**Examples of activities from S.O.W. to meet end of year objectives – 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 20 Lesson 1 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can recognise the verbs comer and beber in the 1st, 2nd and 3rd person singular and 1st and 3rd person plural forms (PoS 12)** * **can participate in a role play in the the past (preterite) tense with a partner (PoS 3)** * **can correctly pronounce ‘ie’ dipthong (PoS 6)** | **¿Qué comiste ayer?** What did you eat yesterday?  **Comí** I ate  **¿Qué bebiste ayer?** What did you drink yesterday?  **Bebí** I drank  **¿Qué comió ayer? What did he/she/it eat yesterday?**  **Comió …He/she/it ate**  **¿Qué bebió ayer? What did he/she/it drink yesterday?**  **Bebió …He/she/it drank**  **¿Qué comieron ayer? What did they eat yesterday?**  **Comieron …They ate**  **¿Qué bebieron ayer? What did they drink yesterday?**  **Bebieron …They drank** | | On completion of Unit 20 pupils will do Summative Assessment Task 1 which consists of a worksheet with 5 activities at end of unit page and in ‘Assessment’ under main Spanish tab of bcclanguages website.  Tell pupils they are going to reading another story about Raúl, the time travelling rat, last met in year 4 unit 9, and show power point that re-introduces him.  Ask volunteers to read the text on each slide, and then ask questions in English to confirm pupil comprehension of each slide.  The new story is in the past (preterite) tense\* which pupils first met in year 5 unit 13 lessons 4-6 with the verbs comer/beber in the 1st, 2nd (familiar) and 3rd person singular forms.  Revise these forms of the past (preterite) tense with the ‘Past tense conversation’ power point with sound, which introduces the verbs in the 3rd person plural form.  Give each pair of pupils a set of the 6 role play cards and they practise the conversations. | | | At end of unit:  ‘Raúl’ introductory power point.  Past tense conversations’ power point with sound re eating and drinking  Past tense conversation cards – pdf – linked to power point  Notes for teachers on verbs in the unit | ‘ie’ diphong in ‘comieron’ and ‘bebieron’  The past (preterite) tense is used for past actions that are seen as completed, e.g. bebí un té (I drank a tea)  \*The past (preterite tense) is only used for recognition/  understanding  purposes in this scheme of work |
| **Assessment Opportunities** | Listen to role plays | | | | | | |
| **KS2 Framework Objectives**  **Oracy 6.2** | **Literacy**  **6.1** | **Intercultural Understanding** | | **Knowledge about Language**  6.1 | **Language Learning Strategies**  **6.1** | | |

**Spanish Planning Year 6 Unit 20 Lesson 2 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can spot new words in a short text and guess their meaning through context and other clues (PoS 8)** * **can recognise past tense (preterite) verbs (PoS 12)** * **can pronounce ‘j’ correctly (PoS 6)** | **comí** I ate  **comiste** you ate (sing. familiar form)  **comió** he/she/it ate  **comieron** they ate  **bebí** I drank  **bebiste** you drank (sing. familiar form)  **bebió** he/she/it drank  **bebieron** they drank  **la sortija sello** the seal ring  **de plata** silver  **¿Puedes ayudarme?** Can you help me?  **forma de corona** crown shape  **cruces** crosses  **hojas l**eaves | | Place Spanish word cards of verbs in order of ‘I, you, he/she/it, they’, with the ‘ate’ ones first, and ask pupils to say which one means, e.g. they ate. Do the same for the ‘drank’ ones. Remove cards and dictate a few of the verbs, which pupils write on mini- whiteboards. They hold up after each is written to check it matches with word card you then hold up.  Place all word cards on the board in random order and play the ‘Fly swat’ team game, where the first team member to ‘swat’ the word that another pupil says in English/Spanish, gets a point.  ‘Play’ slide 3 of the ‘Raúl’ power point, and ask individual pupils to read. Ask questions in English to confirm pupil understanding, e.g. ask pupils for the date; to pick out cognates; to say words they are familiar with; to find the Spanish word in the text for the building in the picture; to say what the description of it means; to say Spanish verbs that you say in English, e.g. ‘arrived’.  Play slide 4. See if pupils can tell you what Tomás’ problem is, by looking at the picture and by you using tone of voice/actions to explain key words/phrases.  Say the past tense (preterite) verbs, some being cognates, and ask pupils for their meaning. Ask pupils too for examples of nouns, connectives, adjectives and adverbs in the text. | | | Mini-whiteboards  Fly swats  At end of unit:  Word cards of verbs  Power point of story - ‘Raúl en Sutton House, una casa Tudor’ – with sound files\*  Notes for teachers on verbs in the unit | ‘j’ in ‘sortija’  ‘Tenía’ un problema = I/he/she/it had a problem. The verb is in the past imperfect tense, and at this stage of pupils’ Spanish learning, is for recognition/  understanding purposes only.  \*This power point story contains all the vocabulary that is required for this unit, and the text has sound files throughout. |
| **Assessment Opportunities** | Pupils’ answers to questions about the 2 power point slides | | | | | | |
| **KS2 Framework Objectives**  **Oracy 6.1** | **Literacy**  **6.2** | **Intercultural Understanding** | | **Knowledge about Language**  **6.4** | **Language Learning Strategies**  **6.5** | | |

