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| **Y5– Progression in Spanish 1ST Term** | | | | | | | | | | | | | | | |
| **Topic** | **Revision** | | **¿Cómo estas hoy?**  How are you feeling today? | | | **Las asignaturas (vocab)**  School subjects | | **Me gusta el español  Likes and dislikes / justification** | | | |  | **Christmas** | | |
| **Prior knowledge** | - | | Greetings / ¿Cómo estas? | | | In my classroom / in my school bag | | School subjects  Colours: me gusta el rojo (I like red) | | | |  | Christmas’ most important days. | | |
| **Key vocabulary** | Greeting  Feelings  Name  Age  Colours  Pets  Fruits and vegs  Days of the week  Months | In the classroom  In my school bag  Places in town  Counting to 70  Family  Body parts  weather | ¿Cómo estas hoy?-How are you today?  Estoy feliz-I am happy  Estoy triste-I am sad  Estoy cansado (a) – I am tired  Estoy gracioso(a) – I am mischief | | ¿Cómo te sientes hoy? – How are you feeling today?  Tengo hambre-I am hungry (I have hunger)  Tengo sed – I am thirsty  (I have thirst)  Tengo frio – I am cold  (I have coldness)  Tengo calor – I am hot | El inglés-English  El español -Spanish  El dibujo-art  La lectura-reading  La historia-history  La geografía-geography  la música -music  la educación física-PE  las ciencias-science  las matemáticas-maths |  | 1 school subject  Me gust**a** (el inglés) – I like (English)  No me gusta (el español) – I don’t like Spanish  Me gusta la historia, pero no me gusta la lectura  Justification (1)  es interesante  es aburrido(a)  es divertido(a)  es fácil  es difícil  Me gusta el inglés porque es interesante | | More than 1  Me gust**an** (las ciencias)-I like science  No me gustan (las matemáticas) – I don’t like maths.  Me gustan el inglés y la música.  Justification (more than 1)  Son interesantes  Son aburridos / aburridas Son divertidos / divertidas  Son fáciles  Son difíciles  No me gustan las ciencias porque son difíciles | |  | Acebo-mistletoe  Angeles-angels  Año nuevo-New year  Nochebuena-Xmas eve  Nochevieja-  Ny eve  Navidad- Christmas | |  |
| **Statutory Requirements** | To catch up with all the vocabulary given in Y3 and 4 so chn can remember and refresh their knowledge. | | To be able to express how we feel using 2 high frequency verbs (Estoy / tengo).  To identify masculine and feminine adjectives and figure out which adjectives’ ending change and why: cansado => cansada / Feliz => feliz | | | To talk about school subjects making the difference between masculine nouns (el), feminine nouns (la) and feminine and plural nouns (las) | | To be able to use I like (me gusta) in the singular (me gusta) and plural (me gustan) forms.  To use a bilingual dictionary to look for new vocabulary.  To be able to justify our likes and dislike using a range of adjectives and being able to write them independently depending on the noun they describe: masculine / feminine, singular / plural.  To understand longer sentences using conjunctions: y (and), pero (but), porque (because) | | | |  | To learn about Christmas in the Spanish speaking world. | | |
| **Key Performance Indicators for Listening** | * Begin to show understanding of more complex sentences in authentic conversation, picking out specific vocabulary. | | | * Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. | | | | |  | |  | | |  |  |
| **Key Performance Indicators for Speaking** | * Children can ask and answer questions on the current topic. | | | * Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. | | | | |  | |  | | |  |  |
| **Key performance Indicators for Writing** | * Begin to use paper and online dictionaries to find the meaning of unknown words and to translate own ideas. * Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. | | | | | | | | | | | |  | |  |
| **Key performance Indicators for Reading** | * Read and show understanding of more complex written phrases. * Read and show understanding of a piece of writing based on the current topic. * Read short passages and pull answer questions on what they have read. | | | | | | | | | | | |  | |  |