

Lightning Languages | Spanish | In Orbit Curriculum Planning Overview

This document provides an overview of the **Lightning Languages Spanish In Orbit** units for 9–11 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. **In Orbit** 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 In Orbit Units

In the **Lightning Languages** curriculum scheme, the **In Orbit** units 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 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 and Skills



Main Unit Aims

- discuss why it is important to celebrate diversity
- ask, answer and write about where they live
- say and write about who they live with
- say and write about where they would like to live and who with
- use a bilingual dictionary or online tool
- create their own conversations

Sentence Building

¿Dónde vives? [Where do you live?], Vivo en... [I live in...], Vivo con mi/mis... [I live with my...], Me gustaría vivir en... [I would like to live in...], Me gustaría vivir con mi/mis... [I would like to live with my...], ¿Y tú? [And you?], y [and], pero [but]

Grammar

prepositions, possessive adjective with singular and plural nouns, the verbs **vivir** (to live) and **gustar** (to like), the conditional tense

Phonics

the 'th' sound made by **c** and **z**, the 'k' sound made by **c**, the Spanish **r** and **rr**, the Spanish **ñ**, the Spanish **g**

Culture

Diversity in the Spanish-speaking world. Why it is great to learn about other languages and cultures, understanding other people's traditions and points of view and how Spanish words may vary in different Spanish-speaking countries.

TV and Film



Main Unit Aims

- discuss what they watch on TV or at the cinema
- say or write which they prefer out of two options
- use the future tense to say or write what they are going to watch on TV or at the cinema
- ask and answer questions about their TV or cinema viewing habits

Core Vocabulary

la película [film], la serie de televisión [TV series], la telenovela [soap opera], las noticias [the news], la comedia [comedy], los dibujos animados [cartoons], el programa de deporte [sports programme], el documental [documentary], el concurso [game show], el concurso de talentos [talent show], el programa de telerrealidad [reality TV programme], la serie policiaca [detective series]

Sentence Building

¿Qué ves? [What do you watch?], Veo... [I watch...], ¿Cuál prefieres? [Which do you prefer?], Prefiero... [I prefer...], ¿Qué vas a ver? [What are you going to watch?], Voy a ver... [I'm going to watch...], esta tarde [this evening], mañana [tomorrow], este fin de semana [this weekend]

Grammar

singular and plural nouns, the immediate future tense, the verb **ir** (to go) and **ver** (to watch), definite and indefinite articles, adverbial phrases

Phonics

the Spanish **j**, the 'b' sound made by **v**, the 'k' and 'th' sound made by **c**

Culture

The history of the Spanish-speaking film industry.

Time and Routine



Main Unit Aims

- ask 'What time is it?' and answer with 'o'clock'
- say and write some routines and activities that they do every day
- say and write what time they do their daily routines
- ask questions about what time someone else does daily routines

Core Vocabulary

es la una en punto [it is one o'clock], son las dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce en punto [it is two, three, four, five, six, seven, eight, nine, ten, eleven, twelve o'clock], a la una en punto [at one o'clock], a las dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce en punto [at two, three, four, five, six, seven, eight, nine, ten, eleven, twelve o'clock]

Sentence Building

¿Qué hora es? [What time is it?], ¿A qué hora...? [At what time...?], Es la/Son las...en punto [It is... o'clock.], A la/A las...en punto [At... o'clock], ¿A qué hora te levantas? [What time do you get up?], ¿A qué hora te acuestas? [What time do you go to bed?], ¿A qué hora te duchas? [What time do you take a shower?], ¿A qué hora te cepillas los dientes? [What time do you brush your teeth?], Me levanto. [I get up.], Me acuesto. [I go to bed.], Me cepillo los dientes. [I brush my teeth.], Me ducho. [I shower.]

Grammar

singular and plural when using amounts, the preposition **a** (at), pronouns, reflexive verbs, a general overview of verbs and verb endings

Phonics

the silent **h**, the 'k' sound made by **qu**

Culture

School, work and lifestyle schedules and how this might vary depending on where the country is geographically.

