

# St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 5

Term: Autumn 1



Unit: At the café



| Vocabulary   | Knowledge   | Understanding  | Skills   |
|--|---|--|--|
|  | Children will know (that)   | Children will understand (that)  | Children will be able to   |
| <p><b>un bocadillo de jamón</b> - a ham sandwich</p> <p><b>un bocadillo de queso</b> - a cheese sandwich</p> <p><b>un pastel de limón</b> - a lemon tart</p> <p><b>unos churros</b> - some churros</p> <p><b>unos calamares</b> - some calamari</p> <p><b>una tortilla de patatas</b> - a Spanish omelette</p> <p><b>una ensalada mixta</b> - a mixed salad</p> <p><b>una paella</b> - a paella</p> <p><b>una tarta de chocolate</b> - a chocolate cake</p> <p><b>una crema catalana</b> - a crème brûlée</p> <p><b>unas gambas</b> - some prawns</p> <p><b>unas croquetas</b> - some croquettes</p> <p><b>unas patatas bravas</b> - some patatas bravas</p> | <p>13 different foods and snacks with the correct article/determiner in Spanish.</p> <p>7 drinks with the correct article/determiner in Spanish.</p> <p>How to use some key phrases to help them put together and perform a simple role-play in the Spanish cafeteria.</p> <p>The Spanish currency is the euro.</p> | <p>Some of the traditional foods that are eaten in Spain.</p> <p>Some foods and drinks are cognates (sound like the English equivalent) such as coca cola, limonada, te.</p> <p>How to change the singular noun form to the plural. For example, un bocadillo would change to dos bocadillos.</p> <p>How to put together a short dialogue at a Spanish café.</p> | <p>Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria.</p> <p>Understand better how to change a singular noun to plural form. •</p> <p>Perform a short role-play ordering what they would like to eat and drink.</p> |

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| <p><b>un café con leche</b> - a coffee with milk</p> <p><b>un té</b> - a tea</p> <p><b>un zumo de naranja</b> - an orange juice</p> <p><b>un chocolate caliente</b> - a hot chocolate</p> <p><b>una limonada</b> - a lemonade</p> <p><b>una coca cola</b> - a coca-cola</p> <p><b>un café</b> - a coffee</p><br><p><b>¡Hola!</b> - Hello!</p> <p><b>¡Adiós!</b> - Goodbye!</p> <p><b>¿Qué deseas?</b> - What would you like?</p> <p><b>Quisiera</b> - I would like</p> <p><b>gracias</b> - thank you</p> <p><b>y</b> - and</p> <p><b>por favor</b> - please</p> <p><b>la cuenta</b> - the bill</p> |  |  |  |
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# St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 5

Term: Autumn 2



Unit: Weather



| Vocabulary   | Knowledge  | Understanding   | Skills   |
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|  | Children will know (that)  | Children will understand (that)   | Children will be able to   |
| <p><b>¿Qué tiempo hace?</b> - What is the weather?<br/> <b>el clima</b> - the weather</p> <p><b>Hace frío</b> - It is cold.<br/> <b>Hae calor</b> - It is hot.<br/> <b>Hace sol</b> - It is sunny<br/> <b>Hace mucho viento</b> - It is windy<br/> <b>Hace buen tiempo</b> - The weather is fine<br/> <b>Hace mal tiempo</b> - The weather is not good.</p> <p><b>Está lloviendo</b> -It is raining.<br/> <b>Está nevando</b> -It is snowing.<br/> <b>Hay tormenta</b> - There is a storm</p> <p><b>En el norte de España...</b> - In the north of Spain....</p> | <p>9 phrases describing the weather in Spanish.</p> <p>The 4 compass points in Spanish.</p> <p>How to recall, say and write all the weather expressions from memory.</p> <p>How to improve my listening decoding skills.</p> <p>How to read a weather map in Spanish and describe weather in different parts of the country.</p> <p>How to use their knowledge to present a weather forecast in Spanish.</p> | <p>The weather phrases have 3 different ways of starting: hace, esta or hay.</p> <p>The compass points in Spanish are cognates (similar sounding) to their English equivalents even though they are spelt differently.</p> <p>How to pick out the key points when listening to spoken Spanish. They will remember that they don't need to understand every single word in order to get the main meaning.</p> <p>What a map of Spain looks like with the major cities on it.</p> | <p>Repeat and recognise the vocabulary for weather in Spanish.</p> <p>Ask and say what the weather is like today.</p> <p>Create a Spanish weather map.</p> <p>Describe the weather in different regions of Spain using a weather map with symbols.</p> |

