

ST BERNADETTE'S LONG TERM SPANISH PLAN 2019-20- to be evaluated Summer 20

Throughout Key Stage 2 children will:

experience an appropriate balance of spoken and written language

be enabled to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary

focus on practical communication.

Children will 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

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

St Bernadette's- Spanish Curriculum - Long Term Plan

Emerald- Year A					
Intercultural Understanding	Language Learning Strategies	Knowledge About Language	Intercultural Understanding	Language Learning Strategies	Knowledge About Language
Autumn 1			Autumn 2		
<p>Children talk about the conventions of greeting people in their own culture, such as shaking hands, bowing.</p> <p>Compare the pronunciation of Arturo's name in English and in Spanish, as well as possibly other languages known by the children. Talk about the importance of politeness when greeting or meeting people. Children recognise a song well known to native speakers.</p> <p>Children learn a popular Spanish song. Children become aware of dialects and accents.</p> <p>Children learn about Spanish food. They 'visit' a school canteen in Spain via the web.</p>	<p>Children use gesture or mime to show they understand. They look at the face of the person speaking. They imitate pronunciation. Children recognise words that teacher mouths silently. They practise spelling with a friend. They practise saying new words aloud. They engage in turn taking when counting. Children practise new words under their breath. They show their understanding by responding to an audio input. Children develop their listening skills by responding to a PowerPoint presentation. They count how many times they hear words spoken by the teacher. Children arrange coloured objects to show their understanding. They sing words to a well-known melody. Children imitate the pronunciation of the teacher, and are aware of rhythm and dynamics in the voice.</p>	<p>Children understand the need for capital letters on names in both English and Spanish. Children begin to develop insight into the sounds of Spanish and recognise the importance of intonation. Children recognise and use the question form. They identify specific sounds and imitate pronunciation. Children meet a phoneme (ll) that does not exist in English. Children learn that, in Spanish, the letter h is not pronounced.</p>	<p>Children reflect on how their knowledge of language(s) and culture(s) is helping them to learn and memorise new words in Spanish. Children listen to a traditional carol. They look at photos of a major Spanish tourist attraction and focus on Moorish gardens and architecture. Children think about The Magi and aspects of the Christmas festival and reflect on how their own culture might be seen through the eyes of others. Children learn about aspects of Christmas celebrations in Spanish-speaking countries (traditional Christmas carol) and make comparisons with their own. Children learn how Spaniards celebrate the New Year. Children observe the weather via a web cam. They become familiar with the physical features of a Spanish seaside resort.</p>	<p>They try a new strategy - spelling on the palm of a partner's hand. Children practise with a friend (role plays with finger puppets) They look at the face of the person speaking. They put words into dictionary order by their first letter. Children pick out key words when listening. When listening to the story, they apply previous knowledge and clues to help understanding, e.g. use intonation, tone of voice and pictures to help them understand the story. When listening to the story, children apply previous knowledge and clues to help understanding, e.g. use intonation, tone of voice and pictures to help them understand the story. Children try out a different learning strategy, arranging text in the order in which they hear it. Children re-arrange a series of letters to spell names.</p>	<p>Children notice the spellings of <i>rajo</i>, <i>verde</i>, <i>azul</i> and <i>amarillo</i>. They notice similarities, connections and differences between these words and their equivalents in other languages they know. Children recognise a question by its sound. They recognise the pattern in the simple sentence <i>Aquí hay un gato y un perro</i>. Children learn about tonic stress. Children can understand and use a simple question. Children become familiar with the spelling of <i>Josefina</i>. They identify rhyming sounds in a song by listening and reading. Children become familiar with Spanish consonants.</p>

