

St. Sebastian's R.C. Primary School

Spanish Progression of Learning Map 2022

Year Three

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/spanish>

Term One Overview	Topic Objective	Language/Core content	Links
<p><u>Autumn Term</u></p> <p>Year 3 pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They learn</p> <ul style="list-style-type: none"> the numbers 1-10 how to ask and give their age. <p>Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They learn some</p> <ul style="list-style-type: none"> nouns (pencil case items). 	<p>To learn the key phonics vowel words.</p> <p>To learn basic greetings and giving your name.</p>	<p>Phonics – las vocales</p> <p>A – araña, E – elefante, I – idea, O – olvidar, U – universe</p> <p>Greetings</p> <p>Hola (Hello)</p> <p>¿Cómo te llamas? (What do you call yourself?)</p> <p>Me llamo..... (I call myself)</p> <p>¿Cómo estás? (How are you?)</p> <p>muy bien, gracias (very well, thanks)</p> <p>estupendo (great), bien (well)</p> <p>regular (ok), mal (bad), fatal (awful)</p>	<p>Lesson 1</p> <p>Lesson 2</p> <p>Oak Academy Link: video</p> <p>youtube</p> <p>youtube</p>
	<p>To recall 1-10, ask how old someone is and give own age.</p> <p>To know the remaining key phonics sounds words.</p>	<p>Los números 1-10 (numbers 1-10)</p> <p>(un), uno, una</p> <p>dos</p> <p>tres</p> <p>cuatro</p> <p>cinco</p> <p>seis</p> <p>siete</p> <p>ocho</p> <p>nueve</p> <p>diez</p>	<p>Lesson 3</p> <p>Lesson 4</p> <p>Lesson 5</p> <p>Oak Academy Link: video</p> <p>youtube.</p>

<p>They are made aware of gender through colour coding.</p> <p>They use the verb forms:</p> <ul style="list-style-type: none"> • 'tengo – I have', ' • es – it is <p>and implicitly encounter the negative forms of these.</p>		<p>1-10 and giving age ¿Cuántos años tienes? (How old are you?) Tengo ... años. (I am ..years old)</p> <p>Phonics (2) CA - casa, CE - cerdo, CI - ciclista, CO - coche, CU - cucaracha GA - gato, GE - gemelo, GI - gimnasia, GO - gol, GU - gusano, GUE - guepardo, GUI - guitarra J - jota, H - hamburguesa, ñ - España, Z - zumo, LL - llave</p>	
	<p>To practise and embed the phonics knowledge</p> <p>To use the question '¿Tienes? (Do you have?)'.</p>	<p>Phonics cards ¿Tienes? (Do you have?) Sí, tengo. (Yes, I do have.) No, no tengo. (No, I don't have.)</p>	<p>Lesson 6</p> <p>Oak Academy Link:</p>
	<p>To learn and embed the nouns for items in a pencil case.</p> <p>To ask 'Do you have a..?' and respond.</p> <p>To ask 'What do you have in your pencil case?' and respond.</p>	<p>Pencil case un estuche (a pencil case) un bolígrafo (a pen) un lápiz (a pencil) un lápiz de memoria (a USB) un sacapuntas (a sharpener) un bote de pegamento (a glue stick) una regla (a ruler) una goma (a rubber) unos rotuladores (felt-tip pens) unas tijeras (scissors) ¿Qué tienes en tu estuche? (What do you have in your pencil case?)</p>	<p>Lesson 7 Lesson 8 Lesson 9</p> <p>Oak Academy Link:</p> <p>youtube</p>

		En mi estuche, tengo...(In my pencil case I have...)	
	To practise the sound-writing relationship.	Phonics	Lesson 10 Oak Academy Link:
	To learn some key facts about Christmas customs in Spain.	La Navidad en España	Lesson 11 Oak Academy Link:
	To learn a Spanish Christmas song.	La Navidad en España	Lesson 12 Oak Academy Link:

Term Two Overview	Topic Objective	Language/Core content	Links
<p><u>Spring Term</u></p> <p>The theme is:</p> <ul style="list-style-type: none"> • animals • colours. <p>The linguistic focus is:</p> <ul style="list-style-type: none"> • gender, • articles (definite & indefinite), • plurals • adjectives (position & basic agreement). <p>The grammatical concepts are all based around a core vocabulary of 9 animal nouns</p>	<p>To learn some key classroom language.</p>	<p>Classroom language</p> <ol style="list-style-type: none"> 1. ¡Silencio! (Silence!) 2. ¡Sacad un bolígrafo! (Get out a pen!) 3. ¡Un voluntario! (A volunteer) 4. ¡Abrid los cuadernos! (Open your exercise books!) 5. ¡Mirad! (Look!) 6. ¡Brazos cruzados! (Fold your arms!) 7. ¡Entregad los cuadernos! (Give your books in!) 8. ¡Escuchad! (Listen!) 9. ¡Escribid! (Write!) 	<p>Lesson 13</p> <p>Oak Academy Link:</p> <p>youtube.com</p>

<p>and 6 colours.</p> <p>The key verbs are:</p> <ul style="list-style-type: none"> • 'es' (he/she/it is), • 'son' (they are), • hay (there is/are). <p>The negative is revisited and there is also a subtle introduction to:</p> <ul style="list-style-type: none"> • 'también' (also/too/as well), • 'pero' (but). <p>Pupils are encouraged to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p>	<p>To learn 9 new nouns – animals – (with the indefinite article).</p> <p>To learn how to make nouns plural in Spanish.</p> <p>To learn how to say 'a' and 'some'.</p>	<p>9 animales - nouns</p> <p>un gato (a cat) un perro (a dog) un pez (a fish) un oso (a bear) un pájaro (a bird) un pato (a duck) un caballo (a horse) una rana (a frog) una oveja (a sheep)</p> <p>9 animales - plurals</p> <p>Nouns as above with 's' added.</p> <p>9 animals - articles</p> <p>Articles change: un -- unos, una -- unas</p>	<p>Lesson 14</p> <p>Lesson 15</p> <p>Lesson 16</p> <p>Oak Academy Link: video</p> <p>youtube</p>
	<p>To learn the adjectives of colour</p> <p>To listen and read along</p> <p>To describe animals with colours</p>	<p>Los colores (Colours)</p> <p>azul (blue), rojo (red), blanco (white), negro (black), verde (green), amarillo (yellow), pardo (brown), morado (purple)</p> <p>(Oso Pardo) Brown Bear story.</p> <p>Listening / Reading – describing pictures.</p>	<p>Lesson 17</p> <p>Lesson 18</p> <p>Lesson 19</p> <p>Oak Academy Link: video</p> <p>video</p> <p>youtube</p>

