**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 15 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 participate in the singing of a song (PoS 1)**
* **can understand the words in song (PoS 2)**
* **can pronounce hard/soft C and G correctly (PoS 6)**
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| A ArgentinaB BoliviaC ¡Cuba-Salsa!CH ChileD Don QuijoteE EspañaF FlamencoG GuatemalaH HondurasI IbizaJ Julio IglesiasK …L La PazLl ¿Cómo te llamas?M Méjico | N NicaraguaN ¡Niños y niñas!O ¡Olé!P ParaguayQ QuitoR Republica DominicanaS El SalvadorT TiticacaU UruguayV VenezuelaW, X …Y Yucatán Z Zaragoza |

¡Vamos a revisar/aprender el alfabeto! (We are going to revise/learn the alphabet in Spanish!)(bam-ohs/ah/rreh-bee-sahr/ap-ren-dare/el/al-fab-eh-toe/en/ehs-pah-nohl)¿Qué letra es?/ ¿Qué palabra es? (What letter/word is it?)**(KEH/let-rah/es) (KEH/pal-ab-rah/es)** | Pupils were introduced to phonics at the end of yr 3 units 1, 6 and 7– see power points re ‘Sounds of Spanish 1, 2, 3, 4 under Spanish tab ‘Phonics’ and 2 presentations re the alphabet under Spanish tab ‘Alphabet’ – and learn/revisit it the in this lesson. (See notes in ‘Grammar Focus’).Give pupils a copy of alphabet sheet letter and word sheet and ask questions, e.g. How many letters are in the Spanish alphabet here? (29)/Why do k, w and x have nothing next to them? (Few Spanish words begin with these letters, except for words of foreign origin, but are not represented in the song, and ask pupils to tell you words they recognise. Show power point and sync with YouTube song at same time. Encourage pupils to sway to the lively beat while listening to the letters and words that they begin with.Play song again – without power point – and this time each pupil has an alphabet card to hold up at correct time.Say letters of alphabet/words in random order and pupils hold up correct card. Daily Practice - Line up in alphabetical order and say letters. | ABC Latino song on YouTube<https://tinyurl.com/y85bkfdo>1, 2, 3 Salsa Track 1 ABC Latino – to buy – around 99p.<http://www.amazon.co.uk/Salsa-Songs-For-Learning-Spanish/dp/B001IJN8H4>End of unit:Power point – to go with songAlphabet – letter and word sheet – to be used whole for pupils in pairs, and also cut up, one for each pupil. | Difference between hard C & G (before a, o & u) and soft C & G (before e and i)Vamos a..let’s../we are going to…**The Spanish Alphabet**Spanish once had 30 letters in its alphabet. In addition to the 26 letters of the English alphabet, Spanish also had the "CH", "LL", "RR" and the "Ñ". But, several years ago three of those letters were eliminated as separate letters and only the "Ñ" remains, making a total of 27 letters. |
| **Assessment Opportunities** | How much of the alphabet can the pupils remember? |
| **KS2 Framework Objective 5.2** | **Literacy** | **Intercultural Understanding****5.3** | **Knowledge about Language 4** | **Language Learning Strategies 6**  |

**Spanish Planning Year 5 Unit 15 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 spell their name and ask someone else how to spell theirs (PoS 3)**
* **can pronounce ‘e’ correctly at end of a word (PoS 6)**
 | For role play:¿Cómo te llamas? (What’s your name?)Me llamo…(My name is…)¿Cómo se escribe?(How is it written/spelt?)Se escribe…(It’s written/spelt…)Se escribe (seh/es-cree-beh) | Tell pupils they will be spelling their names in Spanish.Put the 28 letters of the alphabet from pg 5 ¡Español! ¡Español! (CH ‘letter’ not included) on the board and say each, with pupils repeating. Ask pupils which letters sound/do not sound like the English.Play track 2.2 of ¡Español! ¡Español! song, pointing to the letters on the board at the same time.Give pupils a copy of the song - pg 5 from ¡Español! ¡Español! - and play song again, with pupils having the support of the sheet pronunciation guide, in readiness for the name spelling activity.Play team game where pairs of pupils take turns tracing a letter on each other’s backs.Beforehand, write a selection of letters on the board that will be used in the game.Play conversation – track 2.1 – and ask pupils what it is about. (i.e. someone being asked their name, saying ‘My name is…’ and then spelling it).Model a conversation with puppets – see in Key questions/New learning.Pupils practise the conversation in pairs before performing to the class.Play ‘Hangman’ using pupils’ names.Daily practice:Practise saying the alphabet, starting from different points | ¡Español! ¡Español! Pg 5 – track 2.2 – alphabet song¡Español! ¡Español! Pg 6 – track 2.1 – alphabet conversationCd/audio track and pg 5 copiedRole play cards to be copied x 15/20Puppets | The ‘e’ at end of word, as in ‘s**e** escrib**e’** like ‘eh’ sound Reflexive verb escribirse (to be written/spelt) in 3rd person singular form in this lesson – se escribe (it is written/spelt) |
| **Assessment Opportunities** | Can pupils spell their names – with/without support? |
| **KS2 Framework Objective 5.1, 5.4** | **Literacy** | **Intercultural Understanding** | **Knowledge about Language** 4 | **Language Learning Strategies** 6 |

