

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>Year 3</i>	<p>Topic: greetings How do I greet people in Spanish? Learn how to say “hello”, “good morning/afternoon/evening” and “bye”. (S&L) What do greetings look like in Spanish? Recognise the written words for greetings and write them down (R&W) How can we ask people how they are? How do I answer? Prepare a mini role-play greeting others in Spanish. (S&L) How do I say “my name is” in Spanish? Learn how this term to say “My name is ...” and ask others for their names. Write some sentences. (S, L&W) How much can I remember from? Write a script with all the answers and questions learned up to now. Perform the role-play. (W, S&L)</p> <p>Cultural topic: All Saints Day in Spain and Samain in Galicia Learn about traditions in Spain instead of Halloween. Design a pumpkin for Samoin competition.</p>	<p>Topic: age Can I count up to 12? Learn the numbers up to 12 and write them in the books. How do I say how old I am? Learn how to say “I am ...years old” and ask others for their ages. (S&L)</p>	<p>Topic: birthday What are the months of the year in Spanish? Learn the months of the year and write them in the books. W&R activities. How do I say when my birthday is? Learn how to say “My birthday is in ...” and ask others for their birthdays. (S&L) Can I write a sentence about my birthday? (W) activity: sentences. How can we put together all we have learned? Revision: greetings, name, age and birthday. (R) activity (True or false) La Trampa game (R, S&L)</p> <p>Role-play???</p> <p>Cultural topic: Carnival in Spain Learn about Carnival tradition in Spain. Quiz</p>	<p>Topic: colours How do you write the colours in Spanish? Learn some of the colours. Play/investigate spellings (whiteboards) How many colours can I remember? More spellings. (W) copy the colours Games to aid memory. Can I understand the colours when I hear them? (L) activity Extra activities (R&W): crosswords, word search, etc... Why are cognates so helpful? Recognise the names of shapes by using cognates. (R) Colours in the shapes as indicated in the sentences. Cultural topic: Easter in Spain Learn about Easter in Spain. Quiz Cultural topic: Joan Miro Learn about Miro’s work. Colours in the Miro’s painting by numbers (R)</p>	<p>Topic: fruit What do we call the days of the week? Learn the days of the week. Copy them. Games for memory: matamoscas (L, S&R) Cover lesson: prepare the caterpillar mini book Cut and stick the sections of the book What fruit does the hungry caterpillar eat? Learn the names of the fruit in the story. Practise: Today is (is not) ... : find the fruit hidden behind the grid. (S) (W) copy the names of the fruits How do we use a bilingual dictionary? Rules of plurals Practise (S) Bilingual dictionaries: find new fruits and write the English name, the Spanish name, and the plural in Spanish. What does my caterpillar eat? (W) Write our own version of the story using the fruits found in the dictionary.</p>	<p>Topic: Spanish cafe How do I ask for a fruit? Remember the fruits from the caterpillar story and add new ones. First time introducing the idea of the gender of nouns and the use of the indefinite article “a” Games for memory and use of the article. (S&L) How do I ask for a juice? Remember the fruits. Introduce the juices (position of nouns – main noun? – right article?) I want ..., please Games for memory and use of full sentence. (S&L) How do I ask for a juice? (COVER LESSON) Remember the fruits. Match pictures and fruits – find fruits in dictionary (R) Word search (R) How do I ask for some food in a cafe? Remember the juices. Introduce the food (reinforce the use of the indefinite article) I want ..., please Games for memory and use of full sentence. (S&L) How do I ask for food and a drink in a cafe? Remember the juices and the food. Games for memory and use of full sentence using one conjunction. (S&L) Preparing a role-play.</p>

						Let's get ready for the café! Practise the role-play and show. Spanish/Guatemalan Day Create paper flowers for the "Guatemalan Alfombra" display.
