

## St. Ignatius Catholic Primary School

### Year 5 Spanish Curriculum

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2021/22	<b>MFL Spanish</b>
<p><b>Overall Aim:</b></p> <p>To develop the teaching and learning of the Spanish language into Year 5 so as to enable pupils to set the foundations to express their ideas and thoughts in Spanish and understand and respond to its speakers, both in speech and in writing. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. It should also provide opportunities for them to communicate for practical purposes; learn new ways of thinking and read literature in the original language. Language teaching should provide the foundation for the enjoyment and enrichment of learning further Spanish or and/or other languages.</p>	

Curriculum overview							
Autumn 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Unit 1 Greetings & phonics	Unit 1 Greetings & phonics	Unit 1 Colours	Unit 2 Numbers 1-20	Unit 2 Numbers 1- 31	Unit 2 Colours & numbers
Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Halloween Special	Unit 3 Music	Unit 3 Instruments	Unit 4 Animals The article	Unit 4 To describe animals	Unit 5 Christmas	Unit 5 Christmas
Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 6 Months & days of the week	Unit 6 Months/ My Birthday	Unit 6 The Calendar	Unit 7 Family	Unit 7 Family 2	Revision	
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 8 Describe the body	Unit 8 Describe the face	Unit 9 The school	Unit 9 My pencil case	Games & songs	Revision	
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5		
	Unit 8 Body Recap	Unit 9 School Recap	Unit 10 The Food	Unit 10 Food 2	Revision		
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Unit 11 Weather	Unit 11 Weather 2	Unit 11 Weather 3	Unit 11 Weather games	Revision	Revision & songs	Games & songs

**Autumn**

Unit 1 Greetings & phonics	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Autumn 1</p> <p>3 lessons.</p> <p>3 weeks.</p> <p>60 minutes per lesson.</p>	<p style="text-align: center;"><b>Learning Objectives</b></p> <p>-Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p><b>-Listen attentively to spoken language and show understanding by joining in and responding.</b></p> <p>-Explore the patterns and sounds of language.</p> <p>-Use familiar vocabulary, phrases and basic language structures.</p> <p>-Read carefully and show understanding of words, phrases and simple writing.</p> <p>-Broaden their vocabulary and develop their ability to understand new words.</p>	<ul style="list-style-type: none"> <li>- <u>Greetings and introduce yourself.</u></li> <li>- <u>Spanish alphabet.</u></li> <li>- Letters' spellings.</li> <li>- Grammar.</li> <li>- Verb to be. Verbo Ser.</li> </ul> <p>Questions and answers relevant to the subjects.</p> <p>- Vocabulary:</p> <p>Saludos, Hola, Adiós, Buenos días, Buenas tardes, Buenas noches, ¿Qué tal? Muy bien, Fantástico, Muy bien, Bien, Mal, Fatal ¿Como te llamas? Me llamo...</p>	<ul style="list-style-type: none"> <li>- <u>Introduce yourself.</u></li> <li>- <u>Question and respond "how are you?"</u></li> <li>- <u>Question and respond "what is your name?"</u></li> </ul> <p>Written exercises:</p> <ul style="list-style-type: none"> <li>- <u>Write Spanish word banks.</u></li> <li>- <u>Fill the gaps in given sentences.</u></li> <li>- Relate Spanish and English vocabulary.</li> <li>- Complete crosswords and word searches.</li> </ul>	<ul style="list-style-type: none"> <li>-Listening activities to assess pupils understanding of spoken Spanish.</li> <li>-Monitoring during speaking activity.</li> <li>-Plenary and questions to answer and reflect on the lesson.</li> <li>- Books marking.</li> <li>- <u>Assessment for learning: in their Spanish books.</u></li> </ul>	<ul style="list-style-type: none"> <li>-PPT</li> <li>-Books</li> <li>- Interactive white board.</li> </ul>
Impact			Next steps/progress		

