



Spanish Enquiry Questions and Assessment Checkpoints

Stage One (Y3)

2024/2025 Year 3	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	<u>A new start</u>	<u>Calendar and celebrations</u>	<u>Animals I like</u>
Component Questions (components to be explored throughout the unit)	CQ1: Can I say a greeting? CQ2: Can I respond to a question about name or feelings? CQ3: Can I attempt a question – name or feelings? CQ4: Can I remember some nos between 0-11? CQ5: Can I say at least 4 colours?	CQ1: Can I read and say some adjectives of colour? CQ2: Can I recognise and say a day of week? CQ3: Can I attempt to copy/write accurately a day of week? CQ4: Can I recognise and say most months? CQ5: Can I attempt to write accurately an important month of year?	CQ1: Can I remember and say animal nouns? CQ2: Can I write a simple sentence about a favourite animal? CQ3: Can I recognise a noun in a sentence?
Grammar	When you ask a question in Spanish you can turn a sentence into a question by raising the pitch of your voice at the end of the question. e.g. ¿Cómo estás? ¿Cómo te llamas?	Intonation when asking a question. When words are the same in two languages we call them cognates and when they look very similar we call them semi-cognates . When you ask a question in Spanish you can turn a sentence into a question by raising the pitch of your voice at the end of the question. Practice reading these phrases! Hoy es lunes. – Today is Monday. ¿Hoy es lunes? – Is it Monday today?	Identify a noun Aware of plural nouns Nouns using indefinite article “a” (un/una). In Spanish when we use “ the ” with a plural noun, we use the word “ los ” or “ las ”.
Phonics	Silent letters H Pronunciation of letters j/z/v Sound spelling uy/ci/ce/ll/ei/ie	Silent letters h Pronunciation j/v Sound spelling ao/me	Stress on letters à Pronunciation v/j/z Sound spelling rr/ll

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Intercultural	Understand there are lots of countries where Spanish is spoken and learn some facts about our class's twinned Spanish speaking country.	Christmas in Spain.	Understand that in different languages animals make different noises. In Spanish, dogs make the sound 'guau'.
<p>Assessment Checkpoint (Listening, Reading, Writing and Speaking)</p> <p>Red colour coding means the skill will have a summative assessment. The other skills with be assessed formatively.</p> <p>When do Assessment Checkpoints happen?</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can identify and respond to the name question ✓ L - Can identify accurately five numbers between 1-10 ✓ S - Can say name accurately using name phrase ✓ S - Can say five numbers accurately between 1-10 ✓ R - Can read and sort in correct order five of the numbers from 1-10 ✓ W - Can write a greeting and farewell accurately. <p>Reading and listening at the end of Aut 1 in the form of a paper assessment (puzzle).</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can identify five days of the week ✓ L - Can identify six months of the year ✓ L - Can respond physically to a classroom command in class. ✓ S - Can say three days of the week accurately ✓ S - Can say six months of the year accurately ✓ R - Can read and sort in to order six months of the year ✓ W - Can write three months or three days accurately from memory <p>Speaking and writing at the end of Aut 2. Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can identify five familiar animal nouns ✓ L - Can recognise the favourite familiar noun animal of a friend ✓ S - Can say five familiar animal nouns ✓ S - Can say a favourite animal in favourite animal phrase ✓ R - Can recognise and read five familiar animals ✓ W - Can write four familiar animal nouns accurately <p>Reading and listening at the end of Spring 1 in the form of a paper assessment (puzzle).</p>
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	<u>Carnival & using numbers</u>	<u>Fruits, vegetables and the hungry giant story</u>	<u>Going on a picnic, aliens in France and language puzzle</u>
Component Questions (components to be explored throughout the unit)	<p>CQ1: Can I recall numbers 0-11?</p> <p>CQ2: Can I recall personal info questions from Autumn 1?</p> <p>CQ3: Can I say my age?</p>	<p>CQ1: Can I understand and say fruit/veg nouns?</p> <p>CQ2: Can I recall numbers 0-15?</p> <p>CQ3: Can I count fruits?</p>	<p>CQ1: Can I identify and understand familiar colours in a sentence?</p> <p>CQ2: Can I remember and say familiar colours ?</p>