Spring 1				Spring 2	
<p>Children see photos of rural <i>Andalucía</i> and note that some people live in caves. Children locate <i>Cuba</i> on the internet and learn how to pronounce it. Children listen to a story known by Spanish children. Children talk about the importance of politeness when speaking to people. They look at the weather in <i>Málaga</i> via a web cam.</p>	<p>Children read and memorise words. They perform a dance and sing words to a rhythm. Children engage in turn taking to spell familiar words. Children play a game to practise spelling. Children take turns when counting. They echo the teacher in chorus. They look at the teacher mouthing words silently. Children use vocal and facial expression to reinforce the meaning of what they are saying. They look at the face of the person speaking. They clap to show tonic stress on words. Children play games to help memorise new vocabulary.</p>	<p>Children differentiate between vowels and consonants in Spanish. They learn two adverbial phrases. Children notice the similarities and differences between English and Spanish phonemes (ca co, cu; ce, ci). They recognise how sounds are represented in written form. They recall their knowledge of adverbs. Children apply their knowledge of the alphabet when sorting words into dictionary order. Children recognise the language that conveys politeness conventions. Children recognise politeness conventions. They become aware of gender and number when using nouns.</p>	<p>Children see the paintings of Picasso. Children become familiar with Holy Week celebrations in Spain. Children try to see themselves as others see them. As speakers and listeners, they consider sympathetic and helpful strategies for communication. Children become familiar with a popular song and story.</p>	<p>Children work with a friend to learn spellings of familiar words. Children play a game in order to consolidate learning and help them to remember vocabulary and structure. They mime the actions to a popular song. Children discuss the strategies they use in their language learning. Children develop or extend strategies for memorising language.</p>	<p>Children notice the spelling of familiar words. They create a range of simple spoken sentences using nouns and a conjunction. Children recognise the simple negative. Children reflect on what they are learning about language in their Spanish lessons. Children notice the spelling of familiar words. They understand the function of the accent on words. They recognise the plural form of some masculine and feminine nouns when they hear them.</p>
Summer 1				Summer 2	
<p>The children see photos of <i>Frigiliana</i>, a 'white village' in the mountains. Children listen to a popular Spanish song. They look at the paintings of Miró. Children listen to a media resource involving native speakers. They look at <i>Sevilla</i> through a webcam and listen to classical guitar music. They see the city centre through a web cam. They listen to classical Spanish guitar music. Children listen to a popular song and listen to a story.</p>	<p>Children perform a sequence of actions to help memorise a sequence of words. Children compare new words (months) with words in English. Children match text to what they hear, by doing a 'jigsaw puzzle'. Children play a game to practise and help memorise new language. Children play an anagram game.</p>	<p>Children deepen their knowledge of plural nouns. They notice similarities between English and Spanish letters and sounds. Children identify specific sounds and imitate pronunciation. Children learn that the feminine form of the adjective is the same as the masculine when the masculine adjective ends in 'e'. Children link sounds to text when listening to a song.</p>	<p>Children see paintings of Picasso. They listen to classical guitar music. Children listen to a media resource involving native speakers. Children listen to a popular song and listen to a story. Children reflect on the development of their understanding of their own culture and of other cultures.</p>	<p>Children reflect on the difference in function of a monolingual and a bilingual dictionary. They examine a bilingual dictionary and start to become familiar with the layout. Children practise with friends. They locate certain headwords in a bilingual dictionary. Children use a dictionary to choose a selection of words. Children discuss the strategies they use in their language learning. They are aware of the progress they have made this year.</p>	<p>Children recognise questions. Children notice certain words related to direct speech in a story. Children note that the days of the week and the months of the year are written in lower case. Children reflect on what they are learning about language in their Spanish lessons.</p>