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| <p><b>En el sur de España...</b> - In the south of Spain....</p> <p><b>En el centro de España...</b> - In the centre of Spain....</p> <p><b>En el oeste de España...</b> - In the west of Spain....</p> <p><b>En el este de España...</b> - In the east of Spain...</p> |  |  |  |
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# St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 5

Term: Spring 1



Unit: Pets



| Vocabulary  | Knowledge  | Understanding   | Skills   |
|---|--|---|--|
|   | Children will know (that)  | Children will understand (that)   | Children will be able to   |
| <p><b>un perro</b> - a dog<br/> <b>un gato</b> - a cat...<br/> <b>un conejo</b> - a rabbit<br/> <b>un hámster</b> - a hamster<br/> <b>un pez</b> - a fish<br/> <b>un ratón</b> - a mouse<br/> <b>una cotorra</b> - a parrot / parakeet<br/> <b>una tortuga</b> - a tortoise</p> <p><b>Tengo...</b> I have...<br/> <b>No tengo...</b> - I do not have<br/> <b>Tengo un...</b> - I have a... (masculine)<br/> <b>Tengo una...</b> - I have a... (feminine)</p> <p><b>que se llama...</b> - that is called...</p> <p><b>y</b> - and<br/> <b>pero</b> - but</p> | <p>8 common pet nouns in Spanish with the correct determiner.</p> <p>How to say 'I have a pet' in Spanish.</p> <p>How to say what their pet is called in Spanish.</p> <p>How to say 'I do not have' in Spanish.</p> <p>How to integrate the conjunction 'y' (and) and 'pero' (but) accurately into their work.</p> | <p>There are two cognates (similar sounding to English) words for the pets – tortuga and hamster.</p> <p>The phrases for I have is 'tengo' and I don't have is 'no tengo'.</p> <p>When saying what their pet is called, they use the third person singular of the verb 'se llama'.</p> <p>How to use the conjunctions and 'y' and but 'pero' to extend their sentences and give more information.</p> | <p>Repeat, recognise and spell the 8 nouns (including the correct article for each) for pets in Spanish.</p> <p>Tell somebody in Spanish if they have or do not have a pet.</p> <p>Ask somebody else in Spanish if they have a pet.</p> <p>Tell somebody in Spanish the name of their pet.</p> <p>Create a longer phrase using the conjunctions y ("and") or pero ("but").</p> |

# St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 5

Term: Spring 2



Unit: Date



| Vocabulary   | Knowledge   | Understanding  | Skills  |
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|  | Children will know (that)   | Children will understand (that)  | Children will be able to  |
| <p><b>la fecha</b> - the date<br/> <b>los días de la semana</b> - the days of the week</p> <p><b>lunes</b> - Monday<br/> <b>martes</b> - Tuesday<br/> <b>miércoles</b> - Wednesday<br/> <b>jueves</b> - Thursday<br/> <b>viernes</b> - Friday<br/> <b>sábado</b> - Saturday<br/> <b>domingo</b> - Sunday</p> <p><b>¿Qué fecha es hoy?</b> - What day is it today?<br/> <b>Hoy es ...</b> - Today it is...</p> <p><b>enero</b> - January<br/> <b>febrero</b> - February</p> | <p>The 7 days of the week in Spanish.</p> <p>The 12 months of the year in Spanish.</p> <p>How to say numbers 1-31 in Spanish.</p> <p>How to ask and answer the question '¿Qué fecha es hoy? (What is the date today?)' in Spanish.</p> <p>to ask and answer the question '¿Cuándo es tu cumpleaños? (When is your birthday?)' in Spanish.</p> | <p>The days of the week use lower case letters unless they are at the beginning of a sentence.</p> <p>The months of the year use lower case letters unless they are at the beginning of a sentence.</p> <p>How to put the date together to form a sentence about today's date (Hoy es el cinco de mayo).</p> <p>How to say when their birthday is.</p> | <p>Remember the 7 days of the week.</p> <p>Remember the 12 months of the year. Remember and spell numbers 1-31.</p> <p>Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.</p> <p>Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is.</p> |

