

Bowhill Primary School Curriculum Statement Modern Foreign Languages (MfL)

Our Core Values					
Community		Aspiration		Responsibility	Environment
Why we teach Spanish	At Bowhill Primary School, our MfL Spanish curriculum, based on the Language Angels scheme, is designed to inspire and excite pupils through diverse topics. We aim to cultivate high standards and expectations, ensuring all students achieve their full potential in listening, speaking, reading, and writing. Our curriculum covers grammar in an age-appropriate manner, providing a solid foundation for future language learning and enhancing overall attainment in other subjects. To support independent learning, we teach effective research and referencing skills, providing a bank of reference materials. Our goal is to foster a genuine interest and curiosity in foreign languages, encouraging lifelong learning. By exploring language, identity, and culture, pupils develop empathy and appreciation for diversity, preparing them to become global citizens. Our ultimate aim is to equip pupils with the skills and enthusiasm to continue their language journey beyond Key Stage 2. We teach Spanish to provide our children with a valuable opportunity to learn a widely spoken global language. By introducing Spanish early on, we lay a solid foundation for their language skills, preparing them for continued learning at West Exe, the local secondary school. This transition ensures that our students can build upon their language proficiency and cultural understanding as they progress through their academic journey.				
How we teach Spanish	From Key Stage 2, all classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in Spanish through regularly taught and well-planned weekly lessons. Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. Each lesson will start with key skills: greetings in Spanish, Counting, Today’s date and weather. Each year will start with a Spanish culture focus including a unit on phonics and each year, we will have a Spanish Day or South America day. Our lessons will ensure appropriate levels of stretch and challenge and will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write Spanish with and without scaffolds, frames and varying levels of support.				
What we want children to learn	Language Angels units guide children through progressive learning stages. Starting with basic nouns and articles in Early Learning units, they gradually advance to formulating longer, more complex phrases in progressive units. As they progress, children build upon previous knowledge, reinforcing and expanding their language skills. They learn to navigate longer texts and develop the ability to express their ideas with greater fluency and sophistication. Through clear learning objectives outlined in unit planners and lesson plans, children understand what they’re expected to learn and how to achieve it. They track their progress using unit overviews and self-assessment grids, gaining awareness of their own growth. Assessment at the end of each unit ensures children meet key language skills and curriculum targets. Any areas requiring attention are addressed promptly through targeted intervention, ensuring children consistently make good progress in their language learning journey.				

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 YEAR A	I am learning Spanish (Early Language Unit) Where is Spain and other Spanish speaking countries? Greetings, numbers, colours	Phonics 1&2 (Core Vocabulary Unit) Focus on Madrid. Look at living in the Valencia region. (Bespoke unit includes BBC teach_ Christmas in Spain (Language Angels unit- Traditions KS1)	Animals (Early Language Unit)	Explore Spain Find out about wildlife in Spain- what's similar and different to the UK? Places to visit in Spain. Spanish Day	Vegetables (Early Language Unit)	Seasons (Early Language Unit)
Year 3/4 YEAR B	I am learning Spanish (Early Language Unit)- repeated from Year A Where is Spain? Look at South America and famous landmarks.	Phonics 1&2 (Core Vocabulary Unit) Locate Spanish Speaking countries in South America. Focus on Columbia (BBC Teach) South America Day	Fruits (Early Language Unit)	Explore Spain Find out about foods in Spain. What foods are grown in Spain and other Spanish speaking countries and then sold over here? Are there any unusual ones? Eg natoora or nispero.	Shapes (Early Language Unit)	Do you have a pet? (Early Language Unit)
UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 YEAR A	Phonics 3&4 (Core Vocabulary Unit) Classroom instructions Colours Numbers Days of the week	Spanish Culture Traditions and Celebrations (Intermediate language Unit)	Weather (Intermediate Language Unit)	Discovering Spain Cities (Barcelona, Madrid) Languages, famous people, landmarks Spanish Day	At the Weekend Progressive Language Unit)	My Home (Intermediate Language Unit)

	Months of the year	Spanish Culture- fiestas, places to visit, things to do		Clothes (Intermediate Language Unit)		
Year 5/6 YEAR B	Phonics 3&4 (Core Vocabulary Unit) Spanish Culture- across the world. Spanish speaking countries. Why do they speak Spanish? How are they similar/ different to Spain? South America Day	The Date (Intermediate Language Unit)	Presenting Myself (Intermediate Language Unit)	Family (Intermediate Language Unit)	The Cafe (Intermediate Language Unit)	Me in the World Progressive Language Unit)

