



Spanish Year 5 Curriculum Overview



Unit objectives:

To:

Know the nouns and indefinite articles for 8 common pets.

Ask somebody if they have a pet and give an answer back.

Say in Spanish what pet we have/do not have and give our pet's name.

Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.

Skills we will develop and activities we will complete:

To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives y (and) and pero. Incorporating the personal details previously learnt with our new knowledge.

Moving to phrase level and creating extended sentences.

A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting tengo... (I have) learning how to say no tengo... ' (I do not have...) plus the pet in Spanish. Learning how to use the structure que se llama and complete more demanding listening and reading tasks. There will a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.

Year 5 Spanish
Unit 1 – Tienes Mascota? Do you
have a pet?

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the Early Learning units.

Vocabulary from 'Me Presento' and 'La Familia' units.

The difference between a definite and indefinite article/determiner.

That nouns in Spanish have gender and this has an impact on the determiner.

NC objectives and Castle View year group objectives:

Speaking: 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.

Listening: 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: Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat')

Key vocabulary

Recommended phonics focus: GA GE GI GO GU

GA sound in gato & tortuga

GO sound in gorra & abrigo

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tor-tu-ga and pe-rro.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón.



Spanish Year 5 Curriculum Overview



Unit objectives:

To:

Recognise and recall the 12 months of the year in Spanish.

Ask what the date is and say the date in Spanish.

Ask somebody when their birthday is and say when their own birthday is in Spanish.

Skills we will develop and activities we will complete:

To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.

A number of different activities to learn how to say the date in Spanish. Starting by learning the 12 months of the year in Spanish (including word searches, crosswords and word puzzles). After recycling and revisiting nos 1-31 learning how to ask and say the date and finally ask and say when your birthday is. After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt personal details.

Year 5 Spanish
Unit 2 – Que Fecha – What is the date?

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.

Language introduced from Early Learning units & numbers 1-31

Vocabulary from 'Me Presento' unit, how to say your name, age, where you live and nationality.

NC objectives and Castle View year group objectives:

Speaking: 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.

Listening: 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: Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat')

Key vocabulary

GO sound in domingo & agosto

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lio, vein-tiu-no and trein-ta.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sá-ba-do and miér-co-les.

Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in cumpleaños.

Silent Letters. 'H' is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is pronounced oy.



Spanish Year 5 Curriculum Overview



Unit objectives:

To:

Recognise and recall the 9 weather expressions in Spanish from the

Ask what the weather is today and give a reply in Spanish.

Describe the weather in Spain, in Spanish using a weather map with symbols.

Skills we will develop and activities we will complete:

To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.

A number of different activities to learn how to describe the weather in Spanish. Starting by learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to help us understand a Spanish weather forecast and read a Spanish weather map more easily. Using all this new knowledge to create our own Spanish weather map and Spanish weather forecast in our final task!

Year 5 Spanish
Unit 3 – Que Tiempo – The Weather

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1, 2 & 3.

Language introduced from Early Learning units.

Vocabulary from 'Me Presento' unit (Intermediate), how to say your name, age, where you live and nationality.

NC objectives and Castle View year group objectives:

NC objectives and Castle View year group objectives:

Speaking: 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.

Listening: 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: Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat')

Key vocabulary

Recommended phonics focus: GA GE GI GO GU

Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in España.

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



Spanish Year 5 Curriculum Overview



Unit objectives:

To:

Understand the key facts of the history of Ancient Rome in Spanish.

☑ Say and spell the days of the week in Spanish.

☑ Name some/all of the most famous Roman inventions in Spain.

☑ Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in Spanish.

Skills we will develop and activities we will complete:

To further improve decoding skills, building up our use of language learning strategies gradually understanding more and more of what we hear and read. Improving also our written and spoken Spanish by writing a sequence of sentences including the accurate use of the negative.

