

Autumn 1

The date (I)

Y: Autumn 1

Topic title: Phonetics 1-3

La fecha - The date (I)

Enquiry question: ¿Qué fecha es hoy? = What is the date today? Hoy es... = Today it is...

Prior learning:

Clothes

Future learning:

Do you have a pet?

Knowledge:

By the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.

In this unit pupils will learn how to:

- Remember, recall and spell the 7 days of the week.
- Remember, recall and spell the 12 months of the year.
- Remember, recall and spell numbers 1-31.
- Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.
- Use their knowledge of the months of the year and numbers 1-31 in order to say when their birthday is.

Skills:

Listening:

Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Speaking:

Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading:

Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

Writing:

Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

Grammar:

Critical Content Statements:

La fecha

go

sound in:

- domingo
- agosto



co

sound in:

- miércoles
- cinco

accents

Accents indicate the vowel is stressed. As seen in the words sábado and miércoles.

ñ tilde

This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word cumpleaños.

phonics

The 7 days of the week in Spanish.

lunes martes miércoles jueves
viernes sábado domingo

The 12 months of the year in Spanish.



Numbers 21-31 in Spanish.

21-22-23-24-25-26-27-28-29-30-31

Key questions and phrases with the date:

¿Qué fecha es hoy?

What is the date today?

¿Cuándo es tu cumpleaños?

When is your birthday?

vocabulary

Days of the week and months of the year do not have capital letters unless they are at the start of a sentence in Spanish.

Hoy es lunes
ocho de julio.

Today it is Monday eighth July.

No capital letter in the phrase above for the day of the week 'Monday' or the month 'July' in Spanish.

grammar

Common Misconceptions Pupils May Have:

- 1) Pupils may write the days of the week with a capital letter
- 2) Pupils may write months of the year with a capital letter

Unlike in English, the days of the week in Spanish are not written with a capital letter. The only time they can be seen written with a capital letter is if they are at the start of a sentence.

Unlike in English, the months of the year in Spanish are not written with a capital letter. The only time they can be seen written with a capital letter is if they are at the start of a sentence.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Phonetics 1-3 - recap</p> <ul style="list-style-type: none"> To introduce the set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are: CH J Ñ LL RR (Phonetics 1) CA CE CI CO CU (Phonetics 2) GA GE GI GO GU (Phonetics 3) <p>Pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish.</p>	<p>Lesson 2</p> <ul style="list-style-type: none"> To recognise, recall and spell the seven days of the week in Spanish. 	<p>Lesson 3</p> <ul style="list-style-type: none"> To recognise, recall and spell the twelve months of the year in Spanish. 	<p>Lesson 4</p> <ul style="list-style-type: none"> To consolidate numbers 1-20 and to introduce numbers 21-31 in Spanish <p>Pupils will gain enough knowledge of numbers to say the date in Spanish by the end of the unit.</p>	<p>Lesson 5</p> <ul style="list-style-type: none"> To consolidate all language taught so far in the unit in order to be able to say the date in Spanish. 	<p>Lesson 6</p> <ul style="list-style-type: none"> To learn how to ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish 	<p>Lesson 7</p> <ul style="list-style-type: none"> To consolidate all knowledge from the unit and complete the end of unit assessment.
<p>Key Language:</p>	<p>Key Language: Los días de la semana = The days of the week lunes* = Monday martes* = Tuesday miércoles* = Wednesday jueves* = Thursday viernes* = Friday sábado* = Saturday domingo* = Sunday ¿Qué día es hoy? = What day is it</p>	<p>Key Language: Los meses = The months enero* = January febrero* = February marzo* = March abril* = April mayo* = May junio* = June julio* = July agosto* = August septiembre* = September octubre* = October</p>	<p>Key Language: uno = one dos = two tres = three cuatro = four cinco = five seis = six siete = seven ocho = eight nueve = nine diez = ten once = eleven doce = twelve trece = thirteen catorce = fourteen quince = fifteen dieciséis =</p>	<p>Key Language: ¿Qué fecha es hoy? = What is the date today? Hoy es... = Today it is...</p>	<p>Key Language: ¿Cuándo es tu cumpleaños? = When is your birthday? Mi cumpleaños es el... = My birthday is the...</p>	

