



Spanish

2023 - 2024

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1. Intent, Rational and Curriculum



Intent



At Bramley Sunnyside Junior school, we believe that learning a foreign language is important to all children, with the intent that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners. We intend to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. Through a collaborative approach, students are taught the three pillars of language learning (phonetics, vocabulary and grammar) in a combination of explicit and integrated lessons. All students will be exposed to Spanish through reading, writing, speaking and listening where new learning is recycled, revisited and consolidated. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout key stage 2, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements. By the end of year 6, pupils will have had the opportunity to meet all 12 of the National Curriculum attainment targets with the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

Rational

Pillars of progression in the curriculum: phonics, vocabulary, grammar

A language curriculum needs to be planned carefully for pupils' progress by considering the building blocks of the subject (in languages, the sounds, words and rules about how these connect to create sentences and meanings) and the sequence of these blocks.

This is not a reductive approach. The goals of having pupils broaden their horizons, converse fluently with others, fully explore cultures and strengthen their economic prospects can only be reached if we build firm foundations of language learning. Only by mastering the basics can pupils engage fully in the process of language learning, which they can then use to communicate about an increasingly wide range of themes. With increasing linguistic ability, cultural awareness can become ever more refined. To improve learners' understanding and production of language, a steady development in understanding of phonics, vocabulary, grammar and their interplay is needed.

Typically, language assessment systems incorporate these 3 'pillars':

- the system of the sounds of a language and how these are represented in written words (or scripts other than Roman)
- vocabulary
- grammar, including inflectional and/or derivational features (the systems for changing the form of a word and for creating new words, respectively) and syntax^[footnote 54]

Learners understand language when reading and listening. They produce language when speaking and writing. Speaking, listening, reading and writing are the 4 'modalities' of language.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

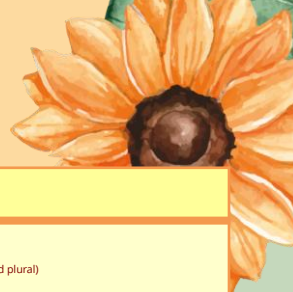


Curriculum



	Year 3	Year 4	Year 5	Year 6
Autumn 1	Phonetics 1 (XT) I am learning... (EL)	Phonetics 1-2 (XT) Presenting Myself (IN)	Phonetics 1-3 (XT) Do you have a pet? (IN)	Phonetics 1-3 (XT) At School (PR)
Autumn 2	Animals (EL)	My Family (IN)	The Date (IN)	Healthy Lifestyle (PR)
Spring 1	Instruments (EL)	Goldilocks (IN)	My Home (IN)	The Weekend (PR)
Spring 2	I know how to... (EL)	In the Classroom (IN)	Clothes (IN)	Me in the World (PR)
Summer 1	Little Red Riding Hood (EL)	Romans (IN)	At the Café (IN)	World War II (PR)
Summer 2	Fruits (EL)	What is the Weather? (IN)	Planets (PR)	Consolidation

Vocabulary Overview



	Year 3	Year 4	Year 5	Year 6
Autumn	Greetings Introduce yourself Numbers (1-10) Colours	I am <small>(soy)</small> I live <small>(vivo)</small> Nationalities Numbers (1-20) Greetings Introduce yourself	Pets I have/don't have <small>(tengo/no tengo)</small> That is called Determiners <small>(and, but, feminine & masculine)</small>	School subjects Opinions <small>(like, love, hate, singular and plural)</small> Adjectives Clock times
	Farm animals Determiners <small>(feminine & masculine)</small>	Family members Yes/no Age Conjunctions <small>(and)</small>	The date Days of the week Months of the year Numbers (1-31) Birthdays	Foods Drinks Activities I eat <small>(como)</small> I drink <small>(bebo)</small> Healthy lifestyles
Spring	Musical Instruments To play/I play <small>(tocar/toco)</small> Determiners <small>(the feminine & masculine)</small>	Book characters Household objects Adjectives Comparatives <small>(more than/ less than)</small>	Rooms of the house Conjunctions <small>(but)</small> There is <small>(hay)</small> Parts of town I live <small>(vivo)</small>	The weekend Times Activities Conjunctions <small>(and, also, after, later on, finally)</small> Adjectives/opinions I get up <small>(me levanto)</small>
	Infinitive regular verbs I know how <small>(to sé)</small> I don't know how to <small>(no sé)</small>	School stationary I have/don't have <small>(tengo/no tengo)</small> In my pencil case... my Conjunctions <small>(and)</small>	Items of clothing To wear <small>(llevar)</small> I, you, he, she, we, they conjugations of wear	I speak <small>(hablo)</small> Festivals/holidays My favourite... Conjunctions <small>(because, and, but, however)</small> I am going to <small>(voy a)</small> Helping the environment
Summer	Body parts Book characters Locations	Roman people Days of the week Roman items Regular/irregular verbs <small>(do and don't)</small>	Foods Drinks I would like <small>(Quiero)</small> Regular verbs <small>(I, you, he, she, we, they conjugations)</small>	Instructions Countries Languages Adjectives
	Fruits <small>(singular and plural)</small> Opinions	Days of the week Weather conditions Compass direction	The Solar System Planets Adjectives Adverbs <small>(e.g. quite)</small>	Consolidation

