**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 structuresPresent 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 13 Lesson 1 Date**

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| **Learning Outcomes with link to Programme of Study****Objectives** | **Key Questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can recognise packed lunch items and linked question and answer in listening, speaking and reading (PoS 1)**
* **can participate in a role play with a partner (PoS 3)**
* **can pronounce ‘ll’ correctly (PoS 5)**
 | ¿Qué tienes en tu lonchera? ((lon-chair-ah) What’s in your lunch box?En mi lonchera tengo… In my lunch box I have…Una manzana an appleUn plátano a bananaUna rodajade melón a slice of melon Un bocadillo de queso/jamón/pollo/atún a cheese/ham/chicken/ tuna sandwichUn paquete de patatas fritas a packet of crisps\*Un trozo de pastel a slice of cakeAgua waterZumo de naranja orange juice\*Patatas fritas can also mean‘chips’ in Spanish. | Revise a few question and answers with ball and/or date/weather (see yr 3 unit 2 lesson 7/yr 4 unit 7 lesson 5 for the latter).Revisit food/drink words from yr 4 unit 10 lesson 4 with picture and word flashcards at end of that unit.Ask pupils:: ¿Te gusta(n) el/la/los/las…? to elicit the reply: Me gusta(n)/No me gusta(n)/Me encanta(n)/Odio/Prefiero el/la/los/las…, e.g. ¿Te gusta el chocolate? Me gusta el chocolate. (See information sheet at end of unit).Introduce items of food/drink, which pupils might have in their lunch box, and ask them to guess in English what picture flashcards you are holding – with just the backs showing. If a pupil guesses, e.g. a banana, show the picture, say the word in Spanish with pupils repeating, and give the card to that pupil to hold. Give clues if necessary, e.g. by miming eating crisps. Once all cards have been given out, use a puppet to enact role plays: Teacher: ¿Qué tienes en tu lonchera? Puppet: En mi lonchera tengo un trozo de pastel. Pupil with that card holds it up, and so on. Pupils with cards then pass to other pupils, and teacher and puppet enact more role plays.The power point with sound in ‘Resources’ will be shown to pupils in lesson 2, but can be used by teachers to listen to the pronunciation of the new words before lesson 1.Play ‘Fly Swat’ team game, in which 5 or 6 picture cards are placed on board. Teacher says one of the new words in a sentence, e.g. En mi lonchera tengo un plátano, and the first contestant to hit the correct picture gains a point for their team.Give pairs of pupils a picture flashcard and they enact role play as above, ‘En mi lonchera tengo…’ on board for pupil support.Daily practice – Pupils say a lunch box item they have: Tengo… | Soft ballPuppetFly swatsAt end of unit:Question and answer sheet for revisionPicture flashcards/word cards re lunch box vocabularyPower point with sound files of new learningInformation sheet about verbs ‘gustar’, ‘encantar’, ‘odiar’ and ‘preferir’ | ‘ll’ in bocadillo Use of indefinite article, e.g. Tengo una manzana/un bocadillo de polloLonchera: used to just be used in Puerto Rico, Mexico, Colombia and El Salvador, but has now been accepted by Royal Spanish Academy for use in Spain.There are several words in Spanish for ‘slice of’ + food item. |
| **Assessment opportunities** | Listen to role plays |  |
| **KS2 Framework Objective**Oracy 5. 3 | **Literacy** | **Intercultural Understanding** | **Knowledge about Language** 1,4 | **Language Learning Strategies**7, 9 |  |