**Spanish Planning Year 6 Unit 20 Lesson 3 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can use a glossary and bi-lingual dictionary (PoS 9)** * **can recognise word classes (PoS 12)** * **can pronounce ‘ll’ correctly (PoS 6)** | **había** there was/were  **un salón principal** a main hall  **una habitación más pequeña** a smaller room  **una ventana** a window  **un dormitorio** a bedroom  **la sortija sello** the seal ring  **de plata** silver  **¿Puedes ayudarme?** Can you help me?  **forma de corona** crown shape  **cruces** crosses  **hojas l**eaves  **había** – there was | | Ask pupils to recap the ‘Raúl’ story so far, and show the Sutton House power point, which is for background information.\* Ask pupils questions to gauge their understanding.  Print copies of the glossary of the ‘Raúl’ story that follow pg 27 in the pdf version, but before giving them to pupils in pairs, get them to sort some of the glossary word cards with a partner in alphabetical order. Then, get pupils to use the glossary to look up ladrillo , patio and despacho, and to write the English on mini-whiteboards.  Ask pupils for the meanings of the other words in the description of the house, slide 5 of the ‘Raúl’ power point story - dormitorios, salón, habitación, cocina, ventana - which are not in the glossary, but which they should be able to work out through the picture, context, cognates and teacher action clues.  Give table groups a set of word cards for sorting into word classes. Put headings on the board, nouns, verbs, adjectives, adverbs, prepositions. Some groups may be able to further sort verbs into present tense, infinitives and past tense (preterite). Words which are not in the glossary can be looked up by groups of pupils in bi-lingual dictionaries. | | | Fly swats  Mini whiteboards  Bi-lingual dictionaries  At end of unit:  Sutton House power point  Power point of story - ‘Raúl en Sutton House, una casa Tudor’ – with sound files  Pdf of story – glossary following pg 27  Word cards to sort in alphabetical order  Word class cards for sorting  Word class cards for sorting for teachers | ‘ll’ in ‘ladrillo’  ‘Hay’ (there is/are) – present tense – and ‘había’ (there was/were) – past (imperfect) tense are from the same verb ‘haber’ and are in the 3rd person singular form.  \*Tomás in the ‘Raúl’ story was the son of Sir Ralph Sadleir, who built Sutton House, and who worked for King Henry VIII. |
| **Assessment Opportunities** | Observation of dictionary work | | | | | | |
| **KS2 Framework Objectives**  **Oracy** | **Literacy**  **6.2** | **Intercultural Understanding** | | **Knowledge about Language**  **6.4** | **Language Learning Strategies**  **6.2** | | |

