**Examples of activities from S.O.W. to meet end of year objectives – Year 5**

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| **KS2 Programme of Study objectives. Pupils should be taught to:** | **By end of year 5 pupils:** |
| Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language. | **5.1** Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly, **e.g. Unit 13 lesson 1 – packed lunch items.**  **5.2** Can join in with familiar short songs, rhymes or poems, or parts of them, **e.g. Unit 14 lesson 4 – ‘Yo soy músico’ song.** |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | **5.3** Can write high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly, **e.g. Unit 13 lesson 4 – power point writing activity.**  **5.4** Can use understandable spelling for high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly, **e.g. Unit 16 lesson 4 – sentences describing a painting**. |
| Engage in conversations; ask and answer questions;  express opinions and respond to those of others | **5.5** Can ask and answer simple questions on the current topic, **e.g. Unit 14 lesson 7 – role play.**  **5.6** Can adapt models successfully to give own information, including simple questions, substituting individual words, **e.g. Unit 15 lesson 7 – role play.** |
| Seek clarification and help | **5.7** Can use several short phrases and questions in predictable classroom interactions, **e.g. ¿Puedo tomar agua, por favor?** **All units and lessons.** |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures  Present ideas and information orally to a range of audiences | **5.8** Can produce some short phrases within a familiar topic, with good pronunciation, **e.g. Unit 17 lesson 1 – sentences linking seasons with types of weather.** |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | **5.9** Can read short phrases accurately that contain mostly familiar language. **e.g**. **Unit 16 lesson 5 – reading lines from a poem.** |
| Read carefully and show understanding of words, phrases and simple writing | **5.10** Can understand familiar words and simple sentences, **e.g. Unit 18 lesson 2 – linking days and planets.** |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. | **5.11** Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning, **e.g. Unit 18 lesson 5 – reading about the distance of planets from the sun.** |
| Use a dictionary | **5.12** Can use alphabetical order confidently,**e.g. Unit 12 lesson 1 – use of bi-lingual dictionary to look up clothes’ words.**  **5.13** Can recognise and use the main dictionary codes for nouns.  Can appreciate that there may be more than one entry for each word, e.g. **All statements apply to Unit 17 lesson 3 – words in song about Spring.** |
| Write words and phrases from memory | **5.14** Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling, **e.g. Unit 15 lesson 4 – worksheet on directions.** |
| Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing | **5.15** Can change a range of single elements in sentences to create new sentences (e.g. change the noun or adjective or verb or qualifier), **e.g Unit 16 lesson 6 – adapting a poem.** |
| Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns,  adjectives (place and agreement),  conjugation of key verbs (and making verbs negative),  connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English. | **5.16** Can use the definite article with verbs of like / dislike, **e.g. Unit 13 lesson 1 – food likes.**  **5.17** Can understand and use devices to make verb forms negative, **e.g. Unit 15 lesson 6 - Me gusta/no me gusta mi ciudad…**  **5.18** Are showing some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English,  **e.g. Unit 13 lesson 1 Me gusta el arroz/Me gustan las salchichas.**  **5.19** Can use 1st, 2nd, 3rd persons of several regular verbs in the present tense (with the support of a frame), **e.g.** **Unit 14 lesson 2 - ¿Tocas un instrumento?/Toco el saxofón, Unit 16 lesson 4 - El niño nada, los niños nadan.**  **5.20** Can create complex sentences (with the support of a frame), **e.g. Unit 18 lesson 5 – description of planets.** |

