

Autumn 1

My family (I)

Y5: Autumn 1

**Topic title: Phonetics 1-3
Mi familia - My family (I)**

Enquiry question: Who is in your family and what are they called?

**Prior learning:
My home (I)**

**Future learning:
The date (I)**

Knowledge:

By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.

In this unit pupils will learn how to:

- Tell somebody the members, names and various ages of either their own or a fictional family in Spanish.

Skills:

Listening

Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed

Speaking

Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

Reading

Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.

Writing

Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.

Grammar:

- Continue to count in Spanish, reaching 100, enabling students to say the age of various family members.
- Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. ☒
- Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).

- nouns in Spanish have a GENDER ((they can be masculine/feminine and singular/plural)
- In Spanish, possessive adjectives are the equivalent of our English words like "MY", "YOUR", "HIS", "HER", "OUR" and "THEIR"

Mi - used when talking about female OR male members of the family. As long as there is only one member being talked about mi is used.

Mis - used when talking about more than one person e.g. brothers, sisters, parents and grandparents.

- The FOUR DEFINITE ARTICLES/DETERMINERS (the word for 'the') in Spanish are:
 - EL - The DEFINITE ARTICLE to use before MASCULINE SINGULAR nouns.
 - LA - The DEFINITE ARTICLE to use before FEMININE SINGULAR nouns.
 - LOS - The DEFINITE ARTICLE to use before MASCULINE PLURAL nouns.
 - LAS - The DEFINITE ARTICLE to use before FEMININE PLURAL nouns.

Critical Content Statements:

Common Misconceptions Pupils May Have:

- Pupils might forget to use the article

In Spanish, the article (the word for 'the', 'a' / 'an' or 'some') is often used when we would omit it in English e.g. the father/the mother

Mi familia

phonics

sound in:

ca • única 

ce • quince **15**

ci • cient **100**

co • único 

cu • cuarenta **40**

Accents

Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Such as **tío** and **tía**.

The nouns and articles/determiners for family members:



The words for the possessive adjective 'my' in Spanish.

mi

mis

Numbers 1-100 in Spanish:

10 20 30 40 50 60 70 80 90 100

High frequency verbs:

se llama

he/she is called

tiene

he/she has

vocabulary

To fully understand the role of gender and plurality in the choice of possessives adjectives:

mi hermano

Singular possessive adjective 'my' for masculine nouns

mi hermana

Singular possessive adjective 'my' for feminine nouns

mis abuelos

Possessive adjective 'my' for plural nouns

To move from the 1st person conjugation of high frequency verbs to 3rd person singular.

tengo

I have

tiene

he/she has

grammar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Phonetics 1-3 - recap</p> <ul style="list-style-type: none"> To introduce the set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are: CH J Ñ LL RR (Phonetics 1) CA CE CI CO CU (Phonetics 2) GA GE GI GO GU (Phonetics 3) <p>Pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish.</p>	<ul style="list-style-type: none"> To revise the vocabulary previously taught in the 'Presenting Myself' unit To learn how to say the various nouns for family members in Spanish. 	<p>Lesson 2</p> <ul style="list-style-type: none"> To continue and consolidate the nouns and definite articles/determiners for members of the family in Spanish To learn how to use the possessive adjective 'my' in Spanish with increasing accuracy and understanding. 	<p>Lesson 3</p> <ul style="list-style-type: none"> To introduce the language required to ask and answer the target question: ¿Tienes hermanos? (Do you have any siblings?) 	<p>Lesson 4</p> <ul style="list-style-type: none"> To consolidate the previously learnt language and introduce the question ¿Cómo se llama? (what is he/she called). To learn how to ask the question but also to formulate the answer by moving from 1st person singular (me llamo) to 3rd person singular (se llama). 	<p>Lesson 5</p> <ul style="list-style-type: none"> To consolidate the previously learnt language and introduce the question ¿Cómo se llama? (what is he/she called). To learn how to ask the question but also to formulate the answer by moving from 1st person singular (me llamo) to 3rd person singular (se llama). 	<p>Lesson 6</p> <ul style="list-style-type: none"> To revise all language covered so far and complete assessment for the unit.
Key Language	<p>Key Language</p> <ul style="list-style-type: none"> la madre/la mamá = the mother/the mum 	<p>Key Language</p> <p>Key Language</p> <ul style="list-style-type: none"> Mi = My (for singular nouns) Mis = My (for plural nouns) 	<p>Key Language</p> <p>Key Language</p> <ul style="list-style-type: none"> ¿tienes hermanos? (Do you have siblings? Do you 	<p>Key Language</p> <p>Key Language</p> <ul style="list-style-type: none"> Me llamo (My name is [or] I am called) 	<p>Key Language</p> <p>Key Language</p> <p>10 = diez</p> <p>20 = veinte</p> <p>30 = treinta</p> <p>40 = cuarenta</p>	

