

Spring Term Overview YEAR 5/6 – Spanish

Year 5/6	
Spanish – GoodNight Mister Tom	Guide Time: 5 X 45 minute lessons
Assessments:	<p>Mini-quiz (verbal). Teacher assessment during lessons, specifically focusing on pupils' ability to listen attentively to spoken language and show understanding by joining in and responding to conversations that involve greeting others, expressing likes and dislikes about sports, and explain which pets they have and do not have.</p> <p>A further level of assessment will be pupils' ability to recall key VIPs and phrases.</p>
Links to prior learning:	<p>This unit will progress from Autumn term's objectives of engaging in conversations and greeting people. Pupils will be required to choose appropriate phrases to greet, exchange pleasantries and end a conversation. In between these aspects, is where this unit's skills of explaining what animals and pets they have, do not have, like, do not like and would like to have, will be applied. In addition to this, during Spring 2, pupils will follow a similar structure, but pets / animals will be replaced with sports / hobbies.</p>
Link across units:	<p>Children can apply their learning within this unit to all aspects of the whole curriculum, particularly in their daily classroom routines and learning.</p> <p>PE – children can use and apply the language of sports.</p> <p>Science – Children can apply their Spanish understanding of pets and animals.</p> <p>English – children are required to use basic conjunctions and adjectives; they can explain how conjunctions make conversations (and writing) more coherent and how adjectives add further detail.</p>
Character/Wider Development ('50 things', cultural capital, skills)	<p>Thematic questions:</p> <p><u>Culture</u> How has the Spanish language and culture impacted the English language and culture today? Are any of the Spanish words like English? e.g. football and futbol.</p> <p><u>World Around Us</u> How beneficial is the Spanish language in other countries around the world?</p>
<p>Very Important Points (VIPs):</p> <ul style="list-style-type: none"> • Conjunctions can be used to join sentences together and extend dialogue. • un = 'a' (masculine singular), una = 'a' (feminine singular) • unos = translates as 'some' • 'unos' is the plural of 'un' • 'unas' is the plural of 'una' • -o in the masculine then it will change from an –o to an –a ending in the feminine form. • In Spanish, r is pronounced by slightly rolling the r. <p>Fat Question:</p> <ul style="list-style-type: none"> • How are the Spanish and English languages similar? • How are the Spanish and English languages different? • Some of the Spanish words can easily be identified without learning their translation, why is this? 	

	<p>How many countries speak Spanish? Why is it important / useful to know how to speak (some) Spanish?</p> <p><u>World Beyond Us</u> What significant breakthroughs have there been in Space development from Spain? How does their space development compare to that of ours? How is the Spanish language evolving? Does the English language evolve? E.g. do our dictionaries update as time progresses?</p> <p><u>Modern Britain</u> Is the Spanish language popular and used here in the UK? Has this changed over time? Explore the Spanish culture in our modern country?</p> <p><u>Healthy Body Healthy Mind</u> Compare the sport played in Spain to that of ours in the UK? Why do you think there are differences? How does the 'healthy lifestyle' of the UK compare to that of Spain? How does the Spanish and English diet differ? What are the common foods? Do you think one is commonly healthier than the other? What does the obesity rate suggest?</p> <p><u>Technology in Action</u> How has technology impacted our knowledge of other languages? How can technology help to support people in a foreign country with a limited understanding of their language communicate? Explore the full range of technology and its use of other languages.</p> <p>50 things links: 'Help a wild animal' – and apply Spanish vocabulary learnt during lessons to describe the animal that has been helped.</p>	
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OVERVIEW OF TEACHING SEQUENCE