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| <p> <b>marzo</b> - March<br/> <b>abril</b> - April<br/> <b>mayo</b> - May<br/> <b>junio</b> - June<br/> <b>julio</b> - July<br/> <b>agosto</b> - August<br/> <b>septiembre</b> - September<br/> <b>octubre</b> - October<br/> <b>noviembre</b> - November<br/> <b>diciembre</b> - December </p> <p> <b>uno</b> – one<br/> <b>dos</b> – two<br/> <b>tres</b> – three<br/> <b>cuatro</b> – four<br/> <b>cinco</b> – five<br/> <b>seis</b> – six<br/> <b>siete</b> – seven<br/> <b>ocho</b> – eight<br/> <b>nueve</b> – nine<br/> <b>diez</b> – ten<br/> <b>once</b> – eleven<br/> <b>doce</b> – twelve<br/> <b>trece</b> - thirteen<br/> <b>catorce</b> - fourteen<br/> <b>quince</b> - fifteen<br/> <b>dieciséis</b> - sixteen<br/> <b>diecisiete</b> - seventeen<br/> <b>dieciocho</b> - eighteen<br/> <b>diecinueve</b> - nineteen<br/> <b>veinte</b> - twenty<br/> <b>veintiuno</b> -twenty one<br/> <b>veintidós</b> - twenty two<br/> <b>veintitrés</b> - twenty three<br/> <b>veinticuatro</b> - twenty four<br/> <b>veinticinco</b> - twenty five </p> |  |  |  |
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| <p><b>veintiséis</b> - twenty six<br/><b>veintisiete</b> - twenty seven<br/><b>veintiocho</b> - twenty eight<br/><b>veintinueve</b> - twenty nine<br/><b>treinta</b> - thirty<br/><b>treinta y uno</b> - thirty one</p> <p>primer</p> |  |  |  |
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# St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 5

Term: Summer 1



Unit: Home



| Vocabulary  | Knowledge  | Understanding   | Skills   |
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|   | Children will know (that)  | Children will understand (that)   | Children will be able to   |
| <p><b>¿Dónde vives?</b> - Where do you live?<br/> <b>Vivo en...</b> - I live in...</p> <p><b>una casa</b> - a house<br/> <b>un piso</b> - an apartment</p> <p><b>en la ciudad</b> - in town<br/> <b>en el campo</b> - in the countryside<br/> <b>en la montaña</b> - in the mountains<br/> <b>en un pueblo</b> - in a village<br/> <b>en la costa</b> - by the sea</p> <p><b>una cocina</b> - a kitchen<br/> <b>un comedor</b> - a dining room<br/> <b>un cuarto de baño</b> - a bathroom<br/> <b>un dormitorio</b> - a bedroom<br/> <b>un lavadero</b> - a utility room<br/> <b>un sótano</b> - a basement<br/> <b>un despacho</b> - an office / a study</p> | <p>How to say where they live using the verb 'vivo' (I live).</p> <p>10 rooms of the house with the correct determiner.</p> <p>How to say what rooms they do not have in their house using the negative structure in Spanish.</p> <p>How use all my new knowledge in Spanish to describe where I live.</p> | <p>The difference between the question and statement forms of 'where do you live' and 'I live...' and how the verb ending changes in Spanish 'vives' 'vivo'.</p> <p>The word 'hay' means there is and there are. They will understand how to use this when writing or saying what rooms there are in their house.</p> <p>The word 'no hay' means there isn't/there aren't so they could use this when talking about or writing about what they don't have in their house.</p> <p>How to put together a longer phrase to say or write where they</p> | <p>Say whether they live in a house or an apartment and say where it is.</p> <p>Repeat, recognise and spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.</p> <p>Tell somebody in Spanish what rooms they have or do not have in their home.</p> <p>Ask somebody in Spanish what rooms they have or do not have in their home.</p> <p>Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal</p> |