	<ul style="list-style-type: none"> •la hermana = the sister la hermana mayor =the older sister •la hermana pequeña = the younger sister •la abuela = the grandmother •la tía = the aunt •el padre/el papa = the father/the dad •el hermano = the brother •el abuelo = the grandmother •el tío = the uncle 	<p>For male members of the family</p> <ul style="list-style-type: none"> •Mi hermano = My brother •Mi padre/papá = My father/dad •Mi abuelo = My grandfather •Mi tío = My uncle <p>For female members of the family</p> <ul style="list-style-type: none"> •Mi hermana = My sister •Mi madre/mamá = My mother/mum •Mi abuela = My grandmother •Mi tía = My aunty <p>For talking about more than one member of the family</p> <ul style="list-style-type: none"> •Mis hermanas = My sisters •Mis abuelos = My grandparents •Mis padres = My parents •Mis hermanos = My brothers (or siblings so both brothers & sisters) •Mis primos = My cousins 	<p>have brothers and sisters?)</p> <ul style="list-style-type: none"> • ¿tienes hermanos o hermanas? (Do you have any brothers or sisters?) • ¿tienes hermanos y hermanas? (Do you have any brothers and sisters?) 	<ul style="list-style-type: none"> • Se llama (his/her name is [or] he/she is called) • Se llaman (their names are [or] they are called) 	<p>50 = cincuenta 60 = sesenta 70 = setenta 80 = ochenta 90 = noventa 100 = cien veintiuno = 21 veintidós = 22 veintitrés = 23 veinticuatro = 24 veinticinco = 25 veintiséis = 26 veintisiete = 27 veintiocho = 28 veintinueve = 29 treinta y uno = 31 treinta y dos = 32 treinta y tres = 33 cuarenta y uno = 41 cuarenta y dos = 42 cuarenta y tres = 43</p>	
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Unit Glossary

Spanish	English
la familia	the family
la madre 	the mother
 la abuela	the grandmother
la tía 	the aunty
 la hermana mayor	the older sister
 la hermana menor	the younger sister
el hermano 	the brother
 el tío	the uncle
el padre 	the father
 el abuelo	the grandfather
los padres 	the parents
 los abuelos	the grandparents
las hermanas 	the sisters
¿Cómo se llama?	What is he/she called?
se llama	he/she is called
mi	my (<i>singular family members</i>)
mis	my (<i>plural family members</i>)

Spanish	English
¿Tienes hermanos?	Do you have any siblings?
Sí, tengo un hermano.	Yes, I have a brother.
Sí, tengo una hermana.	Yes, I have a sister.
Sí, tengo dos hermanos.	Yes, I have two brothers.
Sí, tengo dos hermanas.	Yes, I have two sisters.
No, soy hijo único.	No, I am an only child (<i>male</i>).
No, soy hija única.	No, I am an only child (<i>female</i>).
¿Cuántos años tiene?	How old is he/she?
Tiene ... años.	He/she is ... years old.
diez	ten
veinte	twenty
treinta	thirty
cuarenta	forty
cincuenta	fifty
sesenta	sixty
setenta	seventy
ochenta	eighty
noventa	ninety
cien	one hundred

Autumn 2

The date (I)

Y: Year 5 Autumn 2

Topic title: La fecha - The date (I)

Enquiry question: ¿Qué fecha es hoy? = What is the date today? Hoy es... = Today is...

Prior learning:

My family (I)

Future learning:

What is the weather?

Knowledge:

Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.

