

## Year 1

### Spanish Concepts



To know about the culture in Spanish speaking countries



To be able to communicate in speech



To know about Spanish vocabulary, grammar and punctuation

### National Curriculum

- 1) listen attentively to spoken language and show understanding by joining in and responding
- 2) explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- 3) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- 4) speak in sentences, using familiar vocabulary, phrases and basic language structures
- 5) develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- 6) present ideas and information orally to a range of audiences\*
- 7) read carefully and show understanding of words, phrases and simple writing
- 8) appreciate stories, songs, poems and rhymes in the language
- 9) broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- 10) write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- 11) describe people, places, things and actions orally\* and in writing
- 12) 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.

### Autumn term – Myself: introductions

Learning Intent	Vocabulary	Grammar	Phonics	Songs/ stories
1. Pronounce Greetings in Spanish	Hola, Buenos días, buenas tardes, adiós, hasta luego <b>Culture: greeting with 2 kisses in Spain</b>		U, A	Hola ¿cómo estas? song
2. Ask and say how we are	¿Cómo estas? estoy bien, estoy estupendo, estoy maravilloso	• Verb estar (1)	U, A	Hola ¿cómo estas? song
3. Ask and say how we are	¿Cómo estas? estoy cansado, estoy hambriento, no estoy muy bien	• Verb estar (1)	U, A	Hola ¿cómo estas? song

		<ul style="list-style-type: none"> <li>Gender for adverbs (a-feminine e- masculine)</li> </ul>		
<b>4. Say our names</b>	Me llamo _ <b>Culture: Traditional Spanish names</b>	<ul style="list-style-type: none"> <li>Verb llamarse (1)</li> </ul>	U, A	¿Cómo te llamas? song
<b>5. Say our age</b>	Tengo _ años	<ul style="list-style-type: none"> <li>Verb tener (1)</li> </ul>	U, A	Hola ¿cómo estas? song
<b>6. Cultural lesson: Guatemala's worry dolls</b>	Introduce Guatemala and explain that it is traditional for children to have a worry doll, which they will put under their pillows and make their worries go away. Bring and show them some worry dolls and read a story.			

### Spring Term - School: instructions and common nouns

Learning Intent	Vocabulary	Grammar	Phonics	Songs/ stories
<b>1. Understand basic instructions</b>	Levántate, siéntate, silencio, un voluntario, escucha, mira, repite	<ul style="list-style-type: none"> <li>Imperative verbs</li> </ul>	A,E,I,O,U	Hola ¿cómo estas? song <b>Vowels song</b>
<b>2. Understand and say instructions</b>	Levántate, siéntate, silencio, un voluntario, escucha, mira, repite	<ul style="list-style-type: none"> <li>Imperative verbs</li> </ul>	A,E,I,O,U	Hola ¿cómo estas? song <b>Vowels song</b>
<b>3. Identify and say common classroom vocabulary</b>	La escuela, la mesa, la silla, la ventana, la puerta, la pizarra, el maestro, la maestra	<ul style="list-style-type: none"> <li>Definite articles masculine, feminine in singular</li> </ul>	A,E,I,O,U	Hola ¿cómo estas? song <b>Vowels song</b>
<b>4. Identify and say common classroom vocabulary, numbers and colours</b>	La escuela, la mesa, la silla, la ventana, la puerta, la pizarra, el maestro, la maestra, uno/una, dos, tres, cuatro, cinco, seis, siete ocho, nueve, diez, verde, blanco, azul...	<ul style="list-style-type: none"> <li>Indefinite articles masculine, feminine in singular</li> <li>Plural of nouns</li> </ul>	A,E,I,O,U	Hola ¿cómo estas? song Numbers song Colours song
<b>5. Revision lesson</b>	Levántate, siéntate, silencio, un voluntario, escucha, mira, repite, la escuela, la mesa, la silla, la ventana, la puerta, la pizarra, el maestro, la maestra, uno/una, dos, tres, cuatro, cinco, seis, siete ocho, nueve, diez, verde, blanco, azul...	<ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Indefinite articles masculine, feminine in singular</li> <li>Plural of nouns</li> </ul>	A,E,I,O,U	Hola ¿cómo estas? song Numbers song Colours song
<b>6. Cultural lesson: School in Spain</b>	Learn about schools in Spain and compare with schools in the UK: buildings, uniform, bags, stationery, register, etc.			<b>Video school in Spain: PAPO</b>

### Summer Term - Common fruits

Learning Intent	Vocabulary	Grammar	Phonics	Songs/ stories
<b>1. Identify and say fruits in Spanish</b>	Una manzana, una fresa, una pera, una ciruela, una naranja	<ul style="list-style-type: none"> <li>Indefinite articles masculine, feminine in singular</li> </ul>	A,E,I,O,U	Hola ¿cómo estas? song Days of the week song

<b>2. Say the names of the fruits and their colours</b>	Una manzana roja, una fresa roja, una pera verde, una ciruela azul, una naranja naranja	<ul style="list-style-type: none"> <li>• Indefinite articles masculine, feminine in singular</li> <li>• Colours as adjectives</li> </ul>	A,E,I,O,U	Hola ¿cómo estas? song Colours song Days of the week song
<b>3. Say the names of fruits and count them</b>	Una manzana, dos peras, tres ciruelas, cuatro fresas, cinco naranjas, seis, siete, ocho, nueve, diez	<ul style="list-style-type: none"> <li>• Indefinite articles masculine, feminine in singular</li> <li>• Plural of nouns</li> </ul>	A,E,I,O,U	Hola ¿cómo estas? song Numbers song Days of the week song
<b>4. Identify the days of the week in Spanish and understand a familiar story</b>	Lunes, martes, miércoles, jueves, viernes, sábado, domingo, una manzana, dos fresas, tres peras, cuatro ciruelas, cinco naranjas	<ul style="list-style-type: none"> <li>• Indefinite articles masculine, feminine in singular</li> <li>• Plural of nouns</li> </ul>	A,E,I,O,U	Hola ¿cómo estas? song Days of the week song The Very Hungry Caterpillar story
<b>5. Re-tell a story using prompts</b>	El lunes, el martes, el miércoles, el jueves, el viernes, el sábado, el domingo, Una oruga, una mariposa, una manzana, dos fresas, tres peras, cuatro ciruelas, cinco naranjas seis, siete, ocho, nueve, diez	<ul style="list-style-type: none"> <li>• Definite articles for days of the week.</li> <li>• Indefinite articles masculine, feminine in singular</li> <li>• Plural of nouns</li> </ul>	A,E,I,O,U	Hola ¿cómo estas? song Days of the week song Dos Oruguitas song (Encanto)
<b>6. Cultural lesson: Mexican food</b>	Learn about traditional Mexican dishes and common ingredients.			