**Spanish Planning Year 5 Unit 15 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 understand some places in a town in the 4 skill areas (PoS 1 and 7)**
* **can pronounce ‘ll’ correctly (PoS 6)**
 | (éste es) El mercado (the market)(éste es) El supermercado (the supermarket) (éste es) El colegio (the school)(ésta es) La biblioteca (the library)(ésta es) La panadería (the bakery)(ésta es) La piscina (the swimming pool) (ésta es) La calle (the street/road)(ésta es) La farmacia (the chemist’s) Lugares en la ciudad (places in the town)(loo-gar-es/en/la/thee\*-oo-dath)**\*‘th’ as the English word ‘thin’**¿Qué lugar es? (What place is it?)(keh/loo-gar/es) | Tell pupils they will be learning the names of places in a town and then later how to ask for directions to them.Show video clip from Early Start Spanish 2 where places in a Spanish town are introduced – with ‘éste/ésta es…’ (this is…). Notice drawn to masculine and feminine nouns – ‘the’ being el or la in singular form – and to the fact that masculine nouns often end in o and feminine nouns in a. Ask pupils to say which places sound like the English.Show picture flashcards and use graded questioning – es el mercado - ¿sí or no? /¿es el mercado o la calle?/¿Qué lugar es?Show power point with sound (and instructions for use) – Lugares en la ciudad – to practise places in town in written form. After each set of 4 places (8 in total), there is the opportunity for pupils to say the words, and to spell them in Spanish. Daily Practice:Pupils say a place in town during registration | Early Start Spanish 2 book – pg 22 video clips on cd/audio track – section 2(Here all the places in town will be heard)Picture flashcards pg 27/28End of unit:Picture and word cards set 1 | ‘ll’ in calleéste es (masculine form)ésta es (feminine form) |
| **Assessment Opportunities** | How many letters of the alphabet can pupils remember how to pronounce in Spanish? |
| **KS2 Framework Objective 5.3** | **Literacy****5.1** | **Intercultural Understanding** | **Knowledge about Language 2, 4** | **Language Learning Strategies****9** |

**Spanish Planning Year 5 Unit 15 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 left, right, straight ahead (PoS 1)**
* **can complete a worksheet about directions (PoS 10)**
* **can pronounce ‘z’ correctly (PoS 6)**
 | El mercado (the market)El supermercado (the supermarket) El colegio (the school)La biblioteca (the library)La panadería (the bakery)La piscina (the swimming pool) La calle (the street/road)La farmacia (the chemist’s) A la izquierda on the leftA la derecha on the rightTodo recto straight ahead¿Dónde está el colegio? Where is the school?Está a la izquierda.It’s on the left. | Play teacher v pupil game where teacher shows a picture flashcard and says, e.g. Es el colegio. If what teacher says is correct, pupils repeat. If false, pupils stay silent and points awarded accordingly.Ask pupils to stand up. Teacher stands at front of class, with back to class, stretches out left arm and says ‘a la izquierda’. Pupils copy and repeat. The same is done with the right arm and ‘a la derecha’, and then with both arms pointing straight ahead and ‘todo recto’. Do fast, in random order and pupils copy and repeat.(Pupils first met ‘izquierda’ and ‘derecha’ in year 4 unit 9 lesson 1).Play Early Start Spanish 2 clip. At the end ask pupils what the question was, i.e. Where is…? (¿Dónde está…?).Show directions’ power point with sound, which revises places and has direction activities.Pupils practise the spelling of places, new question and answer and directions on mini-whiteboards. They hold up for you to see.Worksheet re directions – versions 1 and 2 depending on ability – can be done during the week.Daily Practice: Pupils call out directions | ‘Classroom phrases and instructions’ under main Spanish tab for teacher commandsEarly Start Spanish 2 book – pg 29 video clips on cd/online section 3(Here all the directions will be heard)Mini-whiteboardsAt end of unit:Power point – directions – with soundPicture flashcardsWorksheets 1 (no support) and 2 (support) | The ‘z’ in ‘izquierda’pronounced as ‘th’ in the English word ‘thin’.The verb ‘estar’ is used to express geographic or physical locations as in ¿Dónde está…? (Where is…?) |
| **Assessment Opportunities** | Spelling activity and worksheet |
| **KS2 Framework Objective O5.4** | **Literacy****5.3** | **Intercultural Understanding** | **Knowledge about Language 2, 4** | **Language Learning Strategies****1** |

