



Spanish Medium Term Curriculum Planning: Year 6

Upper Key stage 2 N.C aims - All Spanish topics should include:

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| <ul style="list-style-type: none">• listen attentively to spoken language and show understanding by joining in and responding.• explore the patterns and sounds 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 respond to those of others; seek clarification and help• 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• present ideas and information orally to a range of audiences | <ul style="list-style-type: none">• read carefully and show understanding of words, phrases and simple writing• appreciate stories, songs, poems and rhymes in the language• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary• write phrases from memory, and adapt these to create new sentences, to express ideas clearly• describe people, places, things and actions orally and in writing• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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. |
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Scheme of Work

Lanesfield Primary School use the Rachel Hawkes scheme of work to inspire lesson planning and to develop skills where needed. It is accompanied by Duolingo language learning app to help bridge gaps and to encourage Spanish speaking skills.

Planning, key vocabulary, grammar structures and some resources found at: <http://www.rachelhawkes.com/Resources/Yr6/Yr6.php>

Duolingo

ICT planning found at: <https://schools.duolingo.com/>

(Recommended paths should be used to close gaps, challenge and help with oracy)

(Assignments should be set to help support learning during skills lessons).

Spanish stories

At Lanesfield we use authentic Spanish stories to help children become familiar with the Spanish language: <https://snappyspanish.com/shoo-beginner-spanish-story/> and <https://www.thefablecottage.com/spanish>

Evidencing work

At Lanesfield, we use multiple to evidence and assess our Spanish work including: the use of the video and audio feature on Showbie to record verbal conversations to show progression, duolingo, written work found in books and conversations had with the children, At Lanesfield, we feel language is progressive and therefore the children develop their own Spanish portfolio from year 3 through to year 6 by editing and adding to it throughout KS2.

Autumn term

Pupils begin this unit by learning to describe the weather. They then move on to revising colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries. They also learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. There follows a focus on Spain and some of the key features of the country. Attention is paid to forming plurals of nouns and using the adjective 'mucho' (lots of). Pupils are also encouraged to use 'hay' (there is/are) which they have met previously. Then pupils look at key cities and their location in Spain, using the points of the compass and key geographical features to locate them on a map. They recycle how to say what somewhere is famous for using the key cities they have been introduced to. They learn vocabulary for places in the town and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them.

| Key learning objectives | Language/vocabulary |
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| <ul style="list-style-type: none"> To recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn | |
| <ul style="list-style-type: none"> To describe a variety of weathers in the present tense Intercultural understanding: Look at weathers in photos from all over Spanish speaking world. | <ul style="list-style-type: none"> ¿Qué tiempo hace? (What's the weather like?) Hace buen tiempo (it's good weather) hace calor (it's hot) hace frío (it's cold) hace mal tiempo (it's bad weather) hace sol (it's sunny) hace viento (it's windy) hay niebla (it's foggy) hay tormenta (it's stormy) llueve (it's raining) nieva (it's snowing) el invierno (winter) el otoño (autumn) la primavera (spring) el verano (summer) |
| <ul style="list-style-type: none"> To use the language of weather to describe typical climates in different places, combining with familiar expressions of frequency | <ul style="list-style-type: none"> En.. en invierno siempre hace frío. (In ... in winter it's always cold.) en invierno (in winter) en otoño (in autumn) en primavera (in spring) en verano (in summer) a veces (sometimes) normalmente (usually) |
| <ul style="list-style-type: none"> To learn the names of five countries and describe their flags To revise adjectival agreement | <ul style="list-style-type: none"> ¿Qué país es? (What country is it?) el país / los países (the country/countries) Inglaterra, Alemania, Francia, España, Irlanda (England, Germany, France, Spain, Ireland) ¿De qué color es la bandera? (What colour is the flag) |

