



Year 6	Topic Title: At school	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture)</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<p><b>Phonetics 4 Fonética (core lesson)</b>  <b>Introduce Phonemes :b, v, cc, qu, z</b>  <b>Revise Phonemes ch, j, ñ, ll, rr, and ca, ce, ci, co, cu ga, ge, gi, go, gu their Spanish sounds</b></p> <p><b>At School</b></p> <ul style="list-style-type: none"> <li>Listen to, repeat and recognise the vocabulary for school subjects.</li> <li>Say the vocabulary for the school subjects using the correct word for 'the'.</li> <li>Use the verb 'Estudiar' (to study)</li> <li>Say what subjects they like and dislike at school.</li> <li>Say why they like/ dislike certain school subjects.</li> <li>Start to tell (and ask) the time (on the hour) in Spanish.</li> <li>Say what time they study certain subjects at school.</li> </ul>	<p>el español (Spanish)  el inglés (English)  las matemáticas (Mathematics)  El arte (Art)  La educación física (PE)  Las ciencias (Science)  La historia (History)  La geografía (Geography)  La informática (ICT)  La música (Music)</p> <p>¿ Qué te gusta ? (What do you like?)  ¿ Te gusta... ? (Do you like...?)</p> <p>'si me gusta...' (Yes, I like...)  'no no me gusta...' (No, I don't like)</p> <p>Me encanta... (I love...)  Odio... (I hate...)  Porque es... (because it is...)  Aburrido (boring)  Difícil (difficult)  Interesante (interesting)  Divertido (fun)  Fácil (easy)</p> <p>¿Qué hora es?  Es la una (It is one o'clock)  Son las... (It is...) – <i>for all other times</i>  Es medianoche (It is midnight)  Es mediodía (It is midday)</p> <p>A la una (At one o'clock)  A las... (At...)– <i>for all other times</i></p>
<p><b>Possible Community Links</b>  Edge Hill University MFL Department</p>	<p><b>Previous Learning Experiences:</b> The classroom in Y4  <b>Future Learning Experiences:</b> KS3 languages</p>	



Year 6	Topic Title: Regular verbs	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture)</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<p><b>Regular Verbs: Los Verbos Regulares</b></p> <ul style="list-style-type: none"> <li>Recognise and understand what a pronoun is in both English and Spanish and be able to say/read/write what the key personal pronouns are in Spanish.</li> <li>Understand what a verb is in both English and Spanish and how to then create a stem and work out the endings for regular –ER, -IR and -AR verbs.</li> <li>Conjugate in Spanish a regular –ER verb.</li> <li>Conjugate in Spanish a regular –IR verb.</li> <li>Conjugate in Spanish a regular –AR verb.</li> </ul>	<p>Yo (I)  Tú (You)  Él (He)/ Ella (She)  (We) Nosotros (m)/Nosotras (f)  (You all) Vosotros (m)/ Vosotras (f)  (They) Ellos (m)/ Ellas (f)</p> <p><i>Use the regular verbs below with the correct verb endings linked to the personal pronouns (See pupil vocabulary sheet in Lesson 1)</i></p> <p>Beber (to drink)  Comer (to eat)  Vivir (to live)  Hablar (to speak)</p>
	<p><b>Christmas items, colour and position</b></p> <ul style="list-style-type: none"> <li>Say and recognise Christmas nouns</li> <li>Create short phrases to describe objects and their position  e.g. una estrella amarilla delante de el arbol de navidad (a yellow star in front of the Christmas tree)</li> <li>Learn to sing <b>Noche de paz – Silent Night</b></li> </ul> <p>Possible prepositional introduction: <b>Español Español p78</b></p>	<p><b>Un arbol de navidad</b> (a Christmas tree)  <b>Un arbol de navidad verde</b> (a green Christmas tree)  <b>Los regalos</b> (gifts)  Un gran regalo (a big gift)  <b>una Estrella</b> (a star)  <b>una estrella amarilla</b> (a yellow star)</p> <p>delante de (infront of)  detrás de (behind)  sobre (on)  debajo de (under)  entre (between)  dentro de (in)</p>
<p><b>Possible Community Links</b></p>	<p><b>Previous Learning Experiences:</b> 'I can' in Y3/ Christmas Y5</p>	
<p>Edge Hill University MFL Department</p>	<p><b>Future Learning Experiences:</b> KS3 languages</p>	



