

## Spanish Curriculum Intention

Albert Bradbeer uses the Language Angels scheme of work and resources with the intent of providing the children with the knowledge of a relevant, broad, vibrant and ambitious foreign languages curriculum and the skills to use this knowledge in a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils have the cultural capital to be able to continue studying languages beyond key stage 2 and use it in the wider world throughout adulthood.

Due to a new scheme being introduced, all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The National Curriculum sets out the aims that we intend to meet through a carefully planned school curriculum:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communication 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.

## Spanish Curriculum Overview

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 3</b>	Phonetics I'm Learning Spanish Seasons	Musical Instruments Vegetables	Ice-Creams Ancient Britain
<b>Year 4</b>	Phonetics Presenting Myself Family	Tudors Habitats	Classroom My Home
<b>Year 5</b>	Phonetics Do You Have A Pet? What is the Date?	The Weather Romans	Olympics Clothes
<b>Year 6</b>	Phonetics At School Regular Verbs	The Weekend Planets	The Vikings Me In The World

	Intent	Implementation	Impact
<p><b>In Year 3</b>, pupils will look to begin their learning journey into early Spanish by developing knowledge through:</p> <ul style="list-style-type: none"> <li>• I'm Learning Spanish</li> <li>• Seasons</li> <li>• Musical Instruments</li> <li>• Vegetables</li> <li>• Ice-Creams</li> <li>• Ancient Britain</li> </ul>	<p><b>In Y3 the children will develop their knowledge and skills through exploration of:</b></p> <p><b>Listening:</b> listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught.</p> <p><b>Speaking:</b> communicate with others using simple words and short phrases covered in the units.</p> <p><b>Reading:</b> read familiar words and short phrases accurately by applying knowledge from Phonics Lesson 1. Understand the meaning in English of short words read in the foreign language.</p> <p><b>Writing:</b> write familiar words and short phrases using a model or vocabulary list.</p> <p><b>Grammar:</b> start to understand the concept of noun gender and the use of article. Use the first person singular version of high frequency verbs.</p>	<p>Children will complete units that will focus on:</p> <p><b>I'm Learning Spanish:</b> As this is a starter unit, the children will not be exposed to any complex grammar rules or structures and will only be taught core vocabulary in the form of set phrases or nouns. For this reason, the language lends itself to be taught in isolation each week and it is not possible to integrate all of it together. There will be some opportunity for progression within the unit, which is evidenced in their role-plays for lesson 3 and the written task in lesson 5 where they will be able to integrate their knowledge of greetings, how to say their name and how to say their favourite colour altogether. However, what is most important in terms of your pupils' progression, is that they have a thorough understanding of all the language from this unit. This will prove to be very useful as they progress to more challenging units in Spanish, as it will serve as the foundation for everything they build upon going forward.</p> <p><b>Seasons:</b> In the first lesson, for example, the children will only learn how to say the four seasons, introducing the determiner/article and noun for each season in Spanish. The next four lessons individually look at one of the seasons and will challenge the pupils to describe some of the season's key features with a focus on the conjunction 'and' too. By the final lesson, the pupils will have an opportunity to use all this knowledge to be able to say which season is their favourite and importantly, there is an opportunity to say why.</p> <p><b>Musical Instruments:</b> This will be one of their first sentence-building units with a focus on learning the article/determiner (the definite article) with the noun in Spanish and creating at least one short phrase by the end of the unit from memory using their new knowledge. The short phrases that pupils will be expected to create by lesson 5 will incorporate the regular -AR verb 'TOCAR' (to play) conjugated in the first person singular 'toco' (I play). They will therefore apply the formula toco + el/la/los (+</p>	<p>Children will be able to:</p> <p><b>I'm Learning Spanish</b></p> <ul style="list-style-type: none"> <li>• find Spain on a map of the world and label some key cities on a map of Spain</li> <li>• name some countries in the Hispanic world and tell you some facts about these countries</li> <li>• say hello and goodbye</li> <li>• tell somebody how they are feeling and ask others how they are feeling</li> <li>• tell somebody what their name is and ask others what their name is</li> <li>• recognise and recall numbers 1-10</li> <li>• recognise and recall 10 colours</li> </ul> <p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>• say at least one of the four seasons in Spanish with accurate pronunciation</li> <li>• repeat a short phrase from memory connected to a season in Spanish</li> <li>• say which is their favourite season in Spanish</li> <li>• say what is their favourite season using the conjunction 'porque' because.</li> </ul> <p><b>Musical Instruments</b></p> <ul style="list-style-type: none"> <li>• name at least 5 instruments</li> <li>• match all of the words for instruments to a picture</li> <li>• attempt to spell at least three instruments with high accuracy</li> <li>• sort each instrument by article/determiner</li> </ul>

