**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 16 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:**   * **can recognise the nouns in the painting (PoS 1)** * **can say some of the nouns that are in the painting in a sentence (PoS 5)** * **can pronounce ‘h’ correctly (PoS 6)** | ¿Qué hay en la pintura? Hay…  What is there in the painting? There is/are…  el mar the sea  el cielo the sky  el barco the boat  el niño the child  los niños the children  el vestido the dress  los vestidos the dresses  el bebé the baby  los bebés the babies  la arena the beach  la cesta the basket  las cestas the baskets  la mujer the woman  las mujeres the woman | Revise a few questions and answers from previous units with soft ball. See revision sheet at end of unit.  Introduce pupils to some famous Spanish painters with painters’ power point, which has image of Sorolla painting to be studied.  Have the slide of the painting on show and give pairs of pupils a copy of the painting.  Introduce nouns and weather with power point 1 with sound, ¿Qué hay en la pintura?, which contains instructions for use.  Use picture flashcards to practise the new nouns using the definite article – with oral repetition and team game, e.g guessing game where all pictures, apart from one, are on board (with word cards for support).  ¿Qué falta? What is missing? (KEH-fal-tah), e.g. El barco falta. (The boat is missing).  Draw attention to the definite articles and nouns in masculine/feminine singular and plural forms.  With just the word cards and a picture of the painting on show, ask ¿Qué hay en la pintura? and a pupil says, e.g.: Hay el mar. Another pupil repeats and adds another item, and so on.  Daily practice – pupils to respond to register with: En la pintura hay… | | Puppet  **Joaquín Sorolla 1863-1923**  **Pescadoras Valencianas 1915**  **Three fisherwomen walking along a beach. Two of them are carrying their babies. There are some children swimming in the sea and a boat sailing along in the distance.**  At end of unit:  Question and answer sheet for revision  Copy of painting  Power point about famous Spanish painters  Pronunciation list for all nouns (and verbs)  Power point 1 with sound – nouns and weather  Picture and word flashcards of nouns | | Silent ‘h’ in ‘hay’  (eye)  Definite articles:  el/los – masculine for t**he** singular./**the** plural.  la/las – feminine for **the** singular/t**he** plural. |
| **Assessment Opportunities** | Can pupils say ‘Hay’ + one or more nouns from the picture from memory? | | | | | |
| **KS2 Framework Objective**  **Oracy 5.3** | **Literacy**  **5.1** | **Intercultural Understanding** | **Knowledge about Language**  **1, 2, 4** | | **Language Learning Strategies**  **2, 3, 6** | |

**Spanish Planning Year 5 Unit 16 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 say the colours of nouns in a sentence (PoS 5 and 7)** * **can understand that colours are adjectives and have to agree with the nouns they are describing (PoS 12)** * **can pronounce soft ‘c’ correctly (PoS 6)** | ¿De qué color es/son…?  What colour is/are…?  (deh/KEH/col-or…)  el barco es negro  el mar es azul  el cielo es gris/azul  el vestido es blanco/amarillo  los vestidos son blancos  la arena es marrón  la cesta es amarilla  las cestas son amarillas | Revise new nouns with word cards on board. Hold up matching picture flashcards and pupils call out the Spanish word. Revise colours with a team game, in which 2 pupils have to touch something in the room of a certain colour, e.g. teacher says: Tocad el color ‘rojo’\*. Show power point 2 with sound, and pupils practise reading colours on 4th slide.  Pupils then see the above question in its singular form, and have to say the colour of the noun – encouraged to do so in a sentence, e.g. ¿De qué color es la arena? La arena es marrón. The above question is then seen in its plural form, e.g. ¿De qué color son los vestidos?  