A close-up illustration of a bright orange flower with many petals, a dark brown center, and a small green leaf visible at the top. The background is a solid light orange color.

“By the end of year 6, pupils will have had the opportunity to meet all 12 of the National Curriculum attainment targets (PoS attainment targets)”

These are the 12 PoS attainment targets and where they are met in our curriculum.

POS Attainment Targets (Y4)



	<div> <div>● LISTENING</div> <div>● SPEAKING</div> <div>● READING</div> <div>● WRITING</div> <div>● GRAMMAR</div> </div>											
	<div> <div>Listen attentively to spoken language and show understanding by joining in and responding.</div> <div>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</div> <div>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</div> <div>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</div> <div>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</div> <div>Present ideas and information orally to a range of audiences.</div> <div>Read carefully and show understanding of words, phrases and simple writing.</div> <div>Appreciate stories, songs, poems and rhymes in the language.</div> <div>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</div> <div>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</div> <div>Describe people, places, things and actions orally and in writing.</div> <div>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.</div> </div>											
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
Presenting Myself	●		●	●	●	●	●		●	●		●
My Family	●	●	●	●	●	●	●	●	●	●	●	●
Goldilocks & The Three Bears	●	●		●	●	●	●	●	●			
In the classroom	●		●	●	●	●	●		●	●	●	●
The Romans	●	●		●	●	●	●	●	●	●	●	●
The Weather	●		●	●	●	●	●		●	●	●	

“By the end of year 6, pupils will have had the opportunity to meet all 12 of the National Curriculum attainment targets (PoS attainment targets)”

These are the 12 PoS attainment targets and where they are met in our curriculum.

POS Attainment Targets (Y5)



	<div> <div>●</div> LISTENING <div>●</div> SPEAKING <div>●</div> READING <div>●</div> WRITING <div>●</div> GRAMMAR </div>											
PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
Do You Have A Pet?	●		●	●	●	●	●		●	●	●	●
The Date	●		●	●	●	●	●		●	●		
My Home	●		●	●	●	●	●		●	●	●	●
Clothes	●		●	●	●	●	●		●	●	●	●
At the Café/Tea Room/Restaurant	●	●	●	●	●	●	●	●	●	●	●	●
The Planets	●		●	●	●	●	●		●	●	●	●

“By the end of year 6, pupils will have had the opportunity to meet all 12 of the National Curriculum attainment targets (PoS attainment targets)”

These are the 12 PoS attainment targets and where they are met in our curriculum.

A close-up illustration of a bright orange flower with many petals, a dark brown center, and a small green leaf visible at the top. The background is a solid light orange color.

“By the end of year 6, pupils will have had the opportunity to meet all 12 of the National Curriculum attainment targets (PoS attainment targets)”

These are the 12 PoS attainment targets and where they are met in our curriculum.



2. Implementation



What does Spanish look like at BSJS?



Access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. Curriculum tailored to suit our students and our school with progression evident within and across year groups.



Each unit is based around an enquiry question which the students should be able to confidently answer at the end of the unit (linked to the extended writing/speaking activity).



Topic overviews are evident in books and are used by the children to refer to key vocabulary, phonetics, grammar and aims.



