



Unit objectives:

To:

Name the subjects we study in school in Spanish with the correct definite article/determiner.

Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.

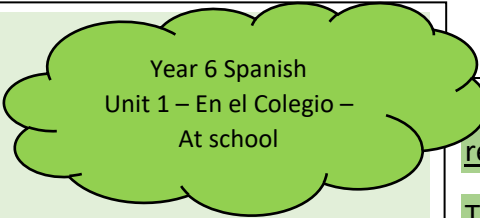
Start to tell the time by learning how to say time by the hour.

Say at what time and on what day we study certain school subjects.

Skills we will develop and activities we will complete:

To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.

Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill, crosswords, wordsearches and word puzzles. Forming positive and negative opinions on school subjects, justifying opinions using a survey, guess who reading pair work activity and role play. There will be a challenging listening task incorporating time and more challenging reading comprehensions and written tasks. Revisiting our knowledge on basic personal details.



What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.

Language introduced from Early Learning and Intermediate units.

How to give our personal details from memory (name, age and where we live).

NC objectives and Castle View year group objectives:

Speaking: 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.

Listening: 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: Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Key vocabulary

Recommended phonics focus: B V CC QU Z

B sound in aburrido & QU sound in porque

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-te-re-san-te and di-ver-ti-do.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas.

Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español.

Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hola is pronounced ola.



Spanish Year 6 Curriculum Overview



Unit objectives:

To:

- Understand better what personal/subject pronouns are.
- Understand better the concept of verb stems and endings.
- Conjugate easily and with clear understanding regular -er verbs like COMER.
- Conjugate easily and with clear understanding regular -ir verbs like VIVIR.
- Conjugate easily and with clear understanding regular -ar verbs like HABLAR.

Skills we will develop and activities we will complete:

To work on becoming more familiar and confident using verbs in Spanish. Understanding better the rules involved with regular verb conjugation and getting used to using more than just the first person singular of a verb (the yo/I form). Completing all the activities and verb booklet with high accuracy so when necessary it can be used as a reference.

Starting to use and understand better the grammatical terminology. Looking at the both the Spanish personal/subject pronouns and their English equivalent. Working with regular verbs in Spanish and understanding that taking the 'endings' off to create 'stems' can help with Spanish conjugation. The lessons will progress and one by one the three sets of endings are taught for -er, -ir and -ar verbs. Each lesson will have an appropriate set of activities but the focus is on repeating the endings and understanding which ending goes on which stem!

Year 6 Spanish
Unit 2 – Los verbos regulares –
Regular Verbs

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1, 2, 3 & 4.

What a verb means in English.

What a personal /subject pronoun is in English.

What is meant by the term 'infinitive'.

What is meant by a verb conjugation - llevar from 'La Ropa'

NC objectives and Castle View year group objectives:

Speaking: 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.

Listening: 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: Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Key vocabulary

Silent Letters. 'H' is always silent in Spanish as in the word verb hablar (unless it is a word of foreign origin). It is pronounced ablar.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ha-bla-ís, vi-vís and co-méis.



Spanish Year 6 Curriculum Overview



Unit objectives:

To:

Tell the time in Spanish using quarter past, half past and quarter to.
Say and write in Spanish what we do at the weekend using two or more sentences.

Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.

Skills we will develop and activities we will complete:

To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion. Learning to tell the time in Spanish including quart past, half past and quarter to. Learning 10 short phrases for activities that often happen at the weekend. Lots of listening, reading and spoken tasks each week which will become progressively more challenging by the end of the unit. Building on the short phrases from week 2 by adding a time, a conjunction, another activity and an opinion. Final activities will include a picture story and an email in Spanish detailing what you do at the weekend. There is an opportunity to present an extended piece orally and a translation activity from English into Spanish.

Year 6 Spanish
Unit 3 – El fin de semana – The weekend

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.

Language introduced from Early Learning and Intermediate units.

Time on the hour as presented in the En El Colegio Progressive unit.

How to give our personal details from memory (name, age and where we live).

NC objectives and Castle View year group objectives:
Speaking: 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.
Listening: 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: Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Key vocabulary

Recommended phonics focus: B V CC QU Z

B sound in aburrido

V sound in voy, veo, divertido & levanto

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like dor-mir and ge-nial. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like le-van-to, di-ver-ti-do and a-bu-rri-do.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-cre-í-ble.

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



Spanish Year 6 Curriculum Overview



Unit objectives:

To:

Name and spell accurately some/all the planets in Spanish on a solar map.
 Say and write extended sentences for at least one planet.
 Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy.

