



Spanish Medium Term Curriculum Planning: Year 5

Upper Key stage 2 N.C aims - All Spanish topics should include:

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| <ul style="list-style-type: none">• listen attentively to spoken language and show understanding by joining in and responding.• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help• speak in sentences, using familiar vocabulary, phrases and basic language structures• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases• present ideas and information orally to a range of audiences | <ul style="list-style-type: none">• read carefully and show understanding of words, phrases and simple writing• appreciate stories, songs, poems and rhymes in the language• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary• write phrases from memory, and adapt these to create new sentences, to express ideas clearly• describe people, places, things and actions orally and in writing• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. |
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Scheme of Work

Lanesfield Primary School use the Rachel Hawkes scheme of work to inspire lesson planning and to develop skills where needed. It is accompanied by Duolingo language learning app to help bridge gaps and to encourage Spanish speaking skills.

Planning, key vocabulary, grammar structures and some resources found at: <http://www.rachelhawkes.com/Resources/Yr5/Yr5.php>

Duolingo

ICT planning found at: <https://schools.duolingo.com/>

(Recommended paths should be used to close gaps, challenge and help with oracy)

(Assignments should be set to help support learning during skills lessons).

Spanish stories

At Lanesfield we use authentic Spanish stories to help children become familiar with the Spanish language: <https://snappyspanish.com/shoo-beginner-spanish-story/> and <https://www.thefablecottage.com/spanish>

Evidencing work

At Lanesfield, we use multiple to evidence and assess our Spanish work including: the use of the video and audio feature on Showbie to record verbal conversations to show progression, duolingo, written work found in books and conversations had with the children, At Lanesfield, we feel language is progressive and therefore the children develop their own Spanish portfolio from year 3 through to year 6 by editing and adding to it throughout KS2.

Autumn term

This unit starts with simple calculations based on the five times table, and leads into learning how to ask for and give the time. Children will also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.

Key learning objectives

Language/vocabulary

<ul style="list-style-type: none"> • To recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn. 	<ul style="list-style-type: none"> • ¿Cómo? (As?) • ¿Qué? (what) • ¿Dónde? (where) • ¿Cuándo? (when) • ¿Quién? (who) • ¿Con quién? (with who) • ¿Cuánto? (how much) • ¿Cuántos? (how many) • ¿Cuál? (which)
<ul style="list-style-type: none"> • To revise and extend knowledge of the numbers needed to tell the time 	<ul style="list-style-type: none"> • cinco, diez, quince, veinte, veinticinco, treinta, treinta y cinco, cuarenta, cuarenta y cinco, cincuenta (five, ten, fifteen etc)
<ul style="list-style-type: none"> • To learn how to ask for and give the time (hour, half and quarter) 	<ul style="list-style-type: none"> • ¿Qué hora es? (What time is it?) • Es la una / Son las cinco..(It's one o'clock, It's five o'clock)
<ul style="list-style-type: none"> • To consolidate and extend the ability to ask for/give the time 	<ul style="list-style-type: none"> • ¿Qué hora es? (What time is it?) • Son las cinco y diez. (It's ten past five.) • Son las cinco menos veinte. (It's twenty to five).
<ul style="list-style-type: none"> • To say 'at o'clock' • To describe what you usually have for breakfast • Intercultural understanding: Look at typical breakfast foods in Spanish speaking countries 	<ul style="list-style-type: none"> • ¿A qué hora desayunas? (What time do you have breakfast?) • ¿Qué desayunas? (What do you have for breakfast?) • Desayuno (I have for breakfast)... • un yogur (a yoghurt) • cereales (los) (cereals) • pan (el) (bread) • una tostada (a piece of toast) • fruta (la) (fruit) • mantequilla (la) (butter) • mermelada (la) (jam) • leche (la) (milk) • té (el) (tea) • café (el) (coffee) • chocolate caliente (el) (hot chocolate)

	<ul style="list-style-type: none"> • zumo de naranja (el) (orange juice)
<ul style="list-style-type: none"> • To learn how to communicate likes and dislikes 	<ul style="list-style-type: none"> • Me gusta(n) (I like) • No me gusta(n)(I don't like)
<ul style="list-style-type: none"> • To consolidate and embed the new language 	
<ul style="list-style-type: none"> • To learn to use different persons of the regular AR verb DESAYUNAR • To write short sentences about what different people eat for breakfast 	<ul style="list-style-type: none"> • ¿Qué desayunas? (What do you have for breakfast?) • Using different parts of the -AR verb desayunar. • (yo) desayuno • (tú) desayunas • (él / ella) desayuna • (nosotros) desayunamos • (vosotros) desayunáis • (ellos / ellas) desayunan
<ul style="list-style-type: none"> • To learn how to say you prefer • To practise saying what you eat and drink for lunch on different days 	<ul style="list-style-type: none"> • ¿A qué hora comes en el colegio? (What time do you have lunch in school?) • ¿Qué prefieres? Comida del cole / Comida de casa (School dinners / Packed lunch)
<ul style="list-style-type: none"> • To practise looking up new nouns in a dictionary • Intercultural understanding: Compare different typical mealtimes in the class with each other, and with traditional mealtimes in Spain 	<ul style="list-style-type: none"> • Using alphabetical order, working out when to use a dictionary and when not to • Combining new language with verbs of like and dislike to create new sentences

<ul style="list-style-type: none"> • To use the three verbs associated with eating different meals to say what you have for breakfast, lunch and dinner, and times you have used them • To use expressions of frequency to add detail 	<ul style="list-style-type: none"> • siempre (always) • normalmente (usually) • a veces (sometimes) • nunca (never)
<ul style="list-style-type: none"> • To practise the use of -AR and -ER regular verbs in different persons. • To build sentences using verbs, time expressions and food items 	

Spring term

This unit focuses on sports and opinions. Children will learn to pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.