Lessons are taught in topics, one per half-term (30-60 minutes per week). Spanish is rotated across school, ensuring the most skilled teacher is teaching each subject (high-quality teaching).



Each unit includes assessment in reading, writing, speaking and listening (lesson 6) to aid teacher assessment. There is also the option for an extended writing or speaking opportunity in each unit.



GDS students are challenged through scaffolding and extended activities.



All topics are made accessible for our SEN and EAL children. Picture word mats are available during lessons and tasks are scaffolded appropriately.



The intended grammar, phonics and vocab for each unit are made clear as outlined in the medium term planning.



Subject leader has good subject knowledge and experience teaching in Spanish speaking countries.



Learning is creative and engaging for our children. Students have the opportunity to personalise their work e.g. choosing to write/speak about who they are/their pets/their home.



BSJS has welcomed a native Spanish teacher to work with the students and has formed a link between our school and an international school in Tenerife.



Students have been given the opportunity to communicate with Spanish speaking children, via letters and video calls, and make new international connections.

Three Pillars of Language Learning



Phonics

- Explicit phonics lessons are taught throughout the scheme of work (Phonetics 1-4).
- Specific graphemes and phonemes are integrated into the different topic areas (shown in medium term plans).
- Phonemes are pronounced accurately

Vocabulary

- Vocabulary will build throughout each topic.
- Vocabulary will be recycled, revised and consolidated through the scheme.
- There is an overview of the intended taught vocabulary for each year group.
- The exact intended taught vocabulary for each topic is shown in the medium term plan.

Grammar

- Grammar is built into different topics when relevant. This will enable students to create and expand their sentences accurately.

Language Angels - Spanish Phonics Map

Phonics are repeated throughout all of our units and teaching types but the main phonemes introduced and focussed on in each of our teaching types is as shown below.

Early Language Teaching Type	Intermediate Teaching Type	Progressive Teaching Type
ch chocolate	ca casa	b beber
j jirafa	ce cerdo	v vacca
ñ niña	ci cinco	cc diccionario
ll caballo	co conejo	qu química
rr perro	cu cuatro	z zanahorias
	ga gato	
	ge geografía	
	gi girasol	
	go goma	
	gu gusano	

1 enero ¿Cómo te llamas? Mi nombre es. ¿Dónde vives? ¿Vives en...?

2 febrero ¿Cuántos años tienes? Tengo (10) años. ¿Cuántos años tienes? Tengo (10) años. ¿Dónde vives? Vives en...?

3 marzo ¿Dónde vives? Vives en...?

4 abril ¿Dónde vives? Vives en...?

5 mayo ¿Dónde vives? Vives en...?

6 junio ¿Dónde vives? Vives en...?

7 julio ¿Dónde vives? Vives en...?

8 agosto ¿Dónde vives? Vives en...?

9 septiembre ¿Dónde vives? Vives en...?

10 octubre ¿Dónde vives? Vives en...?

11 noviembre ¿Dónde vives? Vives en...?

12 diciembre ¿Dónde vives? Vives en...?

Me gusta/gustan No me gusta/gustan

¿Cuándo es tu cumpleaños? Tengo - I have Soy/Estoy - I am Voy - I go Hago - I do/make

