

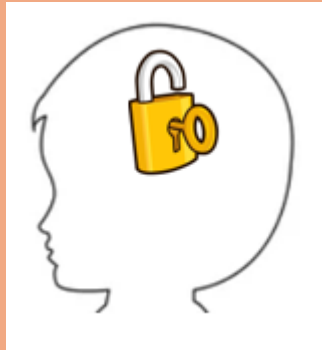


Lyppard Lock-Ins Spanish



Lyppard Lock-ins represent the key disciplinary knowledge and substantive skills which we target for retrieval and assessment purposes. They are drawn from the progression documents provided in La Jolie Ronde Spanish scheme for Key Stage 2. In addition to the lock-ins, all pupils are also working on vocabulary, grammar, speaking and listening reading and writing, which also build progressively.

Year 3



Unit 1: Bienvidos a España (Welcome to Spain).

- What do we want pupils to know and know how to do?**
- To be able to locate Spain on a map of Europe and the World.
 - To know that the letter /h/ is always silent unless it is next to a /c/.
 - To know that the Letter /z/ is pronounced like English /th/
 - To know that /ll/ pronounced like a /ly/

- Key Vocabulary:**
- Be able to greet someone in Spanish.
 - To ask someone how they are feeling and say how they are feeling
 - To know numbers 01-10.
 - To ask for and give your age.
 - To say the Spanish alphabet.

- Linked learning:**
- This is the first term children study Spanish.

Unit 2: Dias y meses (Days and Months)

- What do we want pupils to know and know how to do?**
- That days of the week and months of year do not start with a capital letter unless at the beginning of the sentence.
 - When saying or writing the date we do not use ordinal numbers such as 1st, 2nd instead we write the number e/g Tuesday 5 January.
 - To look for familiar words in written texts

- Key Vocabulary:**
- To say numbers from 10-31
 - To recite the days of the week
 - To recite the months of the year
 - To say when their birthday is.
 - To ask and answer what the date is today, yesterday and tomorrow

- Linked learning:**
- Vocabulary
- Year 3 unit 1: Welcome to Spain.
- Grammar
- No grammar taught until Summer term Year 3

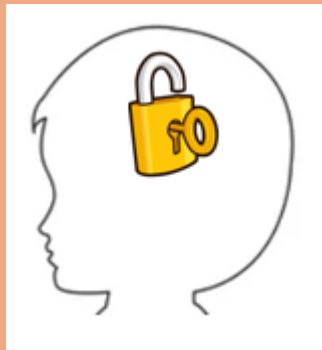
Unit 3 les animales (Animals)

- What do we want pupils to know and know how to do?**
- Recognise masculine and feminine forms of key vocabulary
 - To read and translate familiar words
 - To write familiar words, using a model.

- Key Vocabulary:**
- To identify the names for animals and pets.

- Linked learning:**
- Vocabulary
- Year 3 unit 2: Days and months
- Grammar
- This is the introductory unit to simple masculine and feminine forms.

Year 4



Unit 1: Conoce a mi familia (Meet my family)

- What do we want pupils to know and to know how to do?**
- To explain why el or la is used before a noun.
 - To know that you add /s/ to change a noun from singular to plural.
 - To write a simple sentence about their family.

- Key Vocabulary:**
- Be able to identify the vocabulary for family members.

- Linked learning:**
- Vocabulary
- Year 3 Unit 2- My birthday
- Grammar
- Year 3 unit 3: Recognise masculine and feminine forms of nouns

Unit 2: El Monstruo (The monster)

- What do we want pupils to know and to know how to do?**
- To know that in Spanish the adjective comes after the noun in a sentence and that is different to English.
 - To translate simple phrase within sentences using familiar words.
 - To write a simple sentence using an adjective.

- Key Vocabulary:**
- Be able to say the colours in Spanish
 - Be able to say the body parts in Spanish
 - Be able to say adjectives to describe size (e.g big, small) in Spanish

- Linked learning:**
- Vocabulary
- Year 3 Unit 3: Summer Term – Animals and Pets
- Grammar
- Year 4 unit 1: To explain why el or la is used before a noun.

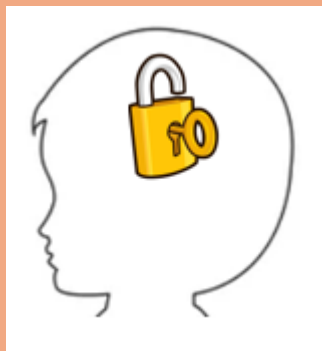
Unit 3 :EL cafe (Food and Drink).

- What do we want pupils to know and know how to do?**
- Identify the conjunction /y/ as 'and'
 - Write a simple sentence changing a singular noun to a plural by adding /s/.
 - To translate simple phrase within sentences using some unfamiliar words.

- Key Vocabulary:**
- Be able to say a range of food and drinks in Spanish.

- Linked learning:**
- Vocabulary
- Year 4 Unit 2: The monster
- Grammar
- Year 4 unit 1: To know that you add /s/ to change a noun from singular to plural.

