

St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 6

Term: Autumn 1



Unit: School



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>en el colegio – at school</p> <p>el español – Spanish el inglés – English el arte – art la educación física – P.E la música – music la geografía – geography la historia – history las matemáticas – maths las ciencias – science la informática – ICT</p> <p>¿Qué te gusta? – What do you like? ¿Te gusta...? – Do you like...? ¿Te gustan...? – Do you like...? (plural)</p>	<p>The nouns and determiners for 10 subjects in Spanish.</p> <p>The opinion phrases to say which subjects they like and do not like.</p> <p>The 7 adjectives to explain why they do/do not like a certain subject.</p> <p>The connectives and/but/yet How to create a short phrase in Spanish about a subject using 'I like' and 'I do not like'.</p> <p>How to answer the question '¿Qué hora es?' (What time is it?) on the hour in Spanish.</p> <p>How to say at what time I study a particular subject in Spanish.</p>	<p>Spanish children have to learn Spanish in the same way that they have to learn English.</p> <p>The verb 'to like' in Spanish, works differently to the other verbs. Literally translated, 'me gusta' is 'it is pleasing to me' and 'me gustan' means 'they are pleasing to me'.</p> <p>The adjectives for fun and boring (divertido and aburrido) must always agree with (be the same number and gender as) the subjects they are describing. For example, el inglés es divertido, la historia es divertida).</p>	<p>Repeat and recognise the vocabulary for school subjects.</p> <p>Say what subjects they like and dislike at school.</p> <p>Use connectives to extend their spoken and written sentences about subjects at school and their opinions on them.</p> <p>Say why they like/ dislike certain school subjects.</p> <p>Tell the time (on the hour) in Spanish.</p> <p>Say what time they study certain subjects at school.</p>

<p>Sí, me gusta... - Yes, I like... (singular) y Sí, me gustan... - Yes, I like... (plural) Me gusta... - I like... (singular) Me gustan... - I like... (plural) Me encanta... - I love... (singular) Me encantan... - I love... (plural)</p> <p>Sí, me encanta... - Yes, I love... (singular) Sí, me encantan... - Yes, I love... (plural) No me gusta... - I do not like... (singular) No me gustan... - I do not like... (plural) Odio... - I hate... No, no me gusta... - No, I do not like... (singular) No, no me gustan... - No, I do not like... (plural) No, odio... - No, I hate</p> <p>porque - because porque es... - because it is... porque son... - because they are... es - it is</p> <p>sin embargo - however pero - but</p> <p>divertido - fun interesante - interesting fácil - easy útil - useful</p> <p>aburrido - boring difícil - difficult inútil - pointless</p>	<p>How to use their knowledge from the unit to present their school preferences to the class in spoken and/or written form.</p>	<p>How to use the connectives for and/but/however to extend their sentences.</p>	
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St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 6

Term: Autumn 2



Unit: Healthy lifestyle



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>la comida sana - healthy eating/lifestyle</p> <p>la leche desnatada - skimmed milk</p> <p>las galletas - biscuits</p> <p>el pan integral - wholemeal bread</p> <p>el agua - water</p> <p>los cereales - cereal</p> <p>los vegetales - vegetables</p> <p>la fruta - fruit</p> <p>los nueces - nuts</p> <p>la carne roja - red meat</p> <p>la leche entera - milk</p> <p>el pan blanco - white bread</p> <p>el chocolate - chocolate</p> <p>la mantequilla - butter</p> <p>el pescado - fish</p> <p>los caramelos - sweets</p> <p>el pollo - chicken</p>	<p>10 new nouns and determiners for healthy foods/drinks.</p> <p>10 more nouns and determiners for unhealthy foods/drinks.</p> <p>6 healthy activities. 3 unhealthy activities.</p> <p>How to understand and say some key phrases for healthy and unhealthy habits.</p> <p>How to follow a healthy recipe in Spanish and create their own using</p>	<p>The food and drink vocabulary associated with healthy and unhealthy living.</p> <p>'Bueno' means good and 'malo' means bad.</p> <p>The first person form of the verbs will always end in 'o'.</p> <p>Use the imperative form of the verb in order to write a recipe.</p>	<p>Name and recognise 10 foods and drinks considered good for your health.</p> <p>Name and recognise 10 foods and drinks not considered good for your health.</p> <p>Say what activities they do to keep in shape during the week.</p> <p>Say in general what they do to maintain a healthy lifestyle.</p> <p>Learn how to write a healthy recipe in Spanish using the infinitive forms of the verb.</p>

