

Lightning Languages | Spanish | Lift Off Curriculum Planning Overview

This document provides an overview of the **Lightning Languages Spanish Lift Off** units for 7–9 year olds, including the key vocabulary, grammar, phonics and culture taught in each unit.

We have designed **Lightning Languages** to meet all main curriculum expectations within each unit. This gives you the flexibility to design your own curriculum depending on how much time you have or if you are teaching mixed-age classes. **Lift Off** offers an introductory unit as well as 12 topic-based units, which means you can select your preferred route to deliver your Spanish curriculum.

To see the resources within each unit, simply click on the unit icons on the following pages. These icons will direct you to the unit pages to access everything you need to teach each unit, including comprehensive planning materials with clear guidance on linking each unit to curriculum expectations in England, Scotland, Wales, ROI and Australia (including NSW and Victoria).

You can also find our subject progression map, planning and guidance resources, CPD and display materials as well as grammar Go Guides for teachers and subject leaders by clicking on the icons below.



Spanish Lift Off Units

In the **Lightning Languages** curriculum scheme, the **Lift Off** units for ages 7–9 can be taught in any order. Because this curriculum is designed to be used flexibly, each individual unit follows a standard progression pathway: from noun and determiner to phrase and sentence level then on to asking and answering questions. This means that children will make significant progress within each unit of work. This enables children to develop practical communication skills through every unit and to ensure that they are meeting curriculum goals.

The minimum unit content can be covered by delivering the 3–4 unit PowerPoints, which have been designed to be delivered in a maximum of 30 minutes. Each unit can also be extended to fill six or more lessons by using our additional ‘bolt-on’ resources which offer a range of possibilities to create lessons and combine resources according to the needs of your setting.

For maximum opportunities to meet curriculum requirements, you could choose to deliver a unit per half-term in an order that suits your timetable. For example, you may choose to study a suitable unit alongside a specific topic from another subject where you could make cross-curricular links. Each unit overview offers you suggestions of when units could be taught and which units follow on well from each other. However, we know that not all schools necessarily have time available for a dedicated lesson each week and we would therefore suggest that you aim for a **minimum of 3–4 units per year** to allow children to make substantial progress and develop confidence and fluency in speaking, listening, reading and writing

- 3–4 Lesson PowerPoints
- Sentence Building Pack
- Three Pillars video
- Culture video
- Activity Booklet
- Interactive Games
- Culture Quiz
- Retrieval Practice Quiz
- Interactive Reading Quiz
- Adaptive Teaching Resources
- Grammar Go Guides
- Assessment and Tracking Resources

Introductions



Main Unit Aims

- explain why they are learning a new language and give some facts related to the countries where this language is spoken
- use some greetings and goodbye phrases
- use some useful phrases
- ask and answer ‘How are you?’
- ask and answer ‘What’s your name?’

Core Vocabulary

hola [hello], **buenos días** [good morning], **buenas tardes** [good afternoon/evening], **buenas noches** [goodnight], **adiós** [goodbye], **hasta pronto** [see you soon], **hasta mañana** [see you tomorrow], **hasta luego** [see you later]

Sentence Building

¿Cómo te llamas? [What is your name?], **Me llamo...** [My name is...], **¿Y tú?** [And you?], **¿Qué tal?** / **¿Cómo estás?** [How are you?], **Estoy bien.** [I’m well.], **Estoy muy bien.** [I’m very well.], **Estoy genial.** [I’m great.], **Estoy regular.** [I’m OK.], **Estoy mal.** [I’m not well./I’m bad.], **Estoy muy mal** [I’m not well at all/I’m very bad.]

Grammar

punctuation for questions and exclamations in Spanish (upside down question and exclamation marks)

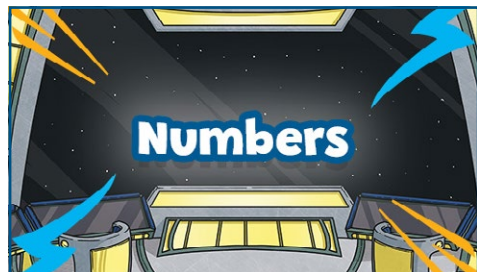
Phonics

the silent letter **h**, the ‘ch’ sound made by **ch**, the ‘y’ sound made by **ll** the Spanish **ñ**, the accents on vowels, the ‘k’ sound made by **qu** (silent **u**), the two sounds of the Spanish **g**

Culture

The wide range of countries around the world where Spanish is spoken.