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	<p>CQ4: Can I recall some months of year? CQ5: Can I recall some days of week? CQ6: Can I attempt to say and write the date?</p>	<p>CQ4: Can I understand, enjoy, join in with story and board game? CQ5: Can I ask politely for an item? CQ6: Can I attempt to write a simple sentence using conjunction “and”?</p>	<p>CQ3: Can I understand and join in with a story? CQ4: Can I ask the question “Where do you live/Respond to the question with “I live in ...”?”</p>
Vocabulary	<p>Numbers 11-20</p> <p>once- 11 doce- 12 trece- 13 catorce- 14 quince- 15 <i>Up to 20:</i> dieciséis - 16 diecisiete -17 dieciocho - 18 diecinueve - 19 veinte - 20</p> <p>Saying how old you are and asking the question (¿Cuántos años tienes? Tengo ... años)</p>	<p>Fruit and vegetables</p> <p>Una manzana – an apple Un plátano- a banana Un melocotón- a peach Un tomate- a tomato Una zanahoria- a carrot Una naranja - an orange Un pera- a pear Un melón- a melon Un pepino- a cucumber Una sandía- water melon Uvas- grapes</p> <p>I would like ...please (quisiera- I would like.../por favor – please)</p>	<p>Picnic food and drink items</p> <p>el picnic - the picnic un zumo – a juice un sándwich - a sandwich una ensalada – a salad agua - some water un bocadillo – a baguette fruta – fruit el campo - the field el río – the river la montaña – the mountain la arena – the sand la playa – the beach</p> <p>There is/there are (hay)</p> <p>Saying where you live and asking the question (¿Dónde vives? Vivo en...)</p>
Grammar	<p>Intonation when asking a question. Forming a question in Spanish. Forming the date in Spanish. In English we ask people “how old are you?” and in Spanish we ask what age “have you?”.</p>	<p>Polite requests Singular and plural nouns. We often add “s” at the end of the word in Spanish to make the noun a plural word e.g. una manzana/ dos manzanas</p>	<p>Polite requests. Singular and plural nouns. Asking a question accurately. When you want to explain what items you have in your picnic, then you use in English either the phrase “there is...” or “there are..” In Spanish the phrase “hay...” means both “there is ...” and “there are.....”.</p>
Phonics	<p>Pronunciation of letters j/g/v/z Sound spelling ce/cu</p>	<p>Silent letters h Sound spelling za/ia</p>	<p>Silent letters h Pronunciation of letters z/v Sound spelling gua/ll</p>

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<p>Intercultural</p>	<p>In Hopscotch in Spanish the bottom of the hopscotch grid is called “la tierra”(the Earth) and the top of the grid is called “el cielo” (the sky).</p>	<p>Grapes are grown in Spain. As you drive along the roads you can see rows and rows of vines with grapes growing on them.</p>	<p>Explore some places in Spain.</p>
<p>Assessment Checkpoint (Listening, Reading, Writing and Speaking)</p> <p>Red colour coding means the skill will have a summative assessment. The other skills with be assessed formatively.</p> <p>When do Assessment Checkpoints happen?</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can identify, understand and respond to the following: a greeting, and the questions how are you? what are you called? how old are you? ✓ L - Can recognise and understand numbers to 15 ✓ S - Can say accurately: a greeting, the name phrase, a feeling phrase ✓ S - Can attempt to say the date ✓ R - Can recognise a greeting a farewell and two familiar questions (name, feelings) ✓ R- Can recognise and recall some months of the year and days of the week ✓ W - Can write a full sentence name phrase and feelings phrase ✓ W - Can attempt to write the date <p>Speaking and writing at the end of Spring 2. Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can identify five familiar fruits ✓ S - Can say five familiar fruits ✓ S - Can ask politely for three different familiar fruits ✓ R - Can read five familiar fruits and breakfast items ✓ W - Can write a simple sentence with conjunction ‘and’ <p>Reading and listening at the end of Summer 1 in the form of a paper assessment (puzzle).</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can recognise seven numbers between 0 and 15 ✓ L - Can join in and participate with physical responses whilst listening to the picnic story ✓ S - Can ask the question “where do you live?” ✓ S - Can give a spoken accurate response “I live in....” ✓ R - Can read and recognise five familiar words including two numbers and two colours ✓ W - Can write five familiar words to include numbers and colours ✓ W - Can write accurately a complete sentence using “I live in” <p>Speaking and writing at the end of Summer 2. Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.</p>



