

## Year 5: Parts of the body – *El cuerpo*

### Objectives:

- Be able to say what or where hurts
- Be able to use the reflexive verb *me duele* – it hurts
- Be able to identify the different parts of the body
- Be able to mostly use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrases

### Key Factual Learning:

#### Grammar:

- Introduction to reflexive verb *me duele*
- Change verb ending from *duele* to *duelen* for plural subject
- Reflexive pronouns: *me* and *te*
- Plural definite and indefinite articles

#### Vocabulary:

- La cabeza, los hombros, las rodillas, los pies, las piernas, los dedos, los brazos, el culo, las manos, los ojos, los dientes, la boca, la nariz, las orejas
- Other body parts: la barriga, el oído, la espalda, la garganta
- ¿Qué te duele? Me duele... or me duelen
- Tengo dolor de ...
- Tengo tos, tengo fiebre

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- ✓ Introduce and drill the new vocabulary by using actions or Makaton signing – body parts.
- ✓ Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- ✓ Complete a match up and labelling activity.
- ✓ Other than skimming, children are encouraged to answer a more complex and detailed comprehension questions.
- ✓ Make links between some phoneme, rhymes and spellings and read unfamiliar words aloud.
- ✓ Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- ✓ Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- ✓ Formulate questions and annotate answers to then share findings with the rest of the class.
- ✓ Peer and self-assess using a WAGOLL.

## Year 5: Monsters – Monstruos

### Objectives:

- Be able to describe a monster
- Be able to use adjectival agreement with more confidence
- Be able to use more adjectives to describe appearance and personality
- Be able to mostly use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrases

### Key Factual Learning:

#### Grammar:

- ✓ Adjectival agreement.

#### Vocabulary:

- ✓ Recap body parts from Y5 – El Cuerpo
- ✓ Other body parts: los cuernos, los colmillos, las alas, el rabo, las verrugas, los lunares, los pinchos
- ✓ Recap colours from Y3 – Los Colores
- ✓ Other adjectives: grande, pequeño, feroz, manso, fuerte, amable, agradable, miedoso, aterrador, peligroso, aventurado, único.
- ✓ Sin embargo, además, porque

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Revise and recycle body parts.
- Continue learning adjectival agreement - to be applied in colours and other adjectives describing appearance and personality.
- Memorise new vocabulary by using choral repetition - different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Other than skimming, children are encouraged to answer a more complex and detailed comprehension questions.
- Make links between some phoneme, rhymes and spellings and read unfamiliar words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Peer and self-assess using a WAGOLL.

## Year 5: In my town – *En mi ciudad*

### Objectives:

- Be able to name the different places in town
- Be able to interpret a city map and by following instructions, locate the different places in a town
- Be able to describe your own town and/or city using *hay/ no hay*
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrases

### Key Factual Learning:

#### Grammar:

- ✓ Use of *hay* and *no hay* (there is, there are, there isn't and there aren't)
- ✓ *Ni...ni* (neither ... nor...)
- ✓ Cognates

#### Vocabulary:

- ✓ Un supermercado, una comisaría, una estación de trenes, una estación de autobuses, un hospital, una plaza, una oficina de correos, un parque, un restaurante, un museo, un centro comercial, un banco, un kiosko, una playa, una plaza de toros, un colegio, una guardería, un instituto, una biblioteca, un estadio de fútbol
- ✓ En mi pueblo/ ciudad *hay*...
- ✓ En mi pueblo/ ciudad *no hay*...
- ✓ ¿Qué *hay* en tu ciudad?...
- ✓ En Nottingham *no hay ni ... ni*...
- ✓ Me gusta mi ciudad porque es ...
- ✓ Divertida, segura, bonita, especial, encantadora, grande, pequeña

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Continue practising adjectival agreement - to be applied when using adjectives to describe their town.
- Memorise new vocabulary by using choral repetition - different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Interpret the information given in a video and apply it in order to use *hay* and *no hay* correctly.
- Interpret the information given in a video and apply it in order to use *ni...ni* correctly.
- Create a leaflet describing your town. Use pictures found on the internet of Bulwell/ Nottingham and glue them in their leaflet.
- Other than skimming, children are encouraged to answer a more complex and detailed comprehension questions.
- Use a sentence builder document to support the lower ability but also encourage higher attainers to use unfamiliar sentences to expand their written work.
- Make links between some phoneme, rhymes and spellings and read unfamiliar words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Peer and self-assess using a WAGOLL.

