Spanish – Year 5

Autumn 1	The classroom (La clase)					
Prior learning 						
Lesson objective 	To start the unit and introduce the nouns and articles/determiners for six common classroom objects.	To learn a further six classroom object nouns with their indefinite articles/determiners (one in plural form) whilst recycling and consolidating the six nouns from last week so that by the end of the unit these can be used to describe what pupils have and do not have in their pencil cases.	To learn the question '¿Qué tienes en tu estuche?' and have the knowledge and skills in Spanish to formulate an answer using the structure 'En mi estuche tengo...' both in spoken (role-play) and written form.	To consolidate the previously learnt language and introduce the possessive adjectives 'mi' and 'mis' in Spanish, thus moving from using the indefinite article/determiner with the classroom object nouns to the possessive adjectives to allow for more personalised responses.	To learn how to use the negative structure 'No tengo…' (I do not have) in Spanish so that pupils will be able to produce in spoken and written form a more detailed description of what they have and do not have in their pencil cases.	To revise all language covered so far and complete assessment for the unit.
Key vocabulary 	un libro = a reading book un cuaderno = an exercise book un lápiz = a pencil un bolígrafo = a pen un sacapuntas = a sharperner un estuche = a pencil case	una calculadora = a calculator una regla = a ruler una barra de pegamento = a glue stick una goma = a rubber una mochila = a pencil case unas tijeras = scissors	¿Qué tienes en tu estuche? = What do you have in your pencil case? En mi estuche…= In my pencil case... Tengo...= I have y = and	Mi = My (singular nouns) Mis = My (plural nouns)	No tengo... = I don't have No tengo bolígrafo = I don't have a pen. No tengo lápiz = I don't have a pencil. No tengo sacapuntas = I don't have a sharpener. No tengo libro = I don't have a book. No tengo cuaderno = I don't have an exercise book. No tengo estuche = I don't have a pencil case. No tengo regla = I don't have a ruler. No tengo goma = I don't have a rubber. No tengo calculadora = I don't have a calculator.	

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					No tengo mochila = I don't have a rucksack. No tengo barra de pegamento = I don't have a glue stick. No tengo tijeras = I don't have any scissors.	
Creative context 						
Substantive knowledge 	Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands.	Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands.	Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands.	Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands.	Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands.	Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands.
Disciplinary knowledge 	Recommended phonics focus: CA CE CI CO CU CA sound in calculadora & cartera. CE sound in cerrad. CI sound in silencio. CU sound in escuchad. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or 'n' and 's' it is normally the	Recommended phonics focus: CA CE CI CO CU CA sound in calculadora & cartera. CE sound in cerrad. CI sound in silencio. CU sound in escuchad. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or	Recommended phonics focus: CA CE CI CO CU CA sound in calculadora & cartera. CE sound in cerrad. CI sound in silencio. CU sound in escuchad. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or 'n'	Recommended phonics focus: CA CE CI CO CU CA sound in calculadora & cartera. CE sound in cerrad. CI sound in silencio. CU sound in escuchad. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or	Recommended phonics focus: CA CE CI CO CU CA sound in calculadora & cartera. CE sound in cerrad. CI sound in silencio. CU sound in escuchad. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or	Recommended phonics focus: CA CE CI CO CU CA sound in calculadora & cartera. CE sound in cerrad. CI sound in silencio. CU sound in escuchad. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or 'n'

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	second to last syllable like ti-je-ras. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué. Therefore used as a question word – not an answer. Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/ determiner. Moving from revisiting tengo… ('I have') to learning the negative option no tengo…('I do not have') in Spanish. Remembering that the subject pronoun 'yo' is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside down exclamation and question mark at the start of a sentence.	'n' and 's' it is normally the second to last syllable like ti-je-ras. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué. Therefore used as a question word – not an answer. Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/ determiner. Moving from revisiting tengo… ('I have') to learning the negative option no tengo…('I do not have') in Spanish. Remembering that the subject pronoun 'yo' is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside down exclamation and	and 's' it is normally the second to last syllable like ti-je-ras. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué. Therefore used as a question word – not an answer. Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/ determiner. Moving from revisiting tengo… ('I have') to learning the negative option no tengo…('I do not have') in Spanish. Remembering that the subject pronoun 'yo' is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside down exclamation and	'n' and 's' it is normally the second to last syllable like ti-je-ras. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué. Therefore used as a question word – not an answer. Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/ determiner. Moving from revisiting tengo… ('I have') to learning the negative option no tengo…('I do not have') in Spanish. Remembering that the subject pronoun 'yo' is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside down exclamation and	'n' and 's' it is normally the second to last syllable like ti-je-ras. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué. Therefore used as a question word – not an answer. Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/ determiner. Moving from revisiting tengo… ('I have') to learning the negative option no tengo…('I do not have') in Spanish. Remembering that the subject pronoun 'yo' is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside down exclamation and	and 's' it is normally the second to last syllable like ti-je-ras. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué. Therefore used as a question word – not an answer. Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/ determiner. Moving from revisiting tengo… ('I have') to learning the negative option no tengo…('I do not have') in Spanish. Remembering that the subject pronoun 'yo' is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside down exclamation and

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		question mark at the start of a sentence.	question mark at the start of a sentence.	question mark at the start of a sentence.	question mark at the start of a sentence.	question mark at the start of a sentence.
Recorded learning 	**Writing task:** Trimmed small sheet stuck in with images of 6 classroom objects to be labelled by chdn.	**Grammar task:** Draw a table with 3 columns in books. Organise 12 items learned so far into 3 categories of determiners.	**Writing task:** Using English sentences on Slide 20, ask children to write English then Spanish translation.	**Reading task:** Copy paragraph from slide 34-35 into books choosing the correct possessive adjective (mi/mis)	**Listening task:** Listen to slide 32. Under heading 'A', write 3 sentences said by audio (tengo… tengo… no tengo…) Then move onto B etc.	END OF UNIT ASSESSMENT trimmed and stuck in books. Self marked and corrected with purple pen.
Future learning 						