NOT on Language Angels

Also see every lesson slides (date, weather, counting)

Year 3/4 National Curriculum Coverage and Expected Outcomes			
National Curriculum Knowledge	- 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		
Year 3 / 4 Autumn 1 A	I am Learning Spanish		
	Key learning	Lesson series	Vocabulary

Outcomes	· use key greetings · ask and answer the question ‘How are you?’ · ask and answer the question ‘What is your name?’ • count to 10 in Spanish ▢ read, write, say, and recognise 10 colours	• be introduced to the Hispanic world and Spanish as a subject on their curriculum. • learn how to use key greetings, as well as ask and answer the question ‘how are you?’ in the foreign language. • consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question ‘what is your name?’ in the foreign language. • learn how to recognise, recall and spell numbers 1-10 in the foreign language. • learn how to recognise, recall and spell 10 different colours in the foreign language. 1. revise and consolidate all language covered in the unit and complete the end of unit assessment.	Buenos días Hola ¿Cómo estás? Estoy bien Estoy mal Estoy regular Adiós Hasta luego ¿Cómo te llamas? Me llamo	uno dos tres cuatro cinco seis siete ocho nueve diez	rojo azul amarillo verde negro blanco gris naranja morado marrón
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487				
Year 3 / 4 Autumn 2 A	Exploring Spain				
	Key learning	Lesson series	Vocabulary		
Outcomes	See detail in planning Phonics lessons 1&2 (Core Vocabulary Unit) Locate Madrid, Valencia and other major cities on a map of Spain. Focus on Madrid. Look at living in the Valencia region. Recognise the key vocabulary relating to the city and the countryside.	• be introduced to the set of phonics sounds from the Early Language • be introduced to the first set of phonics sounds from the Intermediate Teaching • be introduced to the second set of phonics sounds from the Intermediate Teaching Type. • Use map of Spain in Language Angels to discover Spanish cities	La ciudad- city El campo- country Muy anchos- very wide (roads) Muy estrechos- very narrow (roads) Muchos gente- many people	Muy ruidosa- very noisy Muy tranquilo Muchos coches- many cars Caballos- horses	El arbol de Navidad El regalo El elfo La bola Papa Noel Feliz Navidad Los Reyes Mago Los camellos

	Recognise key vocabulary related to living in a village. (Bespoke unit includes BBC teach_ Christmas in Spain (Language Angels unit- Traditions KS1)	• Use BBC Teach videos to explore living in Spain (city/ countryside). • Explore key vocabulary related to Christmas • Learn some key cultural traditions about Christmas in Hispanic countries	Poco gente- few people	Muchas playas- many beaches Montanas- mountains
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487 https://www.bbc.co.uk/teach/class-clips-video/articles/zwxfydm			
Year 3 / 4 Spring 1 A	Animals			
	Key learning	Lesson series	Vocabulary	
Outcomes	• Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. • Understand better that articles/determiners have more options in Spanish than they do in English. • Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be).	• learn how to recognise, recall and spell five different animals with their indefinite article/determiner • learn how to recognise, recall and spell a further five different animals with their indefinite article/determiner • consolidate the pronunciation and spelling of all ten animals • consolidate all ten animals in the foreign language with a particular focus on the indefinite article/determiner. • be introduced to the high-frequency irregular verb 'to be' in the first person singular, with the aim of being able to form a short sentence with the animal nouns. • revise and consolidate all language covered in the unit and complete the end of unit assessment	Un una los animales un mono un pato una ratón un caballo un conejo un cerdo una oveja un león una vaca un pájaro Soy	

Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487		
Year 3 / 4 Spring 2 A	Exploring Spain		
	Key learning	Lesson series	Vocabulary
Outcomes	Explore Spain- wildlife, landmarks, transport, places to visit, leisure activities	- Revise Spain on the map. Look at different regions in Spain. Mark different holiday destinations and landmarks eg coasts, islands, mountains and famous places- Alhambra, Santiago de Compostela, Sagrada de Familia - How do people travel to Spain- and how to move around. - Popular sports in Spain eg futbol, basketball, padel tennis.. - Wildlife in Spain- wolf, lynx and wild boar	
Planning and Resources	Planning (resources are embedded links within the planning) https://www.bbc.co.uk/teach/class-clips-video/articles/zdjhp4j Spanish birthday party- cooking paella https://www.bbc.co.uk/teach/class-clips-video/articles/zddx6g8 Video of farm in Valencia https://www.bbc.co.uk/teach/class-clips-video/articles/zgw6trd Spanish bakery		
Year 3 / 4 Summer 1 A	Vegetables		
	Key learning	Lesson series	Vocabulary
Outcomes	- 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.	- learn how to recognise, recall and spell five different vegetables with the plural definite article/determiner in the foreign language. - learn how to recognise, recall and spell a further five different vegetables with the plural definite article/determiner in the foreign language. - consolidate all ten vegetables in the foreign language and will progress to	las berenjenas un kilo de... las espinacas medio kilo de... las cebollas Quisiera... los calabacine s por favor los tomates y las judías verdes ¡Hola! los guisantes las zanahorias las patatas gracias ¡Hasta luego! En mi cesta tengo...

		learning how to say ‘a kilo of’ plus a vegetable. - learn how to formulate a short phrase in the foreign language using the structure ‘I would like’ plus a quantity of various vegetables. - be introduced to the conjunction ‘and’ so that they can formulate longer and more interesting sentences in the foreign language. - revise and consolidate all language covered in the unit and complete the end of unit assessment.	¿Puedo ayudarte? los champiñones ¿Algo más?		
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487				
	Seasons				
Year 3 / 4 Summer 2 A	Key learning	Lesson series	Vocabulary		
Outcomes	- Name, recognise and remember all four seasons in Spanish. - Say what our favourite season is in Spanish. - Say why it is our favourite season in Spanish. - Start to recognise and use the conjunction ‘y’ (and) in our spoken and written responses.	- Name the four seasons - Winter- what happens + simple sentences - Spring- what happens + simple sentences - Summer- what happens + simple sentences - Autumn- what happens + simple sentences - To revise all language covered in this unit and complete assessment materials.	el invierno la primavera el verano el otoño	nieva hace frío hace calor hace sol	las flores crecen los pájaros cantan los árboles pierden sus hojas
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487				
Year 3 / 4 Autumn 1 B	I am Learning Spanish				
	Key learning	Lesson series	Vocabulary		

Outcomes	· use key greetings · ask and answer the question ‘How are you?’ · ask and answer the question ‘What is your name?’ • count to 10 in Spanish ☐ read, write, say, and recognise 10 colours REPEAT of AUTUMN 1 YEAR A	• be introduced to the Hispanic world and Spanish as a subject on their curriculum. • Revise key greetings, as well as ask and answer the question ‘how are you?’ in the foreign language and how to ask and answer the question ‘what is your name?’ in the foreign language. • revise numbers 1-10 and colours in the foreign language. •	Buenos días Hola ¿Cómo estás? Estoy bien Estoy mal Estoy regular Adiós Hasta luego ¿Cómo te llamas? Me llamo	uno dos tres cuatro cinco seis siete ocho nueve diez	rojo azul amarillo verde negro blanco gris naranja morado marrón
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487				
Year 3 / 4 Autumn 2 B	The Hispanic World				
	Key learning	Lesson series	Vocabulary		
Outcomes	Focus on Spanish-Speaking South American countries- Columbia. Locate Spanish-Speaking countries on world map. Look at living in Columbia. Look at similarities and differences between Spain and the Hispanic world. Find out about Christopher Columbus. Have a SOUTH AMERICA DAY across KS2.	• be introduced to the set of phonics sounds from the Early Language • be introduced to the first set of phonics sounds from the Intermediate Teaching • Locate Spanish speaking countries • Explore why they speak Spanish in these countries • Differences and Similarities between Spain and other Spanish-speaking countries. Look at the Spanish influence eg architecture.	Sudamerica Los paises El campo Desayuno Mi jardin La lluvia Manzanas Limones Bailar		
Planning and Resources	Planning (resources are embedded links within the planning) Which European first set foot in Central/ South America? https://www.youtube.com/watch?v=Qt7liKuYMBY https://www.bbc.co.uk/bitesize/articles/zkqv96f				