Spanish Enquiry Questions and Assessment Checkpoints

Stage Two (Y4)

2024/2025 Year 4	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	Welcome to school (Recap core language, rooms in a school, classroom objects)	My town, your town (Commands, shops, asking and giving directions)	Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)
Component Questions (components to be explored throughout the unit)	CQ1: Can I ask and answer several questions? CQ 2: Can I recall 0-10 and some classroom instructions? CQ3: Can I say and read numbers 10-20? CQ4: Can I recall the days and the months? CQ5: Can I say and write the names of rooms in school? CQ6: Can I understand, say and write some classroom nouns?	CQ1: Can I write my own fireworks poem? CQ2: Can I read and understand some useful commands? CQ3: Can I say and understand classroom instructions and commands? CQ4: Can I recognise and say places in town? CQ5: Can I ask “Where is ..?” and classify nouns (masculine/feminine)? CQ6: Can I identify and name shops in Spanish?	CQ1: Can I make links between sounds and spellings and talk about some Epiphany traditions in France? CQ2: Can I say the Spanish nouns for 4 family members? CQ3: Can I write some personal information about a family member? CQ4: Can I understand and say some nouns for parts of the face? CQ5: Can I understand some simple sentences using numbers and parts of the face? CQ6: Can I write some simple sentences to describe an alien?
Grammar	Masculine and feminine singular nouns.	Classify masculine and feminine singular nouns.	Practise masculine and feminine nouns, singular and plural Explore plural nouns with adjectives in Spanish Practise/use first person singular of verbs to have and to be (ser). Practise asking a question.
Phonics	Silent letters h Pronunciation of letters j/v/ñ Sound spelling ce/ll/ci/au/die/vei/iz	Silent letters h Pronunciation ñ Sound spelling ver/zul/tea/jo/llo/ao/u	Stress on letters á/é/ Silent letters h Pronunciation é/è/ç Sound spelling ue/ll/qué/iz/ja/jos/za
Intercultural	I know some facts about my class’s twinned Spanish speaking country.	I know some facts about ‘El día de los Muertos.’	I know some facts about Epiphany celebrations in Spain.

Spanish Enquiry Questions and Assessment Checkpoints

<p>Assessment Checkpoint (Listening, Reading, Writing and Speaking)</p> <p>Red colour coding means the skill will have a summative assessment. The other skills with be assessed formatively.</p> <p>When do Assessment Checkpoints happen?</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can identify five classroom objects ✓ L - Can understand four pieces of personal information (name, age, where live, feelings) ✓ L - Can understand and respond to four classroom instructions ✓ S - Can say four sentences to describe myself (e.g. name/ age/ where live/ feelings/a like) ✓ R - Can read and understand nouns for school rooms and classroom objects ✓ W - Can spell accurately four classroom objects ✓ W - Can write four nouns for areas/rooms in a school rooms 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can understand the question “Where is ...?” used with four shops in town ✓ L - Can understand and respond to three directions ✓ S - Can ask the question “Where is...?” + four shops in town ✓ S - Can give directions to three places ✓ R - Can read and recognise four nouns for places in a town ✓ W - Can write accurately the names of three shops from memory 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can recognise and understand four family member nouns ✓ S - Can describe with colours (adjective and a noun not necessarily in correct order) three face parts ✓ R - Can read and understand a simple description of a face ✓ W - Can write a simple sentence including a face part noun and colour adjective <p>Reading and listening at the end of Spring 1 in the form of a paper assessment (puzzle).</p>
	Spring 2	Summer 1	Summer 2
<p>Lead Enquiry Question (Composite Outcome)</p>	<p>Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)</p>	<p>Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)</p>	<p>The weather (Weather phrases, seasons, forecast) Ice creams (Flavours, opinions) Language Puzzle*</p>
<p>Component Questions (components to be explored throughout the unit)</p>	<p>CQ1: Can I say nouns for parts of the face and body? CQ2: Can I understand and respond to face and body part nouns and commands? CQ3: Can I understand and respond to face and body part nouns and commands CQ4: Can I join in and create a yoga session? CQ5: Can I name the plural of face and body parts' nouns?</p>	<p>CQ1: Can I remember parts of body and explain why I don't feel well/what hurts? CQ2: Can I take part in a roleplay dialogue at the doctor's CQ3: Can I understand and name jungle animals in Spanish CQ4: Can I understand adjectives to describe jungle animals in a story? CQ5: Can I write a sentence using a noun, a verb and adjectives to describe animals</p>	<p>CQ1: Can I say different weather statements in Spanish? CQ2: Can I describe the weather in different seasons of the year? CQ3: Can I say simple phrases to give the weather forecast? CQ4: Can I understand and name ice cream flavours? CQ5: Can I talk about ice creams I love, like and dislike?</p>