	To join in with a song	Old MacDonald	Lesson 20 Oak Academy Link: video youtube
	To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language.	Additional stories / songs	Lesson 21a Lesson 21b Lesson 21c Oak Academy Link:
	To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language,	Additional stories / songs.	Lesson 22a Lesson 22b Lesson 22c Lesson 22d Oak Academy Link:

Term Three Overview	Topic Objective	Language/Core content	Links
<p><u>Summer Term</u></p> <p>This unit focuses on memory and performance in that it asks pupils to listen to, interpret and retell a familiar story – The Very Hungry Caterpillar – in Spanish. Pupils are first introduced to useful vocabulary from the story:</p> <ul style="list-style-type: none"> • numbers, • days of the week, • fruits, foods <p>and then introduced to the story in video and audio format.</p> <p>After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and</p>	<p>To learn nouns for different fruit.</p>	<p>La oruga hambrienta (hungry caterpillar) - la fruta</p> <p>una manzana / las manzanas una pera / las peras una ciruela / las ciruelas una fresa / las fresas una naranja / las naranjas</p>	<p>Lesson 23</p> <p>Oak Academy Link: video</p> <p>youtube</p>
	<p>To learn the days of the week.</p>	<p>Days of the week - sign language gestures</p> <p>los días de la semana - lunes, martes, miércoles, jueves, viernes, sábado, domingo</p>	<p>Lesson 24</p> <p>Oak Academy Link: youtube.</p>
	<p>To learn food nouns from the Hungry Caterpillar story.</p>	<p>Food from the story</p> <p>un trozo de pastel de chocolate un pepino un helado una loncha de queso una rodaja de salchichón una piruela una porción de tarta de frutas una salchicha</p>	<p>Lesson 25</p> <p>Lesson 26</p> <p>Lesson 27</p> <p>27a story text</p> <p>Lesson 28</p> <p>Lesson 28a</p>

<p>subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful. Take video of pupils' performances or have the most confident perform in assembly.</p>		<p>una magdalena un trozo de sandía</p> <p>Food from the story</p> <p>Video of the story - ordering the text</p> <p>Re-telling the story</p> <p>Re-telling the story</p>	<p>Lesson 29 Lesson 29a Lesson 30 Lesson 30a</p> <p>Oak Academy Link: video</p> <p>youtube</p>
	<p>To use knowledge of colours to create a butterfly.</p>	<p>Making a butterfly</p>	<p>Lesson 30 Lesson 30a</p> <p>Oak Academy Link:</p>
	<p>To learn some words for snacks</p>	<p>Snack foods</p> <p>una ensalada (a salad), una hamburguesa (a hamburger), una limonada (a lemonade), una fruta (a fruit), unas patatas fritas (some chips), un perrito caliente (a hot dog), un helado (an ice cream),</p>	<p>Lesson 31</p> <p>Oak Academy Link: video</p> <p>youtube</p>

		un zumo (a juice), un bocadillo (a sandwich)	
	To ask 'what do you want?' and respond 'I want...' To perform and record group café dialogues.	Ordering food in a café ¿Qué quieres? (What do you want?) Quiero un / una...(I want a) Por favor (please) Aqui tienes (Here you are) Gracias (thank you) De nada (you're welcome) In a café - role plays (Language as above) Display - favourite snacks on plates. In a café - role plays.	Lesson 32 Lesson 33 Lesson 34 Oak Academy Link: video video

Spanish Progression of Learning Map 2022

Year Four

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/spanish>

Term One Overview	Topic Objective	Language/Core content	Links
Autumn Term This unit focuses on:	To remember key language of the classroom and basic greetings.	Revision greetings + classroom language	Lesson 1

<ul style="list-style-type: none"> • numbers 1-31, • months, • dates, • asking for and giving birthday, • language to do with birthday celebrations • Christmas vocabulary. <p>Learners will use the new language to:</p> <ul style="list-style-type: none"> • understand and create invitations, • follow instructions for making a piñata, • understand songs, stories and video about birthdays and other celebrations. 			<p>Oak Academy Link: video</p> <p>youtube</p>
	<p>To revise numbers 1-10 and days of the week.</p> <p>To learn numbers 11 – 31.</p> <p>To consolidate numbers 1-31.</p> <p>To learn the months of the year.</p>	<p>Numbers 1-31 + revision days of the week once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno</p> <p>Numbers 1-31 + months los meses – enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p>	<p>Lesson 2</p> <p>Lesson 3</p> <p>Oak Academy Link: video</p> <p>youtube</p>
	<p>To ask and answer 'What date is it today?'</p>	<p>Months + dates ¿Qué día es (hoy)? (What day is it (today)?) Hoy es martes. (Today is Tuesday). ¿Qué fecha es (hoy)? (What date is it (today)?) Hoy es el...de...(Today is the.. of..)</p>	<p>Lesson 4</p> <p>Oak Academy Link: video</p> <p>youtube</p>

	<p>To learn the names of the seasons.</p> <p>To join in with a Spanish song.</p>	<p>Seasons, number of days in each month el verano (summer), el invierno (winter), el otoño (autumn), la primavera (spring)</p> <p>San Fermin song</p>	<p><u>Lesson</u> <u>5</u></p> <p>Oak Academy Link:</p> <p>youtube</p>
	<p>To learn how to ask for and say your birthday.</p> <p>To sing Happy Birthday in Spanish.</p> <p>To listen to, watch and follow a video clip with unfamiliar vocabulary.</p>	<p>Asking for and giving birthday Happy Birthday song</p> <p>Birthday celebration vocabulary Making a birthday card</p> <p>¡Feliz Cumpleaños! ¡Felicidades! el cumpleaños una tarjeta una fiesta un regalo un globo una tarta los amigos una pelota una flor (flores) el mejor delicioso maravilloso magnífico</p>	<p><u>Lesson</u> <u>6</u></p> <p><u>Lesson</u> <u>7</u></p> <p>Oak Academy Link:</p> <p>youtube</p>

