



Spanish Year 5/6 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 5/6 Spanish
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 5/6 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 5/6 Spanish
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.