Year 3 / 4 Spring 1 B	Fruits				
	Key learning	Lesson series	Vocabulary		
Outcomes	- Name and recognise up to 10 fruits in Spanish. - Attempt to spell some of these nouns. - Ask somebody if they like a particular fruit. - Say what fruits they like and dislike.	- learn how to recognise, recall and spell five different fruits with the singular indefinite article/determiner in the foreign language. - learn how to recognise, recall and spell a further five different fruits with the singular indefinite article/determiner in the foreign language. - learn how to say the ten fruits introduced in the previous two lessons in plural form. - learn how to formulate and express an opinion using the fruits they have learnt in this unit using the positive structure 'I like...' - continue to formulate and express an opinion about the fruits that they have learnt so far in the unit using the negative structure 'I do not like...' - revise and consolidate all language covered in the unit and complete the end of unit assessment.	una cereza las cerezas una naranja las naranjas una ciruela las ciruelas	una manzana las manzanas una fresa las fresas un melocotón los melocoton es un plátano los plátanos	una pera las peras un kiwi los kiwis un albaricoque los albaricoques Me gustan... No me gustan...
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487				
Year 3 / 4 Spring 2 B	Explore Spain				
	Key learning	Lesson series	Vocabulary		
Outcomes	Explore Spanish culture- food and drink, farming, Celebrate a SPANISH DAY across KS2- culture, food, visitor	Revise Spain on the map. Look at different regions in Spain. Explore traditional Spanish foods eg paella, tapas tortilla, churros.	Paella Churros Nispero Natoora Patatas Bravas		

		- Which foods are grown in Spain- where? What foods do we buy that come from Spain or Spanish speaking countries? - The Spanish bakery	
Planning and Resources			
Year 3 / 4 Summer 1 B	Shapes		
	Key learning	Lesson series	Vocabulary
Outcomes	- Name and recognise up to 10 shapes - Attempt to spell some of these nouns. - Recognise that nouns are commonly associated with an article - Have an opportunity to learn and/or revise numbers 1-5.	- learn how to recognise, recall and spell five different shapes with their indefinite article/determiner in the foreign language. - learn how to recognise, recall and spell a further five different shapes with their indefinite article/determiner in the foreign language. - consolidate all ten shapes in the foreign language with a particular focus on the article/ determiner. - consolidate all ten shapes from the unit whilst revising and consolidating numbers 1-5 in the foreign language. - consolidate numbers and shapes in the foreign language. - revise and consolidate all language covered in the unit and complete the end of unit assessment.	un triángulo una óvalos un cuadrado estrella hexágonos un óvalo Dibujad... rombos un círculo 1 uno estrellas un rectángulo 2 dos líneas un pentágono 3 tres pentágonos un hexágono 4 cuatro un rombo 5 cinco una línea círculos triángulos cuadrados rectángulo s
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487		
Year 3 / 4 Summer 2 B	Ice Creams		
	Key learning	Lesson series	Vocabulary

Outcomes	- Name, recognise and remember up to 10 ice-cream flavours in Spanish. - Attempt to spell some of these flavours. - Use the structure 'quisiera...' plus an ice-cream flavour. - Say whether we would like a cone or pot and possibly how many scoops. - Learn how to say 'please' and 'thank you' in Spanish.	- Name (with accurate pronunciation) and remember the first five (of a total of ten) ice-cream flavours in Spanish. - learn, recognise and say five more common ice-cream flavours in Spanish. - revisit all ten ice-cream flavours in Spanish and learn how to say they would like 'quisiera..' plus a particular ice-cream. - learn how to say they would like (learnt last week 'Quisiera') an ice-cream, specifying if they would like a cone or a small tub of a particular flavour. - how to say they would like more than one scoop of an ice-cream flavour. - revise all language covered in this unit and complete assessment materials.	Un helado De Vainilla Fresa Platano Menta Pistachio Chocolate Café Mora Limon Caramelo	Una bola Dos bolas Tres bolas una tarrina un cucurucho	Quisiera un helado por favor. Quisiera dos bolas de vainilla por favor
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Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487
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Year 5/6 National Curriculum Coverage and Expected Outcomes

National Curriculum Knowledge	- Yr 3 / 4 and... - 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 - 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, for instance, to build sentences; and how these differ from or are similar to English.				
Year 5 / 6 Autumn 1 A	Festivals and Celebrations				
Outcomes	Key learning First lesson of I am Learning Spanish (this year only 2024) to set the context. Core Vocabulary: classroom instructions, colours, numbers, days of the week, months of the year Phonics lessons 3 and 4	Lesson series - Introduce classroom instructions and revise key greetings - Revise colours and numbers from Year 3/4 - Learn the days of the week - Learn the months of the year	Buenos días Hola ¿Cómo estás? Estoy bien Estoy mal Estoy regular Adiós Hasta luego	Vocabulary uno dos tres cuatro cinco seis siete ocho	rojo azul amarillo verde negro blanco gris naranja