	<p>today? Hoy es... = Today it is... ¿Cuál es tu día favorito? = Which is your favourite day of the week? Mi día favorito es el... = My favourite day of the week is...</p>	<p>noviembre* = November diciembre* = December</p>	<p>sixteen diecisiete = seventeen dieciocho = eighteen diecinueve = nineteen veinte = twenty</p> <p><u>New Language</u> veintiuno = twenty one veintidós = twenty two veintitrés = twenty three veinticuatro = twenty four veinticinco = twenty five veintiséis = twenty six veintisiete = twenty seven veintiocho = twenty eight veintinueve = twenty nine treinta = thirty treinta y uno = thirty one</p>			
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Unit Glossary

Spanish	English
la fecha	the date
los días de la semana	the days of the week
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
¿Qué fecha es hoy?	What is the date today?
Hoy es ...	Today is...
 enero	January
 febrero	February
 marzo	March
 abril	April
 mayo	May
 junio	June
 julio	July

Spanish	English
 agosto	August
 septiembre	September
 octubre	October
 noviembre	November
 diciembre	December
1 uno	one
2 dos	two
3 tres	three
4 cuatro	four
5 cinco	five
6 seis	six
7 siete	seven
8 ocho	eight
9 nueve	nine
10 diez	ten
11 once	eleven
12 doce	twelve
13 trece	thirteen

Spanish	English
14 catorce	fourteen
15 quince	fifteen
16 dieciséis	sixteen
17 diecisiete	seventeen
18 dieciocho	eighteen
19 diecinueve	nineteen
20 veinte	twenty
21 veintiuno	twenty-one
22 veintidós	twenty-two
23 veintitrés	twenty-three
24 veinticuatro	twenty-four
25 veinticinco	twenty-five
26 veintiséis	twenty-six
27 veintisiete	twenty-seven
28 veintiocho	twenty-eight
29 veintinueve	twenty-nine
30 treinta	thirty
31 treinta y uno	thirty-one

Autumn 2

Do you have a pet? (I)

Y: Year 6 Autumn 2

Topic title: Do you have a pet? (I)

Enquiry question: What is your pet called?

Prior learning:

The date (I)

Future learning:

Clothes

Knowledge:

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.

In this unit pupils will learn how to:

- Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish.
- Tell somebody in Spanish if they have or do not have a pet.
- Ask somebody else in Spanish if they have a pet.
- Tell somebody in Spanish the name of their pet.
- Attempt to create a longer phrase using the conjunctions y (“and”) or pero (“but”).

Skills:

Listening:

Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Speaking:

Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading:

Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

		<p>Writing:</p> <p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p> <p>Grammar</p> <ul style="list-style-type: none"> • the article/determiner indicates the gender of the noun – whether it is masculine or feminine. These indefinite articles always go BEFORE the noun. • UN (a/an) - MASCULINE INDEFINITE ARTICLE • UNA (a/an) - FEMININE INDEFINITE ARTICLE
<p>Critical Content Statements:</p>		<p>Common Misconceptions Pupils May Have:</p> <ul style="list-style-type: none"> • To say 'not' in Spanish you place the word no before the conjugated verb – NO TENGO ... + the animal FOR EXAMPLE : No tengo una tortuga. (No have a tortoise.) <p>Pupils might use direct translation from English.</p>

¿Tienes una mascota?

phonics

sound in:

ga

• gato



• tortuga



stress placement

Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like co-to-rra, tor-tu-ga and pe-rro.

accents

Accents indicate the vowel is stressed. As seen in the word rat-ón.

vocabulary

8 common pets & their determiners.



Key questions:



¿Tienes una mascota?

Do you have a pet?

A wider range of conjunctions:

pero

but

grammar

To understand the role of gender in the choice of determiners.

un

una

Singular determiner 'a' for masculine nouns

Singular determiner 'a' for feminine nouns

1st person conjugation of high frequency verbs.

tengo

I have









How to use the negative form in Spanish.

no tengo

I do not have...