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	CQ6: Can I create an alien and write a simple description?	CQ6: Can I write my own jungle explorer's story?	
Grammar	Practise Spanish verbs as commands. Explore use of plural nouns Explore use of singular nouns, Practise using colours as adjectives with nouns in Spanish	Revisit intonation when asking a question Using adjectives to describe a noun in Spanish	Can ask for an item politely Asking a question accurately
Phonics	Silent letters h Pronunciation z/v/j Sound spelling ll/os	Silent letters H Pronunciation i/v Sound spelling ir/re	Silent letters h Pronunciation v/i Sound spelling ia/me/io/ll/hace/iem
Intercultural	I know some facts about Carnival in Spain.	I know where some jungles are located in Spanish speaking countries and can draw a picture and label it with colours and animals.	I can give a weather forecast for my class's twinned country.
Assessment Checkpoint (Listening, Reading, Writing and Speaking) Red colour coding means the skill will have a summative assessment. The other skills with be assessed formatively. When do Assessment Checkpoints happen?	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ L - Can recognise body part nouns ✓ L - Can listen and respond to a simple sequence of physical movement commands ✓ S - Can name five body part nouns ✓ S - Can communicate a simple sequence of physical movement commands ✓ R - Can read and understand a simple descriptive sentence with body part nouns and colour/ size adjectives 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ L - Can identify three jungle animals and their colour from a selection of the three coloured jungle animals by listening to simple sentences describing an animal ✓ S - Can explain what hurts in a simple sentence, as part of doctors' roleplay ✓ S - Can say a full sentence using a noun, verb , adjective to describe a jungle animal ✓ R - Can read two sentences describing two jungle animals and find the matching pictures ✓ W - Can write a simple sentence using a noun followed by a verb followed by an adjective to describe a jungle animal. Spelling of most words is accurate 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ L - Can understand three weather phrases ✓ L - Can understand some ice cream flavours ✓ S - Can say three simple sentences about the weather ✓ S - Can ask for an ice cream politely in an ice cream roleplay ✓ R - Can read and understand three sentences about the weather ✓ W - Can write three simple sentences about the weather ✓ W - Can write four ice cream flavours accurately

Stage Three (Y5)

2024/2025 Year 5	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	Talking about us/school subjects (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	Time in the city (Spanish city, buying a ticket, directions, descriptions, shopping, festive jumper)	Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)
Component Questions (components to be explored throughout the unit)	CQ1: Can I introduce myself with simple sentences? CQ2: Can I introduce myself with simple sentences (part 2)? CQ3: Can I explain in more detail how I am feeling? CQ4: Can I give important information about myself/others? CQ5: Can I understand /say simple opinions about subjects? CQ6: Can I say and write extended opinions about subjects?	CQ1: Can I understand some facts about a city in Spanish? CQ2: Can I give some simple directions around a town or city? CQ3: Can I ask for a ticket? CQ4: Can I say and write a simple description of a city? CQ5: Can I buy an item and ask the price? CQ6: Can I describe a festive jumper?	CQ1: Can I recall nouns for fruits and vegetables, and identify the gender of the nouns? CQ2: Can I talk and write about fruits and vegetables? CQ3: Can I take part in a class survey about favourite fruits and vegetables? CQ4: Can I recall and use numbers 0-100 and ask prices for fruits and vegetables? CQ5: Can I participate in a simple shopping dialogue at a market? CQ6: Can I understand and use some simple recipe instructions?
Grammar	Conjunctions Extended sentences Verbs of opinion – 1st/2nd person singular Begin to explore 3rd person singular Use of verb to be - estar -with feeling	Write simple present tense descriptive sentences using nouns and adjectives.	Consolidate understanding of masculine and feminine nouns, singular and plural Commands Practise question words and forming a question in Spanish.
Phonics	Stress on letters í/á/ó/ú Sound spelling oy/que/ci	Pronunciation z/v/ñ Sound spelling que/qui/ci/ía	Stress on letters á Pronunciation letters z/v/ Sound Spellings cual/ce/ ía