Answer: Los vestidos son blancos.  For support with colours, give pairs of pupils the colour information sheet at end of unit.  After each answer to the question is revealed in the power point, ask pupils questions about the gender of the nouns and what they notice about the spelling of the colours.  Show picture flashcards of known nouns from previous units, and say sentence re colour from teacher support sheet. Pupils write the correct spelling of the colour on mini whiteboards, e.g. la manzana es **roja –** withcolour information sheet for support as required.  Daily practice – pupils to respond to register with a noun + colour, e.g. el barco es negro. | | Mini whiteboards  See year 3 unit 3 lesson 5 for colours and  ‘Colours in Spanish’ sheet with link at end of year 3 unit 3 lessons.  At end of unit:  Copy of painting  Pronunciation list for all nouns and verbs  Picture and word flashcards of nouns  Power point 2 – nouns and adjectives – and additional instructions for use.  Colour information sheet with masculine and feminine forms – singular and plural  Picture flashcards for mini whiteboard activity with accompanying teacher support sheet | | Soft ‘c’ following ‘i’ and ‘e’, e.g. cielo, cesta  (thee-el-oh and thes-tah)  ‘th’ being like the English ‘th’ in ‘thin’.  \*Teacher commands:  Tocad (tok-ath) touch, when addressing more than 1 pupil  (Toca (tok-ah) when addressing 1 pupil).  Colours in Spanish have to agree with noun they are describing:  e.g. el vestido es amarillo/la cesta es amarilla  There are exceptions to the rule – see colour information sheet. |
| **Assessment Opportunities** | White board activity | | | | | |
| **KS2 Framework Objective**  **Oracy 5.3** | **Literacy**  **5.1, 5.3** | **Intercultural Understanding** | **Knowledge about Language**  **1, 2, 4** | | **Language Learning Strategies**  **2, 3, 6** | |

**Spanish Planning Year 5 Unit 16 Lesson 3 Date**

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| **Learning Outcomes with link to Programme of Study** | **Key questions/New Learning** | **Activities** | | **Resources** | | **Phonic/Grammr Focus** |
| **Pupils will be successful if they:**   * **can recognise verbs in 3rd person singular and plural forms (PoS 1)** * **can match nouns with the correct verbs (PoS 7** * **can pronounce ‘ue’ dipthong correctly (PoS 6)** | ¿Qué hace…? what is…doing?/Qué hacen…? what are…doing?  El barco navega-the boat is sailing along  El bebé duerme-the baby is sleeping  Los bebés duermen-the babies are sleeping  El niño nada-the child is swimming  Los niños nadan-the children are swimming  La mujer pasea/habla/mira al mar-the woman is walking/talking/looking at the sea  Las mujeres hablan/pasean/miran  al mar - the women are talking/walking/looking  at the sea | Revisit numbers 1-20 with chanting with pupils - forwards and backwards. Play ‘Tres en raya’ – ‘Three in a row’ interactive power point team game – to revise nouns + colour.  Show power point 3 with sound re nouns verbs, which contains intructins for use.  Show picture flashcard of, e.g. boat and model question and answer with puppet and actions: ¿Qué hace el barco? El barco navega. Pupils repeat. Continue with the other singular nouns.  When secure move on to modelling with puppet plural form: ¿Qué hacen las mujeres? Las mujeres pasean/hablan/miran al mar, etc., in same way.  Say a sentence and pupils put one hand up if a singular sentence and two if plural.  Say a different sentence to each group and they mime when you call out.  Put word cards of nouns and verbs on board in jumbled order and pupils come to board to create a sentence you say orally.  Daily practice  Pupils to respond to register with a verb phrase describing a feature of the picture | | Puppet  At end of unit:  Power point for ‘Three in a row’ team game with instructions.  Pronunciation list for all nouns and verbs (see sentences here for teacher support)  Power point 3 with sound and instructions for use - nouns and verbs  Picture and word flashcards of nouns  Word cards for nouns and verbs. | | ‘ue’ dipthong in duerme, duermen  (dwear-meh, dwear-men)  The verbs in the lesson are the 3rd person singular and plural forms of:  Navegar, dormir, nadar, pasear, hablar, mirar  (to sail, sleep, swim, walk, talk, look) |
