

# Spanish L4 - Unit 2: Daily Routines

## Course Evaluation Criteria

**Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.**

1. Pupils can name at least half of the daily routines.
2. Pupils can identify and name most of the free-time activities.
3. Pupils can incorporate some sequence connectives to describe the order at which they perform different activities.
4. Pupils can tell the time using the phrases 'o'clock' and 'quarter past'.
5. Pupils can answer and ask questions about what time they do different activities.
6. Pupils can tell the time using the phrases 'half past' and 'quarter to'.
7. Pupils can tell the time using the prepositions 'past' and 'to' to indicate time in Spanish.
8. Pupils can say all the daily routines and free-time activities covered in this unit.
9. Pupils can write a paragraph about their daily routine incorporating a wide range of activities and times with a high level of grammatical accuracy.
10. Pupils can incorporate vocabulary from previous topics to provide more details about their daily routines.

## Learning Outcomes

**Course Overview:** Pupils will be provided with the opportunity to improve their Spanish communication skills by incorporating vocabulary related to daily routines into their existing knowledge. They will learn a diverse range of sequence connectives to make their daily routine descriptions more complex. Pupils will also learn how to express time using phrases like 'quarter to', 'half past' and 'quarter to' in Spanish. While revising how to tell the time, students will practise how to describe when they perform a variety of daily routines using different times by asking and answering the question 'What time + daily routine?'. Additionally, students will review hobbies to discuss what they do during their free time. To reinforce their learning, pupils will participate in a wide range of activities, such as games, reading, listening, speaking, and writing tasks. These activities will aid in consolidating their understanding and provide them with a practical understanding of the language in a variety of contexts.

**Learning Outcomes:** Pupils will gain knowledge of a wide range of daily activities, enabling them to confidently discuss their daily routine in everyday conversations. They will learn several sequence connectives, which will allow them to describe their daily routine in more complex sentences and sound more natural.



Additionally, students will be able to state the time at which they perform different daily routines and free-time activities, which will allow them to discuss their daily routine in greater detail. To support their descriptions, students will also practise days of the week.

## Keywords - Unit 2

|   |  |
|---|--|
| ¿A qué hora ....?   | <i>What time do you...?</i>  |
| Es la... / Son las...   | <i>it is...</i>  |
| en punto  | <i>o'clock</i>   |
| y cuarto  | <i>quarter past</i>  |
| y media   | <i>half past</i>   |
| menos cuarto  | <i>quarter to</i>  |
| a la... / a las...  | <i>at</i>  |
| primero   | <i>first</i>   |
| luego   | <i>then</i>  |
| más tarde   | <i>later</i>   |
| después   | <i>after that</i>  |
| finalmente  | <i>finally</i>   |
| por la mañana   | <i>in the morning</i>  |
| por la tarde  | <i>in the afternoon</i>  |
| por la noche  | <i>at night</i>  |
| uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce | <i>one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve</i> |
| lunes, martes, miércoles, jueves, viernes, sábado, domingo                | <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>            |



## Daily Routines - Unit 2

|                     |   |                         |
|---------------------|---|-------------------------|
| me despierto        |   | <i>I wake up</i>        |
| me levanto          |  | <i>I get up</i>         |
| me ducho            |   | <i>I take a shower</i>  |
| me visto            |   | <i>I get dressed</i>    |
| desayuno            |   | <i>I have breakfast</i> |
| voy al colegio      |   | <i>I go to school</i>   |
| como                |  | <i>I have lunch</i>     |
| voy a casa          |   | <i>I go home</i>        |
| ceno                |   | <i>I have dinner</i>    |
| me lavo los dientes |   | <i>I brush my teeth</i> |
| me acuesto          |   | <i>I go to bed</i>      |

## Free-time Activities - Unit 2

|                     |   |                              |
|---------------------|---|------------------------------|
| bailo               |   | <i>I dance</i>               |
| escucho música      |  | <i>I listen to music</i>     |
| veo la televisión   |   | <i>I watch TV</i>            |
| monto en bicicleta  |   | <i>I ride a bicycle</i>      |
| juego al baloncesto |  | <i>I play basketball</i>     |
| hago natación       |   | <i>I go swimming</i>         |
| salgo con amigos    |   | <i>I go out with friends</i> |
| leo un libro        |   | <i>I read a book</i>         |