**KS2 PoS Objectives and Yearly Statements – Year 6**

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| **KS2 Programme of Study objectives. Pupils should be taught to:** | **By end of year 6 pupils:** |
| Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language. | **6.1** Can understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly, **e.g. Unit 21 lesson 3 – customer/waiter dialogue.**  **6.2** Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material, **e.g. Unit 21 lesson 6 – actions for recipe action instructions.** |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | **6.3** Can write individual words accurately, building them from written syllables, **e.g. Unit 20 lesson 2 – dictation activity with verb word cards.**  **6.4** Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated, **e.g. e.g Unit 19 lesson 4 – writing names of continents.** |
| Engage in conversations; ask and answer questions;  express opinions and respond to those of others | **6.5** Can ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others, **e.g. Unit 22 lesson 5 – interviewing a partner.**  **6.6** Can answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others, **e.g. Unit 22 lesson 5 – interviewing a partner.** |
| Seek clarification and help | **6.7** Can use a repertoire of classroom language with teacher and peers, **e.g. A mí me toca. All units and lessons.** |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures  Present ideas and information orally to a range of audiences | **6.8** Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation,  **e.g Unit 22 lesson 2 – using adjectives in a sentence to describe opinions of sections in a newspaper.** |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | **6.9** Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge, **e.g. Unit 20 lesson 1 – past tense (preterite) verb practice in power point and role play.** |
| Read carefully and show understanding of words, phrases and simple writing | **6.10** Can understand a short text made up of short sentences with familiar language on a familiar topic, **e.g. Unit 19 lesson 8 – descriptions of rivers.** |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. | **6.11** Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning, **e.g. Unit 20 lesson 2 – understanding slide 4 of power point story.** |
| Use a dictionary | **6.12** Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words,  **e.g. Unit 20 lesson 3 – use of glossary that indicates word class.**  **6.13** Can appreciate that Spanish words do not always have a direct equivalent in English, **e.g. Unit 21 lesson 1 – patatas bravas (menus).** |
| Write words and phrases from memory | **6.14** Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling, **e.g. Unit 21 lesson 5 – writing a role play dialogue.** |
| Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing | **6.15** Can write sentences on a few topics using e.g. a model, a writing frame, sentence starters, **e.g. Unit 19 lesson 8 – writing a description of a river based on a model.** |
| Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns,  adjectives (place and agreement),  conjugation of key verbs (and making verbs negative),  connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English. | **6.16** Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences, **e.g. Unit 22 lesson 5 – interview with a partner.**  **6.17** Can use correct gender articles, demonstrating knowledge of the  patterns learnt, with admissible frequent errors and omissions in independent use, **e.g. Unit 20 lesson 4 – text from slide 6 onwards in power point of story.**  **6.18** Can use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use, **e.g. Unit 22 lesson 2 – newspaper headings.**  **6.19** Can use the verbs ‘to be’ and ‘to have’ in several different contexts, still with some errors, **e.g. Unit 19 lesson 7 – differentiation between ‘estar’ and ‘ser’ verbs re description of continents and location of rivers.**  **6.20** Can use subordinating connectives, e.g. ‘because’, **e.g. Unit 22 lesson 4 – porque** |