Year 6	Topic Title: The Planets	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture)</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<p><b>The Planets - Los planetas</b></p> <ul style="list-style-type: none"> <li>Listen to, repeat, name and recognise the planets in Spanish on a solar system map.</li> <li>Spell at least five of the planets in Spanish.</li> <li>Say an interesting fact about at least four of the planets in Spanish.</li> </ul> <p>Write an extended sentence with an interesting fact for at least one of the planets in Spanish.</p> <ul style="list-style-type: none"> <li>Understand and use the rules of adjectival agreement clearly in Spanish.</li> </ul>	<p>La tierra (The Earth) La luna (The Moon) El sol (The Sun)</p> <p>Plutón (Pluto) Mercurio (Mercury) Marte (Mars) Neptuno (Neptune) Saturno (Saturn) Urano (Uranus ) Venus (Venus) Júpiter (Jupiter)</p> <p>está cerca del (is close to) está lejos (is far from) es el más lejano (is the furthest) es enorme (is huge) es pequeño (is small)</p> <p><i>Adjectival agreement for colour and size:</i> (Red) Rojo (m)/Roja (f)</p>
<p><b>Possible Community Links</b></p>	<p><b>Previous Learning Experiences:</b> Clothes in Y5 (describing)</p>	
<p>Edge Hill University MFL Department</p>	<p><b>Future Learning Experiences:</b> KS3 languages</p>	



Year 6	Topic Title: WWII	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture)</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<p><b><u>WWII – La Segunda Guerra Mundial</u></b></p> <ul style="list-style-type: none"> <li>Group/order unknown vocabulary to help decode texts in Spanish</li> <li>Improve their listening and reading skills</li> <li>Name the countries and languages involved in WW2</li> <li>Say what the differences were in city and country life during the war - Introducing the children to the concept of comparatives and adjectives.</li> <li>Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside</li> </ul>	<p>Inglaterra (England)            Francia (France)            Italia (Italy)            Alemania (Germany)            Polonia (Poland)</p> <p>En ... se habla... (In... you speak...)            En Inglaterra se habla Inglés (In England you speak English)</p> <p>Inglés (English)            Francés (French)            Italiano (Italian)            Alemán (German)            Polaco (Polish)</p> <p>Querido papa/ Querida mama (Dear dad/mum)</p> <p>Vivo en... (I live in)            el campo (the countryside)            la ciudad (the city)            La vida en... es (Life in the...is)            Tranquila (calm)            Segura (safe)            Difícil (difficult)            Peligrosa (dangerous)</p>
<p><b>Possible Community Links</b></p>	<p><b>Previous Learning Experiences:</b> Presenting myself in Y4</p>	
<p>Edge Hill University MFL Department</p>	<p><b>Future Learning Experiences:</b> KS3 languages</p>	



Year 6	Topic Title: <b>The weekend</b>	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture)</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<p><b><u>The Weekend- El fin de Semana</u></b></p> <ul style="list-style-type: none"> <li>Ask what the time is in Spanish.</li> <li>Tell the time accurately in Spanish.</li> <li>Learn how to say and write what they do at the weekend in Spanish.</li> <li>Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.</li> <li>Create a spoken and written account of what they do at the weekend, what time they do it and what they think of it.</li> </ul>	<p>¿Qué hora es? (What time is it?) Es la una (It is one o'clock) Son las... (It is...)</p> <p>El Fin De Semana (The weekend)</p> <p>Y cuarto (quarter past) Y media (half past) Menos cuarto (quarter to) Es medianoche (It is midnight) Es mediodía (It is midday)</p> <p>¿Qué haces los fines de semana?</p> <p>Me levanto (I get up) Veo (watch) Leo (read) Escucho (listen) Juego (play) Voy a (I go to)</p> <p>¡Es increíble! (It's incredible) ¡Es divertido! (It's fun) ¡Es agotador! (It's tiring) ¡Es aburrido! (It's boring)</p> <p>Después (after) También (also) Más tarde (later on) Finalmente (finally)</p>
<p><b>Possible Community Links</b></p>	<p><b>Previous Learning Experiences:</b> Presenting myself in Y4</p>	
<p>Edge Hill University MFL Department</p>	<p><b>Future Learning Experiences:</b> KS3 languages</p>	



Year 6	Topic Title: <b>Me in the world</b>	Key Vocabulary
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<p><b>Possible Community Links</b></p>	<p><b>Previous Learning Experiences:</b> Presenting myself in Y4</p>	
<p>Edge Hill University MFL Department</p>	<p><b>Future Learning Experiences:</b> KS3 languages</p>	