Gracias - thank you Por favor - please

¿Cómo estás? Estoy bien Estoy mal Más o menos

Los colores azul amarillo rojo verde naranja violeta marrón blanco negro gris

1 uno 16 dieciséis 31 treinta y uno

2 dos 17 diecisiete 30 treinta

3 tres 18 dieciocho 29 veintinueve

4 cuatro 19 diecinueve 28 veintiocho

5 cinco 20 veinte 27 veintisiete

6 seis 21 veintiuno 26 veintiseis

7 siete 22 veintidós 25 veinticinco

8 ocho 23 veintitrés 24 veinticuatro

9 nueve 24 veinticuatro 23 veintitrés

10 diez 25 veinticinco 22 veintidós

11 once 26 veintiseis 21 veintiuno

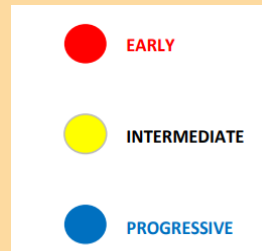
12 doce 27 veintisiete 20 veinte

13 trece 28 veintiocho 19 diecinueve

14 catorce 29 veintinueve 18 dieciocho

15 quince 30 treinta 17 diecisiete

lunes martes miércoles jueves viernes sábado domingo



NOUNS & ARTICLES/DETERMINERS
HIGH FREQUENCY VERBS
POSSESSIVE ADJECTIVES
ADJECTIVES & ADJECTIVAL AGREEMENT
USE OF THE NEGATIVE FORM
CONJUNCTIONS & CONNECTIVES
REGULAR WHOLE VERB CONJUGATION
IRREGULAR WHOLE VERB CONJUGATION
OPINIONS & JUSTIFICATIONS

Topic and Vocabulary Overviews



¿Tienes una mascota?

phonics
sound in:
• gato
• tortuga

stress placement
Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like co-to-rra, tor-tu-ga and ga-to.

accents
Accents indicate the vowel is stressed. As seen in the word rat-ón.

vocabulary
8 common pets & their determiners.

grammar
To understand the role of gender in the choice of determiners.
Singular determiner 'un' for masculine nouns
Singular determiner 'una' for feminine nouns

1st person conjugation of high frequency verbs.
tengo I have
How to use the negative form in Spanish.
no tengo I do not have...

Key questions:
¿Tienes una mascota?
Do you have a pet?
A wider range of conjunctions:
pero but

What I will learn:

- Objective 1: I will learn how to say 8 common pet nouns in Spanish with their determiners.
- Objective 2: I will learn how to say I have a pet in Spanish.
- Objective 3: I will also learn how to say what my pet is called in Spanish.
- Objective 4: I will learn how to say what pet I do not have in Spanish.
- Objective 5: I will learn how to integrate the conjunction 'y' (and) and 'pero' (but) accurately into my work.

Los romanos

phonics
sound in:
• toga
• domingo

accents
Accents indicate the vowel is stressed. As seen in the word túnica.

stress placement
Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like le-yen-da and es-cu-la.

grammar
To understand better how to use the negative structure in Spanish.
Me pongo una toga.
No me pongo una toga.

Wider range of 1st person high frequency verbs:
soy I am
vivo I live
voy I go
me pongo I wear
como I eat
trabajo I work

Mon Tues Wed Thurs Fri Sat Sun

What I will learn:

- Objective 1: I will learn to listen attentively to longer passages in Spanish and how to decode using cognates.
- Objective 2: I will learn to understand more of what I hear and read using a listening activity to help decode unknown language.
- Objective 3: I will learn the days of the week in Spanish using the 7 Roman gods and goddesses.
- Objective 4: I will learn all about key Roman inventions in Spanish.
- Objective 5: I will revisit the negative structure in Spanish and present to the class as a Roman rich child and/or poor child.

¿Tienes una mascota?

Nombre		Clase	
Unit Glossary			
Spanish	English	Spanish	English
un perro	a dog	Tengo...	I have...
un gato	a cat	No tengo...	I do not have...
un conejo	a rabbit	Tengo un...	I have a... (masculine)
un hámster	a hamster	Tengo una...	I have a... (feminine)
un pez	a fish	que se llama...	that is called...
un ratón	a mouse	y	and
una cotorra	a parrot / parakeet	pero	but
una tortuga	a tortoise		

Example medium and short term planning

Year 5 – Autumn 1

Key question: Do you have any pets?

