

Key stage 2 scheme of work for languages

Overview of Spanish units 13–24

| Topic/theme | Functions/notions | Grammar | Core language | Phonic focus |
|---|--|--|---|--|
| Unit 13 ¡Que aproveche! (Enjoy your meal!) | | | | |
| <ul style="list-style-type: none"> • Food and drink • Understanding instructions • Giving instructions | <ul style="list-style-type: none"> • Talking about what has been eaten or drunk • Expressing likes, dislikes and preferences (about food and drink) • Following and writing instructions (as in a recipe) | <ul style="list-style-type: none"> • Preterite tense: <i>comer</i> (<i>comí, comiste</i>); <i>beber</i> (<i>bebí</i>) • The use of <i>unos/unas</i> • Plural nouns with <i>los/las; unos/unas</i> • Compound sentences with connectives <i>y</i> and <i>pero</i> • Imperatives: <i>tú</i> form of some regular and irregular verbs in the present tense | <ul style="list-style-type: none"> • <i>Comí</i> • <i>Bebí</i> • <i>¿Comiste (un plátano)?</i> • <i>y</i> • <i>pero</i> • <i>un bocadillo</i> • <i>un pastel</i> • <i>un plátano</i> • <i>una pizza</i> • <i>queso</i> (m) • <i>agua</i> (f) • <i>patatas fritas</i> (f pl) | <ul style="list-style-type: none"> • <i>a</i> (as in <i>manzana</i>) • revision of <i>qu</i> |

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| Unit 14 Yo soy músico ('I am the Music Man') | | | | |
| <ul style="list-style-type: none"> Responding to a song in Spanish | <ul style="list-style-type: none"> Expressing and qualifying opinions (about musical preferences) Expressing future intentions (about playing a musical instrument) | <ul style="list-style-type: none"> <i>tocar</i> + <i>el/la/los/las</i> (with a musical instrument) Immediate future: <i>ir a</i> + infinitive (<i>Voy a tocar</i>; <i>Voy a cantar</i>) | <ul style="list-style-type: none"> <i>un saxofón</i> <i>un piano</i> <i>un violín</i> <i>un clarinete</i> <i>una guitarra</i> <i>una trompeta</i> <i>la batería</i> <i>las castañuelas</i> (f pl) <i>Voy a tocar el/la ...</i> <i>Voy a cantar</i> <i>¡Es fantástico!</i> <i>¡Es malísimo/horrible/aburrido!</i> | <ul style="list-style-type: none"> Syllable stress |

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| Unit 15 Vamos al colegio (On the way to school) | | | | |
| <ul style="list-style-type: none"> • The alphabet • Places in the locality • Directions | <ul style="list-style-type: none"> • Describing a journey (to school) • Simple directions • Using repair strategies to keep a conversation going | <ul style="list-style-type: none"> • The alphabet • Adverbial phrases of time | <ul style="list-style-type: none"> • <i>Cuando voy al colegio ...</i> • <i>Paso ...</i> • <i>por delante de</i> • <i>cinco minutos más tarde</i> • <i>por fin</i> • <i>Giro</i> • <i>a la derecha</i> • <i>a la izquierda</i> • <i>todo recto</i> • <i>No entiendo</i> • <i>Repite, por favor</i> | |

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| Unit 16 Pescadoras valencianas (Beach scene) | | | | |
| <ul style="list-style-type: none"> Responding to a painting Writing and performing a poem | <ul style="list-style-type: none"> Giving a simple description (of a scene or place) Using adjectives to add interest and detail to a description Writing instructions | <ul style="list-style-type: none"> <i>dormir</i> (irregular): <i>él/ella duerme</i> <i>Es, no es</i> + noun Imperatives: <i>tú</i> form of some regular and irregular verbs | <ul style="list-style-type: none"> <i>(La niña) duerme</i> <i>(El barco) navegue</i> <i>(El niño) nada</i> <i>Es ...</i> <i>No es ...</i> <i>Pon</i> <i>Añade</i> <i>Mezcla</i> <i>Decora</i> <i>Deja</i> | <ul style="list-style-type: none"> Revision of <i>z</i> and <i>c</i> (<i>ce, ci</i>) <i>gu</i> (before <i>i</i> and <i>e</i>) <i>qui</i> (as in <i>tranquilo</i>) |
| Unit 17 Las cuatro estaciones (The four seasons) | | | | |
| <ul style="list-style-type: none"> Responding to a poem Responding to a piece of classical music | <ul style="list-style-type: none"> Making simple statements (about seasons) Describing the weather (with reference to the present and the past) Using adjectives as antonyms | <ul style="list-style-type: none"> Imperfect tense (eg <i>Hacía sol/viento</i>) Adjectives: agreement and position (revision) | <ul style="list-style-type: none"> <i>la primavera</i> <i>el verano</i> <i>el otoño</i> <i>el invierno</i> <i>en primavera/verano/otoño/invierno</i> <i>Hacía buen/mal tiempo</i> <i>luminoso</i> <i>oscuro</i> <i>contento</i> <i>triste</i> <i>caliente</i> <i>alegre</i> | <ul style="list-style-type: none"> Using knowledge of phoneme–grapheme correspondence to aid writing |

