



HOLY GHOST SPANISH SCHEME

In a diverse society, people from different countries and cultures must develop tools to communicate effectively with each other. As put by Kathleen Marcos, "Society as a whole also profits economically, politically, and socially when its citizens can communicate with and appreciate people from other countries and cultures." A world in which different cultures and languages are valued and appreciated, with open, aware and empathetic people, is a better world for our children.

At Holy Ghost, Our aims for Spanish are:

- To promote an initial and continuing interest in Spanish.
- To enable all pupils to converse and write (as appropriate) in the Spanish language.
- To enjoy the culture and lifestyle of a foreign country.
- To develop the confidence to achieve this at a very young age.
- To have high expectations of the children in the learning of the Spanish language.

Holy Ghost Catholic Primary School

Year 1

Curriculum overview							
Autumn 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Unit 1 Greetings & phonics	Unit 1 Greetings & phonics	Unit 1 Feelings	Unit 2 Colours	Unit 2 Numbers	Unit 2 Colours & numbers
Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Halloween Special	Unit 3 Calendar	Unit 3 Calendar games	Unit 4 Animals	Unit 4 Animals 2	Unit 5 Christmas	Unit 5 Christmas
Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 6 Shapes	Unit 6 Shapes songs	Unit 6 Shapes games	Unit 7 Family	Unit 7 Family songs	Revision	
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 8 Parts of the face	Unit 8 Parts of the face	Unit 9 The School	Unit 9 Objects in class	Games & songs	Revision	
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5		
	Unit 8 Body Recap	Unit 9 School Recap	Unit 10 The Food	Unit 10 Food 2	Revision		
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Unit 11 Weather	Unit 11 Weather 2	Unit 11 Weather songs	Unit 11 Food Review	Revision	Revision & songs	Games & songs

Autumn

Unit 1 Greetings & phonics	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Autumn 1</p> <p>3 lessons.</p> <p>3 weeks.</p> <p>30 minutes per lesson.</p>	<p>All students will be able to:</p> <ul style="list-style-type: none"> Imitate basic sounds of the alphabet To use, “hola”, “buenos días”, “buenas tardes”. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Imitate most of the sounds of the alphabet with prompts. <u>To use, “hola”, “buenos días”, “buenas tardes” and “buenas noches”.</u> <p>Some students might be able to:</p> <ul style="list-style-type: none"> Imitate most of the sounds of the alphabet, identifying the sound of ñ. Greet someone and introduce themselves. 	<p>- <u>Greetings and introduce yourself.</u></p> <p>- Letters’ spellings.</p> <p>- Grammar:</p> <p>-Questions: how are you? and what is your name?.</p> <p>- Vocabulary:</p> <p>Saludos/ Greetings: Hola, Adiós, Buenos días, Buenas tardes, Buenas noches</p> <p>Qué tal? Muy bien, Bien, Mal, Fatal.</p> <p>Como te llamas? Me llamo...</p>	<p>- Introduce yourself.</p> <p>- Question and respond “how are you?” (¿Cómo estás?).</p> <p>- Question and respond “what is your name?” (¿Cómo te llamas?).</p> <p>-To use greetings learning songs.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>-Assessment for learning: traffic light.</p>	<p>-PPT</p> <p>- Interactive white board.</p>
Impact			Next steps/progress		

Unit 2 Colours and numbers.	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 1 3 Lessons. 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise and recall how to count one to ten. Read aloud the colours and numbers. <u>Show understanding of colours and numbers.</u> <p>Most students should be able to:</p> <ul style="list-style-type: none"> Ask and respond to the questions “what is the colour?” Count 1-10 with prompts. Recognise and recall several colours with prompts. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Ask and answer questions without prompts. Count 1-10 without prompts. 	<p>- <u>Numbers 1 to 10.</u></p> <p>- <u>Colours.</u></p> <p>- Grammar:</p> <p>- Questions: what is the colour? and what is the number?</p> <p>-Vocabulario:</p> <p>Colores: Verde, Azul, Rojo, Amarillo, Rosa, Blanco, Negro Marrón,</p> <p>Números: Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, Diez.</p>	<p>- Count aloud along with others.</p> <p>- Read the colours and numbers provided.</p> <p>-Count objects within the class room.</p> <p>- Point at objects with certain colours.</p> <p>- Ask and answer what the colour of something is.</p> <p>-Ask and answer what the number is.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>-Assessment for learning: traffic light.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- PPT</p>
Impact			Next steps/progress		

Unit 3 My Calendar	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Listening attentively to spoken language. Sing along songs and rhymes. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Repeat, read and recall the days of the week. Appreciate and sing along songs and rhymes. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Speak in sentences without prompts. 	<p>- <u>Days of the week.</u></p> <p>- Vocabulario:</p> <p>Dias de la semana: Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo.</p>	<p>- Ask and answer what the day and season is.</p> <p>- Read days and seasons with and without prompts.</p> <p>- Sing along songs and rhymes.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Assessment for learning: traffic light.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>-PPT</p>
Impact			Next steps/progress		

Unit 4 Animals	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • <u>Appreciate stories, songs, poems and rhymes about animals.</u> • Listening attentively and engage with spoken language. • Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Show understanding by joining in and responding. • Read aloud. • Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation. 	<p>- <u>Animals and pets.</u></p> <p>- Grammar:</p> <ul style="list-style-type: none"> • Question whether you have pets at home. <p>- Vocabulary:</p> <p>un gato, un pájaro, un perro, un pez, un oso, una tortuga, un pato.</p>	<p>- Say whether you have a pet.</p> <p>- Say whether there are one or more animals.</p> <p>- Respond to a true false question.</p> <p>- Talk to your partner about the answer.</p> <p>- Relate colours and numbers with animals.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/progress		

Unit 5 Christmas	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 2 Lessons 2 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes. • Listening attentively and engage with spoken language. • Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Show understanding by joining in and responding. • Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation. 	<p>- <u>Christmas carols.</u></p> <p>- Wishing a merry Christmas and a happy new year.</p> <p>- Vocabulario: Feliz navidad Feliz año nuevo Niño Jesús Reyes Magos.</p>	<p>- Listen attentively to Christmas carols.</p> <p>- Sing along.</p> <p>- Say the vocabulary aloud.</p> <p>- Wish merry Christmas to someone.</p> <p>- Follow a story.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Teacher’s individual records.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/progress		

Spring

Unit 6 Shapes	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Spring 1</p> <p>3 Lessons</p> <p>3 Weeks.</p> <p>30 minutes per lesson.</p>	<p>All students will be able to:</p> <ul style="list-style-type: none"> Appreciate stories, songs, poems and rhymes. <u>Listening attentively and engage with spoken language.</u> Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Show understanding by joining in and responding. Read aloud. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Develop accurate pronunciation. Say shapes without prompts. 	<p>- <u>Shapes.</u></p> <p>- <u>Numbers.</u></p> <p>- Counting shapes.</p> <p>Vocabulary:</p> <p>Cuadrado, Triángulo, rectángulo, círculo, óvalo, línea.</p> <p>Grammar:</p> <p>¿Qué es esto? What is this?</p> <p>- Numbers from 1 to 10.</p>	<p>- Count aloud along with others.</p> <p>-Count shapes within the class.</p> <p>- Point at shapes with certain colours.</p> <p>- Ask and answer what shape is it.</p> <p>-Ask and answer what is the number.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/progress		

Unit 7 My family	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 1 3 weeks. 3 lessons. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise and recall the vocabulary about the family. Relate given vocabulary with pictures. Appreciate songs and rhymes. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Follow short and familiar texts and songs. Name a range of family members. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Use context and comparisons with English to determine some meaning. 	<ul style="list-style-type: none"> Family. Numbers. <p>Grammar:</p> <ul style="list-style-type: none"> Possessive: <p><u>My Family- Mi Familia.</u></p> <ul style="list-style-type: none"> Vocabulario: <p>La madre, El padre El abuelo, La abuela,</p>	<ul style="list-style-type: none"> Match Spanish with English vocabulary. Read aloud members of your family. Sing along. 	<ul style="list-style-type: none"> Listening activities to assess pupils understanding of spoken Spanish. Verbal interaction assessment. 	<ul style="list-style-type: none"> Interactive white board. Power Point presentation.
Impact			Next steps/progress		

Unit 8 My body	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 2 3 weeks. 3 lessons. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise and recall the <u>vocabulary about the face and body.</u> Relate given vocabulary with pictures and parts of their own body. Appreciate songs and rhymes. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Follow short and familiar texts and songs. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Use context and comparisons with English to determine some meaning. 	<p>- <u>Parts of the body.</u></p> <p>- <u>Parts of the face.</u></p> <p>- Grammar:</p> <p>- Question what is your hair and eyes colour.</p> <p>- Vocabulario:</p> <p>El cuerpo:</p> <p>La cabeza, Los hombros, Los pies, Las rodillas.</p> <p>La cara:</p> <p>Los ojos, La nariz, La boca, Las orejas,</p>	<p>- Match Spanish with English vocabulary.</p> <p>- Ask and answer what the colour of your hair and eyes is.</p> <p>- Read aloud face and body parts.</p> <p>- Sing along.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/progress		

Unit 9 School	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 2 3 Lessons. 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise objects within the class room with prompts. Read aloud name of the object with pictures. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Ask and answer the question what is in your pencil case, with prompts Recognise and label objects of their pencil case. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Respond to the questions without prompts. 	<p><u>-Objects around the class.</u></p> <p><u>- Objects in our pencil case.</u></p> <p>-Vocabulary:</p> <p>El libro, El bolí, El lapiz, La goma, El papel,</p>	<p>- Name objects around the class room.</p> <p>- Count objects within the class room.</p> <p>- Spell new vocabulary.</p> <p>- Ask and answer what you have in your pencil case.</p> <p>- Relate objects and colours.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/progress		

