

Year 5

At Year 5, children are encouraged to listen to lengthier texts, and to read, write and say more complex phrases and sentences. They begin to refine their pronunciation and more attention is paid to intonation and expression. They use a wider range of adjectives and begin to extend sentences by giving reasons for opinions. Use of the bilingual dictionary is developed so that children understand abbreviations and can make more of an informed choice when seeking vocabulary. Cognates and near cognates are a feature of many of the topics, giving children an extra strategy to help decipher meaning. As vocabulary widens, there is more scope for pattern seeking. The arrangement of the paradigm to conjugate a verb is introduced.

Autumn 1: Jungle animals, describing animals with different adjectives, numbers 31-100, half past the hour times

Previous number work is built upon as children learn how to read, write and count up to 100 in multiples of 5 and 10. Missing numbers can be identified by following the pattern. Having learnt in Year 4 how to tell the time to the hour, children progress to telling half past the hour times. (At Year 6 they will meet quarter to and quarter past times).

Through the topic Jungle Animals, they revisit describing with a colour, and progress to finding a variety of adjectives independently in the bilingual dictionary. They practise making changes to these adjectives to 'agree' with their animal and discover that some adjectives (as with some colours) do not have different masculine/feminine endings. The rhyme Walking in the Jungle is used to support this topic.

Autumn 2: School subjects, giving reasons for my opinions

Children are challenged to anticipate the pronunciation of school subjects before they are modelled, based on their growing knowledge of key sounds. They will link their time telling skills to a simple school timetable, saying which subjects they are studying at certain times. Opinion phrases learnt at Year 4 Summer 2 are reinforced and adapted to match the singular/plural subject nouns. Children then extend their sentences by giving a reason for their opinion, using the conjunction 'because' and an appropriate adjective. Children are provided with lots of examples and clear scaffolding to build each element of the sentence. The words 'is' and 'are' are linked to verb parts that children are already familiar with through time telling, as the complete conjugation of the verb ser (to be) is introduced at Year 6.

Spring 1: New Year, In the city, shops and buildings, verb ir (to go)

To start the term off, children learn about the grape eating ritual at New Year. Children use cognates to help them deduce the names of places in the city and find other places using the bilingual dictionary. A short role play is created to buy tickets for a city event. They learn the question and reply to, 'Where are you going?', in the first person, progressing to the full conjugation of the verb *ir* (to go). Through the story *Zog and the Cake Shop*, they practise reading aloud with expression. Directions met at Year 4 Spring 1 Parts of the School are revisited, and some prepositions are introduced to describe the position of shops. Prepositions will be met in more detail in Year 6 Summer 1 Parts of a House.

Spring 2: Carnival, weather, clothes

Children try to establish the gist of a Spanish text about the *Mardi Gras* Carnival. They learn phrases to describe the weather and sing and perform the weather rap with actions. They explore the conjugation of the verb *llevar* (to wear) and describe clothes with a range of adjectives. They then build sentences linking the weather and types of clothes worn, using the conjunction *cuando* (when). Children are reminded of previous conjunctions they have already used to extend sentences. Weather phrases will be recycled in Year 6, when children create sentences linking their feelings to different weather types.

Summer 1: Buying fruit and vegetables at the market, Jack and the Beanstalk

Children are reacquainted with fruit vocabulary met at Year 3 Summer 1 and are introduced to vegetables. This provides an opportunity to consolidate their use of singular and plural definite/indefinite articles. They look at euros and learn some useful phrases for shopping at a Spanish market and create a short role play. These phrases will be revisited and added to during the *café* role play at Year 6 Summer 2. They read the story *Juan y la Planta*, *Jack and the Beanstalk*, miming an action for each verb.

Summer 2: Going to the seaside, different modes of transport, Balearic islands

Children are introduced to the topic through the story, *The Alien Family at the Seaside*. They learn the names of the Balearic Islands, and look at where they are in relation to Spain. They design a poster persuading people to come by naming the different activities that can be done at the seaside, using the

sentence construction *You can + infinitive*. (Further use of the infinitive is explored at Year 6 Spring 2 Sports). Children will learn how to express different modes of travel and write sentences about going to different places, drawing on previous vocabulary in their books (Year 4 *In the city*) for support. They will listen to a Spanish podcast about the seaside and try to pick out the main points. To complete the year, children learn about the San Fermín festival.