In this unit pupils will learn to:

- Recognise and recall the 7 days of the week in Spanish.
- Recognise and recall the 12 months of the year in Spanish.
- Recognise and recall numbers 1-31 in Spanish.
- Ask and answer the question '¿Qué fecha es hoy?' (What is the date today?) in Spanish.
- Ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish.

Skills:

Listening:

Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Speaking:

Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading:

Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

		<p>Writing:</p> <p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p> <p>Grammar:</p> <p>Ordinal & cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. Seeing the upside-down question mark (¿) is used at the beginning of all questions. No exceptions!</p>
<p>Critical Content Statements:</p>		<p>Common Misconceptions Pupils May Have:</p> <ul style="list-style-type: none">• Pupils might spell days of the week and months of the year with a capital letter <p>Unlike in English, the months of the year in Spanish are not written with a capital letter. The only time they can be seen written with a capital letter is if they are at the start of a sentence.</p>

La fecha

phonics

sound in:

go

- domingo
- agosto



sound in:

co

- miércoles
- cinco

accents

Accents indicate the vowel is stressed. As seen in the words sábado and miércoles.

ñ tilde

This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word cumpleaños.

The 7 days of the week in Spanish.

lunes martes miércoles jueves
viernes sábado domingo

The 12 months of the year in Spanish.



Numbers 21-31 in Spanish.

21-22-23-24-25-26-27-28-29-30-31

Key questions and phrases with the date:

¿Qué fecha es hoy?

What is the date today?

¿Cuándo es tu cumpleaños?

When is your birthday?

vocabulary

grammar

Days of the week and months of the year do not have capital letters unless they are at the start of a sentence in Spanish.

Hoy es lunes
ocho de julio.

Today it is Monday eighth July.

No capital letter in the phrase above for the day of the week 'Monday' or the month 'July' in Spanish.

- Pupils might write numbers like twenty one as two separate words

In Spanish, they are written as one word

veintiuno = twenty-one (See vocabulary section for more examples)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> To recognise, recall and spell the 7 days of the week in Spanish. 	<p>Lesson 2</p> <ul style="list-style-type: none"> To consolidate the 7 days of the week taught last lesson To learn how to recognise, recall and spell the 12 months of the year in the foreign language. 	<p>Lesson 3</p> <ul style="list-style-type: none"> To consolidate all language taught so far in the unit To recognise, recall and spell numbers 1-31 	<p>Lesson 4</p> <ul style="list-style-type: none"> To apply the knowledge learnt so far in the unit to say the date in full in Spanish 	<p>Lesson 5</p> <ul style="list-style-type: none"> To learn how to ask and answer the question ¿Cuándo es tu cumpleaños? (When is your birthday?) in Spanish. 	<p>Lesson 6</p> <ul style="list-style-type: none"> To revise and consolidate all language covered in the unit and complete the end of unit assessment.
<p>Key Language:</p> <p>Los días de la semana = The days of the week lunes = Monday martes = Tuesday miércoles = Wednesday jueves = Thursday viernes = Friday sábado = Saturday domingo = Sunday ¿Qué día es hoy? = What day is it today? Hoy es... = Today is... ¿Cuál es tu día favorito? = What is your favourite day? Mi día favorito es el... = My favourite day is...</p>	<p>Key Language:</p> <p>Los meses = The months enero = January febrero = February marzo = March abril = April mayo = May junio = June julio = July agosto = August septiembre = September octubre = October noviembre = November diciembre = December</p>	<p>Key Language:</p> <p>veintiuno = twenty-one veintidós = twenty-two veintitrés = twenty-three veinticuatro = twenty-four veinticinco = twenty-five veintiséis = twenty-six veintisiete = twenty-seven veintiocho = twenty-eight veintinueve = twenty-nine treinta = thirty treinta y uno = thirty-one</p>	<p>Key Language:</p> <p>¿Qué fecha es hoy? = What is the date today? Hoy es... = Today is...</p> <p>The date in Spanish is formed as follows:</p> <ol style="list-style-type: none"> Hoy es... (<i>Today is...</i>) The day of the week in Spanish The number of the date in Spanish (numbers 1-31) de (<i>of</i>) The month of the year in Spanish 	<p>Key Language:</p> <p>¿Cuándo es tu cumpleaños? = When is your birthday? Mi cumpleaños es el... = My birthday is...</p> <p><u>TEACHING EXPLANATION</u></p> <p>The structure for expressing your birthday in Spanish is formed as follows:</p> <ol style="list-style-type: none"> Mi cumpleaños es el... (<i>My birthday is...</i>) The date in Spanish (numbers 1-31) de (<i>of</i>) The month of the year in Spanish 	<p>End of unit assessment</p>