	<p>To learn some typical exclamations in Spanish.</p>	<p>Responding to a video story</p> <p>¡Qué lastima! ¡Qué horror! ¡Oye! ¡Mira! ¡Vamos! ¡Vale!</p>	<p>Lesson 8 Lesson 8a Lesson 9 Lesson 10 Lesson 11 Lesson 11a Lesson 12</p> <p>Oak Academy Link:</p>
	<p>To use language of</p> <ul style="list-style-type: none"> • days, • dates • celebrations <p>to make a birthday party invitation.</p> <p>To learn about a typical celebratory custom from Mexico.</p>	<p>Making a party invitation</p> <p>Making a pinata</p> <p>Numbers 1 – 25 Advent calendar Festive Figures</p>	

	<p>To learn new Christmas vocabulary.</p> <p>To learn about the key Christmas dates for Spanish people</p>	<p>La Navidad</p> <p>Papá Noel – Father Christmas</p> <p>un pinguino – a penguin</p> <p>un regalo – a gift</p> <p>un reno – a reindeer</p> <p>un árbol de Navidad – a Christmas tree</p> <p>un duende – a goblin</p> <p>un muñeco de nieve – a snowman</p> <p>una hada – a fairy</p> <p>una Estrella – a star</p> <p>una campana – a bell</p>	
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Term Two Overview	Topic Objective	Language/Core content	Links
<p><u>Spring Term</u></p> <p>This unit develops the same linguistic skills in different contexts.</p> <p>There is a focus on:</p> <ul style="list-style-type: none"> • shapes • prepositions of place, <p>to be used creatively in an art project focusing on the work of Miró.</p> <p>Learners will use familiar verb forms in this new context to describe pictures they create.</p>	<p>To learn the words for key shapes.</p> <p>To combine colour and other adjectives with shapes.</p>	<p>Shapes</p> <p>un círculo (a circle), un triángulo (a triangle), un cuadrado (a square), un rectángulo (a rectangle), un óvalo (an oval), un punto (a dot), un ojo (an eye), una espiral (a spiral), una estrella (a star)</p> <p>Shapes & colours</p> <p>colours - rojo, azul, verde, amarillo, violeta, marrón, gris, blanco, negro, rosa, naranja, other adjectives - recto (straight) curvo (curved), pequeño (small), grande (big), fino (thin), grueso (thick)</p>	<p>Lesson 13</p> <p>Lesson 14</p> <p>Oak Academy Link:</p> <p>video</p> <p>video</p> <p>youtube</p>
<p>Pupils will also learn:</p> <ul style="list-style-type: none"> • parts of the body and face <p>and use this language to describe the work of other famous Spanish artists (e.g. Picasso).</p>	<p>To learn how to describe where things are in a picture.</p> <p>To use the language to describe pictures.</p> <p>To create own picture and description.</p>	<p>Prepositions of place - describing pictures</p> <p>Arriba (at the top / above)</p> <p>Abajo (at the bottom / below)</p> <p>A la izquierda (to the left)</p> <p>A la derecha (to the right)</p> <p>En el centro (in the centre)</p> <p>encima de (on top of)</p> <p>debajo de (underneath)</p> <p>Describing Miró pictures</p> <p>Use language from lessons 1,2,3</p>	<p>Lesson 15</p> <p>Lesson 16</p> <p>Lesson 17</p> <p>Oak Academy Link:</p> <p>youtube</p>

		Creating own picture & description Use language from lessons 1,2,3	
	To learn the nouns for parts of the face.	Parts of the face (un ojo) / los ojos (eyes), el pelo (hair), (el diente)/los dientes (teeth), la cabeza (head), la cara (face), la nariz (nose), la boca (mouth), la oreja / las orejas (ears), + adjectives above. Additional vocabulary - not to be explicitly taught (el mentón - chin), (la mejilla - cheek), (la ceja - eyebrow), la piel (skin), (las pestañas - eyelashes)	Lesson 18 Lesson 18a Oak Academy Link: video youtube
	To combine adjectives and nouns to describe faces.	Parts of the face & adjectives Language as above.	Lesson 19 Con mi cara soy feliz – video clip. En mi cara redondita – video clip. Oak Academy Link: video
	To use the language to describe faces.	Describing Picasso faces Language as above	Lesson 20 Oak Academy Link:

			video
	To learn the nouns for parts of the body.	Parts of the body La cabeza (head), la mano (hand), la pierna (leg), el codo (elbow), la garganta (throat), la espalda (back), la rodilla (knee), el estómago (stomach), el brazo (arm), el pie (foot), el hombro (shoulder), el dedo (finger)	Lesson 21 Oak Academy Link: video youtube youtube
	To design and describe a monster picture	Designing & describing monster pictures Use language as above.	Lesson 22 Oak Academy Link: video video

Term Three Overview	Topic Objective	Language/Core content	Links
<p><u>Summer term</u></p> <p>During this term, pupils learn the language for:</p> <ul style="list-style-type: none"> family members. <p>They re-tell the story 'The giant turnip'.</p> <p>They learn how to say:</p> <ul style="list-style-type: none"> 'Tengo un/una .. que se llama...' I have a ...called... <p>and apply this also in the context of pets.</p>	<p>To learn nouns for family members.</p> <p>To use the alphabet to spell names.</p>	<p>Nouns for family members</p> <p>un hermano (brother), una hermana (sister), una madre (mother), un padre (father), los padres (parents), un abuelo (grandfather), una abuela (grandmother)</p> <p>¿Cómo se llama? (What is he/she called?)</p> <p>¿Cómo se escribe? (How do you spell that?)</p> <p>Alphabet introduction</p> <p>A - a, B - bé, C - thé, D - dé, E - é, F - effé, G - jé, H - aché, I - ee, J - jota, K - ka, L -</p>	<p>Lesson 23</p> <p>Lesson 24</p> <p>Oak Academy Link:</p> <p>youtube.</p> <p>youtube</p>