Unit 2 Colours and numbers.	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 1 3 Lessons. 3 Weeks. 60 minutes per lesson.	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Read aloud the colours and numbers.</li> <li>• <u>Show understanding of colours and numbers.</u></li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Ask and respond to the questions “what is the colour?”</li> <li>• Count 1-20 with prompts.</li> <li>• Recognise and recall several colours with prompts.</li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions without prompts.</li> <li>• Count 1-20 without prompts.</li> </ul>	<p>- <u>Numbers 1 to 31.</u></p> <p>- Grammar: - Questions: what is the colour? and what is the number?</p> <p>-Vocabulario: Colores: Verde, Azul, Rojo, Amarillo, Rosa, Blanco, Negro Marrón,</p> <p>Números: Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, Diez, Once, Doce, Trece, Catorce, Quince, Dieciseis, Diecisiete, Dieciocho, Diecinueve, Veinte.</p> <p>Veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, Veintisiete, veintiocho, veintinueve, treinta y treinta y uno.</p>	<p>- Read the colours and numbers provided.</p> <p>-Count objects within the class room.</p> <p>- Ask and answer what the colour of something is.</p> <p>-Ask and answer what the number is.</p> <p>- <b><u>Write colours and numbers in whiteboards and books.</u></b></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>- Books marking.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- PPT</p> <p>- Books</p>
Impact			Next steps/progress		

Unit 3 Music	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn II  3 Lessons  3 Weeks.  60 minutes per lesson.	<p align="center"><b>Learning Objectives</b></p> <p>- <b>Express opinions and respond to those of others.</b></p> <p>- <b>Link the spelling, sound and meaning of words.</b></p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>-Explore the patterns and sounds of language and different music.</p> <p>- Use conectives – y, pero, (también).</p>	<p>.Likes and Dislikes.</p> <p><b>Different types of music:</b></p> <p>el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional.</p> <p>En mi opinión (in my opinion)            Pienso que (I think that)</p> <p>Intrumentos:</p> <p>Guitarra            Tambor            Piano            Trompeta            Batería            Saxofon            Cajon</p>	<p>-- Read and name a range of instruments.</p> <p>- Ask and answer whether you like or dislike different music.</p> <p>-¿Qué instrumento tocas? (What instrument do you play?)</p> <p>-¿Qué instrumento sabes tocar? (What instrument can you play?)</p> <p>- <u>Write different instruments in Spanish books.</u></p> <p>- Relate pictures with vocabulary.</p> <p>-New Instruments: Flauta, Teclado, Violin and Violonchelo.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>- Books.</p>
Impact			Next steps/progress		

Unit 4 Animals	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 2 Lessons 2 Weeks. 60 minutes per lesson.	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <u>Appreciate stories, songs, poems and rhymes about animals.</u></li> <li>• Listening attentively and engage with spoken language.</li> <li>• Show understanding of words.</li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Show understanding by joining in and responding.</li> <li>• Read aloud.</li> <li>• Understand words and phrases.</li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop accurate pronunciation.</li> </ul>	<p>- <u>Describing animals.</u></p> <p>- Grammar:</p> <ul style="list-style-type: none"> <li>• Question whether you have pets at home.</li> </ul> <p>¿Es (una rana o un pez)? (Is it a frog or a fish?)</p> <p>¿Cuál (de los animales) es? (Which of the animals is it?)</p> <p>¿Cuál es tu animal favorito? (Which is your favourite animal?)</p> <p>- Vocabulary:</p> <p>un gato, un pájaro, un perro, un caballo, un conejo, un pez, una vaca, un oso, una tortuga. una mariposa.</p>	<p>- Say whether you have a pet.</p> <p>- Say whether there are one or more animals.</p> <p>- Respond to a true false question.</p> <p>- Talk to your partner about the answer.</p> <p>- Relate colours and numbers with animals.</p> <p>- <u>To write about animals and use colours as adjectives in their Spanish book.</u></p> <p>-<u>Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/progress		

Unit 5 Christmas	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn II  2 Lessons  2 Weeks.  60 minutes per lesson.	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate stories, songs, poems and rhymes.</li> <li>• Listening attentively and engage with spoken language.</li> <li>• Show understanding of words.</li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Show understanding by joining in and responding.</li> <li>• Understand words and phrases.</li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop accurate pronunciation.</li> </ul>	<p>- <u>Christmas carols.</u></p> <p>- <b>Wishing a merry Christmas and a happy new year.</b></p> <p>- Vocabulario:</p> <p>Feliz navidad            Feliz año nuevo            Ángel            Árbol de navidad            Papá Noel,            Belén,            Niño Jesús            Reyes Magos.</p>	<p>- Listen attentively to Christmas carols.</p> <p>- Sing along.</p> <p>- Say the vocabulary aloud.</p> <p>- <u>Wish merry Christmas to someone.</u></p> <p>- Follow a story.</p> <p>- <u>Write new vocabulary on whiteboards and books.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books.</p>
Impact			Next steps/progress		

