**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 14 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 music genres (PoS 1)** * **can give their opinión about a music genre (PoS 5)** * **can pronounce ‘ú’ correctly (PoS 5 and 6)** | La música pop  La música jazz  La música clásica  La música reggae  Pronunciation:  Música (MOOS-ee-kah) jazz (jas), clásica (CLAS-ee-kah), reggae (reh-geh)  A quién (ah/key-EN)  ¿A quién le gusta la música pop? (Who likes pop music?)  ¿A quién no le gusta la música pop? (Who does not like pop music?)  ¿Te gusta la música pop? (Do you like pop music?)  Me gusta (I like)  Me encanta (I love)  No me gusta (I do not like)  Odio (I hate)  Prefiero (I prefer)  Y (and)  Pero (but) | | On completion of this Unit pupils will do Summative Assessment Task 1 – an interview with a partner based on the Unit’s music theme.  Place names, e.g. Shakira, Ricky Martin, Christina Aguilera, Camila Cabello, on the board, and ask pupils what they have in common, i.e. they speak Spanish/are singers of Hispanic origin. Play snippets of La Macarena, La Cucaracha and La Bamba – see YouTube clips – to show pupils that many well-known songs are from Spanish speaking countries.  Play ‘La Música’ power point – with word cards of types of music on board – and pupils link with the music they hear.  Put pictures of types of music on board and pupils match up with word cards. Draw attention to similarity with English. Say:  ¿A quién le gusta la música pop? (Show of hands).  ¿A quién no le gusta la música pop? (Show of hands).  Ask pupils to show thumb(s) up/down for:  Me gusta/Me encanta/No me gusta/Odio, and another action for Prefiero. Ask individual pupils ¿Te gusta la música pop? with answers, e.g. Me encanta la música pop/Odio la música pop.  Encourage pupils to construct complex sentences about opinions of types of music using ‘y’ and ‘pero’, e.g. Me gusta la música jazz, pero me encanta la música reggae.  Daily practice – Pupils respond to register with, e.g. Odio la música clásica/Me gusta la música pop, pero no me gusta la música jazz.’ | | Soft ball  YouTube clips  <http://tinyurl.com/n9y6lug>  <http://tinyurl.com/o9gjzqq>  <http://tinyurl.com/lcqeou3>  End of unit:  Picture and word cards of types of music  ‘La Música’ power point with sounds of 4 different types of music.  Information sheet about verbs ‘gustar’, ‘encantar’, ‘odiar’ and ‘preferir.’  The sheet only covers the basic use of the verbs ‘gustar’ and ‘encantar’ for primary school purposes, and the advanced use of ‘gustar’ in the 2 questions beginning ¿A quién…? are for recognition purposes only. | | ‘ú’ in música.  (If a vowel has an acute accent (acento agudo), then that syllable always has the word stress).  The verbs ‘gustar’ and ‘encantar’ require an indirect object pronoun. See sheet at end of unit, e.g.  ¿**Te** gusta la música pop?  (Literally: Is pop music pleasing to you?)  Me gusta la la música pop.  (Literally: Pop music is pleasing to me). |
| **Assessment Opportunities** | Construction of more complex sentences | | | | | | |
| **KS2 Framework Objective**  **Oracy 5.2 5.3** | **Literacy** | **Intercultural Understanding**  **5.2** | | **Knowledge about Language**  **5** | | **Language Learning Strategies**  **2** | |

**Spanish Planning Year 5 Unit 14 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 recognise musical instruments (PoS 1)**      * **can say whether or not they play a musical instrument and ask someone else the question (PoS 3)** * **can pronounce ‘gui’ correctly (PoS 6)** | El saxofón (sax-oh-FON)  El piano (pee-an-oh)  El violín (vee-oh-LEAN)  El clarinete (clar-een-net-eh)  La guitarra (gee-tar-rah – with a hard ‘g’as in ‘go’)  La batería (bat-er-EE-ah)  La trompeta (trom-pate-ah)  Las castañuelas (cast-an-well-ass)  ¿Tocas un instrumento musical? (Do you play a musical instrument?)  (toc-ass/uhn/in-strew-mento)  Toco el saxofón (I play the saxophone)  (toc-oh…)  No toco un instrumento muscial (I do not play a musical instrument)  Role play, e.g.:  Pupil A: ¿Tocas un instrumento musical?  Pupil B: Toco …/No toco un instrumento musical, ¿Y tú?  Pupil A: Toco …/No toco un instrumento musical. | | Ask pupils: ¿Tocas un instrumento musical? ¿Sí/No? (using thumb up/down and tone of voice to aid comprehension).  Say: Toco el piano – with action – and pupils repeat. Do the same for the other instruments and also for: No toco un instrumento musical.  