

History – Mexborough St John the Baptist C of E Primary School

Spanish: Showing a rationale for sequencing content: how progress happens. Year 5 Spanish planning placed in context of long-term knowledge growth.

| | Unit structures | Language skills | Subject Rationale | Links to previous learning |
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| YEAR 5 Autumn Term | Key classroom language Numbers 1-60 Telling the time Breakfast foods Opinions Food at school Using a Spanish-English dictionary Expressions of frequency Christmas in Spanish-speaking countries | <ul style="list-style-type: none"> • Listening and responding • Engaging in conversations by asking and answering questions • Applying phonics rules to develop accurate pronunciation • Speaking in sentences • Reading to show understanding of words and phrases. • Understanding basic grammar (present tense of key verbs, gender of nouns) <p>Key concepts Present tense of the verbs <i>comer</i> and <i>ser</i> Numeracy – telling the time. Gender of nouns Intercultural understanding. Expressions of frequency</p> | Pupils will reinforce their knowledge of numbers 1 to 60 , they learn to tell the time in Spanish and use this to say what time they eat breakfast . They will describe what they have to eat for breakfast , learn how to use expressions of frequency and give their opinions on food . They will describe what they eat for lunch at school . Pupils will learn how to use a Spanish-English dictionary to find the meaning of unknown words. They extend their knowledge of how Christmas is celebrated in Spanish-speaking countries. | In Year 4, pupils learned how to count to 31 to be able to write dates. They will now extend to learn numbers 1-60 and use this knowledge in the context of telling the time. In Years 3 and 4, pupils learned that Spanish nouns have a gender. Key classroom language will be reinforced. From Year 3, they will know that the Spanish have different Christmas customs and traditions. They have encountered vocabulary relating to Christmas. |
| YEAR 5 – Spring Term | Using a Spanish-English dictionary Sports and the verbs practicar and jugar Opinions on sport Expressions of frequency Easter in Spanish-speaking countries | <ul style="list-style-type: none"> • Listening and responding • Engaging in conversations by asking and answering questions • Applying phonics rules to develop accurate pronunciation • Speaking in sentences • Applying grammatical rules <p>Key concepts Gender of nouns. Present tense of the key verbs <i>jugar</i> and <i>practicar</i></p> | Pupils will reinforce their knowledge of opinions in the new context of sport . They encounter the verbs <i>jugar</i> and <i>practicar</i> and use these to talk and write about a range of sports . They learn to choose between practicar and jugar and revisit expressions of frequency to use them to talk about how often they do sport. They will improve their dictionary skills and also learn how to use an online dictionary. They will extend their knowledge of how Easter is celebrated in Spanish-speaking countries. | Last term, pupils learned how to give opinions and they will use this in a different context to give opinions on sports. They will also recycle the expressions of frequency from last term’s unit and use these to say how often they do sport. From Year 3, they will know that the Spanish have different Easter customs and traditions. They have encountered vocabulary relating to Easter. |

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| YEAR 5 – Summer Term | Types of music Opinions on music Musical instruments Giving reasons for opinions Describing a musician | <ul style="list-style-type: none"> • Listening and responding | Pupils will reinforce their knowledge of opinions in the new context of music . They will learn the vocabulary for different types of music and musical instruments . They will listen to a range of music from Spanish-speaking artists and give opinions on this. They will learn to give reasons for their opinions and describe their favourite Spanish-speaking musician or group . | In the Autumn and Spring terms, pupils learned how to give opinions and they will use this in a different context to give opinions on music, progressing to giving reasons for those opinions, using simple connectives. They will recycle the physical description vocabulary learned in the autumn term to describe their favourite Spanish-speaking musician. |
| | | <ul style="list-style-type: none"> • Engaging in conversations by asking and answering questions | | |
| | | <ul style="list-style-type: none"> • Applying phonics rules to develop accurate pronunciation | | |
| | | <ul style="list-style-type: none"> • Speaking in sentences | | |
| | | <ul style="list-style-type: none"> • Applying basic grammar rules (gender of nouns) | | |
| | | <p>Key concepts Gender of nouns and adjectival agreement. Present tense of the key verbs tocar and cantar Positive and negative opinions Simple connectives pero, porque</p> | | |