Unit Glossary

Spanish	English
la fecha	the date
los días de la semana	the days of the week
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
¿Qué fecha es hoy?	What is the date today?
Hoy es ...	Today is...
 enero	January
 febrero	February
 marzo	March
 abril	April
 mayo	May
 junio	June
 julio	July

Spanish	English
 agosto	August
 septiembre	September
 octubre	October
 noviembre	November
 diciembre	December
1 uno	one
2 dos	two
3 tres	three
4 cuatro	four
5 cinco	five
6 seis	six
7 siete	seven
8 ocho	eight
9 nueve	nine
10 diez	ten
11 once	eleven
12 doce	twelve
13 trece	thirteen

Spanish	English
14 catorce	fourteen
15 quince	fifteen
16 dieciséis	sixteen
17 diecisiete	seventeen
18 dieciocho	eighteen
19 diecinueve	nineteen
20 veinte	twenty
21 veintiuno	twenty-one
22 veintidós	twenty-two
23 veintitrés	twenty-three
24 veinticuatro	twenty-four
25 veinticinco	twenty-five
26 veintiséis	twenty-six
27 veintisiete	twenty-seven
28 veintiocho	twenty-eight
29 veintinueve	twenty-nine
30 treinta	thirty
31 treinta y uno	thirty-one

Spring 1

What is the weather?

(I)

Y: Year 5 Spring 1

Topic title: What is the weather? (I)

Enquiry question: ¿Qué tiempo hace? = 'What is the weather like today?'

Prior learning:

The Date (I)

Future learning:

Do you have a pet? (I)

Knowledge:

By the end of this unit pupils will have the knowledge and skills to describe the weather in Spanish and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.

In this unit pupils will learn how to:

- Repeat and recognise the vocabulary for weather in Spanish.
- Ask and say what the weather is like today.
- Create a Spanish weather map.
- Describe the weather in different regions of Spain using a weather map with symbols.

Skills:

Listening:

Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Speaking:

Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading:

Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

Writing:

Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

Grammar

Use of hay & hace with weather phrases.

The verb 'hacer' (to do/make) in set weather phrases: Hace calor (It is hot)

To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding it is not always a word for word translation and there can be fixed expressions to learn.

Question and exclamation marks in Spanish. Punctuation can be different in different languages. Upside down exclamation and question marks appear at the start on sentences as well the exclamation and question marks at the end of sentences. Without exception

Critical Content Statements:

See vocabulary section

Common Misconceptions Pupils May Have:

Using word for word translation to describe weather

¿Qué tiempo hace?

phonics

accents

Accents can be placed on some words like *qué* to indicate a question word.

stress placement

Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like *ti-em-po*.

ñ tilde

This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word *España*.

vocabulary

9 common weather expressions.



Key questions:

¿Qué tiempo hace?

What is the weather?

Compass points:

el norte
north

el sur
south

el oeste
west

el este
east

grammar

To understand better the use of the verb 'hacer' (to do/make) in set weather phrases:

Hace calor.

It is hot (literal translation 'it is doing hot').

Hace sol.

It is sunny (literal translation 'it is doing sun').








Using normal question marks instead of upside down ones.



