



Unit Objective:

To be able to describe myself and/or another person and talk about my daily routine.

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

- Name the six key periods of Ancient Britain in Spanish.
- Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in Spanish.
- Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking.

It will help if we already know:

- The letter sounds (phonics & phonemes) from all four 'Phonics & Pronunciation' lessons.
- Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).
- How to give our personal details from memory (name, age and where we live).
- Basic knowledge of possessive adjectives and adjectival agreement in Spanish.

Skills we will develop:

Decoding longer and less familiar language in listening and reading tasks. Writing and presenting orally using longer and more accurate language based on the Viking characters presented in this unit. Learning to use a wider range of vocabulary and adjectives, more conjunctions, and reflexive verbs. Remembering to also apply the grammar previously learnt to ensure accuracy.

Activities we will complete:

The unit will encourage lots of extended listening and reading tasks to improve the range of vocabulary and our decoding skills. Many writing and speaking tasks based on the Viking family are provided. Using these characters to talk about physical appearance (height, hair type and colour and eye colour). To also learn how to talk about a typical day in the life of a Viking. Learning how to order and sequence.

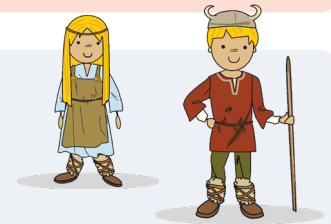
Grammar we will learn & revisit:

Adjectival agreement, high frequency regular & irregular verbs, conjunctions, possessives & reflexive verbs. Revisiting much of the grammar introduced in Early Learning and Intermediate units with a focus on the high frequency verbs **tener** and **ser**. Improving accuracy using adjectives and introducing the concept of reflexive verbs in Spanish.

Phonics & pronunciation we will see:

Recommended phonics focus: B V CC QU Z

- **B** sound in barba, bajo & barbaro/a
- **V** sound in cultivo, violento & atrevida
- **QU** sound in mantequilla
- **Z** sound in rizado & azules
- **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 vi-kin-go and ten-go.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in barba-ra.
- **Ñ tilde.** As in castaño. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme.


Vocabulary we will learn & revisit:

Vocabulary to describe height, hair type length and colour and eye colour. Key verbs and vocabulary to also talk about daily routine. All listed on the Vocabulary Sheet.