

## Year 6: In my spare time – *En mi tiempo libre*

### Objectives:

- Be able to use different frequency expressions such as *at the weekend, every day, always, sometimes and never*
- Be able to say what you do in your free time
- Be able to use the correct pronunciation in spoken work
- Be able to understand what an infinitive is and when we use them in Spanish
- Be able to give opinions about different activities and justify them using *porque*
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and more complex writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrase
- Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly

### Key Factual Learning:

#### Grammar:

- ✓ Identify infinitive verb forms and conjugated forms.
- ✓ Contraction of “a” and “el” = *al*
- ✓ Opinions are always followed by infinitives.

#### Vocabulary:

- ✓ ¿Qué haces en tu tiempo libre?
- ✓ *En mi tiempo libre* + verbs
- ✓ *Voy al cine, voy a la piscina, voy de compras, salgo con mis amigos, hago los deberes, monto en bicicleta, escucho música, veo la television, juego en la Play Station, navego por internet*
- ✓ Days of the week and frequency adverbs previously seen. *Los* + the days of the week i.e “*Normalmente los lunes a las cinco de la tarde hago los deberes*”
- ✓ Telling the time
- ✓ *Una vez por semana, dos veces por semana, siempre, casi siempre, nunca, casi nunca, de vez en cuando, normalmente*
- ✓ *Y, también, además, sin embargo, ni...ni..., using negative sentences*
- ✓ Opinions: *me gusta, no me gusta, me gusta mucho, odio, detesto.*
- ✓ Adjectives to justify opinions: *chulo/a, divertido/a, entretenido/a, espectacular, aburrido/a, difícil, gracioso/a, diferente.*

### Practical Tasks:

- Memorise new vocabulary by using choral repetition- different voices, singing songs, playing memory games, actions.
- Complete a match up and labelling activity.
- Manipulate language by changing some elements in a sentence or question.
- Other than skimming, children are encouraged to answer a more complex and detailed comprehension questions.
- Look for verbs in the dictionary to identify -ar, -er and -ir infinitive forms. Explain the differences between a conjugated verb and an infinitive verb. Use the 1<sup>st</sup> and 3<sup>rd</sup> person singular forms of familiar verbs.
- Give opinions about the different activities they do in their spare time, ensuring they use the correct endings and infinitive forms.
- Write a few sentences from memory and develop a text using a paragraph builder.
- Read aloud with confidence using previous phonic knowledge, using expression, in chorus or individually.
- Create a role-play in which children join in a short conversation.

# Cantrell Primary School – Spanish Curriculum

## Phonics:

a, e, í, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

- Present a descriptive paragraph to the class explaining what activities they do in their free time in order to peer and self-assess using a WAGOLL.

## Year 6: Describing my family – *Describo a mi familia*

### Objectives:

- Be able to understand the numbers up to 100 in Spanish
- Be able to describe your family in detail using the two main verbs *ser* and *tener*
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation to say unfamiliar words and phrases
- Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly

### Key Factual Learning:

#### Grammar:

- ✓ Use possessive adjectives "mi", "tu" and "su".
- ✓ Conjugate and use the 3<sup>rd</sup> person of the verb *ser* and *tener*
- ✓ Use lower case with the months of the year in Spanish.

#### Vocabulary:

- ✓ Numbers from 60 to 100: *sesenta, setenta, ochenta, noventa, cien*.
- ✓ *En mi familia hay ...personas.*
- ✓ Members of the family: *madre, mamá, padre, papá, hermano, hermana, primo/a, abuelo/a, tío/a, bisabuelo/a, medio-hermano/a, padrastro, madrastra, hermanastro/a, cuñado/a, hijo/a, esposo/a.*
- ✓ *enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.*
- ✓ *Soy hijo/a único/a.*
- ✓ *Gemelos and mellizos.*
- ✓ Recycle knowledge from Year 4: birthdays. *Mi cumpleaños es el + number+ de + month. Su cumpleaños es el + number + de + month.*
- ✓ *Tengo...años/ Tiene ... años.*
- ✓ *Me llamo..., se llama...*

### Practical Tasks:

- Memorise new vocabulary by using choral repetition-different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Create their own family tree. Each apple represents a different member of their family.
- Manipulate language by changing some elements in a sentence or question.
- Notice and manipulate agreements.
- Read and skim in order to answer a more complex and detailed comprehension questions.
- Write a few sentences from memory and develop a text using a paragraph builder.
- Read aloud with confidence using previous phonic knowledge, using expression, in chorus or individually.
- Create a role-play in which children join in a short conversation. *¿Cómo se llama tu padre? Mi padre se llama... ¿Cuántos años tiene tu abuela? Mi abuela tiene ...años.*
- Present a descriptive paragraph to the class about their family in order to peer and self-assess using a WAGOLL.