Sequence	Learning Focus or Key Question	Learning Outcomes	Key Words	Depth of Learning	Misconceptions	Activities
Lesson one Pupils will learn the names of pets / animals.	LO: To name animals and ask / answer questions about animals.	Listen attentively to spoken language and show understanding by joining in and responding.	¿Qué es?, tener, un conejo, hamster, Tortuga, una serpiente	SEND: Children can use the matching picture cards and vocabulary to practise naming animals. Use symbols and visual prompts to support their learning and understanding Focus on the practical, speaking element, with	Children mispronounce key terminology and mix up the vocabulary for animals.	See slides and resources on Trust Shared. TASK: Children will learn the simple names for a range of animals through extensive verbal practise. Pupils will ask "Do you have any

<p>They will engage in a short conversation asking people what pets they have and answering by saying what they do have and do not have.</p>		<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Use a Spanish dictionary to find words: To present ideas and information orally, using appropriate grammar. To be able to ask questions about pets and describe them</p>	<p>Tienes mascotas? Do you have any pets? Sí, tengo un perro. – yes I have a dog.</p>	<p>a lot more repetition of the words through different games and activities</p> <p>Main: Follow the slides and participate in verbal and written tasks naming animals and having a conversation about them.</p> <p>GD: Children will apply the key words for animals consistently in sentences in the classroom.</p> <p>Children will be able to record and create their own sentences involving key vocabulary and phrases; asking questions and responding about animals.</p> <p>They will use, apply and combine prior learning to this new learning, when greeting people.</p> <p>They will be able to use technology (e.g. an iPad) and a Spanish dictionary to learn new vocabulary and be selective as to when to use it appropriately within the lesson and conversations.</p>	<p>Children do not apply their phonetic knowledge when pronouncing key vocabulary</p>	<p>animals?" and will respond explaining what they have / do not have.</p> <p>Warm up before task sheet: Children will play animal bingo.</p> <p>Task sheet activity: First, pupils will use the activity sheets to practise conversations verbally. Secondly, pupils will record a short dialogue exchange in books.</p> <p><u>Deepen the moment:</u> Pupils will use an iPad or Spanish dictionary to search for additional words / phrases that would be appropriate for this conversation.</p>
<p>Lesson 2</p> <p>Children will know names for pets</p> <p>Children will be able to greet people</p>	<p>To greet a person, and have an extended conversation about pets</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>V un gato-cat, un raton, un perro-dog, un hamster, un conejo-rabbit, un pez,-fish un pajaro-bird, un conejo de indias-guinea</p>	<p>SEND: Children can attempt to recognise and match the Spanish to the English translation.</p> <p>Use symbols and visual prompts to support their learning and understanding.</p>	<p>Children will mispronounce key words and misinterpret the phonetics of the pronunciation.</p> <p>Children misinterpret</p>	<p>See slides and resources on Trust Shared.</p> <p><u>Verbal task</u></p> <p><u>Task 1</u> (if you do not have any pets, you can pretend that you do!)</p>

