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| **Y6– Progression in Spanish 1ST Term** | | | | | | | | | | | | | |
| **Topic** | **Revision** | | **¿Qué hora es?**  What time is it? | | | **¿Qué haces por la mañana?**  Morning routine | | | **Mi casa**  My house | | | | |
| **Prior knowledge** | - | | Numbers to 100 | | | Time / verbs in the present tense (me llamo / tengo / llevo…) | | | Gender and form of nouns with ‘a’ and ‘the’  Using ‘hay’ for ‘there is’ / Using ‘tengo’ for ‘I have’ | | | | |
| **Key vocabulary** | Greeting  Feelings  Name  Age  Colours  Pets  Days of the week  Months  In the classroom  In my school bag  Places in town | Family  Body parts  Weather  Counting to 100  Emotions  School subjects  Fruits and vegs  Clothes  Physical description and personnality | ¿Qué hora es?  Es la una de la mañana – it’s 1 am  Son las dos de la tarde-it’s 2pm  Son las diez de la noche-it’s 10 pm  Full hour:  **02.00- son las dos**  02.05-son las dos y cinco  02.10-son las dos y diez  **02.15-son las dos y cuarto**  02.20-son las dos y veinte  02.25-son las dos y veinticinco  **02.30-son las dos y media** | | 02.35-son las tres menos veinticinco  02.40-son las tres menos veinte  **02.45-son las tres menos cuarto**  02.50-son las tres menos diez  02.55-son las tres menos cinco  03.00-son las tres | ¿Qué haces por la mañana?  Me despierto-I wake up  Me levanto- I get up  Me ducho-I have a shower  Me visto-I get dressed  Desayuno – I have breakfast  Me cepillo los dientes-I brush my teeth  Voy a la escuela – I go to school | ¿A qué hora te despiertas por la mañana?-What time do you get up in the morning?  Me despierto a las siete y media – I wake up at 7:30  ¿A qué hora…  … te levantas?  … te duchas?  … te vistas?  … desayunas?  … te cepillas los dientes?  …vas al cole? | | ¿Qué hay en tu casa?  What is there in your house  La casa: the house  La cocina-the kitchen  La escalera-the staircase  La habitación- the bedroom  El salón – the living room  El comedor-the dining room  El cuarto de baño–the bathroom  EL garaje-the garage  El jardín-the garden  Los aseos-the toilets | ¿Qué tienes en tu habitación? -What do you have in your bedroom?  Tengo…  Un sofá-a sofa  Un escritorio-a desk  Un vestuario-a wardrobe  Un osito de peluche-a teddy bear  Unos posteres-(some) posters  Una ventana-a window  Una puerta- a door  Una cama-a bed  Una silla-a chair  Una alfombra-a rug  Una lámpara-a lamp  Mi ropa-my clothes  No tengo sofa-I don’t have a sofa  En mi habitación, tengo una cama **y** un vestuario, **pero** no tengo silla | | | |
| **Statutory Requirements** | To catch up with all the vocabulary given in Y3, 4 and 5 so chn can remember and refresh their knowledge. | | To be able to understand the time using the 12 hour system. | | | To be able to speak about my morning routine and get familiar with the use of reflexive verbs.  To understand how a verb is formed in the present tense by asking and answering questions | | | To learn the rooms in the house and the objects in the bedroom combining the practice of el/la/los for ‘the’ and un/una/unos for ‘a/some’.  To be able to use negation accurately: tengo una cama / no tengo cama  To practice the use of longer sentences using conjunctions: y/pero | | | | |
| **Key Performance Indicators for Listening** | * Listen to and show understanding of more complex sentences in authentic conversation, picking out specific vocabulary. | | | * Children can understand a short passage made up of familiar words and basic phrases. | | | |  | | |  | |  |
| **Key Performance Indicators for Speaking** | * Engage in short scripted conversations. | | | * Speaking in longer sentences learning to use particular sentence structures more flexibly to create own sentences. | | | | * Children can ask and answer simple questions on a few very familiar topics | | |  | |  |
| **Key performance Indicators for Writing** | * Adapt taught phrase to create new sentences. * Children can write a short simple text from memory, using simple sentences from one familiar topic. | | | | | | | | | | |  | |
| **Key performance Indicators for Reading** | * Practice reading longer text aloud containing taught phrases and vocabulary. * Children can understand a short text made up of short sentences on a familiar topic. * Can use a dictionary or word list. | | | | | | | | | | |  | |