

# Y5/6 SPANISH CURRICULUM



GREETINGS	PEOPLE & PLACES	NATURE / ANIMALS	OUR BODIES	HOBBIES	FOOD & SHOPS
<p>Conversation focus: <i>Consolidation / Revision of greeting conversations</i></p> <p>Numbers to 100</p>	<p>Around the town</p> <p>Jobs / careers</p>	<p>Weather</p> <p>Countries / habitats</p>	<p>Illness</p> <p>(Visiting a pharmacy, GP / hospital)</p>	<p>Days Out</p> <p>(e.g. Visiting an Art Gallery; going to a concert)</p>	<p>Café / restaurant</p>
<p>Produce and perform a role play in pairs showing two people getting to know each other.</p> <p>Produce (with a partner) a dialogue about a variety of personal information.</p> <p>Know numbers to 50+.</p> <p>Solve simple maths problems in Spanish.</p> <p>Y6 EXT: Produce, in a group, pages of a newspaper showing elements of the language they have learnt at primary school.</p> <p>Know numbers to 100. Count in 100s / 1000s.</p>	<p>Read and create simple sentences about places in a town.</p> <p>Name common jobs / careers.</p> <p>Produce (with a partner) a dialogue about aspirations for the future. e.g. <i>When I grow up, I want to...</i></p> <p>Y6 EXT: Produce a local tour guide.</p> <p>Use “está” and “es” correctly in the context of geographical features.</p>	<p>Say what the weather is like in different seasons.</p> <p>Produce complex sentences about different countries / habitats or the weather.</p> <p>Access new information texts.</p> <p>Y6 EXT: Produce a weather forecast using the immediate future.</p> <p>Use a bilingual dictionary to understand a longer text about different habitats.</p>	<p>Say how they feel when they are unwell in Spanish. (e.g. I feel sick... / I have earache... / My ... hurts).</p> <p>Produce (with a partner) a dialogue set in a pharmacy or hospital.</p> <p>Y6 EXT: Create and perform a role play set in a pharmacy or hospital. Read instructions for taking medicine / self-care.</p>	<p>Know about famous Spanish artists (incl. Gaudi).</p> <p>Read and create simple or complex sentences about Spanish artists / paintings / sculpture.</p> <p>Talk about different music genres in simple Spanish. Discuss how different Spanish music makes them feel.</p> <p>Y6 EXT: Use a bilingual dictionary to understand a longer text about a Spanish artist. Describe a picture using the 3rd persons singular and plural in the present tense. Produce a simple gallery / museum guide.</p>	<p>Ask and answer questions about what foods they like.</p> <p>Give opinions about food likes and dislikes using extended sentences.</p> <p>Y6 EXT: Create and perform a role play set in a café / restaurant. Follow a simple Spanish recipe (e.g. for a milk shake). Discuss what they ate and drank in the past using the pretérito. Use connectives to produce more complex sentences.</p>
<p>The verb <i>tocar</i>. <i>Me gustaría comprar ... Imperative forms of <i>cambiar</i> and <i>enseñar</i></i></p> <p>Adverbs to qualify adjectives.</p>	<p>¿Dónde está? Está + directions • ¿Qué hay .....?</p> <p>un/una; el/la</p> <p>Masculine/feminine nouns with greater confidence. Differences between “es” and “está”.</p> <p>“Más” when differentiating between features.</p>	<p>When ‘es’ and ‘está’ should be used. Be able to use adjectival agreements with nouns.</p> <p>The immediate future using “va a ..”</p>	<p>Understand word classes – verbs, nouns, adjectives.</p> <p>Recognise patterns in simple language</p> <p>1st and 2nd person singular of pretérito of ‘comer’, ‘beber’.</p>	<p>Adjectival agreements using correct gender / number.</p> <p>Imperative form of key verbs.</p> <p>3rd person singular and plural of verbs in present tense</p> <p>¿A quién le gusta...?</p> <p>3rd person singular and plural of the verb ‘decir’. ‘Había’ as the past (imperfect tense) of ‘hay’.</p>	<p>The indefinite article un/una and definite article el/la. <i>Me gusta, no me gusta, me gustan, no me gustan.</i> Extended sentences using the connectives <i>y, pero</i> and <i>porque</i>.</p> <p>Connectives to manipulate language and produce more complex sentences.</p>
<p>ll, z, o</p> <p>V, g, ue, ñ</p>	<p>U, v, ge, gui, rr</p> <p>J, c, ó, v</p>	<p>The whole alphabet (in particular v, z, ll, e, c, g)</p> <p>z, ll, rr, ay, silent h</p>	<p>Ue, ll, ñ, silent h, soft c</p> <p>z, ue, soft c, soft g, ñ, cc (as in sección)</p>	<p>Z, ñ, ión, i</p> <p>Revisit as required</p>	<p>ñ, v, j, c, e</p> <p>Revisit as required</p>

