**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 21 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 some items on a menu (PoS 8)** * **can read aloud some food/drink items (PoS 1)** * **can pronounce ‘z’ correctly (PoS 6)** | Una bolsa de patatas fritas a packet of crisps  Una ración de patatas fritas a portion of chips  Una taza de té sin leche a cup of tea without milk  Una taza de chocolate (caliente) a cup of (hot) chocolate  Un vaso de limonada a glass of lemonade  Un vaso de coca cola a glass of coke  Un café con leche a coffee with milk  Un agua mineral a mineral water  Un zumo de naranja an orange juice  un helado de chocolate/de fresa/de  vainilla/chocolate/strawberry/vanilla ice cream  un bocadillo de queso a cheese sandwich  un euro  tres euros | | Show power point of Spanish café. Discuss. Have any children been to a Spanish cafe? What did they have to eat or drink?  Give pupils in pairs menus la carta 1 and la carta 2 and have displayed on power point ‘la carta’ – slides 2 and 3. Pupils pick out what they understand from menu and feedback. How did they work this out? – cognates, previous learning, knowledge of other languages. Have they eaten or drunk the item?  Draw attention to the prices on the menus being in Euros. Play power point with sound about Euro coins and notes in Spanish.  Show the 2 menus on the ‘la carta’ power point – slides 4 and 5 – with the English next to each and discuss.  Introduce food/drink items in ‘New Learning’ with power point with sound and instructions.  Display large word cards of the above items on board. Can the pupils read them aloud having heard them on power point? Notice drawn to masculine and feminine nouns.  Give a set of the small word cards to each table group and they sort into different categories. Ask each table group how they sorted them.  Daily Practice: Create labelled pictures for display | | At end of unit:  Spanish café power point  La carta power point  La carta 1 and la carta 2  Power point in Spanish about Euros – with sound.  Power point with sound and instructions re food and drink items.  Large word cards of foods/drinks for board.  Small sets of word cards for tables groups | | ‘z’ in ‘taza’  Reminder of the indefinite articles ‘a’ or ‘one’ before masculine and feminine nouns – un and una. |
| **Assessment opportunities** | How successful are the pupils at understanding the menu? | | | | | | |
| **KS2 Framework Objective**  **Oracy** | **Literacy**  6.1 | **Intercultural Understanding** | | **Knowledge about Language**  6.3 | | **Language Learning Strategies**  6.1 | |

**Spanish Planning Year 6 Unit 21 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 ask a partner what he/she ate and drank yesterday and give their own answers to the question (PoS 3)** * **can understand and join in with a café song (PoS 1)** * **can pronounce diphthong ‘ay’ correctly (PoS 6)** | ¿Qué comiste ayer? What did you eat yesterday?  Comí un bocadillo I ate a sandwich  ¿Qué bebiste ayer? What did you drink yesterday?  Bebí agua I drank water  ¿Qué desea? What would you like? (formal, singular form)  Quiero…por favor I would like…please. | | Revise café items’ vocabulary and the past tense of ‘comer’ and ‘beber’ in the 1st and 2nd person singular forms from year 5 unit 13 lesson 4 by playing 0s and Xs. Say: ‘Vamos a jugar al tres en raya’ and remind pupils that that is an example of the immediate future from unit 19.  Put 9 of the new food/drink cards in 3x3 grid format on board and draw a 3x3 grid next to it, to fill in the 0s and Xs. For a 0 or X to be put into the grid, a pupil has to say something they ate/drank yesterday from the 9 cards: ‘Ayer comí’ + food or ‘Ayer bebí’ + drink.  Model questions and answers with a puppet:  A ¿Qué comiste ayer?  B Ayer comí un bocadillo de queso.  A ¿Qué bebiste ayer?  B Ayer bebí un agua mineral.  Ask pupils the questions, holding up one of the word cards, and encourage full answers.  In pairs, children practise above as a role play and perform to class.  Display ¿Qué desea? song on iwb and ask pupils to pick out food/drink words they know or can guess. Give pupils each a word from song and ask them to hold up when they hear the song for the second time.  Daily practice: Pupils perform role-plays | | Puppet  See yr 6 unit 19 for past tense (preterite)  Song from Español Español pg 27 Track 2.6 El café - ¿Qué desea?  English translation no. 6 pg. 87  At end of unit:  Large word cards of foods/drinks from lesson 1  Word cards for  ¿Qué desea? song | | Dipthong ‘ay’ in ‘ayer’ sounds like ‘eye’ in English  (eye-yare)  Reminder that subject pronoun is incorporated in the verb, e.g. comí (I ate) |
| **Assessment opportunities** | Role plays | | | | | | |
| **KS2 Framework Objective**  **Oracy 6.4** | **Literacy**  6.2 | **Intercultural Understanding**  6.3 | | **Knowledge about Language** | | **Language Learning Strategies** | |

