

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
Year 3 units	Aprendo español	Los instrumentos	Sé	La fruta	Los helados and la oruga muy hambrienta
Unit overview	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> Find Spain on a map and be able to recall at least one Spanish-speaking country Use key greetings ask and answer the question 'How are you?' in Spanish Ask and answer the question 'What is your name?' in Spanish Count to 10 in Spanish Read, write, say, and recognise 10 colours in Spanish. 	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> Recognise, recall and spell up to 10 instruments in Spanish with their definite articles/determiners Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish Learn to say and write 'I play' + an instrument in Spanish using the high-frequency, 1st person regular verb 'toco' (I play) with up to 10 different instruments. 	<p>In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs in Spanish Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..) Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but). 	<p>In this unit the pupils will learn how to:</p> <ul style="list-style-type: none"> Name and recognise up to 10 fruits in Spanish Attempt to spell some of these nouns Ask somebody in Spanish if they like a particular fruit Say what fruits they like and dislike. 	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> Name and recognise up to 10 different flavours for ice creams (including fruit) Ask for an ice-cream in Spanish using 'quisiera' Say what flavour they would like Say whether they would like their ice-cream in a cone or a small pot/tub. <p>Days of the week will be learnt as part of "La oruga muy hambrienta" as well as a recap of numbers to five and some items of fruit.</p>
Grammar coverage	Introduction to the upside down question mark (¿)	Nouns, definite articles/determiners and	Modal verb plus infinitive. Learning that sé (that	Nouns, gender, articles/determiners and	Nouns, gender & high frequency verb. Starting to

	<p>and the upside down exclamation mark (¡) Seeing that they are used at the beginning of all questions and exclamatory sentences. No exceptions!</p>	<p>high frequency verb 'tocar' in 1st person singular only. Using a noun (instrument) with the correct definite article and 1st person singular of the verb to play (tocar): 'toco'. We will learn that nouns in Spanish can have different articles based on their gender (masculine/ feminine nouns) and plurality. Introduction to 3 definite articles (la, el and los). Learning how to categorise nouns in Spanish by their article/determiner, gender and plurality. Understanding that yo (I) is often not used with a verb. We translate 'toco' as 'I play' even though the 'I' is missing!</p>	<p>comes from the modal verb saber and translates as 'I know how' is ALWAYS followed by a verb in its infinitive form in Spanish. The negative sentence structure in Spanish follows the rule of no plus the conjugated MODAL verb, sé, plus the INFINITIVE verb</p>	<p>plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all</p>	<p>understand better that nouns in Spanish are either masculine or feminine (un helado, un cucurucho, una tarrina) and that there are different words for 'a/an' in Spanish depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation quisiera. Learning that quisiera is often used for I would like/want</p>
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				questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!	
Phonics coverage	<p>CH J Ñ LL RR</p> <ul style="list-style-type: none"> • CH sound in 'ocho' • J sound in 'rojo' and 'naranja' • Ñ sound in 'España' • LL sound in 'amarillo' • RR sound in 'marrón' <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in có-mo. •</p> <p>Ñ letter. It is pronounced as the 'ny' sound in the English word 'onion'</p>	<p>CH J Ñ LL RR</p> <ul style="list-style-type: none"> • RR sound in guitarra. • <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed! As seen in cím-ba-los, tri-án-gu-lo, el vi-o-lín & ba-te-rí-a</p>	<p>CH J Ñ LL RR</p> <ul style="list-style-type: none"> • J sound in dibujar • Ñ sound in hablar español <p>Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar</p> <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in bai-lar and can-tar. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable</p>	<p>CH J Ñ LL RR</p> <ul style="list-style-type: none"> • J sound in Naranja <p>Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like perra, cer-re-za, cir-rue-la and al-bar-ri-co-que</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed - regardless of the other rules! As seen in plár-ta-no and me-lo-co-tón</p>	<p>CH J Ñ LL RR</p> <ul style="list-style-type: none"> • CH sound in chocolate, pistachio & cucurucho • LL sound in vainilla • RR sound in tarrina <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fa-vor. For words that end in a vowel or 'n' and 's', it is normally the second to last syllable like bo-las and gra-cias</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed - regardless of the other rules! Therefore, the stress falls on the syllable with</p>

