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| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| 6 –  Seis | Todo Sobre Mi  y España (8) | Mi Casa  (7) | Telling the Time  & timetables (6) | Professions and  school subjects (5) | Fiesta Research  SATS (6) | Ordering Food & Drink  (7) |
| LONG TERM PLAN – Year 6  Created By: Chloe Joinson 2025/2026 | Discuss the reasons why different parts of Spain have different dialects.  Identify the areas on a map of Spain, showing the different dialects spoken.  Introduce ourselves stating our name, how we are feeling, where we live and our nationality.  Extend our knowledge of family members to introduce blended family names.  Write about our family members, giving descriptions and their likes/dislikes.  Understand how Halloween is celebrated in Spain and Latin America and how it differs to the UK celebrations.  Complete an assessment to show our understanding of our learning so far. | Revisit keywords for different types of houses  Learn a song to help us remember the various rooms and items within homes.  Translate words from Spanish to English.  Make a dictionary of ‘Mi casa’ keywords  Write a descriptive paragraph about our homes – using a model if necessary.  Embrace our creative side by designing our ideal bedroom and labelling the items within, using the correct indefinite and definite articles.  Revisit rules and pronunciation of the Spanish language.  Discover how the Spanish celebrate the New Year with ‘Las doce  uvas de la suerte’ | Verbally explain to our partners how to tell the time in English using a 12- and 24-hour clocks.  Understand the difference between AM and PM, by revisiting the different times of day.  Learn how to ask the time in Spanish and listen to interpret the reply.  Comprehend how to tell the time in Spanish using a 12hour wall clock.  Write an account of our day, referencing the times.  Answer questions, using a timetable for reference.  Complete an assessment to show our understanding of topics covered so far. | Recognise in English the range of professions and jobs that the children may like to do, when older.  Understand that certain jobs require certain skills and qualifications.  Revise our previous learning of school subjects.  Use our knowledge of the Spanish language to see how many professions we can recognise in Spanish.  Be introduced and start to familiarize ourselves with the verbs ‘ser’ and ‘quiero’.  Write sentences in Spanish, using our new verbs, ‘ser’ and ‘quiero’.  Read out our sentences, whilst others listen to see if they can translate our chosen professions. | Encourage teamwork and recognition of individuals strengths and weaknesses.  Encourage independent learning by asking the children to research a Spanish festival of their choice.  Use a dictionary to translate any words we are unfamiliar with.  Embrace creativity with our research findings.  Promote self confidence by presenting our findings to the rest of the class.  Evaluate our findings and discuss as a class which festival is our favourite and why, using our past knowledge of terminology such as ‘gusta/no gusta’ and ‘¿Por que?’ | Count from 0 - 100 without assistance.  Understand that countries use different currencies to us.  Make a dictionary of different food items, using picture prompts where needed.  Familiarize ourselves with the verb ‘querer’ and understand how it changes when referring to different people’s wants and likes.  Write a simple café conversation. Telling the waiter what we would like to eat and drink along with our friends.  Encourage teamwork to compose a restaurant conversation and act it out.  Be sufficient in the Spanish language and feel confident enough to continue our language journey into high school.  Celebrate our success in  Spanish with an awards day. |