**Spanish Planning Year 6 Unit 21 Lesson 3 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 transactional language in a café situation**   **(PoS 1)**   * **can participate in a role play where one pupil is the waiter and the other the customer (PoS 3)** * **can pronounce ‘ll’ correctly (PoS 6)** | un café con leche  un bocadillo de queso  una bolsa de patatas fritas  un helado de vainilla  un café de queso  un bocadillo de café  una bolsa de vainilla  un helado de patatas fritas  el camarero the waiter  la carta the menu  Aquí tiene here you are, here you have  ¿Qué desea? What would you like?  Quiero…I would like  ¡Ñam Ñam! Yum Yum  ¡Puaj! Yuck  ¿Cuánto es? How much is it?  Sesenta euros 60 Euros | | Introduction to a café role play about a very odd waiter by introducing pupils to 4 normal items together with 4 silly items in picture form. Say each normal item in Spanish without showing picture, and as pupils say its meaning, place it on the board. Do the same for each silly item. Pupils’ previous knowledge of foods/drinks from this unit will help them to say meaning.  Number all the pictures on the board 1-8 and pupils write a-h on mini-whiteboards. Hold up a word card and say ‘a’. Pupils write the number of the matching picture next to ‘a’ on their boards.  Prepare pupils for seeing role play by asking for polite words that would be used in a conversation between a waiter and a customer, e.g. buenos días, señor, señora, señorita, gracias, por favor, de nada, adiós.  Before showing the power point of role play, which has sound files for some key words, ask pupils what they think it will be about. If no one guesses correctly, ask again at end of slide 7. Continue up to slide 12. After each slide, ask pupils questions to confirm understanding. Ask why the customer questions the price at the end.  Ask different pairs of pupils to read the waiter/customer dialogue – from the power point or role play sheets.  Daily practice: Pupils practise role play in pairs. | | Mini-whiteboards  Puppet  At end of unit:  Picture/word flashcards of 4 normal and 4 silly foods/drinks  Café role play sheets for pupils  Café role play power point with some sound files  (It is about a crazy waiter who gets a customer’s order mixed up). | | ‘ll’ in vainilla  like a ‘y’ sound in English  (buy-nee-yah)  ¿Qué deseas? (informal, singular)  ¿Qué desea? (formal, singular)  Aquí tienes (informal, singular)  Aquí tiene (formal, singular) |
| **Assessment opportunities** | Response to questions about role-play | | | | | | |
| **KS2 Framework Objective**  **Oracy** 6.2 | **Literacy**  6.1 | **Intercultural Understanding**  6.1 | | **Knowledge about Language**  6.5 | | **Language Learning Strategies**  6.1 | |

**Spanish Planning Year 6 Unit 21 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 read aloud** * **can participate in a café role play performance**   **(PoS 3)**   * **can pronounce silent ‘h’ correctly (PoS 6)** | un café con leche  un bocadillo de queso  una bolsa de patatas fritas  un helado de vainilla  un café de queso  un bocadillo de café  una bolsa de vainilla  un helado de patatas fritas  el camarero the waiter  la carta the menu  Aquí tiene here you are, here you have  ¿Qué desea? What would you like?  Quiero…I would like  ¡Ñam Ñam! Yum Yum  ¡Puaj! Yuck  ¿Cuánto es? How much is it?  Sesenta euros 60 Euros | | Show slide 13 of café power point. Half of class read waiter’s lines aloud together, and the other half do the same for the customer’s lines.  Pupils perform role play in groups. 2 pupils are the waiter and customer, 4 pupils hold the normal food/drink item picture flashcards and another 4 hold the silly ones.  Have slide 13 on board for support.  Start the role play by calling out all 8 food/drink items, and those pupils with them hold them up as they are called out.  Have props, and, as the customer gives the order, the pupils holding those cards hold them up as they are said. As the waiter announces the foods/drinks he has brought, the pupils holding those pictures hold them up as they are said.  Once one group has performed, another group takes its place and performs the role play again.  Daily practice:  Practise role play and performance in assembly | | Tea towel  Tray  A menu  At end of unit:  Café role play power point - see slide 13 for Spanish (and English).  Picture flashcards of 8 foods/drinks | | Silent ‘h’ in ‘helado’  **Aquí tiene** formal singular form and **Aquí tienes** informal singular form  **¿Qué desea?** formal singular form and **¿Qué deseas?** informal singular form |
| **Assessment opportunities** | Role play performances | | | | | | |
| **KS2 Framework Objective**  **Oracy** 6.2 | **Literacy**  6.1 | **Intercultural Understanding**  6.3 | | **Knowledge about Language** | | **Language Learning Strategies**  6.2 | |

