

## Summer Term Overview Year 5 and 6 – Spanish

### Summer Term: Food and Asking Questions

Spanish – Mortal Engines by Philip Reeve		Guide Time: 7 x 45 minute lessons
<b>Assessments:</b>	Mini-quiz (verbal). Teacher assessment during lessons, specifically focusing pupils' ability to listen attentively to spoken language and show understanding by joining in and responding to conversations that involve asking and answering questions, expressing likes and dislikes about food, and explain which items of food they eat. A further level of assessment will be pupils' ability to recall key VIPs and phrases.	<b>Very Important Points (VIPs):</b> <ul style="list-style-type: none"> <li>• Objects can be masculine or feminine; un = 'a' (masculine singular), una = 'a' (feminine singular),</li> <li>• unos = translates as 'some', 'unos' is the plural of 'un', 'unas' is the plural of 'una'.</li> <li>• -o in the masculine then it will change from an –o to an –a ending in the feminine form.</li> <li>• Spanish punctuation is a little different to British; Instead of just using a question mark (?) or exclamation mark (!) at the end, they also use an upside-down punctuation mark at the start of the question or exclamation. For example: ¡Si! ¿Por qué?</li> <li>• Sentence structure can differ between English and Spanish. Instead of saying 'My favourite food is,' for example, they would say 'Mi comida favorita es la,' which directly translates to 'My food favourite is.'</li> </ul> <b>Fat Questions:</b> <ul style="list-style-type: none"> <li>• How are the Spanish and English languages similar and different?</li> <li>• Do you know of any food that Spain is famous for?</li> <li>• What cultural factors impact the way Spanish people view food and the timings of meals?</li> <li>• Why does Spanish punctuation, including the use of ¿ differ from British?</li> <li>• Some of the Spanish words can easily be identified without learning their translation, why is this?</li> </ul>
<b>Links to prior learning:</b>	This unit will progress from both Autumn and Spring term's objectives of engaging in conversations, asking and answering questions (especially in Summer 2), expressing preferences as well as applying a knowledge of Sports. Additionally, this unit's skills of speaking about food (including choices and timings), as well as some additional knowledge about school subjects will be applied.	
<b>Link across units:</b>	<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>Whole Curriculum – once the Spanish name for subjects has been covered, children can use Spanish names.</p> <p>Asking questions – can children rephrase questions in Spanish?</p> <p>PE – children can use and apply the language of sports covered in Summer term 2.</p> <p>'Lunchtime' / Science / DT / Food – Children can apply their Spanish understanding of food.</p> <p>English – children are required to use basic conjunctions (including 'but') and adjectives; they can explain how conjunctions make conversations (and writing) more coherent and how adjectives (including to express preference) add further detail.</p>	
<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	<p>Each school has their own set of '50 things', however some possible links could be:</p> <p>'Communicate with children in a different language'</p> <p>'Learn to cook a meal';</p> <p>Children could be asked to cook a typical Spanish meal, incorporating aspects of the Spanish language when describing preferences or ingredients.</p>	

Children can develop an understanding as to the importance of learning a new / different language in our culturally diverse world and country in which we live in.

Thematic questions:

Culture

Do we have the same food as people in Spain? Do Spanish people eat any food that we do not?

How might the invasion of South America by the Spanish have influenced South American cultures?.

World Around Us

How might knowing Spanish help you in adult life?

Will the geography of Spain always remain the same? What impact would it have if the Catalan region achieved independence?

World Beyond Us

How might Spain having contributed to the European Space Program for decades giving Spanish people a sense of accomplishment?

Why do you think Spain may not have its own Space research program?

Modern Britain

Should there be an expectation to speak a foreign language when so many people from other countries speak English?

In 2014, the officially registered population of British nationals in Spain was 236,669, whilst the Office for National Statistics estimates that the Spanish-born population of the UK was 125,000 in 2015. Why might this be?

Healthy Body Healthy Mind

How does the Spanish and English diet differ?