instrument) to be able to say which instruments they play, thus encouraging imaginative play but also familiarising the pupils with this common and useful verb. Although pupils may not encounter vocabulary specifically related to instruments in many other Language Angels units going forward, they will however constantly revise and consolidate the concept of articles/determiners, how to build and create sentences and conjugations of high-frequency verbs. There will therefore be many article sorting activities to ensure the children understand the importance of using and looking out for the correct article/determiner in future units.

**Vegetables:** In this unit the children will learn how to name and recognise up to 10 vegetables in Spanish, attempt to spell some of these nouns (including the correct article), learn simple vocabulary to facilitate a role play about buying vegetables from a market stall, say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.

**Ice-Creams:** The Ice-Creams unit is a great vehicle for foreign language learning as it provides excellent visual cues for the children and they will be able to recognise these flavours. They will be able to relate to the content and therefore be more engaged. Using themes and topics that young children can easily connect with and recognise really helps when learning a foreign language. This is an activity they may really want to do – as well as the staff!

**Ancient Britain:** In this unit the children will learn how to learn and use the Spanish for “I am” (Soy), “I have” (Tengo) and “I live” (Vivo), name in Spanish, the six key periods of ancient Britain, introduced in chronological order, be able to say in Spanish three of the types of people who lived in ancient Britain, tell somebody in Spanish the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain, name the three types of dwellings people lived in during the stone age, bronze age and iron age.

- say what instrument they play using the structure, ‘toco el/la/los’.

#### **Vegetables**

- say at least five vegetables in Spanish with accurate pronunciation
- say they would like at least one vegetable in Spanish
- say they would like a kilo of at least one vegetable in Spanish
- say ‘please’ in Spanish

#### **Ice-Creams**

- name at least 5 ice-cream flavours in Spanish with accurate pronunciation
- say they would like an ice-cream, using ‘quisiera’ in Spanish
- specify what flavour ice cream they would like
- say whether they would like a cone or a tub in Spanish
- say how many scoops they would like

#### **Ancient Britain**

- name the three key periods of ancient Britain introduced in this unit
- say the three types of people who lived in ancient Britain as introduced in this unit
- tell somebody the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain
- name the three types of dwellings people lived in during the stone age, bronze age and iron age.