Describing Yourself

Main Unit Aims



- use adjectives to describe themselves
- use masculine and feminine forms of adjectives
- use the verb 'to be' in the 1st and 3rd person (singular)
- ask and answer questions about describing themselves and others

Core Vocabulary

bajo/a [short (height)], **alto/a** [tall], **zurdo/a** [left-handed], **diestro/a** [right-handed], **fuerte** [strong], **timido/a** [shy], **honesto/a** [honest], **simpático/a** [nice], **divertido/a** [funny], **valiente** [brave], **paciente** [patient], **amable** [kind]

Sentence Building

¿Puedes describir tu personalidad? [Can you describe your personality?], ¿Puedes describirte? [Can you describe yourself?], ¿Puedes describirlo/la? [Can you describe him/her?], Soy.../No soy... [I am.../I am not...], Él es.../Él no es... [He is.../He is not...], Ella es.../Ella no es... [She is.../She is not...], Pienso que... [I think that...], En mi opinión... [In my opinion...], y [and]

Grammar

masculine and feminine adjectives, subject pronouns, the verb **ser** (to be)

Phonics

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

Culture

Self-portraits by Spanish-speaking artists.

Wild Animals

Main Unit Aims



- name some wild animals
- ask and answer questions about their favourite animal
- say that they would like to see a particular wild animal
- use adverbial phrases for habitats.

Core Vocabulary

una ballena [a whale], **una jirafa** [a giraffe], **un oso** [a bear], **un hipopótamo** [a hippo], **una tortuga** [a turtle], **un león** [a lion], **un tigre** [a tiger], **un elefante** [an elephant], **un lobo** [a wolf], **un mono** [a monkey], **un leopardo** [a leopard], **un delfín** [a dolphin]

Sentence Building

¿Cuál es tu animal favorito? [What is your favourite animal?], **Mi animal favorito es...** [My favourite animal is...], **Me gustaría ver...** [I would like to see...], **en la naturaleza** [in the wild], **en la montaña** [in the mountain], **en el desierto** [in the desert], **en el bosque** [in the forest], **en el mar** [in the sea]

Grammar

masculine and feminine nouns, definite and indefinite articles, adverbial phrases, the verbs **ver** (to see) and **gustar** (to like), the conditional tense

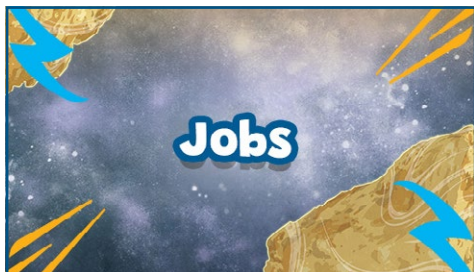
Phonics

the 'y' sound made by **ll**, the Spanish **j**, the Spanish **ñ**, the 'k' sound made by **qu**

Culture

The wild animals of Spain and Spanish-speaking countries.

Jobs



Main Unit Aims

- talk and write about different jobs
- discuss which job they would like to do in the future
- give a reason why they would like to do a particular job
- say where they would like to work

Core Vocabulary

un/una dentista [a dentist], un/una artista [an artist], un/una médico/a [a doctor], un/una bombero/a [a firefighter], un/una deportista [a sports person], un/una granjero/a [a farmer], un/una profesor/a [a teacher], un/una piloto [a pilot], un/una abogado/a [a lawyer], un/una peluquero/a [a hairdresser], un/una secretario/a [a secretary], un/una policía [a police officer]

Sentence Building

¿Qué te gustaría hacer en el futuro? [What would you like to do in the future?], Me gustaría ser... [I would like to be...], Me gustaría trabajar... [I would like to work...], en una escuela [in a school], en una oficina [in an office], en un hospital [in a hospital], al aire libre [outdoors], ¿Por qué? [Why?], porque [because], sería [it would be], interesante [interesting], emocionante [exciting], divertido [fun], útil [useful]

Grammar

masculine and feminine versions of nouns, the conditional tense, the verb **ser** (to be), using **porque** to create a complex sentence

Phonics

the 'k' and 'th' sound made by **c**

Culture

Learn about how in Spain, the later years of secondary school support children to choose a line of work and they prepare students for different jobs.

