



Spanish

Curriculum Overview

Masefield Primary School

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

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

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

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets].

Subject content

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils 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.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what

they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

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

The starred (*) content above will not be applicable to ancient languages.

Intent for Spanish at Masefield

The Spanish curriculum at Masefield is rooted in the belief that high-quality language education should foster children's curiosity and deepen their understanding of the world. We are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The formal teaching of Spanish in Key Stage 2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3.

At Masefield, Spanish is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality Spanish teaching.

The school's long term plan for Spanish sets out the content of teaching within in each year group. This is supported by the school's Spanish progression document which demonstrates learning outcomes within each strand of development within a Spanish unit. Linguastars materials and weekly teaching by a subject specialist for Spanish provide a framework for staff to develop their lessons. This is adapted to match the school's own curriculum intent whilst providing a supportive structure and resource for staff. Short term planning details how this content is developed over a series of lessons within the unit of work. The organisation of the Spanish curriculum provides structured opportunities for pupils to:

- understand and respond to spoken and written language from a variety of authentic sources
- be able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- 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.

Teaching and Learning in Spanish

In addition to the conscious structure and design of the Spanish curriculum, great consideration has been paid to the design of the implementation of the curriculum in the classroom. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, demonstration, and the use of questioning and discussion. The following resources and approaches are adopted across all year groups in order to ensure effective delivery of the intended curriculum.

Teaching and Learning Delivery Model: Building Knowledge through Challenge

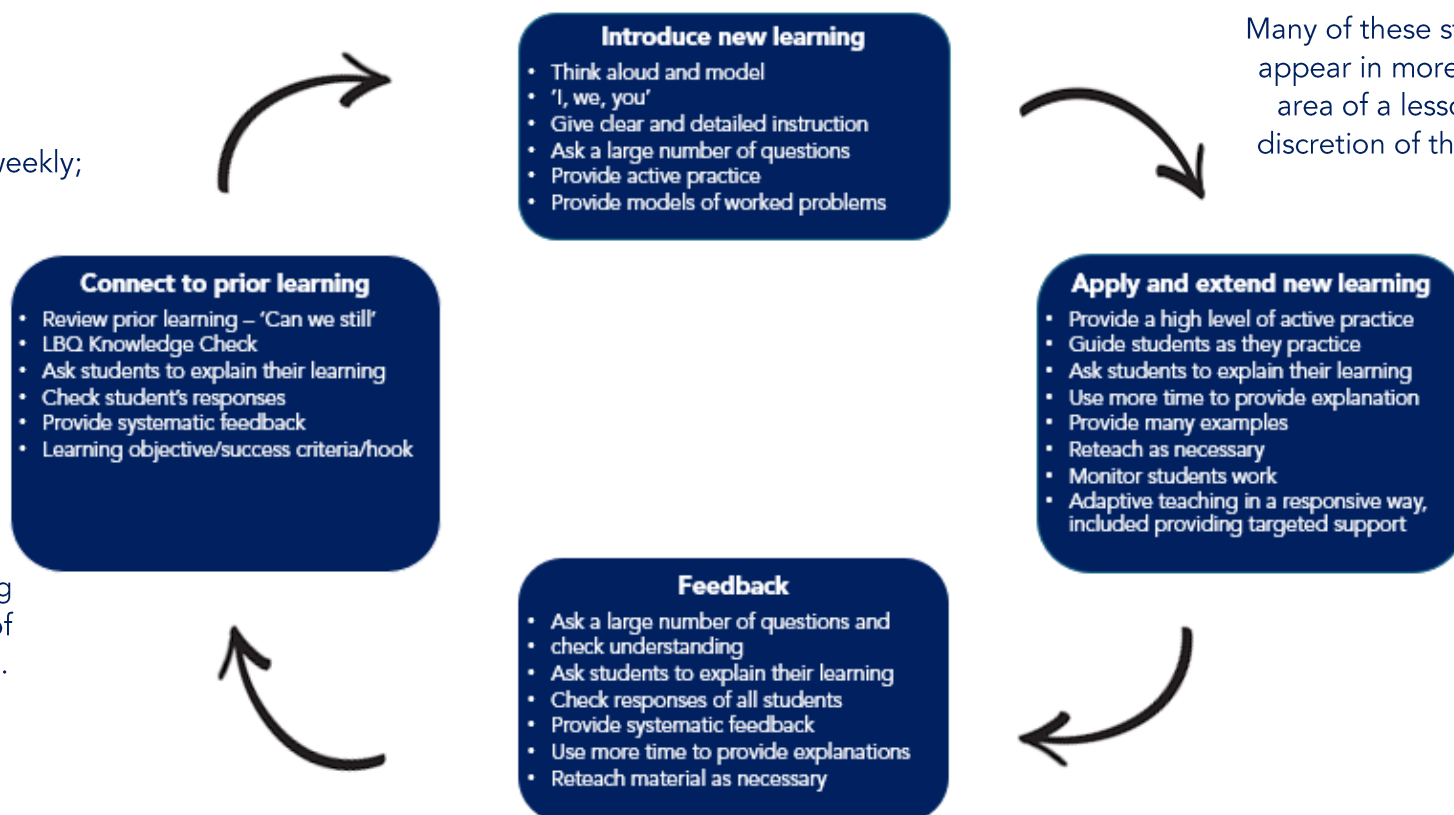


Teachers	Lessons	Learning Opportunities
<ul style="list-style-type: none"> ✓ Have high expectations for all groups of children ✓ Have strong subject knowledge ✓ Promote independence ✓ Promote confidence ✓ Offer praise and encouragement ✓ Are enthusiastic and positive about learning ✓ Model good learning ✓ Offer high quality conversation and talk 	<ul style="list-style-type: none"> ✓ Have a distinct knowledge base ✓ Are purposeful ✓ Are memorable ✓ Are active ✓ Are engaging ✓ Are focussed ✓ See children and teachers working as a learning team 	<ul style="list-style-type: none"> ✓ Increase knowledge ✓ Develop basic skills ✓ Meet children's individual learning needs ✓ Broaden and extend experiences ✓ Offer an opportunity to try new things ✓ Are cross curricular if appropriate ✓ Offer first hand experiences through trips or visitors

There shall be no bad books!

- Vocabulary lesson;
- Regular foundation lessons – weekly;
- New page for each lesson;
- Marking grid for Seesaw work.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.



Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

"We are what we repeatedly do. Excellence, then, is not an act, but a habit."

What is Adaptive Teaching and why do we do it?

With adaptive teaching, all pupils are given one explicit instructional goal. They all access the same ambitious curriculum. The teacher teaches to the top and scaffolds pupils who need support to reach that level. When not needed, the teacher removes scaffolds or fades them out.

This approach promotes high achievement for all and doesn't cap opportunities or aspirations.



Explicit Instruction

Adaptive practice:
Pre-teach or TA support during modelling.

Shared Instruction

Check:
Use this section to check pupils' understanding. Can they do it with the structure in place?

Independent Practice

Reflect and Respond:
Allow students who have successfully completed the 'We Do' to move on independently. Group together those who are still struggling and complete work with adult support.

Before the lesson...

Lower ability pupils	Pupils with a low reading age	SEND pupils	EAL pupils
Do they need a pre-teach? Can they complete this when they arrive?	Do they need a keyword and definition list? Are they having 1:1 reading – could this be reading they will do as part of a foundation subject lesson or reading lesson?	What resources will they need to support them in successfully completing the task (task sheet, checklists, mind maps etc.)? Communicate with TA beforehand to co-ordinate effective support.	Do they need translated resources? Laptops?