**Spanish Planning Year 5 Unit 13 Lesson 2 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar focus** |
| **Pupils will be successful if they:*** **can say an item that they have in their real/imaginary lunch box (PoS 1)**
* **can complete a worksheet (PoS 10)**
* **can pronounce ‘ue’ dipthong correctly (PoS 6)**
 | ¿Te gusta (gust**an**)…?Me gusta(n)Me encanta(n)No me gusta(n)OdioPreferiolos plátanos (bananas); las verduras (vegetables); la limonada (lemonade); el pollo (chicken); el chocolate (chocolate);la leche (milk); el pescado (fish); el café (coffee); el queso (cheese); el pastel (cake) | Revise lunch box items with power point with sound, which has instructions on 2nd slide. Next place lunch box text cards on board, and holding up a picture flashcard, e.g water. Ask ¿Qué tienes en tu lonchera? and a pupil reads aloud, e.g.: En mi lonchera tengo agua.With/without lunch box pictures and text cards on board for support, play an adapted version of the memory game ‘I went to the shops and I bought…’ by asking a pupil to say ‘En mi lonchera tengo + one item as above. Another pupil repeats the sentence and adds another item. Pupils can do the worksheet at the end unit, which revisitsverbs that express likes and dislikes (yr 4 unit 10 lesson 4) and gives further practice with ‘me gusta’ and’ me encanta’ - or ‘me gustan’ and ‘me encantan’, the latter two when followed by plural nouns. (See information sheet at end of unit). Go over the worksheet orally before the pupils write their answers. The foods/drinks are from yr 4 unit 10 lesson 4, yr 5 unit 13 lesson 1 and yr 5 unit 13 lesson 3, and sound files for them will be found in power points in these locations.Daily practice: Pupils say one new item of food/drink they like/love or do not like/hate– Me gusta(n)/Me encanta(n)/No me gusta(n)/Odio…. | At end of unit:Power point with sound files re lunch box itemsPicture flashcards/text cards re lunch box itemsInformation sheet about verbs ‘gustar’, ‘encantar’, ‘odiar’ and ‘preferir’Worksheet | ‘ue’ dipthong in ‘queso’ (keh-soh)The definite article is used when talking about likes/dislikes, e.g Me gusta el pollo. ‘Agua’ is a feminine noun, but to avoid the double 'a' sound in la agua, el is used instead. ‘Gusta’ - if noun following is singular; ‘gust**an’** if noun following is plural, e.g.Me gusta el pescado; Me gustan las verduras |
| **Assessment opportunities** | Worksheet |  |
| **KS2 Framework Objective**Oracy 5. 3 | **Literacy**5.3 | **Intercultural Understanding** | **Knowledge about Language**1, 4 | **Language Learning Strategies**7, 9 |  |

**Spanish Planning Year 5 Unit 13 Lesson 3 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can join in with a food/drink song (PoS 1)**
* **can extend sentences with connectives (PoS 11)**
* **can pronounce ‘rr’ correctly (PoS 6)**
 | Tengo hambre I am hungry (am-breh)Tengo sed I am thirsty (seth)Traiga bring (try-gah)(This is the 2nd person singular formal imperative form of the verb ‘traer’ to bring)Agua/pan/zumo/dulces\*/leche/churros\*/vino\*/queso water/bread/juice/sweets/milk/wine/cheese\*These are new words in the song and are also in the power point with sound in this lesson.\*New words with pronunciation in song and power point re healthy eating/drinking in ‘Resources’ (but not ‘vino’ in the latter).Prefiero I prefer (pref-ee-air-oh)Y … and (ee)Pero …but (pair-oh) | Introduce the ‘Tengo hambre’ song by giving pupils a copy of song words. Ask them to read aloud food/drink words that match the pictures. N.B. In standard Spanish ‘v’ and ‘b’ pronounced exactly alike, so ‘vino’ sounds like ‘bean-oh’. Give each pupil a text card which they hold up when you say the Spanish words and then hold up the pictures. Play song again, and pupils hold up cards when they hear their words. Show pupils whole song on iwb and pupils sing along.Teacher enacts role-plays with puppet to show how pupils can extend their replies re likes/dislikes:¿Te gusta la leche? No me gusta la leche, pero me gusta el queso/ Me gusta el pollo y el queso**^**/Me encanta el agua, pero prefiero el zumo/Odio la fruta y no me gustan las verduras.Revise healthy/unhealthy from yr 4 unit 10 lesson 2 with thumb up for ‘bueno’ and thumb down for ‘malo’. Show power point re healthy/unhealthy eating/drinking with sound files that has instructions for useSoft ball used to ask pupils about likes/dislikes with encouragement to give extended sentences.Daily practice - Pupils say whether a food/drink is healthy/unhealthy | PuppetSoft ballSong about food/drink:¡Español! ¡Español! Pg 26 – track 2.5 and English on Pg 87.At end of unit:Picture flashcards/text cards of foods/drinks in songPower point re healthy eating/drinking with sound. | ‘rr’ in ‘churros’ is trilled like 2 separate ‘r’ sounds:(paiR-Roh)(as for ‘perro’ in yr 3 unit 6 lesson 3)‘Bueno/malo para la salud’ have to agree with the nouns they are describing, e.g. el vino es malo…/la leche es buena…**^**Me gusta in the singular form can be followed by 2 uncountable nouns, e.g. Me gusta el pollo y el queso. |
| **Assessment opportunities** | Can pupils use their knowledge to construct simple sentences to express preferences, state whether food is good or bad for your health? |
| **KS2 Framework Objective**Oracy 3. 3 | **Literacy**5.1 | **Intercultural Understanding** | **Knowledge about Language**1, 4 | **Language Learning Strategies**7, 9 |

