



MEDIUM TERM PLANNING: YEAR 6, TERM 1



About this Unit:

In this unit children learn some places around the school and learn to talk about everyday routines and subjects studied during the school day. They also learn how to give opinions about school subjects. They revise telling the time to the hour and extend this to using half-hours, quarter-hours, minutes to and past. They talk about what they did at break time and create short texts describing these activities.

Vocabulary:

- Making statements about the school environment and everyday school routines
- Making statements about break time activities, with reference to the past
- Telling the time in detail
- Learn and use lots of new vocabulary for places in school
- Learn and begin to use vocabulary for school subjects
- Give opinions about school subjects with reasons why
- Understand and describe simple school activities in the past

Grammar:

- Asking questions
- Use the verb "to be" to tell the time
- Describe what you did in the perfect tense

Phonics:

French: qu, -ique
Spanish: hard and soft c
German: v (as in vor, von, Viertel)

Links to the KS2 Programme of Study in England

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 • Read carefully and show understanding of words, phrases and simple writing • Describe places and things orally and in writing • Appreciate stories, songs, poems and rhymes in the language

Links to the Curriculum for Excellence in Scotland

MLAN 2-01a, 2-01b, 2-01c, 2-02a, 2-03a, 2-04a, 2-05a, 2-05b, 2-11a, 2-11b, 2-11c, 2-11d, 2-13a, 2-13b, 2-14a

Links to the Welsh Curriculum

I can use a range of simple vocabulary • I can use basic phrases to talk about likes and dislikes • I can ask basic questions to gather simple information from others and I can respond to these questions when asked • I can repeat words and phrases, copying accurate accent and pronunciation • I can learn, memorise and use familiar spelling • I can use my glossary or dictionary when checking spelling • I can copy words and phrases accurately and legibly • I have developed an awareness of good pronunciation and intonation and copy this when I speak • I can use expressions and sentences to give information • I can give some detailed reasons and explanations to justify opinions, agreeing or disagreeing with others • I can use connectives to structure the text and show an awareness of style and register • I can connect phrases in order to describe experiences and events in a range of tenses where appropriate • I can ask questions and I respond to basic follow-up questions when asked clearly on familiar topics.

Links to the Irish Curriculum

I can recognise frequently-used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions • I can identify specific information in texts related to familiar topics such as announcements, conversations, simple news items • I can understand the general sense of a text on familiar topics • I can identify specific information in a range of texts dealing with familiar topics • I can interact in routine exchanges with pronunciation and intonation which is clear enough to be understood and with appropriate non-verbal language • I can understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events • I can take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary • I can write short descriptions of present, past and future events, activities and personal experiences, as well as imaginative texts.

Cross Curricular Links

Primary Framework for Mathematics Strand 6 Measuring; Y5 Read, choose, use and record standard metric units to estimate and measure length, weight and capacity. different part of the world). Geography: 2a Pupils should be taught to use geographical vocabulary. 7a Pupils should study at a range of scales – local, regional and national. PSHE 4b Think about the lives of people living in other places and times, and people with different values and customs.



MEDIUM TERM PLANNING: YEAR 6, TERM 2



About this Unit:

In this unit children learn to ask for drinks, snacks and ice creams. They extend their knowledge of the perfect tense by saying what others have eaten or drunk. They revise use of the euro with simple prices. They follow a recipe for a milkshake and justify their choice of recipe. They discuss learning strategies and use dictionaries to support their understanding of texts. The children will also learn to describe places in a town and compare modern-day settlements with those in the late 1940s. They revise and learn adjectives and new places in a town. They apply this knowledge to help them understand texts about towns in France. Children use a letter as a model to produce tourist guides for their own town.

Vocabulary:

- Seeking clarification of meaning
- Transactional language for a café
- Quantities of food and drink
- To learn words for drinks
- To learn how to ask politely for a drink in a shop/ café
- Learn about using euros
- To understand prices in euros
- To learn words for different flavoured ice creams
- To learn how to ask politely for an ice cream
- To be able to say what you ate and drank yesterday
- Making statements about places in a town
- Asking questions about places in a town
- Giving a description of a town

Grammar:

- Perfect tense: third person singular form
- Prepositions
- Using 1st person with verbs in the perfect tense
- Imperfect tense of the verbs "to be" and "to have"

Phonics:

French: revision of -ill-
Spanish: al; revision of ll, o, c, ch and silent h and ó
German: z (as in -zig)

Links to the KS2 Programme of Study in England

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 • 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 • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Understand basic grammar appropriate to the language being studied.

Links to the Curriculum for Excellence in Scotland

MLAN 2-01a, 2-01b, 2-01c, 2-02a, 2-03a, 2-04a, 2-05a, 2-05b, 2-11a, 2-11b, 2-11c, 2-11d, 2-13a, 2-13b, 2-14a

Links to the Welsh Curriculum

I can use a range of simple vocabulary • I can use basic phrases to talk about likes and dislikes • I can ask basic questions to gather simple information from others and I can respond to these questions when asked • I can repeat words and phrases, copying accurate accent and pronunciation • I can learn, memorise and use familiar spelling • I can use my glossary or dictionary when checking spelling • I can copy words and phrases accurately and legibly • I have developed an awareness of good pronunciation and intonation and copy this when I speak • I can use expressions and sentences to give information • I can give some detailed reasons and explanations to justify opinions, agreeing or disagreeing with others • I can use connectives to structure the text and show an awareness of style and register • I can connect phrases in order to describe experiences and events in a range of tenses where appropriate • I can ask questions and I respond to basic follow-up questions when asked clearly on familiar topics.