During the lesson...

CHECK REFLECT RESPOND	ENOUGH CORRECT	Practise, consolidate, move on
	NOT ENOUGH CORRECT	Re-explain, more questioning, further chunking, modelling, further scaffolding, check your question then re-check for understanding.
Further support...	Refer to Adaptive Teaching booklet, mini-whiteboards, LBQ, targeted support, additional practice, modelling (I do, we do, you do), breakdown content (chunking).	



SEND – Adaptive Teaching Strategies to support and scaffold

- Adjust the level of challenge – e.g. provide sentence stems and question prompts to support thinking, allow children to present their work in different ways (mind maps, collaborative work).
- Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos).
- Use bold essential content from curriculum document.
- Re-explain a concept or explain it in a different way.
- Give additional (or revisit) examples.
- Use peer tutoring/collaborative learning (everyone must participate – give them roles).
- Provide additional scaffolds - e.g. – pre-teach vocabulary, 'I do, we do, you', chunk learning into smaller chunks and break learning down into key knowledge, provide worked examples, provide sentence starters for writing, use media (photographs, film) and hands on resources, where possible.
- Set clear targets/expectations.
- Provide prompts/sentence stems – e.g. provide/develop with children steps to success for children to work from, question prompts to support with thinking and reduce cognitive overload.
- Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) – e.g. – child-friendly texts/media, where possible. When researching, use child appropriate websites.
- Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities).
- Provide vocabulary with visual images – e.g. - explicitly teach vocabulary at the beginning of a unit alongside a picture of the key word, use photographs to represent the word when using it during the unit.
- Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration – e.g. use of mini-plenaries to check understanding (quick quizzes).
- Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. – e.g. give children a variety of ways to record their work (recording themselves, use of technology, mind maps), allow children to be creative in the ways that they present their work – they do not all have to be the same.
- Pre-teach vocabulary, key content etc.



More Able – Adaptive Teaching Strategies to stretch and challenge

- Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly – e.g. – peer modelling, a more able child could present interesting facts that they already know to the children, more able children given more challenging enquiry based questions to extend their learning.
- Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read – e.g. – Use of History Pupil Leaders to develop love of History, questions to research for home learning, projects to complete for home learning.
- Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas.
- Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking - e.g. – How.....Why.....What does this source tell us?
- Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate, take on a more supportive 'tutor' role during group work.
- Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. e.g. - analyse and interpret sources (questions – what's this? What can we say for certain? What can we infer? Does this new source strengthen, amend or completely change our thinking? What doesn't the source tell us?
- Adapted success criteria/choice of task – offer a choice of tasks with a different level of challenge.
- Feedback – framing feedback so pupils must take responsibility for improving their own learning – e.g. extend more able learners through open-ended questions when providing feedback.



What is Learning by Questions?

Pupils' use iPads and progress at their own pace and level through high quality Question Sets and receive immediate automatic feedback as they answer. Teachers receive live analysis and results are saved to support assessment and planning. Data is stored automatically to support lesson planning.

Why do we use it?

Learning by Questions (LbQ) is fully embedded into Masfield's curriculum journey. This evidence based and award winning teaching & learning tool has been fundamental in the significantly above average results at Masfield over the last few years. All teachers and pupils have accounts that allow access to all resources.

What support do I get?

- Tracked classes set up in the first week of the academic year.
- Every member of staff (teachers and TAs) will receive regular CPD on LbQ, including meeting updates, 1:1 CPD, in class coaching and observations.
- Question Sets are ready made for all subjects, including every foundation subject unit from Year 1 to Year 6.

Using LbQ in Maths

- 3 tasks completed daily as morning maths - LBQ tasks that start with 'practise'. Basic skills and previous learning only.
- Used as a teaching and learning tool – not assessment.
- Intervention screen should be used regularly to assess pupils understanding and address misconceptions immediately.
- Green button (play) should be used regularly to involve and engage all learners in the lesson.
- Pupils should not get an incorrect answer more than 3 times. The teacher or TA should intervene before this or the pupil must ask for support.
- LbQ to be used as part of the deeper learning within lessons.
- An application of the learning within the lesson must be shown in maths book (usually reasoning and problem solving).

Using LbQ in Reading

- Used for intervention sessions.
- Used as part of reading in foundation subjects.



Using LbQ in Science

- Vocabulary question set to be completed before Science Unit.
- Previous topic (if appropriate) to be completed before Science Unit (e.g Year 4 Light question set to be completed before teaching of Year 6 Light topic).
- Investigation question set available to support teaching of fair testing.
- Knowledge Review question set to be used at end of topic – or once teaching sequence completed.

Using LbQ in Foundation Subjects

- Question Sets to be completed at the end of learning and during knowledge days.
- Refer to Knowledge Day Overview document for Question Set Record.

Overview of Spanish Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three	Los Básicos Level 1		Mi Familia Level 1		Las Mascotas Level 1	
Year Four	Los Básicos Level 1		Mi Familia Level 1		Las Mascotas Level 1	
Year Five	Los Básicos Level 2		Mi Familia Level 2		La Comida Level 1	
Year Six	Los Básicos Level 2		Mi Familia Level 2		La Comida Level 1	



Linguastars KS2 Primary Language Curriculum

Year 3 Overview

SPANISH



Unit 1

Los Básicos

Level 1

- Asking someone their name and how they are feeling.
- Responding to those questions with simple phrases.
- Learning colours
- Learning numbers to 10
- Learning body parts (singular)
- Introduction to phonics
- Joining in with stories and songs.

Unit 2

Mi Familia

Level 1

- Expressing who you live with
- Using 'my' for possession
- Development of sounds and blends.
- Extending sentences using conjunctions.
- Writing simple words and phrases from memory
- Reading simple sentences in the target language
- Learning about where the Spanish live.

Unit 3

Las Mascotas

Level 1

- Introduction to question formation in the target language.
- Expressing what pets you have.
- Expressing quantity using 'and'
- Simple description of pets using colours.
- Exploring poetry in the target language
- Using sounds to decode new words.



Linguastars KS2 Primary Language Curriculum

Year 4 Overview

SPANISH



Unit 1

Los Básicos

Level 1

- Asking someone their name and how they are feeling.
- Responding to those questions with simple phrases.
- Learning colours
- Learning numbers to 10
- Learning body parts (singular)
- Introduction to phonics
- Joining in with stories and songs.

Unit 2

Mi Familia

Level 1

- Expressing who you live with
- Using 'my' for possession
- Development of sounds and blends.
- Extending sentences using conjunctions.
- Writing simple words and phrases from memory
- Reading simple sentences in the target language
- Learning about where the Spanish live.

Unit 3

Las Mascotas

Level 1

- Introduction to question formation in the target language.
- Expressing what pets you have.
- Expressing quantity using 'and'
- Simple description of pets using colours.
- Exploring poetry in the target language
- Using sounds to decode new words.



Linguastars KS2 Primary Language Curriculum

Year 5 Overview

SPANISH



Unit 1

Los Básicos

Level 2

- Learn days of the week and months of the year.
- Saying my age and my birthday.
- Extending conversation with 'and you?'
- Learning numbers to 31.
- Describing hair and eye colour.
- Development of phonics - sounds and blends.
- Enjoying stories and songs.
- Learning how to use a bi-lingual dictionary.