**Spanish Planning Year 5 Unit 13 Lesson 4 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can recognise the present and past (preterite) tense (PoS 7)**
* **can spell familiar words with support (PoS 2)**
* **can pronounce ‘í’ correctly (PoS 6)**
 | ¿Qué comes? Como…What are eating/what do you eat? I eat/am eating…\*¿Qué bebes? Bebo…What are you drinking/what do you drink? I drink/am drinking…¿Qué comiste ayer? What did you eat yesterday?Comí I ate¿Qué bebiste ayer? What did you drink yesterday?Bebí I drankPronunciation:Ayer comí (eye-yare/com-EE)¿Qué comiste? (KEH/com-east-eh)Comí (com-EE) **I ate**Comió (com-EE-oh) **He/she/it ate**Ayer bebí (eye-yare/beb-EE)¿Qué bebiste? (KEH/beb-east-eh)Bebí (beb-EE) **I drank**Bebió (beb-EE-o) **He/she/it drank** | Mime eating an apple and ask pupils to ask you: ¿Qué comes? Reply: Como una manzana. Ask pupils what the question and answer mean, i.e. What are you eating? I am eating…Do the same with ¿Qué bebes? Bebo un café. Pupils work in pairs as above with word cards of questions and answers (present tense) on board, together with picture flashcards of food/drinks from previous lessons in this unit for support.Tell pupils they are now going to learn how to say what they ate and drank yesterday. Repeat the above teacher/pupil activity, but this time firstly modelling with a puppet: ¿Qué comiste ayer?/¿Qué bebiste ayer? Ayer comí…/Ayer bebí…Say sentences in present, e.g. Como un helado, then same sentences in past, e.g. Comí un helado, and pupils repeat and do a different mime for each (one eating the imaginary icecream and the other showing they have eaten it). Show power point with sound re what I ate and drank yesterday, which has suggestions for use on slides 3 and 13. Pupils then do role play in pairs:Pupil 1¿Qué comiste y bebiste ayer? Pupil 2 – Ayer comí…y bebí… Daily practicePupils say a sentence ‘Ayer comí…’and share with class – Yesterday I ate… | Mini whiteboardsAt end of unit:Word cards for verbs – questions and answers (present and past (preterite) tense)Power point with sound re what I ate yesterday with spelling taskThe present and preterite tense notes | ‘í’ in comí and bebí shows where the word is stressed.The past (preterite) tense is used for past actions that are seen as completed, e.g. bebí una limonada (I drank a lemonade)\* There are 2 verbs for to drink in Spanish – beber and tomar – and either can be used. Tomar can also mean to take or grab. In the s.o.w beber is used. |
| **Assessment opportunities** | Listen to pupils’ past tense sentences |
| **KS2 Framework Objective**Oracy 5. 3 | **Literacy**5.3 | **Intercultural Understanding** | **Knowledge about Language**1, 4 | **Language Learning Strategies**7, 9 |

**Spanish Planning Year 5 Unit 13 Lesson 5 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can recognise the order of days and food vocabulary in the story (PoS 7 and 12)**
* **can understand the 3rd person singular form of ‘comer’ in the past (preterite) tense**