Place picture flashcards of the instruments on the board, then hold up each matching word card. Pupils read aloud, and a pupil places it under the correct picture.  Show power point with sound, which has instructions for use on slides  Miming team game where a pupil mimes an instrument. Another pupils asks, e.g.  ¿Tocas la guitarra? to elicit the response: Sí, toco la guitarra or No, no toco la guitarra.  If the answer is the first one, the other pupil gets a point for his/her team and replaces the miming pupil at the front of the class.  Pupils do role play in pairs – see ‘Key questions’ and role play cards at end of unit.  Worksheet, in which pupils match the sentences with the correct picture.  Daily Practice: Pupils respond to register with, e.g. ‘Toco la guitarra’ and mime. | | End of unit:  Picture and word cards of musical instruments  Power point of musical  instruments with sound and instructions for use.  Role play cards – to copy x 15/30  Worksheet –musical instruments | | ‘ñ’ in ‘castañuelas’  The verb ‘tocar’ means ‘to play’ and is used when you are referring to playing a musical instrument. It can also mean ‘to touch’.  The verb ‘jugar’ also means ‘to play’, but only when you are referring to playing a sport or game.  Toco – I play/am playing (1st person singular)  Tocas – you play/are playing (2nd person singular – familiar form, e.g. when addressing a child) |
| **Assessment Opportunities** | Can the pupils differentiate between the ‘o’ in the first person singular and ‘as’ in the second person singular? | | | | | | |
| **KS2 Framework Objective**  **Oracy 5.1 5.3** | **Literacy**  **5.1** | **Intercultural Understanding** | | **Knowledge about Language**  **5** | | **Language Learning Strategies**  **2** | |

**Spanish Planning Year 5 Unit 14 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 recognise adjectival agreement and connectives in a sentence (PoS 12)** * **can find words in a bi-lingual dictionary. (PoS 9)** * **can pronounce ‘g’ correctly before ‘e’ (PoS 6)** | ¡Es genial! It’s brilliant!  ¡Es guay! It’s cool!  ¡Es horrible! It’s horrible!  ¡Es aburrido/aburrida! It’s boring!  ¡Es fantástico/fantástica! It’s fantastic!  Approximate pronunciaton of adjectives:  Genial (hen-ee-al)  Guay (gwhy)  Horrible (or-eeb-leh)  Aburrido (ab-ur-ee-doh)  Aburrida (ab-ur-ee-dah)  Fantástico (fan-TAS-tea-koh)  Fantástica (fan-TAS-tea-kah)  Porque (because)  (pour/keh) | | | Use puppets to enact a role play about types of music using actions/tone of voice to help with understanding:  Puppet1 ¿Te gusta la música pop?  Puppet2 Me gusta la música pop. Es fantástica.  Puppet1 ¿Te gusta la música jazz?  Puppet2 No me gusta la música jazz. Es horrible.  Draw pupils’ attention to a second sentence having been added – using an adjective – to further describe an opinion, and ask why they heard ‘fantástica’ and not ‘fantástico.’ (See explanation in ‘Phonic/Grammar Focus’).  Write genial, guay and arburrido on the board and pupils look for meanings in bi-lingual dictionaries.  Place word cards of the adjectives on the board. Say positive ones with thumb up and negative ones with thumb down – all with appropriate tones of voice. Say quickly and pupils put thumbs up/down.  Ask pupils how they could turn the two opinion sentences – e.g. Me gusta la música pop. Es fantástica – into one sentence, i.e. by adding the connective ‘porque’ – Me gusta la música pop **porque** es fantástica.  Show power point – with sound and instructions – for further practice and for notes on adjectival agreement.  Pupils practise role play in pairs like the one modelled by puppets above and in power point – at pupils’ ability level.  Daily practice – pupils say a sentence with a connective, e.g. Me gusta la música pop porque es guay. | | Puppets  Bi-lingual dictionaries  End of unit:  Adjective word cards  Power point with sound ¿Te gusta…? | | ‘g’ before ‘e’ in ‘genial’  When g (or c) is followed by a, o or u, its sound is hard. When g (or c) is followed by e, i or y, its sound is soft.  Adjectives in Spanish have to ‘agree’ with the noun they are describing. In this case la música is being described, so fantástico becomes fantástica and aburrido becomes aburrida. The other adjectives do not change in the feminine form. They are invariable. |
| **Assessment Opportunities** | | Can the pupils use the agreement of adjectives rule? | | | | | | |