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> To introduce the unit and the aim of the lesson: to learn the 8 different pets in Spanish with their corresponding indefinite articles/determiners. 	<p>Lesson 2</p> <ul style="list-style-type: none"> To introduce the 1st person verb conjugation Tengo (I have) so that pupils can express which pets they have in Spanish. To learn the conjunction y (and) to expand their descriptions. 	<p>Lesson 3</p> <ul style="list-style-type: none"> To introduce the structure que se llama (that is called) so that pupils can expand their descriptions of the pets by introducing their names. 	<p>Lesson 4</p> <ul style="list-style-type: none"> To introduce the negative structure No tengo... (I do not have...) so that pupils can express which pet(s) they do not have in Spanish, alongside which pet(s) they do have. 	<p>Lesson 5</p> <ul style="list-style-type: none"> To introduce the conjunction pero (but) so that pupils can combine both positive and negative sentence forms expressing which pets they have and do not have in Spanish. 	<p>Lesson 6</p> <ul style="list-style-type: none"> To consolidate all knowledge from the unit and complete the end of unit assessment.
<p>Key Language:</p> <p>¿Tienes una mascota? = Do you have a pet?</p> <p>un = a/an (masculine form)</p> <p>una = a/an (feminine form)</p> <p>un perro = a dog</p> <p>un gato = a cat</p> <p>un conejo = a rabbit</p> <p>un ratón = a mouse</p> <p>un hámster = a hamster</p> <p>un pez = a fish</p> <p>una cotorra = a parrot</p> <p>una tortuga = a tortoise</p>	<p>Key Language:</p> <p>Tengo = I have</p> <p>y = and</p>	<p>Key Language:</p> <p>que se llama = that is called</p>	<p>Key Language:</p> <p>No tengo = I do not have</p>	<p>Key Language:</p> <p>pero = but</p>	

Unit Glossary

Spanish	English
 un perro	a dog
 un gato	a cat
 un conejo	a rabbit
 un hámster	a hamster
 un pez	a fish
 un ratón	a mouse
 una cotorra	a parrot / parakeet
 una tortuga	a tortoise

Spanish	English
Tengo...	I have...
No tengo...	I do not have...
Tengo un...	I have a... (masculine)
Tengo una...	I have a... (feminine)
que se llama...	that is called...
y	and
pero	but

Activate Windows

Spring 1

Clothes (I)

Y: Year 6 Spring 1

Topic title: La ropa - Clothes (I)

Enquiry question: yo llevo (I wear)

Prior learning:

Do you have a pet? (I)

Future learning:

At school (P)

Knowledge:

By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in Spanish.

By the end of the unit pupils will be expected to recognise, recall and spell longer lists of nouns with the correct indefinite article/determiner. Along with the first-person conjugation of the regular -AR verb llevar (to wear) and a revision of possessive adjectives and adjectival agreement, pupils will be encouraged to make longer and more interesting sentences as they describe what they are wearing and/or packing in a suitcase for a holiday.

In this unit pupils will learn how to:

- Repeat and recognise the vocabulary for a variety of clothes in Spanish.
- Use the appropriate genders and articles for these clothes.
- Use the verb LLEVAR in Spanish with increasing confidence.
- Say what they wear in different weather/situations.

Skills:

Listening:

Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Speaking:

Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading:

Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

Writing:

- Describe clothes in terms of their colour and apply adjectival agreement.
- Use the possessives with increased accuracy.

Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.


Grammar:



Verbs, possessive adjectives, gender, definite/indefinite articles & adjectival agreement. The possessive adjectives for the word 'my' in Spanish and gender of nouns will be revisited before the whole verb conjugation of the regular 'ar' verb LLEVAR is introduced. Adjectival agreement is also revisited and extended using colours.


Critical Content Statements:

La ropa

phonics

sound in:
ga • gafas 

sound in:
go • gorra 
 • abrigo 

sound in:
gu • guantes 

stress placement
 Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like guan-tes, a-bri-go and blu-sa.

accents
 Accents indicate the vowel is stressed. As seen in the verb lle-váis.

vocabulary

21 items of clothing and their determiners.



A new verb



llevar to wear **llevo** I wear

The words for the possessive adjective 'my' in Spanish.

mi **mis**



grammar

To understand the role of plurality in the choice of possessives.

mi falda  **mis faldas** 

Singular possessive adjective *plural possessive adjective*

To understand adjectival agreement.

Mi suéter rojo.  **Mi falda roja.** 

Spelling of the colour (adjective) 'red' changes in Spanish depending on the gender of the noun.

