



Unit Objective: To say what you have and no not have in your pencil case in Spanish

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

- Recall from memory a selection of nouns and indefinite articles for common classroom objects.
- Learn how to use the negative in Spanish.
- Describe what we have and do not have in our pencil case.
- Respond to simple classroom commands.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
- Vocabulary from the 'Early learning Units' units.
- That **tengo** means I have and comes from the verb to have **tener** in Spanish.
- What a noun and article/determiner is in English.
- What a verb is in English.

Activities we will complete:

Learning 11 classroom objects and classroom commands. A variety of speaking, listening and written tasks (including crosswords, word puzzles and snap cards). Playing a fun class 'follow on game'. Extended, longer writing, reading and listening tasks all working towards the final activity of interviewing others in class using a survey on what they have and do not have in their pencil case.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners & use of the

negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/determiner. Moving from revisiting **tengo...** ('I have') to learning the negative option **no tengo...** ('I do not have') in Spanish. Remembering that the subject pronoun '**yo**' is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside-down exclamation and question mark at the start of a sentence.

Skills we will develop:

To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. Improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a negative reply.

Phonics & pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU



- **CA** sound in **calculadora** & **cartera**
- **CE** sound in **cerrad**
- **CI** sound in **silencio**
- **CU** sound in **escuchad**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in **re-pe-tid**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **ti-je-ras**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word **qué**. Therefore used as a question word – not an answer.

Vocabulary we will learn & revisit:

11 nouns and articles for common classroom objects, 10 simple classroom commands. **tengo...** ('I have') will be revisited before introducing the negative reply **no tengo.....** ('I don't have'). This is all listed on the Vocabulary Sheet.