

VPS Spanish Units

		Reception	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	1		Greetings	Animals	Phonetics & I am Learning Spanish	Phonetics & The Classroom	Phonetics & Do You Have A Pet?	Phonetics & Regular Verbs
	2				Fruits or Vegetables	At The Café	What Is the Date?	At School
Spring	1		Numbers & Colours	Instruments	I Can.....	My home	The Weather	Irregular Verbs
	2				Little Red Riding Hood	Goldilocks	The Planets	WWII
Summer	1		Shapes	Seasons	Presenting Myself	Clothes	Vikings	Habitats
	2				Family	The Olympics	At the Weekend	Me in the World

Modern Languages in KS2

NC Aims:

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English

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	<p>intonation</p> <ul style="list-style-type: none"> • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied 	
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**All classes use 'Seesaw' to upload evidence of their oral Spanish lessons learning.*

	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	Greetings	Animals	Phonetics & I am Learning Spanish	Phonetics & The Classroom	Phonetics & Do You Have A Pet?	Phonetics & Regular Verbs
	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Say 'hello' (formally and informally). • Say their name. • Ask how somebody is feeling and give a reply. • Say 'goodbye' and 'see you soon'. 	<p>In this unit, the children will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall, and spell up to ten 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>Phonetics – In this unit, the children will learn the first set of phonics sounds / phonemes in Spanish.</p> <p>I am learning... In this unit, the children will learn how to:</p> <ul style="list-style-type: none"> • Pinpoint Spain and other Spanish speaking countries on a map of the world • Ask and answer the question 'How are you?' in Spanish • Say 'Hello' and 'Goodbye' in Spanish • Ask and answer the question 'What is your name?' in Spanish • Count to ten in 	<p>Phonetics – In this unit, the children will learn the second set of phonics sounds / phonemes in Spanish.</p> <p>The Classroom In this unit the children will learn how to:</p> <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 	<p>Phonetics – In this unit, the children will learn the third set of phonics sounds / phonemes in Spanish.</p> <p>Do You Have A Pet? In this unit, the children will learn how to:</p> <ul style="list-style-type: none"> • Ask, 'Do you have a pet?' • Learn the eight nouns and matching gender articles for the different pets (using the indefinite article the word for "a" or "an" in Spanish). 	<p>Phonetics – In this unit, the children will learn the fourth set of phonics sounds / phonemes in Spanish.</p> <p>Regular Verbs In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Recognise and understand what a pronoun is in both English and Spanish and be able to say what the key personal pronouns are in Spanish. • Understand what a verb is in both English and Spanish and how

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			<p>Spanish</p> <ul style="list-style-type: none"> • Say ten colours in Spanish 	<p>pencil case.</p>		<p>to then create a stem and work out the endings for regular –ER, -IR and -AR verbs.</p> <ul style="list-style-type: none"> • Conjugate in Spanish a regular –ER verb. • Conjugate in Spanish a regular –IR verb. • Conjugate in Spanish a regular –AR verb.
			<p align="center">Vegetables</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 vegetables in Spanish. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 	<p align="center">At The Café</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Order from a selection of foods from a Spanish menu. • Order from a selection of drinks from a Spanish menu. • Order a Spanish breakfast. • Order typical Spanish snacks. • Ask for the bill. • Remember how to say hello, goodbye, please and thank you. 	<p align="center">What Is the Date?</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Remember, recall and spell the seven days of the week. • Remember, recall and spell the twelve months of the year. • Remember, recall and spell numbers 1-31. • Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date. • Use their knowledge of the 	<p align="center">At School</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Say why they like/dislike certain school subjects. • Tell the time (on the hour) in Spanish. • Say what time they study certain subjects at school.

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					months of the year, numbers 1-31 in order to say when their birthday is.	
Spring	<p>Numbers & Colours</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise up to ten colours in Spanish. • Count from 1-10 ten in Spanish. 	<p>Instruments</p> <p>In this unit, the children will learn how to:</p> <ul style="list-style-type: none"> • Recognise, recall and spell up to ten instruments in Spanish with the correct definite article/determiner. • 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 ten different instruments. 	<p>I Can.....</p> <p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> • Recognise some common Spanish verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with puedo... 	<p>My home</p> <p>In this unit the children 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 attempt 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 else 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 	<p>The Weather</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in Spanish. • Ask what the weather is like today. • 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 	<p>Irregular Verbs</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Recognise and understand what a verb and pronoun are in both English and Spanish and be able to say what the key personal pronouns are in Spanish. • Conjugate in Spanish the irregular verb IR (to go). • Conjugate in Spanish the irregular verb TENER (to have). • Conjugate in Spanish the irregular verb SER and ESTAR (both mean to be). • Conjugate in Spanish the irregular verb HACER (to do).