Emerald –Year B

Intercultural Understanding	Language Learning Strategies	Knowledge About Language	Intercultural Understanding	Language Learning Strategies	Knowledge About Language
Autumn 1			Autumn 2		
Children recall and revise greetings in a range of languages. They become familiar with a Spanish finger rhyme from South America. They become familiar with European countries on map. Children ask and answer questions about people in their school. They compare characteristics of a simple story told in Spanish and English. They use maps to locate the UK and Spain. Children use a map to discover the location of Navarra in Spain. They become more familiar with location/names of European countries through maps and memorisation activities. Children listen to a story. They use maps as a reference to discover how to travel from the UK to other parts of Europe. They sing a traditional Spanish song. Children listen to media resources involving a natives. They extend their knowledge about which languages are spoken in some European countries. Children discover how many languages are spoken in the UK.	Children practise spelling known words with a partner. They use knowledge of vowels and consonants to help remember spellings. Children use real objects to create simple word sequences. Children play games to help learn and remember language. They use real objects to create/memorise sentences. They use raps and rhythm to practise pronunciation. Children use ICT to present information about the plural of nouns and adjectival agreements. They use mime to support sentence-building activities. They identify and repeat a question form in a song. Children practise spelling new words. They use knowledge of English or another language to help learning and understanding. They apply their knowledge of syntax to reconstruct a jumbled sentence. They play a game to practise asking and answering questions. Children practise spelling skills with a partner. They practise pronunciation of the letter z. They extend their understanding of a dictionary entry. They use a dictionary to find the translation of nouns.	Children identify and use some simple question forms. Children understand and use some nouns and adjectives. They notice that the adjective usually follows the noun. They discuss the function of word classes. They use knowledge of a traditional English tale to help determine meaning in a story. Children understand and use some question forms and negatives in spoken language. They identify differences between a masculine noun and a feminine noun. Children recognise certain adjectives in written form. They recognise simple agreements between nouns and adjectives. They identify differences between masculine and feminine adjectives. They encounter some invariable adjectives. Children extend their knowledge of nouns and determiners in English and in Spanish, in the singular and the plural. Children ask and answer questions using the present continuous tense.	Children consider how to use their Spanish skills to raise funds for charity. They become familiar with some paintings by Dalí. They become familiar with the <i>Semana Grande</i> festival in Bilbao & make comparisons with special UK events. Children watch or listen to a media resource involving native speakers. They look at photographs of Navarra. They consider the concept of pilgrimage. Children consider the festival of <i>Cristmas</i> and other festivals celebrated in the UK at this time of year. They sing some Spanish Christmas carols. They use the internet to watch children in Columbia singing a traditional song. Children consider how their language learning is helping them to develop many different skills and deepen their understanding of themselves and others. They consider the progress they are making. They use a simple phrase - <i>Felices Navidades</i> . They use webcams to look at Pamplona and London. Children focus on New Year celebrations at home and in other places. They learn to say a simple phrase - <i>Feliz Año Nuevo</i> . Children listen to a "Happy Birthday" song in Spanish. They research Gaudí's architecture.	Children play games in order to develop their language skills. They practise some phrases of farewell by singing them to a well-known tune. Children work with a friend to problem solve. They share spelling strategies. They play a game to practise creating simple sentences. They use known vocabulary to practise sequencing skills. They use a Reading Diary to record a review of a Spanish story. Children play games to develop spelling skills and knowledge of sentence building. They play a game to respond to sentences that include nouns and verbs. They use a bilingual dictionary to check spellings and find translations. Children play a game to solve anagrams and help to develop their spelling skills. They consider and discuss many of the language learning strategies they have acquired. Children practise asking and answering questions. They practise spelling known words with a partner. Children ask and answer questions about age. They identify words in a song, and sequence text cards	Children create simple spoken sentences that include an adverbial phrase of place. They deepen their knowledge of Spanish syntax by understanding that the adverbial phrase of place can either start or end the sentence. Children recognise the plural forms of some nouns when they hear them. They apply phonic knowledge of the language to support reading and writing. Children develop an understanding of the function of various word classes in sentences they create. Children apply their knowledge of the spelling of Spanish words to help solve anagrams. Children deepen their knowledge of agreement between nouns and adjectives. They consolidate their knowledge of adjectives in the plural. Children apply phonic knowledge to pronounce the letter strings <i>ga, go, gu</i> . They identify differences in written conventions between Spanish and English relating to the date. They learn that in Spanish, days and months do not require a capital letter.

Spring 1		Spring 2	
Children listen to an authentic song.	Children ask/answer questions about where they live.	Children focus on intonation when repeating spoken language.	Children learn an authentic finger rhyme. They make a birthday card incorporating birthday greetings in Spanish.
They listen to a story.	They use a dictionary to locate headwords	Children apply phonic knowledge to pronounce the letter	Children become familiar with Pamplona in northern Spain and its San Fermine's Fiestas.
Children join in with a traditional song.	They play a game to recall vocab and practise speaking.	strings <i>ge</i> and <i>gi</i> .	They consider a local or regional celebration.
Children participate in a classic children's song.	They perform mimes to a song.	Children extend their knowledge by learning a conjunction.	They listen to an authentic children's song.
Children sing an authentic song which includes expressions of farewell.	Children play a game to practise sequencing the months	They use knowledge of gender to match a noun with a person's name.	Children enjoy celebrating a birthday together.
On a map they identify some Spanish speaking countries in South America.	They perform a finger rhyme with speech and actions.	They become aware of patterns which can be applied to identify masculine and feminine forms in nouns.	They share Easter holiday plans with a partner abroad through video conferencing.
Children listen to a story in Spanish.	They apply their knowledge about language to reconstruct a jumbled sentence.	Children become familiar with the spellings of a bank of known words.	Children use a media resource to look at preparations for Las Fallas, Valencia.
They join in with a song sung by a native speaker.	Children use their knowledge about language to help reconstruct a jumbled sentence.	They recognise a word when it is spelt aloud.	Children discuss the strategies they use in their language learning.
	They use knowledge to match questions & answers.	Children formulate a number of questions and answers in Spanish.	They use reading diary to write review of Spanish story.
	They play a game constructing simple sentences.	They learn that one o'clock is singular and the other hours are plural.	They play games to revise vocabulary.
	They write a birthday invitation.		Children play a game to show their understanding of nouns by gender and number.
	Children create sentences based on chosen word.		They listen to a song to match text with sound.
	Children listen for specific words in a story.		They use mime and gesture to memorise new language.
	They play a game to reinforce word class understanding.		They use a dictionary to locate Spanish adjectives.
	They repeat a simple pattern to tell the time on the hour		