Explore common English and Spanish foods. True or false? Spanish foods are commonly healthier than the other.

Does Spain's interest in football encourage a healthy lifestyle?

Technology in Action

Why might this (image) be the case?

Does technology advancing mean people don't need to learn a foreign language?

Most popular languages studied on Duolingo



1. English



2. Spanish

## OVERVIEW OF TEACHING SEQUENCE

Sequence	Learning Focus or Key Question	Learning Outcomes	Key Words	Depth of Learning	Misconceptions	Activities
<p><b>Lesson 1</b></p> <p>Pupils will learn the names of some common food items.</p> <p>They will know how to say 'a', 'some' and 'the' for indefinite articles and definite articles</p>	<p>LO: To name food items.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>1. I can name a range of foods.            2. I know how to say the Spanish forms of 'a', 'some' and 'the'.            3. I can listen to the Spanish pronunciation of words and speak convincingly.</p>	<p>un – a (masculine object)            una – a (feminine object)            unos – some (more than one masculine object)            unas – some (more than one feminine object)</p> <p>Know definite articles use the following:            el – the (masculine object)            la – the (feminine object)            los – the (more than one masculine object)            las – the (more than one feminine object)</p> <p>La coco-cola- coke            La limonada- lemonade            El helado- icecream            La pizza- pizza            El chocolate- chocolate</p>	<p>SEND: Children can use the differentiated version of the task, completing a matching pictures to vocabulary task to practise naming food items (The first sheet – not pictured on slides).</p> <p>Use symbols and visual prompts from the slides to support their learning and understanding.            Focus on the practical, speaking element, with 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 (including on whiteboards) and the dominoes task, progressing to writing food items and asking for them.</p> <p>GD: Children will apply the key words for foods consistently including the requirement to write 'a', 'some' and 'the' for indefinite articles and definite articles.</p>	<p>Children mispronounce key terminology and mix up the vocabulary for food items.</p>	<p>See slides and resources on Trust Shared. Throughout, taking notes in a Spanish vocabulary book would be beneficial.</p> <p>Children will learn the simple names for a range of food items through extensive verbal practise, including listening to the story of the greedy mouse.</p> <p>(Warm up) Before task sheet, children can play food dominoes - Players need to match their cards to either end of the domino, saying the correct Spanish word or phrase</p> <p>After a short memory game, wherein children will need to remember as many food items as they can, children can complete their task sheets..</p> <p>Task sheet activity: In both Y5 and Y6, pupils will first use the activity sheets to practise naming items verbally before completing the sheet.            Y5 matching names to some key food items.            Year 6 extending this to use the Spanish forms of 'a', 'some' and 'the' for indefinite articles and definite articles.</p> <p><u>Deepen the moment:</u></p>

