

Y6 Spanish Stage 4 LTP (V2T/C2T)					
Unit	Content Revisit and enhance...	Phonics Revisit and enhance...	Grammar Revisit and enhance...	Language Learning Skills Revisit and enhance...	Skill Level
Autumn 1 <ul style="list-style-type: none"> Revisiting me Telling the time Everyday Life KPIs <i>Can:</i> <i>Participate in brief conversations about themselves and others.</i> <i>Understand and say several o'clock time phrases</i> <i>Say and write a sequence of daily routine sentences</i> <i>Ask and answer some question about own daily routine</i>	Recall personal information questions and answers Revisit and extend "talk" about myself and my feelings, emotions and physical descriptions Recall and revisit 0-60 Question to ask the time O'clock times in Spanish Simple daily routine sentences Story: Daily life of a super hero Culture: Daily life	Silent letters h Pronunciation of letters v/y/j/o/e Sound spelling vei/ce/qui/ci/ll/qu	Conjunctions Extended sentences Verbs of opinion – 1 st /2 nd person singular Time phrases – for o'clock time 1 st /2 nd person singular questions and answers about daily routine	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Continue to develop word reference tools skills. Practise new language with a partner Ask and answer questions with accurate sentence form and intonation. Write simple extended sentences using a model.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words.
Autumn 2 <ul style="list-style-type: none"> Time in the city KPIs <i>Can:</i> <i>Understand brief descriptions of items in a house</i> <i>Use a sequence of simple sentences with</i>	House and home nouns Adjectives to describe the house Prepositions of place Story: A spooky house Culture: Mondrian's house and furniture Culture: houses in Spain	Silent letters d/j/ñ Sound spelling ci/je/ill	Consolidate: adjectives of colour and size-agreement and position with nouns Consolidate – singular and plural nouns Prepositions of place	Speak confidently (words, phrases, sentences) Listen attentively Make educated guesses Recall previously learnt language. Practise language with a friend Games to aid memory	Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so

nouns and adjectives to describe a house Ask and answer where something is, using prepositions of place.	Culture: castles in Spain Culture: a festive elf on the shelf lesson (for Xmas) Boardgame: escape from the castle			Use bilingual dictionaries to check spelling and meanings	the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term)
Spring 1 <ul style="list-style-type: none"> Investigating sports. KPIs Can: Say and write nouns for sport Identify cognates and semi-cognates Express a like/dislike of a sport Identify and attempt to use parts of the present tense of jugar Give an opinion Say and write a description of a sport	Sports nouns Cognates and semi cognates Likes, dislikes and preferences Opinions about sports Culture: handball in Spain	Silent letters d/j/ñ Sound Spellings ci/ce/on/illo/rr/áis	Identify cognates and semi-cognates Use of jugar and hacer with sports Regular present tense conjugation of verb: jugar Sentences to express likes, dislikes preference with conjunctions and opinions	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Make links between English/home languages and Spanish Practise with a friend Write simple sentences using a model.	In line with the Common European Framework of Reference (CEFR), A1 (CEFR)
Spring 2 <ul style="list-style-type: none"> At the funfair Favourite things Traditions KPIs Can:	Funfair ride nouns Likes, dislikes, preferences Opinions and adjectives for rides Cognates and semi-cognates	Pronunciation of letters j Sound spelling ia/ñ/ll/	Identifying cognates/semi cognates Consolidate use of adjectives with nouns in Spanish Conjunctions to extend sentences	Speak confidently (words and phrases) Identify key sounds and silent letters Use a bilingual dictionary to check spellings or look up new words	

<p>Understand information about a theme park Describe funfair rides in simple sentences. Express opinions of rides in extended sentences using conjunctions and adjectival phrases. Say a simple statement about favourite things Write a simple statement about favourite things</p>	<p>Descriptions of a theme park Favourite things (with familiar language from previous topics) Culture: theme park in Spain Culture: feria de abril</p>			<p>Actions/games to aid memory Recall and use prior learning Take risks and learn from mistakes Positive attitude to language</p>	
<p>Summer 1</p> <ul style="list-style-type: none"> Café culture <p>KPIs Can: Understand a target language menu. Ask for 3 drinks politely Ask for 3 snacks politely Ask politely for a typical target language breakfast items Participate in short café roleplays</p>	<p>Snacks and drinks Asking for snacks and drinks Euros and recall of numbers 0-100 Roleplay: at the café/ in the hotel Breakfast foods Asking for and understanding a simple menu an imaginary planet Culture: Tapas/Café culture in Spain Traditional Spanish breakfast foods</p>	<p>Pronunciation of letters v/x Sound spelling ch</p>	<p>Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages.</p>	
<p>Summer 2</p> <ul style="list-style-type: none"> Performance Transition to KS3 (Read/hear all about it!) 	<p>Revisit and extend roleplay language to create a café sketch and performance</p>		<p>Consolidate understanding of how to use verbs to express likes and dislikes</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory</p>	

<ul style="list-style-type: none"> Language Puzzle <p>KPIs Can: Understand a simple short sketch Develop and adapt a simple short sketch and add new language Remember a short sketch Participate in a sketch Use a word reference tool and comprehension strategies to access unfamiliar language Compile over time and write a sequence of short texts to describe themselves and the things they like.</p>	Nature nouns (nature trail/ scavenger hunt) Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/ likes and dislikes Language Puzzle: using our language detective skills to explore another language.		Revisiting and extending polite requests and transactions Opinions to express like/dislike Building sentences and short texts with present tense verbs/ nouns. adjectives and conjunctions	Identify key sounds and silent letters Recall and use prior learning Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.	
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Progression over year linked to DFE ATs 1-12 (English schools only)						
During Stage 4 children will revisit and extend all 12 DFE ATs (see highlighted cells in grid below)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help.						

Speak in sentences, using familiar vocabulary, phrases, and basic language structures						
Develop accurate pronunciation and intonations, so that others understand.						
Present ideas and information orally to a range of audiences.						
Read carefully and show understanding of words, phrases and simple writing.						
Appreciate stories, songs, poems and rhymes in another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						