<p>and have a conversation about pets.</p>		<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Use a Spanish dictionary to find words: To present ideas and information orally, using appropriate grammar. To be able to ask questions about pets and describe them</p>	<p>pig, una Tortuga-tortoise, hamster Tienes un animal? Do you have an animal?</p> <p>Hola, ¡Buenas tardes!, ¡Buenas tardes!, “Me llamo...” = my name is... , cómo estás – how are you?, estoy bien gracias = I am good, thank you.</p> <p>Anaranjado - Orange. Amarillo - Yellow. Azul - Blue. Rojo - Red. Verde - Green. Negro - Black. Marrón, Café - Brown. Rosado - Pink</p>	<p>Task will be broken down at a slower pace for children to ensure the knowledge is retained and embedded.</p> <p>Focus on the practical, speaking element, with a lot more repetition of the words through different games and activities. Focus will be on speaking and pronunciation.</p> <p>Children will be able to apply their knowledge of vocabulary in the correct context and create sentences. They will use this vocabulary to greet peers, introduce themselves, ask how peers are, ask and answer questions about pets, and end a conversation saying goodbye</p> <p>GD:</p> <p>Pupils should use a Spanish dictionary, an iPad or their own knowledge to add extra phrases into conversation, but making sure it relates to their dialogue topic. E.g. “I don’t have a cat, but I would love to have one!”</p> <p>Or perhaps an alternative way of greeting a partner, or ending a conversation.</p>	<p>masculine and feminine nouns; using them incorrectly and in the wrong context.</p>	<p>Have as many conversation as you can in five minutes with different peers and adults. Try to cover some of the following in your conversation:</p> <ul style="list-style-type: none"> • Greet your peer: say hello / good morning / good afternoon. • Introduce who you are: tell your peer what your name is. • Ask how they are. They may ask you in return, so be on your toes to respond! • Enquire about pets: ask your peer if they have any pets. • Thank your peer for their response. They may then ask you in return, so be prepared to answer. • End your conversation saying good bye! <p>Move onto a different partner and restart the conversation (change your pets this time!)</p> <p><u>Deepen the moment</u></p> <p>Use a Spanish dictionary, an iPad or your own knowledge to add extra phrases into your conversation, but make sure it relates to your dialogue topic. E.g. “I don’t have a cat, but I would love to have one!”</p> <p>Or perhaps an alternative way of greeting your partner, or ending a conversation.</p> <p><u>Written task</u></p> <ol style="list-style-type: none"> 1. Choose one of your conversations that you have just had. 2. Draw two people into your book (one on the left and one on the right)
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						<p>3. Underneath each person, write a dialogue exchange, covering the content that you have just spoken verbally, but add in some additional phrases that you learnt by speaking to other people, or looking up and learning new phrases!</p>
<p>Week 3</p> <p>Children will know names for pets</p> <p>Children will be able to greet people and have a conversation about pets.</p> <p>Children will be able to use conjunctions to extend their sentences and use adjectives to add extra detail about pets.</p>	<p>LO: To talk about pets in detail using adjectives and conjunctions</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Use a Spanish dictionary to find words: To present ideas and information orally, using appropriate grammar. To be able to ask questions about pets and describe them</p>	<p>Anaranjado – Orange, Amarillo – Yellow, Azul – Blue, Rojo – Red, Verde – Green, Negro – Black, Marrón, Café – Brown, Rosado - Pink. Tiny - chiquitito big – grande</p> <p>V un gato-cat, un raton, un perro-dog, un hamster, un conejo-rabbit, un pez, -fish un pajaro-bird, un conejo de indias-guinea pig, una Tortuga-tortoise, hamster Tienes un animal? Do you have an animal?</p>	<p>SEND: Children recognise and match the Spanish translation to the English translation.</p> <p>Use symbols and visual prompts to support their learning and understanding.</p> <p>Focus on the practical, speaking element, with a lot more repetition of the words / questions through different songs, games and activities.</p> <p>Main: Follow the slides and participate in verbal and written tasks greeting people, naming animals and having a conversation about them using conjunctions and adjectives.</p> <p>GD: Children will be able to discover new phrases that appropriately fit the content of their conversation.</p>	<p>Children misinterpret masculine and feminine nouns; using them incorrectly and in the wrong context.</p> <p>Conjunctions could be used in the wrong context.</p>	<p>See slides and resources on Trust Shared.</p> <p><u>Verbal Task</u></p> <p>(if you do not have any pets, you can pretend that you do!)</p> <p>Similar to last lesson you should:</p> <ul style="list-style-type: none"> • Greet your peer: say hello / good morning / good afternoon. • Introduce who you are: tell your peer what your name is. • Ask how they are. They may ask you in return, so be on your toes to respond! • Enquire about pets: ask your peer if they have any pets. • Thank your peer for their response. They may then ask you in return, so be prepared to answer. • End your conversation saying good bye! • <p>But, today we will make progress by: describing our pets using adjectives (including colours) and linking sentences together by using appropriate conjunctions.</p> <p><u>Deepen the moment</u></p>

