



Subject- Languages



Threshold Concepts and Milestones

Threshold Concept	Year 6	Content						
<p>Read fluently This concept involves recognising key vocabulary and phrases.</p>	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • 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. • Show confidence in reading aloud, and in using reference materials. 	<p>Here is the Spanish overview with a list of content (vocabulary and structures), skills and main task types and ways of working - follow the term links to get to the lesson resources.</p> <table border="1"> <thead> <tr> <th><u>Autumn Term</u></th> <th><u>Spring Term</u></th> <th><u>Summer Term</u></th> </tr> </thead> <tbody> <tr> <td> <p>Pupils begin this unit by learning to describe the weather. They then move on to revising colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries. They also learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using.</p> <p>There follows a focus on Spain and some of the key features of the country. Attention is paid to forming plurals of nouns and using the adjective 'mucho' (lots of). Pupils are also encouraged to use 'hay' (there is/are) which they have met previously. Then pupils look at key cities and their location in Spain, using</p> </td> <td> <p>Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK if they can.</p> <p>Following on from this, learners extend their learning to the theme of holidays. They research holiday</p> </td> <td> <p>We recognise that Yr 6 is a particularly full year, and that the pressures of assessments in Literacy and Numeracy often make it difficult to devote as much time to Spanish at various points in the year. In addition, there are other calls on Yr 6 time, including final plays / productions</p> </td> </tr> </tbody> </table>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	<p>Pupils begin this unit by learning to describe the weather. They then move on to revising colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries. They also learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using.</p> <p>There follows a focus on Spain and some of the key features of the country. Attention is paid to forming plurals of nouns and using the adjective 'mucho' (lots of). Pupils are also encouraged to use 'hay' (there is/are) which they have met previously. Then pupils look at key cities and their location in Spain, using</p>	<p>Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK if they can.</p> <p>Following on from this, learners extend their learning to the theme of holidays. They research holiday</p>	<p>We recognise that Yr 6 is a particularly full year, and that the pressures of assessments in Literacy and Numeracy often make it difficult to devote as much time to Spanish at various points in the year. In addition, there are other calls on Yr 6 time, including final plays / productions</p>
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<p>Write imaginatively This concept involves using key vocabulary and phrases to write ideas.</p>	<ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words. 	<p>the points of the compass and key geographical features to locate them on a map. They recycle how to say what somewhere is famous for using the key cities they have been introduced to. They learn vocabulary for places in the town and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them.</p>	<p>destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.</p>	<p>and often residential trips in the summer term. For that reason we have allowed the material from the Spring Term to be spread flexibly across these two terms.</p>
<p>Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions. 			

	<ul style="list-style-type: none">• Take part in conversations to seek and give information.• Refer to recent experiences or future plans, everyday activities and interests.• Vary language and produce extended responses.• Be understood with little or no difficulty.	
<p>Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.</p>	<ul style="list-style-type: none">• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.	