Key learning objectives	Language/vocabulary
<ul style="list-style-type: none"> • To develop use of a dictionary for nouns. • To apply phonics knowledge to new language • Intercultural understanding: Introduce a few sports that are popular/traditional in Spanish speaking countries. 	<ul style="list-style-type: none"> • ¿Cómo se pronuncia? (How do you pronounce..)
<ul style="list-style-type: none"> • To ask for and give opinions about sports 	<ul style="list-style-type: none"> • ¿Te gusta (el rugby)? (Do you like (rugby)?) • el fútbol (football) • el rugby (rugby) • el ciclismo (cycling) • el tenis (tennis) • el esquí (skiing) • el atletismo (athletics) • la natación (swimming) • la gimnasia (gymnastics)
<ul style="list-style-type: none"> • To talk about the sports you do • To use two key verbs in the present tense 	

<ul style="list-style-type: none"> • To talk about the sports you know how to do • Intercultural understanding: Can you ski in Spain? What do pupils think? Investigate the answer 	
<ul style="list-style-type: none"> • To learn expressions of frequency to say how often you do different sports 	<ul style="list-style-type: none"> • Los lunes (On Mondays) etc with rest of the days of the week • Todos los días (every day) • Una vez a la semana (once a week) • Dos veces a la semana (twice a week) • A veces (sometimes) • Nunca (never)
<ul style="list-style-type: none"> • To learn the pronouns • To learn the 6 verb endings and see the formal layout of a verb table 	<ul style="list-style-type: none"> • to do (sports) • (yo) practico • (tú) practicas • (él / ella) practica • (nosotros) practicamos • (vosotros) practicáis • (ellos / ellas) practican
<ul style="list-style-type: none"> • To write and adapt sentences to describe sports done using the verb including when and how often these are done 	
<ul style="list-style-type: none"> • To use verbs to give instructions 	<ul style="list-style-type: none"> • Dad la vuelta (Turn around) • ¡Saltad! (Jump!) • Dad un paso a la derecha (Take a step to the right) • Tocad los pies (Touch your feet) • Poned las manos arriba (Put your hands up) • Dad un paso a la izquierda (Take a step to the left) • Poned las manos abajo (Put your hands down)
<ul style="list-style-type: none"> • To use verbs to give instructions/ dance routine 	

Summer term

In this term, children use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion 'gustar' (to like) & 'encantar' (to love) and the fact that the adjectives used to describe things must match the number and gender of the thing they describe. They use the language they have learnt to create short raps or songs about food, sports or music. As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible - thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of this topic.

Key learning objectives	Language/vocabulary
<ul style="list-style-type: none"> To extend the range of language to give levels of like/dislike To use gustar/encantar with singular and plural nouns 	
<ul style="list-style-type: none"> To identify different types of music and give likes/dislikes 	<ul style="list-style-type: none"> el reggae (reggae) el jazz (jazz) el rock (rock) la música hip hop (hip hop music) la música pop (pop music) la música clásica (classical music) la música folclórica (folk music) la música tradicional (traditional music) En mi opinión (in my opinion) Pienso que (I think that)
<ul style="list-style-type: none"> To learn the names of some instruments Intercultural understanding: Learning about the typical instruments that Peruvian school children learn (instead of the recorder) 	<ul style="list-style-type: none"> el teclado (keyboard) el piano (piano) el saxófono (saxophone) el tambor (drum) el cajón (Peruvian drum) la flauta (recorder / flute) la batería (drums) la trompeta (trumpet) la guitarra (guitar) la zampoña (Peruvian pan pipes that all school children learn)
<ul style="list-style-type: none"> To look up new nouns to check for meaning using an online dictionary 	

<ul style="list-style-type: none"> • Intercultural understanding: Learning about the typical instruments that Peruvian school children learn (instead of the recorder) 	
<ul style="list-style-type: none"> • To ask about and say which instrument you play 	<ul style="list-style-type: none"> • ¿Qué instrumento tocas? (What instrument do you play?) • ¿Qué instrumento sabes tocar? (What instrument can you play?)
<ul style="list-style-type: none"> • To listen and understand (and join in with) the Spanish version of a popular children's song (I am the music man) 	
<ul style="list-style-type: none"> • To learn the -AR verb tocar (to play instruments) in the present tense 	<ul style="list-style-type: none"> • Toco (I play) • Tocas (you play) • Toca (play) • Tocamos (we play) • Tocáis (you play) • Tocan (play)
<ul style="list-style-type: none"> • To learn some new adjectives 	<ul style="list-style-type: none"> • tranquilo / ruidoso (quiet / noisy) • emocionante / aburrido (exciting / boring) • divertido / serio (fun / serious) • tradicional / moderno (traditional / modern)
<ul style="list-style-type: none"> • To use adjectives to give reasons for liking/disliking music or instruments 	<ul style="list-style-type: none"> • ¿Te gusta...? (Do you like?) • ¿Por qué te gusta..? (Why do you like..?)
<ul style="list-style-type: none"> • To practice dialogues asking/answers questions about music and instruments 	
<ul style="list-style-type: none"> • To use language learnt for a new purpose 	
<ul style="list-style-type: none"> • To develop confidence in performance and develop memory skills • To practice evaluating own and others performances and giving feedback. 	