

Topic: Spanish	Year group	Term
The Classroom	Year 5	Summer 1 6 sessions

Background knowledge

Children should still be focusing mainly on saying words in Spanish. Teachers should be encouraging correct pronunciation. Children should be introduced to the written words and should be reading these where possible. Children should also be writing simple words through labelling pictures and copying simple words or phrases.

Power points and worksheets can be found on language angels.

What should I already know?

A selection of greetings. Numbers 1 - 100. Names of colours. They should be able to ask and answer questions about their name. Answer questions about how they are feeling. Know the names of ten shapes. Can recognise and join in with 6 nursery rhymes in Spanish. Know the names of 10 fruit and can say if they like/ dislike each fruit. Can locate Spain on a world map and know the capital is Madrid. Children can also identify the Spanish flag. Know the names of 10 animals. Know the names of 9 body parts. Can retell the story of Little Red Riding Hood. Ask and answer questions about their age and where they live. Know the nouns for family members e.g. aunt, uncle, grandparents etc and ask and answer questions about them. Children know the names of 10 pets and can use the conjunctions 'y' and 'pero' to join two sentences. Can ask and answer questions about the days and months of the year. Children can ask and answer questions about birthdays. Children can describe the weather in Spanish using nine key phrases and ask and answer questions about the climate in different parts of Spain.

National Curriculum Objectives / Key Skills	The Journey
<u>Listen attentively to spoken language and show understanding by joining in and responding.</u> <u>Develop good pronunciation and intonation so that others understand when they are reading aloud.</u> <u>Engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</u> <u>Read carefully and begin to show understanding of words, phrases and simple writing.</u>	1. To learn the names of six classroom objects with articles and determiners. 2. To learn a further six classroom objects with articles and determiners. 3. To ask and answer the question '¿Qué tienes en tu estuche?' (What is in your pencil case?). 4. To use the possessive adjectives 'mi' and 'mis'. 5. To use the negative structure 'No tengo'. 6. To revise and consolidate our learning.

<u>Write phrases with some support.</u> Describe people, places, things and actions in writing. I can hold a simple conversation with at least two - three exchanges. I am beginning to use my knowledge of grammar to speak correctly. I can understand a short story or factual text and note the main points. I can write short phrases and sentences from memory. I can write a paragraph of 3-4 sentences. I can substitute words and phrases.	
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Outcomes
Working towards: I can understand, remember and repeat some of the classroom objects that were covered in class. I need lots of help and a word bank for the spellings. I can show you what I have and do not have in my pencil case if I have the pictures and words in front of me. I can follow classroom commands if the teacher supports my understanding of Spanish by miming the action as he/she says it in Spanish. Expected: I can remember, repeat and spell some of the vocabulary covered in lessons for classroom objects. I can tell you some of the objects I have and do not have in my pencil case. I can remember and follow most classroom commands in Spanish. I may need the teacher to mime the actions to help me. Exceeding: I can remember, repeat and spell all the vocabulary covered in lessons for classroom objects. I can tell you what I have and do not have in my pencil case. I can understand and follow simple classroom commands in Spanish.

Key Vocabulary	Timeline / Diagrams
Un sacapuntas - A pencil sharpener Un cuaderno - An exercise book Un lápiz - A pencil Un bolígrafo - A pen Un estuche - A pencil case Un libro - A reading book Una goma - A rubber Una regla - A ruler Una calculadora - A calculator Unas tijeras - A pair of scissors Una barra de pegamento - A glue stick Una cartera - A book bag / a school bag Tengo - I have No tengo - I do not have ¿Qué tienes en tu estuche? - What do you have in your pencil case? En mi estuche tengo... - In my pencil case I have.. En mi estuche no tengo... - In my pencil case I do not have.. ¡ Escuchad! - Listen ¡ Escribid ! - Write ¡ Repetid ! - Repeat ¡ Silencio ! - Silence ¡ Abrid los libros ! - Open your books ¡ Cerrad los libros ! - Close your books ¡ Pensad ! - Think ¡ Leed ! - Read ¡ Preguntad ! - Ask ¡ Levantad la mano ! Raise your hand	
Key people / places	
Spain - The Spanish name for Spain is España. It is located in Europe. The capital of Spain is Madrid. France and Portugal border with Spain. There are 21 Spanish speaking countries in the world, 700 million people.	

Question of the week

Week 1

Question of the week

El jueves hace sol y hace calor. El viernes está nublado. El sábado hace viento. El domingo nieva.

What is the weather like on Thursday and Saturday?

Week 4

Question of the week

¿Qué tienes en tu estuche?



Week 2

Question of the week

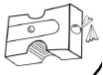
Match the word to the correct picture.



un libro



un sacapuntas



un lápiz

Week 5

Question of the week

Write an example of a classroom object that uses my singular and one that uses my plural.

Week 3

Question of the week

Match the word to the correct picture.



una regla



una goma



una calculadora

Week 6

End of unit assessment