**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 18 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 planets in Spanish (PoS 1)**
* **can write the planet names from memory (PoS 10)**
* **can pronounce ‘v’ correctly (PoS 6)**
 | Un planeta a planet(plan-et-ah)Los planetas the planets(plan-eh-tas)(La) Tierra EarthMercurioVenusMarteJúpiterSaturnoUranoNeptunoPlutón**M**i **v**iejo **t**ío **M**artín **j**uega **s**olo **u**sando **n**aipes **p**restados(My old uncle Martin plays alone using borrowed playing cards) | On completion of this Unit pupils will do Summative Assessment Task 1 – writing a description of a planet.Introduce planets in Spanish in order from sun with power point with sound in ‘Resources’. (Plutón is included, despite being classified as a dwarf planet in 2006).Show the picture/word cards of the planets in ‘Resources’ to discuss with pupils, e.g similarities/differences in Spanish/English and to see if they can remember how to pronounce them in Spanish with graded questions: Es Venus, sí or no? ¿Es Venus or Saturno? ¿Qué planeta es? Show the mnemonic power point with sound in ‘Resources’– to help pupils remember the order of the planets in Spanish.Point to the first letter of each word in the mnemonic and say: ¿Qué planeta es? Es…Say each planet in a sentence, and pupils write on mini-whiteboards, e.g. Es Marte. Pupils hold up and check spelling of planet from word card that teacher then places on board.Play reverse bingo with mini-whiteboards and planet word cards on board. Pupils – standing – write one, and if the same as teacher’s, sit down but continue to write names. The game continues and the winner is the last one standing.Daily activity – pupils say a planet during the register. | Mini-whiteboardsAt end of unit:Power point of planets in Spanish with soundPicture/flashcards of planetsPower point with sound of mnemonic: **M**i **v**iejo **t**ío **M**artín **j**uega **s**olo **u**sando **n**aipes **p**restados.Planet profiles in Spanish for optional use as reading activity. | ‘v’ in ‘Venus’ pronounced as ‘b’‘planeta’ is a masculine noun despite ending in 'a'.  The subject pronoun in Spanish is implied by the conjugation of the verb, so is often left out, e.g. ¿Qué planeta es? (What planet is it?)See notes on the use of subject pronouns in Spanish at the end of Year 3 Unit 2 Lesson 1 |
| **Assessment Opportunities** | Pupils’ pronunciation of the planets in Spanish |
| **KS2 Framework Objective****Oracy**  | **Literacy****5.1** | **Intercultural Understanding** **5.3** | **Knowledge about Language** **4**  | **Language Learning Strategies****7** |

**Spanish Planning Year 5 Unit 18 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 read carefully and show understanding of words and phrases (PoS 7)**
* **can link the spelling, sound and meaning of words (PoS 2)**
* **can pronounce ‘j’ correctly (PoS 6)**
 | Un planeta a planet(plan-et-ah)Los planetas the planets(plan-eh-tas)(La) Tierra EarthMercurioVenusMarteJúpiterSaturnoUranoNeptunoPlutónEl solLa lunaUna estrella a star(ehs-treh-yah)Un satélite a satellite(sah-teh-lee-teh)Lunes está asociado con la luna.(Monday is associated with the moon) | Revise planets by giving pairs of pupils a set of the planet pictures in order from power point in previous lesson (excluding Plutón) and a set of matching planet word cards – cut up.Time the pairs in putting the word cards in the same order as the pictures. Can pupils comment on the spellings of the planets? See ‘Grammar Focus’ section for possible answers.Introduce ‘el sol’ and ‘la luna’ with picture cards. Say their names and ask for volunteers to try and write in Spanish under the pictures. Tell/remind pupils that the sun is a star and the moon a satellite.Revise days of the week (see yr 3 unit 2 lesson 7 and word cards in ‘Resources’) with choral repetition and throw soft ball saying ‘lunes’. The pupil being thrown to either repeats or says the next day in Spanish.Tell/remind pupils that the days of the week are associated with the planets/the moon, and ask them if they can link a day of the week word card with one of the word cards of the planets/the moon placed in random order on the board. Volunteer pupils come to the board and match a day with a planet/the moon. Play power point – Días y Planetas – with sound, to find out the answers. Ask pupils to comment on the link between the day and planet, i.e. some similarity in spelling of both words, except for ‘domingo’.Daily activity – pupils say a day and matching planet during the register by using above sentence. | Soft ballEnd of unit:Set of the planet pictures x 4 Set of the planet words x 4 Pictures of sun and moonWord cards for days of weekWord cards for planetsPower point – Days and Planets – with sound | ‘j’ sound and stress in first syllable in ‘Júpiter’(WHO-pea-tare)‘u’ in all planets names except for ‘Marte’.‘Venus’ is spelt exactly like the English‘Júpiter’ has an accent on first syllable (and ‘Plutón’ on the second)Days of week linked to planets/moon:lunes (La luna), martes (Marte), miércoles (Mercurio), jueves (Júpiter), viernes (Venus),sábado (Saturno)domingo (El sol) |
| **Assessment Opportunities** | Matching activity |
| **KS2 Framework Objective****Oracy**  | **Literacy** | **Intercultural Understanding** **5.3** | **Knowledge about Language** **4**  | **Language Learning Strategies****7** |