Unit	Content	Vocabulary	Phonics	Grammar	Prior Learning																																		
Do you have a pet? (IN)	<p>In this unit, the children will learn how to:</p> <ul style="list-style-type: none">• Repeat, recognise and attempt to spell the eight 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 connectives Y ("and") or PERO ("but").	<table><tr><th>Spanish</th><th>English</th></tr><tr><td>Un perro</td><td>A dog</td></tr><tr><td>Un gato</td><td>A cat</td></tr><tr><td>Un conejo</td><td>A rabbit</td></tr><tr><td>Un hamster</td><td>A hamster</td></tr><tr><td>Un pez</td><td>A fish</td></tr><tr><td>Un ratón</td><td>A mouse</td></tr><tr><td>Una cotorra</td><td>A parrot / parakeet</td></tr><tr><td>Una tortuga</td><td>A tortoise</td></tr></table> <table><tr><th>Spanish</th><th>English</th></tr><tr><td>Tengo</td><td>I have</td></tr><tr><td>No tengo</td><td>I do not have</td></tr><tr><td>Tengo un</td><td>I have a (masculine)</td></tr><tr><td>Tengo una</td><td>I have a (feminine)</td></tr><tr><td>Que se llama...</td><td>That is called</td></tr><tr><td>y</td><td>And</td></tr><tr><td>Pero</td><td>But</td></tr></table>	Spanish	English	Un perro	A dog	Un gato	A cat	Un conejo	A rabbit	Un hamster	A hamster	Un pez	A fish	Un ratón	A mouse	Una cotorra	A parrot / parakeet	Una tortuga	A tortoise	Spanish	English	Tengo	I have	No tengo	I do not have	Tengo un	I have a (masculine)	Tengo una	I have a (feminine)	Que se llama...	That is called	y	And	Pero	But	<ul style="list-style-type: none">• GA sound in gato & tortuga• GO sound in gorra & abrigo	<ul style="list-style-type: none">• Nouns, Adjective s and Determiners• High frequency y verbs• Use of the negative form• Conjunctions and connectives	<ul style="list-style-type: none">• The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the Early Learning units.• Vocabulary from 'Presenting myself' and 'the family' units.• The difference between a definite and indefinite article/determiner• That nouns in Spanish have gender and this has an impact on the determiner.
Spanish	English																																						
Un perro	A dog																																						
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Tengo	I have																																						
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Tengo un	I have a (masculine)																																						
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Que se llama...	That is called																																						
y	And																																						
Pero	But																																						

Year 5 – Autumn 1

Key Question: Do you have any pets?

Lesson	Aim	Vocabulary	PowerPoint and Supporting Resources																																	
1	To introduce the aim of the unit ¿Tienes una mascota? (Do you have a pet?) and learn the eight nouns and matching gender articles for the different pets (using the indefinite article the word for "a" or "an" in Spanish).	<table><tr><td>¿Tienes una mascota?</td><td>=</td><td>Do you have a pet?</td></tr><tr><td>un</td><td>=</td><td>a (masculine form)</td></tr><tr><td>una</td><td>=</td><td>a (feminine form)</td></tr><tr><td>un perro</td><td>=</td><td>a dog</td></tr><tr><td>un gato</td><td>=</td><td>a cat</td></tr><tr><td>un conejo</td><td>=</td><td>a rabbit</td></tr><tr><td>un hamster</td><td>=</td><td>a hamster</td></tr><tr><td>un pez</td><td>=</td><td>a fish</td></tr><tr><td>un ratón</td><td>=</td><td>a mouse</td></tr><tr><td>una cotorra</td><td>=</td><td>a parrot</td></tr><tr><td>una tortuga</td><td>=</td><td>a tortoise</td></tr></table>	¿Tienes una mascota?	=	Do you have a pet?	un	=	a (masculine form)	una	=	a (feminine form)	un perro	=	a dog	un gato	=	a cat	un conejo	=	a rabbit	un hamster	=	a hamster	un pez	=	a fish	un ratón	=	a mouse	una cotorra	=	a parrot	una tortuga	=	a tortoise	https://www.languag eangels.com/schools/resource/2/5/58/238
¿Tienes una mascota?	=	Do you have a pet?																																		
un	=	a (masculine form)																																		
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un pez	=	a fish																																		
un ratón	=	a mouse																																		
una cotorra	=	a parrot																																		
una tortuga	=	a tortoise																																		
2	Consolidation of new 'Pets' vocabulary. Use of 'Tengo...' ('I have...') plus a pet and we will also introduce the connective 'y' ('and') using the Pets 2 PowerPoint.	<table><tr><td>Tengo...</td><td>=</td><td>I have...</td></tr><tr><td>Tengo un perro.</td><td>=</td><td>I have a dog.</td></tr><tr><td>Tengo un gato.</td><td>=</td><td>I have a cat.</td></tr><tr><td>Tengo un conejo.</td><td>=</td><td>I have a rabbit.</td></tr><tr><td>Tengo un hamster.</td><td>=</td><td>I have a hamster.</td></tr><tr><td>Tengo un pez.</td><td>=</td><td>I have a fish.</td></tr><tr><td>Tengo un ratón.</td><td>=</td><td>I have a mouse.</td></tr><tr><td>Tengo una cotorra.</td><td>=</td><td>I have a parrot.</td></tr><tr><td>Tengo una tortuga.</td><td>=</td><td>I have a tortoise.</td></tr><tr><td>y</td><td>=</td><td>and</td></tr></table>	Tengo...	=	I have...	Tengo un perro.	=	I have a dog.	Tengo un gato.	=	I have a cat.	Tengo un conejo.	=	I have a rabbit.	Tengo un hamster.	=	I have a hamster.	Tengo un pez.	=	I have a fish.	Tengo un ratón.	=	I have a mouse.	Tengo una cotorra.	=	I have a parrot.	Tengo una tortuga.	=	I have a tortoise.	y	=	and	https://www.languag eangels.com/schools/resource/2/5/58/239			
Tengo...	=	I have...																																		
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y	=	and																																		