**Spanish Planning Year 5 Unit 17 Lesson 1 Date**

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| **Learning Outcomes with link to Programme of Study** | **Key questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **say what the weather is like in a particular season (PoS 5)** * **write simple sentences (PoS 10)** * **can pronounce ‘ñ’ correctly (PoS 6)** | las estaciones the seasons  La estación the season  Qué estación es? What season is it?  La primavera Spring  El otoño Autumn  El invierno Winter  El verano Summer  En primavera in Spring  En otoño in Autumn  En invierno in Winter  En verano in Summer  ¿Qué tiempo hace? What is the weather like?  Hace sol it’s sunny  Está lloviendo it’s raining  (Llueve = it rains)  Está nevando it’s snowing  (Nieva = it snows)  Hay niebla it’s foggy  Hace viento it’s windy  Está nublado it’s cloudy  Hace frío it’s cold  Hace calor it’s hot  Está tormentoso it’s stormy | | Revise weather from yr 4 – see power points with sound in unit 7 – and picture flashcards in ‘Resources’ here. Say: ¿Qué tiempo hace? and give a choice of 2 answers for each flashcard. Pupils chorus the correct one.  Introduce the 4 seasons with picture flashcards in different tones of voice and pupils repeat. Use graded questioning: 1) Es la primavera – ¿sí o no? 2) ¿Es el invierno o el verano? 3) ¿Qué estación es? Sound files of the seasons are in the power point referred to in ‘Resources’.  Model: En invierno hace frío, etc. with an action and pupils repeat, then ask: ¿Qué tiempo hace en verano? etc. Draw pupils’ attention drawn to ‘el/la’ + season changing to ‘en’ + season in order say ‘in’ + season.  Place 6 numbered weather word cards on the board and read aloud with pupils repeating. Cover one with plain card and role a dice.  A nominated pupil in each table group writes that weather statement with the help of the others on a mini-whiteboard and the table(s) with the correct spelling gain a point.  Place picture cards of 6 types of weather on the board with ones of the seasons. Ask pupils to say one of the weather types + a season, e.g. En verano hace calor.  Select pupil groups of -8 primavera, -7 verano, -7 otoño, -8 invierno and give each pupil in each group a letter  from the season word. Can they put themselves in correct order when you call a group to the front of class to spell the season? See Alphabet power point in ‘Resources’ to remind pupils of pronunciation of letters.  Worksheet – 2 versions. See **N.B.** in ‘Grammar focus’.  Daily Practice - Pupils say a weather statement linked to a season. | | Dice  Mini-whiteboards  Alphabet power point with sound under ‘Alphabet’ under main Spanish tab.  At end of unit:  Weather pictures  and word cards  Seasons’ pictures and word cards  Worksheet – 2 versions  Seasons’ and weather power point with sound and instructions for use, to use in lesson 2, but which has pronunciation of the seasons. | | ñ in ‘otoño  Re weather, there are 3 patterns: to use hace (from the present tense of hacer) plus a noun; to use está (from the present tense of estar) + a gerund - está lloviendo and está nevando - or + an adjective – está tormentoso and está nublado. ‘Hay niebla’ literally means ‘There is fog’, so ‘niebla’ is a noun.  **N.B.**  está lloviendo (it is raining), está nevando (it is snowing) but llueve en primavera (it rains in spring) and nieva en invierno (it snows in winter) |
| **Assessment Opportunities** | Worksheet | | | | | | |
| **KS2 Framework Objective**  **Oracy 5.3** | **Literacy**  **5.2, 5.3** | **Intercultural Understanding** | | **Knowledge about Language 6** | | **Language Learning Strategies** | |

**Spanish Planning Year 5 Unit 17 Lesson 2 Date**

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| **Learning Outcomes with link to Programme of Study** | **Key questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can recognise the seasons (PoS 1)** * **can say the season their birthday month is in (PoS 5)** * **can pronounce ‘ó’ correctly (PoS 6)** | las estaciones the seasons  La estación the season  Qué estación es? What season is it?  La primavera Spring  El otoño Autumn  El invierno Winter  El verano Summer  En primavera in Spring  En otoño in Autumn  En invierno in Winter  En verano in Summer  ¿En qué estación  es tu cumpleaños?  (In what season is your birthday?)  ¿Qué fecha es hoy/será mañana/fue ayer?  (What is the date today/What will the date be tomorrow/What was the date yesterday?) | | Show power re seasons and weather with sound and instructions for use, for revision of lesson 1.  Revise months of year – see power point with sound in yr 3 unit 2.  Pupils order months of year individually or as class-speed challenge, using word cards in ‘Resources’.  Place seasons’ picture flashcards from previous lesson on board in 4 columns. Pupils place correct months’ word cards, which are placed in random order elsewhere on the board, under the correct season.  Say the months of the year and pupils stand up when they hear their birthday month.  Revise numbers 1-31 with power point with sound in ‘Resources’.  Use soft ball to ask pupils (from yr 3 unit 3 lesson 1): ¿Cuándo es tu cumpleaños? Mi cumpleaños es el…de… and a new question: ¿En qué estación es tu cumpleaños? Mi cumpleaños es en....See linked power point in ‘Resources’ that has sound.  Revise how to say the date from the above yr 3 lesson in the power point too: ¿Qué fecha es hoy?/  ¿Qué fecha será mañana/fue ayer? are also included as extension.  Daily practice - Pupils produce an oral statement about the date and the weather. Teacher/pupil writes the date in Spanish daily. | | Ball  At end of unit:  Seasons’ and weather power point with sound and instructions for use  Picture and word flashcards of months  Birthday date and season power point with sound.  Power point with sound – numbers 1-31 | | ‘ó’ shows where to stress the word ‘estación’  (es-ta-thee\*-ON)  \*’th’ as in the English word ‘thin’  Nouns that end in - ción, are feminine. |
| **Assessment Opportunities** | Pupils’ answers to questions about date of birthday and season of birthday | | | | | | |
| **KS2 Framework Objective**  **Oracy 5.3** | **Literacy**  **5.1** | **Intercultural Understanding** | | **Knowledge about Language**  **6** | | **Language Learning Strategies** | |

