

St. Ignatius Catholic Primary School

Year 6 Spanish Curriculum

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2019/20	MFL Spanish
<p>Overall Aim:</p> <p>To develop the teaching and learning of the Spanish language into Year 5 so as to enable pupils to set the foundations to express their ideas and thoughts in Spanish and understand and respond to its speakers, both in speech and in writing. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. It should also provide opportunities for them to communicate for practical purposes; learn new ways of thinking and read literature in the original language. Language teaching should provide the foundation for the enjoyment and enrichment of learning further Spanish or and/or other languages.</p>	

Curriculum overview							
Autumn 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Unit 1 Greetings & phonics	Unit 1 Greetings & phonics	Unit 1 To write poem in Spanish/ Colours	Unit 2 To read your poem	Unit 2 Numbers 1- 50	Unit 2 Colours & numbers
Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Halloween Special	Unit 3 Music	Unit 3 Instruments	Unit 4 Sports	Unit 4 Hobbies	Unit 5 Christmas	Unit 5 Christmas
Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 6 The Calendar Months	Unit 6 The Calendar Seasons	Unit 6 Frequency	Unit 7 Family	Unit 7 Family bilingual text.	Revision	
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 8 Describe the body	Unit 8 Describe the face	Unit 9 Places in town	Unit 9 To describe a city	Unit 9 There is/ There are	Revision	
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5		
	Unit 8 Body Recap	Unit 9 City Recap	Unit 10 The Food	Unit 10 Food 2	Revision		
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Unit 11 Weather	Unit 11 To write weather for seasons	Unit 11 Weather bilingual text	Unit 11 Weather games	Revision Singular and plural The article	Revision + transition tasks	Games & songs

Autumn

Unit 1 Greetings & phonics	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Autumn 1</p> <p>3 lessons.</p> <p>3 weeks.</p> <p>60 minutes per lesson.</p>	<p style="text-align: center;">Learning Objectives</p> <p>-Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>-Explore the patterns and sounds of language.</p> <p>-Use familiar vocabulary, phrases and basic language structures.</p> <p>-Read carefully and show understanding of words, phrases and simple writing.</p> <p>-Broaden their vocabulary and develop their ability to understand new words.</p>	<ul style="list-style-type: none"> - <u>Greetings and introduce yourself.</u> - <u>Spanish alphabet.</u> - Grammar. - Verb to be. Verbo Ser - <p>Questions and answers relevant to the subjects.</p> <p>- Vocabulary:</p> <p>Saludos, Hola, Adiós, Buenos días, Buenas tardes, Buenas noches, Qué tal? Muy bien, Maravillo, Hambriento, Muy bien, Bien, Mal, Fatal</p> <p>Como te llamas? Me llamo...</p>	<ul style="list-style-type: none"> - <u>Introduce yourself.</u> - Question and respond “how are you?” - Question and respond “what is your name?” <p>Written exercises:</p> <ul style="list-style-type: none"> - <u>Write Spanish word banks.</u> - <u>Fill the gaps in given sentences.</u> - Relate Spanish and English vocabulary. - Complete crosswords and word searches. 	<ul style="list-style-type: none"> -Listening activities to assess pupils understanding of spoken Spanish. -Monitoring during speaking activity. -Plenary and questions to answer and reflect on the lesson. - Books marking. - <u>Assessment for learning: in their Spanish books.</u> 	<ul style="list-style-type: none"> -PPT -Books - Interactive white board.
Impact			Next steps/progress		

