in **qué**
- **Z** sound in **utilizar**
- **Silent letters.** H' is always silent in Spanish as in the word verb **hablo** (unless it is a word of foreign origin). It is pronounced **ablo**.
- **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 **español**.
- **Stress Placement.** For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **pre-fe-ri-da, fies-ta & co-lo-ri-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 **dí-a & in-glés**.

Grammar we will learn & revisit:

Verbs & near future tense. Revisiting the 1st person conjugation of the verb **ir** (to go) **voy** with the infinitive **utilizar** (to use) for the near future.