	Spanish Culture- Traditions and celebrations (5 lessons) (Intermediate Language Unit) Explore key traditions and celebrations in the foreign country, designed to enthuse and excite the pupils but also deepen their historical and cultural awareness of both the country and the language.	- be introduced to the second set of phonics sounds from the intermediate teaching - be introduced to the set of phonics sounds from the Progressive Teaching Type.	¿Cómo te llamas? Me llamo fiesta	nueve diez	morado marrón
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487				
Year 5 / 6 Autumn 2 A	I know how				
	Key learning	Lesson series	Vocabulary		
Outcomes	I know how (Early Language unit) - Recognise, remember 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) and 'no sé' (I do not know how). - Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).	- introduce the unit 'Sé' (I know how). Name (with accurate pronunciation) and remember five high frequency infinitive verbs in Spanish. - learn how to name (with accurate pronunciation) and remember five more infinitive verbs in Spanish. - consolidate all ten infinitive verbs in Spanish and will start to attempt to put them into sentences describing what they can do in Spanish. - revise and consolidate all ten verbs and how to put them into a sentence - consolidate their knowledge of how to describe what they can and cannot do in Spanish using the ten verbs and will learn how to extend these sentences with the conjunctions 'y' (and) & 'pero' (but). - revise all language covered so far and to complete the end of unit assessment.	bailar saltar cantar cocinar montar en bicicleta	tocar un instrumento patinar dibujar nadar hablar español	
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487				
Year 5 / 6 Spring 1 A	Weather				
	Key learning	Lesson series	Vocabulary		

Outcomes	- Repeat and recognise the vocabulary for weather in Spanish. - Ask and 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.	- learn how to recognise and recall nine different phrases for describing weather in the foreign language. - further consolidate the nine different phrases introduced last lesson through a variety of consolidation activities. - consolidate the nine key phrases for describing weather by completing an extended reading and listening task. - learn how to read a weather map as they will describe the weather in different parts of the country in the foreign language. - consolidate all vocabulary taught so far in the unit by pretending to be Spanish weather presenters. - revise and consolidate all language covered in the unit and complete the end of unit assessment.	Hace frío. Está lloviendo. Hace calor. Está nevando. En el norte de España... Hay tormenta.	En el sur de España... Hace sol. En el centro de España... Hace mucho viento. En el oeste de España... Hace buen tiempo.	En el este de España... Hace mal tiempo. el clima
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487				
Year 5 / 6 Spring 2 A	Discovering Spain Clothes				
	Key learning	Lesson series	Vocabulary		
Outcomes	- Discover Madrid, Valencia and Barcelona. Understand that they have different languages. Explore key landmarks and famous people. - Repeat and recognise the vocabulary for a variety of clothes - 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.	- Discover Madrid, Valencia and Barcelona. Understand that they have different languages. Explore key landmarks and famous people. - learn how to recognise, recall and spell ten different items of clothing with their indefinite articles/determiners in the foreign language. - learn how to recognise, recall and spell a further eleven different items of clothing with their indefinite articles/determiners in the foreign language. - be introduced to the structure 'I wear' in the foreign language to further their	la ropa una camisa unos pantalones una gorra un traje de baño unos guantes un suéter unas botas una camiseta	unas medias un abrigo unas sandalias un vestido unas gafas una blusa unos pantalones cortos	una corbata unos zapatos una bufanda unos calcetines una falda una chaqueta

		linguistic knowledge and bank of vocabulary. • learn how to describe their different items of clothing as they look at the rules of adjectival agreement in more detail. • integrate everything they have learnt so far about clothes, adjectival agreement, and possessive adjectives. They will be expected to apply this knowledge in an activity where they will be packing their suitcase for a holiday. • revise and consolidate all language covered in the unit and complete the end of unit assessment.	
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487		
Year 5 / 6 Summer 1 A	At the weekend		
	Key learning	Lesson series	Vocabulary
Outcomes	• Ask what the time is in Spanish. • Tell the time accurately in Spanish. • Learn how to say what they do at the weekend • Learn to integrate conjunctions into their work. • Present an account of what they do and at what time at the weekend.	• consolidate numbers in the foreign language and will progress to learning how to tell the time in increments of five. • consolidate the vocabulary for time and will progress to learning new phrases to describe the activities that the children may do at the weekend. • consolidate the vocabulary introduced last week through a variety of listening and reading activities. • extend their sentences in the foreign language by integrating a time phrase and connectives with the phrases for weekend activities. • further extend their sentences in the foreign language by learning how to say at what time they do each activity	Me levanto Desayuno Voy al cine Leo Juego al fútbol Juego a videojuegos Voy a la piscina Veo la tele Escucho música Voy a dormir