<i>Year 4</i>	Topic: birthday Can I read and understand some questions and their answers in Spanish? Revise greetings, name, age, numbers up to 15, months of the year and birthday (simple answer) from Y3. (S, L & R) What is the pattern for the numbers 16-31 in Spanish? Learn the numbers up to 31. Recognise the patterns in the number formation and discuss them. Do the similarities between Spanish and English help to learn Spanish? Learn how to say the full date of birthday (day of month and month of year). Discuss the structure of the sentence and compare it with the English sentence (S,L&W) Can I write a little paragraph about myself? Write a small paragraph stating the name, age and full birthday (W) Can I understand basic information of people when I read it? Fill in a grid with the information about name, age and birthday of some children, given in written (R) Cultural topic: The Day of the Dead in Mexico	Topic: family How can I use previous knowledge to say the date? Revise months, numbers up to 31, days of the week. Learn how to say dates. Practise (S, L,W&R) What are some of the names of the members of a family? Learn the names of members of family. Practise: using random photos of families, introduce the members as if they were your family. (S&L)	Topic: siblings Can I tell people how many siblings I have? Learn how to say if I have siblings or not and how many. As others whether they have siblings or not. Learn how to say dates. Practise (R) activities - True or false/match How d we use the article a/an in Spanish? (W) activity – sentences. How much information can I give in Spanish? (1) La trampa game – revision name, age. Birthday, siblings (R, S&L) Template for (W) activity. (S) hot potato. How much information can I give in Spanish? (2) Finish writing presentation. Use for Spanish display. How much information can I give in Spanish? (3) Introduce yourself (S) Record videos Cultural topic: Carnival in Mexico Learn about traditions in Mexico instead of pancake day. Design chinelo / colour in	Topic: pets What are the names of some pets in Spanish? Learn how to say the names of some pets. Copy the names (W) Practise: noughts and crosses (S&L) What are the rules to make plurals in Spanish? Remember the rules of the plurals. (W) Practise (S&L) Ask 5 people if they have a pet and write down answers Can I understand information about someone's pets when I read it? (R) activity (true or false) Report findings from last week using the 3 rd person of the verb to have. Can I understand what pets people have when I hear it? (L) activity: what animals people say they have? (R, S&L) La trampa. How much information can I give about me? La Trampa game: name, age, birthday and pets. (R, S&L) (W) paragraph using the text from the previous game as template. Use of conjunctions. Cultural topic: Easter in Mexico Learn about Easters in Mexico.	Topic: description of pets What are the names of the colours in Spanish? Remember/Learn the colours in Spanish. (L) Brown Bear story – elicit position of adjectives Cover: How do I describe the colour of some animals? (W) Act sheet-phrases Find more animals in the dictionary, state if they are fem or masc nouns and add a colour. How do colours change with feminine nouns? Learn about agreemen noun/adjective. Practice: Ppt (S) Grid (W) Write sentences "Tengo un/a animal+colour.(W) What does my version of Oso Pardo look like? Using the animals found previously in the dictionary, write our version of the story. Adjust adjectives. What does my version of Oso Pardo look like? (2) Finish book Cultural topic: Travesia Sagrada Maya Learn about the Sacred Mayan Journey in Mexico. Quiz	Topic: Spanish cafe How do I ask for a fruit? Remember the fruits from the caterpillar story and add new ones. Revision of the concept of the gender of nouns and the use of the indefinite article "a" (S&W) Introduce of the verb "I want" and the cultural connotations. Games to practice asking for a fruit. (S&L) How do I ask for a juice? Remember the fruits. Introduce the juices (position of nouns – main noun? – right article?) I want ..., please Games for memory and use of full sentence. (S&L) How do I ask for some food in a cafe? Remember the juices. Introduce the food (main noun? – right article?) I want ..., please Games for memory and use of full sentence. (S&L) How does the Spanish alphabet sound like? Learn the alphabet (actions and song) Remember the juices and the food. Games for memory and use of full sentence using one conjunction. (S&L) Let's get ready for the café!

	Learn about traditions in Mexico instead of Halloween. Quiz.					Remember alphabet – hangman Prepare, practise and show the role-play. Spanish/Guatemalan Day Fairtrade Assembly. Create paper flowers for the “Guatemalan Alfombra” display.