<p>They also learn adjectives for describing:</p> <ul style="list-style-type: none"> • personality • physical description (hair and eyes). <p>They use:</p> <ul style="list-style-type: none"> • key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are). 		<p>ellé, M - emé, N - ené, O - o, P - pé, Q - koo, R - erré, S - esé, T - té, U - ubé, W - ubé doblé, X - ekeys, Y - yé, Z - theta</p>	
	To learn the alphabet.	<p>Alphabet practice - with names</p>	<p>Lesson 25</p> <p>Oak Academy Link:</p>
	To ask and answer, 'Do you have?'; 'What is s(he) called?'; 'How do you spell that?'	<p>Siblings & pets - asking & answering survey, including spelling names</p> <p>¿Tienes..? (Do you have..?)</p> <p>¿Cómo se llama? (What is he/she called?)</p> <p>¿Cómo se escribe? (How do you spell that?)</p>	<p>Lesson 26</p> <p>Oak Academy Link: video</p>
<p>To learn adjectives for describing hair & eyes.</p> <p>To use language to describe hair and eyes.</p> <p>To use language to describe someone else's (his/her) hair & eyes.</p>	<p>Describing hair & eyes</p> <p>Tengo los ojos azules, verdes, grises, negros, marrones (blue, green, grey, black, brown eyes)</p> <p>el pelo largo, corto, mediano, liso, rizado, ondulado, rubio, moreno, castaño, marrón, negro, rojo (long, short, medium, straight, curly, wavy, blond, dark, chestnut, brown, black, red hair)</p> <p>Describing hair & eyes</p> <p>Language as above</p>	<p>Lesson 27</p> <p>Lesson 28</p> <p>Lesson 29</p> <p>Lesson 30</p> <p>Oak Academy Link: video</p>	

		<p>Describing others' hair & eyes Language as above</p> <p>Describing hair & eyes within Picasso pictures. Language as above</p>	
	<p>To listen and follow the story of the Giant Turnip.</p> <p>To retell the story of the Giant Turnip with actions.</p>	<p>Storytelling - the giant turnip el nabo gigante - the giant turnip el padre, la madre, el hermano, la hermana, el perro, el gato, el ratón planta(n) - s/he plants roga(n) - s/he waters llega - arrives Un día (One day) Luego (then) Después (afterwards) Al final (finally)</p> <p>Storytelling - the giant turnip Language as above</p>	<p>Lesson 31+32</p> <p>Oak Academy Link:</p>
	<p>To consolidate topic's language to describe their own, a famous family or an invented family.</p>	<p>Describing a family (own or other)(Simpsons/Goldilocks..) Language from this term</p>	<p>Lesson 33+34</p> <p>Oak Academy Link: video</p>

Spanish Progression of Learning Map 2022

Year Five

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Term One Overview	Topic Objective	Language/Core content	Links
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<p><u>Autumn Term</u></p> <p>This unit starts with simple calculations based on</p> <ul style="list-style-type: none"> the five times table learning how to ask for and give the time. 	<p>To recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn.</p>	<p>Classroom language</p> <p>Introduce question words (with gestures)</p> <p>¿Cómo? ¿Qué? ¿Dónde? ¿Cuándo?</p> <p>¿Quién? ¿Con quién? ¿Cuánto?</p> <p>¿Cuántos? ¿Cuál?</p>	<p>Lesson 1</p> <p>Question word cards</p> <p>Oak Academy Link:</p>
<p>Learners also extend their</p> <ul style="list-style-type: none"> food and drink vocabulary. 	<p>To revise and extend knowledge of the numbers needed to tell the time.</p>	<p>Learning the 5 x table + song</p> <p>cinco, diez, quince, veinte, veinticinco, treinta, treinta y cinco, cuarenta, cuarenta y cinco, cincuenta</p>	<p>Lesson 2</p> <p>Oak Academy Link:</p>
<p>They learn how to</p> <ul style="list-style-type: none"> say when mealtimes are what they usually have, comparing with eating habits in Spain. <p>They learn how</p> <ul style="list-style-type: none"> to give their opinions of different food and drink 	<p>To learn how to ask for and give the time (hour, half and quarter).</p> <p>To consolidate and extend the ability to ask for/give the time.</p>	<p>Asking for & giving the time</p> <p>¿Qué hora es? (What time is it?)</p> <p>Es la una / Son las cinco..(It's one o'clock, It's five o'clock)</p> <p>Asking for & giving the time</p> <p>¿Qué hora es? (What time is it?)</p> <p>Son las cinco y diez. (It's ten past five.)</p> <p>Son las cinco menos veinte. (It's twenty to five).</p>	<p>Lesson 3</p> <p>Lesson 4</p> <p>Oak Academy Link:</p> <p>youtube</p>
<ul style="list-style-type: none"> to complete a simple food / drink diary in Spanish. 	<p>To say 'at ... o'clock.'</p> <p>To describe what you usually have for breakfast.</p>	<p>What time do you have breakfast?</p> <p>What do you have for breakfast?</p> <p>¿A qué hora desayunas? (What time do you have breakfast?)</p> <p>¿Qué desayunas? (What do you have for breakfast?)</p> <p>Desayuno (I have for breakfast)...</p>	<p>Lesson 5</p> <p>Oak Academy Link:</p> <p>video</p> <p>youtube</p>

	<p>un yogur (a yoghurt), cereales (los) (cereals), pan (el) (bread), una tostada (a piece of toast), fruta (la) (fruit), mantequilla (la) (butter), mermelada (la) (jam), leche (la) (milk), té (el) (tea), café (el) (coffee), chocolate caliente (el) (hot chocolate), zumo de naranja (el) (orange juice).</p> <p>(Key grammar: use the indefinite article (un/una) OR omit the definite after verbs of eating/drinking).</p> <p><i>Look at typical breakfast foods in Spanish speaking countries/class character's country.</i></p>	
<p>To learn how to communicate likes and dislikes.</p> <p>To consolidate and embed the new language.</p>	<p>Recycle familiar foods & introduce opinions (me gusta/no me gusta)</p> <p>Me gusta(n) (I like)</p> <p>No me gusta(n) (I don't like)</p> <p>(Key grammar: use the definite article (el / la) after verbs of like/dislike).</p> <p>More food & opinions</p> <p>Learn food & opinions song</p>	<p>Lesson 6</p> <p>Lesson 7</p> <p>Oak Academy Link: video</p> <p>youtube</p>
<p>To learn to use different persons of the regular -AR verb DESAYUNAR.</p> <p>To write short sentences about</p>	<p>¿Qué desayunas? (What do you have for breakfast?)</p> <p>Using different parts of the -AR verb desayunar.</p> <p>(yo) desayuno</p>	<p>Lesson 8</p> <p>Lesson 9</p> <p>Oak Academy Link: video</p>