		- on the weekend as well as give their opinions on these activities as well. - revise and consolidate all language covered in the unit and complete the end of unit assessment.	
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487		
Year 5 / 6 Summer 2 A	My Home		
	Key learning	Lesson series	Vocabulary
Outcomes	☐ 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 - 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	- learn how to say in the foreign language whether they live in a house or an apartment and where they live based on a choice of five different locations. - consolidate the language taught last lesson and will progress to learning how to recognise, recall and spell five different rooms in the house in the foreign language. - learn how to recognise, recall and spell a further five different rooms in the house in the foreign language. - negative structures in the foreign language to allow them to say which rooms they do not have in their houses. - put all their new language into context by integrating it with previously learnt language including personal details. - revise and consolidate all language covered in the unit and complete the end of unit assessment.	¿Dónde vives? una cocina Vivo en... un comedor una casa un cuarto de baño un piso un lavadero dormitorio en la ciudad en el campo en la montaña en la costa en un pueblo un sótano un despacho un salón un garaje un jardín y
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487		
Year 5 / 6 Autumn 1 B	South America Phonics 3&4		
	Key learning	Lesson series	Vocabulary

Outcomes	Core Vocabulary: classroom instructions, colours, numbers, days of the week, months of the year Phonics lessons 3 and 4		
	Spanish Culture- Spanish Speaking countries in South America Locate Spanish speaking countries in South America. Explore key traditions and celebrations in South America. How are the similar/ different to Spain.		
	Work towards a South America Day across KS2 in Autumn 2	• be introduced to the second set of phonics sounds from Intermediate Teaching. • be introduced to the set of phonics sounds from the Progressive Teaching. • World map- locate Spanish speaking countries. Explore concentration of countries in South America. Explore languages and populations including capital cities. • Focus on Mexico, Peru and Chile.	
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487 https://www.youtube.com/watch?v=fkd-0JlluNE Peru https://www.youtube.com/watch?v=nCP2XPltOWI Chile		
Year 5 / 6 Autumn 2 B	The date		
Outcomes	Key learning	Lesson series	Vocabulary
	• Remember, recall and spell the 7 days of the week. • Remember, recall and spell the 12 months of the year. • Remember, recall and spell numbers 1-31. • Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. • Use their knowledge of the months of the year and numbers 1-31 in order • to say when their birthday is.	• learn how to recognise, recall and spell the seven days of the week in the foreign language with the aim of using this knowledge to form a short sentence about what day of the week it is today by the end of the lesson. • consolidate the seven days of the week taught last lesson and will learn how to recognise, recall and spell the twelve months of the year in the foreign language. • consolidate all language taught so far in the unit and will progress to learning how to recognise, recall and spell numbers 1-31 in the foreign language. • start to put all their new language into context by learning the structure necessary to say the date in the foreign language.	¿Qué fecha es hoy? veintitrés Hoy es veinticuatro enero febrero marzo abril mayo junio julio once doce a fecha catorce los días de la semana quince lunes martes miércoles jueves viernes sábado domingo trece ocho nueve diez cinco seis siete dos tres cuatro noviembre diciembre uno agosto septiembre octubre

