

<p>I am learning Spanish.</p>	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • find Spain on a map and be able to recall at least 1 Spanish-speaking country. • use key greetings. • ask and answer the question ‘How are you?’ in Spanish. • ask and answer the question 'What is your name?' in Spanish. • count to 10 in Spanish. • read, write, say, and recognise 10 colours in Spanish.
<p>Animals</p>	<p>In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. • Understand better that articles/determiners have more options in Spanish than they do in English. • Use and become more familiar with the high-frequency 1st person conjugated verb ‘soy’ (I am), from the infinitive verb ‘ser’ (to be).
<p>Instruments</p>	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall and spell up to 10 instruments in Spanish with their definite articles/determiners. • Understand articles/determiners better and that the definite article/determiner ‘the’ has a plural form in Spanish. • Learn to say and write ‘I play’ + an instrument in Spanish using the high-frequency 1st person regular verb ‘toco’ (I play) with up to 10 different instruments.
<p>I know how to ...</p>	<p>In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall and spell 10 action verbs in Spanish. • Use these verbs in the infinitive to form positive and negative sentence structures with ‘sé’ (I know how to...) / ‘no sé’ (I do not know how to ...). • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions ‘y’ (and) & ‘pero’ (but).

Ice creams	In this unit pupils will learn how to: <ul style="list-style-type: none">• Name and recognise up to 10 different flavours for ice creams.• Ask for an ice-cream in Spanish using '<i>quisiera</i>'.• Say what flavour they would like.• Say whether they would like their ice-cream in a cone or a small pot/tub.
Fruits	In this unit the pupils will learn how to: <ul style="list-style-type: none">• Name and recognise up to 10 fruits in Spanish.• Attempt to spell some of these nouns.• Ask somebody in Spanish if they like a particular fruit.• Say what fruits they like and dislike.

Presenting myself

In this unit pupils will learn how to:

- Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked.
- Ask somebody their name in Spanish and reply when asked.
- Recall the numbers 1-10 and count from 11-20 in Spanish.
- Ask somebody how old they are in Spanish and reply when asked.
- Ask somebody where they live in Spanish and reply when asked.
- Express their nationality in Spanish and understand basic gender agreement rules.

My family

In this unit, pupils will learn how to:

- Use the nouns and articles/determiners for family members in Spanish.
- Move from using the article/determiner 'a/an' with a family member to using the possessive adjective 'my' in Spanish.
- Answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?) in Spanish.
- Introduce family members in Spanish, using 'se llama' (he/she is called).
- Use my knowledge of larger numbers in Spanish to be able to describe the age of family members.

At the cafe

In this unit pupils will learn how to:

- Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería.
- To understand better how to change a singular noun to plural form.
- Perform a short role-play ordering what they would like to eat and drink.

The classroom	In this unit, pupils will learn how to: <ul style="list-style-type: none">• Remember and recall 12 classroom objects with their indefinite article.• Replace an indefinite article with a possessive adjective.• Say and write what they have and do not have in their pencil case.
The weather	In this unit pupils will learn how to: <ul style="list-style-type: none">• Repeat and recognise the vocabulary for weather in Spanish.• Ask and say what the weather is like today.• Create a Spanish weather map.• Describe the weather in different regions of Spain using a weather map with symbols.
Goldilocks	In this unit the pupils will learn how to: <ul style="list-style-type: none">• Not only sit and listen attentively to the story but to recognise, understand and remember more of the new language.• Increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish.• Increase their thinking and reasoning skills in Spanish, identifying strategies to use in the future for memorising new words and phrases.• Attempt to spell in Spanish.

<p>The date</p>	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Recognise and recall the 7 days of the week in Spanish. • Recognise and recall the 12 months of the year in Spanish. • Recognise and recall numbers 1-31 in Spanish. • Ask and answer the question ‘¿Qué fecha es hoy?’ (What is the date today?) in Spanish. • Ask and answer the question ‘¿Cuándo es tu cumpleaños?’ (When is your birthday?) in Spanish.
<p>Do you have a pet?</p>	<p>In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. • Tell somebody in Spanish if they have or do not have a pet. • Ask somebody else in Spanish if they have a pet. • Tell somebody in Spanish the name of their pet. • Attempt to create a longer phrase using the conjunctions y (“and”) or pero (“but”).
<p>My home</p>	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. • Tell somebody in Spanish what rooms they have or do not have in their home. • Ask somebody in Spanish what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).

The Olympics	<p>In this unit, pupils will learn how to:</p> <ul style="list-style-type: none"> • Listen attentively to longer passages in Spanish about the ancient and modern Olympic Games. • Look for cognates and highlight key words when learning how to decode longer texts in gist listening and reading in Spanish. • Recall the nouns in Spanish for 10 key sports in the current Olympic games with their articles/determiners. • Form positive and negative sentences using the verb practicar (to practise/do) in Spanish. • Recognise the concept of gendered nouns in Spanish in regard to the male and female Olympians.
Clothes	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for a variety of clothes in Spanish. • Use the appropriate genders and articles for these clothes. • Use the verb LLEVAR in Spanish with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy.
Habitats	<p>In this unit the pupils will learn how to:</p> <ul style="list-style-type: none"> • Explain in Spanish the key elements animals and plants need to survive in their habitat. • Give examples in Spanish of the most common habitats for plants and animals and name an example of these habitats. • Explain in Spanish which animals live in these different habitats. • Give examples in Spanish of which plants live in these different habitats.

* This year, Year 5 and Year 6 are studying the same units due to our transition to Spanish throughout KS2 (after previously having French in UKS2).