			<p>Hola, ¡Buenas tardes!, ¡Buenas tardes!, “Me llamo...” = my name is... , cómo estás – how are you?, estoy bien gracias = I am good, thank you.</p>			<p>Use a Spanish dictionary, an iPad or your own knowledge to add more specific adjectives to describe one or more of your pets in further detail.</p> <p><u>Written Task</u></p> <p>Write a short paragraph using adjectives and conjunctions to describe the pets that you can see here!</p> <p><u>Deepen the moment</u></p> <p>Use a Spanish dictionary or an iPad to up-level your vocabulary choices and be more descriptive!</p>
<p>Lesson 4</p> <p>Children will know names for sports</p> <p>Children will be able to greet people and have a conversation about sports</p> <p>Children will be able to use conjunctions to extend their sentences and use adjectives to ass extra</p>	<p>LO: To have a conversation about sporting activities</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Children will be able to name different hobbies and activities.</p>	<p>al futbol, al hockey, al baloncesto, al tenis, voleibol, juego</p> <p>V bailar-dance, nadar - swim, jugar el futbol-play football leer-read, ver la tele- watch tv, , escuchar musica- listen to music, ir al cine-go to the cinema, ir en bicicleta-ride a bike, pintar-draw</p> <p>Me gusta...</p>	<p>SEND: Children recognise and match the Spanish translation to the English translation.</p> <p>Use symbols and visual prompts to support their learning and understanding.</p> <p>Focus on the practical, speaking element, with a lot more repetition of the words / questions through different songs, games and activities.</p> <p>Main: Follow the slides and participate in verbal and written tasks greeting people, naming sports and having a conversation about them using conjunctions and adjectives.</p> <p>GD: Children will be able to discover new phrases that</p>	<p>Children mix up the sports.</p> <p>They might mix up like / dislike.</p> <p>The might use conjunctions in the wrong context.</p>	<p><u>Verbal Task</u></p> <p>Use phrase cards to have a range of conversations with your peers about sports that you like, dislike, play and do not play.</p> <p><u>Deepen the moment</u></p> <p>Use conjunctions to extend your sentences and be more coherent as opposed to speaking in a series of shorter sentences.</p> <p><u>Written task</u></p> <p>Write a short dialogue between two, or three people about sports that they do play, that they do not play and what they would like to play.</p> <p><u>Deepen the moment</u></p> <p>Use a dictionary or an iPad to search for additional phrases to add to your conversation – think about how you could describe the</p>

<p>detail about sports.</p>		<p>They will be able to construct sentences explaining their likes and dislikes as well as others likes and dislikes. They will use correct pronunciation and intonation when asking questions. They will use conjunctions to extend sentences</p> <p>Use a Spanish dictionary to find words: To present ideas and information orally, using appropriate grammar. To be able to name sports and explain which sports they like and dislike.</p>	<p>no me gusta ella gusta</p> <p>él gusta</p> <p>pero – but porque – because</p>	<p>appropriately fit the content of their conversation.</p>		<p>sports, or maybe you play something different to the sports you have learnt today.</p>
<p>Lesson 5</p> <p>Children will know names for sports</p> <p>Children will be able to greet people and have a conversation about sports</p>	<p>To have a conversation explaining which sports you enjoy the most</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that</p>	<p>al futbol, al hockey, al baloncesto, al tenis, voleibol, juego</p> <p>V bailar-dance, nadar - swim, jugar el futbol-play football leer-read, ver la tele- watch tv, ,</p>	<p>SEND: Children recognise and match the Spanish translation to the English translation.</p> <p>Use symbols and visual prompts to support their learning and understanding.</p> <p>Focus on the practical, speaking element, with a lot more repetition of the words /</p>	<p>Children mix up the sports.</p> <p>They might mix up like / dislike.</p> <p>The might use conjunctions in the wrong context.</p>	<p><u>Verbal Task</u></p> <p>Build on last lesson's conversations by adding phrases such as "my favourite sport is, the sport I enjoy the most, my 2nd favourite sport is, the sport I dislike the most is, I'd like to try playing"</p> <p>Use phrase cards to have a range of conversations with your peers about sports that you like, dislike, play and do not play.</p>