**Spanish Planning Year 6 Unit 20 Lesson 4 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can use a glossary (PoS 9)** * **can understand short texts (PoS 7 and PoS 12)** * **can pronounce soft ‘c’ correctly (PoS 6)** | Picture/word match-up  **escoba** broom  **papel** paper  **pluma** quill pen  **baúl** trunk  **maceta** flower pot  **sortija sello** ring used as seal  Crossword - across  pigeon **pichón**  chair **silla**  parsley **perejil**  house **casa**  Crossword – down  chimney **chimenea**  goose **ganso**  sun **sol**  table **mesa** | | Give pairs of pupils copies of the ‘Raúl’ power point slides 6, 7, 8, 9, 10, 11, 12, copied from the pdf of the power point, and also activity sheets 1 and 2 on pages 22-23 and the glossary sheets which follow pg 27.  Tell pupils that the rest of the story, from slides 6 onwards, is about the search for the missing ring, and that they are going to learn the Spanish words for the pictures in the 2 activity sheets by using the copies of the power point slides and the glossary.  Pupils self-mark their activity sheets at the end of the lesson as a whole class activity.  Play the power point slides from slide 6 onwards, and ask pupils questions after each to confirm pupil comprehension. | | | Puppet  At end of unit:  Power point of story - ‘Raúl en Sutton House, una casa Tudor’ with sound files – and in pdf format  Pdf of story – glossary following pg 27  Pdf of story – activity sheets 1 and 2 on pgs 22-23 | Soft ‘c’ in ‘maceta’ pronounced like the ‘th’ in the English word ‘thin’  All the words looked up in the glossary are nouns, and the glossary tells pupils their gender, i.e. either masculine or feminine |
| **Assessment Opportunities** | Worksheets | | | | | | |
| **KS2 Framework Objectives**  **Oracy** | **Literacy**  **6.1** | **Intercultural Understanding** | | **Knowledge about Language**  **6.4** | **Language Learning Strategies**  **6.1** | | |

**Spanish Planning Year 6 Unit 20 Lesson 5 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can use a glossary (PoS 9)** * **can ask a partner for the name of a herb and give their own reply (PoS 3)** * **can pronounce ‘j’ correctly (PoS 6)** | **las hierbas** herbs  **una hierba** a herb  **el romero** rosemary  **la menta** mint  **el perejil** parsley  **la salvia** sage  **el tomillo** thyme  **¿Qué hierba es?**  **Es el/la…**  (What herb is it? It is…) | | Re-show and click on slide 9 sound file of ‘Raúl’ power point story, and ask pupils in pairs to find out the meaning of the herbs from the glossary. Some may remember these herbs from the previous Raúl story in year 4 unit 9 lesson 5.  Ask pupils what we use these herbs for, and if they know what the Tudors used them for, a clue being in the first paragraph of the slide.  Hold up pictures of the 5 herbs introduced on slide 9 and pupils repeat. Use graded questioning to further practise pronunciation (model answers in brackets):  a) Es el tomillo, ¿sí or no? (Sí) b) ¿Es el tomillo o el romero? (El tomillo) c) ¿Qué hierba es? (Es el tomillo).  Give pairs of pupils a small set of herb pictures and words and they match up.  Pupils then do a role play in pairs, as shown in ‘Key questions…’.  Put out a real piece of each of the 5 herbs for each table group. Pupils smell them and repeat the names. Then with eyes shut they take turns to smell and identify the Spanish name for each one.  Follow-up work – find out facts about the use of herbs by the Tudors. | | | Real pieces of the 5 herbs for each table group  At end of unit:  Power point of story - ‘Raúl en Sutton House, una casa Tudor’ with sound files  Pdf of story – glossary following pg 27  Herb pictures and words – large and small sets | ‘j’ in ‘perejil’  All the words looked up in the glossary are nouns, and the glossary tells pupils their gender, i.e. either masculine or feminine |
| **Assessment Opportunities** | Role plays | | | | | | |
| **KS2 Framework Objectives**  **Oracy**  **6.4** | **Literacy**  **6.1** | **Intercultural Understanding** | | **Knowledge about Language** | **Language Learning Strategies**  **6.1** | | |