Year 5



Unit 1: Mi pasatiempos (my Hobbies)

- What do we want pupils to know and know how to do?**
- To identify simple action verbs in the I form (to play, to do and to go).
 - To translate simple sentences using familiar words and using knowledge of English and other languages to work out unknown words.
 - To use the conjunction 'and' in written sentences.

- Key Vocabulary:**
- Be able to recall days of the week in Spanish
 - Be able to name a range of hobbies and activities in Spanish.

- Linked learning:**
- Vocabulary
- Year 3 Unit 2: Days of the week months of the year
 - Year 4 Unit 3: The café
- Grammar
- Year 4 Unit 3: Identify the conjunction /y/ as 'and'

Unit 2: el tiempo (The weather)

- What do we want pupils to know and know how to do?**
- To give a presentation in a clear audible voice.
 - To translate simple sentences using familiar words and using context to work out unknown words.
 - To write 2-3 sentences using a model.
 - To identify the conjunctions and, but, also.

- Key Vocabulary:**
- Be able to say the date in Spanish
 - Be able to say what the weather is like in Spanish

- Linked learning:**
- Vocabulary
- Year 3 unit 2: Days of the week months of the year
- Grammar
- Year 5 unit 1: To use the conjunction 'and' in written sentences.

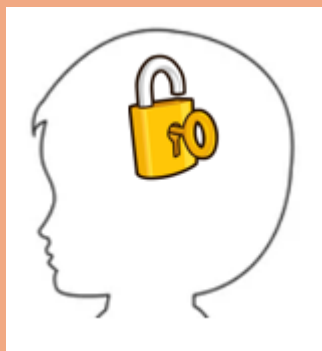
Unit 3: Lugares y direcciones (Places and Directions)

- What do we want pupils to know and know how to do?**
- To describe how the noun changes when it is written in the masculine and feminine form
 - To describe how the adjective changes when it is written in the masculine and feminine form
 - To translate a paragraph using context to work out unknown words.
 - To write a paragraph using a model.

- Key Vocabulary:**
- Say what buildings can be found on the high street and use adjectives to describe them

- Linked learning:**
- Vocabulary
- Year 4 Unit 3: The café
- Grammar
- Year 4 Unit 2: To know that in Spanish the adjective comes after the noun in a sentence and that is different to English.

Year 6



Unit 1: Todo sobre mí (All about me)

- What do we want pupils to know and know how to do?**
- To identify simple verbs and use them in the he/she/they forms. (to have, to live, to like, to play)
 - Read and summarise the main points and some detail from a short-written passages.
 - To write sentences using conjunctions (and, but also)

- Key Vocabulary:**
- Giving name and age
 - Giving a birthday
 - Name animals and pets
 - Name family members

Unit 2 La casa de mis sueños (My Dream House)




- What do we want pupils to know and know how to do?**
- Read and explain in their own words the main points and some detail from a short-written passages
 - To create short texts by changing and manipulating modelled texts
 - To write sentences with the correct noun/adjective agreement depending on whether the noun is masculine or feminine.

- Key Vocabulary:**
- To be able to describe their dream house using room names and use adjectives for description.

Unit 3: Mis vacaciones (My Holiday)

- What do we want pupils to know and know how to do?**
- Be able to identify and name Spanish speaking countries across the world.
 - To know simple verbs and use them in the we form (to go, to take, to leave, to stay to do).
 - To translate longer passages using taught strategies to work out unfamiliar words
 - Be able to apply taught grammatical structures (conjunctions, plurals nouns and adjectives) to longer pieces of writing.

- Key Vocabulary:**
- To be able to name different accommodation types, methods of travel food and activities

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| | | <ul style="list-style-type: none"> Name hobbies and interests. | | |
| | | <p> Linked learning:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Year 4 Unit 1: My family Year 5 Unit 1 My hobbies <p>Grammar</p> <ul style="list-style-type: none"> Year 5 Unit 1: To identify simple action verbs in the I form (to play, to do and to go). Year 5 Unit 2: To identify the conjunctions and, but, so. | <p> Linked learning:</p> <p>Vocabualry</p> <ul style="list-style-type: none"> Year 5 Unit 3 Places and Directions <p>Grammar</p> <ul style="list-style-type: none"> Year 5 Unit 3: To describe how the noun changes when it is written in the masculine and feminine form Year 5 Unit 3: To describe how the adjective changes when it is written in the masculine and feminine form | <p> Linked learning:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Year 5 Unit 2: The weather <p>Grammar</p> <ul style="list-style-type: none"> Year 4 Unit 3: Write a simple sentence changing a singular noun to a plural by adding /s/. Year 5 Unit 2: To write sentences with the correct noun/adjective agreement depending on whether the noun is masculine or feminine. Year 6 Unit 1: To identify simple verbs and use them in the he/she/they forms. (to have, to live, to like, to play) Year 6 Unit 1: To write sentences using conjunctions (and, but also) |