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| | <ul style="list-style-type: none"> • Es blanca y roja.(It's white and red) |
| <ul style="list-style-type: none"> • To learn some key vocabulary to describe why countries are well-known | <ul style="list-style-type: none"> • ¿Por qué es ... famoso/a? (Why is ... famous? Es famoso/a por ...(It's famous for...) las patatas (potatoes), la lluvia (rain), el baile irlandés (Irish dancing), el té (tea), pescado y patatas fritas (fish and chips), la familia real (royal family), las salchichas (sausages), los coches (cars), la cerveza (beer), el queso (cheese), el pan (bread), el vino (wine), el flamenco, la playa (beach), el sol (sun) |
| <ul style="list-style-type: none"> • To learn some key language to describe features of Spain To learn how to say a lot / many • To be familiar with the map of Spain and the main geographical and other features. | <ul style="list-style-type: none"> • un río / muchos ríos (a river, lots of rivers) • un puerto / muchos puertos (a port, lots of ports) • un aeropuerto / muchos aeropuertos (an airport, lots of airports) • una playa / muchas playas (a beach, lots of beaches) • una montaña / muchas montañas (a mountain, lots of mountains) |
| <ul style="list-style-type: none"> • To read and understand a text about Spain with some unfamiliar language • To become more confident with using 'mucho'. | |
| <ul style="list-style-type: none"> • To work out from visual and textual clues the meaning of new words To pronounce accurately new words from text • To learn the names of some well-known Spanish cities. | <ul style="list-style-type: none"> • la ciudad / las ciudades (the town/city - towns/cities) • Bilbao, Pamplona, Barcelona, Madrid, Valencia, Granada, Cádiz • norte, noreste, este, sureste, sur, suroeste, oeste, noroeste (north, northeast, east, southeast, south, southwest, west, northwest) • en la costa (on the coast) |
| <ul style="list-style-type: none"> • To say exactly where you live • To find out the importance of festivals in Spain and learn the names of some key features and festivals in 5 cities in Spain. | <ul style="list-style-type: none"> • ¿Dónde vives? Vivo en... (Where do you live? I live in...) • ¿Dónde vives exactamente? (Where do you live exactly) • Vivo en un pueblo en el este de Inglaterra que se llama... (I live in a town in the east of England called...) |

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| <ul style="list-style-type: none"> To learn words to say what is in a town To create sentences to say / write there is / there is not | <ul style="list-style-type: none"> ¿Qué hay en Cambridge? (What is there in Cambridge?) un castillo (a castle) un mercado (a market) un estadio (a stadium) un centro comercial (a shopping centre) un polideportivo (a sports centre) un cine (a cinema) una piscina (a swimming pool) una universidad (a university) muchas tiendas (lots of shops) muchos museos (lots of museums) muchos parques (lots of parks) muchos restaurantes (lots of restaurants) |
| <ul style="list-style-type: none"> To embed the new vocabulary for places in the town and have a short conversation. To practise alphabetising new language and memorising vocabulary. | |
| <ul style="list-style-type: none"> To use language with more independence to describe places To use key verbs in the 3rd person (Hay, Tiene, Está) and key verbs of like / dislike with reasons, recycling language from Y5 | <ul style="list-style-type: none"> ¿Te gusta...? (Do you like...?) Me gusta (I like) No me gusta (I don't like) Me encanta (I love) Odio (I hate) Prefiero (I prefer) ¿Te gusta...? (Do you like...?) ¿Por qué te gusta..? (Why do you like..?) Porque me parece ... (because it seems...) Porque creo que es... (because I think it is...) sucio / limpio (dirty / clean) tranquilo / ruidoso (quiet / noisy) divertido / aburrido (fun/ boring) bonito / feo (pretty / ugly) |

- tradicional / moderno (traditional / modern)
- turístico / industrial
- famoso / conocido

Spring term

Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK if they can. Following on from this, learners extend their learning to the theme of holidays. They research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.

Key learning objectives

Language/vocabulary

- To use a word list to write a text in response to a picture
- To apply grammar (articles, adjectives (agreement and place), key verb forms, linking words)

- To explore a Spanish poem
- To practise memory and performance skills

- To understand longer sentences
- To practise writing longer sentences from memory

- To understand language presented in sentences, some of which is unfamiliar
- To listen to passages of 15 - 25 words and identify the gist to identify the festival. (Passages include some new language, mostly cognates)
- **Intercultural understanding: To learn details about 5 traditional Spanish festivals.**

- To read and understand a short text about the Carnaval de Cádiz
- To use a dictionary, if needed, to help identify unknown words

- Exploring a Spanish poem: La plaza tiene una torre - Antonio Machado

- Introduction to 5 festivals & sentence-building: E.g. En julio en Pamplona hay una fiesta que se llama San Fermín. (In July in Pamplona there is a festival which is call San Fermín.)