Year 5 OUTCOMES	Year 6 OUTCOMES	KEY SKILLS
<ul style="list-style-type: none"> <li>• Understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</li> <li>• Write high-frequency familiar words from oral vocabulary when spoken slowly and clearly.</li> <li>• Use understandable spelling for high-frequency familiar words.</li> <li>• Ask and answer simple questions on the current topic.</li> <li>• Adapt models successfully to give my own information, including simple questions, by replacing and choosing my own individual words.</li> <li>• Use several short phrases and questions in predictable classroom interactions.</li> <li>• Produce some short phrases within a familiar topic, with good pronunciation.</li> <li>• Read short phrases accurately that contain mostly familiar language.</li> <li>• Write words, phrases and short simple sentences from my own repertoire from memory with understandable spelling.</li> <li>• Change a range of single elements in sentences to create new sentences (e.g. change the noun or adjective or verb or qualifier).</li> <li>• Understand and use devices to make verb forms negative.</li> <li>• Show some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English.</li> <li>• Use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.</li> <li>• Write individual words from oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.</li> <li>• Ask / answer simple questions on a very familiar topics, including expressing opinions and responding to those of others.</li> <li>• Use a repertoire of classroom language with teacher and peers.</li> <li>• Use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.</li> <li>• Read words and phrases from my oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.</li> <li>• Understand a short text made up of short sentences with familiar language on a familiar topic.</li> <li>• Use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.</li> <li>• Appreciate that Spanish words do not always have a direct equivalent in English.</li> <li>• Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</li> <li>• Use correct gender articles, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.</li> <li>• Use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use.</li> <li>• Use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</li> <li>• Use subordinating connectives (if, because).</li> </ul>	<ul style="list-style-type: none"> <li>○ Listen attentively</li> <li>○ Work well with a partner; create role plays in pairs</li> <li>○ Recall key phonic sounds</li> <li>○ Recycle previously learnt structures into new sentences</li> <li>○ Combine all four language skills</li> <li>○ Integrate new language into previously learnt language</li> <li>○ Apply grammatical knowledge to make sentences</li> <li>○ Predict an unknown word, drawing on actions and contexts</li> <li>○ Manipulate language by changing one element in a sentence</li> <li>○ Recognise the conventions of word order</li> <li>○ Appreciate the origins of words</li> <li>○ Decipher the meaning of cognates and near cognates</li>   <li>○ Estimate meaning, based on prior knowledge</li> <li>○ Summarise key points</li> <li>○ Work in pairs and develop a dialogue with a partner which can be acted out and written</li> <li>○ Use context and previous knowledge to estimate new words</li> <li>○ Work with a partner and give peer feedback</li> <li>○ Use knowledge of words, text and structures to build simple spoken and written passages</li> <li>○ Apply phonic knowledge to support reading and writing</li> <li>○ Discuss and reflect on language learning</li> <li>○ Use language known in one context in another context</li> <li>○ Devise questions for authentic use</li> </ul>