

Year 5 – Autumn 1

Unit:
MI familia



Unit Objective:

To talk simply about your/a family in Spanish.

By the end of this unit we will be able to:

- Remember the nouns for family members in Spanish from memory.
- Describe our own or a fictitious family in Spanish by name, age and relationship.
- Count up to 100 in Spanish.
- Understand possessive adjectives better in Spanish ('my' form only).

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the 'Early Learning' and 'Me presento' units (how to say your name, age, where you live and nationality and numbers 1-20).
- What a verb is in English and be already familiar with the Spanish high frequency verbs in first person singular form soy (I am), tengo (I have), vivo (I live) and me llamo (I am called).

Skills we will develop:

We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.

Activities we will complete:

Activities to help learn the nouns and articles/determiners for key members of the family. Learning how to say what our/a family members are called and how old they are. Lots activities to help understand better how to use a possessive adjective (the word for 'my') accurately in Spanish. The reading and listening tasks will be more challenging building up to the final task of a written and/or oral presentation on our/a family.

Grammar we will learn & revisit:

Nouns, articles/determiners & possessive adjectives. Exploring possessive adjectives in Spanish with a focus only on 'my'. Understanding that there are two words in Spanish **mi** and **mis** for our one word 'my' in English.

Phonics & pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU

- **CA** sound in **única**
- **CI** sound in **cien**
- **CO** sound in **único**
- **CU** sound in **cuarenta, cincuenta**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in the word. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **her-man-o, her-man-a** (remembering silent 'h' in Spanish unless a foreign origin word).
- **Accents** can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **tí-o** and **ú-ni-ca**.



Vocabulary we will learn & revisit:

We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-100 plus how to say how old we are. All on the Vocabulary Sheet.

Year 5 – Autumn 2

Unit:
La fecha



Unit Objective:

To be able to say the date in Spanish.

By the end of this unit we will be able to:

- Recognise and recall the 12 months of the year in Spanish.
- Ask what the date is and say the date in Spanish.
- Ask somebody when their birthday is and say when their own birthday is in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Learning units & numbers 1-31
- Vocabulary from 'Me presento' unit (Intermediate), how to say your name, age, where you live and nationality.

Skills we will develop:

To learn how to formulate the date in Spanish and to say when our birthday is using days of the week, months of the year and numbers 1-31.

Activities we will complete:

A number of different activities to learn how to say the date in Spanish. Starting by learning the 12 months of the year in Spanish (including word searches, crosswords and word puzzles). After recycling and revisiting numbers 1-31 learning how to ask and say the date and finally ask and say when your birthday is. After a class survey on birthdays there will be ample opportunity for extended writing using the final tasks in week 5 integrating this new knowledge with previously learnt personal details.

Grammar we will learn & revisit:

Ordinal & cardinal numbers. To learn that months of the year (and the days of the week) do not have a capital letter in Spanish unless they are found at the start of a sentence. Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions!

Phonics & pronunciation we will see:

Recommended phonics focus: **GA GE GI GO GU**

- **GO** sound in **domingo** & **agosto**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word **a-bril**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **sep-tiem-bre**, **ju-lío**, **vein-tiú-no** and **trein-ta**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **sá-ba-do** and **miér-co-les**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in **cumpleaños**.
- **Silent Letters.** 'H' is always silent in Spanish as in the word **hoy** (unless it is a word of foreign origin) which is pronounced 'oy'.

Vocabulary we will learn & revisit:

The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is. This is all listed on the Vocabulary Sheet.



Unit Objective:

To be able to describe the weather in Spanish.

By the end of this unit we will be able to:

- Recognise and recall the 9 weather expressions in Spanish from memory.
- Ask what the weather is today and give a reply in Spanish.
- Describe the weather in Spain, in Spanish using a weather map with symbols.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Learning units.
- Vocabulary from 'Me presento' unit (Intermediate), how to say your name, age, where you live and nationality.

Skills we will develop:

To learn how to describe the weather in Spanish using nine key phrases. Using this new knowledge to read and understand a Spanish weather map.

Activities we will complete:

A number of different activities to learn how to describe the weather in Spanish. Starting by learning the 9 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to help us understand a Spanish weather forecast and read a Spanish weather map more easily. Using all this new knowledge to create our own Spanish weather map and Spanish weather forecast in our final task!

Grammar we will learn & revisit:

Use of hay & hace with weather phrases. To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding it is not always a word for word translation and there can be fixed expressions to learn.

Question and exclamation marks in Spanish. Punctuation can be different in different languages. Upside down exclamation and question marks appear at the start on sentences as well the exclamation and question marks at the end of sentences. Without exceptions!

Phonics & pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU

- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme as in España.
- **Accents.** Accents can be placed on some words like **qué** to indicate a question word.

Vocabulary we will learn & revisit:

The 9 weather phrases and structures involved for asking and saying a question about the date today. Compass points to also help understand and read a Spanish weather map. This is all listed on the Vocabulary Sheet.