**Spanish Planning Year 5 Unit 18 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 say the colour and/or size of a planet in a sentence. (PoS 5)**
* **can differentiate between a simple noun, adjective, verb and connective. (PoS 12 )**
* **can pronounce ‘ñ’ correctly. (PoS 6)**
 | amarillo/a yellowazul blue blanco/a white gris grey marrón brown morado/a purple naranja orange negro/a black rojo/a redrosa pink verde green grande big(grahn-deh)pequeño/a small(peh-keh-nyoh/nyah)ypero | Revise planets, sun and moon with pupils v teacher game, where teacher holds up picture flashcards and pupils repeat sentence, e.g. Es Saturno if what teacher says is correct, or stay silent if what teacher says in incorrect. Tell pupils they will be learning how to describe the planets with adjectives, and then revise colours (see yr 3 unit 3 lesson 5) with picture flashcards. ¿Qué color es? Es rojo.Then introduce grande and pequeño with actions. Say adjectives and pupils do actions and vice versa. Display pictures of the planets and pointing to Marte, say: Marte es un planeta azul, ¿sí o no?/¿Marte es un planeta azul o rojo?/¿De qué color es Marte? encouraging answers in sentences. Ask questions about the planets re colour/size: ¿Qué planeta es rojo/amarillo/grande/pequeño/ azul? Ask for a sentence to describe each one:Marte es un planeta rojo. Júpiter es un planeta grande. Mercurio es un planeta pequeño.Draw notice to the fact that the adjectives here go after the noun, e.g.: Júpiter es un planeta grande. Place word cards on the board - except ‘y’ and ‘pero’- and dictate sentences in Spanish which pupils write on mini- whiteboards, e.g. Mercurio es gris.Partner talk to discuss and write extended sentences with connectives ‘y’ and ‘pero’. ‘Write’ examples on board with word cards, e.g. Marte es rojo, pero Neptuno es azul. Ask pupils to identify noun, verb, adjective, connective.Daily Practice – pupils describe a planet at registration. | Mini-whiteboards.At end of unit:Picture flashcards of coloursPicture flashcards of planets/sun/moonWord cards for mini- whiteboard activity | ‘ñ’ in ‘pequeño’The planets and the word ‘planet’ are masculine nouns, so the adjectives to describe them are in the masculine form.Some adjectives are invariable, i.e. they are spelt the same in the masculine and feminine forms, e.g. grande.The adjectives used here go after the noun. |
| **Assessment Opportunities** | Spelling of sentences on mini-whiteboards. |
| **KS2 Framework Objective****Oracy** **5.3** | **Literacy****5.2, 5.3** | **Intercultural Understanding**  | **Knowledge about Language**  **7** | **Language Learning Strategies****3** |

**Spanish Planning Year 5 Unit 18 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 recognise word classes – verb, noun, adjective, connective and adverb (PoS 12)**
* **can write a sentence about a planet (PoS 11)**
* **can pronounce ‘j’ correctly. (PoS 6)**
 | Un sustantivo/nombre a nounUn adjetivo an adjectiveUn verbo a verbUn conectivo a connectiveUn adverbio an adverbmuy very(mwee) | Introduce word classes in Spanish by playing the Grammar power point with sound that contains words from the unit, which are examples of nouns, adjectives, verbs, connectives and adverbs. Hold up different word class word cards from sheet (which also has ‘muy’) – see in ‘Resources’ – asking, e.g. ¿Es ‘Marte’ un sustantivo, o un adjectivo? ¿ Es ‘rojo’ un adjetivo o un verbo?, encouraging a full sentence reply, e.g. Marte es un sustantivo. Give each pupil a word class card. Call out each word and pupils hold up. Then call out the word class in Spanish and pupils hold up.Give table groups a set of the word class word cards, and choose one group, which could consist of a minimum of 3 pupils, to come to the front of the class. The pupils then get into the correct order to make a human sentence and hold up the correct word cards at the same time. The sentences can range from very simple, e.g. Venus es blanco, to more complex, e.g. Mercurio es gris y muy pequeño. Pupils write a simple sentence about a planet with the support of the word class sheet.Daily Practice - Write a picture caption describing a planet | At end of unit:Grammar power point with sound.Word cards of world classes on sheet | ‘j’ in ‘adjetivo’A noun in Spanish can be un sustantivo or un nombre. Nombre can also mean ‘name’, e.g. primer nombre (first name) |
| **Assessment Opportunities** | Can the pupils identify the different word classes? |
| **KS2 Framework Objective****Oracy**  | **Literacy****5.3** | **Intercultural Understanding**  | **Knowledge about Language 7** | **Language Learning Strategies****3** |

