

History – Mexborough St John the Baptist C of E Primary School

**Spanish:** Showing a rationale for sequencing content: how progress happens. Year 6 Spanish planning placed in context of long-term knowledge growth.

	Unit structures	Language skills	Subject Rationale	Links to previous learning
YEAR 6 - Autumn Term	Weather Seasons/ expressions of frequency Countries Languages and nationalities Geography of Spain Points of the compass Saying where you live Places in the town Opinions	<ul style="list-style-type: none"> <li>Listening and responding</li> <li>Engaging in conversations by asking and answering questions</li> <li>Applying phonics rules to develop accurate pronunciation</li> <li>Speaking in sentences</li> <li>Reading to show understanding of words and phrases.</li> <li>Understanding basic grammar (present tense of key verbs, gender of nouns)</li> </ul> <p><b>Key concepts</b>                      Present tense of key verbs <i>ser, estar</i>                      Adjectival agreement and position <i>mucho/a/s</i>  <i>hay</i> and simple negative form                      Using <i>pienso que / creo que</i>                      Gender and plurals of nouns                      Prepositions</p>	Pupils will learn to talk about the <b>weather</b> and describe the weather in different <b>seasons</b> . They will learn the names for different <b>countries</b> and <b>languages</b> in Spanish and understand that a country and language name can be different in a different language. They will learn about the <b>geography of Spain</b> and use <b>points of the compass</b> to describe where towns, cities and regions are in Spain and in their own country. They will also learn the nouns for places around town and give their opinions and reasons when describing a photo.	In year 5, pupils encountered expressions of frequency when learning about sports and giving opinions and reasons about music. They have encountered some common prepositions in Year 5 and will now use these in the new context of describing position / point of the compass. They know that Spanish nouns are either masculine or feminine and know about adjectival agreement. They have encountered the concept of present tense in earlier units.
YEAR 6 – Spring Term	Describing a photo Opinions Festivals in Spain (1) Giving reasons for opinions Festivals in Spain (2) Describing a festival in the UK El día de la Madre	<ul style="list-style-type: none"> <li>Listening and responding</li> <li>Engaging in conversations by asking and answering questions</li> <li>Applying phonics rules to develop accurate pronunciation</li> <li>Speaking in sentences</li> <li>Applying basic grammar rules (adjectival agreement, present tense of <i>ser</i> and <i>estar</i>)</li> </ul> <p><b>Key concepts</b>                      Question words                      Present tense of verbs <i>ser</i> and <i>estar</i>                      Using <i>pienso que / creo que</i></p>	Pupils will increase their cultural awareness by learning about the popular Spanish festivals: <b>la Fiesta de San Fermín</b> and <b>La Tomatina</b> . They will learn to use connectives to create longer sentences and use a variety of opinions and adjectives to describe what they can see in a photo of a town or village. Pupils will also learn to use a variety of adjectives to describe places and give their opinions about the Spanish festivals.	Pupils have encountered the concept of present tense and the 3 <sup>rd</sup> person of <b>ser</b> in the autumn term of Year 6. They are familiar with the concept of the gender of nouns and know that <b>el/un</b> indicates masculine and <b>la/una</b> indicates feminine. They have used opinion phrases and adjectives when talking about music, food and sports and will now recycle these in a new context to give opinions about <b>Festivals in Spain</b> .

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<b>YEAR 6 – Summer Term</b>	Holiday destinations Holiday transport Packing for a holiday (clothes) Describing a holiday picture Holiday reading tasks Writing a holiday postcard	<ul style="list-style-type: none"> <li>• Listening and responding</li> </ul>	Pupils learn how to <b>describe a photo</b> of a typical holiday scene. They will encounter popular <b>holiday destinations</b> in Spain and elsewhere in the world. They learn how to use the present tense of the key irregular verb <b>ir</b> to say where they go on holiday. They will learn to talk about the <b>transport</b> used to travel to a holiday destination and say what they would pack when going on a holiday, including <b>clothes</b> and other key holiday items.	Pupils have encountered the concept of present tense and the 3 <sup>rd</sup> person of <b>ser</b> in the autumn term of Year 6. They are familiar with the concept of the gender of nouns and know that <b>el/un</b> indicates masculine and <b>la/una</b> indicates feminine. They have used opinion phrases when talking about music, food and sports and will now recycle these in a new context. They have used simple connectives e.g. <b>y, pero, porque, ya que</b> Pupils encountered names for different countries in the autumn term of Year 6 and have learned how to describe a picture or photo using the phrase <b>en la foto hay ...</b>
		<ul style="list-style-type: none"> <li>• Engaging in conversations by asking and answering questions</li> </ul>		
		<ul style="list-style-type: none"> <li>• Applying phonics rules to develop accurate pronunciation</li> </ul>		
		<ul style="list-style-type: none"> <li>• Speaking in sentences</li> </ul>		
		<ul style="list-style-type: none"> <li>• Applying basic grammar rules (gender of nouns)</li> </ul>		
<p><b>Key concepts</b>                  Present tense conjugation of key irregular verb <b>ir</b>                  Using connectives to create longer sentences                  Adjectival agreement and position</p>				