Unit 2 Colours and numbers.	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 1 3 Lessons. 3 Weeks. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • Read aloud the colours and numbers. • <u>Show understanding of colours and numbers.</u> <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Ask and respond to the questions “what is the colour?” • Count 1-50 with prompts. • Recognise and recall several colours with prompts. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions without prompts. • Count 1-50 without prompts. 	<p>- <u>Numbers 1 to 50.</u></p> <p>- Grammar: - Questions: what is the colour? and what is the number?</p> <p>-Vocabulario: Colores: Verde, Azul, Rojo, Amarillo, Rosa, Blanco, Negro Marrón,</p> <p>Números: Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, Diez, Once, Doce, Trece, Catorce, Quince, Dieciseis, Diecisiete, Dieciocho, Diecinueve, Veinte...</p> <p>Cuarenta y uno, Cuarenta y dos, Cuarenta y tres, Cuarenta y cuatro, Cuarenta y cinco, Cuarenta y seis, Cuarenta y siete, Cuarenta y ocho, Cuarenta y nueve y Cincuenta.</p>	<p>- Read the colours and numbers provided.</p> <p>-Count objects within the class room.</p> <p>- Ask and answer what the colour of something is.</p> <p>-Ask and answer what the number is.</p> <p><u>- Write colours and numbers in whiteboards and books.</u></p> <p>- Read the numbers provided.</p> <p>-Exploring a Spanish poem.</p> <p>-Write a poem about colours.</p> <p>-Read a poem.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>- Books marking.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- PPT</p> <p>- Books</p>
Impact			Next steps/progress		

Unit 3 Music	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn II 3 Lessons 3 Weeks. 60 minutes per lesson.	<p align="center">Learning Objectives</p> <ul style="list-style-type: none"> - Express opinions and respond to those of others. - Link the spelling, sound and meaning of words. <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 and different music. - Use connectives – y, pero, (también). 	<p>. Likes and Dislikes.</p> <p>Different types of music:</p> <p>el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional.</p> <p>En mi opinión (in my opinion) Pienso que (I think that)</p> <p>Intrumentos:</p> <p>Guitarra Tambor Piano Trompeta Batería Saxofon Cajon</p>	<ul style="list-style-type: none"> -- Read and name a range of instruments. - Ask and answer whether you like or dislike different music. -¿Qué instrumento tocas? (What instrument do you play?) -¿Qué instrumento sabes tocar? (What instrument can you play?) - <u>Write different instruments in Spanish books.</u> - Relate pictures with vocabulary. -New Instruments: Flauta, Teclado, Violin and Violonchelo. 	<ul style="list-style-type: none"> -Listening activities to assess pupils understanding of spoken Spanish. - Verbal interaction assessment. - Book marking. 	<ul style="list-style-type: none"> - Interactive white board. - Power Point presentation. - Books.
Impact			Next steps/progress		

Unit 4 Sports and Hobbies	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 3 Lessons 3 Weeks. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Listening attentively and engage with spoken language. Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Show understanding by joining in and responding. Read aloud. Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Develop accurate pronunciation. 	<p>-Likes /Dislikes.</p> <p><u>-Vocabulary about hobbies and sports revision from year 5.</u></p> <p>-¿Qué deportes sabes practicar? (What sports can you play?)</p> <p>-Frecuencia:</p> <p>Once a week / una vez a la semana. Todos los días/ every day Once a month/ una vez al mes Siempre/ Always A veces/ Sometimes Nunca/ Never</p>	<p>- Read and name a range of hobbies and sports.</p> <p>- Ask and answer whether you like or dislike hobbies and sports.</p> <p><u>- Write in books different hobbies and sports.</u></p> <p>- Relate pictures with vocabulary.</p> <p>- Say what you like to do in your free time.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/progress		

Unit 5 Christmas	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn II 2 Lessons 2 Weeks. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Listening attentively and engage with spoken language. Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Show understanding by joining in and responding. Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Develop accurate pronunciation. 	<p>- <u>Christmas carols.</u></p> <p>- Wishing a merry Christmas and a happy new year.</p> <p>- Vocabulario:</p> <p>Feliz navidad Feliz año nuevo Ángel Árbol de navidad Papá Noel, Belén, Niño Jesús Reyes Magos.</p>	<p>- Listen attentively to Christmas carols.</p> <p>- Sing along.</p> <p>- Say the vocabulary aloud.</p> <p>- <u>Wish merry Christmas to someone.</u></p> <p>- Follow a story.</p> <p>- <u>Write new vocabulary on books.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books.</p>
Impact			Next steps/progress		

