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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** | GreetingFeelingsNameAgeColoursPetsDays of the weekMonthsIn the classroomIn my school bagPlaces in town | FamilyBody partsWeatherCounting to 100EmotionsSchool subjectsFruits and vegsClothesPhysical description and personnality | ¿Qué hora es? Es la una de la mañana – it’s 1 amSon las dos de la tarde-it’s 2pmSon las diez de la noche-it’s 10 pmFull hour: **02.00- son las dos**02.05-son las dos y cinco02.10-son las dos y diez**02.15-son las dos y cuarto**02.20-son las dos y veinte02.25-son las dos y veinticinco**02.30-son las dos y media** | 02.35-son las tres menos veinticinco02.40-son las tres menos veinte**02.45-son las tres menos cuarto**02.50-son las tres menos diez02.55-son las tres menos cinco03.00-son las tres | ¿Qué haces por la mañana?Me despierto-I wake upMe levanto- I get upMe ducho-I have a showerMe visto-I get dressedDesayuno – I have breakfastMe cepillo los dientes-I brush my teethVoy 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 houseLa casa: the houseLa cocina-the kitchenLa escalera-the staircaseLa habitación- the bedroomEl salón – the living roomEl comedor-the dining roomEl cuarto de baño–the bathroomEL garaje-the garageEl jardín-the gardenLos aseos-the toilets | ¿Qué tienes en tu habitación? -What do you have in your bedroom?Tengo…Un sofá-a sofaUn escritorio-a deskUn vestuario-a wardrobeUn osito de peluche-a teddy bearUnos posteres-(some) postersUna ventana-a windowUna puerta- a doorUna cama-a bedUna silla-a chairUna alfombra-a rugUna lámpara-a lampMi ropa-my clothesNo tengo sofa-I don’t have a sofaEn 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 camaTo 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.
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| **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
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| **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.
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| **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.
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