		• build on their knowledge of how to say the date by learning how to say when their birthday is in the foreign language. • revise and consolidate all language covered in the unit and complete the end of unit assessment.	
Planning and Resources	Planning (resources are embedded links within the planning) PKC Year 3/4 Spatial Sense		
Year 5 / 6 Spring 1 B	Presenting Myself		
	Key learning	Lesson series	Vocabulary
Outcomes	• Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer • how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules.	• revise basic greetings and will learn how to ask and answer the question 'how are you?' in the foreign language. • consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?' in the foreign language. • consolidate numbers 1-10 and will progress to learning numbers 11-20 in the foreign language. • consolidate their knowledge of numbers 1-20 in the foreign language and apply this knowledge to be able to say how old they are. • learn how to ask and answer the question 'where do you live?' in the foreign language and will also be introduced to simple adjectival agreement, completing the unit with a short presentation. • will revise and consolidate all language covered in the unit and complete the end of unit assessment.	¡Buenos días! ¡Hola! ¿Cómo estás? Estoy bien. Estoy mal. Más o menos. Estoy muy bien. Estoy muy mal. ¡Adiós! ¡Hasta luego! ¿Cómo te llamas? Me llamo... ¿Cuántos años tienes? Tengo... años ¿Dónde vives? Vivo en... Soy... español/española inglés/inglesa a galés/galesa irlandés/irlandesa escocés/escocesa Soy de... Soy de Inglaterra.
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487		

Year 5 / 6 Spring 2 B		Family			
		Key learning	Lesson series	Vocabulary	
Outcomes	- Tell somebody the members, names and various ages of either their own or a fictional family - Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. - Understand the concept of the possessive adjectives ‘mi’ and ‘mis’ - Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).	- how to recognise, recall and spell different family members with the correct definite article/determiner in the foreign language. - consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective ‘my’ in the foreign language with increasing accuracy. - will further consolidate the language needed to introduce their own/ fictitious family members in the foreign language. - be introduced to numbers 1-100 in the foreign language and will use this knowledge to be able to say how old their own / fictitious family members are. - revise and consolidate all language covered in the unit and complete the end of unit assessment.	la familia los abuelos el padre / el papá los hermanos la madre / la mamá mi, mis la hija ¿Cuántos años tienes? el primo la prima los padres	el tío la tía el padrastro la madrastra ¿Cómo te llamas? el hermanast ro la hermanast ra Me llamo... el hijo	el hermano ¿Tienes hermanos? la hermana Sí, tengo un hermano. Sí, tengo una hermana. Sí, tengo dos hermanos. Sí, tengo dos hermanas. el abuelo la abuela
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487				
Year 5 / 6 Summer 1 B		The Cafe			
		Key learning	Lesson series	Vocabulary	
Outcomes	- Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. - 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.	- how to recognise, recall and spell the ten masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a cafetería. - consolidate the ten masculine nouns taught last week and will progress to learning a further ten feminine nouns with the indefinite article/determiner for popular Spanish food and drink you	un bocadillo de jamón un café con leche un bocadillo de queso un té un pastel de limón	unos calamares una limonada una tortilla de patatas una coca cola	¿Qué deseas? una crema catalana quisiera unas gambas gracias unas croquetas

		would typically be offered in a cafetería. - consolidate all language taught so far in the unit and will progress to learning some transactional language so that they can order what they would like to eat and drink in the cafetería. - consolidate all previously learnt vocabulary from the unit and will progress to learning how to ask for the bill and how to say 'goodbye' and 'thank you' in Spanish. - be taught all about Spanish currency and will consolidate their knowledge of numbers in the foreign language in order to calculate the bill in the cafetería. - revise and consolidate all language covered in the unit and complete the end of unit assessment.	un zumo de naranja unos churros un chocolate caliente ¡Hola! una paella ¡Adiós!	una ensalada mixta y un café la cuenta	una tarta de chocolate por favor unas patatas bravas
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487				
Year 5 / 6 Summer 2 B	Me in the world				
	Key learning	Lesson series	Vocabulary		
Outcomes	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.	- improve their decoding and comprehension skills in the foreign language through texts about four different fictional characters from the Hispanic world. - improve their decoding skills in the foreign language through longer and more complex texts about each character's favourite celebration in their home country. - consolidate their cultural knowledge and understanding as two out of our four characters will talk to one of their mutual friends giving more detailed	colorida. Mi fiesta preferida es El Carnaval. ¡Hasta luego! besos	Me llamo... Vivo en... porque Hablo... Es una fiesta muy tradicional y religiosa. Es una fiesta en honor a	los muertos. Hablo español. Es una fiesta muy alegre. Hablo inglés. Es una fiesta muy

		information on two different religious celebrations. • further develop their cultural awareness in the by comparing where two of the fictional characters live. • the four fictional characters from this unit will discuss in the foreign language how they are going to be more responsible global citizens by doing more to protect out planet. • revise and consolidate all language covered in the unit and complete the end of unit assessment	
Planning and Resources	Planning (resources are embedded links within the planning) https://www.languageangels.com/schools/teachDashboard/83487		