**Spanish Planning Year 6 Unit 19 Lesson 1 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can understand types of weather**   **(PoS 1)**   * **can participate in a role play about the weather**   **(PoS 3)**   * **can pronounce ‘eu’ dipthong correctly (PoS 6)** | ¿Qué tiempo hace hoy?  (KEH/tea-em-poh-ah-thay-oy)  Está lloviendo it is raining  \*(Llueve it rains)  Está nevando it is snowing  \*(Nieva it snows)  Está nublado it is cloudy  Hace frío it is cold  Hace calor it is hot  Hace sol it is sunny  Hace viento it is windy  Hay niebla it is foggy  Está tormentoso it is stormy  Hace buen tiempo the weather is nice/fine  Hace mal tiempo the weather is bad  Mucho very (in the sense here)  Un poco a little (in the sense here) | | Practise a few questions and answers from previous units during unit 19. See sheet at end of unit.  Revise the weather in the present tense, first introduced in yr 4 units 7 and 12, with small picture and word flashcards, a set of which you give each pair of pupils.  Say a weather type with an action, if required, and see if pupils can match up their pictures and words. Go round class to check results.  Draw notice to weather types that begin ‘hace’, ‘está’ and ‘hay’. Ask pupils what the weather is like today ¿Qué tiempo hace hoy? Pupils in their pairs ask each other the question using the flashcards for support. Pairs of pupils can present their role plays to the rest of class with or without the cards.  Give pupils copies of the song sheet for weather song and go through with them. Ask what they think ‘buen/mal tiempo’ mean (use thumb up/down to help comprehension).  Play song, and pupils sing with words on song sheet.  Show pupils power point of Spain and weather - see location in ‘Resources’ - to see if they a) remember how to pronounce the towns b) to see if they can say the weather before the words appear.  Daily Activity  Pupils to create a display based on the power point slides, using pictures and words to describe the weather in different towns in Spain. | | | ‘Rockalingua’ song  <http://tinyurl.com/zm9blfj>  ‘Rockalingua’ song sheets  At end of yr 4 unit 7:  Picture and word flashcards  At end of yr 4 unit 12:  Weather in Spain power point with sound  At end of this unit:  Questions and answers - sheet for revision  Song sheet | ‘ue’ in ‘buen’  \*N.B. re raining and snowing:  Está lloviendo it is raining  Llueve it rains.  Está nevando it is snowing  Nieva it snows |
| **Assessment Opportunities** | Role play | | | | | | |
| **KS2 Framework Objective**  **Oracy 61** | **Literacy**  **6.1** | **Intercultural Understanding** | | **Knowledge about Language** | **Language Learning Strategies**  **6.5** | | |

**Spanish Planning Year 6 Unit 19 Lesson 2 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can say the date of their birthday**   **(PoS 5)**   * **can write dates**   **(PoS 11)**   * **can pronounce ‘ñ’ correctly (PoS 6)** | ¿Qué tiempo hace hoy?  ¿Cuál es la fecha?  Saying the date with month:  Es el 5 de noviembre  Saying the date with day and month (no ‘el’):  Es viernes, 5 de noviembre  ¿Cuándo es tu cumpleaños?  Mi cumpleaños es el 2 de mayo | | Ask pupils ¿Qué tiempo hace hoy? from previous lesson and ¿Cuál es la fecha? – pointing at the date on board – to see if pupils can remember days, numbers up to 31 and months – see examples of dates in ‘Key questions…’, first introduced in yr 3.  Revise numbers 1-31 with power point, which includes a team game.  Throw ball to a pupil and say ‘enero’. Pupil either repeats month or says the next one. Teacher then throws ball to another pupil, repeating what the previous one said.  Ask pupils: ¿Cuándo es tu cumpleaños? and give support in full answer reply, as in ‘Key questions’….’, also first introduced in yr 3 unit 2.  Place word cards of days, months, numbers 1-31 (in figures) and the verb ‘es’ (is) on board, then dictate some dates in a sentence, which pupils write on mini-whiteboards.  Daily practice: Pupils practise birthday question and answer in pairs. | | | Soft ball  Mini-white boards  At end of unit:  Number power point  Days and months word cards | ‘ñ’ in ‘cumpleaños’  No ‘el’ when saying the date with day of the week, as shown in ‘Key questions…’ |
| **Assessment Opportunities** | Mini-whiteboard work | | | | | | |