<i>Year 5</i>	<p>Topic: Description eyes and hair How much can I remember from Y3&4? Revision of name, age, numbers up to 15, birthday, siblings and pets from Y3&4. (S, L &R) How do I make my adjectives agree with the noun when describing my eyes? Describe the colour of the eyes: Remember position and agreement of adjectives. (L,S&R) How can I use my knowledge of adjectives to describe my hair? Describe the colour of the hair: Use previous knowledge to apply position and agreement of adjectives.. (L,S&R) How do I use commas and conjunctions to add more than one adjective in my sentences? Compare English sentence structure and Spanish sentence structure to build up sentences using commas and conjunctions. (R, S&L) Can I create questions to find out information about other people (hair, eyes, accessories, etc)?</p>	<p>Topic: The weather. How can I say what is the weather like? Learn the weather. Practice: The poisoned apple (L&S) Can I say what is the weather like? Ask for the weather and answer (in pairs) (S&L)</p>	<p>Topic: nationalities Can I recognise the names of some countries and spot them in a map? Learn the names of some European countries in Spanish. Recognise the flags. Spot them in a map. How do we say where we are from in Spanish? Ask where you are from and answer (S&L) How can I tell others where I live? Ask where you live and answer (S&L) (L) activity (W) activity How much information can I give about me? La Trampa game (R, S&L) (W) paragraph using the text from the previous game as template How much information can I give about me? Record presentations (S)</p> <p>Cultural topic: Carnival in Galicia Learn about traditions in Galicia instead of pancake day. Quiz Design mask for Entroidos</p>	<p>Topic: my house Which kind of houses do we live in? Learn the names of different “living in” buildings. (S) I live in a ...: noughts and crosses / poisoned apple How are the rooms in a house called in Spanish? Learn the names of different rooms in a house. Introduction of new verb: there is/there are (S) In my house there is ...: noughts and crosses. How is my ideal house? Revision: I live in ... My ... is ... In my ... there is ... Rules of plurals (W) your ideal house Can I understand the main points from a paragraph? Prep for reading activity: La trampa (R) Answer questions How much information can I give about me? La Trampa game (R, S&L) (W) break the text down to sentences: Name / age / birthday / siblings / pets / description eyes and hair / where from / live / description house / what is there in your house</p>	<p>Topic: my school How do I describe my school? Learn the names of different areas in the school. Remember the rules of plurals (W) In my school there is ... Cover: Prepare the plan of the school for our presentation. Using the plan of the school, write the names of the different areas. Use dictionary to find other places. (W) In my school there is ... What are the main points of today's text? (R) Questions School of hope video (ideas for our presentation) How is my school? Using last session's text as template, write the script for the presentation of our school. What do I want to show about my school? Use the iPads to shoot videos / take photos of the school Edit the presentation.</p> <p>Cultural topic: Festival de los Patios (Cordoba)</p>	<p>Topic: Spanish cafe How do I ask for a fruit? Spellings (Letter “C” with two sounds) Remember fruits. Revision of the concept of the gender of nouns and the use of the indefinite article “a” (S&W) Introduce of the verb “I want” and the cultural connotations. Games to practice asking for a fruit. (S&L) How do I ask for a juice? Spellings (Letter “C” with two sounds) Remember the fruits. (L) What fruit can you hear in the songs? Introduce the juices (position of nouns – main noun? – right article?) I want ..., please Games for memory and use of full sentence. (S&L) How do I ask for some food in a cafe?</p>

	<p>Using the 3rd person of the verb “to have” (tiene), Ask questions to guess the mysterious character (Guess who) (W, S&L)</p> <p>Cultural topic: The Day of Tosantos in Cadiz</p> <p>Learn about traditions in the south of Spain (Cadiz) instead of Halloween.</p> <p>Quiz.</p> <p>Design a poster for Tosantos.</p>			<p>Cultural topic: Easter in</p> <p>Learn about Easters in .</p>		
<i>Year 6</i>	<p>Topic: Physical description</p> <p>Can I read and understand the main information from a short text?</p> <p>Revision of name, age, numbers up to 31, birthday, siblings, pets, nationalities, I live in ... and description of eyes and hair from Y3,4&5. (R)</p> <p>What does the pattern for the tens look like in Spanish?</p> <p>Numbers up to 100. Recognise the patterns. (R & spellings)</p> <p>What adjectives would we use to describe ourselves physically?</p> <p>Adjectives for physical description. Use previous knowledge to apply position and agreement of adjectives.. (W)</p> <p>How do I approach a listening activity in Spanish?</p> <p>Strategies for listening activities:</p> <p>1-(R) match pictures and texts</p> <p>2-(S) describe people on picture</p> <p>3-(L) Fill in the gaps (song)</p>	<p>Topic: Leisure time</p> <p>How can I use two verbs together?</p> <p>I want +infinitive verb</p> <p>Practise: poisoned apple (Q&A)</p> <p>Write some sentences (use conjunctions)</p> <p>What is an infinitive verb?