

Year 6 National Curriculum Coverage (Skills linked to Attainment Targets)

<u>Attainment Target</u>	<u>Skill/Activity examples</u>
Listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> Understand the gist of longer and more challenging texts on a range of topic areas, recognising some details and opinions heard. Talking about myself podcast, daily routines (do actions to reflect understanding). Celebrating Epiphany podcast, Christmas events, Easter, Café culture in Spain text.
Explore the patterns and sounds of language through songs, rhymes and link spelling, sound and meaning of words.	<ul style="list-style-type: none"> Apply knowledge of phonemes and spelling to attempt the pronunciation of unknown words. Professions (group according to spelling patterns), sports, parts of house. Christmas events in Spain. Make phonic links with known words to encourage correct pronunciation of unknown.
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> Engage in longer conversations. Ask for clarification (ask for question to be repeated, say you don't understand etc) when necessary. Say which daily routine is done at what time. Say which profession you would like to do and why. Say which sport you like to play and why.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	<ul style="list-style-type: none"> Create his/her own sentences using knowledge of basic sentence structure. Express and compare opinions, giving a wider variety of reasons. Say which profession you would like to do and why. Compare sports preferences. Café role play.
Develop accurate pronunciation and intonation, so that others understand when they are reading aloud or using familiar words and phrases.	<ul style="list-style-type: none"> Use pronunciation and intonation effectively to accurately express meaning and engage an audience. Read aloud and understand a short text containing unfamiliar words, using more accurate pronunciation. Myself podcast, Epiphany podcast, Easter - La Semana Santa, Café culture in Spain.
Present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> Create a longer role play and try to memorise a short presentation. Café role play.
Read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> Read aloud and understand a short text containing unfamiliar words, using more accurate pronunciation. As above.

	<ul style="list-style-type: none"> Attempt to read a range of texts independently, using different strategies to make meaning. Christmas events in Spain, Epiphany, Easter, Café Culture (using cognates, punctuation, key vocabulary and context to make meaning).
Appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> Try to memorise a song or a poem. Sports Karaoke song, Christmas Rescue story, Alien Olympics, Easter Egg Hunt in the Garden. Aliens go to the Restaurant.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<ul style="list-style-type: none"> Use vocabulary learnt from reading in different context and use dictionaries/internet to find a wider range of words. Podcasts as above.
Write phrases from memory and adapt these to create new sentences, to express ideas clearly.	<ul style="list-style-type: none"> Write a range of phrases and sentences from memory and adapt the to write his/her own sentences on a similar topic. Write extended sentences using conjunctions to compare preferences, and give a wider variety of reasons. Professions, sports.
Describe people, places, things and actions orally, and in writing.	<ul style="list-style-type: none"> Select appropriate adjectives/adverbs/prepositions to describe a range of things, people and places, and appropriate verbs to describe actions (including reflexive verbs) Daily routines, using time to the hour, half past, quarter past, quarter to. Describing attributes needed for different professions, sports.
<p>Understand basic Spanish grammar. (Masculine and feminine forms; 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.)</p> <p>For more precise details of the grammar covered and links between year groups see Medium Term Plans and End Points Document.</p>	<ul style="list-style-type: none"> Know how to conjugate a range of high frequency verbs. (Ser/Estar - to be) Tener - to have. Hacer/Jugar - to do/to play. Know that the indefinite article 'a' (un/una) is not used to describe a profession eg. Quiero ser profesora - I want to be a teacher. Know that certain professions have a male and feminine form. Doctor un médico or una médica Teacher un profesor or una profesora Cook un cocinero or una cocinera However... For some professions it is just the article that changes to indicate male or female.

Pilot un/una piloto
Astronaut Un/una astronauta

- Know that some feelings are expressed with the verb *estar* and some with *tener*.
- Understand that adjectives to describe feelings must agree with the person they are describing.
Eg. *Estoy enfadado* (Boy)

Estoy enfadada (Girl)

I am angry.

- Recognise patterns of adjectives that don't have different masculine/feminine endings. Eg. *paciente*, *interesante*.

- Understand the different endings given to numbers in their hundreds.
(*cien/ciento*; *doscientos/doscientas*)

- Begin to recognise time connectives/ordinal numbers.

Firstly *primero*; secondly *segundo*; thirdly *tercero*; finally *al final*.

- Know that there are 2 verbs in Spanish that mean 'to be'. *Ser/Estar*
- Know that when talking about the position of something we always use the verb *estar*.
- Use prepositions to describe position.
- Know that lots of prepositions use the word *de* in Spanish (meaning of/to)

Eg. *Debajo de* under

Detrás de behind

Delante de in front of

Al lado de next to

Encima de on

- Know that when these prepositions are used with a masculine noun a contraction occurs.

de + el → *del*

eg. *Wally está al lado del armario.*

Wally is next to the wardrobe.

- Begin to recognise reflexive verbs.
- Know that some sports in Spanish are expressed using the verb *jugar* (to play), and some use the verb *hacer* (to do).
- Know that when using the verb *jugar* with a sport, the word al precedes the sport. (To replace the words a el *fútbol* the contraction *al* is used) *jugar al fútbol* - to play football
- Develop an awareness of the pitfalls of using an internet translator.. Know that the sense of the meaning may not be translated correctly unless it is put into a sentence which clearly indicates the sense of the word required.
- Know that when written as 2 separate words

¿por qué? means why?

This also uses an accent

When written as 1 word

porque means because.

- Know that some words can be 'false friends' ie. They may look like a cognate but have a different meaning eg. *emocionante* means exciting, **not** emotional.