1st person conjugation of high-frequency verbs.

llevo I wear



Common Misconceptions Pupils May Have:

Incorrect use of possessive adjectives
 (The two different possessive adjectives in Spanish are: mi (used with all singular nouns) and mis (used with all plural nouns))

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> To introduce the aim of the unit La ropa and to learn eleven new nouns and articles for items of clothing. 	<p>Lesson 2</p> <ul style="list-style-type: none"> To continue with introduction of the next ten items of clothing. 	<p>Lesson 3</p> <ul style="list-style-type: none"> To consolidate all the vocabulary for clothing and introduce the verb structure 'I wear' - llevo. 	<p>Lesson 4</p> <ul style="list-style-type: none"> To describe clothes 	<p>Lesson 5</p> <ul style="list-style-type: none"> To learn the possessive adjective 'my' 	<p>Lesson 6</p> <ul style="list-style-type: none"> To revise all language covered so far and complete assessment for the unit.
<p>Key Language:</p> <p>un traje de baño = swim wear un suéter = a jumper un vestido = a dress un abrigo = a coat una camiseta = a t-shirt una blusa = a blouse una corbata = a tie una bufanda = a scarf una falda = a skirt una chaqueta = a jacket una camisa = a shirt una gorra = a cap</p>	<p>Key Language:</p> <p>unos pantalones = a pair of trousers * unos pantalones cortos = a pair of shorts * unos guantes = a pair of gloves * unos zapatos = a pair of shoes * unos calcetines = a pair of socks * unas medias = a pair of tights * unas botas = a pair of boots * unas sandalias = a pair of sandals * unas gafas = a pair of glasses/sunglasses *</p> <p>* The articles 'unos' and 'unas' actually translate to 'some' but that would be poor English hence our use of 'a pair of...' instead.</p>	<p>Key Language:</p> <p>Clothes from Lesson 1 and 2</p> <p>Llevo = I wear</p> <p>E.g. Llevo una chaqueta Llevo unos pantalones Llevo una camiseta Llevo una vestido</p>	<p>Key Language:</p> <p>Clothes + colours</p> <p>In this lesson the children will revise again the core vocabulary for clothes and then explore adjectival agreement using colours to describe the clothes they were introduced to in lesson one and two</p> <p>They will revise the gender of the nouns first (whether they are masculine 'un' nouns or feminine 'una' nouns) as this will impact what happens to the adjective (colour). The lesson will progress and explain better how word order changes when you add adjectives in Spanish and why colours can change spelling depending on whether they are</p>	<p>Key Language:</p> <p>In this lesson we show the children that there is one word for 'my' in English but there are two words in Spanish. They are: mi = to be used with all singular nouns mis = to be used with all plural nouns</p> <p>En mi maleta voy a poner... = In my suitcase I am going to put... mi traje de baño = my swim wear mi suéter = my jumper mi camiseta = my t-shirt mi abrigo = my coat mi blusa = my blouse mi bufanda = my scarf mi vestido = my dress mi corbata = my tie mi falda = my skirt mi chaqueta = my jacket mi camisa = my shirt mi gorra = my cap</p>	

			<p>describing a masculine or feminine noun and whether it is a single or plural noun.</p> <p>E.g. Llevo una camisa blanca, una corbata azul y gris, unos pantalones negros y un suéter azul. I wear a white shirt, a blue and grey tie, a pair of black trousers and a blue jumper.</p>	<p>mis pantalones = my trousers mis pantalones cortos = my shorts mis medias = my tights mis guantes = my gloves mis botas = my boots mis zapatos = my shoes mis calcetines = my socks mis sandalias = my sandals mis gafas = my glasses/sunglasses</p>	
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Unit Glossary

Spanish	English
la ropa	the clothes
 unos pantalones	a pair of trousers
 un traje de baño	a swimming costume
 un suéter	a jumper
 una camiseta	a tee shirt
 un abrigo	a coat
 un vestido	a dress
 una blusa	a blouse
 una corbata	a tie
 una bufanda	a scarf
 una falda	a skirt
 una chaqueta	a jacket

Spanish	English
 una camisa	a shirt
 una gorra	a cap
 unos guantes	a pair of gloves
 unas botas	a pair of boots
 unas medias	a pair of socks / tights
 unas sandalias	a pair of sandals
 unas gafas	a pair of glasses
 unos pantalones cortos	a pair of shorts
 unos zapatos	a pair of shoes
 unos calcetines	a pair of socks

Spring 2
At school (P)

Y: Year 6 Spring Two

Topic title: ¿ En el colegio - At School (P)

Enquiry question: ¿Qué te gusta ? = What do you like?

