

# ACET MFL KS2

## Scheme of Work for Spanish

**Year 5 Autumn Term: Telling the time, breakfast foods, food at school, opinions on food, using a Spanish-English dictionary, expressions of frequency**



### About this unit:

Pupils reinforce their knowledge of **numbers 1 to 60**, they learn to **tell the time** in Spanish and use this to say what time they eat **breakfast**. They describe what they have to **eat for breakfast** and give their **opinions on food**. They describe what they eat for **lunch at school**. They learn how to use a **Spanish-English dictionary** to find the meaning of unknown words. They learn how to use **expressions of frequency**. They extend their knowledge of how Christmas is celebrated in Spanish-speaking countries.

### Unit structure

1. Numbers 1-60
2. Telling the time
3. Breakfast foods
4. Opinions
5. Food at school
6. Expressions of frequency
7. Christmas in Spanish-speaking countries

### MFL KS2 National Curriculum:

- Listen attentively to spoken language and how understanding by joining in and responding
- Explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and seek those of others
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Read carefully and show understanding of words, phrases and simple writing
- Present ideas and information orally
- Broaden their vocabulary and develop their ability to understand new words, including through using a dictionary

- Understand basic grammar appropriate to the language being studied, including: feminine, masculine forms and 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.

### Half Term 1: Telling the time, breakfast foods, opinions

Links to previous learning	Substantive Knowledge	Language skills	Assessment criteria	Curricular links
In Year 4, pupils learned to count to 31. They will now use this knowledge in the context of telling the time and to apply patterns to numbers 32-60. In Year 4, pupils learned that Spanish nouns have a gender.	<p><b>Substantive knowledge:</b> (What students should know.)</p> <ul style="list-style-type: none"> <li>• Key phonemes <b>h, z, ll, ce, ci, gu</b></li> <li>• How to count to 60 in Spanish.</li> <li>• How to tell the time in Spanish.</li> <li>• How to name typical breakfast foods and use these with the verbs <b>comer</b> and <b>beber</b> to say what they have for breakfast.</li> <li>• How to give opinions on food.</li> </ul> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know that nouns in other languages can have a gender</li> <li>• Know that conventions regarding telling the time can be different in different languages</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and responding</li> <li>• Engaging in conversations by asking and answering questions</li> <li>• Applying phonics rules to develop accurate pronunciation</li> <li>• Speaking in sentences</li> <li>• Reading to show understanding of words and phrases.</li> <li>• Understanding basic grammar (present tense of key verbs, gender of nouns)</li> </ul> <p><b>Key concepts:</b></p> <p>Numeracy - telling the time. Present tense of key verbs. Gender of nouns.</p>	<ul style="list-style-type: none"> <li>- respond confidently to simple questions (L)</li> <li>- show understanding of single words and short phrases (L)</li> <li>- describe using short sentences (S)</li> <li>- ask and answer simple questions (S)</li> <li>- match up single words with picture or English equivalent (R)</li> <li>- understand sentences and short texts (R)</li> <li>- adapt a model sentence to give details (W)</li> </ul>	<p>Horizontal:</p> <p>Vertical:</p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
See ACET Spanish Year 5 Autumn 1 lesson powerpoints.		ACET Spanish Year 5 Autumn 1 SoW lesson powerpoints ACET Spanish Year 5 work book	<a href="http://www.lightbulblanguages.co.uk">www.lightbulblanguages.co.uk</a> Telling the time	

## Half Term 2: Food at school, opinions, dictionary skills, expressions of frequency, Christmas in Spanish-speaking countries

Links to previous learning	Knowledge and second order concepts	Language skills	Assessment criteria	Curricular links:
In Year 4, pupils learned that Spanish nouns are either masculine or feminine. In the previous half term, pupils learned how to give opinions on food. They learned how to use the verbs <i>beber</i> and <i>comer</i> to talk and write about what they eat for breakfast.	<p><b>Substantive knowledge:</b> (What students should know.)</p> <ul style="list-style-type: none"> <li>Reinforcement of key phonemes <b>gu, que</b></li> <li>How to name typical lunch foods</li> <li>How to give opinions on food</li> <li>How to use expressions of frequency</li> <li>How Christmas is celebrated in Spanish-speaking countries</li> </ul> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>Know that nouns in other languages can have a gender</li> </ul>	<ul style="list-style-type: none"> <li>Listening and responding</li> <li>Engaging in conversations by asking and answering questions</li> <li>Applying phonics rules to develop accurate pronunciation</li> <li>Speaking in sentences</li> <li>Applying basic grammar rules (gender of nouns, adjectival agreement, present tense of key verbs <i>comer</i> and <i>beber</i>)</li> <li>Appreciating a story and song in the target language</li> <li>Using a Spanish-English dictionary</li> </ul> <p><b>Key concepts:</b></p> <p>Present tense of the verbs <i>beber/comer</i>. Intercultural understanding. Gender of nouns. Using a Spanish-English dictionary.</p>	<ul style="list-style-type: none"> <li>respond confidently to simple questions (L)</li> <li>show understanding of single words and short phrases (L)</li> <li>describe using short sentences (S)</li> <li>ask and answer simple questions (S)</li> <li>match up single words with picture or English equivalent (R)</li> <li>understand sentences and short texts (R)</li> <li>adapt a model sentence to give details (W)</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
See ACET Spanish Year 5 Autumn 2 lesson powerpoints		ACET Spanish Year 5 Autumn 2 SoW lesson powerpoints ACET Spanish Year 5 work book	<a href="http://www.lightbulblanguages.co.uk">www.lightbulblanguages.co.uk</a> <a href="http://www.euroclub-schools.org">www.euroclub-schools.org</a> for Christmas resources	