Summer

Unit 10 Food	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 1 2 Lessons 2 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> All students will be able to: Understand words on the topic. Use vocabulary in basic language structures. Listening to spoken language. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Understand phrases on the topic. Give basic opinions on food and drink. Show understanding by joining in and responding. Read aloud. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Understand sentences on the topic. Say food and drinks' words without prompts. Develop accurate pronunciation. 	<p>- <u>Food.</u></p> <p>- <u>Drinks.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p style="padding-left: 40px;">- Question whether you like or dislike something.</p> <p>-Vocabulary:</p> <p>Me encanta, me gusta, no me gusta.</p> <p>las verduras, la fruta, la sopa, la ensalada, el pescado, el pollo, el pan, el queso, agua.</p>	<p>- Read and name a range of drinks and food.</p> <p>- Ask and answer whether you like or dislike drinks and food.</p> <p>- Relate pictures with vocabulary.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>

Impact

Next steps/ progress

Unit 11 Weather	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 2 3Lessons 3 Weeks. 30 minutes per lesson.	All students will be able to: <p style="text-align: center;"><u>All students will be able to:</u></p> <ul style="list-style-type: none"> • Understand words on the topic. • Use vocabulary in basic language structures. • Listening to spoken language. <p style="text-align: center;"><u>Most students should be able to:</u></p> <ul style="list-style-type: none"> • Understand phrases on the topic. • Show understanding by joining in and responding. • Read aloud. <p style="text-align: center;"><u>Some students might be able to:</u></p> <ul style="list-style-type: none"> • Understand sentences on the topic. • Develop accurate pronunciation. 	<p>- <u>Weather in Spanish.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p style="padding-left: 40px;">- Question whats the weather like?.</p> <p>-Vocabulary:</p> <p>Hace Frio Hace Calor Hace buen tiempo Hace mal tiempo</p>	<p>- Read and name different weather.</p> <p>- Relate pictures with vocabulary.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Assessment for learning: traffic light.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/ progress		

Holy Ghost Catholic Primary School

Year 2

Curriculum overview							
Autumn 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Unit 1 Greetings & phonics	Unit 1 Greetings & phonics	Unit 1 Feelings	Unit 2 Colours	Unit 2 Numbers 1- 12	Unit 2 Colours & numbers
Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Halloween Special	Unit 3 Calendar	Unit 3 Calendar games	Unit 4 Animals	Unit 4 Animals 2	Unit 5 Christmas	Unit 5 Christmas
Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 6 Shapes	Unit 6 Shapes songs	Unit 6 Shapes games	Unit 7 Family	Unit 7 Family songs	Revision	
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 8 Parts of the body	Unit 8 Parts of the face	Unit 9 The School	Unit 9 Objects in class	Games & songs	Revision	
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5		
	Unit 8 Body Recap	Unit 9 School Recap	Unit 10 The Food	Unit 10 Food 2	Revision		
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Unit 11 Weather	Unit 11 Weather 2	Unit 11 Weather songs	Unit 11 Food Review	Revision	Revision & songs	Games & songs

Autumn

Unit 1 Greetings & phonics	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Autumn 1</p> <p>3 lessons.</p> <p>3 weeks.</p> <p>30 minutes per lesson.</p>	<p>All students will be able to:</p> <ul style="list-style-type: none"> Imitate basic sounds of the alphabet To use, “hola”, “buenos días”, “buenas tardes”. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Imitate most of the sounds of the alphabet with prompts. <u>To use, “hola”, “buenos días”, “buenas tardes” and “buenas noches”.</u> <p>Some students might be able to:</p> <ul style="list-style-type: none"> Imitate most of the sounds of the alphabet, identifying the sound of ñ. Greet someone and introduce themselves. 	<p>- <u>Greetings and introduce yourself.</u></p> <p>- Letters’ spellings.</p> <p>- Grammar:</p> <p>-Questions: how are you? and what is your name?.</p> <p>- Vocabulary:</p> <p>Saludos/ Greetings: Hola, Adiós, Buenos días, Buenas tardes, Buenas noches</p> <p>Qué tal? Muy bien, Bien, Mal, Fatal.</p> <p>Como te llamas? Me llamo...</p>	<p>- Introduce yourself.</p> <p>- Question and respond “how are you?” (¿Cómo estás?).</p> <p>- Question and respond “what is your name?” (¿Cómo te llamas?).</p> <p>-To use greetings learning songs.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>-Assessment for learning: traffic light.</p>	<p>-PPT</p> <p>- Interactive white board.</p>
Impact			Next steps/progress		

Unit 2 Colours and numbers.	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 1 3 Lessons. 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise and recall how to count one to twelve. Read aloud the colours and numbers. <u>Show understanding of colours and numbers.</u> <p>Most students should be able to:</p> <ul style="list-style-type: none"> Ask and respond to the questions “what is the colour?” Count 1-12 with prompts. Recognise and recall several colours with prompts. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Ask and answer questions without prompts. Count 1-12 without prompts. 	<p>- <u>Numbers 1 to 12.</u></p> <p>- <u>Colours.</u></p> <p>- Grammar:</p> <p>- Questions: what is the colour? and what is the number?</p> <p>-Vocabulario:</p> <p>Colores: Verde, Azul, Rojo, Amarillo, Rosa, Blanco, Negro Marrón,</p> <p>Números: Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, Diez.</p>	<p>- Read the colours and numbers provided.</p> <p>-Count objects within the class room.</p> <p>- Ask and answer what the colour of something is.</p> <p>-Ask and answer what the number is.</p> <p>- <u>To know two more numbers and colours.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>-Assessment for learning: traffic light.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- PPT</p>
Impact			Next steps/progress		

Unit 3 My Calendar	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Listening attentively to spoken language. Sing along songs and rhymes. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Repeat, read and recall the days of the week. Appreciate and sing along songs and rhymes. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Speak in sentences without prompts. 	<p>- <u>Days of the week.</u></p> <p>- Vocabulario: Dias de la semana: Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo.</p> <p>- Seasons: Primavera Verano Otono Invierno</p>	<p>- Ask and answer what the day and season is.</p> <p>- Read days and seasons with and without prompts.</p> <p>- Sing along songs and rhymes.</p> <p>- <u>To ask and answer about the day of the week.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Assessment for learning: traffic light.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>-PPT</p>
Impact			Next steps/progress		

Unit 4 Animals	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • <u>Appreciate stories, songs, poems and rhymes about animals.</u> • Listening attentively and engage with spoken language. • Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Show understanding by joining in and responding. • Read aloud. • Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation. 	<p>- <u>Animals and pets.</u></p> <p>- Grammar:</p> <ul style="list-style-type: none"> • Question whether you have pets at home. <p>- Vocabulary:</p> <p>un gato, un pájaro, un perro, un pez, un oso, una tortuga, un caballo, una tortuga un pato.</p>	<p>- Say whether you have a pet.</p> <p>- Say whether there are one or more animals.</p> <p>- Respond to a true false question.</p> <p>- Talk to your partner about the answer.</p> <p>- Relate colours and numbers with animals.</p> <p>- <u>To use colours as adjectives.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/progress		

Unit 5 Christmas	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 2 Lessons 2 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes. • Listening attentively and engage with spoken language. • Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Show understanding by joining in and responding. • Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation. 	<p>- <u>Christmas carols.</u></p> <p>- Wishing a merry Christmas and a happy new year.</p> <p>- Vocabulario: Feliz navidad Feliz año nuevo Niño Jesús Belen Papa Noel Reyes Magos.</p>	<p>- Listen attentively to Christmas carols.</p> <p>- Sing along.</p> <p>- Say the vocabulary aloud.</p> <p>- <u>Wish merry Christmas to someone.</u></p> <p>- Follow a story.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/progress		

Spring

Unit 6 Shapes	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Spring 1</p> <p>3 Lessons</p> <p>3 Weeks.</p> <p>30 minutes per lesson.</p>	<p>All students will be able to:</p> <ul style="list-style-type: none"> Appreciate stories, songs, poems and rhymes. <u>Listening attentively and engage with spoken language.</u> Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Show understanding by joining in and responding. Read aloud. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Develop accurate pronunciation. Say shapes without prompts. 	<p>- <u>Shapes.</u></p> <p>- <u>Numbers 1- 12.</u></p> <p>- Counting shapes.</p> <p>Vocabulary:</p> <p>Cuadrado, Triángulo, rectángulo, círculo, óvalo, línea.</p> <p>Grammar:</p> <p>¿Qué es esto? What is this?</p> <p>- Numbers from 1 to 12.</p>	<p>-Count shapes within the class.</p> <p>- Point at shapes with certain colours.</p> <p>- To recognise different shapes.</p> <p>- Ask and answer what shape is it.</p> <p>-Ask and answer what is the number.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/progress		

Unit 7 My family	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 1 3 weeks. 3 lessons. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise and recall the vocabulary about the family. Relate given vocabulary with pictures. Appreciate songs and rhymes. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Name a range of family members. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Use context and comparisons with English to determine some meaning. 	<ul style="list-style-type: none"> Family. Numbers. <p>Grammar:</p> <ul style="list-style-type: none"> Possessive: <p><u>My Family- Mi Familia.</u></p> <ul style="list-style-type: none"> Vocabulario: <p>La madre, El padre El abuelo, La abuela, El hermano, La hermana</p>	<ul style="list-style-type: none"> Match Spanish with English vocabulary. <u>Read aloud members of your family.</u> Sing along. <u>To recall vocabulary about The Family.</u> 	<ul style="list-style-type: none"> Listening activities to assess pupils understanding of spoken Spanish. Verbal interaction assessment. 	<ul style="list-style-type: none"> Interactive white board. Power Point presentation.
Impact			Next steps/progress		

Unit 8 My body	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 2 3 weeks. 3 lessons. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognize and recall the <u>vocabulary about the face and body.</u> Relate given vocabulary with pictures and parts of their own body. Appreciate songs and rhymes. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Follow short and familiar texts and songs. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Use context and comparisons with English to determine some meaning. 	<p>- <u>Parts of the body.</u></p> <p>- <u>Parts of the face.</u></p> <p>- Grammar:</p> <p>- Question what is your hair and eyes colour.</p> <p>- Vocabulario: El cuerpo: La cabeza, Los hombros, Los pies, Las rodillas. La cara: Los ojos, La nariz, La boca, Las orejas,</p>	<p>- Match Spanish with English vocabulary.</p> <p>- Ask and answer what the colour of your hair and eyes is.</p> <p>- <u>Read aloud face and body parts.</u></p> <p>- <u>Sing along the song Head, Shoulders, Knees and Toes.</u></p> <p>-<u>To recognize parts of the body and face.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/progress		