Mealtimes



Main Unit Aims

- say and write what food you have for breakfast, lunch and dinner
- ask and answer questions about what you have at different mealtimes
- use adverbial phrases for morning, midday and evening

Core Vocabulary

unos cereales [cereal], unas tostadas [toast], un vaso de leche [a glass of milk], un bocadillo [a baguette sandwich], una hamburguesa [a burger], un zumo [juice], una sopa [soup], una ensalada [a salad], una pizza [a pizza], el desayuno [breakfast], el almuerzo [lunch], la cena [dinner]

Sentence Building

¿Qué tomas en el desayuno? [What do you have for breakfast?], ¿Qué tomas en el almuerzo? [What do you have for lunch?], ¿Qué tomas en la cena? [What do you have for dinner?], Tomo... [I have...], Desayuno... [I have... for breakfast], Almuerzo... [I have... for lunch], Ceno... [I have... for dinner], En el desayuno tomo... [For breakfast I have...], En el almuerzo tomo... [For lunch I have...], En la cena tomo... [For dinner I have...], Por la mañana... [In the morning...], A mediodía... [At midday...], Por la tarde... [In the afternoon/evening...], Por la noche... [At night...]

Grammar

definite and indefinite articles, the verbs **desayunar** (to eat breakfast), **comer** (to eat lunch), **cenar** (to eat dinner) and **tomar** (to take), adverbial phrases

Phonics

the 'y' sound made by **ll**, the 'th' sound made by **z**, the pronunciation of **zz** in the word pizza

Culture

Some of the differences between different Spanish-speaking countries regarding mealtimes, for example, how many main meals there are and when people have them. They will also learn about some traditional food.

The World



Main Unit Aims

- discuss environmental problems on Earth
- talk about what you can do to help the planet, using an impersonal verb
- ask and answer questions about what you can do to combat particular environmental issues
- write extended sentences combining known nouns and phrases to discuss what you can do to help the environment

Core Vocabulary

la contaminación [pollution], el cambio climático [climate change], la deforestación [deforestation], el malgasto [waste], apagar la luz [turn off the light], cerrar el grifo [turn off the tap], reciclar [recycle], usar el transporte público [take public transport], plantar un árbol [plant a tree], recoger la basura [pick up rubbish]

Sentence Building

¿Qué se puede hacer frente a...? [What can you do about...?], Para combatir... [In order to fight...], Se puede... [You can...], y [and]

Grammar

impersonal verbs with the pronoun **se**, definite articles, infinitive verbs

Phonics

the 'eh' sound made by **e**, the soft and hard sound of the Spanish **g**, the 'k' and 'th' sound made by **c**

Culture

What people do to help the planet in countries that speak Spanish.

Fashion



Main Unit Aims

- discuss which clothes they would like and specify the colour
- place adjectives after the noun in a sentence
- ensure adjectives agree with masculine and feminine nouns
- ensure adjectives agree with singular and plural nouns

Core Vocabulary

Clothes: un abrigo [a coat], unas botas [some boots], una camiseta [a t-shirt], una falda [a skirt], un jersey [a jumper], unos pantalones [some trousers], un vestido [a dress], unos zapatos [some shoes]. Colours: amarillo [yellow], azul [blue], blanco [white], naranja [orange], negro [black], rojo [red], rosa [pink], verde [green]

Sentence Building

¿En qué puedo servirle? [How may I help you?], Quisiera... [I would like...], y [and]

Grammar

indefinite articles, masculine and feminine nouns, singular and plural nouns, position and agreement of adjectives

Phonics

the 'ah' sound made by **a**, the 'oh' sound made by **o**

Culture

The traditional Mexican dress and its impact on global fashion today. Frida Kahlo, a Mexican artist who famously put Mexican fashion under the world's spotlight.

Sport



Main Unit Aims

- discuss which sports they play or do
- choose whether to start sentences with 'I play' or 'I do'
- use high frequency adverbs to say how often they do something
- ask and answer questions about the sports they play and do

Core Vocabulary

el atletismo [athletics], el baloncesto [basketball], el boxeo [boxing], el ciclismo [cycling], el fútbol [football], el esquí [skiing], el hockey [hockey], la natación [swimming], el tenis [tennis], el voleibol [volleyball]

Sentence Building

¿Qué deportes haces? [Which sports do you do?], Juego... [I play...], a [at], Hago... [I do...], siempre [always], a menudo [often], a veces [sometimes], nunca [never]

Grammar

definite articles, prepositions + definite article (contraction), the verbs **jugar** (to play) and **hacer** (to do), adverbs and adverbial phrases

Phonics

the 'oh' sound made by **o**, the 'th' sound made by **c**, the 'b' sound made by **v**, the silent **h** (with an exception), accents

Culture

Some of the most famous and successful sports events and stars in the Spanish-speaking world.