Year 5 – Autumn 1

Key Question: Do you have any pets?

Lesson	Aim	Vocabulary	PowerPoint and Supporting Resources																		
3	Further development of our Spanish knowledge by introducing, learning and using the structure “que se llama...” (“that is called...”) using the Pets 3 PowerPoint.	<table><tr><td>Tengo...</td><td>=</td><td>I have...</td></tr><tr><td>...que se llama</td><td>=</td><td>...that is called...</td></tr></table> Example: <table><tr><td>Tengo un perro que se llama Lolo</td><td>=</td><td>I have a dog that</td></tr><tr><td>llama</td><td></td><td>called Lolo</td></tr></table>	Tengo...	=	I have...	...que se llama	=	...that is called...	Tengo un perro que se llama Lolo	=	I have a dog that	llama		called Lolo	https://www.languag eangels.com/schools/resource/2/5/58/240						
Tengo...	=	I have...																			
...que se llama	=	...that is called...																			
Tengo un perro que se llama Lolo	=	I have a dog that																			
llama		called Lolo																			
4	Further linguistic progress by learning how to use the negative structure “no tengo...” using the Pets 4 PowerPoint provided in your resources.	<table><tr><td>Tengo...</td><td>=</td><td>I have...</td></tr><tr><td>No tengo ...</td><td>=</td><td>I have not got / I do not have...</td></tr></table> Examples: <table><tr><td>Tengo un perro.</td><td>=</td><td>I have a dog.</td></tr><tr><td>No tengo perro.</td><td>=</td><td>I do not have a dog.</td></tr><tr><td>Tengo una cotorra.</td><td>=</td><td>I have a parrot.</td></tr><tr><td>No tengo cotorra.</td><td>=</td><td>I do not have a parrot.</td></tr></table>	Tengo...	=	I have...	No tengo ...	=	I have not got / I do not have...	Tengo un perro.	=	I have a dog.	No tengo perro.	=	I do not have a dog.	Tengo una cotorra.	=	I have a parrot.	No tengo cotorra.	=	I do not have a parrot.	https://www.languag eangels.com/schools/resource/2/5/58/241
Tengo...	=	I have...																			
No tengo ...	=	I have not got / I do not have...																			
Tengo un perro.	=	I have a dog.																			
No tengo perro.	=	I do not have a dog.																			
Tengo una cotorra.	=	I have a parrot.																			
No tengo cotorra.	=	I do not have a parrot.																			


Year 5 – Autumn 1

Key Question: Do you have any pets?

Lesson	Aim	Vocabulary	PowerPoint and Supporting Resources												
5	The children will be shown how to link all their new language together and will also be introduced to a new connective "pero" ("but") that they can incorporate into their work. Use the Pets 5 PowerPoint provided in your resources. Extended writing opportunity.	<table><tr><td>Tengo...</td><td>=</td><td>I have...</td></tr><tr><td>No tengo...</td><td>=</td><td>I have not got / I do not have...</td></tr><tr><td>que se llama...</td><td>=</td><td>that is called</td></tr><tr><td>pero</td><td>=</td><td>but...</td></tr></table>	Tengo...	=	I have...	No tengo...	=	I have not got / I do not have...	que se llama...	=	that is called	pero	=	but...	https://www.languag eangels.com/schools/resource/2/5/58/242
Tengo...	=	I have...													
No tengo...	=	I have not got / I do not have...													
que se llama...	=	that is called													
pero	=	but...													
6	To revise all language covered so far and complete assessment for the unit (Reading, Writing, Speaking and Listening).		https://www.languag eangels.com/schools/resource/2/5/58/243												

Spanish in our books...