The verb 'hacer' (to do/make) in set weather phrases: Hace calor (It is hot)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> To introduce new unit ¿Qué tiempo hace? ('what is the weather like today?') and start the new vocabulary connected to the weather in Spanish. 	<p>Lesson 2</p> <ul style="list-style-type: none"> To consolidate weather language 	<p>Lesson 3</p> <ul style="list-style-type: none"> To use new language in a listening exercise integrating weather and days of the week. 	<p>Lesson 4</p> <ul style="list-style-type: none"> To learn how to read a weather map and describe the weather in different parts of Spain. 	<p>Lesson 5</p> <ul style="list-style-type: none"> To use all the language learnt in this unit to be Spanish weather presenters 	<p>Lesson 6</p> <ul style="list-style-type: none"> To revise all language covered so far and complete assessment for the unit.
<p>Key Language:</p> <p>está lloviendo = it is raining</p>	<p>Key Language:</p> <p>Same as lesson 1</p>	<p>Key Language:</p> <p>Listening exercise: Viernes hace sol.</p>	<p>Key Language:</p> <p>En el norte de España... = In the north of Spain...</p>	<p>Key Language:</p> <p>All the language learned so far in this unit</p>	

<p>está nevando = it is snowing hay tormenta = there is a storm hace sol = it is sunny hace mucho viento = it is windy hace buen tiempo = the weather is fine hace mal tiempo = the weather is not good hace frío = it is cold hace calor = it is hot</p>		<p>Sábado hace mucho viento. Lunes hace buen tiempo. Miércoles hace frío. Martes hace mucho viento y hace calor. Domingo hace frío y está nevando. Jueves hace sol, hace calor y buen tiempo.</p>	<p>En el sur de España... =In the south of Spain... En el centro de España... = In the centre of Spain... En el oeste de España... = In the west of Spain... En el este de España... = In the east of Spain... The new language presented in this lesson is designed to allow the children to be as “realistic” as possible as they prepare their own weather presentations.</p>	<p>This lesson has been created to prepare the children for their weather forecast. It shows them the steps they have to take to be Spanish weather presenters, keeping it as realistic and authentic as possible</p>	
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Unit Glossary

Spanish	English
¿Qué tiempo hace?	What is the weather?
 Está lloviendo.	It is raining.
 Está nevando.	It is snowing.
 Hay tormenta.	There is a storm.
 Hace sol.	It is sunny.
 Hace mucho viento.	It is windy.
 Hace buen tiempo.	The weather is fine.
 Hace mal tiempo.	The weather is not good.

Spanish	English
 Hace frío.	It is cold.
 Hace calor.	It is hot.
En el norte de España...	In the north of Spain...
En el sur de España...	In the south of Spain...
En el centro de España...	In the centre of Spain...
En el oeste de España...	In the west of Spain...
En el este de España...	In the east of Spain...
el clima	the weather

Spring 2

Do you have a pet? (I)

Y: Year 5 Spring Two

Topic title: ¿Tienes una mascota?

Do you have a pet? (I)

Enquiry question: What is your pet called?

Prior learning:

What is the weather? (I)

Future learning:

My home (I)

Knowledge:

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.

In this unit pupils will learn how to:

- Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish.
- Tell somebody in Spanish if they have or do not have a pet.
- Ask somebody else in Spanish if they have a pet.

Skills:

Listening:

Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Speaking:

Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading:

Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

- Tell somebody in Spanish the name of their pet.
- Attempt to create a longer phrase using the conjunctions y (“and”) or pero (“but”).

Writing:

Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

Grammar

- the article/determiner indicates the gender of the noun – whether it is masculine or feminine. These indefinite articles always go BEFORE the noun.
 - UN (a/an) - MASCULINE INDEFINITE ARTICLE
 - UNA (a/an) - FEMININE INDEFINITE ARTICLE

Critical Content Statements:

¿Tienes una mascota?

sound in:

- gato
- tortuga

ga

stress placement

Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like co-to-rra, tor-tu-ga and pe-rro.

accents

Accents indicate the vowel is stressed. As seen in the word rat-ón.

8 common pets & their determiners.

vocabulary

Key questions:

¿Tienes una mascota?

Do you have a pet?

A wider range of conjunctions:

pero but

To understand the role of gender in the choice of determiners.

un **una**

Singular determiner 'a' for masculine nouns Singular determiner 'a' for feminine nouns

1st person conjugation of high frequency verbs.

tengo I have

How to use the negative form in Spanish.

no tengo I do not have...

grammar









Common Misconceptions Pupils May Have:

- To say 'not' in Spanish you place the word no before the conjugated verb – NO TENGO ... + the animal FOR EXAMPLE :
No tengo una tortuga. (No have a tortoise.)