	<p>what different people eat for breakfast.</p> <p>To learn how to say you prefer.</p> <p>To practise saying what you eat and drink for lunch on different days.</p>	<p>(tú) desayunas (él / ella) desayuna (nosotros) desayunamos (vosotros) desayunáis (ellos / ellas) desayunan</p> <p>La comida en el cole - what time is lunch? Packed lunch or school dinners? I prefer... I like/ don't like</p> <p>¿A qué hora comes en el colegio? (What time do you have lunch in school?) ¿Qué prefieres? Comida del cole / Comida de casa (School dinners / Packed lunch). ¿Qué comes en el colegio? (What do you eat / have for lunch at school?) ¿Qué bebes en el colegio? (What do you drink at school?)</p>	<p>Video song Desayuno</p>
	<p>To practise looking up new nouns in a dictionary.</p> <p>To use the three verbs associated with eating different meals to say what you have for breakfast, lunch and dinner, and times you have them.</p>	<p>Developing dictionary skills with nouns Dictionary lesson 1</p> <p>Using alphabetical order, working out when to use a dictionary and when not to.</p> <p>Combining new language with verbs of like and dislike to create new sentences.</p> <p>Mealtimes and expressions of frequency</p>	<p>Lesson 10</p> <p>Lesson 11</p> <p>Lesson 12</p> <p>Oak Academy Link: video</p>

	<p>To use expressions of frequency to add detail.</p> <p>To practise the use of -AR and -ER regular verbs in different persons.</p> <p>To build sentences using verbs, time expressions and food items.</p>	<p>siempre (always) normalmente (usually) a veces (sometimes) nunca (never)</p> <p>Eating habits Language from this module.</p> <p><i>Keep a food diary for a week.</i></p>	<p>video</p>
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Term Two Overview	Topic Objective	Language/Core content	Links
	To develop use of a dictionary for nouns.	¿Cómo se pronuncia?	Lesson 13

<p><u>Spring Term</u></p> <p>This unit focuses on:</p> <ul style="list-style-type: none"> sports and opinions. <p>Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years.</p> <p>They practise using a dictionary to look up unknown words.</p> <p>They describe sports, using simple sentences with</p> <ul style="list-style-type: none"> 'tiene', 'es' and 'hay' for their peers to guess. <p>They learn how to say</p> <ul style="list-style-type: none"> which sports they like/dislike doing, using 'me gusta' + infinitive verb. 	<p>To apply phonics knowledge to new language.</p>	<p>Sports & dictionary skills lesson 2 - alphabet of sports</p>	<p><u>Worksheet</u> Oak Academy Link: video</p>
	<p>To ask for and give opinions about sports.</p>	<p>Sports & likes/dislikes (me gusta/no me gusta) - survey</p>	<p><u>Lesson 14</u></p>
<p>To talk about the sports you know how to do.</p>	<p>To talk about the sports you know how to do.</p>	<p>¿Te gusta (el rugby)? (Do you like (rugby)? el fútbol (football), el rugby (rugby), el ciclismo (cycling), el tenis (tennis), el esquí (skiing), el atletismo (athletics), la natación (swimming), la gimnasia (gymnastics)</p>	<p><u>Lesson 14 survey</u> <u>Lesson 15</u></p>
<p>To use two key verbs in the present tense.</p>	<p>To use two key verbs in the present tense.</p>	<p><i>Introduce few sports that are popular in Spanish speaking countries.</i></p>	<p><u>Lesson 16</u></p>
<p>To talk about the sports you know how to do.</p>	<p>To talk about the sports you know how to do.</p>	<p>Saying what sports you play/do</p>	<p><u>Lesson 17</u> Oak Academy Link: video</p>
<p>To use two key verbs in the present tense.</p>	<p>To use two key verbs in the present tense.</p>	<p>Saying what sports you do using 'Juego al...' or 'Practico...'</p>	<p>youtube</p>
<p>To learn expressions of frequency to say how often you do different sports/something.</p>	<p>To learn expressions of frequency to say how often you do different sports/something.</p>	<p>Combining these with opinions and linking words to produce extended responses.</p>	
<p>To write and adapt sentences to describe the sports you do and when you do them.</p>	<p>To write and adapt sentences to describe the sports you do and when you do them.</p>	<p>Saying what sports you know how to do play/do</p>	
		<p>¿Qué deportes sabes practicar? (What sports can you play?)</p>	

		<p>Sé practicar/jugar al ...(I can/I know how to play...)</p> <p>Key grammar: use of a + definite article for playing sports. (Is it possible to ski in Spain??)</p> <p>Extending key answers with extra detail.</p> <p>Saying how often you do something</p> <p>Los lunes (On Mondays) etc with rest of the days of the week Todos los días (every day) Una vez a la semana (once a week) Dos veces a la semana (twice a week) A veces (sometimes) Nunca (never)</p>	
	<p>To learn the pronouns. To learn the 6 verb endings and see the formal layout of a verb table.</p>	<p>Regular -AR verb Practicar - to do (sports)</p> <p>(yo) practico (tú) practicas (él / ella) practica (nosotros) practicamos (vosotros) practicáis (ellos / ellas) practican</p>	<p>Lesson 18</p> <p>Activity</p> <p>Oak Academy Link:</p>