## Spring

Unit 6 My Calendar	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Spring I</p> <p>3 Lessons</p> <p>3 Weeks.</p> <p>60 minutes per lesson.</p>	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Listening attentively to spoken language.</li> <li>• Sing along songs and rhymes.</li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Repeat, read and recall the days of the week.</li> <li>• Appreciate and sing along songs and rhymes.</li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>• Speak in sentences without prompts.</li> </ul>	<p>- <u>Days of the week.</u></p> <p>- Vocabulario:</p> <p>Dias de la semana: Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo.</p> <p>-Seasons:</p> <p>Primavera Verano Otono Invierno</p> <p>Meses del año, Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre.</p>	<p>- <u>Write on Spanish books The days of the week.</u></p> <p>-<u>Write os Spanish books The months of the year.-Use these sentence structures:</u></p> <p>Mi cumpleaños es el...de.. / My birthday is...</p> <p>Hoy es el ...de... / Today is the ...of...</p> <p>-Questions:</p> <p>¿Qué día es (hoy)? (What day is it (today)?)</p> <p>¿Qué fecha es (hoy)? (What date is it (today)?)</p> <p>¿Cuándo es tu cumpleaños? (When is your birthday?)</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Book marking.</p> <p>- Verbal interaction assessment.</p> <p>Verbal interventions:</p> <p>- Teacher questions.</p> <p>- Peer interactions.</p> <p>- Peer oral activities (scaffolding activities).</p> <p>- <u>Whole class verbal marking.</u></p>	<p>- Interactive white board.</p> <p>-PPT</p> <p>-Books</p>
Impact			Next steps/progress		

Unit 7 My family	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring I 3 weeks. 3 lessons. 60 minutes per lesson.	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise and recall the vocabulary about the family.</li> <li>Relate given vocabulary with pictures.</li> <li>Appreciate songs and rhymes.</li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>Name a range of family members.</li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>Use context and comparisons with English to determine some meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Family.</li> <li>Numbers.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Possessive:</li> </ul> <p><u>My Family- Mi Familia.</u></p> <ul style="list-style-type: none"> <li>Vocabulario:</li> </ul> <p>La madre,            El padre            El abuelo,            La abuela,            El hermano,            La hermana            El hijo            La hija</p>	<ul style="list-style-type: none"> <li>Match Spanish with English vocabulary.</li> <li>Read aloud members of your family.</li> </ul> <p><u>To be able to write members of the family in their Spanish books.</u></p> <p><u>Draw and label the family.</u></p>	<ul style="list-style-type: none"> <li>Listening activities to assess pupils understanding of spoken Spanish.</li> <li>Verbal interaction assessment.</li> <li>Books marking.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive white board.</li> <li>Power Point presentation.</li> <li>Books.</li> </ul>
<b>Impact</b>			Next steps/progress		



Unit 8 My body	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring II 3 weeks. 3 lessons. 60 minutes per lesson.	<p style="text-align: center;"><b>Learning Objectives</b></p> <p>-Recognise and recall the vocabulary about the face and body.</p> <p><b>-Relate given vocabulary with pictures and parts of their own body.</b></p> <p>-To read a poem about a monster and his parts of the body working with metaphors about different parts of the face.</p>	<p>- <u>Parts of the body.</u></p> <p>- <u>Parts of the face.</u></p> <p>- Grammar:</p> <ul style="list-style-type: none"> <li>- Question what is your hair and eyes colour.</li> <li>- Use adjectives.</li> </ul> <p>- Vocabulary:</p> <p><u>El cuerpo, La cabeza, La cara, Los ojos, La nariz, La boca, Los dientes, El pelo, Los hombros, Los brazos, Las manos, Las piernas, Los pies, Los dedos, La cara, Los ojos, La nariz, La boca, Las orejas, El pelo, Las vejas</u></p>	<p>- Ask and answer the colour of your eyes and hair.</p> <p>¿Tienes..? (Do you have..?)</p> <p>¿De qué color son tus ojos? (What is the colour of your eyes?) ¿y el pelo? (And your hair)</p> <p>- Draw and label face and body parts.</p> <p>- Write in whiteboard and books each other's eyes colour.</p> <p>- Read aloud face and body parts.</p> <p>- Use colours for describing eyes.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>- Books.</p>
<b>Impact</b>			Next steps/progress		