| **KS2 Framework Objective**  **Oracy 6.1** | **Literacy**  **6.1** | **Intercultural Understanding** | | **Knowledge about Language**  **6.1** | **Language Learning Strategies**  **6.5** | | |

**Spanish Planning Year 6 Unit 19 Lesson 3 Date**

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| **Learning Outcomes with link to Programme of Study** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can recognise the weather in the immediate future tense**   **(PoS 8)**   * **can ask and answer the question about what the weather is going to be like tomorrow (PoS 3)** * **can pronounce accented ‘v’ correctly**   **(PoS 6)** | ¿Qué tiempo hace?/ ¿Qué tiempo va a hacer? What is the weather like?/What is the weather going to be like?  hace calor it’s hot/va a hacer calor it’s going to be hot  hace sol it’s sunny/va a hacer sol it’s going to be sunny  hace frío it’s cold/va a hacer frío it’s going to be cold  hace viento it’s windy/va a hacer viento it’s going to be windy  está lloviendo\* it’s raining/va a llover it’s going to rain  está nevando\* it’s snowing/va a nevar it’s going to snow  hace buen tiempo the weather is nice/va a hacer buen tiempo the weather is going to be nice  hace mal tiempo the weather is bad/va a hacer mal tiempo the weather is going to be bad.  pronóstico del tiempo weather forecast  \*llueve it rains  \*nieva it snows | | Revise weather phrases in present tense with question ¿Qué tiempo hace? (What is the weather like?) and action. Pupils respond, e.g. hace calor, and then tell pupils they will be learning how to say what the weather is going to be like in the immediate future.  Model some questions and answers with a puppet, e.g.  ¿Qué tiempo va a hacer mañana? (What is the weather going to be like tomorrow?). Va a hacer frío.  Ask pupils what they heard that is different to the present tense.  Say a selection of weather sentences in both tenses and pupils do a certain action when they hear the present tense and another for the future.  Put text cards of some of the weather phrases on the board in random order – a mixture of present and immediate future tenses, and discuss with pupils.  Pupils practise a role play in pairs in which they ask each other what the weather is going to be like tomorrow in a certain town in Spain, e.g.  ¿Qué tiempo va a hacer mañana en Madrid? Va a llover, and, for more able pupils, they will ask each other what the temperature is going to be like as well, which pupils were introduced to in the present tense in year 4 unit 12 lesson 3.  Give each pair of pupils 2 weather forecast cards which are the stimuli for the role play questions and answers – both sets (see ‘Resources’).  Daily practice – pupils practise their role plays for a presentation in the following lesson. | | | Puppet  At end of unit:  Weather text cards in present and immediate future tenses  Weather forecast cards for pupils  Weather forecast questions and answers for teachers x 2 (set 1 without temperatura)s and set 2 with temperatures)  Power point with sound to support with the set 1 and set 2 above.  Weather forecast power point slide – with sound – for presentations in following lesson | ‘v’ sound in ‘va’ like a ‘b’ (bah)  The form of the future tense in this unit is called the  immediate future: (verb ‘ir’in 3rd person singuar form of present tense + a + infinitive), e.g.  Va a hacer frío (it is going to be cold).  Other examples of the verb ‘ir’ – in 1st and 2nd person singular forms of present tense:  Voy a cantar = I am going to sing  ¿Cómo vas al colegio? = how do go to school?  Voy en coche = I go by car |
| **Assessment Opportunities** | Role play | | | | | | |
| **KS2 Framework Objective**  **Oracy 6.4** | **Literacy**  **6.2** | **Intercultural Understanding** | | **Knowledge about Language**  **6.5** | **Language Learning Strategies**  **6.2** | | |