¡Hola! Bienvenido al pronóstico del tiempo en España.

En el norte de España, en Bilbao hace mucho frío y hay tormentas por la mañana. Sin embargo, en Madrid hace buen tiempo y hace sol todo el día. En Barcelona está nevando y hace mucho viento, pero en el sur de España en Granada, hace calor y hace buen tiempo. En Sevilla hace mal tiempo - está lloviendo.

1. What is the weather like in Bilbao today? cold and stormy

2. What is the weather like in Madrid today? sunny and hot

3. What is the weather like in Barcelona today? snowy and windy

4. What is the weather like in Granada today? hot and sunny

5. What is the weather like in Sevilla today? bad weather and rain

June 16 de enero 2023 L.O: To conjugate verbs.

Llevo un traje de baño
 Llevo unos pantalones cortos
 Llevo unas botas
 Llevamos una briga
 Llevan una camiseta



Assessment Opportunities

Name: Sally Date: 10/26 Class: 5/8 Unit: ¿Tienes una mascota?

Speaking Exercise
Can you say any of the following in Spanish?
✓ A dog
✓ A cat
✓ I have a cat.
✓ I do not have a dog.
✓ I have a tortoise called Bontita.

Reading Exercise
Can you draw a line from any of the following words to the correct animal?
un pez
un perro
un gato
un conejo
una tortuga

Word Bank: perro pez gato ratón hamster
un perro pez conejo no tengo... tortuga una

Listening Exercise
From the sentences listening to the PowerPoint write any of the numbers of the five different pets the speaker says she DOES NOT HAVE. Listen carefully as she also says she does have some other pet!
7 4 6 3 2

Writing Exercise
Can you write any of the following five phrases in Spanish?
A mouse: es un ratón ✓
I have a hamster: tengo un hamster ✓
I do not have a cat: no tengo gato ✓
I have a dog called Lolo: tengo un perro ✓
I have a tortoise called Bontita: tengo una tortuga ✓

Hola! Me llamo Sally, tengo diez años y vivo en Bramley con mis papás. Tengo ~~una~~ tres hermanos y un abuelo. También tengo una hermana y una perra. Se llaman Carla y Quinto y cuando está bien pero es un perro que es un perro. En mi casa hay tres dormitorios, dos cuartos de baño, un salón, una cocina y un garaje grande. Sin embargo no hay despacho y garaje.

Hola, me llamo Tulisa. Tengo nueve años y vivo en Bramley. Tengo ~~una~~ ^{dos} una hermana que se llama Carla y tengo ~~dos~~ ^{dos} dos hermanos que se llaman Davis y Camrenon. Tengo un perro que llama Luca. Mi cumpleaños es el cinco de mayo. No tengo ~~un~~ ^{un} perro pero me gustaría un conejo y un hamster.

Name: _____ Date: _____ Class: _____ Unit: ¿Qué tiempo hace?

Reading Exercise
Can you read the passage in Spanish below and then answer any of the questions in English?
Viernes está lloviendo. Lunes hace buen tiempo. Martes hace mucho viento y hace calor. Domingo hace frío y está nevando. Jueves hay tormenta.
What is the weather like on Friday? it is raining
What is the weather like on Tuesday? it is windy
What is the weather like on Sunday? it is cold
What is the weather like on Monday? it is sunny
What is the weather like on Thursday? its stormy

Writing Exercise
Can you write any of the following five weather phrases in Spanish?
It is sunny: hace calor
It is snowing: está nevando
It is bad weather: hace mal tiempo
In the north of Spain: en el norte de España
In the south of Spain: en el sur de España
It is very windy: hace mucho viento


Word Bank: está lloviendo, hace sol, hace calor, en el centro de España, está nevando, en el este de España, hay tormenta, en el oeste de España, hace buen tiempo, en el sur de España, hace mucho viento, hace mal tiempo.