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

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can understand short texts (PoS 7)** * **can recognise and understand past (preterite) tense verbs (PoS 12)** * **can take part in a role play with a partner (PoS 3)** * **can pronounce ‘ó’ correctly (PoS 6)** | Past (preterite) tense verbs  **¿Qué hizo Raúl?** What did Raúl do?  **¿Qué hicieron Raúl y Tomás?**  What did Raúl and Tomás do?  3rd person singular:  **Perdió** lost  **Bailó** danced  **Tocó** played (instrument)  3rd person plural:  **Entraron** entered  **Salieron** went out  **Celebraron** celebrated  **Comieron** ate  **Bebieron** drank | | Ask for pupil feedback on research from last lesson.  Place 10 pictures of the story – in order of what Raúl and Tomás did in the story – on the board. Give pupils in pairs a set of the 10 matching sentences – cut into strips. They put the sentences in order of the pictures.  Go around the class to check pupils’ ordering of the sentences.  Show the sentences on the iwb and ask pupils to read aloud.  Ask pupils to say the past (preterite) tense verbs that are in each sentence.  Tell pupils that Raúl has lost his book and that Tomás is going to help him find it. Give pupils copies of activity 4 – see in ‘Resources’. With a partner, pupils work out in which order the dialogue between Raúl and Tomás goes. Before pupils write the dialogue in the speech bubbles, check that they have the text in the correct order.  Pupils practise the dialogue with their partner. | | | At end of unit:  Pictures and sentences of story  Pdf of story – activity 4 pgs 26/27 | The accented ‘o’ at the end of the 3rd person singular past tense (preterite) verbs shows you where to stress the syllable, e.g.  Bailó (buy-LOW)  Past (imperfect) tense in:  No estaba allí (was not there)  (no/est-ah-bah/ah-YEE) |
| **Assessment Opportunities** | Role plays | | | | | | |
| **KS2 Framework Objectives**  **Oracy**  **6.4** | **Literacy**  **6.1, 6.4** | **Intercultural Understanding** | | **Knowledge about Language**  **6.3** | **Language Learning Strategies**  **6.2** | | |

**Spanish Planning Year 6 Unit 20 Lesson 7 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can complete the Summative Assessment Task1 (PoS 1-12)** | **¿Cuántas habitaciones había en casa de Tomás?**  **¿Qué había en el salón principal?**  **¿Qué había en la cocina?**  **¿Qué había en el despacho del papá de Tomás?**  **¿Qué había en el patio?**  How many rooms were there in Tomás’ house?  What was in the main hall/kitchen/Tomás’ father’s study/the courtyard? | | Pupils do Summative Assessment Task 1. See in ‘Resources’.  An optional activity pupils can do is the activity in the pdf of the story – see in ‘Resources’ – which you copy for pupils.  The activity consists of questions about Tomás’ house – see in ‘Key questions…’. Pupils use the glossary previously used and/or copies of the power point slides, to find 2 or 3 words for the answers, e.g.  ¿Qué había en la cocina?  Había sirvientes, un asador de metal, una escoba grande, una batidora de mantequilla, platos, un ganso y un pichón para la cena. | | | At end of unit:  Summative Assessment Task 1 teacher instruction sheet and pupil sheet  Pdf of story – activity 3 pgs 24/25  Glossary – following pg 27  Power point of story - ‘Raúl en Sutton House, una casa Tudor’ with sound files |  |
| **Assessment Opportunities** | Summative Assessment Task 1 | | | | | | |
| **KS2 Framework Objectives**  **Oracy**  **6.1** | **Literacy**  **6.1, 6.4** | **Intercultural Understanding** | | **Knowledge about Language**  **6.3** | **Language Learning Strategies**  **6.2** | | |