



YEAR 6 – CAN YOU TALK ABOUT YOUR SCHOOL LIFE?



UNIT: 'AT SCHOOL'



WEEKS OF TEACHING	LINE OF ENQUIRY	THRESHOLD CONCEPT	SUBSTANTIVE KNOWLEDGE	DISCIPLINARY KNOWLEDGE	CURRICULUM ENDPOINT
1	WHAT DO YOU STUDY AT SCHOOL... EN ESPAÑOL?	- Read fluently - Write imaginatively - Speak confidently	- En el colegio = at school in Spanish. - School subjects have gender in Spanish: some are masculine (el español, el inglés) and some are feminine (la música, la historia). - Some subjects are feminine plural, such as las matemáticas and las ciencias. - The definite articles el, la, and las help identify the gender and number of each subject. - Estudio = I study and is used to talk about school subjects. - When using estudio, the article is not needed (e.g., estudio música). - Using the conjunction y (and) allows people to say they study more than one subject. - Understanding noun gender and articles builds a foundation for more complex Spanish grammar.	- Read and understand the main points and some of the detail in short written texts. - Write short texts on familiar topics. - Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). - Be understood with little or no difficulty.	Pupils should be taught to: - 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

2	WHAT TIME DO YOU STUDY... EN ESPAÑOL?	• Write imaginatively • Speak confidently	• The phrase A las... means at ... o'clock and is used to say when something happens. • To say the time in Spanish, use son las... for most hours and es la una for one o'clock. • The preposition a means at and is used with times: • A las siete = at seven o'clock • A la una = at one o'clock • Combine estudio (I study) with a time to say when they study a subject. • Spanish uses different forms for midday: es mediodía.	• Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests	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
3	WHAT DO YOU STUDY ON EACH DAY... EN ESPAÑOL?	• Read fluently • Write imaginatively • Speak confidently	• The structure los + day means on Mondays / on Tuesdays / on Wednesdays, etc. ○ los lunes, los martes, los miércoles, los jueves, los viernes. • Days of the week in Spanish do not use capital letters unless they begin a sentence. • Learners can now combine: ○ Estudio... (I study...) ○ A las... (at ... o'clock) ○ los... (on ...days) to talk about their timetable in full. • Spanish sentences follow a clear order when describing school routines: On + day → at + time → I study + subject. • Accent marks in Spanish can change pronunciation and meaning; some school subjects include accents (e.g., inglés, educación física).	• Show confidence in reading aloud, and in using reference materials. • Refer to recent experiences or future plans, as well as to everyday activities. • Refer to recent experiences or future plans, everyday activities and interests • Be understood with little or no difficulty.	
4	WHAT DO YOU THINK OF YOUR SUBJECTS... EN ESPAÑOL?	• Write imaginatively • Speak confidently	• The verbs gustar and encantar are used to express opinions in Spanish. • These verbs change depending on whether the noun is singular or plural: ○ me gusta / no me gusta / me encanta → used with singular subjects ○ me gustan / no me gustan / me encantan → used with plural subjects • The verb odio means I hate and does not change for singular or plural nouns. • Opinion sentences follow a clear structure: me gusta(n) / me encanta(n) / no me gusta(n) / odio + subject. • The conjunctions y (and) and pero (but) help extend opinion sentences. • The question ¿Te gusta...? / ¿Te gustan...? means Do you like...? and changes depending on whether the noun is singular or plural	• Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Understand the main points and opinions in spoken passages.	

5	CAN YOU EXPLAIN YOUR OPINIONS... EN ESPAÑOL?	• Read fluently • Write imaginatively • Speak confidently	• The conjunction <i>porque</i> means <i>because</i> and is used to justify an opinion. • To continue the sentence after <i>porque</i>, use <i>es</i> (is) for singular subjects and <i>son</i> (are) for plural subjects. • Adjectives such as <i>aburrido</i>, <i>divertido</i>, <i>difícil</i>, <i>fácil</i>, <i>útil</i>, and <i>interesante</i> help describe school subjects. • Many Spanish adjectives change depending on gender (masculine/feminine) and number (singular/plural). • Opinion structures combine with reasons to form full sentences: <i>me gusta</i> / <i>me gustan</i> / <i>me encanta</i> / <i>me encantan</i> / <i>no me gusta</i> / <i>no me gustan</i> / <i>odio</i> + subject + <i>porque</i> + <i>es/son</i> + adjective.	• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Use dictionaries or glossaries to check words. • Include imaginative and adventurous word choices. • Give a short prepared talk that includes opinions.	
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ASSESSMENT OPPORTUNITY: THE GREAT SPANISH TIMETABLE

Pupils create a mini Spanish school timetable that includes subjects, time and day. They must give opinions on subjects they like, dislike and love and explain why.