**Spanish Planning Year 6 Unit 19 Lesson 4 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can recognise and say the names of the continents**   **(PoS 1)**   * **can write the continent names accurately**   **(PoS 10)**   * **can remember use of masculine and feminine (PoS 12)** * **can pronounce ‘eu’ correctly (PoS 6)** | ¿Qué tiempo va a hacer mañana en Madrid?  Va a llover.  ¿Y qué temperatura va a hacer?  Va a hacer 10 grados.  El continente the continent  Los continentes the continents  Europa  África  América del Sur  América del Norte  Asia  Oceanía  Antártida  Tocad touch (addressed to more than one pupil)  (toc-ath)  Toca touch (addressed to one pupil  (toc-ah) | | Pupils perform their weather forecasts from previous lesson in front of weather forecast power point slide on iwb – see in ‘Resources’ – with more able pupils including the temperature.  Show power point about continents, which has sound and instructions for use.  Place shapes of continents on board and play team game where you say to a pair of ‘contestants’, e.g.: ‘Tocad África’. The first team member to touch the correct shape gains a point for his/her team.  Play ‘reverse bingo’ to practise writing continents by putting word cards of the continents on board, and first having a discussion about cognates and the reason for accents above certain letters in some of the continents, i.e. to show where the word is stressed. Remove cards, and pupils write 3 of the continents on mini-whiteboards from memory, and stand up. You write one of the continents on a mini-whiteboard and show it to the pupils. Pupils with that one on their board sit down and correct their spelling if required. Carry on in the same way until only a certain number of pupils (that you decide on) are standing. They are the winners.  Daily Practice:  To label a map of world with the continents | | | Mini -whiteboards  At end of unit:  Weather forecast power point slide for presentations  Power point presentation about continents with sound.  Picture flashcards of continent shapes  Word cards of continents  World map for labelling | ‘eu’ dipthong in ‘Europa’ does not have an English equivalent. It sounds like a combination of the "ay" of the word "say" and the "oo" of the word "boot."  (ay-oo-rope-ah)  All the continents are feminine nouns in Spanish but the word ‘continent’ is masculine  Es=  permanent state of something or somebody:  Asia **es** el continente más grande  Está=  either a location or a temporary state:  El Amazonas **está** en América del Sur |
| **Assessment Opportunities** | Pupils’ spelling on mini-whiteboards. | | | | | | |
| **KS2 Framework Objective**  **Oracy 6.1** | **Literacy 6.1** | **Intercultural Understanding** | | **Knowledge about Language 6.1** | **Language Learning Strategies**  **6.8** | | |

**Spanish Planning Year 6 Unit 19 Lesson 5 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can recognise and read the names of the rivers**   **(PoS 1)**   * **can complete a differentiated worksheet**   **(PoS 11)**   * **can pronounce hard and soft ‘g’ correctly**   **(PoS 6)** | El río the river  (REE-oh)  Los ríos the rivers  El Nilo the Nile  El Yangtsé the Yangzte  El Amazonas the Amazon  El Támesis the Thames  El Ganges the Ganges  El Guadalquivir the Guadalquivir  El Rin the Rhine  El Danubio the Danube  ¿En qué continente está el Amazonas? In what continent is the Amazon?  El Amazonas está en América del Sur the Amazon is in South America  ¿Dónde está el Ganges? Where is the Ganges?  El Ganges está en Asia. The Ganges is in Asia | | Revise the continents by playing picture flashcard guessing team game where pupils have to guess the continent shape you are concealing. ¿Qué continente es? Es…  Introduce rivers by showing power point with sound – Los Ríos – where pupils hear the sound file and then the picture. They have to guess what the river is called in English. Notice drawn to all the rivers being masculine nouns.  Place river word cards on left of board and continent word cards on right. Model new question with puppet: ¿En qué continente está el Amazonas?  Answer: El Amazonas está en América del Sur.  Explain to pupils that there are 2 words for ‘is’ in Spanish, i.e. ‘es’ and ‘está’, the explanation being outlined in the Phonic/Grammar section.  Draw a line from the Amazon to South America on board.  Give each pupil worksheet about where continents and rivers are situated, and go through orally with pupils. They then complete it in written form.  Nos. 1-4 and 8-11 just involve writing in the continent, and in the other sentences missing words have to be written in.  Daily Practice:  Pupils ask and answer questions on worksheet in pairs. | | | Puppet  At end of unit:  Picture flashcards of continent shapes  Power point – Los Ríos – with sound.  Word cards of rivers and continents  Worksheet for pupils  Worksheet for teachers with answers. | Hard and soft ‘g’ in ‘Ganges’  (Gang-hess)  All the rivers are masculine nouns in Spanish  Es=  permanent state of something or somebody:  Asia **es** el continente más grande  Está=  either a location or a temporary state:  El Amazonas **está** en América del Sur |
| **Assessment Opportunities** | Writing task | | | | | | |