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	<p>children will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise up to 10 shapes in Spanish. • Attempt to spell some of these nouns • Recognise that nouns are commonly associated with an article in Spanish and in this case 'UN' or 'UNA'. • Have an opportunity to learn and/or revise numbers 1-5. 	<p>children will be able to:</p> <ul style="list-style-type: none"> • Recognise all four seasons in Spanish. • Learn an associated action for each season in Spanish. • Understand better what happens in the world around us in each season in Spanish 	<p>children will learn how to:</p> <ul style="list-style-type: none"> • Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. 	<p>children 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. 	<p>children will learn how to:</p> <ul style="list-style-type: none"> • Name in Spanish, the key periods in ancient Britain, in chronological order. • Describe themselves physically by pretending to be a member of a fictitious Viking family. • Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. • Use two irregular high frequency verbs 'ser' (to be) and 'tener' (to have) more fluently. • Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular. 	<p>children will learn how to:</p> <ul style="list-style-type: none"> • Tell somebody in Spanish some key facts about things that animals and plants need to survive in their various habitats. • Tell somebody in Spanish examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found. • Tell somebody in Spanish what types of animals live in different habitats and what their particular adaptations are to best suit their environment. • Tell somebody in Spanish what types of plants live in different habitats and what their particular adaptations are to best suit their environment.
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					<ul style="list-style-type: none"> • Recognise and start to understand commonly used reflexive verbs and pronouns. 	
			<p align="center">Family</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. • Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. • Understand the concept of the possessive adjective's 'mi' and 'mis' in Spanish. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). 	<p align="center">The Olympics</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Tell somebody in Spanish the key facts of the ancient Olympics. • Tell somebody in Spanish the key facts of the modern Olympic games. • Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in Spanish. • Say the nouns in Spanish for key sports in the current Olympic games. • Conjugate the irregular verb PRACTICAR enabling the students to say what sports they play and what 	<p align="center">At the Weekend</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Ask what the time is in Spanish. • Tell the time accurately in Spanish. • Learn how to say what they do at the weekend in Spanish. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend. 	<p align="center">Me in the World</p> <p>In this unit the children will learn:</p> <ul style="list-style-type: none"> • About the many countries in the world that speak Spanish. • About different festivals (religious and non-religious) around the world. • That we are different and yet all the same. • That we can all help to protect our planet.

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				sports they do not play. • Understand the concept of gender, using el and la when you say you play a sport in Spanish.		

At valewood, we use the Education for a Connected World (2020) document to support our online safety policy.

We use the milestones from each of the eight key areas to support our EYFS, Key Stage 1 and Key Stage 2 children in their computing lessons.

The eight key areas:

- **Self-image and identity**
- **Online relationships**
- **Online reputation**
- **Online bullying**
- **Managing online information**
- **Health, well-being and lifestyle**
- **Privacy and security**
- **Copyright and ownership.**

Each class teacher has a copy of this document and they use one lesson of each computing block to focus on the milestones, as well as weaving them throughout each teaching sequence.

This is also supported through the children's PSHCE and Rights Respecting Schools work and regular Online Safety themed assemblies.

Our community is also regularly updated with information linked to this document through our social media channels.

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	KS1	KS2
	<p>Algorithm - an unambiguous procedure or precise step-by-step guide to solve a problem or achieve a particular objective.</p> <p>Logical reasoning - – a systematic approach to solving problems or deducing information using a set of universally applicable and totally reliable rules.</p> <p>Debug - – to detect and correct the errors in a computer program.</p> <p>Digital content - – any media created, edited or viewed on a computer, such as text (including the hypertext of a web page), images, sound, video (including animation), or virtual environments, and combinations of these (i.e. multimedia).</p> <p>Information technology – the study or use of systems (especially computers and telecommunications) for storing, retrieving, and sending information.</p> <p>Predict – to estimate the performance of a program on a given computer.</p> <p>Program - – a stored set of instructions encoded in a language understood by the computer that does some form of computation, processing input and/ or stored data to generate output.</p> <p>Software - computer programs, including both application software (such as office programs, web browsers, media editors and games) and the computer operating system. The term also applies to ‘apps’ running on mobile devices and to web-based services.</p>	<p>Controlling - using computers to move or otherwise change ‘physical’ systems. The computer can be hidden inside the system or connected to it.</p> <p>Computer networks - the computers and the connecting hardware (Wi-Fi access points, cables, fibres, switches and routers) that make it possible to transfer data using an agreed method (‘protocol’).</p> <p>Data - a structured set of numbers, representing digitised text, images, sound or video, which can be processed or transmitted by a computer.</p> <p>Decomposing – It involves breaking down a complex problem or system into smaller parts that are more manageable and easier to understand. The smaller parts can then be examined and solved, or designed individually, as they are simpler to work with.</p> <p>Input - data provided to a computer system, such as via a keyboard, mouse, microphone, camera or physical sensors.</p> <p>Output - the information produced by a computer system for its user, typically on a screen, through speakers or on a printer, but possibly through the control of motors in physical systems.</p> <p>Internet - the global collection of computer networks and their connections, all using shared protocols (TCP/IP) to communicate.</p> <p>Repetition - a programming construct in which one or more instructions are repeated, perhaps a certain number of times, until a condition is satisfied or until the program is stopped.</p> <p>Sequence - to place programming instructions in order, with each executed one after the other.</p> <p>Selection - a programming construct in which the instructions that are executed are determined by whether a particular condition is met.</p> <p>Services - programs running on computers, typically those connected to the internet, which provide functionality in response to requests; for example, to transmit a web page, deliver an email or allow a text, voice or video conversation.</p> <p>Simulation - simulation – using a computer to model the state and behaviour of real-world (or imaginary) systems, including physical and social systems; an integral part of most computer games.</p> <p>Variables - a way in which computer programs can store, retrieve or change simple data, such as a score, the time left, or the user’s name.</p> <p>World Wide Web - World Wide Web – a service provided by computers connected to the internet (web servers), in which pages of hypertext (web pages) are transmitted to users; the pages typically include links to other web pages and may be generated by programs automatically.</p> <p>Search technology - – Using search bars to identify data that satisfies one or more conditions, such as web pages containing supplied keywords, or files on a computer with certain properties.</p> <p>System - A computer system is a basic, complete and functional hardware and software setup with everything needed to</p>

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		implement computing performance.
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