Numbers



Main Unit Aims

- say, read and write numbers 1–12
- ask and answer 'How old are you?'
- ask and answer 'How old is he/she?'

Core Vocabulary

uno [one], dos [two], tres [three], cuatro [four], cinco [five], seis [six], siete [seven], ocho [eight], nueve [nine], diez [ten], once [eleven], doce [twelve], cero [zero]

Sentence Building

¿Cuántos años tienes? [How old are you?], Tengo ... años. [I am ... years old.], ¿Cuántos años tiene? [How old is he/she?], Tiene ... años. [He/She is ... years old.]

Grammar

the verb **tener** (to have), asking questions in Spanish

Phonics

the 'oo' sound made by **u**, the 'th' sound made by **c** and **z**, the 'k' sound made by **c**, the Spanish **ñ**, the sound of vowels that are together

Culture

Some curiosities and facts about numbers in general and exploring some birthday celebration traditions in Spanish-speaking countries.

Colours



Main Unit Aims

- say, read and write colours
- talk and write about the colours they like and don't like
- say and write which is their favourite colour
- ask and answer questions about colours

Core Vocabulary

rojo [red], azul [blue], verde [green], amarillo [yellow], blanco [white], rosa [pink], negro [black], gris [grey], marrón [brown], violeta [purple], naranja [orange]

Sentence Building

Veo... [I see...], ¿Qué color te gusta? [What colour do you like?], Me gusta... [I like...], No me gusta... [I don't like...], y [and], pero [but], ¿Cuál es tu color favorito? [What is your favourite colour?], Mi color favorito es el... [My favourite colour is...]

Grammar

negative forms (**no** before the verb, simple conjunctions **y** (and) and **pero** (but), definite article **el** (the)

Phonics

the Spanish **r** and **rr**, the Spanish **j**, the 'y' sound made by **ll**

Culture

The rich history of Spanish art including The Prado art museum and the work of artists such as Joan Miró, Pablo Picasso and Juan Gris.

Pets



Main Unit Aims

- say, read and write names for pets
- say and write which pets they have
- talk about which pets other people have
- ask and answer questions about pets
- talk and write about the animals they like and don't like

Core Vocabulary

un perro [dog], un gato [cat], una tortuga [tortoise], un pez [fish], una cobaya [guinea pig], un loro [parrot], una serpiente [snake], un conejo [rabbit], un hámster [hamster], un camaleón [chameleon], un lagarto [lizard]

Sentence Building

¿Tienes una mascota? [Do you have a pet?], ¿Quién tiene una mascota? [Who has a pet?], Me gusta... [I like...] (singular), No me gusta... [I don't like...] (singular), Me gustan... [I like...] (plural), No me gustan... [I don't like...] (plural), Tengo... [I have...], No tengo... [I don't have...], Él/Ella tiene... [He/She has...], Él/Ella no tiene... [He/She doesn't have...], Nosotros/Nosotras tenemos... [We have...], Nosotros/Nosotras no tenemos... [We don't have...]

Grammar

masculine and feminine nouns, singular and plural nouns, negative form – verb + nouns without, determiners, the verb **tener** (to have), the verb **gustar** (to like-singular/plural) subject pronouns (he/she/we), simple conjunctions **y** (and)

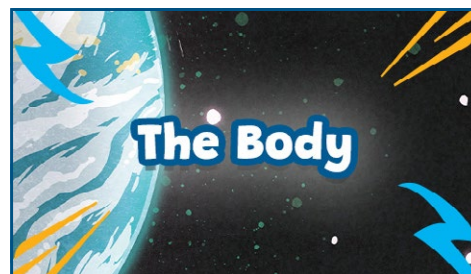
Phonics

the Spanish **rr**, the Spanish **j**, the 'th' sound made by **z**

Culture

Current popular pets in Spain and other Spanish-speaking countries along with interesting facts about pet culture.

The Body



Main Unit Aims

- say, read and write parts of the body
- talk and write about how they can move different parts of the body
- give instructions related to moving parts of the body
- ask and answer a question about a part of the body that hurts

Core Vocabulary

la cabeza [head], los ojos [eyes], las orejas [ears], la nariz [nose], la boca [mouth], los pies [feet], las piernas [legs], los brazos [arms], las manos [hands], el estómago [stomach]

Sentence Building

Tengo... [I have...], Doblo... [I bend...], Estiro... [I stretch...], Muevo... [I move...], Dobra... [Bend...] (command), Estira... [Stretch...] (command), Mueve... [Move...] (command), ¿Qué te pasa? [What is the matter?], Me duele/me duelen... [... hurts me singular/plural/My ... hurts]

Grammar

masculine and feminine nouns, singular and plural nouns, definite and indefinite articles, verbs and commands, the verb **doler** (to hurt – singular/plural)

Phonics

the Spanish **j**, the 'th' sound made by **z**

Culture

Some of the most popular sports in some Spanish-speaking countries together with some interesting facts about them.