**Spanish Planning Year 5 Unit 17 Lesson 3 Date**

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| **Learning Outcomes with link to Programme of Study** | **Key questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can use a bi-lingual dictionary (PoS 9)** * **can understand and join in with the singing of a song (PoS 1)** * **can pronounce hard ‘g’ correctly (PoS 6)** | la tierra the earth  la flor the flower  los pajaritos the birds  la alegría the happiness  la paz the peace  lindo/linda pretty  la felicidad the joy  las plantas the plants  los campos the fields | | Tell pupils they will be learning a lively song about Spring, and place key words from the song x 9 on the board. Ask pupils if they know the meanings of any of the words from prior knowledge or because they are cognates.  Pupils look up the meanings of any unknown words in bi-lingual dictionaries.  Ask pupils to tell you what type of words they are, i.e. nouns and adjectives. Draw attention to the definite articles – la/las/los (no ‘el’ here).  Ask pupils for the connection between the words and Spring.  Show the words to the song on the power point with sound in ‘Resources’, and ask pupils to tell you any other words they recognise, e.g. el sol, los días.  Give pupils a copy of the song in Spanish/English and ask them to tell you Spanish words that are nouns, adjectives and verbs. They can underline a few of each – there is only one adjective – in 3 different colours with a key.  Play the song from the YouTube clip through once, where pupils see each word highlighted as it is sung. When played again, pupils can join in with the singing.  Daily Practice – singing of the song | | Song about Spring – La Primavera by los Pimpollos – where all words are seen and pronunciation heard  <http://www.youtube.com/watch?v=AR_-VgmjF34>  Bi-lingual dictionaries  At end of unit:  Power point with song words with sound  Word cards of key words from song  Words to song in Spanish and English  Words to song in Spanish | | Hard ‘g’ in ‘alegría’ (al-eh-GREE-ah)  Masculine and feminine singular forms of the adjective ‘pretty’:  lindo/linda |
| **Assessment Opportunities** | Observation of pupils’ prior knowledge of vocabulary and grammar to answer questions | | | | | | |
| **KS2 Framework Objective**  **Oracy 5.3** | **Literacy**  **5.1** | **Intercultural Understanding** | | **Knowledge about Language**  **1 , 2** | | **Language Learning Strategies**  **4** | |

**Spanish Planning Year 5 Unit 17 Lesson 4 Date**

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| **Learning Outcomes with link to Programme of Study** | **Key questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can follow and join in with the reading of lines of a poem (PoS 1)** * **can guess the meaning of unknown words with the support of pictures and context (PoS 8)** * **can pronounce soft ‘c’ correctly (PoS 6)** | la carretera road  las peñascales rocky slopes  la pradera meadow  los toros bulls  las zarzas brambles  las malezas weeds  los jarales rock roses  las gotas del rocío drops of dew  la alameda poplar (tree) grove  el río river  los montes hills  el albor dawn  los galgos greyhounds  la escopeta shotgun  la espalda back  el cazador hunter  larga wide  humilde humble  mojado/mojada  dorado/dorada golden  primer first | | Tell pupils they are going to be introduced to a poem about Autumn by the Spanish poet Antonio Machado and show them the power point with sound at the end of the unit, in which they see and hear each line in Spanish. Ask pupils if they can say the meaning of any words in English from prior learning or because they are similar to the English. Pupils are invited to read lines in Spanish. After each line, click the action button to reveal the English. Pupils can have a go at linking English words with the Spanish, e.g. earth and tierra. Draw attention to how when translating from a foreign language into English, the translator does not always translate word by word, but often changes the words slightly to make the translation sound and  flow better, e.g. la alameda dorada (literally the golden poplar grove), has been translated as the golden poplars.  Place word cards of words in the poem – see ‘Resources’ – in random order on the board, and hold up a matching picture and ask pupils to try and say the word card that goes with in. A pupil who answers correctly, can place the word card next to the picture.  Give pupils a copy of the poem in Spanish and play the power point again, without pupils seeing the words and pupils follow the text as the poem is read.  Daily Practice – pupils read a line from the poem at registration. | | Amanecer de otoño (Autumn Dawn) is a Spanish poem written by Antonio Machado (1875 – 1939).  At end of unit:  Power point of the poem in Spanish with sound  Picture and word flashcards of key vocabulary  Poem in Spanish | | Soft ‘c’ in ‘amanecer’  (am-an-ah-thair)  The words in ‘New Learning’ are mostly for recognition purposes only at primary school level.  Colours usually follow the noun, but if the colour describes how the noun always is or is an integral part of the noun, then it can go before, e.g. white snow / blanca nieve (Snow White), black bulls (negros toros), green leaves (verdes hojas) |
| **Assessment Opportunities** | Reading lines from the poem aloud | | | | | | |
| **KS2 Framework Objective**  **Oracy 5.3** | **Literacy**  **5.1 5.3** | **Intercultural Understanding IU5.1** | | **Knowledge about Language**  **1 , 2** | | **Language Learning Strategies**  **4** | |