Summer 1		Summer 2	
Children compare Las Fallas with bonfire night.	Children spell the names of some Spanish cities.	Children focus on pronunciation of hard <i>d</i> and soft <i>d</i> .	Children listen to Spanish classical guitar music while looking at pictures of Pamplona.
They locate some Spanish cities on a map.	They practise locating Spanish and English headwords	They apply phonic knowledge to read aloud a short text.	They consider how people can travel between Spain and the UK.
Children look at scenes from Navarra and listen to classical Spanish music.	From a bilingual dictionary.	Children ask and answer a question to seek and give simple personal information.	Children use a simple phrase of celebration (<i>Feliz cumpleaños</i>).
They use a media resource to look at and discuss a pagan festival.	They use a dictionary entry they note the word class and give its abbreviation.	They apply knowledge of vocabulary and syntax to make meaning in a sentence.	They locate some Spanish cities on a map.
They take part in a dance.	They play a listening and responding game focusing on sentences which incorporate nouns and verbs.	Children consolidate their knowledge of tonic stress on words.	They identify possible routes from school to Spain.
They listen to a traditional children's song.	Children listen to story and join in with repeated phrase.	They focus on the pronunciation of the digraph <i>ch</i> .	Children learn about the school year in Spain.
Children 'visit' a school website in Navarra.	They match text to images.	They compare pronunciation of the digraph <i>ch</i> in English and Spanish.	They compare Navarra in northern Spain with <i>Andalucía</i> in the south.
They reflect on how the issue of road safety is treated in Spanish and English schools.	They use word cards to create a sentence.	Children spell some Spanish cities accurately.	They consider how to represent the UK and Spain using artefacts.
They use video conferencing to exchange information with a partner school.	Children place text cards in order in which they're heard.	They reflect on the function of an adverb.	Children reflect on the development of their understanding of their own culture and of other cultures.
	They commit new sounds to memory by saying raps.	They compare some adverbs in Spanish and English.	They use a simple phrase to wish others a happy holiday (<i>¡Felices vacaciones!</i>).
Children listen to a story in Spanish.	They model finger rhymes in groups.	Children draw up a list in alphabetical order.	
They become more familiar with the landscape in Navarra.	They memorise the spellings of cities ending in <i>ón</i> .	They express a simple wish using the infinitive.	
They join in with the dance <i>La Macarena</i> .	Children work in pairs to practise spellings.	They understand the function of a <i>tilde</i> in Spanish.	

Children become familiar with the names and locations of more towns in Spain.

They use a bilingual dictionary to locate adverbs.
They apply their knowledge of letter combinations to unscramble the names of Spanish cities.
Children listen to a song to practise sequencing.
They use their knowledge of syntax to rebuild short text.
They use short text to practise reading comprehension.
They play a game to revise time questions/answers.

They apply phonic knowledge to support reading.