| **KS2 Framework Objective**  **Oracy 6.1** | **Literacy**  **6.1, 6.4** | **Intercultural Understanding** | | **Knowledge about Language 6.5** | **Language Learning Strategies**  **6.1** | | |

**Spanish Planning Year 6 Unit 19 Lesson 6 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can understand a longer, more complex text**   **(PoS 8)**   * **can use a bi-lingual dictionary**   **(PoS 9)**   * **can pronounce hard ‘g’ correctly**   **(PoS 6)** | El nombre-name\*  El nacimiento-source  Otros detalles-other details  La longitud-length  La desembocadura-mouth  Ciudades principales-main towns    desemboca en it flows into  más largo/a longest  más ancho/a widest  \*can also mean ‘noun’ | | Play power point with sound and instructions for use – Los Ríos del Mundo – which contains simple sentences about the 3 main rivers in Europe, Africa and South America, and more complex ones about the Amazon.  Pupils hear sound files for 4 simple sentences in Spanish and guess the meaning, with the help of teacher actions, before the English translation is revealed.  Pupils then hear sound files for more complex sentences, this time using bi-lingual dictionaries to find out the meaning of certain words, before the English translation is shown.  Finally, pupils look up key river words in bi-lingual dictionaries, before seeing the English translation.  Play multiple-choice interactive quiz (see ‘Resources’) – El Amazonas – on iwb, and pupils write answers on paper. They check their answers at the end of the game.  Daily practice: pupils say one of the quiz words at regisitration. | | | Bi-lingual dictionaries  At end of unit:  Los Ríos del Mundo text – power point with sound and instructions for use  Interactive quiz – El Amazonas | Hard ‘g’ in largo/a  (lar-goh/gah)  Use of ‘es’ and ‘está’, both meaning ‘is’:    Es=  permanent state of something or somebody:  Asia **es** el continente más grande  Está=  either a location or a temporary state:  El Amazonas **está** en América del Sur |
| **Assessment Opportunities** | Dictionary skills | | | | | | |
| **KS2 Framework Objective**  **Oracy** | **Literacy**  **6.2** | **Intercultural Understanding** | | **Knowledge about Language 6.4** | **Language Learning Strategies**  **6.2** | | |

**Spanish Planning Year 6 Unit 19 Lesson 7 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can create sentences using word cards**   **(PoS 11)**   * **can differentiate between ‘es’ and ‘está’ in relation to their use in description of a continent and location of a river (PoS 12)** * **can pronounce accented ‘á’ correctly**   **(PoS 6)** | El continente the continent  Los continentes the continents  Europa  África  América del Sur  América del Norte  Asia  Oceanía  Antártida  El río the river  Los ríos the rivers  El Nilo the Nile  El Yangtsé the Yangzte  El Amazonas the Amazon  El Támesis the Thames  El Ganges the Ganges  El Guadalquivir the Guadalquivir  El Rin the Rhine  El Danubio the Danube  Más grande/pequeño/a  (mass/gran-deh/peck-en-yoh/yah)  Biggest/smallest | | Show slide 2 from power point used in lesson 4 to show pictures of the continents, and enact role play with puppet, using mime/actions to aid comprehension, e.g.:  Teacher: ¿Cuál es el continente más grande?  Puppet: Asia es el continente más grande.  Teacher: ¿Cuál es el continente más pequeño?  Puppet: Oceanía es el continente más pequeño.  Revise rivers with questions and answers, e.g.: ¿En qué continente está el Amazonas? El Amazonas está en América del Sur.  Place word cards from continents/river work in the unit so far on the board – see ‘Resources’ – in random order and model sentences, pointing to each word used, e.g.:  El Yangtsé está en Asia, Oceanía es el continente más pequeño.  