Pupils might use direct translation from English.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> To introduce the unit and the aim of the lesson: to learn the 8 different pets in Spanish with their corresponding indefinite articles/determiners. 	<p>Lesson 2</p> <ul style="list-style-type: none"> To introduce the 1st person verb conjugation Tengo (I have) so that pupils can express which pets they have in Spanish. To learn the conjunction y (and) to expand their descriptions. 	<p>Lesson 3</p> <ul style="list-style-type: none"> To introduce the structure que se llama (that is called) so that pupils can expand their descriptions of the pets by introducing their names. 	<p>Lesson 4</p> <ul style="list-style-type: none"> To introduce the negative structure No tengo... (I do not have...) so that pupils can express which pet(s) they do not have in Spanish, alongside which pet(s) they do have. 	<p>Lesson 5</p> <ul style="list-style-type: none"> To introduce the conjunction pero (but) so that pupils can combine both positive and negative sentence forms expressing which pets they have and do not have in Spanish. 	<p>Lesson 6</p> <ul style="list-style-type: none"> To consolidate all knowledge from the unit and complete the end of unit assessment.
<p>Key Language: ¿Tienes una mascota? = Do you have a pet? un = a/an (masculine form) una = a/an (feminine form) un perro = a dog un gato = a cat un conejo = a rabbit un ratón = a mouse un hámster = a hamster un pez = a fish una cotorra = a parrot una tortuga = a tortoise</p>	<p>Key Language: Tengo = I have y = and</p>	<p>Key Language: que se llama = that is called</p>	<p>Key Language: No tengo = I do not have</p>	<p>Key Language: pero = but</p>	

Unit Glossary

Spanish	English
 un perro	a dog
 un gato	a cat
 un conejo	a rabbit
 un hámster	a hamster
 un pez	a fish
 un ratón	a mouse
 una cotorra	a parrot / parakeet
 una tortuga	a tortoise

Spanish	English
Tengo...	I have...
No tengo...	I do not have...
Tengo un...	I have a... (masculine)
Tengo una...	I have a... (feminine)
que se llama...	that is called...
y	and
pero	but

Activate Windows

Summer 1

My home (I)

Y: Year 5 Summer 1

Topic title: Mi casa - My home (I)

Enquiry question: ¿ Dónde vives ? = Where do you live?

¿ Cómo es tu casa ? = What is your home like?

Prior learning:

Do you have a pet? (I)

Future learning:

Habitats (I)

Knowledge:

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.

In this unit pupils will learn how to:

- Say whether they live in a house or an apartment and say where it is.
- Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.
- Tell somebody in Spanish what rooms they have or do not have in their home.

Skills:

Listening:

Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Speaking:

Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading:

Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics

	<ul style="list-style-type: none"> • Ask somebody in Spanish what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age). 	<p>Lessons 1 to 4! including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p> <p>Writing:</p> <p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p> <p>Grammar</p> <p>Revisiting the indefinite articles un and una.</p> <p>Revisiting also 1st person singular high frequency verbs llamo, tengo, soy with a particular focus on vivo from the verb VIVIR a regular IR verb.</p> <p>Use of negative structure appropriate in this unit, 'there is' and 'there is not' (hay and no hay) structure.</p> <p>Noting the upside-down question mark (¿) is used at the beginning of all questions - no exceptions! T</p> <p>his also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!</p>
<p>Critical Content Statements:</p>		<p>Common Misconceptions Pupils May Have:</p> <ul style="list-style-type: none"> • Writing question mark and exclamation mark at the end of sentences

Mi casa

ga

sound in:
• garaje



phonics

accents

Accents indicate the vowel is stressed. As seen in the word salón.

stress placement

Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable. Like ga-ra-je.

ñ tilde

This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish words baño and montaña.

The nouns and determiners for 'house' and 'apartment'.



vocabulary

The nouns and determiners for rooms of the house.



Key linguistic structures:

En mi casa hay...

In my house there is...

En mi casa no hay...

In my house there is not...