</p> <p>Learn what an infinitive verb is and recognise them in English and Spanish.</p> <p>Practice: separate in a grid verbs (Spanish/English – infinitive/no infinitive)</p> <p>Translations.</p>	<p>Topic: Leisure time (finish)</p> <p>How do we say what we like or not doing in our spare time?</p> <p>I like +infinitive verb</p> <p>Practise: Ppt / game with cards / poisoned apple (Q&A) (L&S)</p> <p>Write some sentences (W)</p> <p>How can I find the main points from a text?</p> <p>Strategies to use when doing a reading activity. (R)</p> <p>Start preparing a presentation about oneself using the reading activity as a template. (W)</p> <p>How do I give reasons?</p> <p>Listening activity (L)</p> <p>Me gusta + infinitive verb</p> <p>porque es + adjective</p> <p>How much information can I give in Spanish?</p> <p>Carryon with the presentation about oneself using the reading activity as a template. (W)</p> <p>Change of plan: translations lesson</p> <p>How much information can I give in Spanish?</p> <p>Carryon with the presentation about oneself using the reading activity as a template. (W)</p> <p>Cultural topic: Carnival in Guatemala</p>	<p>Topic: routines</p> <p>How does the present tense look like in Spanish? (-AR verbs)</p> <p>Learn the personal pronouns in singular.</p> <p>Rules to conjugate the present tense of “AR” verbs in singular.</p> <p>Practise: fill in grid / translations.</p> <p>How do you conjugate regular verbs ending in “-ER” and “-IR”?</p> <p>Rules to conjugate the present tense of “ER and IR” verbs in singular.</p> <p>Practise: fill in grid / battle ships / translations.</p> <p>How do I apply the rules of conjugations to my own sentences?</p> <p>Learn new vocab for activities (routines) (R)</p> <p>What do you do every day? / Every day I ... – Practise –</p> <p>Poisoned apple</p> <p>(W) Translations / write your own sentences</p> <p>How do I apply the rules of conjugations to my own sentences?</p> <p>Compare structure of sentences in English and Spanish</p> <p>Translations</p>	<p>Topic: movies</p> <p>How do I say what kind of movies I like?</p> <p>Learn different movies genres and the use of the verb “I like” with nouns. (i.e. I like action movies) (L, S & W)</p> <p>Why do I like some movies?</p> <p>Give reasons (I like ... because + adj)</p> <p>Revision of adjective agreements. (L, S & W)</p> <p>How do I express an opinion (a guess)?</p> <p>Learn hoe to say “I think that...”</p> <p>Looking at movie posters and using cognates, previous knowledge and context, make an opinion of what one thinks the genre of the movie might be. (L, S, R & W)</p> <p>Can I find some information in an article?</p> <p>Read a variety of articles from magazines and find the information required. (R)</p>	<p>Topic: Spanish cafe</p> <p>How do I ask for a fruit?</p> <p>Spellings (Letter “C” with two sounds)</p> <p>Remember the fruits from the caterpillar story and add new ones.</p> <p>Revision of the concept of the gender of nouns and the use of the indefinite article “a” (S&W)</p> <p>Remember the verb “I want” . (S&W)</p> <p>Games to practice asking for a fruit. (S&L)</p> <p>How do I ask for a juice?</p> <p>Spellings (Sound “K” with two spellings)</p> <p>Remember the fruits.</p> <p>(L) What fruit can you hear in the songs?</p> <p>Introduce the juices (position of nouns – main noun? – right article?)</p> <p>Practice: Position of two noun, one “describing” the other.</p> <p>I want ..., please</p> <p>Games for memory and use of full sentence. (S&L)</p> <p>How do I ask for some tapas in a cafe?</p> <p>Spellings (Sound “K” with two spellings)</p> <p>Remember the juices.</p>



	<p>How can I build up a little paragraph about myself? Strategies for writing activities: 1-(R)Find the information required on the labels around the classroom. Look at the information found in order. 2-(W)Write a paragraph using the guide. <u>Cultural topic: All Saints Day in Guatemala</u> Learn about the tradition of the Barriletes in Guatemala. Quiz. Design a Barrilete.</p>		<p>Learn about the tradition of the Cascarones in Guatemala. Quiz. Design a Cascaron.</p>	<p>(W) sentences Can I understand someone's weekly routine when I hear about it? (R) match sentences and pictures (W) write present tense, 1st person singular, of sentences. (L) put pictures in order. <u>Cultural topic: Easter in Guatemala</u> Learn about the tradition of the carpets of flowers in Easter, in Guatemala. Design a alfombra de flores.</p>		<p>I want ..., please Games for memory and use of full sentence. (S&L) How do I ask for food and a drink in a cafe? Spellings (Sound "K" with two spellings) Remember the juices and the food. Games for memory and use of full sentence using one conjunction. (S&L) Preparing a role-play. <u>Cultural topic: San Fermín.</u> Learn about the tradition of San Fermin in Pamplona (Spain) Quiz Debate: Should bullfighting be banned or should the tradition be kept? Let's get ready for the café! Practise the role-play and show. Emphasis on the role of waiters and waitresses and helpers of Y6 students. Spanish/Guatemalan Day Create plastic bottle flowers for the "Guatemalan Alfombra" display.</p>
--	---	--	---	--	--	---

Lady Bay Primary School Subject Overview for Spanish