Unit 9 School	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring II 3 Lessons. 3 Weeks. 60 minutes per lesson.	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise objects within the class room with prompts.</li> <li>Read aloud name of the object with pictures.</li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>Ask and answer the question what is in your pencil case, with prompts</li> <li>Recognise and label objects of their pencil case.</li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>Respond to the questions without prompts.</li> </ul>	<p><u>-Objects around the class.</u></p> <p><u>- Objects in our pencil case.</u></p> <p>- Grammar:</p> <p>- Verb to have.</p> <p>- Question what do you have in your pencil case?</p> <p>-Vocabulary:</p> <p>un estuche (a pencil case)            un bolígrafo (a pen)            un lápiz (a pencil)            un sacapuntas (a sharpener)            una regla (a ruler)            una goma (a rubber)            unas tijeras (scissors)</p>	<p>- <u>Ask and answer what do you have in your pencil case.</u></p> <p>- Relate objects and colours.</p> <p>- Name objects around the class room.</p> <p>- <u>To write about objects in the pencil case.</u></p> <p>- Read aloud the objects within the class room.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>

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Unit 10 Food	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer I 2 Lessons 2 Weeks. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>All students will be able to:</li> <li>Understand words on the topic.</li> <li>Use vocabulary in basic language structures.</li> <li>Listening to spoken language.</li> </ul> <p>Most students should be able to:</p> <ul style="list-style-type: none"> <li>Understand phrases on the topic.</li> <li>Give basic opinions on food and drink.</li> <li>Show understanding by joining in and responding.</li> <li>Read aloud.</li> </ul> <p>Some students might be able to:</p> <ul style="list-style-type: none"> <li>Understand sentences on the topic.</li> <li>Say food and drinks' words without prompts.</li> </ul>	<p>- <u>Food.</u></p> <p>- <u>Drinks.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p>- Question whether you like or dislike something.</p> <p>-Vocabulary:</p> <p>Me encanta, Me gusta mucho, no me gusta., sed, hambre</p> <p>las verduras, la fruta, la sopa, la ensalada, el pescado, el pollo, el pan, el queso, el agua.</p>	<p>- Read a range of drinks and food. To develop accurate pronunciation</p> <p>- <b>Ask and answer whether you like or dislike drinks and food.</b></p> <p>- <u>Write on Spanish books different drinks and food.</u></p> <p>- Relate pictures with vocabulary.</p> <p>- Say what you eat and drink at school.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/ progress		

Unit 11 Weather	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 2 4 Lessons 4 Weeks. 60 minutes per lesson.	<p>All students will be able to:</p> <p><b><u>All students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Understand words on the topic.</li> <li>• Use vocabulary in basic language structures.</li> <li>• Listening to spoken language.</li> </ul> <p><b><u>Most students should be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Understand phrases on the topic.</li> <li>• Show understanding by joining in and responding.</li> <li>• Read aloud.</li> </ul> <p><b><u>Some students might be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Understand sentences on the topic.</li> </ul>	<p>- <u>Weather in Spanish.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p style="padding-left: 40px;">- Question what is the weather like?.</p> <p>-Vocabulary:</p> <p>Hace Frio  Hace Calor  Hace buen tiempo  Hace mal tiempo</p> <p>- Vocabulary about time.</p> <p>- Revision numbers.</p> <p>- Frequency.</p>	<p>- Read and name different weather.</p> <p>- To remember numbers in Spanish.</p> <p>- <u>Pupil to talk about Likes and Dislikes.</u></p> <p>- <u>Pupils to write vocabulary about The weather in their books.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Book marking</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books.</p>
Impact			Next steps/ progress		