

## Year 6 Scheme of Work - Spanish

Lesson	Content	Key Skills and Activities
One	<p>Classroom routines:            Answering the register            Saying the date            Describing the weather            Asking for classroom objects            Following instructions</p> <p>Recap of simple negative from Y4:            No tengo</p>	<p>Initiate and sustain conversations            Re-use previously learned language in a new context            Discuss language learning and reflect on how to memorise and recall language            Understand the formation of a basic negative sentence</p>
Two	<p>As for lesson 1</p> <p>¿Tienes...?</p>	<p>Perform a sketch in Spanish to an audience            Present oral work confidently, speaking clearly and audibly with good pronunciation            Understand key details from an authentic text            Make predictions based on existing knowledge            Use a dictionary            Evaluate work</p>
Three	<p>Recap of clothes vocabulary from lesson 4</p> <p>+ unos zapatos, unos calcetines,</p>	<p>Understand that different countries have differences in education</p>

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	<p><i>una sudadera</i></p> <p>Recap of expressing opinions from Y3, Y4, Y5: <i>Me gusta, no me gusta</i></p> <p>Justifying opinions: <i>No me gusta el rojo</i></p> <p><i>Es + adjective</i></p>	<p><i>systems and that a school day may vary for a child attending a school in England/Spain</i></p> <p>Revise pronunciation of <i>ll</i> and <i>j</i></p> <p>Understand details including opinions from spoken passages</p> <p>Construct a short paragraph by adapting a model</p> <p>Attempt accurate spellings when writing individual new words from memory</p>
<i>Four</i>	<p>Recap of family members from Y4</p> <p>Recap of structures from Y4 and Y5: <i>Se llama, tiene x años, es, vive en</i></p> <p>Recap of quantifiers from Y3, Y4, Y5: <i>muy, bastante</i></p> <p>Recap of adjectives from Y4: <i>simpático, inteligente, divertido</i> + <i>deportivo</i> <i>hermoso</i></p>	<p>Join in two playground games in Spanish</p> <p>Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions</p> <p>Follow a story as it is read aloud, demonstrating understanding</p> <p>Listen for clues to meaning - e.g. tone of voice</p>
<i>Five</i>	<p>Recap of verb <i>ser</i> from Y4 and Y5: <i>Es</i></p>	<p>Use a dictionary and existing knowledge to solve riddles</p>

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	<p>Occupations vocabulary:  <i>Médico</i>  <i>Vendedor vendedora</i>  <i>Camarero camarera</i>  <i>Policia</i>  <i>Profesor profesora</i></p>	<p>Work out meanings using knowledge of English          Understand that some nouns for occupations change their spelling in relation to gender          Understand key details from a short, spoken passage          Recognise that word order may vary between languages          Use a dictionary to find additional nouns to construct short sentences - <i>es enfermero</i></p>
<i>Six</i>	<p>No specific new vocabulary</p>	<p>Identify known words in a song          Undertake internet research relating to Christmas traditions in Spanish speaking countries          Prepare songs and sketches for a performance          Listen for clues to meaning - tone of voice, key words</p>
<i>Seven</i>	<p>No specific new vocabulary</p>	<p>Sing Spanish songs with accurate pronunciation when performing to an audience</p>

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		<p>Understand an authentic, short story and follow it as it is read aloud</p> <p>Produce work for display relating to Christmas celebrations</p>
<p><i>Eight</i></p>	<p>Recap of phrases from Y4 and Y5: Hay; vivo en</p> <p>aquí está una casa un piso</p> <p>Receptive use of eight rooms of the house</p>	<p>Match sound to individual word in a list of sentences</p> <p>Work out how to pronounce unknown words</p> <p>Identify the sounds of some letters of the alphabet</p> <p>Be aware of cultural differences in housing at home and abroad</p>
<p><i>Nine</i></p>	<p>As for lesson 8 +</p> <p>Recap of adjectives from Y4: pequeño, grande, bonito, magnífico + enorme, lujoso</p> <p>arriba, abajo</p>	<p>Recognise and practise the Spanish vowel sounds</p> <p>Identify and substitute nouns in a sentence</p> <p>Contribute to a shared writing task, describing an ideal home</p> <p>Consolidate understanding of the position of adjectives</p> <p>Produce own piece of writing, adapting a model</p>