Unit 9 School	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 2 3 Lessons. 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise objects within the class room with prompts. Read aloud name of the object with pictures. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Ask and answer the question what is in your pencil case, with prompts Recognise and label objects of their pencil case. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Respond to the questions without prompts. 	<p>- Grammar: Tengo / I have...</p> <p><u>-Objects around the class.</u></p> <p><u>- Objects in our pencil case.</u></p> <p>-Vocabulary: El libro, El bolí, El lapiz, La goma, El papel,</p>	<p>- Name objects around the class room.</p> <p>- Count objects within the class room.</p> <p>- <u>Spell new vocabulary.</u></p> <p>- <u>Ask and answer what do you have in your pencil case.</u></p> <p>- Relate objects and colours.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/progress		

Summer

Unit 10 Food	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 1 2 Lessons 2 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> All students will be able to: Understand words on the topic. Use vocabulary in basic language structures. Listening to spoken language. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Understand phrases on the topic. Give basic opinions on food and drink. Show understanding by joining in and responding. Read aloud. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Understand sentences on the topic. Say food and drinks' words without prompts. Develop accurate pronunciation. 	<p>- <u>Food.</u></p> <p>- <u>Drinks.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p style="padding-left: 40px;">- Question whether you like or dislike something.</p> <p>-Vocabulary:</p> <p>Me encanta, Me gusta mucho, no me gusta., sed, hambre</p> <p>las verduras, la fruta, la sopa, la ensalada, el pescado, el pollo, el pan, el queso, el agua.</p>	<p>- Read and name a range of drinks and food.</p> <p>- <u>Ask and answer whether you like or dislike drinks and food.</u></p> <p>- Relate pictures with vocabulary.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/ progress		

Unit 11 Weather	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 2 3 Lessons 3 Weeks. 30 minutes per lesson.	All students will be able to: <u>All students will be able to:</u> <ul style="list-style-type: none"> Understand words on the topic. Use vocabulary in basic language structures. Listening to spoken language. <u>Most students should be able to:</u> <ul style="list-style-type: none"> Understand phrases on the topic. Show understanding by joining in and responding. Read aloud. <u>Some students might be able to:</u> <ul style="list-style-type: none"> Understand sentences on the topic. 	<u>- Weather in Spanish.</u> <u>- Likes and dislikes.</u> - Grammar: - Question what is the weather like? -Vocabulary: Hace Frio Hace Calor Hace buen tiempo Hace mal tiempo	- Read and name different weather. - Relate pictures with vocabulary. - <u>Pupils will be asked to verbally interact to each other and the teacher.</u>	-Listening activities to assess pupils understanding of spoken Spanish. -Monitoring during speaking activity. -Assessment for learning: traffic light.	- Interactive white board. - Power Point presentation.
Impact			Next steps/ progress		

Holy Ghost Catholic Primary School

Year 3

Curriculum overview							
Autumn 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Unit 1 Greetings & phonics	Unit 1 Greetings & phonics	Unit 1 Colours	Unit 2 Numbers 1-10	Unit 2 Numbers 1- 20	Unit 2 Colours & numbers
Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Halloween Special	Unit 3 Days and Seasons	Unit 3 Months	Unit 4 Animals	Unit 4 My favourites animals	Unit 5 Christmas	Unit 5 Christmas
Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 6 Shapes	Unit 6 Shapes /Numbers	Unit 6 Shapes games	Unit 7 Family	Unit 7 My Family	Revision	
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 8 Parts of the body	Unit 8 Parts of the face	Unit 9 The School	Unit 9 Pencil case	Games & songs	Revision	
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5		
	Unit 8 Body Recap	Unit 9 School Recap	Unit 10 The Food	Unit 10 Food 2	Revision		
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Unit 11 Weather	Unit 11 Weather 2	Unit 11 Weather songs	Unit 11 Food Review	Revision	Revision & songs	Games & songs

Autumn

Unit 1 Greetings & phonics	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Autumn 1</p> <p>3 lessons.</p> <p>3 weeks.</p> <p>30 minutes per lesson.</p>	<p>All students will be able to:</p> <ul style="list-style-type: none"> Imitate basic sounds of the alphabet To use, “hola”, “buenos días”, “buenas tardes”. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Imitate most of the sounds of the alphabet with prompts. <u>To use, “hola”, “buenos días”, “buenas tardes” and “buenas noches”.</u> <p>Some students might be able to:</p> <ul style="list-style-type: none"> Imitate most of the sounds of the alphabet, identifying the sound of ñ. Greet someone and introduce themselves. 	<ul style="list-style-type: none"> <u>Greetings and introduce yourself.</u> <u>Spanish alphabet.</u> Letters’ spellings. Grammar. <ul style="list-style-type: none"> Verb to be. Verbo Ser. <p>Questions and answers relevant to the subjects.</p> <p>- Vocabulary:</p> <p>Saludos, Hola, Adiós, Buenos días, Buenas tardes, Buenas noches, Qué tal? Muy bien, Fantástico, Muy bien, Bien, Mal, Fatal Como te llamas? Me llamo...</p>	<p>Written exercises:</p> <ul style="list-style-type: none"> - Write Spanish word banks. - Fill the gaps in given sentences. - Relate Spanish and English vocabulary. - Complete crosswords and word searches. - Spelling activities. 	<ul style="list-style-type: none"> -Listening activities to assess pupils understanding of spoken Spanish. -Monitoring during speaking activity. -Plenary and questions to answer and reflect on the lesson. - Books marking. - <u>Assessment for learning: in their Spanish books.</u> 	<ul style="list-style-type: none"> -PPT -Books - Interactive white board.
Impact			Next steps/progress		

Unit 2 Colours and numbers.	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 1 3 Lessons. 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • Read aloud the colours and numbers. • <u>Show understanding of colours and numbers.</u> <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Ask and respond to the questions “what is the colour?” • Count 1-20 with prompts. • Recognise and recall several colours with prompts. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions without prompts. • Count 1-20 without prompts. 	<p>- <u>Numbers 1 to 20.</u></p> <p>- <u>Colours.</u></p> <p>- Grammar:</p> <p>- Questions: what is the colour? and what is the number?</p> <p>-Vocabulario:</p> <p>Colores: Verde, Azul, Rojo, Amarillo, Rosa, Blanco, Negro Marrón,</p> <p>Números: Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, Diez, Once, Doce, Trece, Catorce, Quince, Dieciseis, Diecisiete, Dieciocho, Diecinueve, Veinte.</p>	<p>- Read the colours and numbers provided.</p> <p>-Count objects within the class room.</p> <p>- Ask and answer what the colour of something is.</p> <p>-Ask and answer what the number is.</p> <p>- Write colours and numbers in whiteboards and books.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>- Books marking.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- PPT</p> <p>- Books</p>
Impact			Next steps/progress		

Unit 3 My Calendar	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Listening attentively to spoken language. Sing along songs and rhymes. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Repeat, read and recall the days of the week. Appreciate and sing along songs and rhymes. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Speak in sentences without prompts. 	<p>- <u>Days of the week.</u></p> <p>- Vocabulario: Dias de la semana: Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo.</p> <p>-Seasons: Primavera Verano Otono Invierno</p> <p>Meses del año, Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre.</p>	<p>- Ask and answer what the day and season is.</p> <p>- Read days and seasons with and without prompts.</p> <p>- <u>Write on Spanish books The days of the week.</u></p> <p>-<u>Write os Spanish books The months of the year.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Book marking.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>-PPT</p> <p>-Books</p>
Impact			Next steps/progress		

Unit 4 Animals	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • <u>Appreciate stories, songs, poems and rhymes about animals.</u> • Listening attentively and engage with spoken language. • Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Show understanding by joining in and responding. • Read aloud. • Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation. 	<p>- <u>Describing animals.</u></p> <p>- Grammar:</p> <p>Question whether you have pets at home.</p> <p>¿Es (una rana o un pez)? (Is it a frog or a fish?)</p> <p>¿Cuál (de los animales) es? (Which of the animals is it?)</p> <p>¿Cuál es tu animal favorito? (Which is your favourite animal?)</p> <p>- Vocabulary:</p> <p>un gato, un pájaro, un perro, un caballo, un conejo, un pez, una vaca, un oso, una tortuga. una mariposa.</p>	<p>- Say whether you have a pet.</p> <p>- Say whether there are one or more animals.</p> <p>- Respond to a true false question.</p> <p>- Talk to your partner about the answer.</p> <p>- Relate colours and numbers with animals.</p> <p>- <u>To write about animals and use colours as adjectives.</u></p> <p>- Write new vocabulary on whiteboards and books.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/progress		

Unit 5 Christmas	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 2 Lessons 2 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes. • Listening attentively and engage with spoken language. • Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Show understanding by joining in and responding. • Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation. 	<p>- <u>Christmas carols.</u></p> <p>- Wishing a merry Christmas and a happy new year.</p> <p>- Vocabulario:</p> <p>Feliz navidad Feliz año nuevo Ángel Árbol de navidad Papá Noel, Belén, Niño Jesús Reyes Magos.</p>	<p>- Listen attentively to Christmas carols.</p> <p>- Sing along.</p> <p>- Say the vocabulary aloud.</p> <p>- <u>Wish merry Christmas to someone.</u></p> <p>- Follow a story.</p> <p>- Write new vocabulary on whiteboards and books.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books.</p>
Impact			Next steps/progress		