Prior learning:

Clothes (I)

Future learning:

At the weekend (P)

Knowledge:

In this unit pupils will learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. They will also learn how to conjugate the verb “to study”, an introduction to time and an expansion of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.

In this unit pupils will learn how to:

- Repeat and recognise the vocabulary for school subjects.
- Say what subjects they like and dislike at school.
- Say why they like/ dislike certain school subjects.

Skills:

Listening:

Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Speaking:

Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading:

Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

Writing:

Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A

- Tell the time (on the hour) in Spanish.
- Say what time they study certain subjects at school.

presentation or description of a typical school day including subjects, time and opinions.

Grammar:

Nouns, gender, definite articles & high frequency irregular verb ir. Revision of definite article el, la, los and las. Full verb conjugation of the verb IR, high frequency irregular verb. Learning how to also use opinions and justifications. Remembering that the subject pronoun 'yo' is often omitted in Spanish. Seeing that punctuation can be different with the upside-down exclamation and question mark at the start of a sentence

Critical Content Statements:

Common Misconceptions Pupils May Have:

In English, we say 'at ___ o'clock' and in Spanish 'it is ___ o'clock' – pupils might use direct translation from English

En el colegio

phonics

sound in:
b • aburrido

sound in:
qu • porque

accents Accents indicate the vowel is stressed. As seen in the words inglés and fácil.

ñ tilde This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word español.

stress placement Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like in-te-re-san-te, di-ver-ti-do.

vocabulary

The nouns and determiners for 10 subjects.

The 7 days of the week in Spanish.

Mon Tues Wed Thurs Fri Sat Sun

Estudio español a las nueve.

Language to describe what subjects I like/do not like and why.

Me encanta el español porque es divertido.

I like Spanish because it is fun.

grammar

To fully understand the role of gender and plurality in the choice of determiners.

el español Singular determiner 'the' for masculine nouns.

la música Singular determiner 'the' for feminine nouns.

las ciencias Plural determiner 'the' for feminine plural nouns.

The 1st person conjugation of the verb 'estudiar' (to study).











Estudio español. I study Spanish.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6

<ul style="list-style-type: none"> To introduce the aim of the unit En el colegio and to introduce the vocabulary for school subjects. 	<ul style="list-style-type: none"> To consolidate the vocabulary for school subjects and to extend this knowledge by introducing an opinion, forming a short phrase. 	<ul style="list-style-type: none"> To revise numbers 1-12 and learn how to tell the time (by the hour) in Spanish. 	<ul style="list-style-type: none"> To consolidate all the language covered so far by learning how to say at what time and on what day you study a particular subject 	<ul style="list-style-type: none"> To consolidate all the language covered in the unit by preparing a PowerPoint presentation including school subjects, opinions and time. 	<ul style="list-style-type: none"> To revise all language covered so far and complete assessment for the unit.
<p>Key Language:</p> <p>Las asignaturas = School subjects La informática = ICT La historia = History La música = Music La geografía = Geography La educación física = P.E. El inglés = English El español = Spanish El arte = Art Las matemáticas = Maths Las ciencias = Science</p>	<p>Key Language:</p> <p>¿Qué te gusta ? = What do you like? ¿ Te gusta...? / ¿Te gustan...? * = Do you like...? Me gusta... / Me gustan... * = I like... Me encanta... / Me encantan... * = I love... No me gusta... / No me gustan... * = I do not like... Odio = I hate... Sí, me gusta... / Sí, me gustan... ** = Yes, I like... Sí, me encanta... / Sí, me encantan... ** = Yes, I love... No, no me gusta... / No, no me gustan... ** = No, I do not like... No, odio ** = No, I hate... Y = And Pero = But</p>	<p>Key Language:</p> <p>¿Qué hora es? = what time is it? Es la una = it is one o'clock Son las dos = it is two o'clock Son las tres = it is three o'clock Son las cuatro = it is four o'clock Son las cinco = it is five o'clock Son las seis = it is six o'clock Son las siete = it is seven o'clock Son las ocho = it is eight o'clock Son las nueve = it is nine o'clock Son las diez = it is ten o'clock Son las once = it is eleven o'clock Son las doce = it is twelve o'clock</p>	<p>Key Language:</p> <p>Language introduced in Lesson 1-3</p>	<p>Key Language:</p> <p>Language introduced in Lesson 1-3</p>	<p>'I can do...' grids for completion by each pupil.</p>