Spanish Enquiry Questions and Assessment Checkpoints

Intercultural	I know some facts about my class's twinned Spanish speaking country.	I understand some facts about a city in Spain.	I can research and find out where fruit and vegetables are grown in Spanish speaking countries. <i>*specific lesson not on platform</i>
<p>Assessment Checkpoint (Listening, Reading, Writing and Speaking)</p> <p>Red colour coding means the skill will have a summative assessment. The other skills with be assessed formatively.</p> <p>When do Assessment Checkpoints happen?</p>	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ L - Can recognise at least five school subjects ✓ S - Can say an extended sentence about how they're feeling with a reason ✓ S - Can say a 3rd person singular sentence with details about someone else ✓ R - Can read and understand at least five school subjects ✓ W - Can write three mainly accurate short sentences using a subject /like or dislikes, conjunction and opinion in response to a question about school subject preferences. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ L - Can understand at least five places in the town/city nouns ✓ L - Can identify the Christmas gifts in a short spoken statement about gifts for Christmas ✓ S - Can say a simple sentence to describe what is in a town/city ✓ S - Can participate in a simple shopping dialogue ✓ R - Can understand the simple description of a city and access and find three unfamiliar nouns for places in a bilingual dictionary. ✓ W - Can write nouns for presents on a charity stall ✓ W - Can write a simple description about a festive jumper 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ L - Can understand the items and prices of fruits and vegetables in a market dialogue ✓ S - Can participate accurately in an 'at the market' dialogue to buy fruits and vegetables ✓ S - Can say some numbers between 0 and 100 ✓ R - Can read and follow the instructions for a simple recipe and use a bilingual dictionary to access two unfamiliar key ingredients. ✓ W - Can write a simple recipe of a salad, using the familiar fruits and vegetables and instructions
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	<u>Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)</u>	<u>Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)</u>	<u>Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) Language Puzzle*</u>

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<p>Component Questions (components to be explored throughout the unit)</p>	<p>CQ1: Can I understand and name some items of clothing in French? CQ2: Can I identify parts of the verb “porter” to talk about what I am wearing? L3: Can I describe clothes I am wearing using adjectives of colour? CQ4: Can I describe clothes I am wearing using more adjectives? CQ5: Can I understand a detailed description of a fancy dress outfit? CQ6: Can I design and describe a football/sports kit?</p>	<p>CQ1: Can I understand words used on an ID card? CQ2: Can I ask and answer questions about someone’s identity? CQ3: Can I name planets in Spanish and use adjectives to describe them CQ4: Can I read and understand simple information about planets? CQ5: Can I recall and use familiar vocabulary to understand simple information about planets? CQ6: Can I create an imaginary planet and make a poster with information about it?</p>	<p>CQ1: Can I understand the nouns for items I take to the beach? AT9 CQ2: Can I recall some sentence starters and use them to talk about the seaside? AT4 CQ3: Can I understand and say persuasive sentences about visiting the seaside? AT4 CQ4: Can I create extended sentences about visiting the seaside? AT10 CQ5: Can I read and understand facts about the seaside? AT7</p>
<p>Grammar</p>	<p>Consolidate understanding of masc/fem nouns in Spanish Consolidate position and agreement of familiar adjectives with nouns in Spanish Question words Present tense conjugation of the verb “to wear” in Spanish (llevar)</p>	<p>Consolidate understanding of masc/fem nouns in Spanish Consolidate position and agreement of familiar adjectives with nouns in Spanish Question words Use of verb “to be” in present tense descriptions Conjunctions to extend sentences</p>	<p>Consolidate position/agreement of adjectives with nouns in Spanish Explore and understand sentence structure in Spanish: nouns, verbs, adjectives, personal pronouns. Conjunctions Explore use of modal verb + infinitive for persuasive sentences</p>
<p>Phonics</p>	<p>Silent letters h Pronunciation z/j Sound spelling ll/ce/za</p>	<p>Silent letters h Pronunciation z/j Sound spelling va/y/que</p>	<p>Silent letters h Pronunciation v/j/y Sound spelling jug/ace</p>
<p>Intercultural</p>	<p>I can create a face mask or headdress for a carnival parade.</p>	<p>I can create an ID card for a famous Spanish person (could be footballer, actor, musician) children do some research and draw person with correct ID information in Spanish. <i>*not on platform but the language needed is all on the Knowledge Organiser.</i></p>	<p>I know what the five most popular seaside destinations in Spain are.</p>
<p>Assessment Checkpoint (Listening, Reading, Writing and Speaking)</p> <p>Red colour coding means the skill will have a summative assessment. The other skills with be assessed formatively.</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can identify and understand clothes nouns ✓ S - Can say nouns for clothes accurately ✓ R - Can read a simple description about clothes that people are wearing, using the verb “to wear” and nouns with adjectives. Can locate two unfamiliar items 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can understand seven key items from ID card (name, surname, age, address, date of birth/birthday, telephone number, eye colour) ✓ S - Can respond to several personal information questions including name, age, where live, likes) 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can understand nouns for beach bag items ✓ S - Can use ‘you can’ +infinitive of a verb to create and say a persuasive sentence ✓ R - Can read and understand persuasive phrases using ‘you can’ + infinitive