Unit 2

Mi Familia

Level 2

- Describing who you live with and their name.
- Development of 'my' in both singular and plural use.
- Exploring using quantities (and) and number.
- Talking about where you live (types of homes)
- Describing what it is like inside your home.
- Understanding differences between homes in other Spanish speaking countries.

Unit 3

La Comida

Level 1

- Introducing masculine and feminine foods (singular)
- Expressing 'likes and dislikes' with foods.
- Beginning to use adjectives to say why.
- Extending sentences using 'and', 'but'
- Using degree adverbs such as 'very' 'quite' and 'a little'
- Exploring food culture in other countries.



Linguastars KS2 Primary Language Curriculum

Year 6 Overview

SPANISH



Unit 1

Los Básicos

Level 2

- Learn days of the week and months of the year.
- Saying my age and my birthday.
- Extending conversation with 'and you?'
- Learning numbers to 31.
- Describing hair and eye colour.
- Development of phonics - sounds and blends.
- Enjoying stories and songs.
- Learning how to use a bi-lingual dictionary.

Unit 2

Mi Familia

Level 2

- Describing who you live with and their name.
- Development of 'my' in both singular and plural use.
- Exploring using quantities (and) and number.
- Talking about where you live (types of homes)
- Describing what it is like inside your home.
- Understanding differences between homes in other Spanish speaking countries.

Unit 3

La Comida

Level 1

- Introducing masculine and feminine foods (singular)
- Expressing 'likes and dislikes' with foods.
- Beginning to use adjectives to say why.
- Extending sentences using 'and', 'but'
- Using degree adverbs such as 'very' 'quite' and 'a little'
- Exploring food culture in other countries.

Vocabulary, Grammar and Phonics Overview



Linguastars KS2 Primary Language Curriculum

Vocabulary, Grammar and Phonics Overviews Years 3 and 4



SPANISH

Unit 1

Key Vocabulary:

Hola
¿Cómo te llamas?/ Me llamo
¿Cómo estás?/
estoy fenomenal / bien /
mal
Los colores: azul / verde / naranja / rosa /
rojo / morado / marrón / gris / blanco
negro // mi color preferido es el...

Numbers 1-10

manos / cabeza / hombros / rodillas / pies
ojos / orejas / boca / nariz

Focus Sounds: 'll' 'z' 'j' 'a'

Silent letter 'h'

No recycled sounds due to first topic.

-Introduction to question forms

Unit 2

Key Vocabulary:

Yo vivo con
mi/mis
madre / padre / hermano /
hermana / abuelo / abuela
mi familia
que se llama

Recycled Vocabulary:

Revision of numbers and colours.

Focus Sounds: 'co'

Recycled Sounds:
'h' 'a'

- Singular and plural possessions
- First person verbs
- Plural nouns
- Extending sentences using a conjunction

Unit 3

Key Vocabulary:

¿Tienes mascotas?// sí,no
Tengo un // no tengo un
y
perro / gato / hámster / pájaro / pez / conejo /
caballo
mi...es // grande/pequeño

Recycled Vocabulary:

Revision of colours used to describe pets.

Focus Sounds 'í', 'rr', 'ñ', 'de'

Recycled Sounds:
'co', 'y', 'h', 'j', 'z'

- Introduction to negation in a sentence
- Using adjectives to describe pets
- Beginning to understand the changes of word order of a sentence.

Unit 1

Key Vocabulary:

lunes / martes / miércoles / jueves / viernes /
sábado / domingo

enero / febrero / marzo / abril / mayo / junio /
julio / agosto /
septiembre / octubre / noviembre / diciembre

Numbers 1-31

¿Cuántos años tienes? Tengo...años

Mi cumpleaños es el...de.....

Tengo los ojos // azules / verdes / marrones
Tengo el pelo// rubio /marrón / negro / pelirojo

Focus Sounds: 'e', 'do', 'cu'

Recycled Sounds:

'ñ' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci'

- Developing awareness of word order
- First person verbs
- Beginning to use definite articles in their singular and plural form.

Unit 2

Key Vocabulary:

Yo vivo con // mi / mis

Se llama

y

Yo vivo en// un/una

casa / piso / apartamento / bungaló

En mi... // hay un/una

cocina /salón / baño / dormitorio

Recycled Vocabulary:

Revision of family members, numbers

Focus Sounds: 'ci' 'ca'

Recycled Sounds:

'll', 'h', 'y', 'co'

- Introduction to preposition 'in'
- Extending sentences using a conjunction
- masculine and feminine indefinite articles

Unit 3

Key Vocabulary:

¿Qué te gusta? Me gusta /no me gusta

y, pero,

pollo / chocolate / pan / ensalada / helado /
queso / pizza / confitura /sopa

porque es

delicioso/a // dulce // horrible

Recycled Vocabulary:

conjunctions

Focus Sounds: 'qu' 'ce'

Recycled Sounds:

'y' 'h', 'z', 'ñ', 'de', 'do' 'ci'

- Masculine and feminine nouns
- Beginning to use masculine and feminine adjectives
- Beginning to understand adjectival agreements with plural nouns

Year 3 and 4: Los Básicos – Level 1



Los Básicos - Level 1



Spanish

Medium Term Overview

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Stage of MARSEARS Sequence	M – Modelling Construction A – Awareness Raising	M – Modelling Construction A – Awareness Raising	M – Modelling Construction	M – Modelling Construction A – Awareness Raising
Lesson Objective/Content	Objetivo: I can listen and repeat what I hear. Demonstrate introducing one's self with 'hola' or 'buenos días' Then 'me llamo' (followed by name) Put into song for partner responses. Phonics focus: 'll' 'h' Activity: Say the sound, say the word (pronunciation)	Objetivo: I can ask someone how they are and understand their replies. Phonics Focus: Sound gap. Introduce question ¿Cómo estás? Explore three responses to answer how you are feeling. Consolidation games to practise feelings phrases. Extending conversation by putting two questions and answers together.	Objetivo: I can count to 10 in Spanish Practise counting to 10 in Spanish. Explore the sound to spelling link ensuring there is audio and visual. Gap fills and game to consolidate. 'Don't get diez' – Teacher to facilitate listening to pronunciation.	Objetivo: I can say how old I am. Revision of numbers to 10, this time in and out of order. Consolidation game: Loto! Explain that in Spanish, we do not say 'I am... years old' but 'I have...years' Use of 'Yo tengo' for I have. Listening activity: Guessing age from audio. Listening tick or cross.
Core Vocabulary	Hola / Buenos días ¿Cómo te llamas? Me llamo	Hola / Buenos días ¿Cómo te llamas? Me llamo ¿Cómo estás? estoy... fenomenal / bien / mal	uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.	uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. Yo tengo... años
Phonics Focus for this unit.	'll' 'h'	'll' 'h'	'll' 'z'	'll' 'z' 'ñ'
Explicit Teaching = Yellow Implicit Teaching = Blue	silent letters: 'h'	silent letters: 'h'	silent letters 'h'	silent letters 'h'
Grammar Focus and Stage. (Awareness, Development / Mastery, Fluency) Explicit = Yellow Implicit = Blue	Awareness : Question forms.	Awareness: Question forms Awareness: Cognates		