Spring

Unit 6 Shapes	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Spring 1</p> <p>3 Lessons</p> <p>3 Weeks.</p> <p>30 minutes per lesson.</p>	<p>All students will be able to:</p> <ul style="list-style-type: none"> Appreciate stories, songs, poems and rhymes. <u>Listening attentively and engage with spoken language.</u> Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Show understanding by joining in and responding. Read aloud. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Develop accurate pronunciation. Say shapes without prompts. 	<ul style="list-style-type: none"> <u>Shapes.</u> <u>Numbers 1- 20.</u> Counting shapes. <p>Vocabulary:</p> <p>Cuadrado, Triángulo, rectángulo, círculo, óvalo, línea.</p> <p>Grammar:</p> <p>¿Qué es esto? What is this?</p> <ul style="list-style-type: none"> Numbers from 1 to 20. 	<ul style="list-style-type: none"> Count shapes within the class. Point at shapes with certain colours. To recognise different shapes. <u>To draw a picture and label the shapes.</u> 	<ul style="list-style-type: none"> Listening activities to assess pupils understanding of spoken Spanish. Verbal interaction assessment. Book marking. 	<ul style="list-style-type: none"> Interactive white board. Power Point presentation. Books.
Impact			Next steps/progress		

Unit 7 My family	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 1 3 weeks. 3 lessons. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise and recall the vocabulary about the family. Relate given vocabulary with pictures. Appreciate songs and rhymes. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Name a range of family members. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Use context and comparisons with English to determine some meaning. 	<ul style="list-style-type: none"> Family. Numbers. <p>Grammar:</p> <ul style="list-style-type: none"> Possessive: <p><u>My Family- Mi Familia.</u></p> <ul style="list-style-type: none"> Vocabulario: <p>La madre, El padre El abuelo, La abuela, El hermano, La hermana</p>	<ul style="list-style-type: none"> Match Spanish with English vocabulary. <u>Read aloud members of your family.</u> <u>To recall vocabulary about The Family.</u> <u>To be able to write members of the family in their Spanish books.</u> 	<ul style="list-style-type: none"> Listening activities to assess pupils understanding of spoken Spanish. Verbal interaction assessment. 	<ul style="list-style-type: none"> Interactive white board. Power Point presentation.
Impact			Next steps/progress		

Unit 8 My body	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 2 3 weeks. 3 lessons. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognize and recall the <u>vocabulary about the face and body.</u> Relate given vocabulary with pictures and parts of their own body. Appreciate songs and rhymes. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Follow short and familiar texts and songs. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Use context and comparisons with English to determine some meaning. 	<ul style="list-style-type: none"> <u>Parts of the body.</u> <u>Parts of the face.</u> Grammar: <ul style="list-style-type: none"> Question what is your hair and eyes colour. Vocabulario: El cuerpo: La cabeza, Los hombros, Los pies, Las rodillas. La cara: Los ojos, La nariz, La boca, Las orejas, 	<ul style="list-style-type: none"> Match Spanish with English vocabulary. Ask and answer what the colour of your hair and eyes is. Read aloud face and body parts. <u>To be able to write parts of the body and face.</u> <u>Draw and label face and body parts.</u> 	<ul style="list-style-type: none"> Listening activities to assess pupils understanding of spoken Spanish. Monitoring during speaking activity. Verbal interaction assessment. Book marking. 	<ul style="list-style-type: none"> Interactive white board. Power Point presentation. Books.
Impact			Next steps/progress		

Unit 9 School	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 2 3 Lessons. 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise objects within the class room with prompts. Read aloud name of the object with pictures. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Ask and answer the question what is in your pencil case, with prompts Recognise and label objects of their pencil case. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Respond to the questions without prompts. 	<p><u>-Objects around the class.</u></p> <p><u>- Objects in our pencil case.</u></p> <p>- Grammar:</p> <p>- Verb to have.</p> <p>- Question what do you have in your pencil case?</p> <p>-Vocabulary:</p> <p>un estuche (a pencil case) un bolígrafo (a pen) un lápiz (a pencil) un sacapuntas (a sharpener) una regla (a ruler) una goma (a rubber) unas tijeras (scissors)</p>	<p>- Spell new vocabulary.</p> <p>- <u>Ask and answer what do you have in your pencil case.</u></p> <p>- Relate objects and colours.</p> <p>- Name objects around the class room.</p> <p>- <u>To write about objects in the pencil case.</u></p> <p>- Read aloud the objects within the class room.</p> <p>- Relate objects and colours.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/progress		

Summer

Unit 10 Food	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 1 2 Lessons 2 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> <u>All students will be able to:</u> Understand words on the topic. Use vocabulary in basic language structures. Listening to spoken language. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Understand phrases on the topic. Give basic opinions on food and drink. Show understanding by joining in and responding. Read aloud. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Understand sentences on the topic. Say food and drinks' words without prompts. 	<p>- <u>Food.</u></p> <p>- <u>Drinks.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p>- Question whether you like or dislike something.</p> <p>-Vocabulary:</p> <p>Me encanta, Me gusta mucho, no me gusta., sed, hambre</p> <p>las verduras, la fruta, la sopa, la ensalada, el pescado, el pollo, el pan, el queso, el agua.</p>	<p>- Read and name a range of drinks and food.</p> <p>- Ask and answer whether you like or dislike drinks and food.</p> <p>- <u>Write on Spanish books different drinks and food.</u></p> <p>- Relate pictures with vocabulary.</p> <p>- Say what you eat and drink at school.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/ progress		

Unit 11 Weather	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <p><u>All students will be able to:</u></p> <ul style="list-style-type: none"> • Understand words on the topic. • Use vocabulary in basic language structures. • Listening to spoken language. <p><u>Most students should be able to:</u></p> <ul style="list-style-type: none"> • Understand phrases on the topic. • Show understanding by joining in and responding. • Read aloud. <p><u>Some students might be able to:</u></p> <ul style="list-style-type: none"> • Understand sentences on the topic. 	<p>- <u>Weather in Spanish.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p>- Question what is the weather like?.</p> <p>-Vocabulary:</p> <p>Hace Frio Hace Calor Hace buen tiempo Hace mal tiempo</p>	<p>- Read and name different weather.</p> <p>- Relate pictures with vocabulary.</p> <p>- To remember numbers in Spanish.</p> <p>- <u>Pupil to talk about Likes and Dislikes.</u></p> <p>- <u>Pupils to write vocabulary about in their books.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Book marking</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books.</p>
Impact			Next steps/ progress		

Holy Ghost Catholic Primary School

Year 4

Curriculum overview							
Autumn 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Unit 1 Greetings & phonics	Unit 1 Greetings & phonics	Unit 1 Colours	Unit 2 Numbers 1-20	Unit 2 Numbers 1- 31	Unit 2 Colours & numbers
Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Halloween Special	Unit 3 Months & days of the week	Unit 3 Months/ My Birthday	Unit 4 Animals	Unit 4 To describe animals	Unit 5 Christmas	Unit 5 Christmas
Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 6 Shapes	Unit 6 Shapes /Numbers	Unit 6 Shapes /Colours	Unit 7 Family	Unit 7 Family 2	Revision	
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 8 Describe the body	Unit 8 Describe the face	Unit 9 The School	Unit 9 My pencil case	Games & songs	Revision	
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5		
	Unit 8 Body Recap	Unit 9 School Recap	Unit 10 The Food	Unit 10 Food 2	Revision		
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Unit 11 Weather	Unit 11 Weather 2	Unit 11 Weather bilingual text	Unit 11 Food Revision	Revision	Revision & songs	Games & songs

Autumn

Unit 1 Greetings & phonics	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Autumn 1</p> <p>3 lessons.</p> <p>3 weeks.</p> <p>30 minutes per lesson.</p>	<p style="text-align: center;">Learning Objectives</p> <p>-Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>-Explore the patterns and sounds of language.</p> <p>-Use familiar vocabulary, phrases and basic language structures.</p> <p>-Read carefully and show understanding of words, phrases and simple writing.</p> <p>-Broaden their vocabulary and develop their ability to understand new words.</p>	<ul style="list-style-type: none"> • <u>Greetings and introduce yourself.</u> • <u>Spanish alphabet.</u> • Letters' spellings. • Grammar. • Verb to be. Verbo Ser. <p>Questions and answers relevant to the subjects.</p> <p>- Vocabulary:</p> <p>Saludos, Hola, Adiós, Buenos días, Buenas tardes, Buenas noches, Qué tal? Muy bien, Fantástico, Muy bien, Bien, Mal, Fatal Como te llamas? Me llamo...</p>	<ul style="list-style-type: none"> - <u>Introduce yourself.</u> - <u>Question and respond "how are you?"</u> - <u>Question and respond "what is your name?"</u> <p>Written exercises:</p> <ul style="list-style-type: none"> - <u>Write Spanish word banks.</u> - <u>Fill the gaps in given sentences.</u> - Relate Spanish and English vocabulary. - Complete crosswords and word searches. 	<ul style="list-style-type: none"> -Listening activities to assess pupils understanding of spoken Spanish. -Monitoring during speaking activity. -Plenary and questions to answer and reflect on the lesson. - Books marking. - <u>Assessment for learning: in their Spanish books.</u> 	<ul style="list-style-type: none"> -PPT -Books - Interactive white board.
Impact			Next steps/progress		

Unit 2 Colours and numbers.	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 1 3 Lessons. 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • Read aloud the colours and numbers. • <u>Show understanding of colours and numbers.</u> <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Ask and respond to the questions “what is the colour?” • Count 1-20 with prompts. • Recognise and recall several colours with prompts. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions without prompts. • Count 1-20 without prompts. 	<p>- <u>Numbers 1 to 31.</u></p> <p>- Grammar: - Questions: what is the colour? and what is the number?</p> <p>-Vocabulario: Colores: Verde, Azul, Rojo, Amarillo, Rosa, Blanco, Negro Marrón,</p> <p>Números: Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, Diez, Once, Doce, Trece, Catorce, Quince, Dieciseis, Diecisiete, Dieciocho, Diecinueve, Veinte.</p> <p>Veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, Veintisiete, veintiocho, veintinueve, treinta y treinta y uno.</p>	<p>- Read the colours and numbers provided.</p> <p>-Count objects within the class room.</p> <p>- Ask and answer what the colour of something is.</p> <p>-Ask and answer what the number is.</p> <p><u>- Write colours and numbers in whiteboards and books.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>- Books marking.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- PPT</p> <p>- Books</p>
Impact			Next steps/progress		

