

Target Language:

Lesson 1: ¿Quién es? [Who's this?], yo [me], mi (singular)/mis (pl) [my], padres [my parents], madre [mother], padre [father], hermano [brother], hermana [sister], abuela [grandmother], abuelo [grandfather], abuelos [grandparents], familia [family], padrastro [stepfather], madrastra [stepmother], hermanastro [stepbrother], hermanastra [stepsister] aquí está/están [here is/are]

Lesson 2: Un perro [dog], un gato [cat], una tortuga [tortoise], un hámster/hámsteres [a hamster/ hamsters], un pez/peces [a fish/fish (plural)], un pájaro [bird], un ratón/ratones [a mouse/ mice], una cobaya [guinea pig], un conejo [rabbit], una serpiente [snake], ¿Tienes animales? [Do you have pets?], tengo/tienes [I have/you have].

Lesson 3: La letra [letter], el alfabeto [alphabet], ¿Qué falta? [What's missing?].

Lesson 4: ¿Cómo se llama? [What's their name?], se llama [they are called], te toca a ti [it's your turn], tío [uncle], tía [aunt], primo [cousin - male], prima [cousin - female].

Lesson 5: Cómo [how], se escribe [it/that is written], mayúscula [capital letter], la tilde [accent], minúscula [lower case].

Lesson 6: ¿Tienes animales? [Do you have any pets?], Tengo... [I have], ¿Cómo se llama? [What's their name?], se llama [they are called], ¿Quién hay en tu familia? [Who's in your family?].

Teacher Language:

¡Bienvenidos a nuestra clase! [Welcome]
¿Cómo se dice en español...? [How do you say in Spanish?] ¿Cómo se dice en inglés...? [How do you say in English] ¿Qué significa...? [What does... mean?] ... significa ... [it means...]
¡Vámos! [Come on, let's go!]
Escucha [Listen]
Repité [Repeat after me]
Silencio [Silence]
Intenta esto otra vez [Have another go] ¿Qué es? [What's this?]
Muy bien [Very good]
Excelente / fantástico [fantastic!]

KS2 Spanish Autumn Term Year 5 The People Around Me

Assessment Statements:

By the end of this unit

...all children should be able to:

- identify and introduce some of their relations
- name some common pets
- recognise some of the letters of the Spanish alphabet.

...most children will be able to:

- consider how verbs have different forms for different subjects
- make new sentences by substituting other vocabulary appropriately
- pronounce some of the letters of the alphabet.

...some children will be able to:

- use the correct form of a verb for the subject
- use singular and plural possessive determiners
- use the Spanish alphabet to spell words.

Building Blocks of Language

Phonics

- H sound (silent letter sound)
- 'rr' sound (rolled in Spanish)
- Introduction of the full Spanish alphabet letters and sounds in lesson 3
- Recap on ll sound (y)

Grammar

- Está / están (3rd person singular and plural versions of 'it is')
- Mi/ mis (singular and plural versions of my)
- Tengo /tienes (I/ you have)
- Un/una (masculine and feminine versions of a)
- Se escribe... (it is spelled)
- Se llama (he /she is called. 3rd person singular of the verb llámarse)
- Mayúscula and minúscula letters (upper and lower case letters)

Vocab:

See section 1- Target language

Target Language:

Lesson 1: La clase [classroom], la puerta [door], la ventana [window], la mesa [table], la silla [chair], el ordenador [computer], el libro [book], las luces [lights], ¿Dónde está...? [Where is it?], ¿Dónde están...? [Where are they?], Aquí está/están [Here it is/ they are].

Lesson 2: El/un estuche [pencil case], el/un lápiz [pencil], el/un bolígrafo [pen], el/un rotulador [felt-tip pen], el/un lápiz de color [coloured pencil], el/un sacapuntas [pencil sharpener], la/una regla [ruler], la/una goma [eraser], ¿Qué hay en tu estuche? [What's in your pencil case?], verdad [true], mentira [false], en mi estuche [in my pencil case], tengo [I have].

Lesson 3: Las asignaturas [subjects], el español [Spanish], el inglés [English], las ciencias [science], las matemáticas [maths], la música [music], el deporte [PE], la historia [history], la geografía [geography], la informática [computing], el dibujo [art], me gusta(n) [I like], no me gusta(n) [I don't like], ¿Te gusta(n)...? [Do you like...?].

Lesson 4: Levántate [stand up], siéntate [sit down], para [stop], camina [walk], corre [run], salta [jump], salta con una pierna [hop], corre en el sitio [run on the spot], los semáforos [traffic lights], cambia de dirección [change direction].

Lesson 5: Los lugares de la escuela [places around school], la clase [classroom], la biblioteca [library], la clase de música [music room], el patio [playground], las canchas [playing field], el salón de actos [assembly hall], la clase de informática [IT room], la oficina del director [(male) headteacher's office], la oficina de la directora [(female) headteacher's office], el comedor [school canteen], la recepción [school reception], el pasillo [corridor], la sala de profesores [staffroom], ¿Dónde estás? [Where are you?], Estoy en... [I am in/on...] Está en... [They are in/on...]