		Es medianoche = it is midnight Es mediodía = it is midday			
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Unit Glossary

Spanish	English
en el colegio	at school
 el español	Spanish
 el inglés	English
 el arte	art
 la educación física	P.E
 la música	music
 la geografía	geography
 la historia	history
 las matemáticas	maths
 las ciencias	science
 la informática	ICT
¿Qué te gusta?	What do you like?
¿Te gusta...?	Do you like...? (singular)
¿Te gustan...?	Do you like...? (plural)
Me gusta...	I like... (singular)
Me gustan...	I like... (plural)
Me encanta...	I love... (singular)
Me encantan...	I love... (plural)

Spanish	English
No me gusta...	I do not like... (singular)
No me gustan...	I do not like... (plural)
Odio...	I hate...
Sí, me gusta...	Yes, I like... (singular)
Sí, me gustan...	Yes, I like... (plural)
Sí, me encanta...	Yes, I love... (singular)
Sí, me encantan...	Yes, I love... (plural)
No, no me gusta...	No, I do not like... (singular)
No, no me gustan...	No, I do not like... (plural)
No, odio...	No, I hate...
aburrido	boring
difícil	difficult
útil	useful
interesante	interesting
divertido	fun
fácil	easy
inútil	pointless
porque	because

Spanish	English
es	it is
porque es...	because it is...
porque son...	because they are...
y	and
pero	but
sin embargo	however
¡Hola!	Hello!
¡Hasta luego!	See you soon!

Summer 1

The weekend (P)

Y: Year 6 Summer 1

Topic title: El fin de semana - The Weekend (P)

Enquiry question: ¿Qué haces los fines de semana? - What do you do at the weekend?

Prior learning:

At school (P)

Future learning:

Me in the world (P)

Knowledge:

In this unit pupils will learn 10 phrases for activities they may do at the weekend in the foreign language. They will also be presented with further extension on telling the time and opinions/justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.

In this unit pupils will learn how to:

- Ask what the time is in Spanish.
- Tell the time accurately in Spanish.
- Learn how to say what they do at the weekend in Spanish.
- Learn to integrate conjunctions into their work.
- Present an account of what they do and at what time at the weekend.

Skills:

Listening:

Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.

Speaking:

Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.

Reading:

Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.

Writing:

Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show

solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.

Grammar

Revision & consolidation of of first person singular high frequency verbs such as voy and juego. Also being introduced to new verbs such as veo and leo and remembering that the subject/personal pronoun is not required. New conjunctions and opinions for joining two phrases together and opinions. Remembering punctuation is different in Spanish as they use upside-down question and exclamation marks (¡¿) at the start of sentences

Critical Content Statements:

El fin de semana

- b** sound in:
 - aburrido
- v** sound in:
 - veo
 - diyertido

phonics

accents Accents indicate the vowel is stressed. As seen in the word increíble.

stress placement Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable Like di-ver-ti-do.

silent letters 'H' is always silent in Spanish as in the word horrible (unless it is a word of foreign origin). It is pronounced 'orrible'.

Telling the time around the clock in Spanish.



Son las dos menos veinte.

10 activities we may do at the weekend



Extended phrases including an activity, a time and opinion.

El fin de semana veo la tele a las diez y cuarto. ¡Es genial!

At the weekend I watch TV at quarter past ten. It's great!

vocabulary

To make sentences longer, more complex and interesting with opinions.

El fin de semana veo la tele a las diez y cuarto y a las once y media voy a la piscina. ¡Es genial!

At the weekend I watch TV at quarter past ten and at half past eleven I go to the swimming pool. It's great!

To use a wider range of conjunctions:

después también más tardes

after also later

The 1st person conjugation of a wider range of verbs.

escucho leo veo

I listen I read I watch

grammar

Common Misconceptions Pupils May Have:

- Using personal pronouns before the verb hoy (I study)

hoy estudio el inglés a... ('I study English at....')

¿qué hora es? – What time is it?