					the vowel. As seen in plátano.
Key vocabulary we will learn and revisit (revisited vocabulary in green)	¡Hola!/¡Buenos días! ¡Adiós!/¡Hasta luego! ¿Cómo te llamas? Me llamo Numbers to 10 Colours	El/la/los/las Names of musical instruments Toco	Sé/No sé bailar saltar tocar (+ names of musical instruments) cantar montar en bicicleta cocinar patinar dibujar nadar hablar español y pero	naranja un/una/los/las Me gustan/No me gustan fresa melocotón albaricoque plátano pera cereza ciruela	un/una dos tres y ¡Hola!/¡Buenos días! ¡Adiós!/¡Hasta luego! plátano fresa Quisiera Ice cream flavours helado cucurucho tamina bola ¿Qué sabor? ¿Cuántas? Gracias Por favor Te gustan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
Year 4 units	Me presento	La fecha	En la cafetería	Mi familia	La clase
Unit overview	<p>In this unit pupils will learn to:</p> <ul style="list-style-type: none"> • Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked • Ask somebody their name in Spanish and reply when asked • Recall the numbers 1-10 and count from 11-20 in Spanish • Ask somebody how old they are in Spanish and reply when asked • Ask somebody where they live in Spanish and reply when asked • Express their nationality in Spanish and understand basic gender agreement rules. 	<p>In this unit pupils will learn to:</p> <ul style="list-style-type: none"> • Recognise and recall the 7 days of the week in Spanish • Recognise and recall the 12 months of the year in Spanish • Recognise and recall numbers 1-31 in Spanish • Ask and answer the question '¿Qué fecha es hoy?' (What is the date today?) in Spanish • Ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish 	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria • To understand better how to change a singular noun to plural form • Perform a short role-play ordering what they would like to eat and drink. 	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Use the nouns and articles/determiners for family members in Spanish • Move from using the article/determiner 'a/an' with a family member to using the possessive adjective 'my' in Spanish • Answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?) in Spanish • Introduce family members in Spanish, using 'se llama' (he/she is called). • Use my knowledge of larger numbers in Spanish to be able to 	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Remember and recall 12 classroom objects with their indefinite article • Replace an indefinite article with a possessive adjective • Say and write what they have and do not have in their pencil case.

				describe the age of family members.	
Grammar coverage	Adjectival agreement. An introduction to the concept of adjectival agreement in the simplest form in Spanish. Adding an 'a' to the end of the adjective (e.g. the nationalities 'English' or 'Spanish' in Lesson 5) to show that the person talking or being described is female. Also seeing the upsidedown question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!	Ordinal & cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. Seeing the upside-down question mark (¿) is used at the beginning of all questions. No exceptions!	Nouns, indefinite articles/determiners & plurality. Remembering that nouns in Spanish can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in Spanish so more than one of each item can be ordered from the choice of food, snacks and drinks.	Nouns, articles/determiners and possessive adjectives. We will explore possessive adjectives in Spanish with a focus only on 'my'. We will learn that there are 2 ways to say 'my' in Spanish covered in the unit: 'mi' and 'mis'. We will also recognise that the articles/determiners 'el' and 'la' are dropped when we speak of close, biological family members in the singular form.	Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/determiner. Moving from revisiting tengo... ('I have') to learning the negative option no tengo... ('I do not have') in Spanish. Remembering that the subject pronoun 'yo' is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside down exclamation and question mark at the start of a sentence.
Phonics coverage	CA CE CI CO CU <ul style="list-style-type: none"> CE sound in once, doce, trece etc 	GA GE GI GO GU <ul style="list-style-type: none"> GO sound in domingo & agosto. 	CA CE CI CO CU <ul style="list-style-type: none"> CA sound in calamares & catalana & caliente 	CA CE CI CO CU <ul style="list-style-type: none"> CA sound in 'única' CE sound in 'quince' 	CA CE CI CO CU <ul style="list-style-type: none"> CA sound in calculadora & cartera