Los Básicos - Level 1



Spanish

Medium Term Overview

	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Stage of MARSEARS Sequence	M – Modelling Construction	M- Modelling Construction A – Awareness Raising R – Receptive Processing	R – Receptive Processing	R – Receptive Processing
Lesson Objective/Content	Objetivo: I know some colours in Spanish. Introduce colours with pronunciation, visuals and written words. Introduce song (sung to Frères Jacques) Worksheet: Matching colours to colour names.	Objetivo: I can say what my favourite colour is. See it, shout it: Recall of colours. Word Grid: Listening for colours, using syllable grid to listen for parts of a word and piece them together. Demonstrating how to say what my favourite colour is (word order). Speaking practise. LAM: Listening Tick or Cross.	Objetivo: I can use a sentence builder to express facts about myself. Starter: Class game using Mind Reader for revision of colours. To be repeated in partners with numbers. Introduce Sentence Builder. Demonstrate how it works moving from left to right. Orally translate a few sentences from Spanish and then from English. Give children some sentences to do themselves and then come up with their own.	Objetivo: I can select the key details I need. Using vocabulary from this unit. LAM Activity 1: Minimal Pairs. LAM Activity 2: : Faulty Echo – look at the paragraphs given, then listen to the audio. Find the words that are incorrect and write what they should be. RAM: Faulty Translation. Read the sentences which contain both Spanish and English words. Can you put them back into a full Spanish sentence?
Core Vocabulary	rojo, azul, amarillo, verde, naranja, rosa, morado, marrón, negro, blanco, gris.	rojo, azul, amarillo, verde, naranja, rosa, morado, marrón, negro, blanco, gris. mi color preferido es el...	rojo, azul, amarillo, verde, naranja, rosa, morado, marrón, negro, blanco, gris. mi color preferido es el... +recycled vocabulary from this topic.	rojo, azul, amarillo, verde, naranja, rosa, morado, marrón, negro, blanco, gris. mi color preferido es el... +recycled vocabulary from this topic.
Phonics Focus for this unit.	‘ll’ ‘z’ ‘ñ’ ‘a’ ‘j’	‘ll’ ‘z’ ‘ñ’ ‘a’ ‘j’	‘ll’ ‘z’ ‘ñ’ ‘a’ ‘j’	‘ll’ ‘z’ ‘ñ’ ‘a’ ‘j’
Explicit Teaching = Yellow Implicit Teaching = Blue	silent letters ‘h’	silent letters ‘h’	silent letters ‘h’	silent letters ‘h’
Grammar Focus and Stage. (Awareness, Development / Mastery, Fluency)		Awareness: Cognates Awareness: definite article ‘el’	Awareness: definite article ‘el’	Awareness: definite article ‘el’
Explicit = Yellow Implicit = Blue				

Los Básicos - Level 1



Spanish

Medium Term Overview

	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Stage of MARSEARS Sequence	S – Structured Production	S – Structured Production.	S – Structured Production	R- Routinisation
Lesson Objective/Content	<p>Objetivo: I can orally recall phrases from this topic.</p> <p>Demonstrate how to play 'No Snakes, No Ladders'</p> <p>Children to play in teams of 3 or 4 (with a referee) so translate a variety of phrases from this topic.</p> <p>Teacher circling and listening for pronunciation and translation ability.</p>	<p>Objetivo: I can join in with songs.</p> <p>Introduce parts of the body, then build confidence using song 'Heads, Shoulder, Knees and Toes'</p> <p>Play games for practise.</p>	<p>Objetivo: I can recall parts of the body.</p> <p>Starter: Use a word grid to revise parts of the body looked at in the last session.</p> <p>Explore why some words use 'el, la, los, las'</p> <p>Grammar: Article sort.</p> <p>Worksheet: Labelling the parts of the body correctly.</p>	<p>Objetivo: I can join with stories with familiar words.</p> <p>Read the original story 'Hay un monstruo en mi clase'</p> <p>Go through each slide and translate with the children.</p> <p>Then, re-read the story, this time with different children drawing parts of the monster's body according to what the story says.</p>
Core Vocabulary	<p>rojo, azul, amarillo, verde, naranja, rosa, morado, marrón, negro, blanco, gris.</p> <p>mi color preferido es el...</p> <p>+recycled vocabulary from this topic.</p>	<p>el, la , los, las</p> <p>cabeza, hombros, rodillas, pies, ojos, orejas, boca, nariz</p>	<p>el, la , los, las</p> <p>cabeza, hombros, rodillas, pies, ojos, orejas, boca, nariz</p>	<p>el, la , los, las</p> <p>cabeza, hombros, rodillas, pies, ojos, orejas, boca, nariz</p> <p>+ colours and numbers from this topic.</p>
Phonics Focus for this unit.	'll' 'z' 'ñ' 'a' 'j'	'll' 'z' 'ñ' 'a' 'j'	'll' 'z' 'ñ' 'a' 'j'	'll' 'z' 'ñ' 'a' 'j'
Explicit Teaching = Yellow Implicit Teaching = Blue	silent letters 'h'	silent letters 'h'	silent letters 'h'	silent letters 'h'
Grammar Focus and Stage. (Awareness, Development / Mastery, Fluency)		Awareness: definite article 'el, la, los, las'	Awareness: definite article 'el, la, los, las'	Awareness: definite article 'el, la, los, las'
Explicit = Yellow Implicit = Blue				Awareness: adjectival agreement Awareness: Word Order.

Year 3 and 4: Mi Familia – Level 1



Mi Familia - Level 1



SPANISH

Medium Term Overview

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Stage of MARSEARS Sequence	M – Modelling Construction A – Awareness Raising	A – Awareness Raising R – Receptive Processing	R – Receptive Processing	R – Receptive Processing.
Lesson Objective/Content	Objetivo: I am learning the names of some family members in Spanish. Introduce family members (6) Play consolidation games (1,2,3, match up) Introduce Sentence Builder 'Yo vivo con...' Then, extend with 'y' (and) Practising writing sentences using Sentence Builder. Grammar Focus: masculine/feminine o/a	Objetivo: I am beginning to use singular and plural possession. Starter: Revising family members. Phonics Focus: Sound Gap. Introduce plural version of 'my' Explain what happens when there is more than one family member (sisters, brothers, parents) Activities: Grammar Pairs (mi or mis) Sentence Builder Speaking (including plural nouns)	Objetivo: I can understand simple phrases in listening and reading. Starter: Spot the sound, say the word (Phonics Focus) Deeper focus on split sentence builder including plurals. Writing sentences using SB. Continuing development of skills using the vocabulary taught: LAM/RAM: Spot the missing detail. LAM/RAM: Break the Flow.	Objetivo: I can listen for details in spoken text. Starter: Colours and Counting to 10 (recycled vocabulary) LAM activities: Partial Dictation Listening tick or cross Narrow Listening
Core Vocabulary	Yo vivo con... mi madre, padre, hermano, hermana, abuelo, abuela y	Yo vivo con... mi /mis madre, padre(s), hermano(s), hermana(s), abuelo(s), y	Yo vivo con... mi /mis madre, padre(s), hermano(s), hermana(s), abuelo(s), y	Yo vivo con... mi /mis madre, padre(s), hermano(s), hermana(s), abuelo(s), y <i>Recycled Vocabulary: Level 1 'Los Básicos'</i>
Phonics Focus for this unit.	Focus Sounds: 'e' 'y' 'er' <i>Recycled Sounds: 'i'</i> <i>silent letter 'h'</i>	Focus Sounds: 'e' 'y' 'er' <i>Recycled Sounds: 'i'</i> <i>silent letter 'h'</i>	Focus Sounds: 'e' 'y' 'er' <i>Recycled Sounds: 'i'</i> <i>silent letter 'h'</i>	Focus Sounds: 'e' 'y' 'er' <i>Recycled Sounds: 'i'</i> <i>silent letter 'h'</i>
Grammar Focus and Stage. (Awareness, Development / Mastery, Fluency)	Awareness: Possessive adjective singular and plural (mi/mis) Knowing the difference between when to use masculine / feminine and plural versions.	Awareness: Possessive adjective singular and plural (mi/mis) Knowing the difference between when to use masculine / feminine and plural versions. Awareness: Extending a sentence with a conjunction.	Awareness: Possessive adjective singular and plural (mi/mis) Knowing the difference between when to use masculine / feminine and plural versions. Awareness: Extending a sentence with a conjunction.	Awareness: Possessive adjective singular and plural (mi/mis) Knowing the difference between when to use masculine / feminine and plural versions. Awareness: Extending a sentence with a conjunction.