¿Qué haces los fines de semana? - What do you do at the weekend?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> To introduce the aim of the unit El fin de semana and consolidate with more sophisticated language for telling the time accurately 	<p>Lesson 2</p> <ul style="list-style-type: none"> To consolidate the vocabulary for time and introduce the new phrases for the activities the children could do at the weekend. 	<p>Lesson 3</p> <ul style="list-style-type: none"> To consolidate the new language for weekend activities with a variety of reading and listening work. 	<p>Lesson 4</p> <ul style="list-style-type: none"> To consolidate language for weekend activities allowing the children an opportunity to integrate a time into the new phrases and learn how to use connectives. 	<p>Lesson 5</p> <ul style="list-style-type: none"> To consolidate all the language covered so far and introduce three positive and three negative opinion phrases. 	<p>Lesson 6</p> <ul style="list-style-type: none"> To revise all language covered so far and complete assessment for the unit
<p>Key Language:</p> <p>Y cuarto = quarter past Y media = half past Menos cuarto = quarter to</p>	<p>Key Language:</p> <p>Me levanto = I get up Desayuno = I have my breakfast Veo la tele = I watch television Leo = I read Escucho música = I listen to music Juego a videojuegos = I play computer games Juego al fútbol = I play football Voy a la piscina = I go to the swimming pool Voy al cine = I go to the cinema Voy a dormir = I go to sleep</p>	<p>Key Language:</p> <p>The language introduced last week</p>	<p>Key Language:</p> <p>In this lesson the children will be shown gradually how to integrate time into their new vocabulary, allowing them to say at what time they do a particular activity.</p>	<p>Key Language:</p> <p>¡Es increíble! = It's amazing / incredible! ¡Es genial! = It's great! ¡Es divertido! = It's fun! ¡Es agotador! = It's tiring / exhausting! ¡Es aburrido! = It's boring! ¡Es horrible! = It's horrible / awful!</p>	

Unit Glossary

Spanish	English
el fin de semana	the weekend
¿Qué haces los fines de semana?	What do you do at the weekend?
 Me levanto.	I get up.
 Desayuno.	I eat breakfast.
 Veo la tele.	I watch television.
 Leo.	I read.
 Escucho música.	I listen to music.
 Juego a videojuegos.	I play videogames.
 Juego al fútbol.	I play football.
 Voy a la piscina.	I go to the swimming pool.
 Voy al cine.	I go to the cinema.
 Voy a dormir.	I go to sleep.
y	and
después	after
también	also
más tarde	later on

Spanish	English
finalmente	finally
porque	because
¡Es increíble!	It's amazing / incredible!
¡Es genial!	It's great!
¡Es divertido!	It's fun!
¡Es agotador!	It's tiring / exhausting!
¡Es aburrido!	It's boring!
¡Es horrible!	It's horrible / awful!
¿Qué hora es?	What time is it?
Es la una.	It is one o'clock.
Son las dos.	It is two o'clock.
Son las tres.	It is three o'clock.
Son las cuatro.	It is four o'clock.
Son las cinco.	It is five o'clock.
Son las seis.	It is six o'clock.
Son las siete.	It is seven o'clock.

Spanish	English
Son las ocho.	It is eight o'clock.
Son las nueve.	It is nine o'clock.
Son las diez.	It is ten o'clock.
Son las once.	It is eleven o'clock.
Son las doce.	It is twelve o'clock.
Es mediodía.	It is midday.
Es medianoche.	It is midnight.
y cuarto	quarter past
y media	half past
menos cuarto	quarter to

Summer 2

Me in the world (P)

Y: Year 6 Summer 2

Topic title: Yo en el mundo - Me in the World (P)

Enquiry question: What are you going to do to help save the planet?

Prior learning:

At the weekend (P)

Knowledge:

In this unit pupils will learn about other countries around the globe that speak the foreign language they are studying. They will also learn about the currencies, flags, cultural traditions and celebrations of those countries. This is a great unit, bringing together all the language covered in the various teaching types.

In this unit pupils will learn:

- About the many countries in the world that speak Spanish.
- About different festivals (religious and non-religious) around the world.
- That we are different and yet all the same.
- That we can all help to protect our planet.

Skills:

Listening

Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Speaking

Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading

Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language

Writing

Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age

Grammar

Verbs & near future tense. Revisiting the 1st person conjugation of the verb ir (to go) voy with the infinitive utilizar (to use) for the near future.