**Spanish Planning Year 5 Unit 17 Lesson 5 Date**

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| **Learning Outcomes with link to Programme of Study** | **Key questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can match up nouns that rhyme (PoS 1)** * **can recognise when a noun is preceded by el or la (PoS 12)** * **can pronounce ‘z’ correctly (PoS 6)** | ¿Qué te pasa…? What’s up? (KEH/teh/pah-sah)  Nada, nada nothing, nothing (nah-dah, nah-dah)  Calabaza = pumpkin (cal-ah-bath-ah)  Limonada = lemonade (leem-on-ah-dah) | | Tell pupils they will be doing an activity about words that rhyme in Spanish. Play power point with sound, in which pupils will hear the rhyming in the pairs of words on each slide, e.g. sol and caracol. Give out out to pairs of pupils 6 cut up picture/word cards from the set of 10 mentioned in the resource at end of unit.  Pupils use what they heard in the power point, knowledge about language, language learning strategies and previous knowledge to match pairs of cards that rhyme.  Go around the class to see if pupils have matched cards correctly.  Place a selection of rhyming cards from the 10 card set of 6, and play a team game where team members gain points by correctly saying matching pairs.  Show pupils the ‘calabaza’ and ‘limonada’ poster on the iwb, read out and explain the meaning, i.e. What’s up pumpkin? Nothing, nothing lemonade! Ask pupils what they notice, i.e. that it is a Spanish rhyme.  Using the poster picture as a template, pupils create their own poster by replacing the 2 rhyming nouns with 2 other Spanish ones from the previous activity. Pupils in pairs read out each other’s posters.  Daily practice – pupils read aloud their rhymes. | | At end of unit:  Rhyming words – power point with sound  Rhyming words – picture/word cards  Poster picture template | | ‘z’ in ‘calabaza’ pronounced like ‘th’ in English word ‘thin’  (cal-ah-bah-thah)  The singular nouns in the rhyming activity are either masculine or feminine and start with the definite article el or la |
| **Assessment Opportunities** | Awareness of masculine and feminine definite articles | | | | | | |
| **KS2 Framework Objective**  **Oracy 5.3** | **Literacy**  **5.1 5.3** | **Intercultural Understanding** | | **Knowledge about Language**  **1 , 2** | | **Language Learning Strategies**  **4** | |