To fully understand the role of gender in the choice of determiners.

un salón



una cocina



Singular determiner
'a' for masculine nouns

Singular determiner
'a' for feminine nouns

To understand better how to use the negative in Spanish.

En mi casa hay un salón.



En mi casa no hay salón.



1st person conjugation of high frequency verbs.

vivo

I live





¿ Dónde vives ? = Where do you live?




¿ Cómo es tu casa ? = What is your home like?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> To introduce the aim of the unit "Mi casa" ('Mi casa' is the Spanish for 'my home'). In this lesson pupils will learn how to say they live in a house or an apartment and will be given a choice of where their home or apartment is located. The key structure used is "Vivo en..." (I live in...) 	<p>Lesson 2</p> <ul style="list-style-type: none"> Consolidation of last week's language connected to "Vivo..." plus the first five nouns for rooms of the home 	<p>Lesson 3</p> <ul style="list-style-type: none"> To learn another five nouns for rooms of the home so that the children have ten in total. To further consolidate the language covered so far – especially 'En mi casa hay...' ('In my home there is... / there are) using these ten articles and nouns. 	<p>Lesson 4</p> <ul style="list-style-type: none"> Develop further linguistic progression by learning how to use the negative structure "En mi casa no hay..." 	<p>Lesson 5</p> <ul style="list-style-type: none"> The children will be encouraged to put all their new language into context by integrating it with previously learnt language (me llamo... (I am called), tengo ... años (I am ... years old) in a role play activity. 	<p>Lesson 6</p> <ul style="list-style-type: none">
<p>Key Language: ¿ Dónde vives ? = Where do you live? Vivo en... = I live in... Una casa = A house Un piso = An apartment En la ciudad = In town En el campo = In the countryside En la montaña = In the mountains En la costa = By the sea En un pueblo = In a village</p>	<p>Key Language: En mi casa hay... = In my home there is... / there are... Una cocina = A kitchen Un comedor = A dining room Un cuarto de baño = A bathroom Un dormitorio = A bedroom Un lavadero = A utility room Y = And</p>	<p>Key Language: Un sótano = A basement Un despacho = An office / a study Un salón = A living room Un garaje = A garage Un jardín = a garden</p>	<p>Key Language: En mi casa no hay... = In my home there is no/there are no... En mi casa no hay comedor = In my home there is no dining room En mi casa no hay cuarto de baño = In my home there is no bathroom En mi casa no hay cocina = In my home there is no kitchen En mi casa no hay dormitorio = In my home there are no bedrooms En mi casa no hay sótano = In my home there is no basement En</p>	<p>Key Language: Me llamo... = My name is... Tengo ... años = I am ... years old Vivo en... = I live in... En mi casa hay... = In my home there is... / there are... En mi casa no hay... = In my home there is not... / there are no... Key Questions / Phrases ¿ Cómo te llamas ? = What are you called? ¿ Cuántos años tienes ? = How old are you?</p>	

			<p>mi casa no hay lavadero = In my home there is no utility room En mi casa no hay salón = In my home there is no living room En mi casa no hay despacho = In my home there is no office En mi casa no hay garaje = In my home there is no garage En mi casa no hay jardín = In my home there is no garden Y = And Pero = But</p>	<p>¿ Dónde vives ? = Where do you live? ¿ Cómo es tu casa ? = What is your home like?</p>	
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Unit Glossary

Spanish	English
¿Dónde vives?	Where do you live?
Vivo en...	I live in...
 una casa	a house
 un piso	an apartment
 en la ciudad	in town
 en el campo	in the countryside
 en la montaña	in the mountains
 en la costa	by the sea
 en un pueblo	in a village
En mi casa hay...	In my home there is... / there are...
En mi casa no hay...	In my home there is not... / there are no...

Spanish	English
 una cocina	a kitchen
 un comedor	a dining room
 un cuarto de baño	a bathroom
 un dormitorio	a bedroom
 un lavadero	a utility room
 un sótano	a basement
 un despacho	an office / a study
 un salón	a living room
 un garaje	a garage
 un jardín	a garden
y	and
pero	but

Summer 2

Habitats (I)

Y: Year 5 Summer 2

Topic title: Hábitats - Habitats (I)

Enquiry question: Los animales y las plantas necesitan - The animals and the plants need...