Unit Objective:

To say what pet you have and do not have in Spanish

By the end of this unit we will be able to:

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in Spanish what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Language units.
- Vocabulary from 'Me presento' and 'Mi familia' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in Spanish have gender and this has an impact on the determiner.

Skills we will develop:

To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives **y** (and) and **pero**. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.

Activities we will complete:

A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting '**tengo...**' (I have) learning how to say '**no tengo...**' (I do not have...) plus the pet in Spanish. Learning how to use the structure '**que se llama**' and complete more demanding listening and reading tasks. There will be a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.

Grammar we will learn & revisit:

Indefinite articles, high frequency verbs & negative.

Revisiting 1st person singular conjugations of high frequency verbs **me llamo**, **tengo**, **soy** and **vivo**. Indefinite articles/determiners **un** and **una**. Negative structure **no tengo...** Differences in Spanish punctuation marks like ¿;

Phonics & pronunciation we will see:

Recommended phonics focus: **GA GE GI GO GU**

- **GA** sound in **gato** & **tortuga**.
- **GO** sound in **tengo**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **co-to-rra**, **tor-tu-ga** and **pe-rro**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **rat-ón**.



Vocabulary we will learn & revisit:

Revisiting personal details (names/ age/where we live) and the high frequency verbs **tengo**, **soy** and **vivo**. 8 nouns and indefinite articles for common pets and how to ask and answer the question '**¿Tienes una mascota?**' using the structure **que se llama** and the two conjunctions **y** (and) and **pero** (but). All listed in the Vocabulary Sheet.

Year 5 – Summer 1

Unit:
Mi casa



Unit Objective:

To describe what rooms there are and are not in your home in Spanish

By the end of this unit we will be able to:

- Say and write in Spanish whether we live in a house or an apartment.
- Say what room we have and do not have at home using the key structure **en mi casa hay...** and **en mi casa no hay...**
- Use the conjunction **y** to link two sentences together.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the Early Learning units.
- Vocabulary from 'Presenting Myself', 'My Family' and 'Do You Have a Pet?' Intermediate units to be able to present ourselves, talk about our/a family and pets.

Skills we will develop:

To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.

Activities we will complete:

The unit starts with learning how to say if we live in a house or an apartment and 10 nouns and their appropriate indefinite articles/determiners for rooms of the house via a variety of speaking, listening, reading and written tasks (using a series of gap fills, word puzzles, crosswords, word searches and true/false activities). Leading towards a final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home. Revisiting and reusing previously learnt language.

Grammar we will learn & revisit:

Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles **un** and **una**. Revisiting also 1st person singular high frequency verbs **llamo**, **tengo**, **soy** with a particular focus on **vivo** from the verb **VIVIR** a regular IR verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (**hay** and **no hay**) structure. Noting the upside-down question mark (¿) is used at the beginning of all questions - no exceptions! This also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!

Phonics & pronunciation we will see:

Recommended phonics focus: **GA GE GI GO GU**

- **GA** sound in **garaje**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **ciu-dad**, **la-va-de-ro** and **ga-ra-je**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **sa-lón**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter not just another phoneme as in **baño** and **montaña**.



Vocabulary we will learn & revisit:

Basic personal details will be revisited including the high frequency 1st person singular verbs **soy**, **me llamo**, **tengo** and **vivo**. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures **vivo en** and **en mi casa hay...** and **en mi casa no hay..** All on the Vocabulary Sheet.

Year 5 – Summer 2

Unit:
Hábitats



Unit Objective:

To speak and write about different habitats, plants and animals in Spanish

By the end of this unit we will be able to:

- Say and write the key elements that animals and plants need to survive.
- Name the 5 most common types of habitats.
- Name an animal and a plant that live and grow in each type of habitat.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the Early Learning units.
- Different strategies on how to decode unknown text from units such as 'Ricitos de Oro', 'La casa Tudor' and/or 'Caperucita Roja'.

Skills we will develop:

To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness.

Activities we will complete:

The unit will start with 5 different types of habitat, then 5 types of plants and 5 types of animal that live in these habitats. Using a series of gap fills, listening and reading tasks we will gradually build-up our new knowledge, be able to recall knowledge of the topic and recall and retain the new language so that by the end of the unit we can say which animal and plant live in each habitat. There is also the opportunity in the final oral and written task to build on this and include specific adaptations of the plants and animals.

Grammar we will learn & revisit:

Verbs. Exploring the 3rd person conjugation of the verb **CRECER** and **VIVIR**. Two regular -er and -ir Spanish verbs in the present tense.

Phonics & pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU

- **GA** sound in **algas**.
- **GI** sound in **refugio**.
- **GU** sound in **agua**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable in words like **tro-pi-cal** and **po-lar**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **de-sier-to**, **ar-bus-tos** and **plan-tas**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **ár-bo-les** and **há-bi-tats**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in **araña**.



Vocabulary we will learn & revisit:

Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat. All listed on the Vocabulary Sheet.

Phonics Sound Mat



Can you find other
Spanish words
with the same
sounds?
If you can, write
them on the
dotted lines.

