



My Opinion Matters

UKS2 Scheme of Work- Year A

The aim this year is to encourage children to express their opinion in Spanish on a variety of topics and show how they can reason their opinion to further strengthen and support it. Children will be given multiple opportunities to give opinions with increasing amounts of detail and personalisation as the year progresses. Empathy, understanding and tolerance of differing opinions will be highlighted and developed.

Autumn Term

This unit starts with simple calculations based on the five times table and leads into learning how to ask for and give the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food/drink diary in Spanish.

Week	WALT	Language (core content)	Intercultural understanding	Outcome	Resources
1	Recap classroom language	Classroom language + why learn Spanish? Introduce question words (with gestures) ¿Cómo? ¿Qué?¿Dónde? ¿Cuándo? ¿Quién? ¿Con quién? ¿Cuánto? ¿Cuántos? ¿Cuál?		Use key question words to enhance their use of classroom language.	
2	Extend knowledge of numbers needed to tell the time	Learning the 5 x table + song cinco, diez, quince, veinte, veinticinco, treinta, treinta y cinco, cuarenta, cuarenta y cinco, cincuenta		Learn the five times table in Spanish.	Numbers vocabulary Numbers activities
3	Be able to ask for and give the time in Spanish	Asking for & giving the time ¿Qué hora es? (What time is it?) Es la una / Son las cinco..(It's one o'clock, It's five o'clock)		Understand hour, half and quarter when telling the time in Spanish.	Time vocabulary Different levels of clock face activity
4	Extend your knowledge on telling the time	Asking for & giving the time ¿Qué hora es? (What time is it?) Son las cinco y diez. (It's ten past five.) Son las cinco menos veinte. (It's twenty to five).		Create a poster about telling the time.	Plain paper for posters
5	Be able to describe what you usually have for breakfast	What time do you have breakfast? What do you have for breakfast?	Look at typical breakfast foods in Spanish-speaking countries.	Say what they have for breakfast and at what time.	Breakfast reading comprehension

		<p>¿A qué hora desayunas? (What time do you have breakfast?) ¿Qué desayunas? (What do you have for breakfast?) Desayuno (I have for breakfast)... un yogur (a yoghurt), cereales (los) (cereals), pan (el) (bread), una tostada (a piece of toast), fruta (la) (fruit), mantequilla (la) (butter), mermelada (la) (jam), leche (la) (milk), té (el) (tea), café (el) (coffee), chocolate caliente (el) (hot chocolate), zumo de naranja (el) (orange juice)</p> <p>(Key grammar: use the indefinite article (un/una) OR omit the definite after verbs of eating/drinking)</p>			
6	Understand how to communicate likes and dislikes	<p>Recycle familiar foods & introduce opinions (me gusta/no me gusta) Me gusta(n) (I like) No me gusta(n)(I don't like)</p> <p>(Key grammar: use the definite article (el / la) after verbs of like/dislike)</p>		Recognise how to use the verb 'gustar' to communicate likes and dislikes.	GUSTAR verb explanation Indefinite and definite articles activity
7	Feel confident communicating likes and dislikes	More food & opinions		Use the verb 'gustar' with increasing confidence.	Food likes and dislikes Venn diagram Activity worksheet Reading comprehension for GD
8	Understand the present tense of -AR verbs	<p>¿Qué desayunas? (What do you have for breakfast?) Using different parts of the -AR verb desayunar. (yo) desayuno (tú) desayunas (él / ella) desayuna (nosotros) desayunamos (vosotros) desayunáis (ellos / ellas) desayunan</p>		Write short sentences about what different people eat for breakfast.	Present tense -AR verbs explanation Sentence translations Sentence unscramble for GD

9	Practise saying what you eat and drink for lunch on different days	La comida en el cole - what time is lunch? Packed lunch or school dinners? I prefer... I like/ don't like ¿A qué hora comes en el colegio? (What time do you have lunch in school?) ¿Qué prefieres? Comida del cole / Comida de casa (School dinners / Packed lunch) ¿Qué comes en el colegio? (What do you eat / have for lunch at school?) ¿Qué bebes en el colegio? (What do you drink at school?)		Write sentences describing what they eat and drink for lunch.	Lunchbox pictures Sentence writing prompts
10	Practise looking up new nouns in a dictionary	Developing dictionary skills with nouns Dictionary lesson 1 Using alphabetical order, working out when to use a dictionary and when not to Combining new language with verbs of like and dislike to create new sentences.		Become familiar with how to use a bilingual dictionary.	Traffic light sorting activity Abbreviations matching activity Food noun tables Crack the code sentences for GD
11	Understand how to use expressions of frequency to add detail	Mealtimes and expressions of frequency siempre (always) normalmente (usually) a veces (sometimes) nunca (never)	Compare different typical mealtimes in the class with each other, and with traditional mealtimes in Spain.	Use adverbs to extend and add detail to their sentences.	Verb sorting activity Battleships
12	Build sentences using verbs, time expressions and food items	Eating habits Language from this module.		Complete a food/drink diary for a week, including their opinion on what they eat/drink.	Sentence translation activity Food diary grids Reading comprehension for GD

Spring Term

This unit focuses on sports and opinions. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.