A number of different activities in the first two lessons to help further improve decoding skills of longer text with less familiar language. Including story ordering and using picture and word cards. We will then learn the 7 days of the week and see how these are connected to the Roman Gods. The final task of the unit will be completing a written diary entry as a rich and/or poor Roman child describing what we wear and do not wear, what we eat and do not eat and whether we work or still go to school. All in Spanish!

Year 5 Spanish
Unit 4 – Los Romanos – the
Romans

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.

Vocabulary from the Early Learning units.

How to use the negative in Spanish from units like 'Mi Clase', and '¿Tienes una mascota?' and/or 'Mi Casa'.

NC objectives and Castle View year group objectives:

Speaking: 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.

Listening: 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: Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat')

Key vocabulary

Recommended phonics focus: GA GE GI GO GU

GA sound in toga

GO sound domingo & pongo

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like le-yen-da, es-cla-vos, vier-nes, do-min-go and es-cue-la.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tú-ni-ca, sá-ba-do and miér-co-les.

Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in niño.



Spanish Year 5 Curriculum Overview



Year 5 Spanish
Unit 5 – Las Olimpiadas – The Olympics

Unit objectives:

To:
Understand the key facts of the ancient and modern Olympics recounted in Spanish.
Learn 10 nouns and articles for common Olympic sports.
Explore the full present tense conjugation of the high frequency verb PRACTICAR.
Look at the adjectival changes involved when you describe a male Olympian or female Olympian.

Skills we will develop and activities we will complete:

To improve decoding longer unfamiliar texts in Spanish using key language learning strategies that will help long term memory retention and language learning going forward. Understanding that adjectives come in different forms and when you describe a person in terms of a profession (in this case their sporting title) adjectival agreement rules will apply and spelling may change in these words depending if you are talking about a male or female Olympian.
Activities to help improve decoding skills of longer text. A range of story ordering, true/false and word category worksheets based on the ancient and modern Olympics. Followed by the 10 nouns and partitive articles for Olympic sports. The verb 'practicar' will be explored in full with listening, speaking, reading and written activities. Finally, the adjectival changes involved when describing a male/female Olympian for the final task - a presentation on sport played using PRACTICAR and professional title.

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.

Language introduced from Early Learning and Intermediate units.

Understand what an article/determiner, noun, verb and adjective is in English and the basic rules of adjectival agreement in Spanish.

How to decode longer, unknown texts in Spanish.

NC objectives and Castle View year group objectives:

Speaking: 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.

Listening: 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 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: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

Key vocabulary

Recommended phonics focus: GA GE GI GO GU

GO sound in juegos

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like prac-ti-car. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like es-grima, ci-clis-mo & a-tle-tis-mo

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in o-lím-pi-cos, tram-po-lín, triat-lón, e-qui-ta-ción & na-ta-ción.



Spanish Year 5 Curriculum Overview



Unit objectives:

To:

Recognise and recall from memory 21 items of clothing.

Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.

Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.

Skills we will develop and activities we will complete:

To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.

Lots of speaking, reading and written activities to learn the 21 nouns and appropriate articles for clothes (wordsearches, word puzzles and cross words). Plus extended listening and reading tasks. Spoken and written scaffolded activities that will support us in saying what we wear in different scenarios. A final creative activity where we will pack a suitcase for a holiday allowing us to revise the possessive adjective "my" and describing our clothes by colour.

Year 5 Spanish
Unit 6 – La Ropa - Clothes

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the Early Learning units and in particular colours and simple adjectival agreement (nationality in 'Me Presento').

Understanding that nouns have gender and this has an impact on other words in a sentence – like the spelling of the adjective.

Understanding the differences between definite and indefinite articles.

The vocabulary to describe weather..

NC objectives and Castle View year group objectives:

Speaking: 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.

Listening: 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 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: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

Key vocabulary

Recommended phonics focus: GA GE GI GO GU

GA sound in gafas

GO sound in gorra & abrigo

GU sound in guantes

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like guan-tes, a-bri-go, blu-sa, san-da-lias and cha-que-ta.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lle-váis.

Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in baño.