# Cantrell Primary School – Spanish Curriculum

- ✓ Tengo el pelo de color ... y los ojos de color... / Tiene el pelo de color... y los ojos de color.

## Phonics:

a, e, í, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

## Year 6: Means of transport and holidays – *Transporte y vacaciones*

### Objectives:

- Be able to name some European countries / holiday destination countries
- Be able to recall the different means of transport used to go on holiday
- Be able to understand how to conjugate the different verbs used to talk about your holidays
- Be able to understand what an infinitive is
- Be able to give opinions about your holidays
- Be able to understand how to use the near future tense in Spanish
- Be able to join in a conversation using the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly

### Key Factual Learning:

#### Grammar:

- ✓ Near future tense voy + a + infinitive forms

#### Vocabulary:

- ✓ ¿Adónde vas a ir de vacaciones? Voy a ir a ... Escocia, Irlanda, Gales, Inglaterra, Alemania, Francia, Italia, Grecia, Portugal, España, India, Pakistán, Argentina, México, Cuba, Republica Dominicana.
- ✓ ¿Cómo vas a ir? Voy a ir en ... autocar/autobús, avión, tren, coche, barco, bicicleta, monopatín, a pie.
- ✓ ¿Con quién vas a ir? Voy a ir con ... mi familia, mis amigos/as, mi mejor amiga/o, mis padres, mi padre/madre/ hermano/a.
- ✓ ¿Qué vas a hacer? Voy a ...visitar monumentos, ir a una discoteca, montar en bicicleta, bailar, escuchar música, leer un libro, nadar en el mar/piscina, tomar el sol, mandar mensajes, jugar al voleibol en la playa, hacer castillos de arena, ir de excursion.

### Practical Tasks:

- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Manipulate language by changing some elements in a sentence or question.
- Notice and manipulate verbs.
- Identify infinitive verbs and compare them to conjugated forms.
- Explain that we cannot find conjugated verbs in dictionaries- only infinitive forms to be found.
- Explain what a near future tense is and compare it to the simple future tense (Spanish and English).
- Read and skim in order to answer a more complex and detailed comprehension questions.
- Write a few sentences from memory and develop a text using a paragraph builder.

# Cantrell Primary School – Spanish Curriculum

## Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

- Read aloud with confidence using previous phonic knowledge, using expression, in chorus or individually.
- Create a role-play in which children join in a short conversation.  
¿Adónde vas a ir? Voy a ir a ... ¿Con quién vas a ir? Voy a ir con....
- Present a descriptive paragraph to the class about their holidays in order to peer and self-assess using a WAGOLL.

## Year 6: Daily routine – *La rutina diaria*

### Objectives:

- Be able to explain what a reflexive verb is
- Be able to recall different reflexive verbs
- Be able to briefly explain how to use different pronouns when conjugating reflexive verbs
- Be able to understand what an infinitive is and give examples
- Be able to describe your daily routine using reflexive verbs
- Be able to understand and apply sequencing words
- Be able to join in a conversation using the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly

### Key Factual Learning:

#### Grammar:

- ✓ Reflexive verbs
- ✓ Sequencing words

#### Vocabulary:

- ✓ ¿Qué haces por la mañana? Por la mañana... me despierto, me levanto, me ducho, me lavo, me peino, me visto, desayuno, voy al colegio
- ✓ ¿Qué haces por la tarde? Por la tarde... hago los deberes, ceno, veo la televisión, me lavo los dientes, me acuesto.
- ✓ Normalmente, temprano, primero, luego, después, más tarde, por último.
- ✓ Pronouns: me, te, se.

### Practical Tasks:

- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Manipulate language by changing some elements in a sentence or question.
- Notice and manipulate reflexive verbs.
- Identify reflexive verbs and compare them to non-reflexive ones.
- Explain that we cannot find conjugated verbs in dictionaries- only infinitive forms to be found.
- Read and skim in order to answer a more complex and detailed comprehension questions.
- Write a few sentences from memory and develop a text using a paragraph builder.
- Read aloud with confidence using previous phonic knowledge, using expression, in chorus or individually.

# Cantrell Primary School – Spanish Curriculum

## Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v.

- Create a role-play in which children join in a short conversation. ¿Qué haces por la mañana? ¿Qué haces por la tarde?
- Present a descriptive paragraph to the class about their daily routine in order to peer and self-assess using a WAGOLL.