Critical Content Statements:

Yo en el mundo

phonics

b sound in:
• hablo

v sound in:
• Navídad

z sound in:
• utilizar

accents Accents indicate the vowel is stressed. As seen in the words día and inglés.

ñ tilde This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word español.

silent letters 'H' is always silent in Spanish as seen in the word verb hablo. It is pronounced ablo.

vocabulary

The vocabulary required for personal details:



Me llamo Carmen.
Tengo trece años.
Vivo en Ciudad de México en México.
Hablo español.

I am called Carmen. I am thirteen years old. I live in Mexico City in Mexico. I speak Spanish.

More challenging and authentic language connected to celebrations, religions and the the protection of our planet to widen the range of language.

grammar

To accurately use the 1st person conjugation of high-frequency verbs.

me llamo 'I am called' from the verb 'llamarse' (to be called)

tengo 'I have' from the verb 'tener' (to have)

vivo 'I live' from the verb 'vivir' (to live)

hablo 'I speak' from the verb 'hablar' (to speak)

voy 'I go' from the verb 'ir' (to go)

Common Misconceptions Pupils May Have:

- Pupils might use the verb to be to say how old they are
In Spanish, the verb to have is used (I have ... years)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <p>In this lesson pupils will improve their decoding and comprehension skills in the foreign language through texts about four different fictional characters from the Hispanic world.</p> <ul style="list-style-type: none"> To introduce the aim of the unit Yo en el mundo (“Me in the world”). To introduce our four characters and their locations in the Spanish speaking world (sometimes referred to as the ‘Hispanophone world’ or ‘Hispanosphere’). 	<p>Lesson 2</p> <p>In this lesson pupils will improve their decoding skills in the foreign language through longer and more complex texts about each character’s favourite celebration in their home country.</p>	<p>Lesson 3</p> <p>In this lesson pupils will consolidate their cultural knowledge and understanding as two out of our four characters will talk to one of their mutual friends giving more detailed information on two different religious celebrations.</p>	<p>Lesson 4</p> <p>In this lesson pupils will further develop their cultural awareness in the foreign language by comparing where two of the fictional characters live.</p> <p>Pilar in Madrid (Spain) and Jorge in Lima (Peru).</p>	<p>Lesson 5</p> <p>In this lesson the four fictional characters from this unit will discuss in the foreign language how they are going to be more responsible global citizens by doing more to protect our planet.</p>	<p>Lesson 6</p> <ul style="list-style-type: none"> To revise all language covered so far and complete assessment for the unit.
<p>Key Language</p> <p>See unit glossary</p>	<p>Key Language</p> <p>See unit glossary</p>	<p>Key Language</p> <p>See unit glossary</p>	<p>Key Language</p> <p>See unit glossary</p>	<p>Key Language</p> <p>See unit glossary</p>	

Unit Glossary

Spanish	English
Me llamo...	I am called...
Vivo en...	I live in...
Hablo...	I speak...
Hablo español.	I speak Spanish.
Hablo inglés.	I speak English.
Mi fiesta preferida es El Carnaval.	My favourite festival is Carnival.
Mi fiesta preferida es La Semana Santa.	My favourite festival is Holy Week (Easter).
Mi fiesta preferida es el Día De Los Muertos.	My favourite festival is the Day of the Dead.
Mi fiesta preferida es las Fiestas Patrias.	My favourite festival is the National Holidays.
Mi fiesta preferida es el Eid.	My favourite festival is Eid.
Mi fiesta preferida es el Diwali.	My favourite festival is Diwali.
Mi fiesta preferida es la Navidad.	My favourite festival is Christmas.

Spanish	English
porque	because
Es una fiesta muy tradicional y religiosa.	It is a very traditional and religious festival.
Es una fiesta en honor a los muertos.	It is a festival in honour of the dead.
Es una fiesta muy alegre.	It is a very happy / cheerful festival.
Es una fiesta muy colorida.	It is a very colourful festival.
¡Hasta luego!	See you later! / See you soon!
besos	kisses
¿Qué vas a hacer para ayudar a salvar el planeta?	What are you going to do to help save the planet?
Voy a utilizar menos papel.	I am going to use less paper.
Voy a utilizar menos cartón.	I am going to use less cardboard.
Voy a utilizar menos plástico.	I am going to use less plastic.
Voy a utilizar menos agua.	I am going to use less water.