



## Year 5 and 6 - Spanish Scheme of Work (Cycle 2)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>To describe a variety of weathers in the present tense.</p> <p>To use the language of weather to describe typical climates in different places, combining with familiar expressions of frequency.</p> <p>To learn the names of five countries and describe their flags.</p> <p>To learn some key vocabulary to describe why countries are well-known.</p>	<p>To learn some key language to describe features of Spain.</p> <p>To learn how to say a lot / many and to become more confident with using 'mucho'</p> <p>To say exactly where you live.</p> <p>To learn words to say what is in a town.</p> <p>To create sentences to say / write there is / there is not</p> <p>To embed the new vocabulary for places in the town and have a short conversation.</p> <p>To use language with more independence to describe places.</p>	<p>To use a word list to write a text in response to a picture. To apply grammar (articles, adjectives (agreement and place), key verb forms, linking words)</p> <p>To explore a Spanish poem</p> <p><i>Se equivocó la paloma</i>, de Rafael Alberti</p> <p>To practise memory and performance skills</p>	<p>To understand longer sentences.</p> <p>To practise writing longer sentences from memory.</p> <p>To understand language presented in sentences, some of which is unfamiliar.</p>	<p>To read and understand a short text about the <i>Carnaval de Cádiz</i>.</p> <p>To give opinions and reasons for liking / disliking / preferring this festival to the Cádiz Carnival.</p> <p>To write (independently) sentence answers to familiar questions to produce a description of the <i>San Fermín</i> festival.</p> <p>To give opinions and justify those reasons.</p>	<p>To read and understand a short text about the <i>Tomatina</i>.</p> <p>To use reading strategies to work out the overall meaning and some detail.</p> <p>To use key language from this module to describe a festival in the UK.</p>
<p>In Autumn, we will begin by learning to describe the weather. They then move on to revising colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries. They also learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. There follows a focus on Spain and some of the key features of the country. Attention is paid to forming plurals of nouns and using the adjective 'mucho' (lots of). Pupils are also encouraged to use 'hay' (there is/are) which they have met previously. Then pupils look at key cities and their location in Spain, using the points of the compass and key geographical features to locate them on a map. They learn vocabulary for places in the town and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them.</p>		<p>During the Spring term, our primary focus will be on grammar. We will dedicate time to understanding and practicing various grammatical concepts. Additionally, we will explore a poem to delve into the intricacies of sentence structure and how it conveys meaning. By analysing the poem, we will deepen our understanding of how words and phrases come together to create coherent and impactful sentences</p>		<p>In Summer, pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK if they can.</p> <p>Following on from this, learners extend their learning to the theme of holidays. They research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.</p>	

