



Subject- Languages



Threshold Concepts and Milestones

| Threshold Concept | Year 5 | Content | | | | | | |
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| <p>Read fluently This concept involves recognising key vocabulary and phrases.</p> | <ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. | <p>Here is the Spanish overview with a list of content (vocabulary and structures), skills and main task types and ways of working - follow the term links to get to the lesson resources.</p> <table border="1"> <thead> <tr> <th><u>Autumn Term</u></th> <th><u>Spring Term</u></th> <th><u>Summer Term</u></th> </tr> </thead> <tbody> <tr> <td> <p>This unit starts with simple calculations based on the five times table, and leads into learning how to ask for and give the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.</p> </td> <td> <p>This unit focuses on sports and opinions. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports,</p> </td> <td> <p>In this term, learners use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion 'gustar' (to like) & 'encantar' (to love) and the fact that the adjectives used to describe things must match the number & gender of the thing they describe. They use the language they have learnt to create short raps or songs about food, sports</p> </td> </tr> </tbody> </table> | <u>Autumn Term</u> | <u>Spring Term</u> | <u>Summer Term</u> | <p>This unit starts with simple calculations based on the five times table, and leads into learning how to ask for and give the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.</p> | <p>This unit focuses on sports and opinions. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports,</p> | <p>In this term, learners use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion 'gustar' (to like) & 'encantar' (to love) and the fact that the adjectives used to describe things must match the number & gender of the thing they describe. They use the language they have learnt to create short raps or songs about food, sports</p> |
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| <p>Write imaginatively This concept involves using key vocabulary and phrases to write ideas.</p> | <ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. | | | | | | | |

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| | <ul style="list-style-type: none"> • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Use dictionaries or glossaries to check words. • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. | | <p>using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.</p> | <p>or music. As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p> |
| <p>Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.</p> | <ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. • Take part in conversations to seek and give information. | | | |

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| <p>Understand the culture of the countries in which the language is spoken</p> <p>This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.</p> | <ul style="list-style-type: none">• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. | |