	<ul style="list-style-type: none"> • CI sound in cinco and cincuenta • CO sound in escocés • CU sound in cuatro <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed! As seen in dō-nde and cō-mo.</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound in español & española.</p>	<ul style="list-style-type: none"> • CO sound in miércoles and cinco <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in sār-ba-do and miēr-coles</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in cumpleaños</p> <p>Silent Letters. 'H' is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is pronounced 'oy'.</p>	<ul style="list-style-type: none"> • CO sound in chocolate & con & cola cola <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué deseas?</p>	<ul style="list-style-type: none"> • CI sound in 'cien' • CO sound in 'único' • CU sound in 'cuarenta' <p>Stress placement. Words that end in a consonant (apart from an 'n' or an 's') should be stressed on the last syllable of the word. For words that end in a vowel 'n' or 's', it is normally the second to last syllable, as seen in 'herma-no' or 'her-ma-na'.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed - regardless of the other rules! This can be seen in this unit in words such as 'tū-o' and 'ú-ni-co'</p>	<ul style="list-style-type: none"> • CE sound in cernad • CI sound in silencio • CU sound in escuchad <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-per-tid. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like tir-je-ras.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué. Therefore used as a question word - not an answer</p>
Key vocabulary we will learn and revisit	<p>¡Hola!/¡Buenos días!</p> <p>¡Adiós!/¡Hasta luego!</p> <p>¿Cómo estás?</p> <p>Estoy bien/mal/regular</p> <p>¿Cómo te llamas?</p>	<p>Numbers to 20</p> <p>Days of the week</p> <p>Hoy es</p> <p>Months</p> <p>Numbers 21 to 31</p>	<p>un/una</p> <p>¡Hola!/¡Buenos días!</p> <p>¡Adiós!/¡Hasta luego!</p> <p>Quisiera</p> <p>Y</p>	<p>el/la/los/las</p> <p>soy</p> <p>¿Cuántos años tienes?</p> <p>Tengo _ años</p> <p>Numbers to 31</p>	<p>un/una/unas</p> <p>Tengo</p> <p>Mi</p> <p>Mis</p> <p>y</p>

<p>(revisited vocabulary in green)</p>	<p>Me llamo Numbers to 10 Muy Numbers 11 to 20 ¿Cuántos años tienes? Tengo _ años ¿Dónde vives? Vivo en ... Soy Inglaterra Nationalities eg, inglés/inglesa español/española</p>		<p>Gracias Por favor unos/unas Names of food and drink items La cuenta ¿Qué deseas?</p>	<p>family names ¿Cómo se llama? se llama Mi Mis Sí Tengo hijo único/hija única Numbers to 100</p>	<p>No tengo ¿Qué tienes en tu estuche? En Names of classroom items Classroom commands</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
Year 5 units	¿Tienes una mascota?	Los planetas	Mi casa	La ropa	En el colegio
Unit overview	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish Tell somebody in Spanish if they have or do not have a pet Ask somebody else in Spanish if they have a pet Tell somebody in Spanish the name of their pet Attempt to create a longer phrase using the conjunctions <i>y</i> ("and") or <i>pero</i> ("but"). 	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> Name and label a map of the Solar System in Spanish Apply the rules of adjectival agreement to describe the Solar System in Spanish Use conjunctions and intensifiers to extend descriptions of the Solar System Ask key questions in Spanish in order to conduct an interview with an astronaut Answer the questions in Spanish in order to present themselves as an astronaut Deepen their understanding of adjectival agreement to 	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish Tell somebody in Spanish what rooms they have or do not have in their home Ask somebody in Spanish what rooms they have or do not have in their home Attempt to create a longer spoken or written passage in Spanish recycling 	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for a variety of clothes in Spanish Use the appropriate genders and articles for these clothes Use the verb LLEVAR in Spanish with increasing confidence Say what they wear in different weather/situations Describe clothes in terms of their colour and apply adjectival agreement Use the possessives with increased accuracy. 	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for school subjects Say what subjects they like and dislike at school Say why they like/dislike certain school subjects Tell the time (on the hour) in Spanish Say what time they study certain subjects at school.

		describe themselves in terms of character.	previously learnt language (incorporating personal details such as their name and age).		
Grammar coverage	Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular conjugations of high frequency verbs me llamo, tengo, soy and vivo. Indefinite articles/determiners un and una. Negative structure no tengo... Differences in Spanish punctuation marks like ¿i	Adjectival agreement. Further work explaining and consolidating how adjectives can (and often do) change spelling in Spanish depending on if the noun they are describing is masculine or feminine.	Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles un and una. Revisiting also 1st person singular high frequency verbs llamo, tengo, soy with a particular focus on vivo from the verb VIVIR a regular IR verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (hay and no hay) structure. Noting the upside-down question mark (¿) is used at the beginning of all questions - no exceptions! This also happens with the exclamation mark as an upside down one is used at	Indefinite articles/determiners in the masculine and feminine singular and in the masculine and feminine plural - 'un', 'una', 'unos' and 'unas'. • Verbs - llevar (to wear) conjugated in the 1st person singular form 'llevo' (I wear/I'm wearing) • Conjunctions - 'y' (and) • Adjectival agreement - using colours as adjectives to describe the items of clothing.	Nouns, gender, definite articles & high frequency irregular verb ir. Revision of definite article el, la, los and las. Full verb conjugation of the verb IR, high frequency irregular verb. Learning how to also use opinions and justifications. Remembering that the subject pronoun 'yo' is often omitted in Spanish. Seeing that punctuation can be different with the upsidedown exclamation and question mark at the start of a sentence.