Week	WALT	Language (core content)	Intercultural understanding	Outcome	Resources
1	Develop use of a dictionary for nouns	¿Cómo se pronuncia? Sports & dictionary skills lesson 2 - alphabet of sports	Introduce a few sports that are popular/traditional in Spanish speaking countries.	Correctly use a bilingual dictionary to find the meaning of new words.	Sports vocabulary sheets
2	Be able to ask for and give opinions on sports	Sports & likes/dislikes (me gusta/no me gusta) - survey ¿Te gusta (el rugby)? (Do you like (rugby)? el fútbol (football), el rugby (rugby), el ciclismo (cycling), el tenis (tennis), el esquí (skiing), el atletismo (athletics), la natación (swimming), la gimnasia (gymnastics)		Complete a class survey on sports in Spanish.	Sports survey
3	Be able to talk about the sports you know how to do	Saying what sports you know how to play/do ¿Qué deportes sabes practicar? (What sports can you play?) Sé practicar / jugar al (I can/know how to do / play) Key grammar: use of a + definite article for playing sports		Understand when to use the verb 'jugar' or the verb 'practicar'.	Opinion sentence writing prompts Opinion paragraph prompts
4	Be able to talk about the sports you do in Spanish	Saying what sports you play/do (juego a / practico) Juego al (I play) Practico (I do)	Can you ski in Spain? What do pupils think? Investigate the answer.	Use the verbs 'jugar' and 'practicar' with the correct sports.	Model paragraphs on sports
5	Be able to say how often you do different sports	Saying how often you do something Los lunes (On Mondays) etc with rest of the days of the week Todos los días (every day) Una vez a la semana (once a week) Dos veces a la semana (twice a week) A veces (sometimes) Nunca (never)		Understand and begin to use expressions of frequency when talking about sports.	Frequency reading comprehension
6	Write and adapt sentences to describe the sports you do and when you do them	Saying how often you do something		Write a paragraph about sports, including how often they do them and their opinion.	Different model paragraphs
7	Learn the 6 verb endings and see the formal layout of a verb table	Regular -AR verb Practicar - to do (sports) (yo) practico (tú) practicas (él / ella) practica (nosotros) practicamos (vosotros) practicáis		Understand use of pronouns in Spanish and memorise the 6 verb endings.	Pronouns vocabulary

		(ellos / ellas) practican			
8	Use the different parts of 'practicar' to talk about the actions of others	AR-verb paradigm practice - talking about the sports others do		Write sentences about the actions of others using the correct form of the verb 'practicar'.	Sports picture cards Writing frame
9	Use verbs to give instructions	Using the command form to give simple movement instructions Dad la vuelta (Turn around), ¡Saltad! (Jump!), Dad un paso a la derecha (Take a step to the right), Tocad los pies (Touch your feet), Poned las manos arriba (Put your hands up), Dad un paso a la izquierda (Take a step to the left), Poned las manos abajo (Put your hands down)		Understand and follow movement instructions in Spanish.	
10	Use verbs to give instructions	Creating a simple exercise/dance routine		Create a simple exercise/dance routine.	

Summer Term

In this term, learners use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion 'gustar' (to like) and 'encantar' (to love) and the fact that the adjectives used to describe things must match the number and gender of the thing they describe. They use the language they have learnt to create short raps or songs about food, sports or music.

As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible- thereby building confidence.

Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.

Week	WALT	Language (core content)	Intercultural understanding	Outcome	Resources
1	Use 'gustar' and 'encantar' with singular and plural nouns	Revision of likes / dislikes me gusta/no me gusta - introduce me encanta / odio Focus on using verbs of opinion with nouns/accurate gender		Understand how verb usage changes with singular and plural nouns.	Fill in the gaps opinions
2	Identify different types of music and give likes/dislikes	Different types of music Giving opinions of different types of music		Recognise vocabulary for different types of music.	Music listening grids Music activity worksheets

		el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional En mi opinión (in my opinion) Pienso que (I think that)			Writing scaffold for GD
3	Look up new nouns to check for meaning using an online dictionary	Saying what instruments you hear Identifying Spanish words for instruments Referring to a dictionary (3) el teclado (keyboard), el piano, el saxófono, el tambor (drum), el cajón (Peruvian drum), la flauta (recorder / flute), la batería (drums), la trompeta (trumpet), la guitarra, la zampoña (Peruvian pan pipes that all school children learn)	Learning about the typical instruments that Peruvian school children learn (instead of the recorder).	Recognise vocabulary for different types of instruments.	Instrument listening grids Instrument activity worksheets
4	Be able to ask about and say which instrument you play	Asking & saying which instrument you play ¿Qué instrumento tocas? (What instrument do you play?) ¿Qué instrumento sabes tocar? (What instrument can you play?)		Write sentences about what instruments their animals in their orchestra play.	Animal music speaking cards
5	Listen to and understand the Spanish version of a song	Asking & saying which instrument you play Song - I am the music man		Join in with 'I am the music man' song in Spanish.	Instruments survey
6	Understand how to give a reason for your opinion	Learning to give reasons with 'porque' tranquilo / ruidoso (quiet / noisy) emocionante / aburrido (exciting / boring) divertido / serio (fun / serious) tradicional / moderno (traditional / modern)		Begin to give a reason for their opinion using adjectives.	Adjectives vocabulary grid Adjective fill in the gaps 'Tocar' battleships for GD
7	Give reasons for liking/disliking instruments	Learning to give reasons with 'porque' ¿Te gusta...? (Do you like?) ¿Por qué te gusta..? (Why do you like..?) Porque es + adjective (masc. / fem. ending)		Read, understand and complete a text on music and opinions.	Fill in the gaps music text
8	Practise asking and answering questions about music and instruments	Interviews about music		Confidently ask and answer questions about music and instruments	Dominoes

					Sentence building worksheet
9	Use language you have learnt for a new purpose	Creating own song/rap		<i>Create and perform a simple song/rap.</i>	Rap example Task criteria
10	Use language you have learnt for a new purpose	Creating own song/rap		<i>Create and perform a simple song/rap.</i>	
11	Develop confidence in performance and develop memory skills	Performing		<i>Create and perform a simple song/rap.</i>	
12	Practise evaluating own and others' performances and giving feedback	Performing		<i>Create and perform a simple song/rap.</i>	