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<p>Ten</p>	<p>una ventana una piscina</p>	<p>Memorise and perform a verse from a song Evaluate work Understand the gist of an audio recording, matching adjectives to nouns Identify different text types</p>
<p>Eleven</p>	<p>No specific new vocabulary</p>	<p>Identify nouns and adjectives contained in a text Sort word cards into nouns, verbs, adjectives, prepositions Be familiar with abbreviations used in a dictionary to identify nouns, verbs, adjectives, adverbs Recognise potential hazards when using dictionaries and how abbreviations can help Read phrases with accurate pronunciation and with appropriate intonation and expression</p>
<p>Twelve</p>	<p>Recap of repetition requests from Y3 and Y4: Repite por favor</p>	<p>Ask for repetition/clarification in Spanish Understand how accents on</p>

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	<p>Repita por favor...</p> <p>¿Cómo se dice en español...?</p> <p>Furniture vocabulary</p>	<p>words in Spanish affect stress and pronunciation</p> <p>Consider techniques for committing vocabulary to memory</p> <p>Use knowledge of pronunciation patterns to create a rap</p>
Thirteen	<p>No new vocabulary</p> <p>Recap of alphabet</p> <p>Recap of stalling strategies from Y5</p>	<p>Sustain an unrehearsed conversation of at least four exchanges</p> <p>Use stalling strategies as appropriate</p>
Fourteen	<p>Recap of days of the week and months of the year from Y3, Y4 and Y5</p> <p>Recap of verb ir from Y5: vamos</p> <p>vamos a ir vamos a salir</p>	<p>Understand that Spanish is spoken in many countries throughout the world</p> <p>Use the internet to research climate</p> <p>Choose a country for the holiday and select dates</p> <p>Make predictions about meaning based on existing knowledge</p> <p>Write short sentences, using a model</p>
Fifteen	<p>Vamos a estar en...</p> <p>Un hotel, un piso, una casa, un camping</p>	<p>Use the internet to research different types of accommodation</p> <p>Write a short letter to book</p>

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		<p>accommodation, adapting a model</p> <p>Use a dictionary as appropriate</p>
Sixteen	<p>Vamos a ir en...</p> <p>Recap of means of transport from Y4: En barco, en avión, en coche, en tren</p> <p>Vamos a comer</p>	<p>Use the internet to research travel options</p> <p>Use the internet to research food typical of the country</p> <p>Write short sentences outlining holiday plans, adapting a model</p> <p>Read authentic texts for enjoyment and for information</p>
Seventeen	<p>Vamos a visitar</p> <p>y, luego</p> <p>Names of places to visit</p>	<p>Use the internet to research places of interest at holiday destination</p> <p>Write a programme of activities for a week on holiday, adapting a model and using the immediate future tense</p> <p>Use a dictionary as appropriate</p>
Eighteen	<p>No new vocabulary</p>	<p>Prepare presentation for next lesson in relation to holiday plans and the area to be visited</p> <p>Consider material to be used in the presentation/performance: cultural</p>

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		<p><i>information - food, climate, places of interest, festivals; songs, dances, music</i></p> <p><i>Use support material appropriately and adapt suggested models</i></p> <p><i>Plan and prepare collaboratively and analyse what needs to be done to carry out the task</i></p>
<i>Nineteen</i>	<i>No new vocabulary</i>	<i>Perform to an audience</i>
<i>Twenty</i>	<i>No new vocabulary</i>	<p><i>Recall key vocabulary and structures learned during the year</i></p> <p><i>Work collaboratively to answer quiz-type questions</i></p>