<p><b>In Year 4</b>, pupils will look to expand their learning journey into intermediate Spanish by developing knowledge through:</p> <ul style="list-style-type: none"> <li>• Presenting Myself</li> <li>• Family</li> <li>• Tudors</li> <li>• Habitats</li> <li>• Classroom</li> <li>• My Home</li> </ul>	<p><b>In Y4 the children will develop their knowledge and skills through exploration of:</b></p> <p><b>Listening:</b> learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units</p> <p><b>Speaking:</b> communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p><b>Reading:</b> read aloud short pieces of text applying knowledge learnt from Phonics Lessons 1 &amp; 2. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p><b>Writing:</b> write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate.</p> <p><b>Grammar:</b> better understand the concept of gender and which articles to use for meaning. Introduce simple adjectival agreement, the negative form and possessive adjectives.</p>	<p>Children will complete units that will focus on:</p> <p><b>Presenting Myself:</b> The pupils will first recap basic greetings and how to ask and answer the question 'how are you?' in Spanish. They will build on this knowledge by learning to use the intensifier 'muy' (very) so that they are able to express when they are either very happy or very sad. In lesson two, they will be able to introduce themselves properly as they will learn how to ask and answer the question 'what is your name?' Lesson 3 focusses on embedding numbers 1-20 so that the children can apply this knowledge in lesson 4 when they are taught how to ask and answer the question 'how old are you?' in Spanish. The final lesson is a bit more complex as it looks at nationality, and therefore the concept of adjectival agreement. As they progress through the unit, they will be expected to integrate all language taught in previous weeks with the new language from that week into their presentations/ role-plays with partners.</p> <p><b>Family:</b> The pupils will first learn the nouns for family members and then progress to say/recognise/write what various family members are called and how old they are. They will learn the 3rd person singular conjugations of the verbs 'to have' (he/she has), 'to be called' (he is called/she is called) and numbers 1-100 to be able to say how old family members are. Numbers 1-20 and the 1st person singular conjugation of the verbs 'to have' (I have) and 'to be called' (I am called) were introduced in the 'Presenting Myself' unit which is why it is highly recommended that this topic is taught before La Familia so that the children fully understand what they are learning, and why.</p> <p><b>Tudors:</b> In this unit the children will learn how to sit and listen attentively to Tudor history for as long as they can, concentrating well on the facts told to them in Spanish, learning how to decode longer spoken and written Spanish that is harder and unknown to them, learn at least three adjectives in Spanish, tell somebody in Spanish at least one key fact of Tudor history.</p>	<p>Children will be able to:</p> <p><b>Presenting Myself</b></p> <ul style="list-style-type: none"> <li>• say hello and goodbye</li> <li>• tell somebody how they are feeling and ask others how they are feeling</li> <li>• tell somebody what their name is and ask others what their name is</li> <li>• count from 1-20</li> <li>• apply their knowledge of numbers to tell someone how old they are and also ask others how old they are</li> <li>• tell someone where they live and ask others where they live</li> <li>• apply rules of adjectival agreement and tell someone what their nationality is</li> </ul> <p><b>Family</b></p> <ul style="list-style-type: none"> <li>• remember how to say their name, age where they live and count from 1-20</li> <li>• say the words for mum, dad, brother, sister, grandfather, grandmother, aunt and uncle</li> <li>• say the ages of various members of a family</li> <li>• now count from 10 - 100</li> <li>• remember and use the different words for 'my'</li> <li>• now produce a couple of sentences about their own or an imaginary family</li> </ul> <p><b>Tudors</b></p> <ul style="list-style-type: none"> <li>• sit quietly and listen to the history of the Tudors</li> <li>• find either a noun, adjective or a verb in a piece of Spanish text</li> <li>• name the three roses in Spanish</li> <li>• remember an adjective for at least of three of Henry VIII wives</li> <li>• tell somebody in Spanish at least two sentences on Tudor history using my story board as a prompt.</li> </ul>
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**Habitats:** In this unit the children will learn how to tell somebody in Spanish the key elements animals and plants need to survive in their habitat, tell somebody in Spanish examples of the most common habitats for plants and animals and give a named example of these habitats, tell somebody in Spanish which animals live in these different habitats, tell somebody in Spanish which plants live in these different habitats.