## Year 6: Jobs – Trabajos y profesiones

### Objectives:

- Be able to understand and explain what a conditional tense is in English and how to form it in Spanish
- Be able to use the conditional tense in Spanish- "me gustaría"
- Be able to recall some professions and jobs in Spanish
- Be able to understand that most professions in Spanish have a male and female equivalent.
- Be able to say what you would like to be when you grow up using the conditional tense
- Be able to join in a conversation using the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly

### Key Factual Learning:

#### Grammar:

- ✓ Conditional tense "me gustaría ser ..." - I would like to be

#### Vocabulary:

- ✓ ¿Qué te gustaría ser de mayor? De mayor me gustaría ser... profesor/a, policía, abogado/a, veterinario/a, médico/a, enfermero/a, taxista, pintor/a, arquitecto/a, actor/ actriz, cantante, futbolista, dentista, periodista, artista.
- ✓ ¿Dónde te gustaría trabajar? Me gustaría trabajar en + places in town
- ✓ Un hospital, una clínica, una oficina, un estadio de fútbol, una comisaría, un colegio/instituto, una universidad.
- ✓ Recycle vocabulary: name, where you live, name of your school and school subjects you do, where you live and who with, spare time activities, favourite sports and why and what you like to be when you grow up.

### Practical Tasks:

- Explain that the Spanish conditional tense is used to talk about hypothetical situations and probabilities.
- Explain that most professions in Spanish have a male and female equivalent, ending in "o" or "a" respectively. There are a couple of exceptions.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Manipulate language by changing some elements in a sentence or question.
- Read and skim in order to answer a more complex and detailed comprehension questions.
- Write a few sentences from memory and develop a text using a paragraph builder.

# Cantrell Primary School – Spanish Curriculum

## Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

- Read aloud with confidence using previous phonic knowledge, using expression, in chorus or individually.
- Create a role-play in which children join in a short conversation. ¿Qué te gustaría ser de mayor? De mayor me gustaría ser ...
- Present a descriptive paragraph to the class about themselves, likes and dislikes, free time activities and what they would like to be when they grow up in order to peer and self-assess using a WAGOLL.

## Year 6: Describing my bedroom – *En mi dormitorio*

### Objectives:

- Be able to recall the different furniture there is in your room
- Be able to understand the verb *hay/ no hay* and use it accordingly to say what there is or there isn't in your room
- Be able to understand the Spanish prepositions
- Be able to recall the Spanish prepositions and give examples
- Be able to produce a descriptive paragraph describing your house and your bedroom
- Be able to join in a conversation using the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by confidently joining in and responding
- Be able to read carefully and show accurate understanding of words, phrases and simple writing
- Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly

### Key Factual Learning:

#### Grammar:

- ✓ Prepositions
- ✓ Verb *hay*

#### Vocabulary:

- ✓ un armario, un equipo de música, una lámpara, una cama, una Ventana, unos pósters, una estantería, un ordenador/ iPad, una mesa, una silla, una television, una puerta, una alfombra, una ventana
- ✓ encima, a la derecha, a la izquierda, debajo de, delante de, al lado de, detrás, entre.
- ✓ en la planta de abajo, en la planta de arriba
- ✓ en mi casa hay ...

### Practical Tasks:

- Explain that a preposition is a word or a phrase showing the relationship of one thing to another and that many prepositions refer to position e.g. "on top of".
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Manipulate language by changing some elements in a sentence or question.
- Read and skim in order to answer a more complex and detailed comprehension questions.
- Write a few sentences from memory and develop a text using a paragraph builder.

# Cantrell Primary School – Spanish Curriculum

- ✓ ¿Dónde vives? Vivo en una casa/ un piso
- ✓ ¿Qué hay abajo/ arriba?
- ✓ Adjectives to describe their house (bonito/a, especial, singular, importante, fea/o, grande, pequeña/o, chula/o, moderno/a, antiguo/a, seguro/a)
- ✓ Recycle opinions: me gusta/ no me gusta/ me encanta/ odio/ detesto

## **Phonics:**

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

- Read aloud with confidence using previous phonic knowledge, using expression, in chorus or individually.
- Create a role-play in which children join in a short conversation. ¿Dónde vives? Vivo en ... ¿Qué hay abajo/arriba? ¿Qué hay en tu dormitorio? En mi dormitorio hay... ¿Dónde está el/la...? El/la ... está + prepositions.
- Present a descriptive paragraph to the class about where they live, their house, their town and the furniture in their bedroom in order to peer and self-assess using a WAGOLL.