Home

Main Unit Aims



- say, read and write names for rooms of a home
- say and write sentences using 'here is' and 'there is'
- say and write negative sentences about rooms
- use adverbial phrases to describe the layout of a home

Core Vocabulary

la cocina [kitchen], la habitación [bedroom], el cuarto de baño [bathroom], el salón [living room], el pasillo [hallway], el comedor [dining room], el jardín [garden], el garaje [garage], el ático [attic], las escaleras [stairs]

Sentence Building

Aquí está/están... [Here is...], Hay... [There is...], No hay... [There is not...], y [and], pero [but], En mi casa... [At my home...], En la planta baja... [On the ground floor...], En la primera planta... [On the first floor...], En la segunda planta... [On the second floor...]

Grammar

masculine and feminine nouns, singular and plural nouns, definite and indefinite articles, negative forms (no before the verb), adverbial phrases, the verb **ser** (to be – for singular and plural nouns)

Phonics

the 'th' sound made by **c**, the 'k' sound made by **c**, the Spanish ñ, the Spanish **g** and **j**

Culture

What homes look like across the Spanish-speaking world thinking about architecture and history.

Food

Main Unit Aims



- say, read and write names for food items
- say and write sentences about the food they do/don't want
- use conjunctions and nouns in the plural
- ask and answer questions about the food they want

Core Vocabulary

un melocotón [peach], un tomate [tomato], una naranja [orange], un plátano [banana], una pera [pear], una manzana [apple], una patata [potato], una zanahoria [carrot], un pepino [cucumber], unos guisantes [peas], un calabacín [courgette], una lechuga [lettuce]

Sentence Building

¿Qué quieres? [What do you want?], Quiero... [I want...], No quiero... [I don't want...], y [and], pero [but]

Grammar

masculine and feminine nouns, indefinite articles singular and plural nouns, simple conjunctions **y** (and) and **pero** (but), negative form – verb + plural nouns without determiners

Phonics

the 'oo' sound made by **u**, the Spanish **g**, the 'k' sound made by **qu** (silent **u**), the accents on vowels

Culture

Traditional food in some Spanish-speaking countries, along with interesting facts about food culture.

Weather

Main Unit Aims



- say, read and write weather sentences
- use different verbs in weather sentences
- use adverbial phrases to add information to sentences
- ask and answer questions about the weather

Core Vocabulary

Hace frío. [It's cold.], Hace calor. [It's hot.], Hace sol. [It's sunny.], Hace viento. [It's windy.], Está lloviendo. [It's raining.], Está nublado. [It's cloudy.], Está nevando. [It's snowing.], Hay niebla. [There's fog.], Hay relámpagos. [There's lightning.], Hay tormenta. [There's a storm.], Hay granizo. [There's hail.], Hay un arcoíris. [There's a rainbow.]

Sentence Building

¿Qué tiempo hace? [What's the weather like?], hoy [today], en primavera [in spring], en verano [in summer], en otoño [in autumn], en invierno [in winter]

Grammar

the verb **hacer** (to do), **haber** (to have) and **ser** (to be) in the context of talking about weather, adverbs and adverbial phrases for talking about the weather, indefinite articles

Phonics

the 'y' sound made by **ll**, the 'th' sound made by **c**, the silent **h**, the Spanish **ñ**

Culture

The different climates in different parts of Spain and the Spanish-speaking world and how the weather can affect culture and daily life.

Clothes

Main Unit Aims



- say, read and write vocabulary for clothes
- become familiar with the verb 'to wear'
- use indefinite articles correctly in sentences about clothes
- ask and answer questions about clothes

Core Vocabulary

un abrigo [a coat], unos calcetines [some socks], una camisa [a shirt], una camiseta [a t-shirt], una falda [a skirt], un gorro [a hat], un jersey [a jumper], unos pantalones [some trousers], una sudadera [a hoodie], unos vaqueros [some jeans], un vestido [a dress], unos zapatos [some shoes]

Sentence Building

¿Qué llevas? [What do you wear?], llevo [I wear], él lleva [he wears], ella lleva [she wears], y [and]

Grammar

masculine and feminine nouns, singular and plural nouns, indefinite articles, the verb **llevar** (to wear)

Phonics

the 'y' sound made by **ll**, the Spanish **ñ**, the 'k' sound made by **qu** (silent **u**)

Culture

The importance of clothes to express your personality and feelings. It looks at a few Spanish brands, explains what sustainable fashion is and shows some traditional clothes in Spain.