Spring

Unit 3 My Calendar	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring I 3 Lessons 3 Weeks. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Listening attentively to spoken language. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Repeat, read and recall the days of the week. Appreciate and sing along songs and rhymes. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Speak in sentences without prompts. 	<p>- <u>Days of the week.</u></p> <p>- Vocabulario:</p> <p>Dias de la semana: Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo.</p> <p>-Seasons:</p> <p>Primavera Verano Otono Invierno</p> <p>Meses del año, Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre.</p>	<p>- <u>Write on Spanish books The days of the week.</u></p> <p>-<u>Write os Spanish books The months of the year.-Use these sentence structures:</u></p> <p>Mi cumpleaños es el...de.. / My birthday is...</p> <p>Hoy es el ...de... / Today is the ...of...</p> <p>-Questions:</p> <p>¿Qué día es (hoy)? (What day is it (today))?</p> <p>¿Qué fecha es (hoy)? (What date is it (today))?</p> <p>¿Cuándo es tu cumpleaños? (When is your birthday?)</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Book marking.</p> <p>- Ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations.</p> <p>- To develop phonics knowledge and confidence through: the days, the months, the seasons following the rhyme of the songs.</p>	<p>- Interactive white board.</p> <p>-PPT</p> <p>-Books</p>
Impact			Next steps/progress		

Unit 7 My family	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring I 3 weeks. 3 lessons. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise and recall the vocabulary about the family. Relate given vocabulary with pictures. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Name a range of family members. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Use context and comparisons with English to determine some meaning. 	<p><u>My Family- Mi Familia.</u></p> <p>- Vocabulario:</p> <p>La madre, El padre El abuelo, La abuela, El hermano, La hermana El hijo La hija</p> <p>Giving opinions:</p> <p>Me gusta (I like) No me gusta (I don't like) Me encanta (I love) Odio (I hate) Prefiero (I prefer)</p> <p>¿Te gusta...? (Do you like...?)</p> <p>¿Por qué te gusta...? (Why do you like...?)</p> <p>Porque me parece ... (because it seems...)</p>	<p>- Match Spanish with English vocabulary.</p> <p>- Read aloud members of your family.</p> <p><u>- To be able to write members of the family in their Spanish books.</u></p> <p>Giving opinions:</p> <p><u>- To be able to write sentences giving an opinion in their Books.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>- Books.</p>
Impact			Next steps/progress		

Unit 8 My body	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring II 3 weeks. 3 lessons. 60 minutes per lesson.	<p align="center">Learning Objectives</p> <p>-Recognise and recall the vocabulary about the face and body.</p> <p>-Relate given vocabulary with pictures and parts of their own body.</p> <p>-To read a poem about a monster and his parts of the body working with metaphors about different parts of the face.</p>	<ul style="list-style-type: none"> - <u>Parts of the body.</u> - <u>Parts of the face.</u> - Grammar: - Use adjectives. - Vocabulary: <p><u>El cuerpo, La cabeza, La cara, Los ojos, La nariz, La boca, Los dientes, El pelo,</u></p> <p><u>Los hombros, Los brazos, Las manos, Las piernas, Los pies, Los dedos, El pelo.</u></p> <p><u>Alto/tall</u> <u>Bajo/Short</u> <u>Largo/Long</u> <u>Rizado / Curly</u></p>	<ul style="list-style-type: none"> - Ask and answer the colour of your eyes and hair. ¿Tienes..? (Do you have..?) ¿De qué color son tus ojos? (What is the colour of your eyes?) ¿y el pelo? (And your hair) - <u>Write in whiteboard each other's eyes colour.</u> - Read aloud face and body parts. - <u>To be able to write short sentences related with the body and some adjectives.</u> 	<ul style="list-style-type: none"> -Listening activities to assess pupils understanding of spoken Spanish. -Monitoring during speaking activity. - Verbal interaction assessment. - Book marking. 	<ul style="list-style-type: none"> - Interactive white board. - Power Point presentation. - Books.
Impact			Next steps/progress		