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Mi Familia - Level 1



SPANISH

Medium Term Overview

	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Stage of MARSEARS Sequence	R – Receptive Processing	R – Receptive Processing S – Structured Production	S – Structured Production	S – Structured Production
Lesson Objective/Content	<p>Objetivo: I can read phrases and sentences and pick out the details I need.</p> <p>Starter: Delayed Echo – Listening and repeating with a processing delay. Pairs to then work out the translation of the paragraph.</p> <p>Development activities:</p> <p>Partial Dictation (no scaffold) Find in the Text</p>	<p>Objetivo: I can use my topic words to make sense of a text.</p> <p>Starter: Logical Phrases (questions)</p> <p>Development Activities:</p> <p>LAM/RAM – Faulty Echo</p> <p>RAM: Reading Detectives.</p>	<p>Objetivo: I can say simple learned phrases with good pronunciation.</p> <p>Vocabulary Check – testing memorised knowledge at this point. Consolidation games if needed.</p> <p>Mind Reader: Teacher vs Pupil, then partners challenge (pupils practising reading aloud)</p> <p>Chain Dictation – Listening and pronunciation activity.</p>	<p>Objetivo: I can write some words and phrases that I have learned.</p> <p>Writing Ladder:</p> <p>A1: Unscramble the sentence (translation)</p> <p>A2: Gap Fill</p> <p>A3: Finish the sentence (from memory)</p>
Core Vocabulary	<p>Yo vivo con...</p> <p>mi /mis</p> <p>madre, padre(s), hermano(s), hermana(s), abuelo(s),</p> <p>y</p> <p><i>Recycled Vocabulary: Level 1 'Los Básicos'</i></p>	<p>Yo vivo con...</p> <p>mi /mis</p> <p>madre, padre(s), hermano(s), hermana(s), abuelo(s),</p> <p>y</p> <p><i>Recycled Vocabulary: Level 1 'Los Básicos'</i></p>	<p>Yo vivo con...</p> <p>mi /mis</p> <p>madre, padre(s), hermano(s), hermana(s), abuelo(s),</p> <p>y</p> <p><i>Recycled Vocabulary: Level 1 'Los Básicos'</i></p>	<p>Yo vivo con...</p> <p>mi /mis</p> <p>madre, padre(s), hermano(s), hermana(s), abuelo(s),</p> <p>y</p> <p><i>Recycled Vocabulary: Level 1 'Los Básicos'</i></p>
Phonics Focus for this unit.	<p>Focus Sounds: 'e' 'y' 'er'</p> <p><i>Recycled Sounds: 'i'</i></p>	<p>Focus Sounds: 'e' 'y' 'er'</p> <p><i>Recycled Sounds: 'i'</i></p>	<p>Focus Sounds: 'e' 'y' 'er'</p> <p><i>Recycled Sounds: 'i'</i></p>	<p>Focus Sounds: 'e' 'y' 'er'</p> <p><i>Recycled Sounds: 'i'</i></p>
Explicit Teaching = Yellow Implicit Teaching = Blue	<p><i>silent letter 'h'</i></p>	<p><i>silent letter 'h'</i></p>	<p><i>silent letter 'h'</i></p>	<p><i>silent letter 'h'</i></p>
Grammar Focus and Stage. (Awareness, Development / Mastery, Fluency)	<p>Awareness: Possessive adjective singular and plural (mi/mis)</p> <p>Knowing the difference between when to use masculine / feminine and plural versions.</p> <p>Awareness: Extending a sentence with a conjunction.</p>	<p>Awareness: Possessive adjective singular and plural (mi/mis)</p> <p>Knowing the difference between when to use masculine / feminine and plural versions.</p> <p>Awareness: Extending a sentence with a conjunction.</p>	<p>Awareness: Possessive adjective singular and plural (mi/mis)</p> <p>Knowing the difference between when to use masculine / feminine and plural versions.</p> <p>Awareness: Extending a sentence with a conjunction.</p>	<p>Awareness: Possessive adjective singular and plural (mi/mis)</p> <p>Knowing the difference between when to use masculine / feminine and plural versions.</p> <p>Awareness: Extending a sentence with a conjunction.</p>
Explicit = Yellow Implicit = Blue				

Mi Familia - Level 1



SPANISH

Medium Term Overview

	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Stage of MARSEARS Sequence	S – Structured Production	E – Explicit Grammar A – Autonomy and Testing	R – Routinisation S – Spontaneity	R – Routinisation S – Spontaneity
Lesson Objective/Content	Objetivo: I can recall simple learned phrases. Starter: Mi or Mis (grammar revision) No Snakes, No Ladders: Team of 3 (2 players and a referee) Orally translating sentences from English to Spanish.	Objetivo: I can recall sounds, words and grammar rules from this topic. Testing children's ability to understand the possessive adjective and also function words in this topic. Understanding sound and spelling links.	Objetivo: I can join in with rhymes with a familiar context. Listening and repeating ¿Dónde está mi familia?' (Where is my family?) Using poetry to pick out key words, sounds and spotting cognates that help to discover the meaning. Joining in with practise.	Objetivo: I can recite poetry using my sounds knowledge to pronounce new words. Children to work in groups to recite lines and phrases from the poem Performance to the class.
Core Vocabulary	Yo vivo con... mi /mis madre, padre(s), hermano(s), hermana(s), abuelo(s), y <i>Recycled Vocabulary: Level 1 'Los Básicos'</i>	Yo vivo con... mi /mis madre, padre(s), hermano(s), hermana(s), abuelo(s), y <i>Recycled Vocabulary: Level 1 'Los Básicos'</i>	Yo vivo con... mi /mis madre, padre(s), hermano(s), hermana(s), abuelo(s), y <i>Recycled Vocabulary: Level 1 'Los Básicos'</i>	Yo vivo con... mi /mis madre, padre(s), hermano(s), hermana(s), abuelo(s), y <i>Recycled Vocabulary: Level 1 'Los Básicos'</i>
Phonics Focus for this unit.	Focus Sounds: "e" 'y' 'er' <i>Recycled Sounds: 'i'</i>	Focus Sounds: "e" 'y' 'er' <i>Recycled Sounds: 'i'</i>	Focus Sounds: "e" 'y' 'er' <i>Recycled Sounds: 'i'</i>	Focus Sounds: "e" 'y' 'er' <i>Recycled Sounds: 'i'</i>
Explicit Teaching = Yellow Implicit Teaching = Blue	<i>silent letter 'h'</i>	<i>silent letter 'h'</i>	<i>silent letter 'h'</i>	<i>silent letter 'h'</i>
Grammar Focus and Stage. (Awareness, Development / Mastery, Fluency)	Awareness: Possessive adjective singular and plural (mi/mis) Knowing the difference between when to use masculine / feminine and plural versions. Awareness: Extending a sentence with a conjunction.	Awareness: Possessive adjective singular and plural (mi/mis) Knowing the difference between when to use masculine / feminine and plural versions. Awareness: Extending a sentence with a conjunction.	Development: Finding cognates.	Development: Finding cognates.
Explicit = Yellow Implicit = Blue				

Year 3 and 4: Las Mascotas – Level 1



Las Mascotas - Level 1

PLANNING SEQUENCE



MODELLING

Lesson 1

Introducing the names for some pets in Spanish.