- España es famosa por sus fiestas (Spain is famous for its festivals)
- Fiestas celebran la tradición y la cultura Española (Festivals celebrate Spanish tradition and culture)
- En muchas fiestas la gente baila, canta y toca instrumentos (In lots of festivals people dance, sing and play instruments)
- En muchas fiestas también hay fuegos artificiales (In lots of festivals there are also fireworks)

- Carnaval de Cadiz
- ¿Cuándo es? (When is it?)
- Es en (julio) (It is in (july))
- ¿Cuántos días dura la fiesta? (How many days does the festival last?)

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| | <ul style="list-style-type: none"> • Dura (seis) días. (It lasts (six) days). • ¿Dónde está? (Where is it?) • Está en..(It is in) • ¿Qué lleva la gente? (What do people wear?) • La gente lleva... (People wear...) • ¿Qué hay...? (What is there...?) • ¿Qué opinas de..? (What do you think about...?) |
| <ul style="list-style-type: none"> • To give opinions and reasons for liking / disliking / preferring this festival to the Cádiz Carnaval • To find out more information about one specific festival. | <ul style="list-style-type: none"> • Key language for all 5 x festivals • me gusta(n) / me encanta(n) / odio / prefiero • me parece (it looks / seems) / creo (I believe) • hay / se llama (it is called) • baila(n) (dances) • toca(n) (plays) • canta(n) (sings) • se celebra(n) (is celebrated) • lleva(n) (wears) • dura(n) (lasts) • la fiesta / las fiestas (festival / festivals) • la gente (people) / un instrumento (an instrument) • la tradición (tradition) • la cultura (culture) • sombreros (hats) • gafas (glasses) • pelucas (wigs) • un pañuelo (scarf) • una camiseta (t-shirt) • un traje tradicional (traditional dress) • un disfraz (fancy dress) • fuegos artificiales (fireworks) • canciones (songs) |

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| | <ul style="list-style-type: none"> • petardos (firecrackers) • figuras de papel maché (papier maché figures) • el encierro (bull running) • la corrida de toros (bull fight) |
| <ul style="list-style-type: none"> • To work out from visual and textual clues the meaning of whole sentences To pronounce accurately new words from text (Feria) | |
| <ul style="list-style-type: none"> • To write (independently) sentence answers to familiar questions to produce a description of the San Fermín festival To give opinions and justify those reasons | |
| <ul style="list-style-type: none"> • To read and understand a short text about the Tomatina festival To use reading strategies to work out the overall meaning and some detail. • Intercultural understanding: To find out more information about one specific festival. | |
| <ul style="list-style-type: none"> • To use key language from this module to describe a festival in the UK. | <ul style="list-style-type: none"> • ¿Cuándo es? (When is it?) • Es en (julio) (It is in (july)) • ¿Cuántos días dura la fiesta? (How many days does the festival last?) • Dura (seis) días. (It lasts (six) days). • ¿Dónde está? (Where is it?) • Está en..(It is in) • ¿Qué lleva la gente? (What do people wear?) • La gente lleva... (People wear...) • ¿Qué hay...? (What is there...?) • ¿Qué opinas de..? (What do you think about...?) |

Summer term

At Lanesfield, we recognise that Yr 6 is a particularly full year, and that the pressures of assessments in Literacy and Numeracy often make it difficult to devote as much time to Spanish at various points in the year. In addition, there are other calls on Yr 6 time, including final plays / productions and often residential trips in the summer term. For that reason we have allowed the material from the Spring Term to be spread flexibly across these two terms.

| Key learning objectives | Language/vocabulary |
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| <ul style="list-style-type: none"> • Research task - holiday destinations (web quest) • Intercultural understanding: To research a new part of the Spanish-speaking world to find out key information about it. | <ul style="list-style-type: none"> • Use previously learned skills to support |
| <ul style="list-style-type: none"> • Describing a holiday picture | |
| <ul style="list-style-type: none"> • Holiday reading task | |
| <ul style="list-style-type: none"> • Writing a holiday postcard | |