Unit 3 My Calendar	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Listening attentively to spoken language. Sing along songs and rhymes. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Repeat, read and recall the days of the week. Appreciate and sing along songs and rhymes. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Speak in sentences without prompts. 	<p>- <u>Days of the week.</u></p> <p>- Vocabulario: Dias de la semana: Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo.</p> <p>-Seasons: Primavera Verano Otono Invierno</p> <p>Meses del año, Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre.</p>	<p>- <u>Write on Spanish books The days of the week.</u></p> <p>-<u>Write os Spanish books The months of the year.-Use these sentence structures:</u></p> <p>Mi cumpleaños es el...de.. / My birthday is...</p> <p>Hoy es el ...de... / Today is the ...of...</p> <p>-Questions: ¿Qué día es (hoy)? (What day is it (today)? ¿Qué fecha es (hoy)? (What date is it (today)? ¿Cuándo es tu cumpleaños? (When is your birthday?)</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Book marking.</p> <p>- Verbal interaction assessment.</p> <p>Verbal interventions:</p> <p>- Teacher questions.</p> <p>- Peer interactions.</p> <p>- Peer oral activities (scaffolding activities).</p> <p>- <u>Whole class verbal marking.</u></p>	<p>- Interactive white board.</p> <p>-PPT</p> <p>-Books</p>
Impact			Next steps/progress		

Unit 4 Animals	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • <u>Appreciate stories, songs, poems and rhymes about animals.</u> • Listening attentively and engage with spoken language. • Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Show understanding by joining in and responding. • Read aloud. • Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation. 	<p>- <u>Describing animals.</u></p> <p>- Grammar:</p> <p>Question whether you have pets at home.</p> <p>¿Es (una rana o un pez)? (Is it a frog or a fish?)</p> <p>¿Cuál (de los animales) es? (Which of the animals is it?)</p> <p>¿Cuál es tu animal favorito? (Which is your favourite animal?)</p> <p>- Vocabulary:</p> <p>un gato, un pájaro, un perro, un caballo, un conejo, un pez, una vaca, un oso, una tortuga. una mariposa.</p>	<p>- Say whether you have a pet.</p> <p>- Say whether there are one or more animals.</p> <p>- Respond to a true false question.</p> <p>- Talk to your partner about the answer.</p> <p>- Relate colours and numbers with animals.</p> <p>- <u>To write about animals and use colours as adjectives in their Spanish book.</u></p> <p>-<u>Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/progress		

Unit 5 Christmas	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 2 Lessons 2 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes. • Listening attentively and engage with spoken language. • Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Show understanding by joining in and responding. • Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation. 	<p>- <u>Christmas carols.</u></p> <p>- Wishing a merry Christmas and a happy new year.</p> <p>- Vocabulario:</p> <p>Feliz navidad Feliz año nuevo Ángel Árbol de navidad Papá Noel, Belén, Niño Jesús Reyes Magos.</p>	<p>- Listen attentively to Christmas carols.</p> <p>- Sing along.</p> <p>- Say the vocabulary aloud.</p> <p>- <u>Wish merry Christmas to someone.</u></p> <p>- Follow a story.</p> <p>- <u>Write new vocabulary on whiteboards and books.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books.</p>
Impact			Next steps/progress		

Spring

Unit 6 Shapes	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Spring 1</p> <p>3 Lessons</p> <p>3 Weeks.</p> <p>30 minutes per lesson.</p>	<p>All students will be able to:</p> <ul style="list-style-type: none"> Appreciate stories, songs, poems and rhymes. <u>Listening attentively and engage with spoken language.</u> Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Show understanding by joining in and responding. Read aloud. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Develop accurate pronunciation. Say shapes without prompts. 	<p>- <u>Shapes.</u></p> <p>- <u>Numbers 1- 30.</u></p> <p>- Counting shapes.</p> <p>Vocabulary:</p> <p>Cuadrado, Triángulo, rectángulo, círculo, óvalo, línea.</p> <p>Grammar:</p> <p>¿Qué es esto? What is this?</p> <p>- Numbers from 1 to 30.</p>	<p>-Count shapes within the class.</p> <p>- Point at shapes with certain colours.</p> <p>- To recognise different shapes.</p> <p>- <u>To draw a picture and label the shapes.</u></p> <p>- <u>Write shapes and numbers in whiteboards and books.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>- Books.</p>
Impact			Next steps/progress		

Unit 7 My family	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 1 3 weeks. 3 lessons. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise and recall the vocabulary about the family. Relate given vocabulary with pictures. Appreciate songs and rhymes. <p>Most students should be able to:</p> <p>Name a range of family members.</p> <p>Some students might be able to:</p> <ul style="list-style-type: none"> Use context and comparisons with English to determine some meaning. 	<ul style="list-style-type: none"> Family. Numbers. <p>Grammar:</p> <ul style="list-style-type: none"> Possessive: <p><u>My Family- Mi Familia.</u></p> <ul style="list-style-type: none"> Vocabulario: <p>La madre, El padre El abuelo, La abuela, El hermano, La hermana El hijo La hija</p>	<ul style="list-style-type: none"> Match Spanish with English vocabulary. Read aloud members of your family. <p><u>To be able to write members of the family in their Spanish books.</u></p> <p><u>Draw and label the family.</u></p>	<ul style="list-style-type: none"> Listening activities to assess pupils understanding of spoken Spanish. Verbal interaction assessment. Books marking. 	<ul style="list-style-type: none"> Interactive white board. Power Point presentation. Books.
Impact			Next steps/progress		

Unit 8 My body	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 2 3 weeks. 3 lessons. 30 minutes per lesson.	<p style="text-align: center;">Learning Objectives</p> <p>-Recognise and recall the vocabulary about the face and body.</p> <p>-Relate given vocabulary with pictures and parts of their own body.</p> <p>-To read a poem about a monster and his parts of the body working with metaphors about different parts of the face.</p>	<p>- <u>Parts of the body.</u></p> <p>- <u>Parts of the face.</u></p> <p>- Grammar:</p> <p style="padding-left: 20px;">- Question what is your hair and eyes colour.</p> <p style="padding-left: 20px;">- Use adjectives.</p> <p>- Vocabulary:</p> <p><u>El cuerpo, La cabeza, La cara, Los ojos, La nariz, La boca, Los dientes, El pelo, Los hombros, Los brazos, Las manos, Las piernas, Los pies, Los dedos, La cara, Los ojos, La nariz, La boca, Las orejas, El pelo, Las vejas</u></p>	<p>- Ask and answer the colour of your eyes and hair.</p> <p>¿Tienes..? (Do you have..?)</p> <p>¿De qué color son tus ojos? (What is the colour of your eyes?) ¿y el pelo? (And your hair)</p> <p>- Draw and label face and body parts.</p> <p>- Write in whiteboard and books each other's eyes colour.</p> <p>- Read aloud face and body parts.</p> <p>- Use colours for describing eyes.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>- Books.</p>
Impact			Next steps/progress		

Unit 9 School	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 2 3 Lessons. 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise objects within the class room with prompts. Read aloud name of the object with pictures. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Ask and answer the question what is in your pencil case, with prompts Recognise and label objects of their pencil case. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Respond to the questions without prompts. 	<p><u>-Objects around the class.</u></p> <p><u>- Objects in our pencil case.</u></p> <p>- Grammar:</p> <p>- Verb to have.</p> <p>- Question what do you have in your pencil case?</p> <p>-Vocabulary:</p> <p>un estuche (a pencil case) un bolígrafo (a pen) un lápiz (a pencil) un sacapuntas (a sharpener) una regla (a ruler) una goma (a rubber) unas tijeras (scissors)</p>	<p><u>- Ask and answer what do you have in your pencil case.</u></p> <p>- Relate objects and colours.</p> <p>- Name objects around the class room.</p> <p><u>- To write about objects in the pencil case.</u></p> <p>- Read aloud the objects within the class room.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/progress		

Summer

Unit 10 Food	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 1 2 Lessons 2 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> <u>All students will be able to:</u> Understand words on the topic. Use vocabulary in basic language structures. Listening to spoken language. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Understand phrases on the topic. Give basic opinions on food and drink. Show understanding by joining in and responding. Read aloud. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Understand sentences on the topic. Say food and drinks' words without prompts. 	<p>- <u>Food.</u></p> <p>- <u>Drinks.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p>- Question whether you like or dislike something.</p> <p>-Vocabulary:</p> <p>Me encanta, Me gusta mucho, no me gusta., sed, hambre</p> <p>las verduras, la fruta, la sopa, la ensalada, el pescado, el pollo, el pan, el queso, el agua.</p>	<p>- Read a range of drinks and food. To develop accurate pronunciation</p> <p>- Ask and answer whether you like or dislike drinks and food.</p> <p>- <u>Write on Spanish books different drinks and food.</u></p> <p>- Relate pictures with vocabulary.</p> <p>- Say what you eat and drink at school.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/ progress		

Unit 11 Weather	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <p><u>All students will be able to:</u></p> <ul style="list-style-type: none"> • Understand words on the topic. • Use vocabulary in basic language structures. • Listening to spoken language. <p><u>Most students should be able to:</u></p> <ul style="list-style-type: none"> • Understand phrases on the topic. • Show understanding by joining in and responding. • Read aloud. <p><u>Some students might be able to:</u></p> <ul style="list-style-type: none"> • Understand sentences on the topic. 	<p>- <u>Weather in Spanish.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p>- Question what is the weather like?.</p> <p>-Vocabulary:</p> <p>Hace Frio Hace Calor Hace buen tiempo Hace mal tiempo</p> <p>- Vocabulary about time.</p> <p>- Revision numbers.</p> <p>- Frequency.</p>	<p>- Read and name different weather.</p> <p>- To remember numbers in Spanish.</p> <p>- <u>Pupil to talk about Likes and Dislikes.</u></p> <p>- <u>Pupils to write vocabulary about The weather in their books.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Book marking</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books.</p>
Impact			Next steps/ progress		