Being able to say what pets we have with the use of a Sentence Builder.

AWARENESS RAISING

Focussing on core sounds to pronounce new words accurately. (Lessons 1 & 2)

Understanding how to say I have and I do not have. (Lesson 2)

RECEPTIVE PROCESSING – LISTENING & READING

Lesson 3
Understanding adjectives and word order. (Sentence Builders)

Finding key details in written text (find and write)

Lesson 4
Picking out key details in spoken text (dictation)

Re-ordering sentences. (Building Blocks)

Lesson 5
Understanding longer spoken phrases (sentence breakdown)

Identifying errors and correcting them.

Lesson 6
Parsing longer texts to understand their structure.

Using this to show understanding of variable texts.

STRUCTURED PRODUCTION – SPEAKING & WRITING

Lesson 7
Vocabulary Recall.

Asking and answering questions using structured cue cards (Say it, Swap it)

Lesson 8
Using a writing ladder to build on sentence structure, spelling and understanding of words.

Lesson 9
Expressing information with minimal support, demonstrating knowledge of concepts learned.

AUTONOMY TESTING

Lesson 10
Testing core components of vocabulary, phonics and grammar.

EXPANSION AND CULTURE

Lessons 11 & 12

Expansion of animals topic with farm animals, their names and the differences in the sounds they make.

Lessons 11 & 12

Expansion of animals topic with zoo animals, including stories with familiar language.

Year 5 and 6: Los Básicos – Level 2



Los Básicos - Level 2



Spanish

Medium Term Overview

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Stage of MARSEARS Sequence	M - Modelling Construction A - Awareness Raising	M - Modelling Construction	M - Modelling Construction A - Awareness Raising	R - Receptive Processing
Lesson Objective/Content	<p>objetivo: I can ask and answer questions with and without support.</p> <p>Revisit questions: ¿Cómo te llamas? and ¿Cómo estás? and also responses. Include new vocabulary Estoy cansado in both masculine and feminine forms.</p> <p>Demonstrate how to use 'y tú?' as a further extension of conversation.</p>	<p>objetivo: I know my numbers to 20.</p> <p>Counting to 20, games to support.</p> <p>Children to demonstrate understanding of numbers by identifying them by sound and also spelling.</p> <p>Sentence Breakdown: Identifying age, feeling and favourite colour (recycled vocabulary)</p>	<p>objetivo: I know numbers to 31 and months.</p> <p>Focus: Learn numbers from 20-31.</p> <p>Song: Months of the year.</p> <p>Games to support learning vocabulary including Mind Reader to support both written and spoken versions of new vocabulary.</p>	<p>objetivo: I can understand when other peoples' birthdays are.</p> <p>Revision of counting to 30 and months of the year song.</p> <p>Introduce question ¿Cuándo es tu cumpleaños? and explore cognates.</p> <p>Demonstrate putting number as date and month together to express when a birthday is. Listening to audio (minimal pairs) to understand when someone's birthday is.</p>
Core Vocabulary	<p>hola, buenos días, buenas tardes</p> <p>¿Cómo te llamas?</p> <p>Me llamo...</p> <p>¿Cómo estás? fenomenal, bien, mal</p> <p>Estoy cansado/a</p> <p>¿Y tú?</p>	<p>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, diecisiete, dieciocho, diecinueve, veinte.</p> <p>Recycled Vocabulary: colours</p>	<p>enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.</p> <p>veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno.</p> <p>+vocabulary learned from this topic.</p>	<p>¿Cuándo es tu cumpleaños?</p> <p>Mi cumpleaños es...</p> <p>El cumpleaños de...</p> <p>el...de</p> <p>+vocabulary learned from this topic.</p>
Phonics Focus for this unit.	Focus Sounds: 'e' 'do' 'cu'	Focus Sounds: 'e' 'do' 'cu'	Focus Sounds: 'e' 'do' 'cu'	Focus Sounds: 'e' 'do' 'cu'
Explicit Teaching = Yellow Implicit Teaching = Blue	<p><i>Recycled Sounds:</i> 'n' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci'</p> <p>silent letters 'h'</p>	<p><i>Recycled Sounds:</i> 'n' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci'</p> <p>silent letters 'h'</p>	<p><i>Recycled Sounds:</i> 'n' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci'</p> <p>silent letters 'h'</p>	<p><i>Recycled Sounds:</i> 'n' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci'</p> <p>silent letters 'h'</p>
Grammar Focus and Stage. (Awareness, Development / Mastery, Fluency)	Development: Question forms with verbs and pronouns.			<p>Awareness: word order</p> <p>Development: Understanding that days of the week and months of the year do not have a capital letter in Spanish.</p>

Los Básicos - Level 2



Spanish

Medium Term Overview

	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Stage of MARSEARS Sequence	R - Receptive Processing	R - Receptive Processing	M - Modelling Construction A - Awareness Raising	M - Modelling Construction A - Awareness Raising
Lesson Objective/Content	<p>objetivo: I can understand a range of sentences in Spanish.</p> <p>LAM: Faulty Echo. Listening for errors between spoken and written language.</p> <p>RAM: Finish the phrase. Looking for a phrase in a text and finishing it off.</p> <p>Faulty Translation: Correcting Spanish sentences that contain errors.</p>	<p>objetivo: I am learning how to say and write the date accurately in Spanish.</p> <p>Introduce Days of the Week Song. Exploring sounds and spelling of days of the week.</p> <p>Children to re-write them in the correct order.</p> <p>Sentence Building Blocks: writing the full date (day of the week, number and month).</p>	<p>objetivo: I am beginning to use the definite article correctly.</p> <p>Revision of body parts (including heads, shoulders, knees and toes)</p> <p>Focus on the use of 'el, la, los, las' before the noun. Is there a pattern?</p> <p>Children to sort nouns to match correct definite article.</p>	<p>objetivo: I am beginning to describe eye and hair colour.</p> <p>Introduce how to express what eye colour and hair colour you have.</p> <p>Explain that the word order changes and some adjectives can only be used for eyes/hair.</p> <p>Use the Sentence Builder for practising understanding and sentences.</p>
Core Vocabulary	Vocabulary from lessons 1-4	<p>lunes, martes, miércoles, jueves, viernes, sábado, domingo</p> <p>días de la semana.</p> <p>+vocabulary learned from this topic.</p>	<p>cabeza, hombros, rodillas, pies, ojos, orejas, boca, nariz</p> <p>el, la, los, las</p>	<p>Yo tengo los ojos // el pelo</p> <p>azules / verdes / marrones</p> <p>rubio / castaño / pelirrojo / negro</p>
Phonics Focus for this unit.	Focus Sounds: 'e' 'do' 'cu'	Focus Sounds: 'e' 'do' 'cu'	Focus Sounds: 'e' 'do' 'cu'	Focus Sounds: 'e' 'do' 'cu'
Explicit Teaching = Yellow Implicit Teaching = Blue	<p><i>Recycled Sounds:</i> 'n' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci'</p> <p>silent letters 'h'</p>	<p><i>Recycled Sounds:</i> 'n' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci'</p> <p>silent letters 'h'</p>	<p><i>Recycled Sounds:</i> 'n' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci'</p> <p>silent letters 'h'</p>	<p><i>Recycled Sounds:</i> 'n' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci'</p> <p>silent letters 'h'</p>
Grammar Focus and Stage. (Awareness, Development / Mastery, Fluency)	Awareness - word order	Development: accurate writing of the date including punctuation.	Awareness - the definite article and some spelling rules that apply.	Awareness - Describing hair and eye colour.
Explicit = Yellow Implicit = Blue	Development: sight to spelling links.			Development - word order with adjectives (colour)

