

Lightning Languages | Spanish | Sparks Curriculum Planning Overview

This document provides an overview of the **Lightning Languages Spanish Sparks** units for under sevens, including the key vocabulary, grammar and phonics taught in each unit.

Our **Sparks** units are designed to introduce French or Spanish to younger learners in an interactive and engaging way. They can be delivered to under sevens as the first steps to introducing a language in order to build awareness of languages and cultures. They could even be used for a lunchtime or after-school club or to introduce an additional language. There is a focus on communication skills through repetition, games, and songs in preparation for meeting future curriculum requirements.

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, including comprehensive planning materials with clear adult guidance.

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



Spanish Sparks Units

In the **Lightning Languages** curriculum scheme, the **Sparks** units are aimed at children under seven years old, helping them to develop their language skills in French and Spanish. The units can be taught in any order, although we have also built in progression for those who choose to teach them in consecutive order. They can be used to meet statutory and non-statutory curriculum expectations in England, Scotland, Wales and the Republic of Ireland and we have a range of comprehensive resources to support you with curriculum planning.

Each unit contains three PowerPoint presentations, each one allowing children to build on their previous learning. The PowerPoints are designed to be vibrant and engaging and can be taught in under 15 minutes, which is ideal for younger learners. Throughout the PowerPoints, there are fun games and challenges, such as matching games, quizzes and listen-and-repeat tasks, which give children a variety of opportunities to practise the skills they have learnt.

Our **Sparks** units focus primarily on improving children's listening and speaking skills in relation to the target language, which will help them form strong foundations as they continue their language-learning journey. We understand the importance of providing engaging opportunities for repetition in language learning, which is why songs are included in our **Sparks** lesson PowerPoints. Within each unit, you will find:

- 3 Lesson PowerPoints
- Activity Booklet
- eBook with Audio
- Interactive Games
- Adult Pack (containing a unit overview, knowledge organiser and flashcards)
- Song Video

We also have a collection of [Sparks Culture Videos](#) which will allow younger learners to learn more about life in the Spanish-speaking world and develop cultural capital.

Greetings



Main Unit Intentions

- recognise Spanish greetings and use these to greet others
- recognise different ways to say goodbye and use these in conversation

Unit Vocabulary

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

Grammar and Phonics

- the use of **i** at the start of the sentence if it's an exclamation
- the accents on some vowels in Spanish

What's Your Name?

Main Unit Intentions



- say your name in Spanish
- ask and answer the questions 'What's your name?' and 'And you?'

Unit Vocabulary

Me llamo... [My name is...], **¿Cómo te llamas?** [What's your name?], **¿Y tú?** [And you?], **hola** [hello], **buenos días** [good morning], **buenas tardes** [good afternoon], **buenas noches** [goodnight], **adiós** [goodbye], **hasta luego** [see you later], **hasta pronto**, [see you soon], **hasta mañana** [see you tomorrow]

Grammar and Phonics

- the 'y' sound made by **ll**
- the use of **¿** at the start of a question

Useful Phrases

Main Unit Intentions



- say 'yes' and 'no'
- use polite phrases

Unit Vocabulary

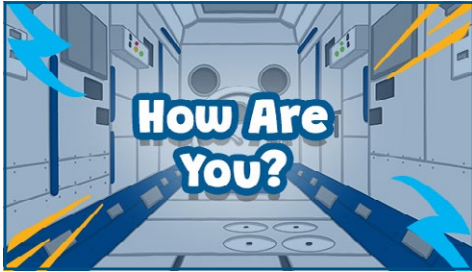
sí [yes], **no** [no], **por favor** [please], **gracias** [thank you], **de nada** [you're welcome], **lo siento** [I'm sorry]

Grammar and Phonics

- the accents on some vowels in Spanish
- words spelt the same in English and Spanish may sound different

How Are You?

Main Unit Intentions



- ask and answer 'How are you?'
- use different words and phrases to talk about how you are feeling

Unit Vocabulary

¿Qué tal? [How are you?], bien [good], mal [bad], muy bien [very good], muy mal [very bad], fenomenal [great], fatal [awful], ¿Y tú? [And you?]

Grammar and Phonics

- the verb **estoy** (I am)
- the alternative question **¿Cómo estás?** to ask how someone is

How Old Are You?

Main Unit Intentions



- say and recognise numbers 1–6
- ask someone's age and tell people how old you are

Unit Vocabulary

uno [one], dos [two], tres [three], cuatro [four], cinco [five], seis [six], ¿Cuántos años tienes? [How old are you?], Tengo... años. [I am... years old.]

Grammar and Phonics

- the 'oo' sound made by **u** (**uno**)
- the 'k' sound made by **c** (**cuatro**)
- the 'th' sound made by **c** (**cinco**)
- use **un** instead of **uno** to say you are one year old
- singular **año** and plural **años**
- **Tengo** – meaning 'I have'

Colours of the Rainbow

Main Unit Intentions



- say and recognise the colours of the rainbow
- say the colour of an object using a short sentence

Unit Vocabulary

rojo [red], naranja [orange], amarillo [yellow], verde [green], azul [blue], violeta [purple], rosa [pink], el arcoíris [rainbow], ¿De qué color es? [What colour is it?], Es... [It is...]

Grammar and Phonics

- the 'y' sound made by **ll**
- the Spanish **j**
- the 'th' sound made by **z**
- the Spanish **r** and **rr**
- determiners

Minibeasts

Main Unit Intentions



- say the names of different minibeasts
- say 'I see...' with different minibeasts

Unit Vocabulary

Veo... [I see...], una mariquita [a ladybird], una libélula [a dragonfly], una oruga [a caterpillar], una abeja [a bee], una mariposa [a butterfly], una araña [a spider], un gusano [a worm], un caracol [a snail]

Grammar and Phonics

- the 'ee' sound made by the vowel **e**
- the 'ah' sound made by the vowel **a**
- the Spanish **j**
- the 'ny' sound made by the **ñ**
- masculine and feminine nouns and determiners