			Los caramelos- sweets Las patatas fritas- crisps Las piruletas- lollipops El queso- cheese El jamon- ham. Las naranjas=oranges	They may 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.		Y5: Create a shopping list for a partner. Remember to include the number of items you want them to include (or using 'some' appropriately). Can a partner translate it?  Y6: Some food items use the Spanish form of some, 'unos/unas', whilst some items say a, un /una. Consider why this might be...
<b>Lesson 2</b>  Pupils will learn the names of some further common food items, including more fruits.  They will also make requests for items of food asking, 'Can I have?'  They will know how to say 'a', 'some' and 'the' for indefinite articles and definite articles	LO: To request items of food.	Listen attentively to spoken language and show understanding by joining in and responding.  1. I can further my knowledge of Spanish names for food. 2. I know how to say the Spanish forms of 'a', 'some' and 'the'. 3. I can request items of food. 4. I can listen to the Spanish pronunciation of words and speak convincingly.	Me gustaría __, por favor. Las peras=pears, Las ciruelas=plums, Las fresas=strawberries, Las manzanas=apples, Los tomates=tomatoes, Los plátanos=bananas  un – a (masculine object) una – a (feminine object) unos – some (more than one masculine object) unas – some (more than one feminine object)  Know definite articles use the following: el – the (masculine object)	SEND: Children can complete a task naming food items. Use symbols and visual prompts from the slides to support their learning and understanding. Focus on the practical, speaking element, with a lot more repetition of the words through different games and activities  Main: Follow the slides and participate in verbal and written tasks (including on whiteboards) and the dominoes task, progressing to writing food items and asking for them.  GD: Children will apply the key words for foods consistently including the requirement to write 'a', 'some' and 'the' for indefinite articles and definite articles.  They may be able to use technology (e.g. an iPad) and a Spanish dictionary to learn new vocabulary and be	Children mispronounce key terminology and mix up the vocabulary for food items.  Children over-rely on the British sentence structuring of asking of a direct translation, rather than asking in Spanish sentence structure – i.e. Aquí tienes translates as Here you have, rather than here you are.	See slides and resources on Trust Shared. Throughout, taking notes in a Spanish vocabulary book would be beneficial.  Children begin by recapping prior food items. This can either be done by playing the Greedy Mouse food items matching activity with a partner, or through verbal practice (including answering missing names or items) on the slides.  They will then be introduced to a few more food items, and practice number work by verbally requesting numbers of food items. Finally, still from verbal practice with the slides, they will reflect on the use of Unas/Unos, and hear Spanish conversations.  Task sheet activity: First, pupils will use the activity sheets to practise naming items verbally – including requesting numbers of food items and 'some' where appropriate.  Secondly, pupils will record the names of some key food items, including the possibility of extending this to say 'a', 'some' and 'the' for indefinite articles and definite articles.

			la – the (feminine object) los – the (more than one masculine object) las – the (more than one feminine object)	selective as to when to use it appropriately within the lesson and conversations.		Y5 matching names and numbers to some key food items' pictures.  Year 6 extending this by needing to draw the appropriate food items once they've identified the item from its name.  Deepen the moment: Y5: Imagine a conversation someone may have with a supermarket employee. Write this down.  Can a partner translate it?  Remember to include appropriate punctuation.  Y6: Imagine a conversation someone may have with a supermarket employee.  What misconceptions may occur if someone asked for their food using direct translations?...
<b>Lesson 3</b>  Pupils will learn the names of some further food items, specifically those commonly associated with breakfast,	LO: To ask questions about breakfast.	Listen attentively to spoken language and show understanding by joining in and responding.  1. I can name a range of breakfast foods. 2. I can ask questions about eating.	¿A qué hora desayunas? ¿Qué desayunas? Desayuno... un yogur (a yoghurt), cereales (los) (cereals), pan (el) (bread), una tostada (a piece of toast), fruta (la) (fruit), mantequilla (la) (butter), mermelada (la) (jam), leche (la)	SEND: Children can use the differentiated version of the task, completing a matching pictures to vocabulary task to practise naming breakfast food items (The first sheet – not pictured on slides).  Main: Follow the slides and participate in verbal and written tasks (including on whiteboards) and completing a	Children mispronounce key terminology and mix up the vocabulary for food items or the order – such as finding saying, 'a chocolate hot' unusual.  Children over-rely on the British sentence	See slides and resources on Trust Shared. Throughout, taking notes in a Spanish vocabulary book would be beneficial.  TASK: Children will learn more names for a range of food items, specifically breakfast items, through extensive verbal practise. They will complete a task to demonstrate this knowledge framed in the context of <i>asking</i> for food, as well as adding questions of <i>when</i> they have breakfast.  Warm up before task sheet: Children can recap their understanding of their prior

