

## Spanish Overview for Yr6

Class	Term	Objectives
Year 6	Autumn 1 Cross curricular History/ Spanish. Maya civilization .  <b>Listening Objectives</b> Understand longer and more complex phrases or sentences  <b>Reading Objectives</b> Understand more complex texts  <b>Speaking Objectives</b> Use familiar language with ease. Start using more complex sentences when speaking.  <b>Writing Objectives</b> Write sentences on a range of topics using a model.	<p><b><u>use context to work out meaning of unfamiliar words.</u></b>            Que significa esto?-Puedes anadir algo sobre..-Esto no es correcto..</p> <p><b><u>devise questions for authentic use. <i>speaking</i></u></b>  <b><u>Use question starters.</u></b> Como-Que-Cuantos-Donde (In two lessons)</p> <p><b><u>devise questions for authentic use. <i>writing</i></u></b>  <b><u>Use question starters.</u></b> Como-Que-Cuantos-Donde (In two lessons)</p> <p><b><u>use a range of adjectives to describe a scene.</u></b>            Voc: variety of adjectives: known and found in dictionary</p> <p><b><u>read for enjoyment</u></b>            Positive vocabulary/ adjectives. Use different skills.</p> <ol style="list-style-type: none"> <li>1. Look for known vocabulary</li> <li>2. Look at context</li> <li>3. Look for Cognates</li> <li>4. Write down unknown words and look up in the bilingual dictionaries.</li> <li>5. ask the other pupils</li> <li>6. ask the teacher</li> </ol> <ul style="list-style-type: none"> <li>• understand and express reasons</li> <li>• understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions.</li> <li>• understand the gist of written passages containing complex sentences eg descriptions, information, instructions.</li> <li>• Read for enjoyment</li> <li>• Use context to work out meaning of unfamiliar words.</li> </ul> <ul style="list-style-type: none"> <li>• re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences</li> <li>• Apply most words correctly</li> <li>• Construct a short text, e.g. create a powerpoint presentation to tell a story or give a description.               <ul style="list-style-type: none"> <li>• Devise questions for authentic use.</li> </ul> </li> </ul>

Autumn 2

**International Project: From our window, Mexico ( learn about mexico)**

This project will be used to reinforce the learning of: There is/there are...

Vocabulary used to describe the country environment and culture (such as cities, villages, touristic places, music, food etc)

Vocabulary used to talk about seasons and climate (spring, summer, flowers, clouds, sunshine.

**Listening Objectives**

Understand longer and more complex phrases or sentences

Understand the main points & some detail from spoken passage of familiar language in sentences.

**Reading Objectives**

read and memorise a text.

**Speaking Objectives**

Use pronunciation and intonation effectively to accurately express meaning and engage an audience.

**Writing Objectives**

Write sentences on a range of topics using a model.

develop a sketch, role-play or presentation

**Aims and Outcomes:** This project invites students to explore similarities and differences between schools, nationally and globally creating awareness of other young people's reality in an interesting way. It allows the students to use their imagination and think about their immediate environment on a local and global level in an interesting and creative way.

**They will use skills such as: Investigating, analysing, designing, making, reflecting and evaluating effectively. This project also ties in with the key concept of Geography**

**- use my pronunciation and intonation well when speaking.**

project will concentrate on speaking clearly, and using correct pronunciation.

**read a text independently, using different strategies to make meaning.**

Context, memorised voc, dictionary, cognates, ask a teacher)

**discuss the main points of a text.**

give some facts about a country using the information given in a text.

Adjectives: **Bonito, Precioso, Caluroso, Grande, enorme/gigantesco, llano, oscuro, limpio, frío, pobre, soleado divertido (fun), nuevo (new), viejo (old), tranquilo (tranquil), seco (dry)**

**describe a scene putting new words or phrases into conversations correctly. (orally)**

use simple adjectives learnt so far.

look in the text for the new vocab to use to describe

use the bilingual dictionaries to find out new adjectives in Spanish

**use grammatical knowledge to adapt and substitute words and phrases.**

use their grammatical knowledge to adapt and substitute words and phrases and translate them into Spanish, either by substituting the English words by a known spanish word that means almost the same or by the literal translation using the dictionary.

Use known rules to sequence words into sentences. Once they have found out the Spanish vocabulary they will need to create sentences that make sense.

They will have to apply most words correctly. They will need to remember gender and plural

Come up with sentences on the topics using a model

use their pronunciation and intonation well when speaking.

**create a plan or a mind map to organise my poster or leaflet**

Spring 1

**International Project: From our window, Mexico** ( Make an information leaflet about Mexico)

**Listening Objectives**

Understand longer and more complex phrases or sentences

Be able to understand information given in a video or sound file and use it in their writing,

**Reading Objectives**

Be able to understand information given in a text and use it in their writing,

**Speaking Objectives**

**use spoken language confidently to present my work to the class**

**Writing Objectives**

Write sentences on a range of topics using a model.

**construct a short text using known rules to sequence words into sentences.**

**construct a short text using memorised language in my writing.**

**construct a short text using descriptive vocabulary.**

**create a plan or a mind map to organise my poster or leaflet**

be able to pass on knowledge of the country through their work, creating a clean well-presented and well written work with longer more complex sentences

**construct a short text using known rules to sequence words into sentences.**

use known rules to sequence words into sentences:

- Gender and plural according to noun
- Use of article according to noun
- Noun before adjective
- Punctuation
- Use of bilingual dictionary
- Use of verb in present tense.
- Use of “Y”
- 

**construct a short text using memorised language in my writing.**

use previous knowledge and known vocabulary to construct a text with detail and use of adjectives. They will also add new words using the Spanish dictionary. They should be able to use all of the known rules independently.