**Spanish Planning Year 5 Unit 17 Lesson 6 Date**

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| **Learning Outcomes with link to Programme of Study** | **Key questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can recognise new nouns, adjectives and verbs (PoS 1)**      * **can broaden their vocabulary and understand new words (PoS 8)** * **can pronounce ‘ñ’ correctly (PoS 6)** | Las estaciones del año the seasons of the year  una calandria a skylark  un ruiseñor a nightengale  una hoja a leaf  una playa a beach  el tiempo the weather  una frisa a blanket  una sonrisa a smile  cobre rojizo reddish copper  caliente hot  friíto/friíta cold  bello/bella beautiful  lleno/llena de full of  sus obras its works  ¡Que no se vaya! don’t go  despinta strips  pido I need | | Introduce a poem about all the seasons - ‘Las estaciones del año’ by Andrés Díaz Marrero – with story book style power point with sound. It contains four 4-lined poems, one for each season. In each poem the 2nd and 4th lines rhyme, and these can be pointed out by pupils as they listen to the lines of the poem.  Each slide shows the English translation, and the same questions can be asked by the teacher as for the poem about autumn in lesson 4.  Slides 18-21 contain the all the lines for each individual season, and pupils can be invited to read them after they have listened to the sound files.  Some of the words in the poem – see ‘New Learning’- are for recognition purposes only, but there are picture/word flashcards for them at end of unit, which can be used for, e.g. the identification of nouns, verbs and adjectives.  Place picture flashcards on the board in random order, hold up one of the word flashcards, say the word in Spanish, and ask a pupil to place under the matching picture flashcard.  Ask pupils to give an examples nouns, adjectives and verbs, and they can underline each types of word in 3 different colours on the sheets in ‘Resources’, which contain the words to the poem in Spanish and English.  .  Daily practice – pupils read one of the poems in pairs. | | At end of unit:  La estaciones del año – story book power point – with sound  Picture/word flashcards for above story book  Sheets for four poems in Spanish and English | | ‘ñ’ in ‘ruiseñor’  (rwee-sen-Yor)  **friíto** is a diminutive of **frío.**  Spanish speakers frequently use the diminutive suffixes such as -íto not only to indicate size but also to make a word less harsh or to indicate affection. |
| **Assessment Opportunities** | Reading skills | | | | | | |
| **KS2 Framework Objective**  **Oracy 5.3** | **Literacy**  **5.1 5.3** | **Intercultural Understanding**  **IU5.1** | | **Knowledge about Language**  **1 , 2** | | **Language Learning Strategies**  **4** | |

**Spanish Planning Year 5 Unit 17 Lesson 7 Date**

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| **Learning Outcomes with link to Programme of Study** | **Key questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can explore patterns and sounds of language (PoS 2)** * **can write a short description about a season based on a model (PoS 11)** * **can pronounce ‘ñ’ correctly (PoS 6)** | Tres colores del verano/del otoño/del invierno/de la primavera son…(Three colours of summer/autumn  winter/spring are…)  ‘Primarvera’ is the only season that is a feminine noun in Spanish – see ‘Grammar Focus’  Me gusta ir a la playa – I like to go/like going to the beach. (Meh-goose-tah/ear/ah/lah/ply-yah)  Revision of:  Weather (this unit, lesson 1)  Birthday date and season (this unit, lesson 2)  Colours (yr 3 unit 3 lesson 3)  Me gusta + leisure activity (yr 4 unit 8 lesson 2) | | Give each pupil the same or a new sheet of the words of the four poem from previous lesson.  Ask different pupils to read one of the lines in the first verse. Draw attention again to the rhyming in the 2nd and 4th lines, and get pupils to underline (in a 4th colour, if they are using the same sheet as in lesson 6).  Do the same for the other 3 verses.  Revise colours with ‘Colours of the Rainbow’ power point song at end of unit.  Make a class list of spring, summer, autumn and winter colours with pupils writing colours in Spanish (with support of power point song – slide 3 ) under columns of the 4 seasons on board.  Model some descriptive sentences about the season of your birthday:  ‘Mi cumpleaños es en julio. Julio es en verano. En verano hace sol y hace calor. Tres colores del verano son el amarillo, el verde y el azul. En verano me gusta nadar’.  (My birthday is in July. July is in the summer. In the summer it is sunny and hot. Three summer colours are yellow, green and blue. In the summer I like swimming.)  Pupils write a similar description using the above example shown on iwb, and are given a copy of the support sheet at the end of the unit, which will enable some pupils to add additional information.  Daily Practice - to complete a short written description of a season for display. | | At end of unit:  Words for 4 poems in Spanish and English  Colours of rainbow power point song  Pupil support sheet. | | ‘ñ’ in cumpleaños  Seasons:  el otoño autumn  el verano summer  el invierno winter  la primavera spring  en otoño in autumn  en verano in summer  en invierno in winter  en primavera in spring  Tres colores del verano/del otoño/del invierno/de la primavera son… (Three colours of summer/autumn  winter/spring are…)  ‘Primavera’ is the only ‘feminine’ season, which has implications for ‘of the’ in the last section above. |
| **Assessment Opportunities** | Writing task | | | | | | |
| **KS2 Framework Objective**  **Oracy 5.3** | **Literacy**  **5.1 5.3** | **Intercultural Understanding** | | **Knowledge about Language**  **1 , 2** | | **Language Learning Strategies**  **4** | |