Technology



Main Unit Aims

- ask and answer questions about the technology they use regularly
- use adverbs and adverbial phrases to say how often and where they use technology
- understand and use possessive adjectives
- talk about the technology used by friends and family

Core Vocabulary

un (ordenador) portátil [a laptop (computer)], un ordenador [a computer], una videoconsola [a games console], una tableta [a tablet], un (teléfono) móvil [a mobile (phone)], una pantalla [a screen], un teclado [a keyboard], una contraseña [a password], un mando [a controller], unos auriculares [headphones], el wifi [wireless broadband], el internet [the internet]

Sentence Building

¿Qué tecnología usas? [What technology do you use?], Uso... [I use...], ¿Dónde y cuándo? [Where and when?], ¿Qué tecnología usa el/ella? [What technology does he/she use?], Él/Ella usa... [he/she uses...], todos los días [every day], a veces [sometimes], en mi casa [at home], en la escuela [at school], con [with], para [for]

Grammar

definite and indefinite articles, subject pronouns, the prepositions **con** (with) and **para** (for), possessive adjectives, the verb **usar** (to use), adverbs and adverbial phrases

Phonics

the soft and hard sound of the Spanish **g**, the 'oo' sound made by **u**, the 'y' sound made by **ll**

Culture

How technology contributes to life in Spanish-speaking countries.

Travel and Holidays

Main Unit Aims



- ask and answer questions about where they spent their holidays, what they took and what they did there
- use conjunctions to extend sentences
- use the past tense

Core Vocabulary

la playa [the beach], el camping [the campsite], la montaña [the mountains], la ciudad [the city], el parque de atracciones [the theme park], el campo [countryside], el extranjero [abroad], un pasaporte [a passport], el equipaje [luggage], una cámara de fotos [a camera], una gorra [a cap], una tienda de campaña [a tent]

Sentence Building

Pasé mis vacaciones... [I spent my holidays...], Llevé... [I took...], Compré unos recuerdos. [I bought some souvenirs.], Visité los monumentos. [I visited the monuments.], Comí en un restaurante. [I ate in a restaurant.], Nadé. [I swam.], Hice unas fotos. [I took some photos.], Salí a caminar. [I went for a walk.], ¿Dónde pasaste tus vacaciones? [Where did you spend your holidays?], ¿Qué hiciste? [What did you do?]

Grammar

definite and indefinite articles, the preposition **en**, the past tense, using **porque** to create a complex sentence

Phonics

accents, the 'th' and 'k' sound made by **c**, the Spanish **r** and **rr**

Culture

Famous monuments and places of interest to visit when travelling to Spanish-speaking countries.

Keeping Healthy

Main Unit Aims



- say and write what you can do to stay healthy
- say and write what you are going to do to stay healthy
- say and write what you are going to **not** do in order to stay healthy
- have a short conversation about how to stay healthy

Core Vocabulary

hacer deporte [practise sport], pasar tiempo al aire libre [spend time outdoors], comer fruta y verduras [eat fruit and vegetables], beber más agua [drink more water], acostarme temprano [go to bed early (first person)], caminar más [walk more], comer mucho azúcar [eat a lot of sugar], acostarme tarde [go to bed late (first person)], ver mucho la televisión [watch a lot of TV], jugar mucho a los videojuegos [play a lot of video games]

Sentence Building

¿Qué puedes hacer para estar sano? [What can you do to be healthy?], Para estar sano... [To be healthy...], Puedo... [I can...], ¿Qué vas a hacer para estar sano? [What are you going to do to be healthy?], voy a... [I am going to...], no voy a... [I am not going to...]

Grammar

the immediate future tense, the verb **poder** (to be able to), the verb **ir** (to go), negative forms (**no** – before the verb), comparative adverbs and adjectives

Phonics

the 'th' sound made by **c**, the silent **h**, the sound made by **g**, the Spanish **j**, the 'b' sound made by **v**

Culture

The habits and customs in different Spanish-speaking countries that help people stay healthy.