| **Assessment Opportunities** | Ability to say a noun + colour in ‘Three in a row’ game | | | | | |
| **KS2 Framework Objective**  **Oracy 5.3** | **Literacy**  **5.2** | **Intercultural Understanding** | **Knowledge about Language**  **1, 2, 4** | | **Language Learning Strategies**  **2, 3, 6** | |

**Spanish Planning Year 5 Unit 16 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 understand a range of sentences that describe the painting (PoS 1)** * **can write simple or more complex sentences about the painting (PoS 11)** * **can pronounce ‘i’ correctly (PoS 6)** | Describe-describe (to one pupil)  (dehs/kree-beh)  Describid-describe (to more than one pupil)  (dehs/kree-bee(th))  Y-and (ee)  Pero-but (pair-oh)  Porque because (pour-keh)  Hace sol (it is sunny)  (ah-theh/sol)  Hace calor (it is hot)  (ah-theh/cal-or) | Say: Vamos a describir la pintura- we are going to describe the painting  (bam-ohs/ah/dess-creeb-ear/lah/pin-tour-ah)  Model 3 types of sentence about it: e.g. En la pintura 1 Hay tres mujeres 2 La arena es marrón 3 El niño nada, explaining that no.1 says something that is in the painting no.2 the colour of something and no.3 what someone/something is doing.  Ask named pupils to say one, two or three sentences with word cards of all nouns and verbs on board for support, and colour information sheets one between two.  Pupils write three or more sentences about the picture with illustrations without above mentioned support materials. Supply pupils requiring support with small sets of word cards and colour information sheets. (See in ‘Resources’).  Put the connectives y, pero and porque on the board, as well as the weather types from power points 1,2 and 3, to allow pupils to create more complex sentences.  Daily practice  Children to respond to register with a sentence describing the painting. | | Puppet, paper, pencils, colouring pencils  At end of unit:  Pronunciation list for all nouns and verbs  Word cards for nouns and verbs.  Colour information sheet | | ‘i’ in ‘describir’  (dehs-kree-beer)  Describe/describid are the imperative form – 2nd person singular and plural familiar forms – of the verb ‘describir’ to describe |
| **Assessment Opportunities** | Ability to write one or more sentences about the painting. | | | | | |
| **KS2 Framework Objective**  **Oracy 5.3** | **Literacy**  **5.3** | **Intercultural Understanding** | **Knowledge about Language**  **1, 2, 4** | | **Language Learning Strategies**  **2, 3, 6** | |

**Spanish Planning Year 5 Unit 16 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 understand a range of phrases that describe Brighton beach (PoS 1 and 8)** * **can understand basic grammar, such as adjectives – place and agreement(12)** * **can pronounce ‘ll’ correctly (PoS 6)** | Brillante-shining  (bree-yan-teh)  Pequeño/pequeña – little/small  (peck-en-YOH/YAH)  …que duerme -who is sleeping  (keh- dwear-meh)  Una concha-a shell  (ooh-nah/con-chah) | Show pupils 1st 7 slides of power point ‘En la Playa’, which shows a modern day beach similar to the one in the Sorolla painting ‘Pescadoras Valencianas’, and then Brighton beach, together with maps of Valencia and Brighton. Discuss differences/similarities with pupils in English.  Show the 2nd part of the power point from slide 8, which introduces some new words/phrases that will be in a poem about Brighton beach, which pupils will be introduced to in the following lesson. See instructions for use for 2nd part of power point within it.  