<p>Children will be able to use conjunctions to extend their sentences and use adjectives to add extra detail about sports</p>		<p>others understand when they are reading aloud or using familiar words and phrases.</p> <p>Children will be able to name different hobbies and activities. They will be able to construct sentences explaining their likes and dislikes as well as others likes and dislikes. They will use correct pronunciation and intonation when asking questions. They will use conjunctions to extend sentences</p> <p>Use a Spanish dictionary to find words: To present ideas and information orally, using appropriate grammar. To be able to name sports and explain which sports they like and dislike.</p>	<p>escuchar musica- listen to music, ir al cine-go to the cinema, ir en bicicleta-ride a bike, pintar-draw</p> <p>Me gusta... no me gusta ella gusta</p> <p>él gusta</p> <p>pero – but porque – because</p>	<p>questions through different songs, games and activities.</p> <p>Main: Follow the slides and participate in verbal and written tasks greeting people, naming sports and having a conversation about them using conjunctions and adjectives.</p> <p>GD: Children will be able to discover new phrases that appropriately fit the content of their conversation.</p>	<p><u>Deepen the moment</u></p> <p>Use conjunctions to extend your sentences and be more coherent as opposed to speaking in a series of shorter sentences.</p> <p><u>Written task</u></p> <p>Write a short dialogue between two, or three people about sports that they do play, that they do not play and what they would like to play.</p> <p><u>Deepen the moment</u></p> <p>Use a dictionary or an iPad to search for additional phrases to add to your conversation – think about how you could describe the sports, or maybe you play something different to the sports you have learnt today.</p>
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Context (big picture learning).

Children will be able to use basic Spanish language if they were to visit any Spanish speaking countries or meet someone who is Spanish. They will learn the basic grammatical rules to be able to read Spanish words with the correct pronunciation. Pupils will have learnt the basic greeting skills in the previous unit and will build on these. They will be incorporated into this unit, where children will consolidate greeting skills and build on this by learning how to explain what pets they have, what they would like to have and express their likes and dislikes. They will also learn how to do this when talking about sports and hobbies. Pupils will also learn how to use conjunctions in order to lengthen their sentences and extend their dialogue.

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Spanish Knowledge Organiser

Fat Questions

- How is the Spanish and English language similar?
- How is the Spanish and English language different?
- Some of the Spanish words can easily be identified without learning their translation, why is this?



Curriculum Intent:

To ensure that all children have access to the rich and purposeful experiences gained through learning an additional language. This unit will allow the opportunity to build on greeting skills by extending conversations to discuss sports and pets, expressing likes and dislikes.



Sports

Tenis – tennis
 Hockey – hockey
 Baloncesto – basketball
 Fútbol – football
 Voleibol – volleyball



Animals

Un gato- a cat
 un raton – a mouse
 un perro- a dog,
 un hamster – a hamster
 un conejo- a rabbit,
 un pez,- a fish
 un pajarø- a bird

VIPs:

- Conjunctions can be used to join sentences together and extend dialogue.
- un = 'a' (masculine singular), una = 'a' (feminine singular)
- unos = translates as 'some'
- 'unos' is the plural of 'un'
- 'unas' is the plural of 'una'
- -o in the masculine then it will change from an -o to an -a ending in the feminine form.
- In Spanish, r is pronounced by slightly rolling the r.



Key phrases (pets)

Tienes un animal? Do you have an animal?
 No, no tengo animales. - No, I don't have any animals
 Si, tengo un/una... - Yes, I have a...
 Si, tengo un ... - Yes, I have a

Key phrases (greetings)

Hola!, ¡Buenos días! = hello, good morning
 cómo estás – how are you?
 “Me llamo...” = my name is...
 estoy bien gracias = I am good, thank you.