<p>They will also ask questions about meal times.</p> <p>They will Know how to say 'a', 'some' and 'the' for indefinite articles and definite articles</p>		<p>3. I know how to say the Spanish forms of 'a', 'some' and 'the'.</p> <p>4. I can listen to the Spanish pronunciation of words and speak convincingly</p>	<p>(milk), té (el) (tea), café (el) (coffee), chocolate caliente (el) (hot chocolate), zumo de naranja (el) (orange juice)</p> <p>Know definite articles use the following:  el – the (masculine object)  la – the (feminine object)  los – the (more than one masculine object)  las – the (more than one feminine object)</p>	<p>task to name breakfast items and outline a breakfast plate.</p> <p>GD: Children will combine their knowledge of the Reading for Productivity with their newly developed Spanish breakfast vocabulary to plan a typically Spanish breakfast order at a restaurant/bar.</p>	<p>structuring of asking of a direct translation, rather than asking in Spanish sentence structure.</p>	<p>learning by progressing through the slides, which include an interactive multiple choice game. After which, they can test their memory with a food items memory game, acting as a low-stakes assessment.</p> <p>Following this, they can progress through the slides to learn a few more specific breakfast items and practice asking breakfast-themed questions.</p> <p>Task sheet activity: First, pupils will use the activity sheets to practise naming items verbally – including requesting numbers of food items and 'some' where appropriate.</p> <p>Y5: pupils will match the names of some key breakfast items to pictures and vice versa, choosing from a list of options.</p> <p>Year 6 extending this by needing to draw or label breakfast items.</p> <p>Both will then need to draw a breakfast plate, including labelling items of food.</p> <p>Deepen the moment:  Y5:  Considering the Reading for Productivity and previous Spanish lessons; sort all the breakfast food items (Spanish names) you can think of into three columns: Typical in Spain, typical in Britain, both.</p> <p>Y6: Considering the Reading for Productivity and previous Spanish lessons; try to write what you would say to order a typical Spanish breakfast in a breakfast bar.</p>
--	--	---	---	--	---	--

						Can a partner translate it?
<p><b>Lesson 4</b></p> <p>Pupils will apply the names of food items to questions about <i>food preferences</i>.</p> <p>They will state which foods they like and dislike.</p> <p>They will apply their knowledge about meal times and choices to lunch.</p> <p>They will know how to say 'a', 'some' and 'the' for indefinite articles and definite articles</p>	<p>LO: To give a preference for food.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <ol style="list-style-type: none"> <li>1. I can say if I like or dislike a food.</li> <li>2. I can choose the correct determiner (el/la/los/las) when talking about food.</li> <li>3. I can make the correct choice between 'me gusta' and 'me gustan'.</li> <li>4. I can understand someone else's food preferences.</li> </ol>	<p>All prior food vocabulary.</p> <p>¿A qué hora almuerzas? ¿Qué tienes para el almuerzo? para el almuerzo tengo...</p> <p>me gusta/no me gusta, normalmente (usually) a veces (sometimes),nunca (never) La comida</p> <p>Know definite articles use the following: el – the (masculine object) la – the (feminine object) los – the (more than one masculine object) las – the (more than one feminine object)</p>	<p>SEND: Children can complete a listening task expressing a preference for food items. Use symbols and visual prompts from the slides to support their learning and understanding. Focus on the practical, speaking element, with 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 (including on whiteboards) and then complete a listening task, extending this to a sentence-level task.</p> <p>GD: Children will apply the key words for foods to sentences, including an expectation to apply 'a', 'some' and 'the' for indefinite articles and definite articles.</p>	<p>Children may feel using Me, for I, is confusing or grammatically incorrect.</p> <p>Children lose an understanding of the Spanish forms of 'a', 'some' and 'the' for indefinite articles and definite articles.</p>	<p>See slides and resources on Trust Shared. Throughout, taking notes in a Spanish vocabulary book would be beneficial.</p> <p>TASK: This task is framed by a listening task which takes place by playing the audio from the slides, and children needing to tick to show what Leira likes.</p> <p>Warm up before task sheet: Children can recap their understanding of Lesson Three's learning by progressing through the slides, which also include an opportunity to express a preference. They quickly recap breakfast items, before briefly introducing lunch terminology.</p> <p>Finally, items are expressed in terms of preference and then there is a singular vs plural words slide, and a listening 'detective' game.</p> <p>Task sheet activity: First, pupils complete a listening task which takes place by playing the audio from the slides, and children needing to tick to show what Leira likes.</p> <p>Secondly, pupils will write sentences about preferences for food. Both tasks are are differentiated for Years 5 and 6.</p> <p>Deepen the moment: Y5: Consider which foods you like and dislike. How might this affect how often you eat</p>