Skills we will develop and activities we will complete:

To be able to say and write with improved accuracy short phrases describing the planets in terms of their position, size and colour.
 Starting to pay more attention to the changes involved in adjectival agreement and applying these rules when using adjectives in different topics and with different language.

The unit starts with the nouns for the ten planets and quickly moves to longer phrases describing the planets in terms of their colour size and position. There are some challenging reading and listening activities based on these slightly more complex phrases. There will also be a variety of exercises in the final lessons to help understand better the rules connected to the adjectival agreement in Spanish. Understanding the rules better will help improve accuracy when using the adjectives in the future.

Year 6 Spanish
 Unit 4 – Los Planetas – The Planets

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.

Language introduced from Early Learning and Intermediate units.

What an adjective is in English

Basic adjectival agreement rules in Spanish from Intermediate units like 'Yo Me Presento' and 'La Ropa'.

NC objectives and Castle View year group objectives:

Speaking: 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.

Listening: 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: Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Key vocabulary

Recommended phonics focus: B V CC QU Z

B sound in bastante

V sound in Venus, verde & viento

Z sound in azul

QU sound in pequeño

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like Mer-cu-rio

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in Jú-pi-ter.

Ñ tilde. This changes the 'n' to a 'ny' sound like in pequeño



Spanish Year 6 Curriculum Overview



Year 6 Spanish
Unit 5 – Los Vikingos – The Vikings

Unit objectives:

To:

- Name the six key periods of ancient Britain in Spanish.
- Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in Spanish.
- Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking.

Skills we will develop and activities we will complete:

Decoding longer and less familiar language in listening and reading tasks. Writing and presenting orally using longer and more accurate language based on the Viking characters presented in this unit. Learning to use a wider range of vocabulary and adjectives, more conjunctions, and reflexive verbs. Remembering to also apply the grammar previously learnt to ensure accuracy.

The unit will encourage lots of extended listening and reading tasks to improve the range of vocabulary and our decoding skills. Many writing and speaking tasks based on the Viking family provided. Using these characters to talk about physical appearance (height, hair type and colour and eye colour). To also learn how to talk about a typical day in the life of a Viking. Learning how to order and sequence.

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from all four phonics and pronunciation lessons.

Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).

How to give our personal details from memory (name, age and where we live).

Basic knowledge of possessive adjectives and adjectival agreement in Spanish.

NC objectives and Castle View year group objectives:

Speaking: 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.

Listening: 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: Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Key vocabulary

Recommended phonics focus: B V CC QU Z

B sound in barba, bajo & bárbaro/a

V sound in cultivo, violento & atrevida

QU sound in mantequilla Z sound in rizado & azules

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like vi-kin-go and ten-go.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in bár-ba-ra.

Ñ tilde. As in castaño. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme.



Spanish Year 6 Curriculum Overview



Unit objectives:

To:

Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map.

Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid.

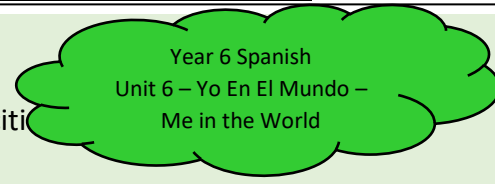
Say and write something we do to help the planet.

Skills we will develop and activities we will complete:

To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider Spanish speaking world. Consolidating shared core values that we share with other countries, nationalities and religions. Using this content to widen vocabulary and linguistic knowledge in Spanish.

The unit starts by revising and consolidating our knowledge of personal details including some general knowledge activities about capital cities and different currencies in the wider Spanish-speaking world.

Longer, more extended reading and listening tasks and finally email templates to write about celebrations and religions of other Spanish-speaking countries. There will also be the opportunity explore ideas on how to protect the planet in the final week.



What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1,2 & 3.

Language introduced from a wide range of Early Learning and Intermediate units (wide range of core vocabulary, colours, days of the week etc).

How to give our personal details from memory (name, age & where we live).

NC objectives and Castle View year group objectives:

Speaking: 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.

Listening: 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.

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Grammar: Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Key vocabulary

Recommended phonics focus: B V CC QU Z

B sound in *hablo* & *besos*

V sound in *salvar*, *carnaval*, *Navidad*, *vas* & *voy*

QU sound in *qué*

Z sound in *utilizar*

Silent letters. H' is always silent in Spanish as in the word verb *hablo* (unless it is a word of foreign origin). It is pronounced *ablo*.

Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word *onion*. It is another letter in Spanish not just another phoneme as in *español*.

Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like *pre-fe-ri-da*, *fies-ta* & *co-lo-ri-da*

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in *dí-a* & *inglés*.