



Year 5	Topic Title: Do you have a pet?	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Introduce Phonemes :ga, ge, gi, go, gu Revise Phonemes ch, j, ñ, ll, rr, and ca, ce, ci, co, cu</p> <p>Do you have a pet? ¿Tienes una mascota?</p> <ul style="list-style-type: none"> • Know nouns and articles for common pets: un perro (a dog), un hámster (a hamster), un pez rojo (a goldfish), una cotorra (a parrot), un gato (a cat), un conejo (a rabbit), un ratón (a mouse) una tortuga (a tortoise) • Know that ‘un’ is the masculine form and ‘una’ is the feminine form. • Use the phrase ‘Tengo’ (I have) and the connective ‘y’ (and) to answer the question ¿Tienes una mascota? • Use the phrase ‘No tengo..’ (I don’t have) • Use the phrase ‘que se llama’ (that is called) and the connective ‘pero’ (but) to expand answer to ¿Tienes una mascota? <p><u>For example:</u> <i>Tengo un gato que se llama Bob, pero no tengo un pez.</i> (I have a cat that is called Bob but I don’t have a fish).</p> <ul style="list-style-type: none"> • Form written sentences to describe a pet (e.g. a pet ID card) • Change definite to indefinite articles. 	<p>¿ Tienes una mascota ?</p> <p>Tengo</p> <p>un perro / una tortuga/ un hámster/ un pez rojo/una cotorra/un gato/ un conejo/un ratón/una tortuga</p> <p>y</p> <p>pero</p> <p>que se llama</p> <p>No tengo</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: Animals in Y3</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: Not revisited</p>	



Year 5	Topic Title: How is the weather?	Key Vocabulary
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	<p>Christmas (add on seasonal unit)</p> <ul style="list-style-type: none"> • Say and recognise Christmas nouns • Create short phrases to describe objects <i>e.g using colour</i> <i>una estrella amarilla (a yellow star)</i> • Learn to sing Dulce arbol de Navidad (oh Christmas Tree) 	<p>Un arbol de navidad (a Christmas tree) Un arbol de navidad verde (a green Christmas tree) Los regalos (gifts) Un gran regalo (a big gift) una Estrella (a star) una estrella amarilla (a yellow star)</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: Christmas in Y4</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: Christmas in Y6</p>	



Class: Year 5	Topic Title: What is the date?	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>What is the date? ¿Qué fecha es hoy?</p> <ul style="list-style-type: none"> • Recap Spanish numbers 1-30 (use Language angels core vocabulary lesson: Los Números) • Recap days of the week (use Language angels core vocabulary lesson: Los Días) • Know months of the year in Spanish • Know how to say the date in Spanish Hoy es el _____ de _____ Today is the _____ of _____ • Match pictures to words and phrases • Know how to say your birthday in Spanish • Create a Spanish Calendar with class birthdays Mi cumpleaños es el _____ de _____ My birthday is on the _____ of _____ • Read and write simple sentences using the vocabulary from this unit. 	<p>lunes (Monday) martes (Tuesday) miércoles (Wednesday) jueves (Thursday) viernes (Friday) sábado (Saturday) domingo (Sunday)</p> <p>1 – uno, 2 – dos, 3 – tres, 4 – cuatro, 5 – cinco, 6 – seis, 7 – siete, 8 – ocho 9 – nueve, 10 – diez, 11 – once, 12 – doce, 13 – trece, 14 – catorce, 15 – quince, 16 – dieciséis, 17 – diecisiete, 18 – dieciocho, 19 – diecinueve, 20 – veinte, 21 – veintiuno, 22 – veintidós, 23 – veintitrés, 24 – veinticuatro, 25 – veinticinco, 26 – veintiséis, 27 – veintisiete, 28 – veintiocho, 29 – veintinueve, 30 – treinta, 31 - treinta y uno</p> <p>¿Qué fecha es hoy? Hoy es _____ de _____</p> <p>¿Cuándo es tu cumpleaños? Mi cumpleaños es el _____ de _____</p> <p>enero (January) febrero (February) marzo (March) abril (April) mayo (May) junio (June) julio (July) agosto (August) septiembre (September) octubre (October) noviembre (November) diciembre (December)</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: Numbers in Y1 and Presenting myself in Y4</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: The Weekend in y6</p>	



Year 5	Topic Title: The Olympics	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Olympics- Las Olimpiadas</p> <ul style="list-style-type: none"> • Say the nouns for key Olympic sports • Recognise words in in longer paragraphs (using the gist in listening and reading) • Use the verb ‘practicar’ in a sentence to say sports they play and ‘No practico’ for sports they don’t play e.g. <i>Practico el remo = I do rowing</i> <i>No practico el boxeo = I don’t do boxing</i> • Know that ‘el’ is the masculine form and ‘la’ is the feminine form when describing sports. 	<p>Los juegos Olímpicos antiguos (the ancient Olympic games)</p> <p>Los juegos Olímpicos modernos (the modern Olympic games)</p> <p>La equitación (horse riding) La esgrima (fencing) La natación (swimming), El remo (rowing), El atletismo (athletics), El boxeo (boxing), El ciclismo (cycling) El salto de trampolín (trampolining) El tiro con arco (archery)El triatlón (triathlon)</p> <p><u>Verb</u> ‘to do’ - practicar (irregular verb) ‘I do’ - yo practico or practico ‘I don’t do’ No practico</p> <p><u>Sentence constructing</u> Es (is a) él practica (he plays/he does) ella practica (she plays/she does)</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: ‘I can’ in Y3</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: Regular verbs in Y6</p>	



Year 5	Topic Title: The Tudors	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Tudors - La Casa Tudor</p> <ul style="list-style-type: none"> • Listen to Tudor history told to them in Spanish focusing on locating verbs, adjectives and nouns within longer passages of Spanish. • Learn how to decode longer spoken and written Spanish that is harder and unknown to them (Focusing on cognates -words that are similar in Spanish to the English version). • Learn at least three adjectives in Spanish. • Tell somebody in Spanish at least one key fact of Tudor history. • Say, read and write words and phrases to describe Henry VIII and his wives 	<p>Blanca - white, roja – red <i>Rosa - rose (feminine noun word so white and red end in an 'a')</i></p> <p>Inteligente-intelligent Segundo- second Tercer - third bella-beautiful plump-gordita joven-young</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: Goldilocks in Y4 (describing)</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: At School in Y6 (describing)</p>	



Year 5	Topic Title: Clothes	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Clothes- La Ropa</p> <ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the vocabulary for a variety of clothes in Spanish. • Use the appropriate genders and articles for these clothes. • Use the verb LLEVAR in Spanish with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy (mi and mis) 	<p><i>Yo llevo – I wear</i> <i>Tú llevas – You wear</i> <i>Él lleva – He wears</i> <i>Ella lleva – She wears</i></p> <p>un abrigo - a coat (masculine) Una falda – a skirt (feminine) Unas botas – boots (feminine plural) Unos calcetines – a pair of socks (masculine plural)</p> <p>Consigue tus abrigos - get your coats</p> <p>Mi – my (singular) Mis – my (plural)</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: Presenting myself in Y4</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: Me in the World in Y6</p>	