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When do Assessment Checkpoints happen?	of vocabulary in the text in a bilingual dictionary ✓ W - Can write a short descriptive text of three mainly accurate sentences, using part of the verb “to wear” with nouns and adjectives.	✓ R - Can read and understand simple facts about planets ✓ W - Can write three mainly accurate sentences to describe their planet creation using prior learning and adjectives	✓ W - Can write three extended sentences to describe a day at the seaside
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Stage 4 (Y6)

2024/2025 Year 6	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)	Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)	Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)
Component Questions (components to be explored throughout the unit)	CQ1: Can I recall phrases to talk about myself and my feelings? CQ2: Can I give a simple description about myself? CQ3: Can I remember and use numbers between 0 and 60? CQ4: Can I understand o'clock time phrases in Spanish? CQ5: Can I talk about my daily routine? CQ6: Can I answer questions about my daily routine?	CQ1: Can I understand and say some nouns for rooms in a house? CQ2: Can I understand and pronounce accurately some nouns for objects in a house? CQ3: Can I use adjectives to describe rooms in a house? CQ4: Can I say and write a sequence of sentences to tell a story? CQ5: Can I understand new nouns and use them to play a game? CQ6: Can I use prepositions to say where things are?	CQ1: Can I understand and remember some sports nouns in Spanish? CQ2: Can I talk about sports I like and dislike? CQ3: Can I create extended sentences about sports including an opinion? CQ4: Can I identify parts of the verb to play "jugar"? CQ5: Can I describe a sport using simple sentences? CQ6: Puzzle It Out assessment lesson
Grammar	Conjunctions Extended sentences Verbs of opinion – 1st/2nd person singular Time phrases – for o'clock time 1st /2nd person singular questions and answers about daily routine	Consolidate: adjectives of colour and size- agreement and position with nouns Consolidate – singular and plural nouns Prepositions of place	Consolidate: adjectives of colour and size- agreement and position with nouns Consolidate – singular and plural nouns Prepositions of place
Phonics	Silent letters h Pronunciation of letters v/y/j/o/e Sound spelling vei/ce/qui/ci/ll/qu	Silent letters d/j/ñ Sound spelling ci/je/ill	Silent letters d/j/ñ Sound Spellings ci/ce/on/illo/rr/áis
Intercultural	I know some facts about my class's twinned Spanish speaking country.	Google Earth visit to Castilla y Leon and castles. Visit the Alhambra in Granada via Google Earth.	Find out about the Tour of Spain (Vuelta a España) and cycling in Spain. Official route of La Vuelta 2024 (website for this 2024's route).

