

Uplands Junior Academy Subject Overview

Modern Foreign Language (Spanish)

Intent: *We want children to be curious about and to deepen their understanding of the world. In lessons, children are taught to express their ideas and thoughts in Spanish and to understand and respond in both speech and in writing.*

	Year 3	Year 4	Year 5	Year 6
Skills – In Spanish the children will learn a range of skills across each of the topics. Every skill is taught in each unit.				
listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

Writing	Write familiar words & short phrases using a model or vocabulary list.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.
grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning: 'the', 'a' or 'some'. Introduce simple adjectival agreement, the negative form and possessive adjectives.'	Revision of gender and nouns and learn to use and recognise the terminology of articles: definite, indefinite and partitive. Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation: 'I...', 'he/she...'	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives. Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular: 'to go', 'to do', 'to have' and 'to be'.
Autumn 1	Phonetics 1 - Early language teaching type. Unit: <i>I'm Learning Spanish – Early Language</i> Key Vocabulary: iHola, iBuenos dias, estoy bien, estoy mal, iAdios, iHasta luego, me llamo, mas o menos, uno, dos, tres, cuatro, cinco, seis,	Phonetics 1 – 2 – Early and intermediate teaching type. Unit: <i>Seasons – Early Language</i> Key Vocabulary: El invierno, la primavera, el verano, el otono, nieve, hace frio, los flores crecen, los pajaros cantan, hace sol, hace calor, los arboles pierden sus hojas	Phonetics 1 – 3 – Early, intermediate and progressive teaching type. Unit: <i>What is the weather - Intermediate</i> Key Vocabulary: En el norte/oeste, centro, este, sur de, de Espana, esta lloviendo, hay tormenta, esta nevando, hace	Phonetics 1 – 3 – Early, intermediate and progressive teaching type. Unit: <i>Habitats - Intermediate</i> Key Vocabulary: El campo, artico, selva tropcial, desierto, oceano, agua, aire, comida, sol, refugio, conejo, oso polar, mono arana, camello,

	<p>siete, ocho, nueve, diez, azul, negro, marron, rojo, gris, Amarillo, blanco, verde, morado, naranja</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Pinpoint Spain and other Spanish speaking countries on a map of the world. • Ask and answer the question 'How are you?' in Spanish. • Say 'Hello' and 'Goodbye' in Spanish. • Ask and answer the question 'What is your name?' in Spanish. Count from 1-10 in Spanish. • Say 10 colours in Spanish. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Recognise, recall and remember the four seasons in Spanish. • Recognise, recall and remember a short phrase for each season in Spanish. • Say which season is their favourite in Spanish and attempt to say why using the conjunctions 'y' and 'porque' 	<p>sol, hay tormenta, hace buen tiempo, hace mal tiempo, hace calor, hace mucho viento</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in Spanish. • Ask and say what the weather is like today. • Create a Spanish weather map. • Describe the weather in different regions of Spain using a weather map with symbols. <p>Prior Knowledge:</p> <ul style="list-style-type: none"> • In Year 4 children will have learnt about the seasons. 	<p>tiburón, arbustos, plantas resistentes, árboles altos, cactus, algas</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Explain in Spanish the key elements animals and plants need to survive in their habitat. • Give examples in Spanish of the most common habitats for plants and animals and name an example of these habitats. • Explain in Spanish which animals live in these different habitats. Give examples in Spanish of which plants live in these different habitats. <p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Children would have had teaching on prior topics including animals, plants and pets.
Autumn 2	<p>Unit: <i>Animals - Early Language</i></p> <p>Key Vocabulary:</p>	<p>Unit: <i>Vegetables - Early Language</i></p> <p>Key Vocabulary:</p>	<p>Unit: <i>My Home - Intermediate</i></p> <p>Key Vocabulary:</p>	<p>Unit: <i>At the Weekend - Progressive</i></p> <p>Key Vocabulary:</p>