**Spanish Planning Year 6 Unit 21 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 understand transactional language in a shop/icecream stall situation (PoS 1)** * **can write a role play dialogue from memory with reasonable spelling (PoS 10)** * **can understand a few verbs in formal and informal forms (PoS 12)** * **can pronounce ‘r’ correctly (PoS 6)** | Un helado de limón/chocolate/turrón/fresa/  vainilla/pistacho  A lemon/chocolate/nougat/strawberry/  vanilla/pistachio ice cream  pistacho  turrón  ¿Cuánto es? How much is it?  Euros Euros | | Revise known icecream flavours and introduce new ones with power point with sound/ picture flashcards.  Model with puppet: **A** ¿Qué quieres? **B** Quiero un helado de chocolate, por favor. Show each picture flashcard and say, e.g. Quiero un helado de turrón and pupils repeat.  Display ice cream pictures/words on board. Can pupils match word cards to pictures?  Ask pupils to tell you words that will be involved in asking for an icecream, e.g. por favor, gracias, etc.  Display dialogue below on iwb:  Pupil 1 is customer (A), pupil 2 is seller (B)  A: Buenos días , señor/señora  B: Buenos días. ¿Qué quieres?  A: Quiero un helado de fresa, por favor.  B: Aquí tienes.  A: Gracias. ¿Cuánto es?  B: Dos euros, por favor  A: Aquí tiene. Adiós.  B. Adiós.  Pupils practise in pairs, and then complete  a worksheet at their level of ability – from memory, or with the help of a support sheet that contains key vocabulary.  Daily practice: Respond to register asking for  different flavoured ice cream | | Puppet  At end of unit:  Power point – icreams with sound  Picture/word flashcards of icecreams  Buying an icecream worksheet  Support sheet for worksheet | | ‘r’ in ‘turrón’  **¿Qué quieres? and ¿Qué deseas?** both mean ‘What would you like?’  and are in the informal singular form.  In the formal singular form they are:  **¿Qué quiere? and ¿Qué desea?**  **Aquí tienes** means ‘Here you are’ and is in the informal singular form (seller speaking to child)  **Aquí tiene** is the formal singuar form (child speaking to seller) |
| **Assessment opportunities** | Role plays | | | | | | |
| **KS2 Framework Objective**  **Oracy 6.1** | **Literacy**  **6.1** | **Intercultural Understanding** | | **Knowledge about Language**  6.1 | | **Language Learning Strategies**  **6.3** | |

**Spanish Planning Year 6 Unit 21 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 instruction verbs in a recipe (PoS 1)** * **can recognise the informal singular imperative form (PoS 12)** * **can pronounce ‘ll’ correctly (PoS 6)** | Batido de chocolate para una persona  Chocolate milk shake for one  Ingredientes  2 cucharas de sopa de chocolate en polvo (2 tbsp of cocoa powder)  2 cucharillas de azúcar extrafino (2 tsps caster sugar)  25cl de leche (25cl milk)  2 cucharadas de helado de chocolate (2 spoonsfuls of chocolate icecream)  Preparación  Toma un vaso grande  Mezcla la leche, el chocolate y el helado. (In a large glass mix together the milk, chocolate powder and ice cream)  Entonces añade el azúcar (Add the sugar)  ¡Tomar frío! (To be drunk cold)  ! Que aproveche! (Enjoy!) | | Revise ice creams – in role play situation – with power point with sound.  Tell pupils they will be learning how to make a milkshake from a recipe and ask them how a recipe is set out, i.e. ingredients and instructions. Draw their attention how in English commands (the imperative) are used, and ask for examples in English, i.e. put, add, etc. Tell them then that it is the same in Spanish in that commands (the imperative) are used.  Play recipe with sound power point, which takes pupils through the ingredients, and then the instructions for making the milkshake.  Teacher calls out instructions in order and out of order and pupils do actions.  Make one milkshake, with you and class reading and saying each instruction as milkshake is being made.  If facilities allow, each pupil could make a milkshake in school, with a focus on Spanish instructions.  Daily practice:  Copy out the recipe in Spanish for display | | Ingredients for milkshake  At end of unit:  Power point - icecreams and Power point – recipe – both with sound. | | ‘ll’ in ‘cucharilla’  like a ‘y’ sound in English  (koo-cha-ree-yah)  Toma, mezcla, añade are the imperative form (informal singular) of the verbs tomar, mezclar, añadir |
| **Assessment opportunities** | Pupil actions | | | | | | |
| **KS2 Framework Objective**  **Oracy** | **Literacy**  6.1, 6.2, 6.3 | **Intercultural Understanding** | | **Knowledge about Language** | | **Language Learning Strategies**  6.2 | |