Los Básicos - Level 2



Spanish

Medium Term Overview

	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Stage of MARSEARS Sequence	R - Receptive Processing E - Grammar Expansion.	A - Autonomy S - Structured Production	S - Structured Production	S - Structured Production A - Autonomy.
Lesson Objective/Content	objetivo: I am developing my use of description. Delayed Echo: Modelling reading aloud. Silly Syllables - Putting descriptive sentences back into the correct order. RAM: Reading Detectives	objetivo: I can orally describe hair and eye colour. Starter: vocabulary retrieval, measuring how much vocabulary we can remember so far. Speaking Activity: Sentence Stealers.	objetivo: I can write descriptively. Writing Ladder to consolidate learning from this unit. Activities to include: A1: Jumbled sentences. A2: Gap Fill. A3: Word substitution (paragraph)	objetivo: I can write and speak descriptively Continuation of Writing Ladder with extension of finishing phrases to build writing from memory. Children to practise reading aloud and answering questions based on hair and eye colour.
Core Vocabulary	Yo tengo los ojos // el pelo azules / verdes / marrones rubio / castaño / pelirojo / negro +vocabulary learned from this topic	Yo tengo los ojos // el pelo azules / verdes / marrones rubio / castaño / pelirojo / negro +vocabulary learned from this topic	Yo tengo los ojos // el pelo azules / verdes / marrones rubio / castaño / pelirojo / negro +vocabulary learned from this topic	Yo tengo los ojos // el pelo azules / verdes / marrones rubio / castaño / pelirojo / negro +vocabulary learned from this topic
Phonics Focus for this unit.	Focus Sounds: 'e' 'do' 'cu' <i>Recycled Sounds:</i> 'n' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci' silent letters 'h'	Focus Sounds: 'e' 'do' 'cu' <i>Recycled Sounds:</i> 'n' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci' silent letters 'h'	Focus Sounds: 'e' 'do' 'cu' <i>Recycled Sounds:</i> 'n' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci' silent letters 'h'	Focus Sounds: 'e' 'do' 'cu' <i>Recycled Sounds:</i> 'n' 'rr' 'll' 'o' 'z' 'j' 'h' 'ci' silent letters 'h'
Explicit Teaching = Yellow Implicit Teaching = Blue Grammar Focus and Stage. (Awareness, Development / Mastery, Fluency) Explicit = Yellow Implicit = Blue	Awareness - Describing hair and eye colour. Development - word order with adjectives	Awareness - Describing hair and eye colour. Development - word order with adjectives	Awareness - Describing hair and eye colour. Development - word order with adjectives	Awareness - Describing hair and eye colour. Development - word order with adjectives

Year 5 and 6: Mi Familia – Level 2



Mi Familia - Level 2



Spanish

Medium Term Overview

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Stage of MARSEARS Sequence	M – Modelling Construction A – Awareness Raising	A – Awareness Raising	A – Awareness Raising R – Receptive Processing	R – Receptive Processing.
Lesson Objective/Content	Objetivo: I am learning to describe where I live. Introduce question ¿Dónde vives? (where do you live) Use the phrase 'Yo vivo en' followed by a house, flat and bungalow. Sentence Builder to model sentences, then extend with family members.	Objetivo: I am beginning to understand first and second person verbs. Starter: Words with the same sounds / Vocabulary Matching. Introducer infinitive 'vivir' and conjugate first and second person. Mention that 'Yo' and 'Tú' do not need to be used but can be. LAM: Minimal Pairs RAM: Jigsaw connect – matching conjugated verbs to ends of sentences. SP: Changing pitch of voice to ask do you live? answered with sí, no.	Objetivo: I can identify masculine and feminine words. Starter: un or una? Revision of 'grande' and 'pequeño' – this time looking at changing o to an a for small. Revision of other masculine and feminine rules (un/una) RAM: Minimal Pairs – choosing the correct masculine/feminine word. RAM: Spot the missing detail. Extension: a house / my house.	Objetivo: I am learning to describe my house. Starter: a house / my house Teach rooms of the house (singular with a focus on masc/fem nouns) Introduce phrase 'hay' Vocabulary sheet for rooms of the house. Sentence Builder – oral translation followed by written translation.
Core Vocabulary	(Yo) vivo en un / una casa / apartamento / piso / bungalow madre, padre, hermano, hermana, abuelo, abuela y / con	(Yo) vivo en // (Tú) vives en un / una casa / apartamento / piso / bungalow madre, padre, hermano, hermana, abuelo, abuela y / con sí / no	(Yo) vivo en // (Tú) vives en un / una casa / apartamento / piso / bungalow madre, padre, hermano, hermana, abuelo, abuela y / con sí / no	En mi... casa / apartamento / piso / bungalow hay un // hay una salón, cocina, dormitorio, comedor, baño grande / pequeño / pequeña
Phonics Focus for this unit.	Focus Sounds: 'ci' 'ce' 'qu'	Focus Sounds: 'ci' 'ce' 'qu'	Focus Sounds: 'ci' 'ce' 'qu'	Focus Sounds: 'ci' 'ce' 'qu'
Explicit Teaching = Yellow Implicit Teaching = Blue	Recycled Sounds: 'ñ' 'i'	Recycled Sounds: 'ñ' 'i'	Recycled Sounds: 'ñ' 'i'	Recycled Sounds: 'ñ' 'i'
Grammar Focus and Stage. (Awareness, Development / Mastery, Fluency)	Development: Possessive adjective (mi, mis) Awareness: indefinite masculine and feminine articles 'un' and 'una' Awareness: Preposition 'in' Conjunctions: y and con	Development: Possessive adjective (mi, mis) Awareness: indefinite masculine and feminine articles 'un' and 'una' Awareness: Preposition 'in' Conjunctions: y and con	Awareness: quantity and replacement of the indefinite article. Awareness: Making nouns plural.	Development: Possessive adjective (mi, mis) Awareness: Preposition 'in' Conjunctions: y and con indefinite articles and number.