	<p>Los animals, un, una, un caballo, un cerdo, un leon, un pajaro, un mono, un pato, un raton, un conejo, una oveja, una vaca, soy,</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. • Understand better that articles/determiners have more options in Spanish than they do in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be). 	<p>Los tomates, calabacines, guisantes, champinones, patats, zanahorias, judias verdes, cebollas, espinacas, berenjenas</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 vegetables in Spanish. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 	<p>Casa, pisco, salon, despacho, sotano, ciudad, montana, lavadero, de bano, jardin, costa, pueblo, dormitorio, cocina, comedor</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and try to spell up to ten nouns for the rooms. • Tell somebody in Spanish what rooms they have or do not have in their home. • Ask somebody in Spanish what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language <p>Prior Knowledge:</p> <ul style="list-style-type: none"> • They will be able to use their knowledge of families, unit in year 4, to explain rooms of the house. 	<p>Me levanto, desayuno, juego a video juegos, leo, escucho musica, juego al futbol, voy al cine, voy a la piscina, veo la tele, voy a dormir</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Ask what the time is in Spanish. • Tell the time accurately in Spanish. • Learn how to say what they do at the weekend in Spanish. • Learn to integrate conjunctions into their work. • Present an account of what they do and at what time at the weekend. <p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Children can use numbers to 12 from previous knowledge.
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Spring 1	<p>Unit: I Know How To... - <i>Early Language</i></p> <p>Key Vocabulary:</p> <p>Bailar, cantar, saltar, patinar, dibujar, cocinar, montar eb bicicleta, nadar, hablar espanol, tocar un instrumento,</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Recognise, recall and spell 10 action verbs in Spanish. • Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..). • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but). 	<p>Unit: <i>My Family - Intermediate</i></p> <p>Key Vocabulary:</p> <p>La familia, el padre, la madre, el hermano, la hermana, el abuelo, la abuela, Si, tengo una, mi, mis – See vocabulary list for all words.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. • Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). 	<p>Unit: <i>The Date - Intermediate</i></p> <p>Key Vocabulary:</p> <p>Lunes, martes, miercoles, jueves, Viernes, sabado, domingo, enero, febrero, marzo, abril, mayo, junio, julio, Agosto, septiembre, octubre, noviembre, diciembre</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Remember, recall and spell the 7 days of the week. • Remember, recall and spell the 12 months of the year. • Remember, recall and spell numbers 1-31. • Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. • Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is. <p>Prior Knowledge:</p>	<p>Unit: <i>Clothes - Intermediate</i></p> <p>Key Vocabulary:</p> <p>Un traje de bano, abrigo, vestido, suiter, gorra, chaqueta, falda, bufanda, camiseta, blusa, camisa, corbata, unos pantalones cortos, zapatos, guantes, medias, botas, gafas, sandalias</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for a variety of clothes in Spanish. • Use the appropriate genders and articles for these clothes. • Use the verb LLEVAR in Spanish with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy.
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Spring 2	<p>Unit: Instruments - <i>Early Language</i></p> <p>Key Vocabulary:</p> <p>El arpa, el piano, el triangulo, el clariente, el violin, la trompeta, la guitarra, la bacteria, la flauta, los cimbalos</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Recognise, recall and spell up to 10 instruments in Spanish with the correct definite article/determiner. Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. Learn to say and write 'I play an instrument' in Spanish using the high frequency 1st person 	<p>Unit: Ice-Creams – <i>Early Language</i></p> <p>Key Vocabulary:</p> <p>Un helado de vainilla, fesa, platanp, menta, pistachio, chocolate, café, limon, caramel, mora, Dos, tres, una bola, tarrina, cucurucho</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in Spanish using 'quisiera'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub. 	<p>Unit: Do you have a pet? - <i>Intermediate</i></p> <p>Key Vocabulary:</p> <p>Un perro, un gato, conejo, raton, hamster, pez, una Tortuga, una cotorra</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. Tell somebody in Spanish if they have or do not have a pet. Ask somebody else in Spanish if they have a pet. Tell somebody in Spanish the name of their pet. Attempt to create a longer phrase using the conjunctions y ("and") or pero ("but"). 	<p>Unit: At School - <i>Progressive</i></p> <p>Key Vocabulary:</p> <p>La musica, las ciencias, la historia, las matematicas, el ingles, el arte, el espanol, la educacion fisica, la geogradia, la informatica</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in Spanish. Say what time they study certain subjects at school. <p>Prior Knowledge:</p> <ul style="list-style-type: none"> Children will have been taught the unit 'In the classroom' in Year 4 which will objects from the classroom.

	regular verb 'toco' (I play) with up to 10 different instruments.			
Summer 1	<p>Unit: Fruits - <i>Early Language</i></p> <p>Vocabulary: Una, Las, Una manzana, una fresa, un melocoton, un platano, una cereza, una naranja, una ciruela, una pera, un kiwi, un albaricoque, me gustan, no me gustan,</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 fruits in Spanish. • Attempt to spell some of these nouns. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits they like and dislike. 	<p>Unit: In the Classroom - <i>Intermediate</i></p> <p>Key Vocabulary: Un libro, cuaderno, lapiz, boligrafo, sacapuntas, estuche, una regla, calculadora, barra de pegamento, goma, mochila, unas tijeras</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Remember and recall 12 classroom objects with their indefinite article. • Replace an indefinite article with a possessive adjective. • Say and write what they have and do not have in their pencil case. 	<p>Unit: The Olympics - <i>Intermediate</i></p> <p>Key Vocabulary: Las olimpiadas, elk boxeo, el atletismo, la equitacion, el ciclismo, el salto de trampoline, la esgrima, el tiro con arco, el remo, la natacion</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Tell somebody in Spanish the key facts of the ancient Olympics. • Tell somebody in Spanish the key facts of the modern Olympic games. • Look for cognates and highlight key words when learning how to decode longer texts in gist listening and reading in Spanish. • Say the nouns in Spanish for 10 key sports in the current Olympic games. • Conjugate the irregular verb practicar enabling the students to say what 	<p>Unit: World War 2 - <i>Progressive</i></p> <p>Key Vocabulary: La segunda Guerra mundial, inglaterra, francia, italia, alemania, polonia, oscura, sana, dificil, peligrosa, llena de humo</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Group/order unknown vocabulary to help decode texts in Spanish. Improve their listening and reading skills. • Name the countries and languages involved in WW2. • Say what the differences were in city and country life during the war. • Learn to integrate all new and previous language writing a letter home from the countryside as an evacuee. <p>Prior Knowledge:</p>

			<p>sports they play and what sports they do not play.</p> <ul style="list-style-type: none">• Understand the concept of gender, using el and la when you say you play a sport in Spanish.	<ul style="list-style-type: none">• Children will have had some prior teaching on the WW2 topic in History.
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