Links to the Irish Curriculum

I can recognise frequently-used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions • I can identify specific information in texts related to familiar topics such as announcements, conversations, simple news items • I can understand the general sense of a text on familiar topics • I can identify specific information in a range of texts dealing with familiar topics • I can interact in routine exchanges with pronunciation and intonation which is clear enough to be understood and with appropriate non-verbal language • I can understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events • I can take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary • I can write short descriptions of present, past and future events, activities and personal experiences, as well as imaginative texts.

Cross Curricular Links

Primary Framework for Literacy: Strand 7 Understanding and interpreting texts; Y4 Use knowledge of different organisational features of text to find information effectively. Strand 9 Creating and shaping texts; Y3 Write non-narrative texts using structures of different text types. Strand 11 Sentence structure and punctuation; Y3 Show relationships of time, reason and cause through subordination and connectives. Primary Framework for Mathematics Strand 6 Measuring; Y5 Read, choose, use and record standard metric units to estimate and measure length, weight and capacity. different part of the world). Geography: 2a Pupils should be taught to use geographical vocabulary. 7a Pupils should study at a range of scales – local, regional and national. PSHE 4b Think about the lives of people living in other places and times, and people with different values and customs.



MEDIUM TERM PLANNING: YEAR 6, TERM 3



About this Unit:

In this unit children ask and answer questions about rides at a theme park. They gain confidence in manipulating numbers up to 100. They take part in simple role plays and use dictionaries to explore vocabulary. They create a short text to describe a visit to a theme park, and say what they thought about the rides. In this final unit the children also celebrate and consolidate what they have learnt during Key Stage 2.

Vocabulary:

- Making statements about a visit to a theme park, referring to the past
- Expressing an opinion about what a theme park ride was like
- Using adjectives to add interest and detail to a description
- Perfect tense
- Give opinions about theme park rides
- Ask the price of a theme park ride
- Understand and say a price in euros
- Written information using a simple planning sheet
- Describe your visit to the theme park in the past, using adjectives to describe your feelings and experience.
- Say what you are going to do at the theme park
- Revise language covered in KS2
- Demonstrate ability to use language learned at KS2

Grammar:

- Using adjectives to add interest and detail to a description
- Perfect tense
- Simple Future tense

Phonics:

French: revision of u, revision of common phonemes; using knowledge of phoneme-grapheme correspondence to help pronounce new words

Spanish: revision of e, revision of common phonemes; using knowledge of phoneme-grapheme correspondence to help pronounce new words

German: consolidation of phoneme-grapheme correspondence

Links to the KS2 Programme of Study in England

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 • 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 • Read carefully and show understanding of words, phrases and simple writing • Describe places and things orally and in writing • Understand basic grammar appropriate to the language being studied • Appreciate stories, songs, poems and rhymes in the language

Links to the Curriculum for Excellence in Scotland

MLAN 2-01a, 2-01b, 2-01c, 2-02a, 2-03a, 2-04a, 2-05a, 2-05b, 2-11a, 2-11b, 2-11c, 2-11d, 2-13a, 2-13b, 2-14a

Links to the Welsh Curriculum

I can use a range of simple vocabulary • I can use basic phrases to talk about likes and dislikes • I can ask basic questions to gather simple information from others and I can respond to these questions when asked • I can repeat words and phrases, copying accurate accent and pronunciation • I can learn, memorise and use familiar spellings • I can use my glossary or dictionary when checking spelling • I can copy words and phrases accurately and legibly • I have developed an awareness of good pronunciation and intonation and copy this when I speak • I can use expressions and sentences to give information • I can give some detailed reasons and explanations to justify opinions, agreeing or disagreeing with others • I can use connectives to structure the text and show an awareness of style and register • I can connect phrases in order to describe experiences and events in a range of tenses where appropriate • I can ask questions and I respond to basic follow-up questions when asked clearly on familiar topics.

Links to the Irish Curriculum

I can recognise frequently-used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions • I can identify specific information in texts related to familiar topics such as announcements, conversations, simple news items • I can understand the general sense of a text on familiar topics • I can identify specific information in a range of texts dealing with familiar topics • I can interact in routine exchanges with pronunciation and intonation which is clear enough to be understood and with appropriate non-verbal language • I can understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events • I can take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary • I can write short descriptions of present, past and future events, activities and personal experiences, as well as imaginative texts.

Cross Curricular Links

Primary Framework for Literacy: Strand 7 Understanding and interpreting texts; Y4 Use knowledge of different organisational features of text to find information effectively. Strand 9 Creating and shaping texts; Y3 Write non-narrative texts using structures of different text types. Strand 11 Sentence structure and punctuation; Y3 Show relationships of time, reason and cause through subordination and connectives. Primary Framework for Mathematics Strand 6 Measuring; Y5 Read, choose, use and record standard metric units to estimate and measure length, weight and capacity. ICT: 1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions. 2a Develop and refine ideas by bringing together, organising and reorganising text tables, images and sound as appropriate (eg desktop publishing, multimedia presentations). 3a Share and exchange information in a variety of forms, including email (eg displays, posters, animations, musical compositions). 3b Be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg work for presentation to other pupils, writing for parents, publishing on the internet).