<p>las patatas fritas - chips el queso - cheese las bebidas con gas - fizzy drinks comer - to eat beber - to drink como - I eat bebo - I drink</p> <p>bueno para la salud - good for (your) health malo para la salud - bad for (your) health Para tener una buena salud... - To stay in good health I...</p> <p>Para tener una buena salud como... -To stay in good health I eat... Para tener una buena salud bebo... - To stay in good health I drink... Para tener una buena salud no como... - To stay in good health I do not eat... Para tener una buena salud no bebo... To stay in good health I do not drink...</p> <p>Juego al baloncesto - I play basketball Paseo a mi perro - I walk my dog. Hago natación - I go swimming. Monto en bicicleta - I go cycling Hago judo - I do judo Juego al tenis - I play tennis</p> <p>No veo la tele - I do not watch television</p>			
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<p>No juego con juegos electrónicos - I do not play electronic games</p> <p>una receta - a recipe</p> <p>iCortar! - Cut!</p> <p>iAñadir! - Add!</p> <p>iMezclar! -Mix!</p> <p>iRallar! - Grate!</p> <p>iCocinar! - Cook!</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 6

Term: Spring 1



Unit: Weekend



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>me levanto – I get up desayuno – I have breakfast veo la tele – I watch TV leo – I read escucho musica – I listen to music juego a videojuegos – I play videogames juego a futbol – I play football voy a la piscina – I go to the pool voy al cine – I go to the cinema voy a dormir – I go to sleep</p> <p>y – and despues – after tambien – also mas tarde – later finalmente – finally porque – because</p>	<p>How to tell the time in Spanish.</p> <p>How to say 10 activities in Spanish that they do at the weekend.</p> <p>How to integrate 'at...' plus a time into my spoken and written work about weekend activities.</p> <p>How to use time adverbials (conjunctions) to help explain the order of when they do their activities.</p> <p>How to add in their opinions about the activities]</p> <p>How to use their knowledge from the unit to present to the class in spoken and/or written form about</p>	<p>How to form the time in Spanish to include on the hour (son las...), minutes to (menos) and minutes past (y).</p> <p>The verbs in the activities (all in the first person) end in 'o' apart from 'voy' which is known as an irregular verb as it doesn't follow the regular pattern.</p> <p>They can use time adverbials in exactly the same way (and word order) as they would in English.</p>	<p>Ask what the time is in Spanish and explore the patterns of telling the time in Spanish.</p> <p>Tell the time accurately in Spanish.</p> <p>Say what they do at the weekend in Spanish.</p> <p>Learn to integrate conjunctions into their work.</p> <p>Present an account of what they do and at what time at the weekend.</p>

<p>increíble – incredible genial – great divertido – fun agotador – exhausting aburrido – boring horrible – terrible</p> <p>que hora es? – What time is it? es la una – It's one o'clock son las dos – It's two o'clock son las tres – it's three o'clock</p> <p>y cuarto – quarter past y media – half past menos cuarto – quarter to</p> <p>es mediodía – it's middady es medianoche – It's mignight</p>	<p>their weekend – what they do, their opinion about it and when they do it.</p>		
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St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 6

Term: Spring 2



Unit: Planets



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Los planetas - The Planets el Sol (nm) - the Sun Mercurio (nm) Mercury Venus (nm) - Venus la Tierra (nf) - the Earth la Luna (nf) - the Moon Marte (nm) - Mars Júpiter (nm) - Jupiter Saturno (nm) - Saturn Urano (nm) - Uranus Neptuno (nm) - Neptune</p> <p>es - is (3rd-person conjugation)</p> <p>azul - blue pequeño/pequeña - small grande - big cálido/cálida - hot frío/fría - cold luminoso/luminosa - bright</p>	<p>How to name and label a map of the Solar System in Spanish.</p> <p>The names of the planets in the solar system in Spanish.</p> <p>9 adjectives to describe the solar system in Spanish.</p> <p>How to apply the rules of adjectival agreement to describe the Solar System in Spanish.</p> <p>How to use conjunctions and intensifiers to extend descriptions of the Solar System.</p> <p>How to ask key questions in Spanish in order to conduct an interview with an astronaut.</p>	<p>The names of the planets need capital letters as in English.</p> <p>Several of the planets are cognates (sound the same in Spanish and English).</p> <p>All of the planets are masculine (except for the Moon) so when describing them they can use the masculine form of the adjective.</p> <p>They can use the intensifiers (very and quite) to add information to their work. They are used in the same way as in English, before the adjective.</p>	<p>Name and label a map of the Solar System in Spanish.</p> <p>Apply the rules of adjectival agreement to describe the Solar System in Spanish.</p> <p>Use conjunctions and intensifiers to extend descriptions of the Solar System.</p> <p>Ask key questions in Spanish in order to conduct an interview with an astronaut.</p> <p>Answer the questions in Spanish in order to present themselves as an astronaut. Deepen their understanding of adjectival</p>