TA + HN
(TA) ¡Hola! me llamo Tulisa / (HN) ¡Hola! me llamo Harry
(HN) Bienvenido al pronóstico del tiempo de Ive
(TA) A las sies
(TA) Hace sol y Hace calor
(HN) en el norte de España
(TA) También, en el sur de España
(HN) Finalmente, Hace frío
Finalmente, Hace mal tiempo en el centro de España.


Hola, me llamo Sally, me llamo Fiona H
Me llamo Sally
Me llamo Fiona H
Me llamo Eva
Me llamo Fiona K
La cinco
A las cinco
en el norte de España hace calor
en el sur de España está nevando
en el este de España hace buen tiempo
en el oeste de España hace frío
Finalmente, hace mal tiempo
Finalmente, hace sol
Finalmente, hace mal tiempo
Finalmente, hace mal tiempo


A close-up illustration of a bright orange flower with many petals, a dark brown center, and a small green leaf visible at the top. The background is a solid light orange color.


Mapa B de + chico **Tabla de selección**



A)  1) En mi casa hay un cuarto de baño.

B)  2) En mi casa hay una cocina.

C)  3) En mi casa hay un lavadero.

D)  4) En mi casa hay un comedor.

E)  5) En mi casa hay un dormitorio.

1)  2) 

Vivo en un piso. Vivo en un chalet.

En la montaña. En la ciudad.

En mi casa hay un cuarto de baño y un dormitorio. En mi casa hay un cuarto de baño y un dormitorio.

EAL



Answer the questions in English below based on what Kazim says in Spanish.

Nombre: _____



¡Hola! Me llamo Kazim, tengo ocho años y vivo en México con mi familia. Tengo dos hermanas pero no tengo hermanos. Mis hermanas se llaman Imen y Youzra. Imen tiene dieciocho años y Youzra tiene quince años. Vivo en un piso grande en la costa. En mi casa hay una cocina, un salón y tres dormitorios. Sin embargo, no hay sótano y no hay lavadero.

- 1) What is the boy called? Kazim
- 2) How old is he? 8
- 3) Where does he live? México
- 4) How many brothers does he have? 0
- 5) Does he have any sisters? yes
- 6) What are his sisters called? Imen y Youzra
- 7) How old are his sisters? 18
- 8) Does he live in a house or an apartment? house
- 9) Where is his home? Costa Rica
- 10) Does he have a living room? yes
- 11) How many bedrooms does he have? three
- 12) What two rooms does he NOT have? basement

Hola Me llamo Z yod, tengo diez años vivo en
~~with~~ English con mi familia. tengo hermanas
 con mi familia. 7 hermano me herman y hermanas
 ocho, vivo En mi casa. En mi casa hay dormi-
 comedo, covrtedba no y garden En mi casa
~~no~~ no hay lavadero y garage.



3. Impact



Impact



Summer 2022	Below	At	Exceeding	At or Exceeding
Y3	37%	46.1%	16.9%	63%
Y4	25.7%	72.9%	1.4%	74.3%
Y5	4.4%	87.8%	7.8%	95.6%
Y6*				

* No data

Summary:

- High percentage of students in Y5 At or exceeding.
- Lowest percentage of At or expecting in Y3 (potential focus)
- No data for Y6 – ensure data is collected in all year groups
- Is this data subjective?

Pupil Voice (November 2022)



Students generally enjoy Spanish lessons.

Y3 pupils expressed that they 'love it' and that they are enjoying discovering a new subject.

Students can discuss the topics that they have learnt – although not in great detail.

Students feel that learning Spanish is important as it will 'support them in later life' and will be useful when visiting Spanish countries.

Students believe that Spanish could be improved by taking part in themed days and cultural festivals.

Some students expressed that there wasn't much enthusiasm for Spanish in class.

Students generally find speaking and pronouncing (phonetics) new words difficult.



4. Further Actions



Next Steps (November 2022)



Staff CPD on language angel scheme.

Monitoring of teaching by subject leader.

Continued Subject leader CPD in Language Angel scheme.

Book looks to see scheme is being used.

Spanish books/audio books/videos available in school?

Conduct pupil voice focusing on new scheme and consistency of teaching.

Subject leader to conduct staff questionnaire based on new scheme – identify areas for improvement.