	<p>To write and adapt sentences to describe sports done using the verb practicar including when and how often these are done.</p> <p>To use the different parts of practicar to talk about the actions of others.</p>	<p>Saying when & how often you do something.</p> <p>AR-verb paradigm practice - talking about the sports others do.</p>	<p>Lesson 19</p> <p>Oak Academy Link: video</p>
	<p>To use verbs to give instructions.</p>	<p>Using the command form to give simple movement instructions</p> <p>Dad la vuelta (Turn around), ¡Saltad! (Jump!), Dad un paso a la derecha (Take a step to the right), Toca los pies (Touch your feet), Pon las manos arriba (Put your hands up), Dad un paso a la izquierda (Take a step to the left), Pon las manos abajo (Put your hands down).</p>	<p>Lesson 21</p> <p>Oak Academy Link:</p>
	<p>To use verbs to give instructions.</p>	<p>Creating a simple exercise/dance routine (and dance Hokey Cokey in Spanish).</p>	<p>Lesson 22</p> <p>Oak Academy Link:</p>

Term Three Overview	Topic Objective	Language/Core content	Links
<p><u>Summer Term</u></p> <p>In this term, learners use dictionaries to look up</p> <ul style="list-style-type: none"> different musical instruments. <p>They use opinions in the context of</p>	<p>To extend the range of language to give levels of like / dislike.</p> <p>To use gustar / encantar with singular and plural nouns.</p>	<p>Revision of likes / dislikes me gusta/no me gusta - introduce me encanta / odio.</p> <p>Focus on using verbs of opinion with nouns/accurate gender.</p>	<p><u>Lesson 23</u></p> <p><u>Lesson 24</u></p> <p>Oak Academy Link: <u>video</u></p>
<ul style="list-style-type: none"> different types of music. give reasons why, using 'porque' (because). <p>Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion</p>	<p>To identify different types of music and give likes / dislikes.</p> <p>To learn the names of some instruments.</p>	<p>Different types of music</p> <p>Giving opinions of different types of music</p> <p>el reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música folclórica, la música tradicional</p> <p>En mi opinión (in my opinion)</p> <p>Pienso que (I think that)</p> <p>Saying what instruments you hear.</p>	<p><u>Lesson 25</u></p> <p><u>Lesson 26</u></p> <p><u>Lesson 27</u></p> <p>Oak Academy Link: <u>youtube</u></p>

<ul style="list-style-type: none"> 'gustar' (to like) & 'encantar' (to love) <p>and the fact that the adjectives used to describe things must match the number & gender of the thing they describe.</p>	<p>To look up new nouns to check for meaning using an online dictionary.</p>	<p>Identifying Spanish words for instruments Referring to a dictionary.</p> <p>el teclado (keyboard), el piano, el saxófono, el tambor (drum), el cajón (Peruvian drum), la flauta (recorder / flute), la batería (drums), la trompeta (trumpet), la guitarra, la zampoña (Peruvian pan pipes that all school children learn instead of recorder).</p>	
<p>They use the language they have learnt to create</p> <ul style="list-style-type: none"> short raps or songs about food, sports or music. <p>As always, pupils are encouraged to strive to</p>	<p>To ask about and say which instrument you play</p>	<p>Asking & saying which instrument you play</p> <p>¿Qué instrumento tocas? (What instrument do you play?)</p> <p>¿Qué instrumento sabes tocar? (What instrument can you play?)</p>	<p>Lesson 28</p> <p>Oak Academy Link: youtube</p>
<p>work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence.</p> <p>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the</p>	<p>To listen and understand (and join in with) the Spanish version of a popular children's song.</p>	<p>Asking & saying which instrument you play</p> <p>Song – 'I am the music man'</p>	<p>Lesson 29</p> <p>Lesson 29 survey</p> <p>Oak Academy Link:</p>
	<p>To learn the -AR verb tocar (to play instruments) in the present tense.</p>	<p>Toco, tocas, toca, tocamos, tocáis, tocan</p> <p>Learning to give reasons with 'porque'</p> <p>tranquilo / ruidoso (quiet / noisy)</p>	<p>Lesson 31</p> <p>Lesson 31 cards activity</p>

concepts at the heart of learning.	<p>To learn some new adjectives.</p> <p>To use adjectives to give reasons for liking / disliking music or instruments.</p>	<p>emocionante / aburrido (exciting / boring) divertido / serio (fun / serious) tradicional / moderno (traditional / modern)</p> <p>Learning to give reasons with 'porque' ¿Te gusta...? (Do you like?) ¿Por qué te gusta..? (Why do you like..?) Porque es + adjective (masc. / fem. ending)</p>	<p>Lesson 32</p> <p>Oak Academy Link:</p>
	<p>To practise dialogues asking / answers questions about music and instruments.</p> <p>To use language learnt for a new purpose.</p> <p>To develop confidence in performance and develop memory skills.</p> <p>To practise evaluating own and others' performances and giving feedback.</p>	<p>Interviews about music</p> <p>Creating own song/rap</p> <p>Performing</p>	<p>Lesson 33</p> <p>Lesson 33 dominoes activity</p> <p>Lesson 34</p> <p>Lesson 35</p> <p>Oak Academy Link:</p>

Year Six

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/spanish>

Term One Overview	Topic Objective	Language/Core content	Links
<p><u>Autumn Term</u></p> <p>Pupils begin this unit by learning to describe</p> <ul style="list-style-type: none"> the weather. <p>They then move on to</p> <ul style="list-style-type: none"> revising colours (with 	<p>To recap the most necessary language needed for the classroom and get pupils to think about why Spanish is an important language to learn.</p>	<p>Classroom language + reasons for learning Spanish</p>	<p><u>Lesson 1</u></p> <p>Oak Academy Link:</p>
<p>adjectival agreement) with common nouns</p> <ul style="list-style-type: none"> the flags of a few familiar countries. <p>They also learn how to</p> <ul style="list-style-type: none"> express what each country is famous for, paying attention to the number and gender of the nouns using. <p>There follows a focus on Spain and some of the key features of the country.</p> <p>Attention is paid to:</p>	<p>To describe a variety of weathers in the present tense.</p> <p>To use the language of weather to describe typical climates in different places, combining with familiar expressions of frequency.</p>	<p>Describing weather</p> <p>¿Qué tiempo hace? (What's the weather like?)</p> <p>Hace buen tiempo (it's good weather), hace calor (it's hot), hace frío (it's cold), hace mal tiempo (it's bad weather), hace sol (it's sunny), hace viento (it's windy), hay niebla (it's foggy), hay tormenta (it's stormy), llueve (it's raining), nieva (it's snowing). el invierno (winter), el otoño (autumn), la primavera (spring), el verano (summer)</p> <p>Describing weather</p> <p>En .. en invierno siempre hace frío. (In ... in winter it's always cold.)</p> <p>en invierno (in winter), en otoño (in autumn), en primavera (in spring), en</p>	<p><u>Lesson 2</u></p> <p><u>Lesson 3</u></p> <p>Oak Academy Link:</p> <p><u>youtube</u></p>