Holy Ghost Catholic Primary School

Year 5

Curriculum overview							
Autumn 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Unit 1 Greetings & phonics	Unit 1 Greetings & phonics	Unit 1 Colours	Unit 2 To write about colours.	Unit 2 Numbers 1- 40	Unit 2 Colours & numbers
Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Halloween Special	Unit 3 The Calendar Months	Unit 3 The Calendar Days	Unit 4 Sports	Unit 4 Hobbies	Unit 5 Christmas	Unit 5 Christmas
Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 6 Music	Unit 6 Instruments	Unit 6 Frequency	Unit 7 Family	Unit 7 Family 2	Revision	
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 8 Describe the body	Unit 8 Describe the face	Unit 9 The City	Unit 9 To describe a city		Revision	
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5		
	Unit 8 Body Recap	Unit 9 City Recap	Unit 10 The Food	Unit 10 Food 2	Revision		
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Unit 11 Weather	Unit 11 Weather 2	Unit 11 Weather bilingual text 2	Unit 11 Food Revision	Revision	Revision & songs	Games & songs

Autumn

Unit 1 Greetings & phonics	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Autumn 1</p> <p>3 lessons.</p> <p>3 weeks.</p> <p>30 minutes per lesson.</p>	<p style="text-align: center;">Learning Objectives</p> <p>-Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>-Explore the patterns and sounds of language.</p> <p>-Use familiar vocabulary, phrases and basic language structures.</p> <p>-Read carefully and show understanding of words, phrases and simple writing.</p> <p>-Broaden their vocabulary and develop their ability to understand new words.</p>	<ul style="list-style-type: none"> • <u>Greetings and introduce yourself.</u> • <u>Spanish alphabet.</u> • Letters' spellings. • Grammar. • Verb to be. Verbo Ser. <p>Questions and answers relevant to the subjects.</p> <p>- Vocabulary:</p> <p>Saludos, Hola, Adiós, Buenos días, Buenas tardes, Buenas noches, Qué tal? Muy bien, Fantástico, Muy bien, Bien, Mal, Fatal Como te llamas? Me llamo...</p>	<p>- <u>Introduce yourself.</u></p> <p>- Question and respond “how are you?”</p> <p>- Question and respond “what is your name?”</p> <p>Written exercises:</p> <p>- <u>Write Spanish word banks.</u></p> <p>- <u>Fill the gaps in given sentences.</u></p> <p>- Relate Spanish and English vocabulary.</p> <p>- Complete crosswords and word searches.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>- Books marking.</p> <p>- <u>Assessment for learning: in their Spanish books.</u></p>	<p>-PPT</p> <p>-Books</p> <p>- Interactive white board.</p>
Impact			Next steps/progress		

Unit 2 Colours and numbers.	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 1 3 Lessons. 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • Read aloud the colours and numbers. • <u>Show understanding of colours and numbers.</u> <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Ask and respond to the questions “what is the colour?” • Count 1-40 with prompts. • Recognise and recall several colours with prompts. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions without prompts. • Count 1-40 without prompts. 	<p>- <u>Numbers 1 to 40.</u></p> <p>- Grammar: - Questions: what is the colour? and what is the number?</p> <p>-Vocabulario: Colores: Verde, Azul, Rojo, Amarillo, Rosa, Blanco, Negro Marrón,</p> <p>Números: Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, Diez, Once, Doce, Trece, Catorce, Quince, Dieciseis, Diecisiete, Dieciocho, Diecinueve, Veinte...</p> <p>Treinta y uno, Treinta y dos, Treinta y tres, Treinta y cuatro, Treinta y cinco, Treinta y seis, Treinta y siete, Treinta y ocho, Treinta y nueve y Cuarenta</p>	<p>- Read the colours and numbers provided.</p> <p>-Count objects within the class room.</p> <p>- Ask and answer what the colour of something is.</p> <p>-Ask and answer what the number is.</p> <p><u>- Write colours and numbers in whiteboards and books.</u></p> <p>- Read the numbers provided.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>- Books marking.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- PPT</p> <p>- Books</p>
Impact			Next steps/progress		

Unit 3 My Calendar	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Listening attentively to spoken language. Sing along songs and rhymes. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Repeat, read and recall the days of the week. Appreciate and sing along songs and rhymes. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Speak in sentences without prompts. 	<p>- <u>Days of the week.</u></p> <p>- Vocabulario: Dias de la semana: Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo.</p> <p>-Seasons: Primavera Verano Otono Invierno</p> <p>Meses del año, Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre.</p>	<p>- <u>Write on Spanish books The days of the week.</u></p> <p>-<u>Write os Spanish books The months of the year.-Use these sentence structures:</u></p> <p>Mi cumpleaños es el...de.. / My birthday is...</p> <p>Hoy es el ...de... / Today is the ...of...</p> <p>-Questions: ¿Qué día es (hoy)? (What day is it (today)? ¿Qué fecha es (hoy)? (What date is it (today)? ¿Cuándo es tu cumpleaños? (When is your birthday?)</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Book marking.</p> <p>- Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations.</p> <p>- To develop phonics knowledge and confidence through: the days, the months, the seasons following the rhyme of the songs.</p>	<p>- Interactive white board.</p> <p>-PPT</p> <p>-Books</p>
Impact			Next steps/progress		

Unit 4 Sports and Hobbies	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • <u>Appreciate stories, songs, poems and rhymes about animals.</u> • Listening attentively and engage with spoken language. • Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Show understanding by joining in and responding. • Read aloud. • Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation. 	<p>- Likes /Dislikes.</p> <p>-Vocabulary about hobbies and sports.</p> <p>-¿Qué deportes sabes practicar? (What sports can you play?)</p> <p>-Frecuencia:</p> <p>Once a week / una vez a la semana. Todos los días/ every day Once a month/ una vez al mes Siempre/ Always A veces/ Sometimes Nunca/ Never</p> <ul style="list-style-type: none"> • 	<p>- Read and name a range of hobbies and sports.</p> <p>- Ask and answer whether you like or dislike hobbies and sports.</p> <p>- <u>Write in books different hobbies and sports.</u></p> <p>- Relate pictures with vocabulary.</p> <p>- Say what you like to do in your free time.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/progress		

Unit 5 Christmas	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 2 Lessons 2 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes. • Listening attentively and engage with spoken language. • Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Show understanding by joining in and responding. • Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation. 	<p>- <u>Christmas carols.</u></p> <p>- Wishing a merry Christmas and a happy new year.</p> <p>- Vocabulario: Feliz navidad Feliz año nuevo Ángel Árbol de navidad Papá Noel, Belén, Niño Jesús Reyes Magos.</p>	<p>- Listen attentively to Christmas carols.</p> <p>- Sing along.</p> <p>- Say the vocabulary aloud.</p> <p>- <u>Wish merry Christmas to someone.</u></p> <p>- Follow a story.</p> <p>- <u>Write new vocabulary on books.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books.</p>
Impact			Next steps/progress		

Spring

Unit 6 Music	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Spring 1</p> <p>3 Lessons</p> <p>3 Weeks.</p> <p>30 minutes per lesson.</p>	<p style="text-align: center;">Learning Objectives</p> <p>- Express opinions and respond to those of others.</p> <p>- Link the spelling, sound and meaning of words.</p> <p>- Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>- Explore the patterns and sounds of language and different music.</p> <p>- Use conectives – y, pero, (también).</p>	<p>.Likes and Dislikes.</p> <p>Different types of music:</p> <p>el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional.</p> <p>En mi opinión (in my opinion) Pienso que (I think that)</p> <p>Intrumentos:</p> <p>Guitarra Tambor Piano Trompeta Batería Saxofon Cajon</p>	<p>-- <u>Read and name a range of instruments.</u></p> <p>- <u>Ask and answer whether you like or dislike different music.</u></p> <p>-¿Qué instrumento tocas? (What instrument do you play?)</p> <p>-¿Qué instrumento sabes tocar? (What instrument can you play?)</p> <p>- Write different instruments in Spanish books.</p> <p>- Relate pictures with vocabulary.</p> <p>- Say what you like to play in your free time.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>- Books.</p>
Impact			Next steps/progress		

Unit 7 My family	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 1 3 weeks. 3 lessons. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise and recall the vocabulary about the family. Relate given vocabulary with pictures. Appreciate songs and rhymes. <p>Most students should be able to:</p> <p>Name a range of family members.</p> <p>Some students might be able to:</p> <ul style="list-style-type: none"> Use context and comparisons with English to determine some meaning. 	<p><u>My Family- Mi Familia.</u></p> <p>- Vocabulario:</p> <p>La madre, El padre El abuelo, La abuela, El hermano, La hermana El hijo La hija</p> <p>Giving opinions:</p> <p>Me gusta (I like) No me gusta (I don't like) Me encanta (I love) Odio (I hate) Prefiero (I prefer) ¿Te gusta...? (Do you like...?) ¿Por qué te gusta..? (Why do you like..?) Porque me parece ... (because it seems...) (because it seems...)</p>	<p>- Match Spanish with English vocabulary.</p> <p>- Read aloud members of your family.</p> <p><u>- To be able to write members of the family in their Spanish books.</u></p> <p>Giving opinions:</p> <p>Me gusta (I like) No me gusta (I don't like) Me encanta (I love) Odio (I hate) Prefiero (I prefer) ¿Te gusta...? (Do you like...?) ¿Por qué te gusta..? (Why do you like..?) Porque me parece ... (because it seems...) <u>Porque creo que es... (because I think it is...)</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>- Books.</p>
Impact			Next steps/progress		