Say a sentence in Spanish and pupils write it down on mini-whiteboards using the word cards on board for support. A pupil can then ‘write’ the sentence on the board using the word cards. This could be done as a team game.  You could also extend the activity by dictating a sentence, without the word cards on the board, which members of each table group collaborate on.  A member of each table group then holds up their version which teacher/other pupils then assess for accuracy.  Daily practice: pupils say a sentence as above at registration. | | | Puppet  Mini-whiteboards  At end of unit:  Power point presentation about continents with sound from lesson 4  Word cards for continents and rivers  Word cards for sentences | ‘á’ in ‘está’ tells you which syllable to stress (ehs-TAH)  All the continents are feminine nouns in Spanish but the noun ‘continente’ is masculine  Use of ‘es’ and ‘está’, both meaning ‘is’:    Es=  permanent state of something or somebody:  Asia **es** el continente más grande  Está=  either a location or a temporary state:  El Amazonas **está** en América del Sur |
| **Assessment Opportunities** | Pupils’ creation of sentences | | | | | | |
| **KS2 Framework Objective**  **Oracy 6.3** | **Literacy**  **6.4** | **Intercultural Understanding**  **6.2** | | **Knowledge about Language**  **6.3** | **Language Learning Strategies**  **6.1** | | |

**Spanish Planning Year 6 Unit 20 Lesson 8 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can understand texts about a river in South America and in Spain**   **(PoS 7)**   * **can write a similar text about the Thames with support (PoS 11)** * **can pronounce ‘v’ and ‘j’ correctly in ‘viaje’**   **(PoS 6)** | un viaje a journey, trip  (bee-ah-heh)  empezar to start  (em-peth-are)  ¿Qué tiempo va a hacer? What is the weather going to be like?  va a hacer calor it’s going to be hot  va a hacer frío it’s going to be cold  va a llover it’s going to rain  va a nevar it’s going to snow  va a hacer buen tiempo the weather is going to be nice  va a hacer mal tiempo the weather is going to be bad  Nuestro viaje va a empezar en…  (Our journey is going to begin in…(month))  Vamos a explorar el Támesis  (We are going to explore the Thames)  (nwes-troh/be-yah-heh/bah/ah/em-peth-are/en…)  (bah-moss/ah/ex-plor-are/el/TAH-meh-cease)\* | | Give each table group one of the 5 description cards of the Amazon and bi-lingual dictionaries.  A pupil from each table group reads out the meaning the group has come up with, and a comparison is made with the version that teacher shows on iwb – see ‘Resources’ for Spanish and English versions.  Show pupils the power point with sound – ‘El  Guadalquivir’ – and say they will be ‘exploradores’, and will write a similar description of the river Thames, including a weather forecast, as part of an imaginary visit.    Show the power point with sound, ‘El Támesis, which will prepare the pupils for the work.  Give out copies of ‘The Thames’ gap fill worksheet, which begins with 2 statements that set the scene. See ‘Key questions/New Learning’. Pupils write the text on lined paper.  Support will be given in the form of ‘The Thames’ power point and a help sheet, which contains the gap fill words, together with months and weather (so they can choose the month the imaginary journey is going to take place and what the weather is going to be like).  Daily practice – pupils to display their work with illustrations. | | | Bi-lingual dictionaries  At end of unit:  Decription cards about the Amazon – Spanish and English  Lined paper  Power point with sound – El Guadalquivir  Power point with sound – El Támesis  ‘The Thames’ worksheet  Help sheet. | ‘v’ and ‘j’ in ‘viaje’  (be-yah-heh)  Use of ‘es’ and ‘está’, both meaning ‘is’:    Es=  permanent state of something or somebody:  Asia **es** el continente más grande  Está=  either a location or a temporary state:  El Amazonas **está** en América del Sur |
| **Assessment Opportunities** | Writing task | | | | | | |
| **KS2 Framework Objective**  **Oracy** | **Literacy**  **6.1, 6.4** | **Intercultural Understanding** | | **Knowledge about Language**  **6.3** | **Language Learning Strategies**  **6.3** | | |