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| Unit 18 Los planetas (The planets) | | | | |
| <ul style="list-style-type: none"> Planets | <ul style="list-style-type: none"> Giving a description (of a planet) Making statements (about the position of a planet) Classifying nouns, adjectives and verbs | <ul style="list-style-type: none"> Qualifiers: <i>bastante</i>, <i>muy</i>, <i>mucho</i> Prepositions: <i>cerca de</i>, <i>lejos de</i> Compound sentences with <i>porque</i> | <ul style="list-style-type: none"> <i>la Tierra</i> <i>la luna</i> <i>un nombre</i> <i>un nombre propio</i> <i>un adjetivo</i> <i>porque</i> <i>cerca de</i> (eg <i>cerca del sol</i>) <i>lejos de</i> (eg <i>lejos del sol</i>) <i>bastante</i> <i>muy</i> <i>mucho</i> <i>Hace mucho calor</i> <i>Hace mucho frío</i> | <ul style="list-style-type: none"> Revision of common phonemes Hearing individual phonemes in words and using this to aid writing |

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|---|--|---|--|---|
| Unit 19 Nuestro colegio (Our school) | | | | |
| <ul style="list-style-type: none"> • Places around the school • Everyday school routines • School subjects • Telling the time | <ul style="list-style-type: none"> • Making statements (about the school environment and everyday school routines) • Making statements about breaktime activities, with reference to the past • Telling the time using half-hours, quarter-hours and 24-hour clock notation | <ul style="list-style-type: none"> • Definite and indefinite articles: <i>el/la; un/una</i> • Preterite tense: regular -ar verbs (eg <i>jugué, hablé</i>) | <ul style="list-style-type: none"> • <i>Es mediodía/medianoche</i> • <i>Es la una y media</i> • <i>Son las dos y media</i> • <i>Son las dos y cuarto / menos cuarto</i> • <i>el patio</i> • <i>el campo de deportes</i> • <i>la clase</i> • <i>los aseos (m)</i> • <i>el recreo</i> • <i>Jugué</i> • <i>Hablé</i> • <i>Bailé</i> • <i>Ayudé</i> • <i>Trabajé</i> • <i>Canté</i> • <i>el dibujo</i> • <i>el deporte</i> • <i>el español</i> • <i>el inglés</i> • <i>el francés</i> • <i>las matemáticas (f pl)</i> • <i>las ciencias (f pl)</i> • <i>la historia</i> • <i>la física</i> • <i>la música</i> | <ul style="list-style-type: none"> • Revision of hard and soft c |

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|---|--|--|---|--------------|
| Unit 20 Nuestro mundo (Our world) | | | | |
| <ul style="list-style-type: none"> Continents and rivers of the world Study of a non-fiction text | <ul style="list-style-type: none"> Understanding and naming continents Making statements (about rivers and their geographical features) Making a weather forecast | <ul style="list-style-type: none"> Immediate future: <i>ir a + infinitive</i> (<i>Va a hacer sol</i>, etc) Simple superlatives, eg <i>el/la más grande</i> | <ul style="list-style-type: none"> <i>Europa</i> (f) <i>América del sur</i> (f) <i>América del norte</i> (f) <i>Asia</i> (f) <i>Oceania</i> (f) <i>África</i> (f) <i>Anártida</i> (f) <i>el/la ... más grande</i> <i>Va a hacer buen tiempo</i> <i>Va a llover</i> <i>Va a nevar</i> <i>Va a haber viento</i> | |

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| Unit 21 Crear una cafetería (Creating a café) | | | | |
| <ul style="list-style-type: none"> Drinks, snacks and ice creams | <ul style="list-style-type: none"> Quantities (of food and drink) Transactional language for a café Seeking clarification of meaning | <ul style="list-style-type: none"> Preterite tense: third person singular <i>comió</i>; <i>bebió</i> | <ul style="list-style-type: none"> <i>un agua mineral</i> <i>un chocolate caliente</i> <i>un café solo / con leche</i> <i>un batido</i> <i>una taza de té</i> <i>una limonada</i> <i>una coca-cola</i> <i>una bolsa / una ración de patatas fritas</i> <i>una pizza</i> <i>Comió</i> <i>Bebió</i> <i>un helado de chocolate/fresa/vainilla</i> <i>No entiendo</i> <i>¿Puede repetir, por favor?</i> <i>¡Que aproveche!</i> | <ul style="list-style-type: none"> Using knowledge of phoneme–grapheme correspondence to work out the pronunciation of new words <i>ai</i> (as in <i>vainilla</i>) Revision of <i>ll, o, c, ch</i> and silent <i>h</i> and <i>ó</i> |