						<p>these items – write this summary down in Spanish. Can a partner translate it?</p> <p>Y6: Reflect back on our work on typical Spanish food. What food items might a typical Spanish person eat often, or rarely – write this summary down as if you are a typical Spanish person. Can a partner translate it?</p>
--	--	--	--	--	--	---

### Weeks 5- 7 – Asking & answering questions.

<p><b>Lesson 5</b></p> <p>Pupils will continue to apply their understanding from the previous topic by asking and answering questions about <i>preferences</i>.</p> <p>They will know some school subjects.</p> <p>They will state which subjects they like and dislike.</p>	<p>LO: To ask &amp; answer questions on preferences.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <ol style="list-style-type: none"> <li>1. I can ask and answer questions about preferences.</li> <li>2. I can apply this knowledge to school subjects.</li> <li>3. I can justify my preferences</li> <li>4. I can make the correct choice between 'me gusta' and 'me gustan'.</li> </ol>	<p>¿Te gusta...? (Do you like...?), Me gusta (I like) No me gusta (I don't like) Me encanta (I love) Odio (I hate) Prefiero (I prefer) Por qué te gusta...? (Why do you like...?) Porque me parece ... (because it seems...), Porque creo que es... (because I think it is...), porque – because. emocionante (exciting) divertido (fun) aburrido (boring) serio (serious)</p> <p>Know definite articles use the following:</p>	<p>SEND: Children can complete a differentiated task which provides extra scaffolds for school subjects and provides clarity as to the meaning of some strong opinions.</p> <p>Main: Follow the slides and participate in verbal and written tasks (including on whiteboards) and then complete a task to find subject language, match descriptive words, express preferences and justify preferences.</p> <p>GD: to use a model sentence to write what their favourite subject is, and why.</p>	<p>Children may feel using Me, for I, is confusing or grammatically incorrect.</p> <p>Children lose an understanding of the Spanish forms of 'a', 'some' and 'the' for indefinite articles and definite articles.</p>	<p>See slides and resources on Trust Shared. Throughout, taking notes in a Spanish vocabulary book would be beneficial.</p> <p>TASK: Children will need to practice their awareness of subjects, through a crossword, match some appropriate adjectives before writing sentences which express a preference for those subjects.</p> <p>Warm up before task sheet: Children can recap their understanding of last half-term's learning by progressing through the slides, which include coverage of preferences for food, before moving onto expressing preferences for school subjects.</p> <p>Task sheet activity: Follow the slides and participate in verbal and written tasks (including on whiteboards) and then complete a task to find subject language, match descriptive words, express preferences (including strength of like/dislike) and justify preferences.</p>
--	--	--	---	--	---	--