**Classroom:** In this unit the children will be introduced to twelve new nouns with their indefinite articles/determiners for key classroom objects. They will also start to integrate previously learnt language such as the high frequency first person irregular verb 'tengo' (I have) that they will have encountered in at least the 'Me presento' unit, alongside newly acquired language such as 'en mi estuche' or 'en mi mochila'. Together with the negative structure 'no tengo' and an awareness of the possessive adjective in Spanish, pupils will be able to describe what they have/do not have in their pencil cases and school bags by the end of the unit. They will therefore be expected to start creating longer and more sophisticated sentences than in the Early Learning units. This is a key characteristic of our Intermediate units, where the aim is to encourage pupils to use and recycle their growing bank of vocabulary and increasing knowledge and awareness of grammar, to start formulating and creating independent responses that are differentiated by outcome. There will also be a focus on asking the questions as well as answering them.

**My Home:** In this unit the children will learn how to say whether they live in a house or an apartment and say where it is, repeat, recognise and attempt 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 else in Spanish what rooms they have or do not have in their home, attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).

### **Vegetables**

- tell someone the word for 'habitat' in Spanish
- remember at least one thing necessary in a habitat for plants and animals to survive
- name at least one different type of habitat
- name at least one plant or animal that lives in a particular habitat
- present in oral or written form on a particular habitat

### **Classroom**

- recognise, recall and spell at least six of the classroom objects with their correct article/determiner
- ask somebody else what they have in their pencil case
- say at least two items that they have in their pencil case using the conjunction 'and'
- use the possessive adjective with the classroom items
- say and write at least one item they do not have in their pencil case

### **My Home**

- say and spell the words for an apartment and a house
- say what rooms they have in their home using the phrase, 'En mi casa hay...'
- say what rooms they do not have in their home starting with the phrase, 'En mi casa no hay...'
- use the connective word for 'and' to link two sentences together
- ask somebody to describe their home using the phrase, 'Como es tu casa?'