Sapphire Year A

Intercultural Understanding	Language Learning Strategies	Knowledge About Language	Intercultural Understanding	Language Learning Strategies	Knowledge About Language
Autumn 1			Autumn 2		
<p>Children reflect on their holiday experiences, and the languages and people they encountered.</p> <p>They listen to a song from Cuba.</p> <p>They find Cuba on a map. They look at pictures of Cuba and compare with their own locality.</p> <p>Children compare symbols which represent their own culture with those of another country: they learn how the calendar date is presented in number form in Europe and in the US.</p> <p>They look at paintings by a Cuban artist. They listen to an authentic Spanish song. Children look at national dress in Spanish speaking countries.</p> <p>They consider the concept of national dress in the UK and in other countries and cultures.</p> <p>Children compare words across languages.</p> <p>They look at architecture in Spain and Britain.</p> <p>They join in singing an authentic song.</p> <p>Children compare words across languages. They develop an understanding of the monetary system in the UK.</p> <p>Children reflect on the social context in which we eat food. They look at photographs of Havana and listen to authentic Cuban music.</p>	<p>Children recall vocabulary of numbers and months to practise sequencing skills. They memorise a sentence by gradually blocking out words.</p> <p>They play a game to practise pronunciation and reading aloud.</p> <p>They explore the features of a dictionary entry. Children use a bilingual dictionary to explore meaning and word class.</p> <p>They recognise some typical conventions of word order when rebuilding a jumbled sentence.</p> <p>They read and memorise words and sentences. Children practise remembering a longer sentence.</p> <p>They discuss strategies for remembering longer phrases and sentences.</p> <p>Children read aloud unknown words by applying rules of the sound / spelling system they are learning. They use a bilingual dictionary to explore meaning and word class.</p> <p>They practise spelling skills by clapping out letters.</p> <p>They practise reading aloud. Children play a game to practise recognising time phrases by ear.</p> <p>They use a bilingual dictionary to look up meanings of new words.</p> <p>They identify mistakes made in a dictation and discuss how to remember the correct version.</p> <p>Children integrate new language into previously learnt language.</p> <p>They continue to use a bilingual dictionary to find the spelling and the meaning of words.</p>	<p>Children begin to understand that there are rules in the Spanish language that can help them to learn how to read and write it.</p> <p>They develop accurate pronunciation of hard and soft g and c.</p> <p>Children recognise that different cultures have different writing systems, e.g. expressing the calendar date in number form.</p> <p>They learn and use a conjunction. They manipulate language by changing words in a sentence.</p> <p>They understand and use a negative statement. They recognise that <i>pero</i> and <i>perro</i> sound almost identical but have different meanings.</p> <p>They identify plural nouns when they hear them.</p> <p>They apply their knowledge of language rules and conventions when building short sentences and texts, both spoken and written.</p> <p>They identify rhyming words in a poem.</p> <p>They read a poem and deal with authentic text. They change the meaning of a sentence by substituting words.</p> <p>Children develop knowledge of phonics and spelling patterns in Spanish.</p> <p>They focus on accurate pronunciation. They recognise the way in which a Spanish phrase is constructed (me gusta) and compare it with English.</p> <p>Children recognise the importance and significance of punctuation.</p> <p>They understand and use a range of common words from a variety of word classes when constructing sentences.</p> <p>They use a conjunction to create longer sentences.</p> <p>They recognise how to express surprise and annoyance through words, gesture, tone of voice and facial expression. constructing sentences.</p>	<p>Children compare words across languages. They learn about Spanish food.</p> <p>They prepare and taste tapas.</p> <p>They look at paintings by a Cuban artist.</p> <p>They listen to music by Joan Baez and Nana Mouskouri.</p> <p>Children look at images of <i>Trinidad</i> and the surrounding area, and share their thoughts about what they see.</p> <p>They listen to music by Joan Baez. They recognise that languages borrow words from other languages.</p> <p>Children participate in an end-of-term social event including Spanish food, dance and music.</p> <p>Children become familiar with a region in the UK - The Yorkshire Dales.</p> <p>They look at paintings by a Cuban artist.</p> <p>They listen to music by a British composer.</p> <p>Children learn about a typical diet in Cuba and make comparisons with a typical diet in the UK.</p> <p>They listen to some Mexican music.</p>	<p>Children apply previous knowledge and clues to write down words and phrases that are dictated, and to predict the spelling of new words.</p> <p>They discuss and share strategies for using a bilingual dictionary.</p> <p>They recognise words and phrases that the teacher mouths silently.</p> <p>Children play a game to practise remembering numbers in sequence.</p> <p>They practise reading aloud in chorus. Children understand that meaning is conveyed by non-verbal as well as verbal cues.</p> <p>They use a writing frame to create written sentences.</p> <p>They use knowledge of English or other languages to help learning and understanding.</p> <p>Children prepare and present a short presentation, working with others to tell a story to year 3 children.</p> <p>They evaluate their progress by reflecting on what they have learnt.</p> <p>They play a game to practise comprehension of sentences.</p> <p>They use mime and mental association to help remember words.</p> <p>They apply prior knowledge when reconstructing jumbled text. Children practise saying words as a rap.</p> <p>They write down words as a dictation.</p>	<p>Children apply their knowledge of language rules and conventions when building short sentences and texts, both spoken and written.</p> <p>They apply phonic knowledge to read unfamiliar words.</p> <p>Children apply knowledge of Spanish language rules and conventions when learning new numbers.</p> <p>Children recognise some basic aspects of agreement, concerning gender, nouns and adjectives.</p> <p>They apply knowledge of language rules when creating sentences.</p> <p>They apply phonic knowledge to read unfamiliar words.</p> <p>They recognise that languages borrow words from other languages.</p> <p>Children use their knowledge of word class and syntax to recreate known sentences from a jumbled text.</p> <p>Children understand that in Spanish an adverbial phrase of place can be created by using a preposition and a noun e.g. <i>en la cocina</i>.</p> <p>Children identify direct speech in a text.</p> <p>They consider how the voice is used when reading aloud direct speech and narrative.</p>

