

Year 5 National Curriculum Coverage (Skills linked to Attainment Targets)

<u>Attainment Target</u>	<u>Skill/Activity examples</u>
<p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<ul style="list-style-type: none"> <li>• Listen attentively and understand/join in with more complex phrases and sentences. <i>Es Irene - La Jungla - identify animals and join in with rhyme, do the actions for Juan y la planta (Jack and the Beanstalk.) Beach podcast.</i></li> <li>• Listen for specific words and phrases. <i>Zog and the cake shop, The Aliens return to school.</i></li> <li>• Gain an overall understanding of an extended spoken text which includes some familiar language, and summarise the main points in English. <i>Mardi Gras Carnival text.</i></li> </ul>
<p>Explore the patterns and sounds of language through songs, rhymes and link spelling, sound and meaning of words.</p>	<ul style="list-style-type: none"> <li>• Identify different ways to spell key sounds, and select the correct spelling of a different word. <i>Counting up to 100, choose the correct spelling quizzes, cognates in the city.</i></li> </ul> <p><i>Presentations created to illustrate same sounds occurring in different words. Children to collect and add to familiar words in Sounds Collection books which travel with them throughout KS2.</i></p>
<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<ul style="list-style-type: none"> <li>• Take part in conversations and express simple opinions, giving reasons.</li> <li>• Use conjunctions to extend sentences.</li> <li>• <i>School subjects opinions and reasons for them, buying a ticket role play, buying fruit at the market.</i></li> </ul>
<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<ul style="list-style-type: none"> <li>• Adapt known complex sentences to reflect a variation in meaning. <i>Saying which time and day you do a subject. Giving a reason for opinions about a school subject. Say which clothes you would wear in different weathers.</i></li> </ul>
<p>Develop accurate pronunciation and intonation, so that others understand when they are reading aloud or using familiar words and phrases.</p>	<ul style="list-style-type: none"> <li>• Begin to use intonation to differentiate between sentence types.</li> <li>• Read aloud and understand a short text containing mostly familiar language, using accurate pronunciation. <i>Pronunciation of Key Sounds explained and highlighted in Powerpoint presentations which run alongside topic. Children then have opportunity to practise themselves during the CAN I APPLY IT? section of the UNLOCK lesson.</i></li> </ul>

	<p>eg. Practise expression/intonation for questions, negatives, story telling. Zog and the cake shop., The Aliens go to the Seaside, Jack and the Beanstalk, Mardi Gras Carnival. Basho's Alphabet song, with a focus on the pronunciation of vowels.</p>
Present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> <li>• Create a short piece (role play, persuasive poster) for presentation to an audience. Role play - buying a ticket, at the market, make a poster describing the different activities you can do at the seaside.</li> </ul>
Read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> <li>• Read aloud and understand a short text containing mostly familiar language, using accurate pronunciation. Stories as above.</li> </ul>
Appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> <li>• Learn a song or poem using the written text for support. Eg Andando por la jungla, ¿A dónde vas?, Cuenta conmigo por decenas, Da una vuelta en tu lugar, Los elefantes,</li> </ul>
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<ul style="list-style-type: none"> <li>• Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words. Finding a range of adjectives to describe animals with, finding places in the city. Identifying cognates and near cognates</li> </ul>
Write phrases from memory and adapt these to create new sentences, to express ideas clearly.	<ul style="list-style-type: none"> <li>• Write simple opinions, giving reasons.</li> <li>• Use conjunctions to extend sentences.</li> <li>• Adapt a known complex sentence to vary meaning. School subjects with days and times they are done Giving reasons for preferences of school subjects. Clothes I wear in different types of weather</li> <li>• Write phrases and some simple sentences from memory and write a short text such as a letter or poster with support from a word/phrase bank. Letter to the 3 Kings/children in Spanish school, poster of seaside activities.</li> </ul>
Describe people, places, things and actions orally and in writing.	<ul style="list-style-type: none"> <li>• Use a wider range of adjectives to describe people and things. Jungle animals, clothes.</li> <li>• Use different verbs to describe actions. (Infinitives) Seaside poster.</li> </ul>

Understand basic Spanish grammar. (Masculine and feminine forms; the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.)

For more precise details of the grammar covered and links between year groups see Medium Term Plans and End Points Document.

- Know how to conjugate some high frequency verbs. (Introduce the paradigm with *Ir* - to go)
- The fact that personal pronouns (he/she/you etc) are not used alongside Spanish verbs will be introduced.
- Embed knowledge of definite/indefinite articles. *Fruit and vegetables.*
- Know that there are 2 words that mean 'this' in Spanish. (Demonstrative pronouns)

*éste* es el mercado.

This is the market

(masculine noun)

*ésta* es la farmacia

This is the chemist

(feminine noun) (City places)

- Apply their knowledge of adjectival agreement and make changes to a range of adjectives in order for them to 'agree' with the relevant noun. *Jungle animals, school subjects.*
- Understand that certain opinion phrases change form depending on whether they refer to a singular/plural noun eg. *me encanta/me encantan*. However, some do not change eg. *Prefiero, Odio.*
- Understand abbreviations in the dictionary (use them to help select correct endings for nouns/adjectives; to avoid confusing nouns with verbs etc)
- Adapt sentences to form negative sentences and begin to form questions.
- Use prepositions linked to the verb 'to go'. To go *to*, to go *by*.  
*ir a ir en*
- Be aware of and use the contraction *al* (a + el) (*In the city*)
- Use conjunctions such as 'because' and 'when' to build sentences. (*School subjects, weather and clothes*).