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| <p><b>un salón</b> - a living room<br/> <b>un garaje</b> - a garage<br/> <b>un jardín</b> - a garden</p> <p><b>y</b> - and<br/> <b>pero</b> - but</p> <p><b>En mi casa hay...</b> - In my home there is... / there are...<br/> <b>En mi casa no hay...</b> - In my home there is not... / there are no...</p> |  | <p>live, in what type of accommodation and what rooms are in their house.</p> | <p>details such as their name and age).</p> |
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# St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 5

Term: Summer 2



Unit: Clothes



| Vocabulary   | Knowledge   | Understanding  | Skills  |
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|  | Children will know (that)   | Children will understand (that)  | Children will be able to  |
| <p><b>la ropa</b> - the clothes<br/> <b>una camisa</b> - a shirt<br/> <b>unos pantalones</b> - a pair of trousers<br/> <b>una gorra</b> - a cap<br/> <b>un traje de baño</b> - a swimming costume<br/> <b>unos guantes</b> - a pair of gloves<br/> <b>un suéter</b> - a jumper<br/> <b>unas botas</b> - a pair of boots<br/> <b>una camiseta</b> - a tee shirt<br/> <b>unas medias</b> - tights<br/> <b>un abrigo</b> - a coat<br/> <b>unas sandalias</b> - a pair of sandals<br/> <b>un vestido</b> - a dress<br/> <b>unas gafas</b> - a pair of glasses<br/> <b>una blusa</b> - a blouse<br/> <b>unos pantalones cortos</b> - a pair of shorts<br/> <b>una corbata</b> - a tie</p> | <p>Up to 22 nouns and their determiners for items of clothing.</p> <p>How to say what I am wearing in Spanish using the verb 'llevo...' (I wear) plus the item of clothing.</p> <p>How to use adjectival agreement in Spanish by describing items of clothing by colour.</p> <p>How to use their Spanish knowledge to describe what they are packing in their suitcase for a holiday.</p> <p>*Revision of: colours, days of the week and weather.</p> | <p>A few of the Spanish words for clothes are cognates (similar sounding to their English equivalents).</p> <p>All verbs are conjugated into 6 main forms: I, You, He/She, We, You, They.</p> <p>The pronoun is not usually used in Spanish because the verb ending tells us the subject of the verb (for example Llevo = I wear – the 'o' at the end signifies first person singular.</p> <p>The word for on when referring to days of the week is 'el' in Spanish.</p> | <p>Repeat and recognise the vocabulary for a variety of clothes in Spanish.</p> <p>Use the appropriate genders and articles for these clothes.<br/>Use the verb LLEVAR in Spanish with increasing confidence.</p> <p>Say what they wear in different weather/situations.</p> <p>Describe clothes in terms of their colour and apply adjectival agreement.</p> <p>Use the possessives with increased accuracy.</p> |

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| <p><b>unos zapatos</b> - a pair of shoes<br/> <b>una bufanda</b> - a scarf<br/> <b>unos calcetines</b> - a pair of socks<br/> <b>una falda</b> - a skirt<br/> <b>una chaqueta</b> - a jacket</p> <p><b>yo llevo</b> - I wear<br/> <b>tú llevas</b> -you wear<br/> <b>él lleva</b> - he wears<br/> <b>ella lleva</b> - she wears<br/> <b>nosotros llevamos</b> - we wear<br/> (masculine &amp; mixed group)<br/> <b>nosotras llevamos</b> - we wear (all<br/> feminine group)<br/> <b>vosotros lleváis</b> - you all wear<br/> (masculine &amp; mixed)<br/> <b>vosotras lleváis</b> - you all wear<br/> (feminine)<br/> <b>ellos llevan</b> - they all wear<br/> (masculine &amp; mixed)<br/> <b>ellas llevan</b> - they all wear<br/> (feminine)</p> <p><b>el lunes</b> - on Monday<br/> <b>el martes</b> - on Tuesday<br/> <b>el miércoles</b> - on Wednesday<br/> <b>el jueves</b> - on Thursday<br/> <b>el viernes</b> - on Friday<br/> <b>el sábado</b> - on Saturday<br/> <b>el domingo</b> - on Sunday</p> <p><b>Para la escuela llevo...</b> - For<br/> school I wear...</p> <p><b>Cuando hace buen tiempo<br/> llevo...</b> - When it is nice weather I<br/> wear...</p> <p><b>Cuando nieva llevo...</b> - When it<br/> snows I wear..</p> |  |  |  |
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