			the start of a sentence too in Spanish!		
Phonics coverage	<p>GA GE GI GO GU</p> <ul style="list-style-type: none"> GA sound in gato & Tortuga GO sound in tengo. <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-ma, tortu-ga and per-ro</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed - regardless of the other rules! As seen in nat-ón.</p>	<p>B V CC QU Z</p> <ul style="list-style-type: none"> B sound in bastante & describer QU sound in pequeño & por qué V sound in Venus & vivo Z sound in azul 	<p>GA GE GI GO GU</p> <ul style="list-style-type: none"> GA sound in garaje. <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-dero and ga-ra-je</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed - regardless of the other rules! As seen in sa-lón.</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter not just another phoneme as in baño and montaña.</p>	<p>B V CC QU Z</p> <ul style="list-style-type: none"> B sound in 'bufanda' and 'blanco' V sound in 'vestido', 'verano', 'invierno', 'verde', and 'llevo' Qu sound in 'chaqueta' Z sound in 'zapatos', 'zapatillas' and 'azul' <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable e.g. 'jersey'.</p> <p>Words that end in a vowel or 'n' and 's' should be stressed on the second to last syllable e.g. 'abrigo', 'falda', 'zapatos'</p> <p>Accents. Accents over vowels are stressed, regardless of the final letter e.g. 'chándal', 'marrón'</p>	<p>B V CC QU Z</p> <ul style="list-style-type: none"> B sound in aburrido QU sound in porque <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-te-re-san-te and di-ver-ti-do.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed - regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas.</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish</p>

					not just another phoneme as in español. Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola.
Key vocabulary we will learn and revisit (revisited vocabulary in green)	Tengo Me llamo Tengo _ años No tengo y pero que se llama Names of pet animals	el/la/los rojo azul muy Los planetas Names of planets pequeño/a grande cálido/a frío/a luminoso/a gaseoso/a rocoso/a bastante es	¿Dónde vives? Vivo en ... un/una el/la y pero en mi casa piso ciudad campo montaña costa pueblo Names of rooms in house hay	un/una/unos/unas y colours en casa Names of items of clothing ¿Qué llevas? Llevar Llevo colegio invierno verano	En el colegio el/la/las español inglés Me gustan No me gustan Te gustan es y pero ¡Hola!/¡Buenos días! ¡Adiós!/¡Hasta luego! Sí Numbers 1 to 12 Days of the week Names of school subjects ¿Qué te gusta? Me gusta Me encanta/me encantan Odio

					aburrido/divertido difícil/fácil útil/inútil interesante porque es/son sin embargo Son/A las ocho Es/A la una Es medianoche Es mediodía
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
Year 6 units	El fin de semana	La Segunda Guerra Mundial	Regular verbs	Comer sano	Je me présente
Unit overview	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Ask what the time is in Spanish • Tell the time accurately in Spanish • Learn how to say what they do at the weekend in Spanish • Learn to integrate conjunctions into their work • Present an account of what they do and at what time at the weekend. 	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Group/order unknown vocabulary to help decode texts in Spanish • Improve their listening and reading skills • Name the countries and languages involved in WW2 • Say what the differences were in city and country life during the war • Learn to integrate all new and previous language writing a letter home from the countryside as an evacuee. 	<p>In this series of six explicit grammar lessons pupils will focus on personal/subject pronouns and verb stems before learning how to conjugate regular verbs in Spanish.</p>	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise 10 foods and drinks considered good for your health • Name and recognise 10 foods and drinks not considered good for your health • Say what activities they do to keep in shape during the week • Say in general what they do to maintain a healthy lifestyle • Learn how to make a healthy recipe in Spanish. 	<p>In this unit pupils will learn to:</p> <ul style="list-style-type: none"> • Use basic greetings in French, ask somebody how they are feeling and reply when asked • Ask somebody their name in French and reply when asked • Recall the numbers 1-10 and count from 11-20 in French • Ask somebody how old they are in French and reply when asked • Ask somebody where they live in French and reply when asked • Express their nationality in French and understand basic gender agreement rules.