<ul style="list-style-type: none"> forming plurals of nouns using the adjective 'mucho' (lots of) 'hay' (there is/are) met previously. key cities and their location in Spain, using the points of the compass and key geographical features to locate cities on a map. what somewhere is famous for using the key cities introduced. <p>They learn vocabulary for:</p> <ul style="list-style-type: none"> places in the town and are then invited to work independently to: describe photos (making use of a word list provided) and give their opinions on them. 		<p>verano (in summer), a veces (sometimes), normalmente (usually)</p>	
	<p>To learn the names of five countries and describe their flags.</p> <p>To revise adjectival agreement.</p>	<p>Introduction to names of 5 countries. Recognising and describing flags, using correct colour and adjectival agreement.</p> <p>¿Qué país es? (What country is it?) el país / los países Inglaterra, Alemania, Francia, España, Irlanda</p> <p>¿De qué color es la bandera? (What colour is the flag) Es blanca y roja.</p>	<p>Lesson 4</p> <p>Oak Academy Link: video</p>
	<p>To learn some key vocabulary to describe why countries are well-known.</p> <p>To learn some key language to describe features of Spain.</p> <p>To learn how to say a lot / many.</p>	<p>What countries are famous for</p> <p>¿Por qué es ... famoso/a? (Why is ... famous?) Es famoso/a por ... (It's famous for...)</p> <p>las patatas (potatoes), la lluvia (rain), el baile irlandés (Irish dancing), el té (tea), pescado y patatas fritas (fish and chips), la familia real (royal family), las salchichas (sausages), los coches (cars), la cerveza (beer), el queso (cheese), el pan (bread), el vino (wine), el flamenco, la playa (beach), el sol (sun)</p> <p>Focus on Spain - Hay + plural nouns + mucho(s)</p> <p>un río / muchos ríos (a river, lots of rivers) un puerto / muchos puertos (a port, lots of ports)</p>	<p>Lesson 5</p> <p>Lesson 6</p> <p>Oak Academy Link: video</p> <p>video</p> <p>video</p>

	<p>un aeropuerto / muchos aeropuertos (an airport, lots of airports)</p> <p>una playa / muchas playas (a beach, lots of beaches)</p> <p>una montaña / muchas montañas (a mountain, lots of mountains)</p> <p><i>Be familiar with the map of Spain and main geographical features.</i></p>	
<p>To read and understand a text about Spain with some unfamiliar language.</p> <p>To become more confident with using 'mucho'.</p> <p>To work out from visual and textual clues the meaning of new words.</p> <p>To pronounce accurately new words from text.</p>	<p>Describing Spain and using mucho/a/os/as</p> <p>Geography - main cities in Spain and points of the compass</p> <p>la ciudad / las ciudades (the town/city - towns/cities)</p> <p>Bilbao, Pamplona, Barcelona, Madrid, Valencia, Granada, Cádiz</p> <p><i>Learn the names of some well-known Spanish cities.</i></p> <p>norte, noreste, este, sureste, sur, suroeste, oeste, noroeste (points of the compass)</p> <p>en la costa</p>	<p>Lesson 7</p> <p>Lesson 8</p> <p>Oak Academy Link: video</p> <p>youtube</p>
<p>To say exactly where you live.</p>	<p>Saying where you live</p> <p>¿Dónde vives? Vivo en...</p> <p>¿Dónde vives exactamente? Vivo en un pueblo en el este de Inglaterra que se llama.....</p> <p>Using the cardinal points already learnt.</p>	<p>Lesson 9</p> <p>Lesson 10</p> <p>Oak Academy Link:</p>

	<p>To learn words to say what is in a town.</p> <p>To create sentences to say / write there is / there is not.</p>	<p><i>Identify some key festivals in 5 cities in Spain.</i></p> <p>Places in the town</p> <p>¿Qué hay en (Cambridge)? (What is there in (Cambridge))?</p> <p>un castillo (a castle), un mercado (a market), un estadio (a stadium), un centro comercial (a shopping centre), un polideportivo (a sports centre), un cine (a cinema) una piscina (a swimming pool), una universidad (a university), muchas tiendas (lots of shops), muchos museos (lots of museums), muchos parques (lots of parks), muchos restaurantes (lots of restaurants)</p>	<p>video</p> <p>youtube</p> <p>youtube</p>
	<p>To embed the new vocabulary for places in the town and have a short conversation.</p> <p>To practise alphabetising new language and memorising vocabulary.</p> <p>To use language with more independence to describe places.</p>	<p>Places in the town</p> <p>Describing photos & giving opinions</p> <p>¿Te gusta...? (Do you like...?)</p> <p>Me gusta (I like) No me gusta (I don't like)</p> <p>Me encanta (I love) Odio (I hate) Prefiero (I prefer)</p> <p>¿Te gusta...? (Do you like...?)</p> <p>¿Por qué te gusta..? (Why do you like..?)</p> <p>Porque me parece ... (because it seems...)</p> <p>Porque creo que es... (because I think it is...)</p> <p>sucio / limpio (dirty / clean)</p>	<p>Lesson 11</p> <p>Lesson 12</p> <p>Oak Academy Link: video</p> <p>youtube</p>