Lesson 6: ¿Qué te gusta hacer? [What do you like to do?], leer [to read], comer [to eat], correr [to run], cantar [to sing], caminar [to walk], bailar [to dance], jugar al fútbol [to play football], jugar al baloncesto [to play basketball], hablar con mis amigos [to talk with my friends], usar el ordenador [to use the computer].

Teacher Language:

¡Bienvenidos a nuestra clase! [Welcome]
¿Cómo se dice en español...? [How do you say in Spanish?]
¿Cómo se dice en inglés...? [How do you say in English]
¿Qué significa...? [What does... mean?] ... significa ... [it means...]
¡Vámos! [Come on, let's go!]
Escucha [Listen]
Repité [Repeat after me]
Silencio [Silence]
Intenta esto otra vez [Have another go] ¿Qué es? [What's this?]
Muy bien [Very good]
Excelente / fantástico [fantastic!]

KS2 Spanish Spring Term Year 5 In the Classroom

Building Blocks of Language

Phonics

- Revision and consolidation of previous Spanish phonic knowledge

Grammar

- El/la/los/las (determiners) revision
- Está / están revision
- Tengo and hay (I have and there are)
- Me gusta/ no me gusta/ te gusta/ te gustan
- Imperative verbs
- Estoy, estás, está (1st, 2nd, 3rd person estar)
- Hacer

Vocab:

See section 1- Target language

Assessment Statements:

By the end of this unit

...all children should be able to:

- listen and respond to topic vocabulary;
- demonstrate understanding with actions;
- write sentences converting el/la to un/una;
- answer questions using the topic vocabulary;
- express simple opinions.

...most children will be able to:

- ask and answer questions using the topic vocabulary;
- begin to know from memory if nouns from the topic are masculine or feminine;
- express opinions with accurate use of '(no) me gusta(n)'.

...some children will be able to:

- use a dictionary/the Internet to develop topic vocabulary further;
- construct a sentence with an adverbial phrase, e.g. 'Me gusta cantar en la clase de música' (I like to sing in the music room);
- express and ask for opinions using the verb 'gustar'.

Target Language:

Lesson 1: Once [eleven], doce [twelve], trece [thirteen], catorce [fourteen], quince [fifteen], dieciséis [sixteen], diecisiete [seventeen], dieciocho [eighteen], diecinueve [nineteen], veinte [twenty], veintiuno [twenty-one], veintidós [twenty-two], veintitrés [twenty-three], veinticuatro [twenty-four], veinticinco [twenty-five], veintiséis [twenty-six], veintisiete [twenty-seven], veintiocho [twenty-eight], veintinueve [twenty-nine], treinta [thirty], treinta y uno [thirty-one].

Lesson 2: Lunes [Monday], martes [Tuesday], miércoles [Wednesday], jueves [Thursday], viernes [Friday], sábado [Saturday], domingo [Sunday], la semana [week], ¿Qué día es? [What day is it?]

Lesson 3: enero [January], febrero [February], marzo [March], abril [April], mayo [May], junio [June], julio [July], agosto [August], septiembre [September], octubre [October], noviembre [November], diciembre [December], mes (m) [month], año (m) [year].

Lesson 4: Mi [my], tu [your], el cumpleaños [birthday], ¿Cuándo es tu cumpleaños? [When is your birthday?], Mi cumpleaños es... [My birthday is...], ¿Qué fecha es? [What date is it?], Cumpleaños feliz [Happy Birthday].

Lesson 5: la fecha [date], ¿Qué fecha es hoy? [What's the date today?], ¿Qué fecha es? [What's the date?], El día de los Muertos [Day of the Dead], El día de Reyes [Kings Day], El día de los inocentes [the Spanish equivalent to April's Fool Day], el día del padre [Father's Day].

Lesson 6: el calendario [calendar], hoy [today], ayer [yesterday], mañana [tomorrow], es [it is], era [it was], será [it will be].

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Excelente / fantástico [fantastic!]

KS2 Spanish Summer Term Year 5 Tell me When

Assessment Statements:

By the end of this unit

...all children should be able to:

- say and order the days of the week;
- say and order the months of the year;
- count up to 31;
- say their own birthday.

...most children will be able to:

- recognise how some larger numbers are made by combining words for smaller numbers;
- ask other people for their birthday;
- say today's date;
- identify the correct language for 'yesterday' and 'tomorrow'.

...some children will be able to:

- ask and answer questions about dates;
- use simple past and future tenses.

Building Blocks of Language

Phonics

- Y changes to i sound when forming numbers beyond 15.
- Recap of alphabet and phonics through presentation of new vocabulary. Differentiated to the children's needs.

Grammar

- Rules for number formation in Spanish.
- Days of the week and months of the year are not given capital letters in Spanish unless they are at the beginning of a sentence.
- Adding 'es' in front of the Spanish words means 'it is'. For example: 'Es' lunes.' means 'It is Monday'.
- Like days of the week, months are written with a lower case letter unless they come at the beginning of a sentence.
- In Spanish, dates are given as cardinal numbers, e.g. Mi cumpleaños es el veinte de marzo. This means the literal translation is My birthday is the twenty of March.
- Hoy es (today is), ayer fue (yesterday was) mañana será (yesterday it was)

Vocab:

See section 1- Target language