



Unit Objective: To say your name, age, how you are feeling and where you live in Spanish.

By the end of this unit, we will be able to:

- Count to 20 in Spanish.
- Ask somebody how they are feeling, their age, name and where they live in Spanish.
- Say how we are feeling, how old we are, what our name is and where we live in Spanish.
- Apply rules of adjectival agreement when saying our nationality in Spanish.

Skills we will develop:

To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.

Activities we will complete:

A number of different activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords. There will also be the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

Grammar we will learn & revisit:

Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in Spanish. Adding an 'a' to the end of the adjective to show that the person talking or being described is female. Also seeing the upside-down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!)

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular numbers 1-10 and feelings).
- What a verb is in English and knowledge of high frequency first person verbs such as **soy** (I am), **tengo** (I have) and **vivo** (I live).

Phonics & Pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU

- **CA** sound in **catorce**
- **CE** sound in **once, doce, trece** etc
- **CI** sound in **cinco, cincuenta & cien.**
- **CO** sound in **cómo**
- **CU** sound in **cuatro & cuántos**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **in-gle-sa** and **vein-te.**
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **dó-nde**
- **Ñ tilde.** This changes the 'n' to a 'ny' sound as in **español & española.**

Vocabulary we will learn & revisit:

Numbers 1-10 will be revisited along with the language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time. All language is listed on the Vocabulary Sheet.