Spring 1		Spring 2			
<p>Children compare a region in the UK with the countryside in Cuba. Children learn more about aspects of everyday life in Cuba.</p> <p>Children develop an increasing awareness of the qualities of a sympathetic native speaker and listener.</p> <p>Children look at paintings by a Cuban artist.</p> <p>They compare Cuba with a region of the UK. Children learn about the currency of another country (the Euro).</p>	<p>Children apply known rules when reconstituting a text. They use a dictation exercise to analyse mistakes and evaluate ways of learning. Children plan and prepare for a language activity on questions and answers.</p> <p>They use a template to create sentences. Children work in pairs to practise creating sentences. Children use speaking and writing frames to create sentences. They use text cards to reconstitute the lyrics of a song that they listen to. Children use a template to create complex spoken sentences. They collaborate to devise a sketch. They use a bilingual dictionary.</p>	<p>Children recognise that in Spanish an adjective agrees with a noun by gender and number. Children recognise how to construct negative statements. Children learn to change the meaning of a sentence by substituting the verb. Children recognise a grammatical rule that is important to native Spanish speakers - the preposition <i>a</i> joining with the article <i>el</i> to give a new word <i>al</i>. Children apply phonic knowledge to read unfamiliar words.</p>	<p>Children make further comparisons between Cuba and the Yorkshire Dales. They learn more about the Euro. Children compare the infinitive verb forms in English and Spanish. Children compare what might be a typical picnic in Spain and in England. They learn about a typical Spanish salad. They consider how their local area could be portrayed through photographs. Children look at paintings by a Cuban artist. They view photos of <i>Varadero</i> in Cuba. They identify people they know who are speakers of other languages. They consider how the British landscape might be portrayed in photographs.</p>	<p>Children play a game to practise reading and writing. They use a bilingual dictionary. Children participate in a quiz to learn more about the Euro currency. They play a game to practise creating conversations. Children practise repeating language spoken by a native speaker. They perform a sketch that they have devised. They reflect on and evaluate the progress they are making. Children try to rebuild jumbled sentences within a time limit. They play a guessing game to rehearse questions and answers.</p>	<p>Children apply their knowledge of language rules when rebuilding jumbled sentences. Children recognise some infinitive verb forms in Spanish and compare with infinitives in English. They use a relative pronoun to link clauses together in order to create a longer and more complex sentence. Children recognise plural nouns by ear. Children recognise how future action can be denoted by using <i>voy</i> and an infinitive verb.</p>
Summer 1		Summer 2			
<p>Children listen to a story in Spanish. They listen to authentic music as they play a game. Children become familiar with a food item from the UK that is well-known in other parts of the world. They consider aspects of everyday life in Cuba e.g. wages, clothing, the cost of living and food rationing. They consider the possible impact of food rationing in the UK. They use the Internet to compare Spanish and British products.</p> <p>Children look at paintings by a Cuban artist. Children look at photos of Cuban children and compare the national sport in Cuba and the UK. Children consider the communication skills that are needed by a sympathetic speaker and listener.</p>	<p>Children try to recognise and recall a sentence that they see for only a few seconds. Children use a bilingual dictionary. They use their knowledge of English or other languages to identify patterns in words and to help determine the meaning. Children associate new language with a picture in order to help remember it. They work collaboratively to read, recall and write text. Children apply previous knowledge and clues to write down words and phrases that are dictated. They work in pairs to practise spelling. Children play a game to revise the gender of known nouns. They work in pairs to revise questions and answers.</p>	<p>Children apply phonic knowledge when reading aloud unfamiliar language. They focus on the pronunciation of syllables beginning with the letter <i>h</i>. They recognise that cognates and near cognates can sometimes be used to help determine meaning. Children identify known words by their vowels and consonants. They recognise that languages borrow words from other languages. Children focus on accurate pronunciation when reading aloud. Children apply their knowledge of Spanish letters and letter strings to guess which word is being spelt. Children recognise that adjectives agree with a noun in both gender and number. They spot a rule that helps to identify gender of a noun.</p>	<p>Children consider the skills involved in reading aloud a story in another language. Children look at photographs of <i>Sancti Spiritus</i> in Cuba and reflect on how it looks different from the UK. Children learn about a Spanish food product - <i>la fabada asturiana</i>. They consider what the national dishes of the UK might be. They sing folk songs from the UK. Children make comparisons between life in Spain and life in Cuba.</p>	<p>Children play a game to practise spellings. Children work in groups to practise reading, dictating and writing. Children devise strategies to remember which Spanish word means four and which means quarter. Children reflect on the progress they have made in Spanish this year.</p>	<p>Children apply their knowledge of Spanish spelling rules to identify missing letters in words. Children recognise the importance and significance of stress and intonation. They recognise that words can sometimes sound similar but have different meanings. They manipulate language by changing a single element in a sentence. Children recognise and use a simple future tense. Children reflect on their knowledge of Spanish and English language.</p>