<p>They will Know how to say 'a', 'some' and 'the' for indefinite articles and definite articles</p>			<p>el – the (masculine object)          la – the (feminine object)          los – the (more than one masculine object)          las – the (more than one feminine object)</p>			<p><u>Deepen the moment:</u></p> <p>Y5: <i>¿Cuál es tu asignatura favorita? Mi asignatura favorita es el dibujo, porque creo que es divertido.</i>          Write what your favourite subject is, and why using the previous sentences as a guide.</p> <p>Y6:  <i>¿Cuál es tu asignatura favorita? Mi asignatura favorita es el dibujo, porque creo que es divertido.</i></p> <p>Consider this short conversation – try to translate it and justify why you think it says that.</p>
<p><b>Lesson 6</b></p> <p>Pupils will continue to apply their understanding from the previous topic by asking and answering questions about <i>opinions</i> – i.e. those which inform preferences.</p> <p>They will know some further adjectives</p>	<p>LO: To ask &amp; answer questions about opinions</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <ol style="list-style-type: none"> <li>1. I can ask and answer questions about opinions.</li> <li>2. I can apply this knowledge to descriptive adjectives.</li> <li>3. I can justify my opinions.</li> <li>4. I can make the correct choice between 'me</li> </ol>	<p>:¿Te gusta...? (Do you like...?), Me gusta (I like) No me gusta (I don't like) (Why do you like..?) Porque me parece ... (because it seems...), Porque creo que es... (because I think it is...); sucio / limpio (dirty / clean), bonito / feo (pretty / ugly) tranquilo / ruidoso (quiet / noisy), tradicional / moderno (traditional / modern)</p>	<p>SEND: Children can complete a differentiated task which provides extra scaffolds for sports as well as varied adjectives, and provides clarity as to the meaning of some strong opinions.</p> <p>Main: Follow the slides and participate in verbal and written tasks (including on whiteboards) and then complete a task to find subject language, match descriptive words, to pictures, compile sentences with opinions and offering justifications for opinions about sports.</p>	<p>Children may forget to record the punctuation for the Spanish language, including initial question marks..</p> <p>Children lose an understanding of the Spanish forms of 'a', 'some' and 'the' for indefinite articles and definite articles.</p>	<p>See slides and resources on Trust Shared. Throughout, taking notes in a Spanish vocabulary book would be beneficial.</p> <p>TASK: Children will learn to express opinions on different aspects, including their school subjects and sports, by firstly matching adjectives, then recording sentences expressing opinions and offering justifications.</p> <p>Warm up before task sheet: Children can recap their understanding of last week and half-term's learning by progressing through the slides, which include coverage of preferences for food and subjects. They will then be introduced to some further adjectives, before aiming to express opinion on different topics using these adjectives.</p>

<p>and recap their understanding of sports.</p> <p>They will state which aspects they like and dislike.</p> <p>They will know how to say 'a', 'some' and 'the' for indefinite articles and definite articles.</p>		<p>gusta' and 'me gustan'.</p>	<p>Know definite articles use the following:          el – the (masculine object)          la – the (feminine object)          los – the (more than one masculine object)          las – the (more than one feminine object)</p>	<p>GD: Me encanta fútbol porque creo que es divertido pero es emocionante.</p> <p>Reflect how you might have mixed feelings about some sports, using the previous sentence as a guide.</p> <p>This includes making the correct choice between 'me gusta' and 'me gustan'.</p>		<p>Task sheet activity: Children need to find subject language, match descriptive words, express preferences (including strength of like/dislike) and justify preferences.</p> <p><u>Deepen the moment:</u>          Y5:  <i>Me encanta fútbol porque creo que es divertido pero es emocionante.</i></p> <p>Reflect how you might have mixed feelings about some sports, using the previous sentences as a guide.</p> <p>Y6:  <i>Me nunca juego futbol porque es aburrido.</i></p> <p>Consider which sports you enjoy, and how often you play (juego) them because of this. How might you write this about sports you feel similar about?</p>
<p><b>Lesson 7</b></p> <p>Pupils will continue to apply their understanding from the previous weeks to ask and answer questions about <i>opinions</i>.</p> <p>They should progress to writing a paragraph about these..</p>	<p>LO: To write about my likes and dislikes in Spanish.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <ol style="list-style-type: none"> <li>1. I can review the some of the topics I have learnt so far.</li> <li>2. I can apply this knowledge to answer some key questions.</li> <li>3. I can combine this information into a paragraph.</li> </ol>	<p>¿Te gusta...? (Do you like...?), Me gusta (I like) No me gusta (I don't like) (Why do you like..?) Porque me parece ... (because it seems...), Porque creo que es... (because I think it is...)</p> <p>Know definite articles use the following:          el – the (masculine object)          la – the (feminine object)</p>	<p>SEND: Children can complete a differentiated task which provides extra scaffolds for sports, subjects and food, and provides extra guidance as to which questions match which answers.</p> <p>Main: Follow the slides and participate in verbal and written tasks (including on whiteboards) and then write appropriate questions and answers to the available options.</p> <p>GD: Write the answers to your questions as a paragraph all about your likes and dislikes.</p>	<p>Children may forget to record the punctuation for the Spanish language, including initial question marks.</p> <p>Children over-rely on the British sentence structuring of asking of a direct translation, rather than asking in Spanish sentence structure.</p>	<p>See slides and resources on Trust Shared. Throughout, taking notes in a Spanish vocabulary book would be beneficial.</p> <p>TASK: Children will ask and answer a range of questions before writing a summary paragraph of their opinions on different aspects, including their school subjects, food and sports, using descriptive adjectives.</p> <p>Warm up before task sheet: Children can recap their understanding of this term's learning by progressing through the slides, which include coverage of preferences for food, sports, key questions, school subjects and adjectives and culminating in some summary questions</p>