Mi Familia - Level 2



Spanish

Medium Term Overview

	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Stage of MARSEARS Sequence	R - Receptive Processing	R - Receptive Processing	S - Structured Production	S - Structured Production
Lesson Objective/Content	<p>Objetivo: I am developing description using quantity.</p> <p>Starter: Revision of rooms of the house.</p> <p>Demonstrate replacing un/una for a number and adding 's' or 'es' to nouns to make them plural.</p> <p>LAM/RAM: Catch it, swap it</p>	<p>Objetivo: I can understand the main content of spoken text.</p> <p>Listening activities that include new vocabulary and recycled vocabulary.</p> <p>LAM Activity 1: Listening tick or cross.</p> <p>LAM Activity 2: Narrow Listening.</p> <p>LAM Activity 3: Finish the Phrase (Extension)</p>	<p>Objetivo: I can read short texts and answer questions.</p> <p>Starter: Tick me Quick</p> <p>Reading Ladder:</p> <p>A1: Find and Copy A2: Narrow Reading (3 answers) A3: Gap Fill A4: Full Translation.</p>	<p>Objetivo: I can accurately recall phrases from my topic.</p> <p>No Snakes, No ladders</p> <p>Children to get into teams of 3 or 4. One player is the referee and has the answers. Children to take it in turns landing on a square and translating to Spanish.</p>
Core Vocabulary	<p>En mi...</p> <p>casa / apartamento / piso / bungalow</p> <p>hay</p> <p>salón(es), cocina(s), dormitorio(s), comedor(es), baño(s)</p> <p>grande(s) / pequeño(s) / pequeña(s)</p>	<p>Vocabulary from lessons 1-5</p> <p>Plus some recycled vocabulary from 'Los Básicos- Level 1 and 2)</p>	<p>Vocabulary from lessons 1-5</p> <p>Plus some recycled vocabulary from 'Los Básicos- Level 1 and 2)</p>	<p>Vocabulary from lessons 1-5</p> <p>Plus some recycled vocabulary from 'Los Básicos- Level 1 and 2)</p>
Phonics Focus for this unit.	<p>Focus Sounds: 'ci' 'ce' 'qu'</p> <p>Recycled Sounds: 'ñ' 'i'</p>	<p>Focus Sounds: 'ci' 'ce' 'qu'</p> <p>Recycled Sounds: 'ñ' 'i'</p>	<p>Focus Sounds: 'ci' 'ce' 'qu'</p> <p>Recycled Sounds: 'ñ' 'i'</p>	<p>Focus Sounds: 'ci' 'ce' 'qu'</p> <p>Recycled Sounds: 'ñ' 'i'</p>
Explicit Teaching = Yellow Implicit Teaching = Blue				
Grammar Focus and Stage. (Awareness, Development / Mastery, Fluency)	<p>Development: Possessive adjective (mi, mis)</p> <p>Awareness: Preposition 'in'</p> <p>Conjunctions: y and con</p> <p>indefinite articles and number.</p>	<p>Development: Possessive adjective (mi, mis)</p> <p>Awareness: Preposition 'in'</p> <p>Conjunctions: y and con</p> <p>indefinite articles and number</p>	<p>Development: Possessive adjective (mi, mis)</p> <p>Awareness: Preposition 'in'</p> <p>Conjunctions: y and con</p> <p>indefinite articles and number</p>	<p>Development: Possessive adjective (mi, mis)</p> <p>Awareness: Preposition 'in'</p> <p>Conjunctions: y and con</p> <p>indefinite articles and number</p>
Explicit = Yellow Implicit = Blue				

Mi Familia - Level 2



Spanish

Medium Term Overview

	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Stage of MARSEARS Sequence	S - Structured Production	E - Explicit Grammar A - Autonomy and Testing	R - Routinisation S - Spontaneity	R - Routinisation S - Spontaneity
Lesson Objective/Content	Objetivo: I can manipulate words and phrases to create new meaning. Writing Ladder: A1: Word Substitution. A2: Gap Fill (find a word that would fit from memory) A3: Writing Pyramid (Sentence Stretchers)	Objetivo: I can recall sounds, words and grammar rules from this topic. Vocabulary Test Testing children's ability to understand masculine and feminine nouns and function words. Ability to write some sentences using knowledge of sounds.	Objetivo: I can describe where I live and who with. Model using a house template to write who you are and where you live. Then, extend this to describing what is inside your house. Children to then be given a template and to design their home and begin their writing.	Objetivo: I can present information to an audience. Children to finish/edit writing before presenting their work to the class / groups.
Core Vocabulary	Vocabulary from lessons 1-5 <i>Plus some recycled vocabulary from 'Los Básicos- Level 1 and 2)</i>	Vocabulary from lessons 1-5 <i>Plus some recycled vocabulary from 'Los Básicos- Level 1 and 2)</i>	Vocabulary from lessons 1-5 <i>Plus some recycled vocabulary from 'Los Básicos- Level 1 and 2)</i>	Vocabulary from lessons 1-5 <i>Plus some recycled vocabulary from 'Los Básicos- Level 1 and 2)</i>
Phonics Focus for this unit.	Focus Sounds: 'ci' 'ce' 'qu' <i>Recycled Sounds: 'ñ' 'i'</i>	Focus Sounds: 'ci' 'ce' 'qu' <i>Recycled Sounds: 'ñ' 'i'</i>	Focus Sounds: 'ci' 'ce' 'qu' <i>Recycled Sounds: 'ñ' 'i'</i>	Focus Sounds: 'ci' 'ce' 'qu' <i>Recycled Sounds: 'ñ' 'i'</i>
Explicit Teaching = Yellow Implicit Teaching = Blue				
Grammar Focus and Stage. (Awareness, Development / Mastery, Fluency)	Development: Possessive adjective (mi, mis) Awareness: Preposition 'in' Conjunctions: y and con indefinite articles and number.	Development: Possessive adjective (mi, mis) Awareness: Preposition 'in' Conjunctions: y and con indefinite articles and number	Development: Possessive adjective (mi, mis) Awareness: Preposition 'in' Conjunctions: y and con indefinite articles and number	Development: Possessive adjective (mi, mis) Awareness: Preposition 'in' Conjunctions: y and con indefinite articles and number
Explicit = Yellow Implicit = Blue				

Year 5 and 6: La Comida– Level 1



La Comida - Level 1

PLANNING SEQUENCE



MODELLING

Lesson 1

Introducing the masculine and feminine nouns for some foods in Spanish.

Expressing likes for one or more foods.

AWARENESS RAISING

Focussing on sounds and syllables to link sight and sound (Lessons 1 & 2)

Using the negative to say what I do and do not like (Lesson 3)

RECEPTIVE PROCESSING – LISTENING & READING

Lesson 3

Using conjunctions to express likes and dislikes (Sentence Builders)

Spotting function words in a sentence (missing detail)

Lesson 4

Picking out key details in spoken text through gist and then accuracy (Listening Tick or Cross followed by Sentence Breakdown)

Lesson 5

Justifying opinions with adjectival agreement. (Sentence Builders)

Using narrow reading to spot key details.

Lesson 6

Parsing longer texts to understand their structure.

Using this to show understanding of variable texts.

STRUCTURED PRODUCTION – SPEAKING

Lesson 7

Vocabulary Recall.

Asking and answering questions using Sentence Builders as structure.

Lesson 8

Generating ideas from memory and using this to form a conversation around likes and dislikes of food.

AUTONOMY TESTING

Lesson 9

Testing core components of vocabulary, phonics and grammar.

Lesson 10

Planning and Writing from memory using core concepts learned in this topic.

ROUTINISATION AND SPONTANEITY

Lessons 11

Sentence Stretching. Communication drills aimed at developing complexity in sentences in preparation for speaking tasks.

Lessons 12

Communication task – Surveys. Children to question and record responses through what they hear.