Sapphire-Year B

Intercultural Understanding	Language Learning Strategies	Knowledge About Language	Intercultural Understanding	Language Learning Strategies	Knowledge About Language
Autumn 1			Autumn 2		
<p>Children reflect on holiday experiences that provide social contact across cultures. They start to reflect on similarities and differences between people and cultures in different time periods through a non-fiction resource. Children use the internet to explore Hispanic role models. They become familiar with Asturias. Children learn about the Romans in Iberia. They reflect on attitudes towards hygiene in society. Children have an understanding of England and Spain's shared history. They recognise and understand some of the differences between people in other places and times. Children talk about attitudes towards good manners in different time periods. Children reflect on attitudes towards good manners in different cultures. They visit a virtual art gallery on the internet.</p>	<p>They recall vocabulary in order to participate in a sequencing activity. They use context and other clues to determine some of the meaning in a text. Children play a word substitution game to create new meaning. They practise new language with a partner. Children use knowledge of new vocabulary to build sentences. They use context and previous knowledge to help reading skills. Children work in groups to practise their language skills. They work with a partner. Children work in groups to practise their language skills. They listen out for specific words or phrases, ignoring those they do not know or need. Children match sound to text by writing words and sentences that are dictated. They follow a written text that is being read by someone else.</p>	<p>They use knowledge of the language features, style and layout of a non-fiction text to support understanding. They understand and apply the rule about soft and hard c and g in English. Children learn the possessive adjective <i>tu</i>. They recognise patterns in the context of words about the family. Children notice and match agreements. They use their knowledge of stress in Spanish to insert accents on a list of words. They use knowledge of word and text conventions to build a sentence. Children can substitute nouns and adjectives to create new meaning. They can pronounce the double <i>r</i>. They can write dictated sentences accurately. Children can use their phonic knowledge to write and pronounce unfamiliar words. They can answer questions about members of the family. Children apply knowledge of phoneme/grapheme rules at word and sentence level.</p>	<p>Children learn about the discovery of America. They look at the paintings of Úrculo. Children look at pictures of a stately home, Harewood House. They discuss the significance of Advent and other events celebrated at the same time of year. Children discuss Plácido Domingo, the Spanish tenor, as a role model. They understand that water is a very scarce resource in some parts of the world. Children participate in video conferencing. They learn about <i>turrón</i> and talk about desserts in England. They sing a Spanish Christmas carol. Children reflect on how people lived in different time periods. They watch, and comment on, a presentation about Madrid. Children become familiar with the life and paintings of Francisco Goya. They listen to some music by Elgar.</p>	<p>Children follow written instructions to make a Roscón de Reyes. They work in pairs to practise new language. They share their thinking aloud to justify their choice of words. Children practise new language in their groups, taking part in an activity that requires memory and good speaking and listening skills. They commit new language to memory by repeating it and using gestures. Children identify key words that will help to understand the meaning of a text. They work in pairs to improve their speaking. Children practise memorising a sequence of sentences from a non-fiction text. They reflect on the progress they are making in their language learning, and record their progress. Children learn a short text by heart. They practise new language with a friend. Children work in pairs to ask and answer questions. They begin planning a PowerPoint presentation about their family.</p>	<p>Children can use their phonic knowledge to pronounce unfamiliar words. They use knowledge of grammar and syntax to build a sentence. Children recognise a pattern when learning about the weather. They see links between English and Spanish (e.g. <i>sol</i> and solar). Children recognise a pattern (<i>quiero</i> + infinitive). They use knowledge of text conventions to find Spanish words. Children perform mimes to show their understanding. They devise questions for a video conference. Children use their knowledge of phonics and graphics to pronounce unfamiliar words. They recognise a pattern when memorising language. Children learn that, in Spanish, there are two verbs 'to be'. They can understand and answer a range of questions.</p>
Spring 1			Spring 2		
<p>Children make a virtual visit to El Prado museum in Madrid. They consider some of the myths surrounding the wolf in literature. Children learn about the Spanish civil war. They discuss the importance of the Amazon and learn that it was discovered by Francisco de Orellana. Children appreciate variations on traditional tales. They see photos of Asturias and compare the region</p>	<p>Children practise in pairs to learn new language. They practise tongue-twisters. Children commit new language to memory by practising in pairs and groups. They work with a partner to practise speaking. Children evaluate their written sentences. They practise reading aloud with a partner. Children reflect on questions they find difficult. They use a dictionary to include vocabulary of their own</p>	<p>Children understand that some Spanish words of Greek origin are masculine, even though they look feminine, e.g. <i>el planeta</i>. They use knowledge of word order to find two sentences. Children use their knowledge of phonics to write dictated sentences containing unfamiliar language. They can say tongue-twisters. Children use their knowledge of syntax to rearrange a</p>	<p>Children look at the work of a contemporary Spanish artist, José Morello. They consider why people value the opportunity to learn languages. Children appreciate that the Renaissance was a cultural movement that spread across many countries. They learn about Hernando Cortés, the Spanish navigator, colonizer and explorer. Children participate in a cultural celebration that includes</p>	<p>Children work with a partner to practise new language and commit it to memory. Children practise reading with a partner. They analyse what they need to do to improve. Children reflect on what they have learned and assess their progress. They recite words or sentences from memory, on their own or as part of a group. Children refer to a writing frame to create their own</p>	<p>Children apply their phonic knowledge when reading new words. They use knowledge of words, texts and structure to solve a puzzle. Children apply their phonic knowledge when reading new words. They complete sentences, applying knowledge of grammar and punctuation. Children understand the importance of intonation,</p>

