



*Excellence through
Opportunity*

Year 6 Spanish Progression

Term	Scheme of Learning (Topics)	Key Concept (learning points)	Schema (knowledge/skills)
Autumn term 1 (8 weeks)	<ul style="list-style-type: none"> - Review (Review of Y3, Y4 & Y5) (3 sessions) - The time (3) - My daily routine (2) 	<ul style="list-style-type: none"> - key concepts seen in Y3, Y4 + Y5 - Understand the time when they hear it, holding up a clock - Pronounce the time accurately - Tell the time with minutes - Understand the time when they read it on a clock or text - Understand and answer the question "¿ Qué hora es ?" - Name different activities during the day - Say what I do every day in chronological order - Use the time 	<ul style="list-style-type: none"> • Es + la una/mediodía/medianoche • Son las + number • Using « y cuarto », « y media », « menos cuarto » • Questions using « Qué... » (¿ Qué hora es ?/¿ Qué haces por la mañana/la tarde/ la noche ?) • Using different routine verbs with "I" • Using time connectives (más tarde/después/luego/ a las/y/ alrededor de)
Autumn term 2 (7 weeks)	<ul style="list-style-type: none"> - My daily routine (1) - Physical description (4) - Personality (1) - Christmas vocabulary (1) 	<ul style="list-style-type: none"> - Same key concepts as above - Understand and say adjectives - Understand the agreement of simple nouns and adjectives - Use adjectives to describe yourself by saying "Soy..." - Understand and use the genders - Write your portrait by describing yourself with name, gender, age, hair colour/length, height, eye colour, glasses - Listen to a description and understand it - Describe myself and others (He/She) - Name Christmas vocabulary 	<ul style="list-style-type: none"> • Same knowledge/skills as above • Questions using « Cómo ... » (¿ Cómo eres ?) • Using adjectives according to gender (M/F) • Using "You", "he/she" in questions • Using "I", "he/she" in answers • Soy/Es + adjectives • Tengo/Tiene + el pelo + adjectives • Tengo/Tiene + los ojos + colours • Me llamo/Se llama + name



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<p>Spring term 1 (6 weeks)</p>	<ul style="list-style-type: none"> - Personality (2) - Clothes and colours (4) 	<ul style="list-style-type: none"> - Same key concepts as above - Name different items of clothing - Recognise and use colour adjectives - Understand the position of colour adjectives - Add the feminine ending when appropriate in spoken and written form - Add the plural ending when appropriate in spoken and written form - Describe what someone is wearing and the colour of the items of clothing - Use phrases, e.g.: Llevo/Lleva una camiseta amarilla y una falda rosa. 	<ul style="list-style-type: none"> • Same knowledge/skills as above • Questions using « Qué ... » (¿ Qué llevas/lleva ?) • Using colours • Colours + different endings with gender • Llevo/Lleva + un/una + clothes + colours • Using clothes and adjectives of colours accordingly
<p>Spring term 2 (6 weeks)</p>	<ul style="list-style-type: none"> - Clothes and colours (1) - In the city and directions (5) 	<ul style="list-style-type: none"> - Same key concepts as above - Name places in the city - Ask where places are - Give directions to go somewhere - Understand and follow directions given - Describe a city 	<ul style="list-style-type: none"> • Same knowledge/skills as above • Questions using « Dónde...» (¿ Dónde esta (place) por favor ?) • Using indefinite articles (un/una) • Using « Hay... » • Using negative « No hay... » • Using connective words (y/pero) • Using orders « seguid/girad »



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<p>Summer term 1 (5 weeks)</p>	<ul style="list-style-type: none"> - At a café (4) - Occupations/Professions (1) 	<ul style="list-style-type: none"> - Name items of food and drinks you can find on the menu - Order food at a café - Use numbers, money and useful sentences - Take part in a role play - Name some occupations and professions - Say what you would like to be when you grow up 	<ul style="list-style-type: none"> • Using numbers in a sentence • Plural (adding an "s" or "es") • Gender of nouns (male/female/plural) • Using indefinite articles (un/una) • Quisiera + un/una + food/drink • Use numbers and euros • Gender of nouns (male/female) • Questions using « Qué... » (¿ Qué oficio quisieras hacer ?) • Quisiera ser + (profession).
<p>Summer term 2 (6 weeks)</p>	<ul style="list-style-type: none"> - Occupations/Professions (2) - A letter from Spain (3) - Reviews (1) 	<ul style="list-style-type: none"> - Same key concepts as above - Say what people (family members) do as a job - Read, understand and write a letter - Read and write an address - Write about yourself and your family 	<ul style="list-style-type: none"> • Same knowledge/skills as above • Soy + (profession). • Es + (profession). • Mi padre/Mi madre/Mi hermana/Mi hermano + es + (profession). • Use everything from previous lessons and previous years to write a letter to a pen pal