**Spanish Planning Year 5 Unit 18 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 read carefully and show understanding of words and phrases. (PoS 7)**
* **can pronounce soft ‘c’ correctly (PoS 6)**
 | 1 El sol es una estrella - the sun is a star (el/sol/es/ooh-nah/ehs-treh-yah)2 Aquí están los planetas - here are the planets(ah-KEY/es-TAN)3 Aquí está Júpiter - here is Jupiter(ah-KEY/es-TAH/WHO-pea-tair)Bastante quiteuna preposición a preposition (preh-poh-see-/SYOHN)\*Cerca del sol close to the sun\*Lejos del sol far from the sunCaliente hotFrío cold¿Por qué? Why?Porque because\* Spanish prepositions have no number or gender. | Place pictures of the sun and planets in order on the board and present them by saying each of the 3 sentences in ‘Key questions/New Learning’. The sentences contain 2 forms of the verb ‘to be’ in Spanish. (See ‘Grammar Focus’).  Pupils will be learning how to describe the planets with some new words, including the prepositions ‘cerca de’ and ‘lejos de’, which they will hear in the ‘Description of the planets’ power point with sound and instructions for use in ‘Resources’. It also gives examples of the use of ¿Por qué? (interrogative adverb) and ‘porque’ (connective).Show word cards for complex sentences for each of the above planets on the board. ¿Do pupils notice the 2 ways of saying ‘is’, ‘es’ and ‘está’? (See ‘Grammar Focus’). Do they know: ¿the word class that ‘bastante’ belongs to? (i.e. adverbs); the word class that ‘cerca de’ and ‘lejos de’ belong to? (i.e prepositions). N.B. In ‘cerca/lejos del sol’, **del** is called a contraction in Spanish. It is a contraction of **de** + **el**. See information at end of unit in yr 4 unit 7.Hold up the different word class headings, sustantivo, verbo, etc. – see at end of unit – and pupils give you examples from the above word cards on the board.Daily Practice To describe the position of a planet in relation to the sun. | At end of unit:Power point with sound and instructions for use – description of the planetsPicture flashcards of the sun and planetsWord cards to create complex sentencesWord class headings | Soft ‘c’ in ‘cerca’- ‘th’ as in the English word ‘thin’From the verb ‘estar’ to be, 3rd person singular.‘is’:está used for location or a temporary state, e.g. Mercurio está cerca del sol, el chico está triste.(Mercury is close to the sun, the boy is sad)From the verb ‘ser’ to be, 3rd person singular.es used for a permanent state of something/somebody, e.g. Ana es profesora, Marte es rojo.(Ana is a teacher, Mars is red). |
| **Assessment Opportunities** | Can the pupils identify the difference between ‘es’ and ‘está? |
| **KS2 Framework Objective****Oracy 5.3** | **Literacy****5.1, 5.2** | **Intercultural Understanding**  | **Knowledge about Language**  **2** | **Language Learning Strategies****7** |

**Spanish Planning Year 5 Unit 18 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 a more complex presentation about the planets. (PoS 1)**
* **can write complex sentences about a planet/planets (PoS 11)**
* **can pronounce soft ‘e’ correctly (PoS 6)**
 | Estoy pensando en un planeta…I am thinking of a planet… | Place pictures of the sun and planets in order on the board as in previous lesson.Play ‘Estoy pensando en un planeta…’ as a team game with the use of the power point in ‘Resources’ with sound, in which pupils hear voices saying a planet they are thinking of with a clue, e.g. Estoy pensando en un planeta amarillo. If a team member gives a correct reply, e.g. Es Saturno, they get a point.Pupils do Summative Assessment Task 1 – describing one or more of the planets – with the above mentioned pictures of the planets in relation to the sun on the board – and the support sheet at the end of the unit to help with their writing. Depending on abiltiy, some pupils will write simple and others more complex sentences.Pupils’ work can be used to create a class display about the planets.Daily Practice Describe a planet as fully as they can at their level of ability | At end of unit:Picture of planets in relation to the sunPower point with sound, which contains statements about the planets.Support sheet for assessment/display work | ‘e’ in Marte(mar-teh)Porque=because and ¿Por que? =why? |
| **Assessment Opportunities** | Pupils’ written work |
| **KS2 Framework Objective****Oracy 5.3** | **Literacy****5.3** | **Intercultural Understanding**  | **Knowledge about Language**  **2** | **Language Learning Strategies** |