| **KS2 Framework Objective**  **Oracy 5.2** | | **Literacy**  **5.3** | **Intercultural Understanding** | | **Knowledge about Language**  **5** | | **Language Learning Strategies**  **8** | |

**Spanish Planning Year 5 Unit 14 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 participate in the singing of a song (PoS 1)** * **can understand the song words (PoS 7)** * **can pronounce ‘v’ correctly (PoS 6)** | La música folclórica (folk music)  (fawlk-LORE-ee-cah)  Yo soy músico y vengo de Madrid  Sé como tocar, tocar el piano  (I am the music man and I come from Madrid  And I know how to play, play the piano) | | | Play the song ‘I am the Music Man’ in English – see You tube clip.  Tell pupils it is La música folclórica and ask pupils to say what that type of music is called in English, i.e. folk music.  Say they are going to learn a Spanish version of the above song.  Show words to the song in Spanish, which replaces “And I come from down your way” with ‘I come from Madrid’, and which does not have the question ‘What can you play?’, but which then continues in the same way as in the English version.  Read each line aloud from the Spanish word scheet or from the power point with sound ‘Yo soy músico’, and pupils repeat.  Pupils then sing along to the song, with the use of either above resource, and mime the instruments. On the second singing of the song, allocate each table group a verse to sing and mime, and other table groups can judge their performance at the end.  Daily Practice: Pupils respond to register with ‘Sé como tocar el piano’ (or other instrument). | | You Tube clip:  <http://tinyurl.com/n9eg4eq>  End of unit:  Words to song in Spanish and English (teachers) with approximate pronunciation  Words to song in Spanish  Music man power point in Spanish with sound | | ‘v’ in ‘vengo’  (pronounced like a ‘b’ sound – behng-goh)  ‘Soy’ and ‘yo soy’ mean the same thing (I am), but ‘yo soy’ is used for emphasis. |
| **Assessment Opportunities** | | Table group performances of song | | | | | | |
| **KS2 Framework Objective**  **Oracy 5.2** | | **Literacy**  **5.3** | **Intercultural Understanding**  **IU5.3** | | **Knowledge about Language**  **5** | | **Language Learning Strategies**  **8** | |

**Spanish Planning Year 5 Unit 14 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 understand a shop role play (PoS 1 and 7)** * **can take part in role play (PoS 3)** * **can pronounce ‘c’ correctly (PoS 6)** | Un CD  **(theh-deh)**  Me gustaría comprar -  I would like to buy  **(meh-goost-are-EE-ah/com-prar)**  ¿Qué quieres? -  What do you want/ would you like?  **(KEH/key-air-es)**  Aquí está – here is  **(ah-KEY/es-TAh)** | | | Sing ‘Yo soy músico’ again.  Pupils will be learning transactional language that would be used in a shop, in this case, in order to buy a cd. See ‘shop role play power point, which has the text below with sound files, and instructions for use.  Puppet1 (Shopkeeper) ¡Buenos días!  Puppet2 (Customer)¡Buenos días!  Puppet1 ¿Qué quieres?  Puppet2 Me gustaría comprar un CD, por favor.  Puppet1 ¿Te gusta la música pop?  Puppet2 No, prefiero la música jazz.  Puppet1 Aquí está un CD.  Puppet2 Gracias.  Ask pupils to say any words they recognised and what they think the role play was about.  Give pupils in pairs a set of the role play lines at the end of the unit, not in order. Enact the role play with the puppets and pupils put the lines in the correct order.  Pupils to practise the role play in pairs, and to include as many phrases expressing preferences and likes as possible. See vocabulary sheet at end of unit for support.  Daily Practice  Pupils practise their role plays; perform to peers. | | Puppets  A cd as a prop  Translation of converstation:  **Good morning**  **Good morning**  **What would you like?**  **I would like to buy a cd, please.**  **Do you like pop music?**  **No, I prefer jazz music.**  **Here is a cd.**  **Thank you.**  End of unit:  Music man power point in Spanish with sound (see lesson 4)  Shop role play power point with sound.  Shop role play lines to copy and cut x 15  Vocabulary sheet for extension of shop role play | | ‘c’ in’ CD  (theh-deh)  ‘Me gustaría’ is the 1st person conditional form of ‘gustar’ meaning ‘I would like to…’  ¿Qué quieres? literally means: ‘What do you want?’ (2nd person (familiar form) of the verb ‘querer’), but can also be translated as ‘What would you like?’  in English. If the above verb is used to reply, i.e. ‘Quiero’, the words ‘por favor’ (please), should be added at the end of the sentence. |
| **Assessment Opportunities** | | Use role plays to assess pupils’ understanding. | | | | | | |