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|---|--|--|--|--|
| Unit 22 El pasado y el presente (Then and now) | | | | |
| <ul style="list-style-type: none"> • Comparison of modern-day settlements with those from a period in the past • Descriptions (of a town) • Writing a guide for tourists | <ul style="list-style-type: none"> • Making statements (about places in a town) • Asking questions (about places in a town) • Giving a description (of a town) • Saying the year, eg <i>dos mil ocho</i> | <ul style="list-style-type: none"> • Antonyms • Imperfect tense: <i>haber (había)</i> and <i>ser (era)</i> • <i>mucho/mucha; muchos/muchas</i> • <i>poco/poca; pocos/pocas</i> | <ul style="list-style-type: none"> • <i>el/un supermercado</i> • <i>la/una panadería</i> • <i>la/una carnicería</i> • <i>la/una pastelería</i> • <i>la/una pescadería</i> • <i>la/una tienda de comestibles</i> • <i>Había ...</i> • <i>Era ...</i> • <i>hoy</i> • <i>mucho</i> • <i>poco</i> • <i>mil</i> | <ul style="list-style-type: none"> • Revision of <i>qu, cu, ci</i> and <i>o</i> |

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|---|---|---|--|--|
| Unit 23 En el parque de atracciones (At the theme park) | | | | |
| <ul style="list-style-type: none"> Entertainment Money | <ul style="list-style-type: none"> Making statements about a visit to a theme park, referring to the past Expressing an opinion about what a theme park ride was like Using adjectives to add interest and detail to a description | <ul style="list-style-type: none"> Preterite tense: <i>ir (fui)</i>; <i>montar (monté)</i>; <i>ver (vi)</i>; <i>oír (oí)</i> | <ul style="list-style-type: none"> <i>un parque de atracciones</i> <i>emocionante</i> <i>espantoso</i> <i>rápido</i> <i>extraordinario</i> <i>gracioso</i> <i>fantástico</i> <i>mágico</i> <i>Fui</i> <i>Monté en el tren fantasma</i> <i>Vi</i> <i>Oí</i> | <ul style="list-style-type: none"> Revision of <i>é</i> |
| Unit 24 ¿Qué noticias hay? (What's in the news?) | | | | |
| <ul style="list-style-type: none"> Celebration and consolidation of learning Looking at Spanish newspapers Writing a newspaper article | <ul style="list-style-type: none"> Making statements (about columns in a newspaper) Expressing and justifying opinions (using <i>porque en mi opinión</i>) | <ul style="list-style-type: none"> Possessive pronouns: <i>mi, su</i> Responding to questions using <i>porque</i> | <ul style="list-style-type: none"> <i>la sección de tiempo</i> <i>la sección de moda</i> <i>la sección de cocina</i> <i>Es interesante / precioso / demasiado largo</i> <i>porque en mi/su opinión</i> <i>porque</i> | <ul style="list-style-type: none"> Consolidation of phoneme–grapheme correspondence |

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| Framework objectives | Units | | | | | |
|------------------------------------|-------|----|----|----|----|----|
| | 13 | 14 | 15 | 16 | 17 | 18 |
| Oracy | | | | | | |
| O5.1 | | ● | | | ● | |
| O5.2 | ● | ● | | | ● | |
| O5.3 | ● | ● | ● | ● | ● | ● |
| O5.4 | | ● | ● | | ● | ● |
| Literacy | | | | | | |
| L5.1 | ● | | ● | ● | ● | |
| L5.2 | ● | ● | ● | ● | ● | ● |
| L5.3 | ● | ● | ● | ● | ● | ● |
| Intercultural understanding | | | | | | |
| IU5.1 | ● | | ● | | | |
| IU5.2 | | | | ● | | |
| IU5.3 | ● | ● | | | | |

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| Framework objectives | Units | | | | | |
|------------------------------------|-------|----|----|----|----|----|
| | 19 | 20 | 21 | 22 | 23 | 24 |
| Oracy | | | | | | |
| O6.1 | | | ● | ● | ● | |
| O6.2 | | | ● | ● | ● | ● |
| O6.3 | ● | ● | | ● | ● | ● |
| O6.4 | ● | ● | ● | ● | ● | ● |
| Literacy | | | | | | |
| L6.1 | ● | ● | ● | ● | ● | ● |
| L6.2 | | | ● | | | ● |
| L6.3 | | ● | ● | ● | ● | ● |
| L6.4 | ● | ● | ● | ● | ● | ● |
| Intercultural understanding | | | | | | |
| IU6.1 | ● | | ● | ● | | |
| IU6.2 | | ● | ● | | | |
| IU6.3 | | | | ● | ● | |