**(PoS 8 )*** **can pronounce ‘ó’ correctly (PoS 6)**
 | La pequeña oruga glutona the hungryCaterpillarComió (he/she/it) ateUna manzana an appleDos peras two pearsTres ciruelas three plumsCuatro fresas four strawberriesCinco naranjas five orangesUna loncha de queso a slice of cheeseUna rodaja de salchichón a slice of salamiUna piruleta a lolly popUna porción de tarta de frutas a portion of fruit tartUna magdalena a madeleine cup cakeUna hoja verde a green leafUn trozo de sandía a slice of water melonUn helado an icecreamUn pepinillo a pickle/gherkinUn pastel a cake | Tell pupils they will learning the story of ‘La pequeña oruga glutona’, the Spanish version of ‘The Very Hungry Caterpillar’. Ask them if they can remember what the caterpillar ate on each day of the week in the English story.Teach the food ítems, the pronunciation of each being in the power point. (See lesson 6). Play interactive match-up food activity in ‘Resources’. Revise days of the week, and pupils say sentences using picture/word flashcards for support e.g. El lunes comió una manzana. (On Monday I ate an apple).Place half the picture flashcards on board and pairs of pupils play the ‘fly swat’ game where the first in a pair to tap the correct picture, when teacher calls out, e.g El jueves comió cuatro fresas, gains a point for their team.With the other half of the flashcards play another team game in which you hold one up, say, e.g. Comió una piruleta, and pupils have to say the correct day, i.e. El sábado (comió una piruleta).Place word cards of the foods on the board (with ‘Comió’) – half of them – and hold up a matching picture. Say a sentence, e.g. Comió una magdalena, and a pupil places the picture next to the correct word. Do the same for the second half.Daily practice: Pupils respond to register with, e.g. ‘Ayer comí tres ciruelas’. | See yr 3 unit 4 lesson 6 for days of the week resourcesAt end of unit:Interactive match up activity of food words – Spanish/English –-which you show in full screen mode.Picture and word flashcards foods in the story, including days of week (with ‘el’).The present and preterite tense notes (see lesson 4 in this unit) | Stress on ‘ó’ in ‘comió’ (com-ee-OH)lunes=Mondayel lunes=on MondaySubject pronoun is incorporated in the verb, e.g. como (I eat/am eating), comí (I ate), comió (he/she/it ate)In Spanish there are several words for ‘slice’, as seen in new vocabulary in ‘New Learning’. |
| **Assessment opportunities** | Observation of pupil performance in games |
| **KS2 Framework Objective****Oracy 5.3** | **Literacy**5.1 | **Intercultural Understanding**5.3 | **Knowledge about Language**5.1 | **Language Learning Strategies** |

**Spanish Planning Year 5 Unit 13 Lesson 6 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can join in with power point story activities (PoS 1 and 8)**
* **can make sentences from a word bank (PoS 11)**
* **can pronounce ‘z’ correctly (PoS 6)**
 |  ¿Qué comió? What did he/she/it eat?Comió …He/she/it ateUna manzanaDos perasTres ciruelasCuatro fresasCinco naranjasUna loncha de quesoUna rodaja de salchichónUna piruletaUna porción de tarta de frutasUna magdalenaUna hoja verde Un trozo de sandía Un heladoUn pepinilloUn pastelpero butporque because | Place all the picture flashcards from story (see lesson 5) on the board and model with a puppet: ¿Qué comió la pequeña oruga glutona el lunes? El lunes comió…A pupil goes to the board and removes that picture, repeating the sentence, i.e. El lunes comió… Show ‘La Pequeña Oruga Glutona’ power point, which is in the past (preterite) tense, except for a few uses of the past (imperfect) tense.\* As each slide is played, ask pupils to translate into English, to confirm comprehension. Most pupils will be familiar with the English version of the story. Ask for volunteers to read sections of the story in Spanish before they hear the Spanish sound files.As a revision of the unit, show the ‘Word bank of key vocabulary from the unit’ at end of unit, and, after making sure pupils know the meanings of the words, play a team game where a pupil from one team asks a pupil from the other team to say a sentence in Spanish, by saying, e.g. I like cheese/Yesterday I ate…, etc., or a sentence in English, by saying, e.g. Prefiero la leche/Me gusta el café, pero no me gusta el zumo de naranja/Me gusta la fruta porque es buena para la salud, etc.Daily practicePupils keep a daily food diary of something eaten every day (can use to make classroom display), e.g. El martes comí un plátano. | PuppetAt end of unit:Power point of story in Spanish in past (preterite) tense with soundText in Spanish and EnglishWord bank of key vocabulary from the unit.The present and preterite tense notes (see lessons 4 and 5) |  ‘z’ in ‘manzana’ and ‘trozo’ **The past (preterite) tense** is used for past actions that are seen as completed, e.g. re the story: comío una manzana (it ate one apple).\***The past (imperfect) tense** is used to talk about a past action or state of being without specifying when it began or ended, examples of which are in the story, e.g: había (there was), tenía hambre (it was hungry), era una oruga gorda (it was a fat caterpillar). |
| **Assessment opportunities** | Pupils’ performance in sentence construction |
| **KS2 Framework Objective****Oracy 5.1** | **Literacy****5.2** | **Intercultural Understanding 5.3** | **Knowledge about Language**5.9 | **Language Learning Strategies** |