| **KS2 Framework Objective**  **Oracy 5.1** | | **Literacy**  **5.2** | **Intercultural Understanding**  **3** | | **Knowledge about Language**  **2** | | **Language Learning Strategies**  **2** | |

**Spanish Planning Year 5 Unit 14 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 participate in the ‘Yo soy músico’ song - singing and clapping at the same time (PoS 1)**      * **can clap to the beat with familiar words/phrases (PoS 1 and 7)** * **can pronounce dipthong ‘ue’ correctly (PoS 6)** | Cambiad el ritmo - change the beat  Enseñadme el ritmo - show me the beat  ¿Cuántos ritmos hay? - how many beats are there?  Hay=there is/are  (Pronounced like ‘eye’ in English) | | | Play some Spanish music, clap to beat, e.g. La Cucaracha – of Mexican origin. See ‘Resources’.  Pupils sing ‘Yo soy músico’ and clap to beat. Discuss the differences.  Perform cyclic pattern of four beats ‘clap, clap, click, click.’ Pupils to join in, and when you want to change the beat, call out ‘Cambiad el ritmo.’ Change to 8 beat pattern and 10 beat pattern.  Put words to pattern of first four beats.  Rhythm 1 la- mú-si-ca  Rhythm 2 me-gus-ta-la-mú-si-ca-pop  Rhythm 3 pre-fi-er-o-la- mú-si-ca-clá-si-ca  Ask question – how many beats are there? ¿Cuántos ritmos hay? (See power point with sound for the 2 commands and the question).  Pupils to choose words from unit (using word bank in ‘Resources’ for support) and fit to number of beats - working in pairs or small groups.  Pupils clap conversations/questions/answers using the word bank.  Daily practice - pupils to share clapping phrases when responding to register. | | ¡Español! ¡Español! Pg 54 – karaoke track K2.40  (La Cucaracha)  End of unit:  Music man power point in Spanish with sound (see lesson 4)  Power point – 2 slides – for pronunciation of the command phrases/question in ‘New Learning’.  Word bank of vocabulary from unit | | ‘ue’ in ‘puede’  Imperative forms of ‘cambiar’ and ‘enseñar’:  Enseñad (to whole class)  Enseña (to one pupil)  Cambiad (to whole class)  Cambia (to one pupil) |
| **Assessment Opportunities** | | Use group work to assess pupils’ understanding. | | | | | | |
| **KS2 Framework Objective**  **Oracy 5.2 5.4** | | **Literacy**  **5.2** | **Intercultural Understanding** | | **Knowledge about Language**  **5** | | **Language Learning Strategies** | |

**Spanish Planning Year 5 Unit 14 Lesson 7 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 understand a role-play (PoS 1)** * **can participate in a role-play with support (PoS 3)** * **can pronounce ‘ll’ correctly (PoS 6)** | El grupo the group  **(el-grew-poh)**  ¡Buena suerte! Good luck!  **(bwen-ah/swear/teh)** | | Pupils prepare a rap in groups. They decide on a name for their group. Rap to comprise an interview and all pupils in group to make a response.  Model conversation with puppets, using actions and tone of voice to support pupil comprehension:  T. ¡Buenos días!  P ¡Buenos días!  T ¿Cómo te llamas?  P Me llamo…  T ¿Y el grupo?  P Se llama…  T ¿Te gusta la música pop?  P ¡Sí, me gusta la música pop porque es genial!  T ¿Tocas el clarinete?  P No, no toco el clarinete.  T ¡Buena suerte! ¡Adiós!  P Gracias. ¡Adiós!  Pupils to evaluate their own and others’ performances and to share two things they thought were good and one area for improvement.  Pupils do Summative Assessment Task 1 – see Lesson 1 – based on Lesson 7.  Daily practice - pupils to produce posters advertising their groups, practise raps and perform in assembly | | Puppets  End of unit:  Vocabulary sheet for extension of shop role play (see lesson 5)  Word bank of vocabulary from unit (see lesson 6) | | ‘ll’ in llama  Se llama **(he/she/it is called…)** |
| **Assessment Opportunities** | Use role plays to assess pupils’ understanding. | | | | | | |
| **KS2 Framework Objective**  **Oracy 5.1 5.4** | **Literacy**  **5.2** | **Intercultural Understanding** | | **Knowledge about Language**  **2** | | **Language Learning Strategies**  **1** | |