

Lesson number and focus	Connecting Learning (Retrieval practice) 5 minutes	Phonetics	Vocabulary	Grammar (Links for teacher reference ONLY)	Oracy	Literacy	Evaluation and Assessment (Plenary) 5 minutes	Endpoints/ Outcomes
L1 – Locate Spain, Madrid and a few key cities on a map.	N/A	<p>abecedario – alphabet</p> <p>Watch video as a starter - https://www.youtube.com/watch?v=...</p> <p>Focus on the vowels – only 5 vowel sounds in Spanish.</p>	<p>A – ah B – beh C – theh D – deh E – eh F – efeh G – heh H – acheh I – ee J – hota K – kah L – eleh M – emeh N – eneh Ñ – enyey O – oh P – peh Q – coo R – ereh S – eseh T – teh U – oo V – ubeh W- ubeh dobleh X – eckis Y – eegriega Z - theta</p>	N/A	<p>Pair work. Exploration. Use atlases/Google Earth.</p> <p>Find Spain on a world map.</p> <p>Find Madrid, Barcelona, Seville, Málaga and Alicante on a map of Spain. Identify the capital city.</p> <p>Find Spain’s islands.</p> <p>What are the 17 autonomous regions in Spain?</p> <p>What other languages are spoken in Spain?</p> <p>Has anyone ever visited Spain? Teacher could share some photos of Spain – if you’ve been! Make it personal.</p>	Label map.	<p>Recall largest cities in Spain and identify capital city.</p> <p>Tell partner one fact they have learnt.</p>	<p>Locate Spain, Madrid, Barcelona, Seville, Valencia, Santiago de Compostela on a map.</p> <p>Understand the context of Spanish, who speaks it and where.</p> <p>Recognise that there are only 5 vowel sounds in Spanish.</p>
L2 - Say the numbers 1-11 in Spanish.	Recall where Spain is on a world map, and Madrid on a Spanish map.	Z – th diez	<p>cero (theroh)- zero</p> <p>uno - one</p> <p>dos - two</p> <p>tres - three</p> <p>cuatro - four</p> <p>cinco - five</p> <p>seis - six</p> <p>siete - seven</p> <p>ocho - eight</p> <p>nueve - nine</p> <p>diez - ten</p> <p>once (ontheh) - eleven</p> <p>más – add</p> <p>es igual a - equals</p>	N/A	<p>Use I say/You say for numbers 1 – 5. Can ch match written word to number?</p> <p>Introduce 5-11. Test your partner using show fingers game.</p> <p>Practise adding and subtracting numbers to 11.</p> <p>Play ‘get into groups of’ game.</p>	<p>Match up cards game /activity with written word and digit. OR snap.</p> <p>Add and subtract using written words on worksheet.</p>	‘How many fingers’ game to assess.	<p>Understand and say numbers to 11 with correct pronunciation.</p> <p>Recognise and respond to sound patterns and words.</p> <p>Use visual clues to help with reading.</p>
L3 – Recognise and say classroom instructions and colours in Spanish.	Recall numbers 1-11	J – h rojo naranja	<p>escuchad - listen</p> <p>mirad – look</p> <p>hablad con tu pareja – talk to your partner</p> <p>sentaos - sit down</p>	Imperative forms of common classroom verbs – ‘vosotros’ (second person plural – you all). Teacher reference:	<p>I say/you say commands seen in classroom. Model actions and ask what they mean. Partner practice.</p> <p>I say/you say colours. Watch video –</p>	<p>Instructions to be learnt orally only.</p> <p>Match up worksheet/colour in paint splats.</p>	<p>Simon Says (Simon dice) with classroom instructions and “tocad algo [colour].” – “touch something [colour].</p>	<p>Understand and say classroom instructions.</p> <p>Understand and say colours.</p> <p>Copying intonation patterns.</p>

			<p>levantaos - stand up repetid - repeat ¡silencio! - silence! venid aquí - come here yo – I (do) nosotros – we (do) tú – you (do) rojo – red naranja – orange amarillo – yellow verde – green azul – blue morado – purple rosa – pink marrón – brown gris – grey blanco – white negro - black</p>	<p>https://www.bbc.co.uk/5/learning/guides/zdgc7nb/revision/3</p>	<p>https://rockalingua.com/videos/colors-and-numbers</p>			<p>To listen attentively and understand instructions. Know how to pronounce (j) for naranja/rojo.</p>
<p>L4 – Recognise and use basic Spanish greetings.</p>	<p>Recall classroom instructions and colours.</p>	<p>R/RR – regular pero – but perro - dog</p>	<p>Hola - Hello Buenos días - Good morning Adiós - Goodbye ¿Qué tal? - How are you? muy bien - very well bien - well regular – so-so mal - poorly/not good gracias - thank you Recognise praise words Estupendo - Excellent Fantástico - Fantastic/super Muy bien - Very good</p>	<p>Spanish punctuation – ¿? and accents. https://blog.rosettastone.com/whats-up-with-the-upside-down-question-mark/ https://tandem.net/blog/spanish-accent/</p>	<p>I say/you say ‘hola’ in different voices. Then introduce second word (see left). Repeat through the list. Greetings in Spanish around the room with each other. I say/you say ¿Qué tal? Discuss meaning. Discuss grammatical features – upside down question mark/accent in adiós. Introduce responses. Use pictures to support learning. Introduce praise words. Children walk round room practising learning.</p>	<p>Match up vocabulary task. Children to translate Spanish conversation into English.</p>	<p>Pass the bean bag around a circle, ask and answer questions.</p>	<p>Participate in a short exchange greeting someone. Perform simple communicative tasks using single words, phrases and short sentences. Imitate pronunciation of sounds. Identify social conventions at home and in other cultures.</p>

<p>L5 – Ask and give names and ages.</p>	<p>Recap greetings and numbers to 11.</p>	<p>LL – dj ¿Cómo te llamas?</p>	<p>¿Cómo te llamas? - What's your name? Me llamo - I'm called Señor (Sr.) - Mr. Señora (Sra.) - Mrs. Señorita (Srta.) - Miss ¿Y tú? - And you? ¿Cuántos años tienes? – How old are you? Tengo..... años. – I am years old.</p>	<p>Spanish punctuation – ¿? and accents. https://blog.rosettastone.com/whats-up-with-the-upside-down-question-mark/ https://tandem.net/blog/spanish-accents Present tense first person of the verb 'llamarse' and 'tener'.</p>	<p>I say/you say my name is ... Discuss meaning. Introduce asking names. Discuss grammar involving '¿' Repeat chanting game for ¿Cómo te llamas? (double L makes a 'dj' sound). Analyse conversation on slide. Walk round practising greeting and name sharing. Introduce ¿Y tú? What might this mean? Discuss grammar of ? Practise in conversation. Recap greetings within conversation. I say/you say translating English phrases into Spanish. Share answers. Play dictated sentence relay game/board splat. Introduce ¿Cuántos años tienes? And Tengo... Recap greetings within conversation. I say/you say translating English phrases into Spanish. Share answers. In pairs create dialogue with everything they've learnt so far including greetings. Record dialogues using https://vocaroo.com/ Print QR codes for the books.</p>	<p>Speaking focus lesson. Some children can write their dialogues out in their books as well. Gap fill for some children/use as scaffold for speaking activity.</p>	<p>Pairs to present conversations to the class. Peer assessment.</p>	<p>Understand and use the forms of address for adults. Perform a role play. Recognise and respond to sounds (ll) Recognise questions.</p>
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