Town

Main Unit Aims



- say, read and write names for places in town
- ask and answer the question 'Where are you going?'
- give further details by saying who they are going with

Core Vocabulary

el supermercado [supermarket], el mercado [market], la escuela [school], la cafetería [café], la estación [train station], la biblioteca [library], la pastelería [cake shop], el restaurante [restaurant], el hospital [hospital], el polideportivo [leisure centre], el parque [park], la panadería [bakery]

Sentence Building

¿Adónde vas? [Where are you going?], Voy... [I am going], a [to], ¿Con quién? [Who with?], con [with], mis amigos [my friends], mi familia [my family]

Grammar

masculine and feminine nouns, definite articles, the preposition **a** (to), the contraction of preposition **a** with determiner **el** (al), the conjunction **con** (with)

Phonics

the 'k' sound made by **qu** (silent **u**), the 'b' sound made by **v**, the accents on vowels

Culture

What a typical town would look like in Spanish-speaking countries.

School

Main Unit Aims



- say, read and write names for school subjects
- say and write sentences about which subjects they study
- ask and answer which subject they prefer

Core Vocabulary

las matemáticas [maths], las ciencias [science], la informática [computing], el arte [art], el inglés [English], el español [Spanish], la educación física [PE], la educación religiosa [RE], la tecnología [design and technology], la música [music], la historia [history], la geografía [geography]

Sentence Building

¿Qué estudias? [Which subject do you study?], Estudio... [I study...], Estudiamos... [We study...], y [and], ¿Qué asignatura prefieres? [Which subject do you prefer?], Prefiero... [I prefer...]

Grammar

masculine and feminine nouns, singular and plural nouns, definite articles, adverbial phrases, the verb **estudiar** (to study)

Phonics

the 'th' sound made by **c**, the 'k' sound made by **c**, the Spanish **g**

Culture

School life in Spain, focusing on some of the similarities and differences between Spanish and British schools.

Transport



Main Unit Aims

- say, read and write vocabulary for modes of transport
- ask and answer the question 'How do you get to school?'
- give further details by saying which mode of transport they use at different times of the day

Core Vocabulary

la bicicleta [bike], el coche [car], el autobús [bus], el tren [train], la moto [motorbike], el patinete [scooter], el barco [boat], el metro [the underground/subway], el avión [aeroplane], el tranvía [tram], el taxi [taxi]

Sentence Building

¿Cómo vas a la escuela? [How do you get to school?], voy a la escuela [I go to school..], en [by], (nosotros/as) vamos a la escuela... [We get to school...], por la mañana [in the morning], por la tarde [in the afternoon], Vuelvo a casa... [I return home...]

Grammar

the prepositions **en** and **a** (by/on), masculine and feminine nouns, definite articles, pronouns, the verb **ir** (to go) and **volver** (to go back)

Phonics

the 'th' sound made by **c**, the 'k' sound made by **c**, the 'b' sound made by **v**, the accents on vowels

Culture

The main forms of transport in Spanish-speaking countries.

Hobbies



Main Unit Aims

- say, read and write vocabulary for hobbies
- use different opinion phrases
- use definite articles correctly in sentences about hobbies
- ask and answer questions about hobbies

Core Vocabulary

el cine [cinema], la cocina [cooking], la danza [dancing], el deporte [sport], el dibujo [drawing], la equitación [horse-riding], los juegos de mesa [board games], la lectura [reading], la natación [swimming], el teatro [theatre], la televisión [TV], los videojuegos [video games]

Sentence Building

¿Qué te gusta? [What do you like?], me gusta... [I like], me gusta mucho... [I really like], no me gusta [I don't like], no me gusta nada... [I don't like at all], y [and], pero [but]

Grammar

definite articles, masculine and feminine nouns, singular and plural nouns, negative forms (**no** before the verb), simple conjunctions **y** (and) and **pero** (but), the verb **gustar** (to like-singular/plural)

Phonics

the 'ee' sound made by **i**, the Spanish **j**, the 'th' sound made by **z** and **c**

Culture

Literature in Spanish-speaking countries, including some popular titles and genres.