<p><b>In Year 5</b>, pupils will look to expand their learning journey into intermediate Spanish by developing knowledge through:</p> <ul style="list-style-type: none"> <li>• Do you have a pet?</li> <li>• What is the Date?</li> <li>• The Weather</li> <li>• Romans</li> <li>• Olympics</li> <li>• Clothes</li> </ul>	<p><b>In Y5 the children will develop their knowledge and skills through exploration of:</b></p> <p><b>Listening:</b> listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p><b>Speaking:</b> communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p><b>Reading:</b> understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from Phonics lessons 1-3.</p> <p><b>Writing:</b> write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives.</p> <p><b>Grammar:</b> revision of gender and nouns and learn to use and recognize the terminology of articles. Understand better the rules of adjectival agreement</p>	<p>Children will complete units that will focus on:</p> <p><b>Do you have a pet?:</b> In this unit the children will learn how to 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”).</p> <p><b>What is the date?:</b> The unit will, as the title suggests, provide the language the children will need to say the date in Spanish. The unit starts by looking at how to say the seven days of the week in Spanish with the opportunity to extend further by saying what day of the week it is today and, in the challenge section, which day of the week is their favourite. Lesson two then moves on to the twelve months of the year, which should be relatively straight forward for pupils to remember as the majority of the months are cognates; however, due to the similarity in spelling, pupils will need to pay even more attention to the pronunciation of these months in Spanish with the support of some phonics activities focussing on the ‘j’ phoneme found in ‘julio’ and ‘junio’. Lesson three revises and consolidates numbers 1-20, which the children would have already encountered in the Presenting Myself unit, before looking at how to say and spell numbers 21-31.</p> <p><b>The Weather:</b> In this unit the children will learn how to repeat and recognise the vocabulary for weather in Spanish, ask what the weather is like today, say what the weather is like today, create a Spanish weather map, describe the weather in different regions of Spain using a weather map with symbols</p> <p><b>Romans:</b> In this unit the children will learn how to tell somebody in Spanish the key facts and key people involved in the history of the Roman Empire, say the days of the week in Spanish and learn how these are related to the Roman gods and goddesses, tell somebody in Spanish what the most famous Roman inventions were, learn what</p>	<p>Children will be able to:</p> <p><b>Do you have a pet?</b></p> <ul style="list-style-type: none"> <li>• say and spell at least four pets with the correct word for ‘a’ in front</li> <li>• say ‘I have a pet’</li> <li>• say what their pet is called</li> <li>• ask somebody if they have a pet</li> <li>• Tell somebody that they do not have a pet</li> <li>• use the connective ‘but’ to link two sentences together</li> </ul> <p><b>What is the date?</b></p> <ul style="list-style-type: none"> <li>• recognise, recall and spell the seven days of the week</li> <li>• recognise, recall and spell the twelve months of the year</li> <li>• recognise, recall and spell numbers 1-31</li> <li>• say and write what the date is today</li> <li>• say and write the date of my birthday</li> </ul> <p><b>The Weather</b></p> <ul style="list-style-type: none"> <li>• remember at least five phrases for the weather</li> <li>• translate these phrases correctly into English</li> <li>• ask what the weather is like today</li> <li>• tell you what the weather is like today</li> <li>• describe what the weather is like in Spain by reading a Spanish weather map</li> </ul> <p><b>Romans</b></p> <ul style="list-style-type: none"> <li>• remember at least three key words from the story of Romulus and Remus</li> <li>• Name at least three of the key people in the history of the Roman Empire</li> <li>• say and spell the days of the week accurately</li> </ul>
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	<p>and possessive adjectives. Start to explore full verb conjugation.</p>	<p>life was like for a rich and a poor child in Roman times, Introduce the children to the concept of the negative form in Spanish.</p> <p><b>Olympics:</b> In this unit the children will learn how to tell somebody in Spanish the key facts of the ancient Olympics, tell somebody in Spanish the key facts of the modern Olympic games, look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in Spanish, say the nouns in Spanish for key sports in the current Olympic games, conjugate the irregular verb PRACTICAR enabling the students to say what sports they play and what sports they do not play, understand the concept of gender, using el and la when you say you play a sport in Spanish.</p> <p><b>Clothes:</b> In this unit the children will learn how to 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>	<ul style="list-style-type: none"> <li>• tell you three things that the Romans invented</li> <li>• pretend to be a child in Roman times and tell you two things they might do during a typical day</li> </ul> <p><b>Olympics</b></p> <ul style="list-style-type: none"> <li>• sit quietly and listen attentively to some of the key facts from the history of the ancient Olympics</li> <li>• tell you some of the key facts connected to the modern Olympics as presented in class</li> <li>• name and spell from memory at least three of the current events in the Olympics</li> <li>• recognise and start to conjugate at least the 'yo' and 'el/ella' form of the verb 'practicar' accurately</li> <li>• pretend to be an Olympian and tell you what sport they do</li> </ul> <p><b>Olympics</b></p> <ul style="list-style-type: none"> <li>• repeat from memory at least ten items of clothing in Spanish</li> <li>• tell you the correct word for 'a' in Spanish for these items of clothing</li> <li>• tell you the verb 'llevar' in Spanish using all the different forms</li> <li>• say what I am wearing today</li> <li>• say what their friend next to them is wearing</li> <li>• tell you what they wear in different weather or for school</li> </ul>