Unit 8 My body	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 2 3 weeks. 3 lessons. 30 minutes per lesson.	<p align="center">Learning Objectives</p> <p>-Recognise and recall the vocabulary about the face and body.</p> <p>-Relate given vocabulary with pictures and parts of their own body.</p> <p>-To read a poem about a monster and his parts of the body working with metaphors about different parts of the face.</p>	<ul style="list-style-type: none"> - <u>Parts of the body.</u> - <u>Parts of the face.</u> - Grammar: <ul style="list-style-type: none"> - Question what is your hair and eyes colour. - Use adjectives. - Vocabulary: <p><u>El cuerpo, La cabeza, La cara, Los ojos, La nariz, La boca, Los dientes, El pelo,</u></p> <p><u>Los hombros, Los brazos, Las manos, Las piernas, Los pies, Los dedos, El pelo.</u></p> 	<ul style="list-style-type: none"> - Ask and answer the colour of your eyes and hair. ¿Tienes..? (Do you have..?) ¿De qué color son tus ojos? (What is the colour of your eyes?) ¿y el pelo? (And your hair) - <u>Write in whiteboard each other's eyes colour.</u> - Read aloud face and body parts. - <u>To be able to write short sentences related with the body.</u> 	<ul style="list-style-type: none"> -Listening activities to assess pupils understanding of spoken Spanish. -Monitoring during speaking activity. - Verbal interaction assessment. - Book marking. 	<ul style="list-style-type: none"> - Interactive white board. - Power Point presentation. - Books.
Impact			Next steps/progress		

Unit 9 The city	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 2 3 Lessons. 3 Weeks. 30 minutes per lesson.	<p style="text-align: center;">Learning Objectives</p> <p>-To use language with more independence to describe places.</p> <p>-To use key verbs in the 3rd person (Hay, Tiene, Está) and key verbs of like / dislike with reasons, recycling language from previous lessons.</p> <p>- Express opinions and respond to those of others.</p> <p>- Link the spelling, sound and meaning of words.</p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Grammar:</p> <p>There is / There is not</p> <p>Vocabulario:</p> <p>Adjectives:</p> <p>sucio / limpio (dirty / clean) tranquilo / ruidoso (quiet / noisy) divertido / aburrido (fun/ boring) bonito / feo (pretty / ugly) tradicional / moderno (traditional / modern) turístico / industrial famoso / conocido</p> <p><u>Vocabulary about the city to write sentences in their Spanish books.</u></p>	<p>Ask and answer whether you like or dislike different places in the city.</p> <p>- Write on Books different places in the city.</p> <p>- Relate pictures with vocabulary.</p> <p>- Say what you like to visit in your free time.</p> <p><u>-Vocabulary to use to label the city.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/progress		

Summer

Unit 10 Food	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 1 2 Lessons 2 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> <u>All students will be able to:</u> Understand words on the topic. Use vocabulary in basic language structures. Listening to spoken language. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Understand phrases on the topic. Give basic opinions on food and drink. Show understanding by joining in and responding. Read aloud. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Understand sentences on the topic. Say food and drinks' words without prompts. 	<p>- <u>Food.</u></p> <p>- <u>Drinks.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p>- Question whether you like or dislike something.</p> <p>-Vocabulary:</p> <p>Me encanta, Me gusta mucho, no me gusta., sed, hambre</p> <p>.Las patatas fritas, las verduras, los helados, los huevos, la tarta, la fruta, la sopa, la ensalada, el queso, el pescado, el pollo, el pan, limonada, agua.</p>	<p>- Read a range of drinks and food. To develop accurate pronunciation</p> <p>- Ask and answer whether you like or dislike drinks and food.</p> <p>- <u>Write on Spanish books different drinks and food.</u></p> <p>- Say what you eat and drink at school.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/ progress		

Unit 11 Weather	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <p><u>All students will be able to:</u></p> <ul style="list-style-type: none"> Understand words on the topic. Use vocabulary in basic language structures. Listening to spoken language. <p><u>Most students should be able to:</u></p> <ul style="list-style-type: none"> Understand phrases on the topic. Show understanding by joining in and responding. Read aloud. <p><u>Some students might be able to:</u></p> <ul style="list-style-type: none"> Understand sentences on the topic. 	<p>- <u>Numbers 1 to 50.</u></p> <p>- Add and take away.</p> <p>- Grammar:</p> <p>- Question what is the number.</p> <p>- Question what is the weather like?</p> <p>- Vocabulary.</p> <p>Weather:</p> <p>Hace frío Hace calor Hace buen tiempo Hace mal tiempo Hay tormenta Hay niebla Llueve Nieva</p>	<p>- Count aloud along with others.</p> <p>- Read the numbers provided.</p> <p>- Count objects within the class room.</p> <p>- <u>Write weather and numbers in whiteboards and books.</u></p> <p>- Ask and answer what the number is.</p> <p>- Verbal interventions:</p> <ul style="list-style-type: none"> Teacher questions. Peer interactions. Peer oral activities (scaffolding activities). Whole class verbal marking. 	<p>- Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Monitoring during speaking activity.</p> <p>- Book marking</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>- Books.</p>
Impact			Next steps/ progress		

Holy Ghost Catholic Primary School

Year 6

Curriculum overview							
Autumn 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Unit 1 Greetings & phonics	Unit 1 Greetings & phonics	Unit 1 To write poem in Spanish/ Colours	Unit 2 To read your poem	Unit 2 Numbers 1- 50	Unit 2 Colours & numbers
Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Halloween Special	Unit 3 The Calendar Months	Unit 3 The Days/Dates	Unit 4 Sports	Unit 4 Hobbies	Unit 5 Christmas	Unit 5 Christmas
Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 6 Music	Unit 6 Instruments	Unit 6 Frequency	Unit 7 Family	Unit 7 Family bilingual text.	Revision	
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 8 Describe the body	Unit 8 Describe the face	Unit 9 Places in town	Unit 9 To describe a city	Unit 9 There is/ There are	Revision	
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5		
	Unit 8 Body Recap	Unit 9 City Recap	Unit 10 The Food	Unit 10 Food 2	Revision		
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Unit 11 Weather	Unit 11 To write weather for seasons	Unit 11 Weather bilingual text 3	Unit 11 Food Revision Opinion	Revision Singular and plural The article	Revision + transition tasks	Games & songs

Autumn

Unit 1 Greetings & phonics	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Autumn 1</p> <p>3 lessons.</p> <p>3 weeks.</p> <p>30 minutes per lesson.</p>	<p style="text-align: center;">Learning Objectives</p> <p>-Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>-Explore the patterns and sounds of language.</p> <p>-Use familiar vocabulary, phrases and basic language structures.</p> <p>-Read carefully and show understanding of words, phrases and simple writing.</p> <p>-Broaden their vocabulary and develop their ability to understand new words.</p>	<ul style="list-style-type: none"> • <u>Greetings and introduce yourself.</u> • <u>Spanish alphabet.</u> • Grammar. <ul style="list-style-type: none"> • Verb to be. Verbo Ser • <p>Questions and answers relevant to the subjects.</p> <p>- Vocabulary:</p> <p>Saludos, Hola, Adiós, Buenos días, Buenas tardes, Buenas noches, Qué tal? Muy bien, Maravillo, Hambriento, Muy bien, Bien, Mal, Fatal</p> <p>Como te llamas? Me llamo...</p>	<p>- <u>Introduce yourself.</u></p> <p>- Question and respond “how are you?”</p> <p>- Question and respond “what is your name?”</p> <p>Written exercises:</p> <p>- <u>Write Spanish word banks.</u></p> <p>- <u>Fill the gaps in given sentences.</u></p> <p>- Relate Spanish and English vocabulary.</p> <p>- Complete crosswords and word searches.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>- Books marking.</p> <p>- <u>Assessment for learning: in their Spanish books.</u></p>	<p>-PPT</p> <p>-Books</p> <p>- Interactive white board.</p>
Impact			Next steps/progress		

Unit 2 Colours and numbers.	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 1 3 Lessons. 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • Read aloud the colours and numbers. • <u>Show understanding of colours and numbers.</u> <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Ask and respond to the questions “what is the colour?” • Count 1-50 with prompts. • Recognise and recall several colours with prompts. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions without prompts. • Count 1-50 without prompts. 	<p>- <u>Numbers 1 to 50.</u></p> <p>- Grammar: - Questions: what is the colour? and what is the number?</p> <p>-Vocabulario: Colores: Verde, Azul, Rojo, Amarillo, Rosa, Blanco, Negro Marrón,</p> <p>Números: Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, Diez, Once, Doce, Trece, Catorce, Quince, Dieciseis, Diecisiete, Dieciocho, Diecinueve, Veinte...</p> <p>Cuarenta y uno, Cuarenta y dos, Cuarenta y tres, Cuarenta y cuatro, Cuarenta y cinco, Cuarenta y seis, Cuarenta y siete, Cuarenta y ocho, Cuarenta y nueve y Cincuenta.</p>	<p>- Read the colours and numbers provided.</p> <p>-Count objects within the class room.</p> <p>- Ask and answer what the colour of something is.</p> <p>-Ask and answer what the number is.</p> <p><u>- Write colours and numbers in whiteboards and books.</u></p> <p>- Read the numbers provided.</p> <p>-Exploring a Spanish poem.</p> <p>-Write a poem about colours.</p> <p>-Read a poem.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>- Books marking.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- PPT</p> <p>- Books</p>
Impact			Next steps/progress		

Unit 3 My Calendar	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Listening attentively to spoken language. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Repeat, read and recall the days of the week. Appreciate and sing along songs and rhymes. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Speak in sentences without prompts. 	<p>- <u>Days of the week.</u></p> <p>- Vocabulario: Dias de la semana: Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo.</p> <p>-Seasons: Primavera Verano Otono Invierno</p> <p>Meses del año, Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre.</p>	<p>- <u>Write on Spanish books The days of the week.</u></p> <p>-<u>Write on Spanish books The months of the year.-Use these sentence structures:</u></p> <p>Mi cumpleaños es el...de.. / My birthday is...</p> <p>Hoy es el ...de... / Today is the ...of...</p> <p>-Questions: ¿Qué día es (hoy)? (What day is it (today))? ¿Qué fecha es (hoy)? (What date is it (today))? ¿Cuándo es tu cumpleaños? (When is your birthday?)</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Book marking.</p> <p>- Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations.</p> <p>- To develop phonics knowledge and confidence through: the days, the months, the seasons following the rhyme of the songs.</p>	<p>- Interactive white board.</p> <p>-PPT</p> <p>-Books</p>
Impact			Next steps/progress		

