

# Our Lanesfield Language Journey



Those who are fluent in Spanish will become learning leaders and be given an opportunity to use Duolingo to learn an additional language of their choice.

During language lessons, children will write their date and respond in Spanish.



EAL children will also be given opportunities to use Duolingo to support their English speaking and writing skills.

## Year 3

**Year 3 - Autumn term**  
Year 3 pupils start their Spanish journey with the phonics, learning the vowels first. Then, they learn the numbers 1-10 and how to ask and give their age. After that, they learn the other key phonic sounds and read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make written links by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They also learn different verb forms and gender.

**Year 3 - Spring term**  
Year 3's spring theme is animals and colours where children also focus on gender, articles (definite and indefinite), plurals and adjectives (position and basic agreement). The grammatical concepts are all based around a core vocabulary of nine animal nouns and six colours. The children are introduced to new key verbs 'es' (he/she/it is), 'son' (they are), 'hay' (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but). Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible - thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of this theme.

**Year 3 - Summer term**  
This term focuses on memory and performance in that it asks pupils to retell a familiar story - The Very Hungry Caterpillar - in Spanish. Pupils are first introduced to vocabulary from the story, numbers, days of the week, fruits, foods and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will retell the story in one of a variety of verbal ways - with pictures, with video, or with video and subtitles. The idea is that everyone can have a go and feel successful. Videos of performances will be uploaded to showbie!

## Year 4

**Year 4 - Autumn term**  
In year 4, children will focus on the numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Children will also use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations.

**Year 4 - Spring term**  
This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miro. Children will use familiar verb forms in this new context to describe they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso).

**Year 4 - Summer term**  
During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip'. They learn how to say 'Tengo un/una...que se llama...' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are).

**Year 5 - Spring term**  
This unit focuses on sports and opinions. Children will learn to pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.

**Year 5 - Autumn term**  
This unit starts with simple calculations based on the five times table, and leads into learning how to ask for and give the time. Children will also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.

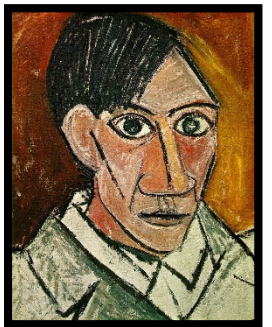
## Year 5

**Year 5 - Summer term**  
In this term, children use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion 'gustar' (to like) and 'encantar' (to love) and the fact that the adjectives used to describe things must match the number and gender of the thing they describe. They use the language they have learnt to create short raps or songs about food, sports or music. As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible - thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of this topic.



## Year 6

**Year 6 - Autumn term**  
Pupils begin this unit by learning to describe the weather. They then move on to revising colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries. They also learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. There follows a focus on Spain and some of the key features of the country. Attention is paid to forming plurals of nouns and using the adjective 'mucho' (lots of). Pupils are also encouraged to use 'hay' (there is/are) which they have met previously. Then pupils look at key cities and their location in Spain, using the points of the compass and key geographical features to locate them on a map. They recycle how to say what somewhere is famous for using the key cities they have been introduced to. They learn vocabulary for places in the town and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them.



**Year 6 - Spring term**  
Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK if they can. Following on from this, learners extend their learning to the theme of holidays. They research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.

**Year 6 - Summer term**  
During this term, children will complete a web search of different Spanish speaking countries and holiday destinations. They will then explore different cities and capitals and write postcards home in Spanish.

Use of flashcards throughout lessons to return to prior taught language.