with the south of Spain. Children become aware of reasons for learning another language. Children become aware of the composer Holst and at least one piece of his music. They consider how learning languages might improve understanding across cultures.	choice. They show their understanding by completing a grid. Children discuss how they will memorise new vocabulary. They use a speaking frame to develop a conversation.	short text. They can answer a range of questions. Children can develop a short conversation and express surprise. They can match questions with answers. They know how to punctuate a Spanish text. Children write longer sentences using the conjunction <i>pero</i> . They apply their phonic knowledge when reading new words.	songs, dances, poetry and Spanish food. They learn about the Spanish Armada. Children visit a website to see photos of El Escorial, a World Heritage site. They learn about Ramón y Cajal, considered to be the father of neuroscience.	sentences. They memorise sequences of words in the 'running text'. They use gesture to learn new language.	pronunciation and vocal expression when reciting a text. Children write grammatically correct sentences. They notice a pattern, <i>vamos a ...</i>
Summer 1		Summer 2		Summer 2	
Children become aware of the life and work of the artist Zurbarán and recognise some of his paintings. They visit a website to see photos of the mosque-cathedral of Córdoba. Children visit a website to see photos of a great building, La Casa Batlló in Barcelona. They learn about <i>paradores</i> , Spain's luxury hotels. Children visit a website to see photos of La Plaza Mayor in Salamanca. They become aware of the life and work of the artist Turner. Children understand that the Industrial Revolution changed the way in which ordinary people lived their lives in the UK and other countries. They become aware of the composer Vaughan Williams and at least one piece of his music. Children learn about types of holiday accommodation in Spain. They visit a website to learn about Covadonga, a famous site in Asturias.	Children repeat a model to learn new language. They check their work with a partner. Children share their written work with a partner. They read aloud in chorus. Children use a writing frame to create sentences in the preterite tense. They use a dictionary to find the meaning of new words. Children begin work on their presentations in pairs. They commit new language to memory by performing a mime. Children memorise and repeat sentences that appear briefly on the board. They work in groups to problem solve (anagram stations).	Children know that we use the preterite tense to talk about things that have happened. They use their grammatical knowledge to substitute words. Children know that <i>a + el</i> contracts to <i>al</i> (e.g. <i>Vamos al cine</i>). They recognise how to form the immediate future. Children understand the main points in a letter from a friend. They identify nouns, adjectives and near cognates in a letter. Children read tongue-twisters with good pronunciation. They recognise the pattern <i>A mi padre/madre le gusta jugar al...</i> Children understand questions referring to descriptions. They understand the main points in a short written letter.	Children learn about Leonardo Torres y Quevedo, a Spanish engineer. They see photos of <i>hórreos</i> , granaries on stilts, a common sight in Asturias and Galicia. Children are introduced to José Carreras, one of the world's great tenors. They visit a virtual gallery to see paintings by Sorolla. They visit a website to view the Tenerife opera house by the Spanish architect Santiago Calatrava. Children listen to an authentic poem. They learn about flamenco music. They learn about the composer John Milford Rutter and listen to his music. Children reflect on the photos of Spain they have seen. They invite people from the community to share in the joy of what they can do in Spanish.	Children use a model to start work on a presentation about their family. They use a dictionary to substitute words. Children use multimedia to make a presentation about their family. On video they record personal information with the help of notes. Children work together to rearrange words and make sense. They use speaking and writing frames to develop conversations with a partner and write more complex sentences. Children assess their progress and know where they can improve. They play a 'statues' game to consolidate their understanding of plurals.	Children write sentences that include adverbial phrases of time and place. They create sentences using the preterite <i>vi</i> . Children can include unfamiliar words in a brief presentation. They can read a short text containing unfamiliar language. Children use knowledge of sentence construction to build sentences. They apply their language learning strategies when taking part in the 'running text' activity. Children make their presentations, showing their knowledge of grammar and syntax and speaking with good pronunciation and fluency. They can recite parts of a song from memory.