<p>Grammar coverage</p>	<p>Verbs, conjunctions and opinions. Revision & consolidation of first person singular high frequency verbs such as voy and juego. Also being introduced to new verbs such as veo and leo and remembering that the subject/personal pronoun is not required. New conjunctions and opinions for joining two phrases together and opinions. Remembering punctuation is different in Spanish as they use upside-down question and exclamation marks (¡¿) at the start of sentences.</p>	<p>Recycling and consolidation of the language learning skills connected to recognising and categorizing nouns, verbs and adjectives.</p>	<p>Revisit of what is an infinitive from Year 3 lesson. Learning personal pronouns Looking at how regular ER, IR and AR verbs and how they are conjugated in the present tense. Revisiting the concept that subject/personal pronouns are not generally required in Spanish.</p>	<p>First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. Use of comer in first person singular (como) and also beber (bebo) & in their negative form (no como & no bebo). Exploring verbs in their infinitive form to give instructions in Spanish. Different punctuation as seen with ¿ and ¡</p>	<p>Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of an adjective (e.g. the nationalities as seen in Lesson 5) to show that the person talking or being described is female</p>
<p>Phonics coverage</p>	<p>B V CC QU Z</p> <ul style="list-style-type: none"> • B sound in aburrido • V sound in voy, veo, divertido & levanto <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's')</p>	<p>B V CC QU Z</p> <ul style="list-style-type: none"> • B sound in besos • V sound in vivo, vida & divertida • QU sound in Checoslovaquia & queridos 	<p>B V LL</p> <ul style="list-style-type: none"> • B sound in hablar • V sound in vivir • LL sound in ella <p>Stress Placement. Words that end in a consonant (apart from 'n' or 's')</p>	<p>B V CC QU Z</p> <ul style="list-style-type: none"> • B sound in beber, bueno, blanco & bebo • V sound in vegetales & veo • Qu sound in que & manteguilla 	<p>I IN IQUE ILLE</p> <ul style="list-style-type: none"> • IN sound in cinq • I sound in huit, dix, Patrick, habite & Paris <p>Silent letters. 'S' is not pronounced in 'appelles', 'ans', 'Paris', 'Londres' or</p>

	<p>should be stressed on the last syllable like dor-mir and ge-nial. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like le-van-to, di-ver-ti-do and a-bur-ri-do.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed - regardless of the other rules! As seen in in-cre-i-ble.</p> <p>Silent letters. H is always silent in Spanish as in the word horrible (unless it is a word of foreign origin). It is pronounced orrible.</p>	<p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like a-gra-da-ble.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed - regardless of the other rules! As seen in tam-bi-én.</p> <p>Silent letters. H' is always silent in Spanish as in the word habla (unless it is a word of foreign origin). It is pronounced abla.</p>	<p>should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like no-so-tros</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed - regardless of the other rules! As seen in éli. Also it can indicate a change of meaning compare to eli</p> <p>Silent letters. H' is always silent in Spanish as in the word hablar (unless it is a word of foreign origin). It is pronounced ablar.</p>	<p>Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in sar-lud. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like par-ta-tas.</p> <p>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed - regardless of the other rules! As seen in nar-ta-ción.</p> <p>Ñ tilde. This changes the 'n' to a 'ny' sound like in añadir</p>	<p>'habites'. This often happens when 's' is the final consonant in a word.</p> <p>Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in 'je suis anglais/anglaise' (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'zi'.</p> <p>Elision. As seen in 'je m'appelle'. Dropping of the last letter of a word (in this case the 'e' in 'me') and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French</p>
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<p>Key vocabulary we will learn and revisit (revisited vocabulary in green)</p>	<p>Numbers to twenty five To tell the time on the hour Es medianoche Es mediodía y porque divertido aburrido El fin de semana ¿Qué haces el fin de semana? y cuarto/menos cuarto y media Names of ten activities después también finalmente más tarde agotador increíble genial</p>	<p>¡Hola! ¿Cómo estás? Estoy muy bien. Estoy muy mal. vivo en el campo en la ciudad pero porque Y también divertida difícil Nationalities (some new) Names of countries (some new) se habla la vida tranquila peligrosa segura agradable oscura sana triste llena de humo</p>	<p>Hablar Comer Vivir Yo Tú Él Ella Nosotros Nosotras Vosotros Vosotras Ellos Ellas</p>	<p>Comer Beber Como Bebo Names of food and drink items (some new) Names of activities (some new) Bueno para la salud Malo para la salud Para tener Imperatives (cocinar)</p>	<p>Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Pupil Unit Glossary.</p>
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