

Year 5 Spanish Summer term		Key vocabulary: <ul style="list-style-type: none">• Revision of all previous key vocabulary• Countries• Numbers past 100
<u>National Curriculum Link</u> Pupils should: <ul style="list-style-type: none">• Listen to spoken language and show understanding• Explore patterns of sounds and language through songs and rhymes• Ask and answer questions• Read carefully and show understanding of words• Write some words/phrases from memory• Appreciate stories, songs, poems and rhymes in the language• Broaden vocabulary and develop understanding of new words, including the use of a dictionary• Understand basic grammar appropriate to the language.• Describe people, places and things• Present ideas and information to a range of audiences		
<u>International Baccalaureate Learner Profile Link</u> Communicators <i>How do express and present ourselves to others?</i> <i>How can we communicate with others?</i> Open Minded <i>Taking other ideas and opinions on board</i> <i>Working with others effectively</i> <i>Giving and receiving feedback</i> Inquirers <i>We learn with enthusiasm and sustain our love of learning</i>		
<u>Prior Skills – Y4</u> Children should be able to respond to simple phrases and reply using a scaffolded sentence framework. They should be able to read and write simple phrases linked to sorting activities and be able to answer questions about them. They should be able to identify the feminine and masculine nouns related to the key vocabulary and be able to use plurals for nouns. They should be able to take part in role play activities around ‘the café’ showing an ability to communicate effectively using scaffolded phrases. Children should be able to write, from memory, a simple statement about themselves and their opinions.	<u>New learning – Y5</u> Children should be able to respond to a more complex phrase and reply with a scaffolded response. They should be able to read and respond to these more complex phrases. They should be able to respond to a more complex phrase and with an appropriate response using the key vocabulary. They should be able to read those more complex phrases and respond with a written reply with the correct use of nouns, verbs and adjectives in the correct order. They should be able to answer questions about countries, presenting information accurately. They should be able to use a bilingual dictionary to explore un familiar vocabulary. They should be able to follow a more complex story (Funny Bones), gaining an	<u>Future learning - Y6</u> Children should be able to respond to a more complex phrase and reply with a scaffolded response. They should be able to read and respond to these more complex phrases. They should be able to respond to a more complex phrase and with an appropriate response using the key vocabulary. They should be able to read those more complex phrases and respond with a written reply with the correct use of nouns, verbs and adjectives in the correct order. They should be able to answer questions about countries, presenting information accurately. They should be able to use a bilingual dictionary to explore un familiar vocabulary. They should be able to follow a

	understanding of unfamiliar words through inference.	more complex story (Big dog, small dog) gaining an understanding of unfamiliar words through inference.
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