

Year 6

At Year 6 children are presented with longer, more challenging texts to stretch their comprehension skills and develop language detective strategies. Based on their growing knowledge of phonics and key sounds, they are challenged to anticipate pronunciation of new vocabulary before it is modelled. They become more adept at writing and modifying their own work, using pattern recognition in a much wider variety of vocabulary to help develop spelling and grammar. Some commonly used verbs are conjugated, and children are made aware of the different meanings of *ser* and *estar*, that both mean 'to be'. Careful use of Google Translate is approached and children are shown how to place the word searched for in a sentence which clearly indicates the sense of the meaning required.

Autumn 1: How I am feeling using verbs *tener* and *estar*, numbers 100-1000

Children recall all the questions and responses they can remember before listening to a podcast about a Spanish girl and her family. Whilst listening, children sequence the Spanish sentences they hear and complete comprehension questions in English. Children learn to say, read and write numbers up to 1,000 in multiples of 100.

Building on phrases they have previously learnt, children describe how they are feeling in more detail, using the verbs *estar* and *tener* with different adjectives, noting how some adjectives have different endings depending on the gender of the person they describe. They explore the conjugation of each of these verbs, so that they can also describe how other people are feeling. They then link previously learned weather phrases to certain feelings, creating extended sentences.

Autumn 2: Daily routines, telling the time, Christmas Rescue Story, The Day of the Innocents

Children are presented with an unseen Spanish list containing reflexive verbs to decode. They must become language detectives and search for clues! Having established the meaning, children learn the sequence of daily routines with the help of actions. They describe when the daily routines are done, recalling on the hour and half past times, and learn how to say quarter to and past the hour times.

Children answer comprehension questions about the Christmas Rescue Story, taking note of the ordinal numbers used. These will be met again in Spring 2, The Alien Olympics story. Finally, they research how and why The Day of the Innocents occurs.

Spring 1: Professions, what I would like to be, spelling patterns, verb ser (to be)

A wide variety of professions are grouped, according to spelling patterns and the grammar rules when using them. Children discover that some profession nouns change to match the gender of the person they describe, whilst for others it is just the article that changes to indicate male or female.

Appropriate adjectives are investigated to describe the personal attributes needed for a profession and children practise making sentences, stating what they would like to be, giving a reason why. The full conjugation of the verb *ser* (to be) is explored and its use will be compared with *estar* both here and in Summer 1.

Spring 2: Playing sport and giving opinions, Semana Santa

Children learn how to give an opinion about different sports, using the opinion phrases they met at Year 5 School Subjects and two different verbs *jugar* (to play) and *hacer* (to do). The term 'infinitive' is mentioned here and a link is made to the infinitives they used on their Seaside posters in Year 5, and other verbs they have already met. They look at the conjugation of each verb and practise using it. They then create extended sentences about sports, giving reasons for their preferences with appropriate adjectives and making comparisons. This topic is supported by the Alien Olympics Story. Children learn about the events that take place in Spain during Holy Week before Easter, and look at a Spanish text, picking out the main points.

Summer 1: Parts of a house, furniture. Where's Wally?

This topic creates a great opportunity for children to learn how to use prepositions to describe position. Children discuss the difference between the verb *ser* (to be) that they met in Spring 1 Professions and the verb *estar* (to be). They recall their previous use of *estar* in Autumn 1 which was used to describe feelings (temporary) and also to describe where Wally was. (Year 4 Parts of the school.) Building on the prepositions used in Year 5 Shops, they now learn a wider variety to describe Wally's position in more detail (in, on, under, behind, next to etc.)

Summer 2: Tapas, food and drink

Children learn about the origin of Tapas, look at their typical ingredients and find out about cafés in Spain. They look at a café menu and food that might be bought there. The market phrases met at Year 5 Summer 1 are revisited and some new café related phrases are introduced. They watch the story The Aliens go to the Restaurant which ties a lot of this vocabulary together and look out for words that they could 'magpie', before creating a short customer/waiter role play.