	To use key verbs in the 3rd person (Hay, Tiene, Está) and key verbs of like / dislike with reasons, recycling language from Y5.	tranquilo / ruidoso (quiet / noisy) divertido / aburrido (fun/ boring) bonito / feo (pretty / ugly) tradicional / moderno (traditional / modern) turístico / industrial famoso / conocido	
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Term Two Overview	Topic Objective	Language/Core content	Links
<p>Spring Term</p> <p>Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to:</p> <ul style="list-style-type: none"> recognise questions, matching them to appropriate answers provided to describe a festival in the UK. <p>Following on from this, learners extend their learning to the theme of:</p> <ul style="list-style-type: none"> holidays. <p>They research holiday destinations in Spanish-speaking countries and apply the language they know to:</p> <ul style="list-style-type: none"> describe holiday pictures write holiday postcards. 	<p>To use a word list to write a text in response to a picture.</p> <p>To apply grammar (articles, adjectives (agreement and place), key verb forms, linking words).</p>	<p>Describing photos & giving opinions</p>	<p>Lesson 13</p> <p>Lesson 13 word sheet</p> <p>Oak Academy Link: video</p>
	<p>To explore a Spanish poem.</p> <p>To practise memory and performance skills.</p>	<p>Exploring a Spanish poem La plaza tiene una torre – Antonio Machado</p>	<p>Lesson 14</p> <p>Oak Academy Link:</p>
	<p>To understand longer sentences.</p> <p>To practise writing longer sentences from memory.</p> <p>To understand language presented in sentences, some of which is unfamiliar.</p>	<p>Introduction to 5 festivals & sentence-building E.g. En julio en Pamplona hay una fiesta que se llama San Fermín. (In July in Pamplona there is a festival which is called San Fermín.)</p> <p>Introduction to festivals and listen & identify 5 x festivals. España es famosa por sus fiestas: Spain is famous for its festivals</p>	<p>Lesson 15</p> <p>Lesson 16</p> <p>Oak Academy Link: youtube</p>

	<p>To listen to passages of 15 - 25 words and identify the gist to identify the festival. (Passages include some new language, mostly cognates).</p>	<p>Fiestas celebran la tradición y la cultura española: Festivals celebrate Spanish tradition and culture En muchas fiestas la gente baila, canta y toca instrumentos: In lots of festivals people dance, sing and play instruments. En muchas fiestas también hay fuegos artificiales: In lots of festivals there are also fireworks.</p>	
	<p>To read and understand a short text about the Carnaval de Cádiz. To use a dictionary, if needed, to help identify unknown words.</p>	<p>Carnaval de Cadiz - match Q & As ¿Cuándo es? (When is it?) Es en (julio) (It is in (july)) ¿Cuántos días dura la fiesta? (How many days does the festival last?) Dura (seis) días. (It lasts (six) days). ¿Dónde está? (Where is it?) Está en..(It is in) ¿Qué lleva la gente? (What do people wear?) La gente lleva... (People wear...) ¿Qué hay...? (What is there...?) ¿Qué opinas de..? (What do you think about...?)</p>	<p>Lesson 17 Oak Academy Link:</p>
	<p>To give opinions and reasons for liking / disliking / preferring this festival to the Cádiz Carnaval.</p>	<p>Las fallas Key language for all 5 x festivals me gusta(n) / me encanta(n) / odio / prefiero me parece (it looks / seems) / creo (I believe)</p>	<p>Lesson 18 Oak Academy Link:</p>

		<p>hay / se llama (it is called) baila(n) (dances) / toca(n) (plays) / canta(n) (sings) se celebra(n) (is celebrated) / lleva(n) (wears) dura(n) (lasts) / la fiesta / las fiestas (festival / festivals) / la gente (people) / un instrumento (an instrument) / la tradición (tradition) / la cultura (culture) / sombreros (hats), gafas (glasses), pelucas (wigs), un pañuelo (scarf), una camiseta (t-shirt), un traje tradicional (traditional dress), un disfraz (fancy dress) / fuegos artificiales (fireworks), canciones (songs), petardos (firecrackers), figuras de papel maché (papier maché figures) / el encierro (bull running), la corrida de toros (bull fight)</p>	
	<p>To work out from visual and textual clues the meaning of whole sentences.</p> <p>To pronounce accurately new words from text</p> <p>To write (independently) sentence answers to familiar questions to</p>	<p>Feria Key language as above.</p> <p>San Fermín (+ revision of song) Key language as above.</p>	<p>Lesson 19</p> <p>Lesson 20</p> <p>Oak Academy Link:</p>

	<p>produce a description of the San Fermín festival.</p> <p>To give opinions and justify those reasons.</p>		
	<p>To read and understand a short text about the Tomatina.</p> <p>To use reading strategies to work out the overall meaning and some detail.</p> <p>To use key language from this module to describe a festival in the UK.</p>	<p>La Tomatina + reading comprehension task (level 4) Key language as above.</p> <p>Describe a UK festival (writing task) ¿Cuándo es? (When is it?) Es en (julio) (It is in (july)) ¿Cuántos días dura la fiesta? (How many days does the festival last?) Dura (seis) días. (It lasts (six) days). ¿Dónde está? (Where is it?) Está en..(It is in) ¿Qué lleva la gente? (What do people wear?) La gente lleva... (People wear...) ¿Qué hay...? (What is there...?) ¿Qué opinas de..? (What do you think about...?)</p>	<p>Lesson 21</p> <p>Reading comprehension</p> <p>Lesson 22</p> <p>Oak Academy Link:</p>

Term Three Overview	Topic Objective	Language/Core content	Links
<p><u>Summer Term</u></p> <p>We recognise that Yr 6 is a particularly full year and that the pressures assessments in English and Maths often make it difficult to devote as much time to Spanish at various points in the year. In addition, there are other calls on Year 6 time, including final presentations and residential trips in the summer term. For that reason, we have allowed the material from the Spring Term to be spread flexibly across these two terms.</p>	<p>To research a new part of the Spanish-speaking world to find out key information about it (roll over 3 sessions).</p>	<p>Holiday destination (web quest). Describing a holiday picture X2 Writing a holiday postcard. Revision in preparation for transition to Key Stage 3 Spanish.</p>	<p>N/A</p>
	<p>To describe a holiday picture.</p>		<p>N/A</p>
	<p>To write a holiday postcard.</p>		<p>N/A</p>
	<p>To revise all vocabulary/knowledge taught.</p>		<p>N/A</p>