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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 subjectsColours: me gusta el rojo (I like red) |  | Christmas’ most important days. |
| **Key vocabulary** | GreetingFeelingsNameAgeColoursPetsFruits and vegsDays of the weekMonths | In the classroomIn my school bagPlaces in townCounting to 70FamilyBody partsweather | ¿Cómo estas hoy?-How are you today?Estoy feliz-I am happyEstoy triste-I am sadEstoy cansado (a) – I am tiredEstoy 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-EnglishEl español -SpanishEl dibujo-artLa lectura-readingLa historia-historyLa geografía-geographyla música -musicla educación física-PElas ciencias-sciencelas matemáticas-maths  |  | 1 school subjectMe gust**a** (el inglés) – I like (English)No me gusta (el español) – I don’t like SpanishMe gusta la historia, pero no me gusta la lecturaJustification (1)es interesantees aburrido(a)es divertido(a)es fáciles difícilMe gusta el inglés porque es interesante | More than 1Me gust**an** (las ciencias)-I like scienceNo me gustan (las matemáticas) – I don’t like maths.Me gustan el inglés y la música.Justification (more than 1)Son interesantesSon aburridos / aburridasSon divertidos / divertidasSon fácilesSon difícilesNo me gustan las ciencias porque son difíciles |  | Acebo-mistletoeAngeles-angelsAño nuevo-New yearNochebuena-Xmas eveNochevieja-Ny eveNavidad- 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.
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| **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.
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| **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.

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| **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.
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