Tell pupils that in translation you do not always translate word for word, i.e. ‘la arena amarilla’ is technically ‘the yellow sand’, but in the power points ‘En la Playa’, and ‘La Playa’ in lesson 6, ‘some yellow sand’ fits in better.  Ask named pupils to firstly read phrases from ‘En la Playa’, then to read again, this time changing some of the words, e.g. un barco pequeño y azul, la niña que nada.  Daily activity – Pupils say a line from the power point. | | At end of unit:  Power point ‘En la Playa’ with sound and instructions for use. | | Double ‘ll’ in ‘brillante’ like ‘y’ in English in word ‘yellow’  Pequeño/pequeña  (masculine and feminine singular forms of ‘little/small’)  ‘Que’ without an accent:  (conjunction or relative pronoun meaning ‘who’ or ‘that’)  e.g. La mujer que habla con María es mi madre.  .’Qué’ with an accent:  (used in exclamatory and interrogative sentences meaning ‘What?’ or ‘How…!’), e.g. ¿Qué haces?/ ¡Qué bien! |
| **Assessment Opportunities** | Pupils’ reading skills | | | | | |
| **KS2 Framework Objective**  **Oracy 5.3** | **Literacy**  **5.1** | **Intercultural Understanding**  **2,3** | **Knowledge about Language**  **1, 2, 4** | | **Language Learning Strategies**  **2, 3, 6** | |

**Spanish Planning Year 5 Unit 16 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 understand instruction verbs in 2nd person singular form (PoS 1)** * **can read carefully and show understanidng of words and phrases (PoS 7)** * **can write their own poems (PoS 11)** * **can pronounce ‘ñ’ correctly (PoS 6)** | Pon-take (pon)  Añade-add (an-YAH-deh)  Mézclalo-mix it (METH-clah-loh)  Decóralo-decorate it (dec-OR-ah-low)  Déjalo-leave it (DEY-hah-loh)  al sol-in the sun (al-sol)  con-with (con)  todo-everything (toe-doh)  durante una semana-for a week (dur-an-teh/oohnah/sem-an-ah)  Y así tienes-and here you have (ee/ass-EE/tea/en/es) | Revise phrases from ‘En la playa’ by saying one and pupils do action.  Tell pupils the poem they will be learning now is written in recipe form, where instruction verbs are used (in 2nd person familiar singular form). Say each instruction verb (hear pronunciation in power point), and do actions, as if making a cake.  Play Simón dice (Simon says) with the verbs.  Show power point of the poem ‘La Playa’ with sound and instructions for use.  Play team game with slide 9, where all lines of the poem are shown. Two pupils go to back of class and turn their backs. Another pupil touches one of the lines of the poem, and when the others turn around, the first to say the line touched by reading aloud, gets the point.  Ask pupils how they might adapt the poem by changing some of the words, e.g. ‘Pon un sol brillante y la arena amarilla’ could become ‘Pon un sol amarillo y la arena marrón’. Allocate a line to each table group to change on mini-whiteboards and provide support with picture cards, poem text and colour information sheet (from earlier in the unit). Pupils then each produce their own poem.  Daily activity – Pupils work on their poems. | | Mini-whiteboards  Pon un sol brillante y la arena amarilla  Añade un barco rojo pequeño  Mézclalo todo con la niña que duerme  Decóralo con una concha blanca  Déjalo al sol durante una semana  Y así tienes la playa de Brighton.  At end of unit:  Power point ‘La Playa’ with sound and instructions for use, based on a poem by Gloria Fuentes.  Picture cards  Colour information sheet | | ‘ñ’ in ‘añade’  The instruction verbs here use the imperative form of the verb in the 2nd person familiar singular form (addressed to one pupil).  ‘Lo’ at the end of 3 of the imperative verbs in the poem means ‘it’.  ‘Al sol’ is a Spanish contraction:  ‘A’ + ‘el’ contract into ‘al’. See information at end of unit in Year 4 Unit 7 Lesson 1. |
| **Assessment Opportunities** | Pupil poems | | | | | |
| **KS2 Framework Objective**  **Oracy 5.3** | **Literacy**  **5.2, 5.3** | **Intercultural Understanding**  **2,3** | **Knowledge about Language**  **1, 2, 4** | | **Language Learning Strategies**  **2, 3, 6** | |