**Spanish Planning Year 5 Unit 15 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 link spelling, sound and meaning of places in town (PoS 2)**
* **can create their own sentences about places in a town (PoS 11)**
* **can pronounce soft ‘c’ correctly (PoS 6)**
 | ¿Dónde está la farmacia, farmacia, farmacia? ¿Dónde está la farmacia? A la derecha(Change place and directon in next verse, etc.)¿Qué hay en tu ciudad? What is there in your town?En mi ciudad hay…In my town there is/are…un parque a parkun centro comercial a shopping centreun cine a cinemaun teatro a theatreun hospital a hospitalun gimnasio a gymnasiumuna iglesia a churchuna estación de tren a train stationuna fábrica a factory | Song to revise directions (see ‘Key questions…’ – to tune of ‘Here we go round the mulberry bush’. Pupils sing along.Revise question and answer re live with soft ball.Tell pupils they are going to be saying what there is in their town and ask for suggestions of places in their town that have not been mentioned before. As each pupil suggests a place, e.g. a park, show the picture flashcard and say ‘En mi ciudad hay un parque, then give the pupil who made the suggestion the card to hold. If any places are not guessed, give clues, e.g. action/mime.Once all cards have been given out, call out the sentence as above, and pupils hold up picture flashcards at appropriate time. Draw attention to similarity with English.Place picture cards on the board and give out word cards to all pupils. Point to each picture, say above sentence for each, and pupils hold up word cards.Show power point - ¿Qué hay en tu ciudad? (with sound and instructions for use) – and named pupils say ‘En mi ciudad hay + place name – after each slide is shown.Os and Xs game at end of power point where pupils have to say a sentence in order for their o or x to be placed on a blank grid on the board, e.g. En mi ciudad hay un teatro.Daily Practice: Pupils say one place that is in their town in a sentence at registration | Soft ballEnd of unit:Picture and word cards of places – set 2Power point with sound - ¿Qué hay en tu ciudad? | Soft ‘c’ before e and i, as in ‘cine’(theen-eh)‘Hay’ means both ‘there is’ and ‘there are’ |
| **Assessment Opportunities** | Pupils saying sentence – En mi ciudad hay… |
| **KS2 Framework Objective 5.3** | **Literacy 5.2** | **Intercultural Understanding 1** | **Knowledge about Language 2, 4** | **Language Learning Strategies****7** |

**Spanish Planning Year 5 Unit 15 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 use an adjective to describe their town (PoS 12)**
* **can participate in a role play (PoS 3)**
* **can pronounce soft ‘g’ correctly (PoS 6)**
 | Fantástico/fantástica fantasticGrande/grande bigPequeño/pequeña smallGenial/genial niceInteresante/interesante interestingAburrido/aburrida boringA ¿Dónde vives? B Vivo en..A ¿Qué hay en tu ciudad?B En mi ciudad hay…A ¿Te gusta tu ciudad?B Me gusta/no me gusta mi ciudad. Es…/ Me gusta/no me gusta mi ciudad porque es…A Where do you live?B I live in…A What is there in your town?B In my town there is/are…A Do you like your town?B I like/I do not like my town. It is…/I like/I do not like my town because it is…**N.B.**Me encanta (I love) and Odio (I hate) can also be used. | Revise ¿Dónde vives? Vivo en…by asking pairs of pupils to practise with each other. (See year 3 unit 4 lesson 3).Put picture flashcards of places in town on the board and use soft ball to ask: ¿Qué hay en tu ciudad? Ask pupils to reply with 2 or 3 places and encourage a full sentence in reply: En mi ciudad hay un parque y un cine.Brainstorm known adjectives that could be used to describe a town – see Key questions/New learning – and do actions for each, saying just the masculine form for those adjectives where there is a masculine/feminine form.Place adjective word cards on board, and draw notice to those that have both a masculine and feminine form and those that are invariable.Remind pupils they will be using the feminine form of the adjective, as it is describing a feminine noun – la ciudad.Model role play with puppets (as shown in Key questions/New Learning). Demonstrate 3 levels of answer for last part, in answer to ¿Te gusta tu ciudad?Sí/no/ Me gusta/no me gusta mi ciudad/ Me gusta/no me gusta mi ciudad. Es…/ Me gusta/no me gusta mi ciudad, porque es… (See examples of graded role plays in a power point at end of unit).Pupils do role play in pairs, and can add other known Spanish vocabulary, e.g. greetings, questions, depending on ability.Daily Practice:Pupils say one place that is in their town at registration | Soft ballPuppetsEnd of unit:Picture flashcards of places in townAdjective word cardsExamples of graded role plays in power point | The ‘g’ in ‘genial’(soft ‘g’ before e and i)Adjectival agreement:Adjectives ending in ‘o’ in the masculine form change to ‘a’ in the feminine form.Grande/genial and interesante are the same in both masculine and feminine forms. They are invariable. |
| **Assessment Opportunities** | Listen to role plays |
| **KS2 Framework Objective O 5.3** | **Literacy L5.2** | **Intercultural Understanding** **1** | **Knowledge about Language 2, 4** | **Language Learning Strategies****7** |