Prior learning:

My home (I)

Future learning:

At school (P)

Knowledge:

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.

In this unit pupils will learn how to:

- Explain in Spanish the key elements animals and plants need to survive in their habitat.
- Give examples in Spanish of the most common habitats for plants and animals and name an example of these habitats.
- Explain in Spanish which animals live in these different habitats.
- Give examples in Spanish of which plants live in these different habitats.

Skills:

Listening

Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Speaking

Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading

Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language

Writing

Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age

Grammar

Exploring the 3rd person conjugation of the verb CRECER and VIVIR. Two regular -er and -ir Spanish verbs in the present tense.

Critical Content Statements:

Hábitats

ga sound in:
• algas 


gi sound in:
• refugio 

gu sound in:
• agua 

phonics

accents Accents indicate the vowel is stressed. As seen in the nouns árboles and hábitats.

ñ tilde This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word aña.

5 different types of habitats. 

vocabulary

5 different types of plants. 

5 different types of animals. 

To begin to explore how verbs can be spelt differently depending on who is doing the action.

grammar

crecer 
to grow
Las algas **crecen** en el océano.
Seaweeds grow in the ocean.

vivir 
to live
El oso polar **vive** en el Ártico.
The white polar bear lives in the Arctic.





Common Misconceptions Pupils May Have:

- Not conjugating the verbs correctly

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1 In this lesson pupils will learn how to express in the foreign language the essential elements that all plants and animals need to survive.</p> <ul style="list-style-type: none"> • To introduce the new unit Hábitats. <ul style="list-style-type: none"> • To learn the essential elements that all plants and animals need to survive. • Use simple Spanish supported listening and reading activities to consolidate our new learning and improve our listening and reading skills in Spanish. 	<p>Lesson 2 In this lesson pupils will learn how to decode longer and more complex texts in the foreign language that explore some of the key habitats in our world.</p> <ul style="list-style-type: none"> • To learn about some of the key habitats in our world. • Use graded listening and reading activities to help consolidate the new language we introduce. 	<p>Lesson 3 In this lesson pupils will look at decoding longer and more complex texts in the foreign language that explore which plants grow in specific habitats.</p> <ul style="list-style-type: none"> • To learn in Spanish which plants grow in specific habitats. 	<p>Lesson 4 In this lesson pupils will explore the different animals that live in the different habitats through listening and reading activities in the foreign language.</p> <ul style="list-style-type: none"> • To learn about which animals live in specific habitats and look at some of their adaptations. 	<p>Lesson 5 In this lesson pupils will consolidate all vocabulary taught so far in the unit by presenting in oral and written form which animals and which plants live in different habitats.</p> <ul style="list-style-type: none"> • Consolidate which animal and which plant lives in a particular habitat. • Present to the class on the above. 	<p>Lesson 6</p> <ul style="list-style-type: none"> • To consolidate all the language learnt in the unit by preparing a PowerPoint or oral presentation about an animal and / or plant in a particular habitat. • Complete end of unit assessments.
Key Language	Key Language	Key Language	Key Language	Key Language	

Unit Glossary

Spanish	English
los hábitats	the habitats
Los animales y las plantas necesitan...	The animals and the plants need...
 refugio	shelter
 comida	food
 aire	air
 sol	sun
 agua	water
 la selva tropical	the tropical rainforest
 el campo	the meadow
 el océano	the ocean
 el desierto	the desert
 el Ártico	the Arctic
...es un hábitat en...	...is a habitat in...
 el Sahara	the Sahara
 el Amazonas	the Amazon
 el parque nacional South Downs	the South Downs national park
 el Océano Pacífico	the Pacific Ocean

Spanish	English
 la Groenlandia	Greenland
 el camello	the camel
 el conejo	the rabbit
 el oso polar	the polar bear
 el mono araña	the spider monkey
 el tiburón	the shark
vive	(he/she/it) lives
viven	(they) live
en	in
 las algas	the seaweeds
 los árboles altos	the tall trees
 los arbustos	the bushes
 los cactus	the cacti
 las plantas resistentes	the hardy plants
crece	(he/she/it) grows
crecen	(they) grow