<p>gaseoso/gaseosa - gaseous rocoso/rocosa - rocky rojo/roja - red</p> <p>y - and muy - very bastante - quite</p> <p>¿Cómo te llamas? - What is your name? Me llamo... - My name is... ¿Cuántos años tienes? - How old are you? Tengo ... años - I am ... years old ¿Dónde vives? - Where do you live? Vivo en... - I live in... ¿Cuántos planetas hay? - How many planets are there? Hay ocho planetas - There are eight planets ¿Puedes describir tres planetas? - Can you describe three planets? ¿Por qué eres un buen candidato? - Why are you a good candidate?</p> <p>Soy... - I am...</p> <p>curioso/curiosa - curious calmado/calmada - calm atrevido/atrevida - adventurous ambicioso/ambiciosa - ambitious dinámico/dinámica - dynamic responsable - responsible competente - competent valiente - brave paciente patient inteligente clever</p>	<p>8 adjectives to describe an astronaut.</p> <p>How to answer the questions in Spanish in order to present themselves as an astronaut.</p>	<p>The questions forms needed to conduct the interview with the astronaut.</p> <p>The correct answer stems to complete for the interview.</p>	<p>agreement to describe themselves in terms of character.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 6

Term: Summer 1



Unit: Me in the world



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Me llamo... - I am called...</p> <p>Porque - because</p> <p>Vivo en... - I live in...</p> <p>Me llamo... - I am called...</p> <p>Hablo... - I speak...</p> <p>Hablo español - I speak Spanish</p> <p>Hablo inglés - I speak English</p> <p>porque - because</p> <p>Es una fiesta muy tradicional y religiosa - It is a very traditional and religious festival</p> <p>Es una fiesta en honor a los muertos - It is a festival in honour of the dead..</p> <p>Es una fiesta muy alegre - It is a very happy / cheerful festival..</p> <p>Es una fiesta muy colorida - It is a very colourful festival</p>	<p>Spanish is spoken in many countries across the world as well as in Spain – namely in South America.</p> <p>There are various cultural celebrations around the Spanish speaking world.</p> <p>How to research these celebrations and share their findings with the class (in English) as part of cultural awareness.</p> <p>Different ways to describe a festival.in Spanish.</p> <p>How to write some sentences about how they can save the planet.</p>	<p>Where some major Hispanic capital cities are capital cities.</p> <p>Different countries use different currencies.</p> <p>How to complete extended reading and listening tasks on Spanish festivals.</p> <p>How to use email templates to write about celebrations and religions of other Spanish speaking countries.</p> <p>Longer sentences to describe what they can do to help the environment with the sentence stem (I am going to use more/less....).</p>	<p>Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map.</p> <p>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.</p> <p>Present to the class their findings from researching a festival.</p> <p>Say and write something we do to help the planet.</p>

<p>Mi fiesta preferida es El Carnaval - My favourite festival is Carnival.</p> <p>Mi fiesta preferida es La Semana Santa - My favourite festival is Holy Week (Easter)</p> <p>Mi fiesta preferida es el Día De Los Muertos - My favourite festival is the Day of the Dead.</p> <p>Mi fiesta preferida es las Fiestas Patrias - My favourite festival is the National Holidays</p> <p>Mi fiesta preferida es el Eid - My favourite festival is Eid</p> <p>Mi fiesta preferida es el Diwali - My favourite festival is Diwali.</p> <p>Mi fiesta preferida es la Navidad - My favourite festival is Christmas.</p> <p>¡Hasta luego! - See you later! / See you soon!</p> <p>besos - kisses</p> <p>¿Qué vas a hacer para ayudar a salvar el planeta? - What are you going to do to help save the planet?</p> <p>Voy a utilizar menos papel - I am going to use less paper.</p> <p>Voy a utilizar menos carton - I am going to use less cardboard</p> <p>Voy a utilizar menos plástico - I am going to use less plastic</p> <p>Voy a utilizar menos agua - I am going to use less water.</p>			
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