<p>They will state which aspects they like and dislike.</p> <p>They will know how to say 'a', 'some' and 'the' for indefinite articles and definite articles.</p>			<p>los – the (more than one masculine object)          las – the (more than one feminine object)</p>	<p>This includes making the correct choice between 'me gusta' and 'me gustan'.</p>	<p>Children lose an understanding of the Spanish forms of 'a', 'some' and 'the' for indefinite articles and definite articles.</p>	<p>Task sheet activity:</p> <p>Y5 will need to understand the questions being asked, but will be able to match the questions and answers.          Year 6 extending this by having the questions and answers in isolation, and with no vocabulary prompts.</p> <p>After which, both will need to write a short paragraph about their own interests.</p> <p><u>Deepen the moment:</u></p> <p>Y5: Consider a conversation between two Spanish children who are asking each other about their interests. What might they want to say to ask and tell each other?</p> <p>Write down this conversation -or, you could even record one side of it on a tablet, and see if anyone can answer accurately.</p> <p>Y6: Deepen the moment:</p> <p>Consider a conversation between two Spanish children who have just met. What might they want to say to each other, ranging from an introduction to asking about each other's interests?</p> <p>Write down this conversation -or, you could even record one side of it on a tablet, and see if anyone can answer accurately.</p>
<p>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 as well as some vocabulary surrounding pets, as well as sports which will be built on. Further questioning will be incorporated into this unit, where children will consolidate common question</p>						

forms as well as being able to express their likes and dislikes, progressing on to justifying these opinions. They will also learn how to do this when talking about food, including breakfast and meal timings. Pupils will also learn how to use some further conjunctions in order to lengthen their sentences and extend their dialogue.

Folder name (Trust shared > Primaries > KS2 > Year 5/6 Planning > Cycle B > Summer – Mortal Engines > Spanish

## Spanish Knowledge Organiser

### Fat Questions

How are the Spanish and English languages similar and different?

Do you know of any food that Spain is famous for?

What cultural factors impact the way Spanish people view food and the timings of meals?

Why does Spanish punctuation, including the use of ¿, differ from British?

### Curriculum Intent:

To ensure that all children have access to the wealth of opportunities gained through learning an additional language. This unit will allow the opportunity to build on prior learning by discussing food and meals, asking and answering questions and expressing preferences.



### Key Food Vocabulary

La coco-cola = coke  
 La pizza = pizza  
 Las patatas fritas = crisps  
 El jamon = ham  
 Las ciruelas =plums

La limonada =lemonade  
 El chocolate = chocolate  
 Las piruletas = lollipops  
 Las naranjas =oranges  
 Las fresas =strawberries

El helado = icecream  
 Los caramelos = sweets  
 El queso = cheese  
 Las peras =pears  
 Las manzanas =apples

### Breakfast Vocabulary

un yogur (a yoghurt)  
 los cereales (cereals)  
 una tostada (a piece of toast)  
 la mantequilla (butter)  
 la mermelada (jam)

