

Yearly Overview

Subject: MFL

Year Group: 6

| SUMMER - REVISION UNIT | | | | | | |
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| Unit of work | Greetings Colours Months and days of the week | Number revision Parts of the body | Family | Clothing/Food | Cultural study | Evaluation |
| NC Objectives (Linked to Programme of Study) | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | | | | |
| Prior Knowledge | Revision of how to study Spanish Greetings Colours Months and days of the week - what do they remember? | Numbers to 100/one million Parts of the body | Vocabulary relating to the family | Food/ Clothing | Expectations for attending a school in the UK. Thinking about timetables and length of day at school. | Children will evaluate their learning as a whole |
| Composite knowledge (Inc. Key Questions) | To use simple greetings and asking questions (Que tal?) Making links with English/Spanish months of the year and asking the question: Cuando es | Write/label parts of the body and to describe their eyes and hair colour, together with their heights, in Spanish | To be able to say if they have brothers or sisters and to be able to give the names of their relatives | Express an opinion on food or clothing using the verb "gustar" (to like) Identify basic | Be able to make a comparison with a school in the UK and school in Spain. To be able to use the internet effectively and find out about a normal school day in | What did they enjoy learning about in Spanish? What learning skills did they acquire? How can these skills be translated to their learning at senior |

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| | tu cumpleaños? (when is your birthday?) | | | clothing and use adjectives to describe. | a Spanish school. | school? |
| Key Concepts (Component / intentional knowledge - what they need to understand) | Using bi-lingual dictionary effectively Remember what they have learnt in previous years and how to recall it. Make notes/ask questions <i>(L and S = pronunciation and using modelled speech from teacher R = colour charts W = own recording)</i> | Pattern in number How to name parts of the body in English. <i>(L and S = pronunciation/adapting and using within a role play to buy and sell items in food and clothing topic) R = numbers from chart and recognition of pattern in number W = own recording)</i> | Name family members in English. <i>(L and S = pronunciation/adapting and using within a role play to ask and answer questions about their family and other families) R = recognition of using the feminine and masculine endings of words to identify the family member W = own recording)</i> | Express an opinion on favourite foods and foods that are good or bad for your health. <i>(L and S = pronunciation/adapting and using within a role play to buy and sell items in a clothing shop or restaurant) R = numbers from chart and recognition of pattern in number To recognise when to use bueno/a/as and corresponding vocabulary W = own recording)</i> | Cultural differences between a UK school and Spanish school. Length of day at school, length of terms and considerations for why school day is shorter (such as climatic differences/school lunches etc) <i>(L : children to research and listen to a typical school day taking in cognates and recognition of how subjects are pronounced) R = researching on the internet different schools - visiting Spanish school websites and seeing if they can understand what has been written) W = own recording)</i> | <i>(L / S/R/W = children to be given opportunities to present their findings in creative ways such as making a presentation to the whole school/senior leaders, identifying what skills they can take forward into the secondary learning.</i> |
| Vocabulary | Los colores Los saludos Los meses Los días de la semana and all related vocabulary | Verb Tener (to have) and how to conjugate. Los numeros and all related vocabulary | La familia and all related vocabulary. | La comida La salud Es bueno/a/os/as para la salud and all related vocabulary | La escuela | |

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| Cross curricular links | Mathematics | Mathematics and Science | PHSE | Science/PHSE | ICT | |
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