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<p>Assessment Checkpoint (Listening, Reading, Writing and Speaking)</p> <p>Red colour coding means the skill will have a summative assessment. The other skills with be assessed formatively.</p> <p>When do Assessment Checkpoints happen?</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can identify and note down the description of someone's daily school routine (five statements). (To include time, day and opinions) ✓ S - Can participate in brief conversations about themselves and others ✓ S - Can ask and answer some questions about own daily routine ✓ R - Can understand several o'clock time phrases ✓ W - Can write a sequence of daily routine sentences 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can understand descriptions of items in a house ✓ S - Can ask and answer where something is, using prepositions ✓ R - Can read and understand descriptions of items in a house ✓ W - Can use a sequence of simple sentences with nouns and adjectives to describe a house 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ L - Can identify and recognise nouns for sports ✓ S - Can express likes and dislikes of sports ✓ S - Can say a description of a sport ✓ R - Can identify and attempt to use parts of the verb 'to play' ✓ W - Can write a description of a sport
	Spring 2	Summer 1	Summer 2
<p>Lead Enquiry Question (Composite Outcome)</p>	<p>Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)</p>	<p>Tapas culture (Tapas culture in Spain, opinions, hotel breakfasts, café roleplay)</p>	<p>Performance Time (Comedy sketch – What a waiter! Mocktails, scavenger hunt, Read all about it – Transition to KS3) Language Puzzle*</p>
<p>Component Questions (components to be explored throughout the unit)</p>	<p>CQ1: Can I understand funfair ride nouns and say which ones I like /dislike? CQ2: Can I remember funfair vocabulary and play a board game? CQ3: Can I describe funfair rides using adjectives? CQ4: Can I plan and describe a theme park? CQ5: Can I talk about my favourite things?</p>	<p>CQ1: Can I learn some facts about tapas culture in Spain, CQ2: Can I say and write what tapas I like/dislike and ask someone else for likes and dislikes CQ3: Can I ask for some tapas and drinks politely? CQ4: Can I name and identify some traditional Spanish breakfast foods and drinks?/Can I write a simple sentence about my breakfast?</p>	<p>CQ1: Can I read and understand a humorous sketch? CQ2: Can I adapt a model and write my own café sketch? CQ3: Can I take part in a performance of a café sketch? CQ4: Can I remember fruit and vegetable nouns? CQ5: Can I understand nouns to do with nature/ or to do with the classroom and take part in a scavenger hunt?</p>

Spanish Enquiry Questions and Assessment Checkpoints

	CQ6: Can I learn about the Spanish tradition of “feria d’abril”?	CQ5: Can I create and describe a hotel breakfast menu? CQ6: Can I take part in a café role play and write a conversation?	
Grammar	Identify cognates and semi-cognates Use of jugar and hacer with sports Regular present tense conjugation of verb: jugar Sentences to express likes, dislikes preference with conjunctions and opinions	Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike	Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions
Phonics	Pronunciation of letters j Sound spelling ia/ñ/ll/	Pronunciation of letters v/x Sound spelling ch	Revisit, review and consolidate.
Intercultural	I can design a poster about "La Feria de abril".	I know some facts about the tapas culture in Spain.	I can review intercultural aspects I have learnt about and create my own quiz for others to complete. <i>*This can be related to what they know about Spanish speaking countries or festivals or language covered. Children create an 8-10 question quiz for others to complete.</i>
Assessment Checkpoint (Listening, Reading, Writing and Speaking) Red colour coding means the skill will have a summative assessment. The other skills with be assessed formatively. When do Assessment Checkpoints happen?	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ L - Can understand information about a theme park ✓ S - Can express opinions of rides in extended sentences using conjunctions and adjectival phrases ✓ S - Can say a simple statement about favourite things ✓ R - Can read and understand information about a theme park ✓ W - Can describe funfair rides in simple sentences ✓ W - Can write a simple statement about favourite things 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ L - Can listen to and understand a café dialogue and the items ordered and the cost of the items. ✓ S - Can participate in a café dialogue, asking for three drinks and three snacks politely ✓ R - Can read and access using a bilingual dictionary an authentic target language menu. Understand the majority of the key foods and drinks. ✓ W - Can write a short dialogue at the café- three foods, two drinks, prices and table language to be included. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