**construct a short text using descriptive vocabulary.**

Adjectives: **Bonito, Precioso, Caluroso, Grande, enorme/gigantesco, llano, oscuro, limpio, frío, pobre, soleado divertido (fun), nuevo (new), viejo (old), tranquilo (tranquil), seco (dry)**

**use spoken language confidently to present my work to the class**

be able to present their work using correct pronunciation throughout. They should be able to pass on knowledge of the country to other pupils and explain why they chose to write about that topic.

be able to understand the presentation using the different skills to help them understand. They should now use these skills with ease. They should be able to comment on peer’s work and point out mistakes.

Spring 2

**During this half term pupils practice their speaking skills**

**Listening Objectives**

Listen attentively and understand more complex phrases and sentence

**Reading Objectives**

Read and understand the main points and some detail from a written passage

**Speaking Objectives**

Focus on correct pronunciation and fluency.

**Writing Objectives**

Use most words in writing correctly.

**give true or false responses to statements about a written passage**

The pupils should use strategies to make meaning of a text. They should use the bilingual dictionary to help them find out meaning of unknown words. find out if the statement is true or false using a bilingual dictionary to understand phrases.

**put new words or phrases into conversations correctly.**

be able to integrate more complex questions using correct pronunciation into a conversation as well as using adjectives.

be able to put a conversation together using greetings, simple questions and trying to use correct pronunciation mostly and integrating adjectives

**construct a short text**

Looking at the food pyramid pupils come up with a healthy menu.

**listen attentively to speak when it is my turn.**

In groups pupils put together a role play being in a Spanish cafe. They should order in Spanish, say if they like the product. They should try and order Spanish products.

should engage in a conversation with the camarero. Use: que desea. Quiero... they should integrate adjectives in their conversation.

use some props to make it more fun and believable.

Summer 1

ALL ABOUT ME

**Aims and Outcomes:** This project invites students to do a presentation about themselves including aspects such as school, commute, friends and thinking about their future.

Learning about themselves and what makes them unique and special.

**Key language:**

Present simple daily routines. Vocabulary to talk about school, transports, and hobbies/ sports.

**Closure:** Comparative language to talk about similarities and differences

**Listening Objectives**

Understand information and follow instructions.

**Reading Objectives**

I can read a text using pronunciation and intonation well.

**Speaking Objectives**

Use pronunciation and intonation effectively to accurately express meaning and engage an audience.

**Writing Objectives**

Write sentences on a range of topics using a model.

write a script

**understand information and follow instructions.**

Pupils look at the booklet and listen to instruction on how to complete it.  
They discuss the instruction and decide of a course of action on how best follow these instructions

**plan a presentation**

Pupils are going to write the script for their presentation.  
Pupils make a plan on how they would like to present their booklet.

**create a presentation.**

Write a presentation of themselves following the plan.  
Voc: LA CIUDAD, transports, sports, Like dislikes, Vivo en....., About their school.

**use a dictionary or glossary to check new words**

Pupils to write about the different things they like:  
Sports, food, animals, colours, sports. They should add information about **what subjects they like dislike, what teachers they like to work with, what is their favourite thing about school, after school club and other extracurricular activities they take part in.**

**use grammatical knowledge to adapt sentences**

Pupils will write about their friends.  
They write simple short sentences for each friend.  
Use of third person

**use pronunciation effectively and engage an audience.**

use pronunciation and intonation well when speaking  
Use pronunciation and intonation effectively to accurately express meaning and engage an audience  
perform to an audience in a clear voice

**I can understand the gist of spoken passages with complex sentences e.g. descriptions, information, instructions.**

listen and re-tell memorise a text. or discuss the main points.  
**agree or disagree with statements made about a spoken passage.**

Summer 2

This half term pupils will take part in dance workshops and will learn a contemporary song.

**Listening Objectives**

listen attentively and follow instructions.

**Reading Objectives**

Read and memorise a text.

**Speaking Objectives**

recite a short piece from memory

I can agree or disagree with statements made about a spoken passage.

- I can listen attentively to speak when it is my turn.
- participate in simple conversations on familiar topics
- begin to use context to work out meaning of unfamiliar words.
- enjoy listening to and joining in with a wide range of songs,
- Enjoy listening and speaking confidently.
- Read aloud with confidence,
- celebrate their understanding and knowledge with others.
- Demonstrate understanding of and respect for cultural diversity

Children become more confident users of language, reflecting on their knowledge about language and using this to make meanings that matter to them. They develop greater independence in applying language learning strategies and in transferring language from one context to another.

**Outcomes**

By the end of year 6, most children should be able to

**Oracy:**

- Listen to and understand the main points and some detail from a short spoken passage  
listen to texts and learn to pick out the main points and some details
- Give a presentation in a clear audible voice  
developing short presentations or sharing simple accounts of interesting events
- Converse briefly without prompts  
initiate and sustain short conversations without help.
- Enjoy listening and speaking confidently.  
enjoy listening to and joining in with a wide range of songs, poems and stories, and develop their confidence, imagination and self-expression

**Literacy:**

- Read aloud with confidence, enjoyment and expression, in chorus or individually
- Read and understand the main points and some detail from a short written passage  
read a variety of longer texts from different text types.
- Write several sentences from memory  
learn to write some short, simple sentences from memory.
- Develop a short text using a model.  
continue to develop their writing skills by constructing short texts using a model.

**Intercultural Understanding:**

- Demonstrate understanding of and respect for cultural diversity  
compare attitudes of different cultures, reflect on the importance of developing tolerance and understanding between people
- Present information about an aspect of another country.  
celebrate their understanding and knowledge with others