Unit 9 The city	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring II 3 Lessons. 3 Weeks. 60 minutes per lesson.	<p style="text-align: center;">Learning Objectives</p> <p>-To use language with more independence to describe places.</p> <p>-To use key verbs in the 3rd person (Hay, Tiene, Está) and key verbs of like / dislike with reasons, recycling language from previous lessons.</p> <p>- Express opinions and respond to those of others.</p> <p>- Link the spelling, sound and meaning of words.</p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Grammar:</p> <p>There is / There is not</p> <p><u>Likes & Dislikes</u></p> <p>Vocabulario:</p> <p>Adjectives:</p> <p>sucio / limpio (dirty / clean) tranquilo / ruidoso (quiet / noisy) divertido / aburrido (fun/ boring) bonito / feo (pretty / ugly) tradicional / moderno (traditional / modern) turístico / industrial famoso / conocido</p> <p><u>Vocabulary about the city to write sentences in their Spanish books.</u></p>	<p><u>Ask and answer whether you like or dislike different places in the city.</u></p> <p><u>- Write on Books different places in the city.</u></p> <p>- Relate pictures with vocabulary.</p> <p>- Say what you like to visit in your free time.</p> <p><u>-Vocabulary to use to label the city.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>

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Unit 10 Food	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer I 2 Lessons 2 Weeks. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • <u>All students will be able to:</u> • Understand words on the topic. • Use vocabulary in basic language structures. • Listening to spoken language. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Understand phrases on the topic. • Give basic opinions on food and drink. • Show understanding by joining in and responding. • Read aloud. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Understand sentences on the topic. • Say food and drinks' words without prompts. 	<p>- <u>Food.</u></p> <p>- <u>Drinks.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p>- Question whether you like or dislike something.</p> <p>-Vocabulary:</p> <p>Me encanta, Me gusta mucho, no me gusta., sed, hambre</p> <p>.Las patatas fritas, las verduras, los helados, los huevos, la tarta, la fruta, la sopa, la ensalada, el queso, el pescado, el pollo, el pan, limonada, agua.</p>	<p>- Read a range of drinks and food. To develop accurate pronunciation</p> <p>- Ask and answer whether you like or dislike drinks and food.</p> <p>- <u>Write on Spanish books different drinks and food.</u></p> <p>- <u>To write sentences about Likes and Dislikes thinking about food and drinks.</u></p> <p>- Say what you eat and drink at school.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/ progress		

Unit 11 Weather	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 2 4 Lessons 4 Weeks. 60 minutes per lesson.	<p style="text-align: center;">Learning Objectives</p> <ul style="list-style-type: none"> - Read and add questioning intonation. - Singular and plural in Spanish. - Listen attentively to spoken language and show understanding by joining in and responding. - Explore the patterns and sounds of language. - Use familiar vocabulary, phrases and basic language structures. - Read carefully and show understanding of words, phrases and simple writing. - Revision of colours. To write a poem about colours. (The sky is blue/ el cielo es azul...). 	<ul style="list-style-type: none"> - <u>Numbers 1 to 50.</u> - Add and take away. - Grammar: - Question what is the number. - Question what is the weather like? - Vocabulary. <p>Weather:</p> <p>Hace frío Hace calor Hace buen tiempo Hace mal tiempo Hay tormenta Hay niebla Llueve Nieva</p>	<ul style="list-style-type: none"> - Count objects within the class room. - <u>Write weather and numbers in whiteboards and books.</u> - Ask and answer what the number is. - Revision: - Gender of nouns – definite and indefinite articles. - Definite: El (mas. Sing) La (fem .sing) Los (mas.pl.) Las (fem.pl) - Indefinite: Un Unos Una <u>Unas</u> 	<ul style="list-style-type: none"> - Listening activities to assess pupils understanding of spoken Spanish. - Monitoring during speaking activity. - Book marking 	<ul style="list-style-type: none"> - Interactive white board. - Power Point presentation. - Books.
Impact			Next steps/ progress		