## Year 5: My home – *Mi casa*

### Objectives:

- Be able to name the different rooms/ parts of a house
- Be able to describe your own house using *hay/ no hay*
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrases

### Key Factual Learning

#### Grammar:

- ✓ Revision of *ni...ni* and *hay/ no hay*
- ✓ Revision of plural nouns (when to use *-s* and when to use *-es*)
- ✓ Use of more advanced opinions (*detesto, odio, me encanta, me gusta mucho, me gusta*)

#### Vocabulary:

- ✓ Un dormitorio, una cocina, un salón, un comedor, un baño, un jardín, un ático, un sótano, una terraza acristalada, unas escaleras, un vestidor, una oficina, un gimnasio, un lavadero, un garaje y una piscina
- ✓ En mi casa hay... también hay... sin embargo en mi casa no hay...
- ✓ ¿Qué hay en tu casa?...
- ✓ En mi casa no hay ni ... ni...
- ✓ Me gusta mucho mi casa porque es ...
- ✓ Divertida, segura, bonita, especial, encantadora, grande, pequeña, cómoda, moderna, antigua, caliente, fría

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Continue practising adjectival agreement- to be applied when using adjectives to describe their own house.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Interpret the information given in a video and apply it in order to use *hay* and *no hay* correctly. (re-watch)
- Interpret the information given in a video and apply it in order to use *ni...ni* correctly. (Re-watch)
- Create a 3D house using a template and label all the different rooms.
- Other than skimming, children are encouraged to answer a more complex and detailed comprehension questions.
- Use a sentence builder document to support the lower ability but also encourage higher attainers to use unfamiliar sentences to expand their written work.
- Make links between some phoneme, rhymes and spellings and read unfamiliar words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Peer and self-assess using a WAGOLL

## Year 5: Describing yourself – *Me describo ¿cómo soy?*

### Objectives:

- Be able to describe yourself using verbs like *soy* and *tengo*
- Be able to talk about your hair and eyes
- Be able to use different adjectives to describe your own character and appearance
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrases.

### Key Factual Learning:

#### Grammar:

- ✓ Recycle adjectives and use them with the first, second and third person of the verb to be (*soy, eres, es*)
- ✓ Recycle knowledge of hair and eyes and apply it using different forms of the verb to have (*tener*)

#### Vocabulary:

- ✓ *Tímido/a, perezoso/a, divertido/a, simpático/a, interesante, inteligente, agradable, trabajador/a.*
- ✓ *Rubio/a, moreno/a, calvo/a, pelo gris o blanco.*
- ✓ *Unas gafas, unas pecas, un bigote, una barba, el pelo liso/rizado, pelo largo/corto, los ojos azules/grises/marrones.*
- ✓ *Alto/a, bajo/a, grande, pequeño/a, de estatura media.*
- ✓ *Soy, eres, es and tengo, tienes, tiene.*
- ✓ *Muy, mucho, un poco, demasiado, bastante.*
- ✓ *¿Cómo eres? ¿Quién es?*
- ✓ *Chico, chica*

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Continue practising adjectival agreement- to be applied when using adjectives to describe themselves.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games. (Guess who?)
- Complete a match up and labelling activity.
- Interpret the information given in a video and apply it in order to use the verb to be correctly.
- Other than skimming, children are encouraged to answer a more complex and detailed comprehension questions.
- Use a sentence builder document to support the lower ability but also encourage higher attainers to use unfamiliar sentences to expand their written work.
- Make links between some phoneme, rhymes and spellings and read unfamiliar words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Peer and self-assess using a WAGOLL.

## Year 5: Bigger numbers and telling the time – *Números y la hora*

### Objectives:

- Be able to say the numbers up to 60
- Be able to tell the time using a 12-hour clock
- Be able to use different forms of the verb "ser" in order to tell the time accurately
- Be able to use different frequency expressions such as at the weekend, every day, always, sometimes and never
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrases

### Key Factual Learning:

#### Grammar

- ✓ Use different forms of the verb to be to tell the time. (es/son)
- ✓ Identifying and using different verb conjugations

#### Vocabulary:

- ✓ ¿Qué hora es? Es la... / Son las...
- ✓ Menos cuarto, y media, y cuarto, en punto
- ✓ De la mañana, de la tarde, de la noche
- ✓ Los fines de semana, normalmente, siempre, nunca, casi siempre, casi nunca
- ✓ ¿A qué hora + action?
- ✓ Vas al cine, ves la televisión, vas de compras, sales con tus amigos, vas a la piscina, escuchas música, ves la television, juegas en la Play Station
- ✓ Sports using haces or juegas i.e ¿a qué hora juegas al fútbol?

#### Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, j, qu, g, h, ñ, z, gu, ll, v

### Practical Tasks:

- Manipulate language by changing some elements in a sentence or question.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Create clocks using paper plates so that each child can use their own card hands and clocks.
- Communicate by asking and answering a wider range of questions.
- Recycle sports topic vocabulary to ask and answer more sophisticated questions such as ¿a qué hora juegas al baloncesto?
- Use a sentence builder document to support the lower ability but also encourage higher attainers to use unfamiliar sentences to expand their written work.
- Apply knowledge of phonics to accurately pronounce the phoneme "qu" in Spanish.
- Use frequency adverbs to expand sentences.



# Cantrell Primary School – Spanish Curriculum