Unit 4 Sports and Hobbies	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Listening attentively and engage with spoken language. Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Show understanding by joining in and responding. Read aloud. Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Develop accurate pronunciation. 	<p>-Likes /Dislikes.</p> <p><u>-Vocabulary about hobbies and sports revision from year 5.</u></p> <p>-¿Qué deportes sabes practicar? (What sports can you play?)</p> <p>-Frecuencia:</p> <p>Once a week / una vez a la semana. Todos los días/ every day Once a month/ una vez al mes Siempre/ Always A veces/ Sometimes Nunca/ Never</p>	<p>- Read and name a range of hobbies and sports.</p> <p>- Ask and answer whether you like or dislike hobbies and sports.</p> <p><u>- Write in books different hobbies and sports.</u></p> <p>- Relate pictures with vocabulary.</p> <p>- Say what you like to do in your free time.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/progress		

Unit 5 Christmas	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 2 Lessons 2 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Listening attentively and engage with spoken language. Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Show understanding by joining in and responding. Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Develop accurate pronunciation. 	<p>- <u>Christmas carols.</u></p> <p>- Wishing a merry Christmas and a happy new year.</p> <p>- Vocabulario:</p> <p>Feliz navidad Feliz año nuevo Ángel Árbol de navidad Papá Noel, Belén, Niño Jesús Reyes Magos.</p>	<p>- Listen attentively to Christmas carols.</p> <p>- Sing along.</p> <p>- Say the vocabulary aloud.</p> <p>- <u>Wish merry Christmas to someone.</u></p> <p>- Follow a story.</p> <p>- <u>Write new vocabulary on books.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books.</p>
Impact			Next steps/progress		

Spring

Unit 6 Music	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Spring 1</p> <p>3 Lessons</p> <p>3 Weeks.</p> <p>30 minutes per lesson.</p>	<p style="text-align: center;">Learning Objectives</p> <p>- Express opinions and respond to those of others.</p> <p>- Link the spelling, sound and meaning of words.</p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>-Explore the patterns and sounds of language and different music.</p> <p>- Use conectives – y, pero, (también).</p>	<p>.Likes and Dislikes.</p> <p>Different types of music:</p> <p>el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional.</p> <p>En mi opinión (in my opinion)</p> <p>Pienso que (I think that)</p> <p>Intrumentos:</p> <p>Guitarra</p> <p>Tambor</p> <p>Piano</p> <p>Trompeta</p> <p>Batería</p> <p>Saxofon</p> <p>Cajon</p>	<p>-- Read and name a range of instruments.</p> <p>- Ask and answer whether you like or dislike different music.</p> <p>-¿Qué instrumento tocas? (What instrument do you play?)</p> <p>-¿Qué instrumento sabes tocar? (What instrument can you play?)</p> <p>- <u>Write different instruments in Spanish books.</u></p> <p>- Relate pictures with vocabulary.</p> <p>-New Instruments: Flauta, Teclado, Violin and Violonchelo.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>- Books.</p>
Impact			Next steps/progress		

Unit 7 My family	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 1 3 weeks. 3 lessons. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise and recall the vocabulary about the family. Relate given vocabulary with pictures. <p>Most students should be able to:</p> <p>Name a range of family members.</p> <p>Some students might be able to:</p> <ul style="list-style-type: none"> Use context and comparisons with English to determine some meaning. 	<p><u>My Family- Mi Familia.</u></p> <p>- Vocabulario:</p> <p>La madre, El padre El abuelo, La abuela, El hermano, La hermana El hijo La hija</p> <p>Giving opinions:</p> <p>Me gusta (I like) No me gusta (I don't like) Me encanta (I love) Odio (I hate) Prefiero (I prefer)</p> <p>¿Te gusta...? (Do you like...?)</p> <p>¿Por qué te gusta..? (Why do you like..?)</p> <p>Porque me parece ... (because it seems...)</p>	<p>- Match Spanish with English vocabulary.</p> <p>- Read aloud members of your family.</p> <p><u>- To be able to write members of the family in their Spanish books.</u></p> <p>Giving opinions:</p> <p><u>- To be able to write sentences giving an opinion in their Books.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>- Books.</p>
Impact			Next steps/progress		

Unit 8 My body	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 2 3 weeks. 3 lessons. 30 minutes per lesson.	<p align="center">Learning Objectives</p> <p>-Recognise and recall the vocabulary about the face and body.</p> <p>-Relate given vocabulary with pictures and parts of their own body.</p> <p>-To read a poem about a monster and his parts of the body working with metaphors about different parts of the face.</p>	<ul style="list-style-type: none"> - <u>Parts of the body.</u> - <u>Parts of the face.</u> - Grammar: - Use adjectives. - Vocabulary: <p><u>El cuerpo, La cabeza, La cara, Los ojos, La nariz, La boca, Los dientes, El pelo,</u></p> <p><u>Los hombros, Los brazos, Las manos, Las piernas, Los pies, Los dedos, El pelo.</u></p> <p><u>Alto/tall</u> <u>Bajo/Short</u> <u>Largo/Long</u> <u>Rizado / Curly</u></p>	<ul style="list-style-type: none"> - Ask and answer the colour of your eyes and hair. ¿Tienes..? (Do you have..?) ¿De qué color son tus ojos? (What is the colour of your eyes?) ¿y el pelo? (And your hair) - <u>Write in whiteboard each other's eyes colour.</u> - Read aloud face and body parts. - <u>To be able to write short sentences related with the body and some adjectives.</u> 	<ul style="list-style-type: none"> -Listening activities to assess pupils understanding of spoken Spanish. -Monitoring during speaking activity. - Verbal interaction assessment. - Book marking. 	<ul style="list-style-type: none"> - Interactive white board. - Power Point presentation. - Books.
Impact			Next steps/progress		

Unit 9 The city	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 2 3 Lessons. 3 Weeks. 30 minutes per lesson.	<p align="center">Learning Objectives</p> <p>-To use language with more independence to describe places.</p> <p>-To use key verbs in the 3rd person (Hay, Tiene, Está) and key verbs of like / dislike with reasons, recycling language from previous lessons.</p> <p>- Express opinions and respond to those of others.</p> <p>- Link the spelling, sound and meaning of words.</p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Grammar:</p> <p>There is / There is not</p> <p><u>Likes & Dislikes</u></p> <p>Vocabulario:</p> <p>Adjectives:</p> <p>sucio / limpio (dirty / clean) tranquilo / ruidoso (quiet / noisy) divertido / aburrido (fun/ boring) bonito / feo (pretty / ugly) tradicional / moderno (traditional / modern) turístico / industrial famoso / conocido</p> <p><u>Vocabulary about the city to write sentences in their Spanish books.</u></p>	<p><u>Ask and answer whether you like or dislike different places in the city.</u></p> <p>- <u>Write on Books different places in the city.</u></p> <p>- Relate pictures with vocabulary.</p> <p>- Say what you like to visit in your free time.</p> <p><u>-Vocabulary to use to label the city.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/progress		

Summer

Unit 10 Food	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 1 2 Lessons 2 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> <u>All students will be able to:</u> Understand words on the topic. Use vocabulary in basic language structures. Listening to spoken language. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Understand phrases on the topic. Give basic opinions on food and drink. Show understanding by joining in and responding. Read aloud. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Understand sentences on the topic. Say food and drinks' words without prompts. 	<p>- <u>Food.</u></p> <p>- <u>Drinks.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p>- Question whether you like or dislike something.</p> <p>-Vocabulary:</p> <p>Me encanta, Me gusta mucho, no me gusta., sed, hambre</p> <p>.Las patatas fritas, las verduras, los helados, los huevos, la tarta, la fruta, la sopa, la ensalada, el queso, el pescado, el pollo, el pan, limonada, agua.</p>	<p>- Read a range of drinks and food. To develop accurate pronunciation</p> <p>- Ask and answer whether you like or dislike drinks and food.</p> <p>- <u>Write on Spanish books different drinks and food.</u></p> <p>- <u>To write sentences about Likes and Dislikes thinking about food and drinks.</u></p> <p>- Say what you eat and drink at school.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact	Next steps/ progress				

Unit 11 Weather	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 2 3 Lessons 3 Weeks. 30 minutes per lesson.	<p align="center">Learning Objectives</p> <ul style="list-style-type: none"> - Read and add questioning intonation. - Singular and plural in Spanish. -Listen attentively to spoken language and show understanding by joining in and responding. -Explore the patterns and sounds of language. -Use familiar vocabulary, phrases and basic language structures. -Read carefully and show understanding of words, phrases and simple writing. -Revision of colours. To write a poem about colours. (The sky is blue/ el cielo es azul...). 	<ul style="list-style-type: none"> - <u>Numbers 1 to 50.</u> - Add and take away. - Grammar: - Question what is the number. -Question what is the weather like? -Vocabulary. <p>Weather:</p> <p>Hace frío Hace calor Hace buen tiempo Hace mal tiempo Hay tormenta Hay niebla Llueve Nieva</p>	<ul style="list-style-type: none"> -Count objects within the class room. - <u>Write weather and numbers in whiteboards and books.</u> -Ask and answer what the number is. - Revision: - Gender of nouns – definite and indefinite articles. -Definite: El (mas. Sing) La (fem .sing) Los (mas.pl.) Las (fem.pl) -Indefinite: Un Unos Una <u>Unas</u> 	<ul style="list-style-type: none"> -Listening activities to assess pupils understanding of spoken Spanish. -Monitoring during speaking activity. -Book marking 	<ul style="list-style-type: none"> - Interactive white board. - Power Point presentation. -Books.
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