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<p><b>In Year 6</b>, pupils will look to expand their learning journey into progressive Spanish by developing knowledge through:</p> <ul style="list-style-type: none"> <li>• At School</li> <li>• Regular verbs</li> <li>• The Weekend</li> <li>• Planets</li> <li>• The Vikings</li> <li>• Me in the World</li> </ul>	<p><b>In Y6 the children will develop their knowledge and skills through exploration of:</b></p> <p><b>Listening:</b> listen to longer text and more authentic foreign language material. Lear to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p> <p><b>Speaking:</b> learn to recall previously learnt language and recycle/incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p><b>Reading:</b> be able to tackle unknown language with increased accuracy by applying knowledge learnt from Phonics Lessons 1-4, including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p> <p><b>Writing:</b> write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.</p>	<p>Children will complete units that will focus on:</p> <p><b>At School:</b> In this unit the children will learn how to repeat and recognise the vocabulary for school subjects, say what subjects they like and dislike at school, say why they like/dislike certain school subjects, tell the time (on the hour) in Spanish, say what time they study certain subjects at school.</p> <p><b>Regular Verbs:</b> In this unit the children will learn how to recognise and understand what a pronoun is in both English and Spanish and be able to say what the key personal pronouns are in Spanish, understand what a verb is in both English and Spanish and how to then create a stem and work out the endings for regular –ER, -IR and -AR verbs, conjugate in Spanish a regular –ER verb, conjugate in Spanish a regular –IR verb, conjugate in Spanish a regular –AR verb</p> <p><b>The Weekend:</b> In this unit the children will learn how to 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 connectives into their work, present an account of what they do and at what time at the weekend.</p> <p><b>Planets:</b> In this unit the children will learn how to name and recognise the planets in Spanish on a solar system map, spell at least five of the planets in Spanish, say an interesting fact about at least four of the planets in Spanish, Explain the rules of adjectival agreement clearly in Spanish.</p>	<p>Children will be able to:</p> <p><b>At School</b></p> <ul style="list-style-type: none"> <li>• repeat from memory all the school subjects learnt in class with the correct article/determiner</li> <li>• tell you which subjects they study</li> <li>• tell you at what time they study particular subjects</li> <li>• say which subjects they have today</li> <li>• tell you why they like or dislike a particular subject</li> </ul> <p><b>Regular Verbs</b></p> <ul style="list-style-type: none"> <li>• name one regular -er verb in its infinitive form</li> <li>• name one regular -ir verb in its infinitive form</li> <li>• name one regular -ar verb in its infinitive form</li> <li>• say the pronoun for 'I'</li> <li>• say the pronoun for 'he'</li> <li>• say the pronoun for 'she'</li> <li>• conjugate a regular verb of my choice using at least 3 different pronouns</li> </ul> <p><b>The Weekend</b></p> <ul style="list-style-type: none"> <li>• ask the time</li> <li>• tell you the time accurately</li> <li>• say at least 5 things that they do at the weekend</li> <li>• tell you where the verb is in the phrases they have learnt in the unit</li> <li>• use connectives to link three phrases together</li> <li>• tell you what they do at the weekend and at what time</li> </ul> <p><b>Planets</b></p> <ul style="list-style-type: none"> <li>• name the nine planets with good pronunciation and locate most of them on a solar system map</li> <li>• spell at least five of the planets accurately</li> <li>• tell you one interesting fact about four of the planets</li> <li>• explain adjectival agreement and apply it when using adjectives</li> </ul>
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	<p><b>Grammar:</b> consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives. Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular verbs.</p>	<p><b>The Vikings:</b> In this unit the children will learn how to name in Spanish, the key periods in ancient Britain, in chronological order, describe themselves physically by pretending to be a member of a fictitious Viking family, use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement, use two irregular high frequency verbs 'ser' (to be) and 'tener' (to have) more fluently, describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular, recognise and start to understand commonly used reflexive verbs and pronouns.</p> <p><b>Me in the World:</b> In this unit the children will learn about the many countries in the world that speak Spanish, about different festivals (religious and non-religious) around the world, that we are different and yet all the same, that we can all help to protect our planet</p>	<p><b>The Vikings</b></p> <ul style="list-style-type: none"> <li>describe people in Spanish, describing how they look and what they do]</li> <li>match people based on their description</li> <li>write up to five phrases in Spanish to describe a person and what they do</li> <li>read longer passages and answer questions</li> </ul> <p><b>Me in the World</b></p> <ul style="list-style-type: none"> <li>say and spell at least four Hispanophone countries</li> <li>say what their capital cities are</li> <li>find the four countries on a world map</li> <li>state one place of interest in Madrid and one in Lima</li> <li>say what they are going to do to help protect our planet</li> </ul>
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