

Unit Objective:

To discuss what subjects you like and do not like at school and give a reason why in Spanish

By the end of this unit we will be able to:

- Name the subjects we study in school in Spanish with the correct definite article/determiner.
- Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.
- Start to tell the time by learning how to say time by the hour.
- Explore the irregular, high frequency verb 'ir' (to go) in full.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Learning and Intermediate units.
- How to give our personal details from memory (name, age and where we live).

Skills we will develop:

To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.

Activities we will complete:

Learning 10 nouns and definite articles with listening, reading and spoken tasks. Written activities including category sorting, gap-fill, crosswords, wordsearches and word puzzles. Forming positive and negative opinions on school subjects, justifying opinions using a survey, 'guess who' reading pair work activity and role play. There will be a challenging listening task incorporating time and more challenging reading comprehensions and written tasks. Revisiting our knowledge on basic personal details.

Grammar we will learn & revisit:

Nouns, gender, definite articles & high frequency irregular verb *ir*. Revision of definite article *el, la, los* and *las*. Full verb conjugation of the verb *IR*, high frequency irregular verb. Learning how to also use opinions and justifications. Remembering that the subject pronoun 'yo' is often omitted in Spanish. Seeing that punctuation can be different with the upsidedown exclamation and question mark at the start of a sentence.

Phonics & pronunciation we will see:

Recommended phonics focus: B V CC QU Z

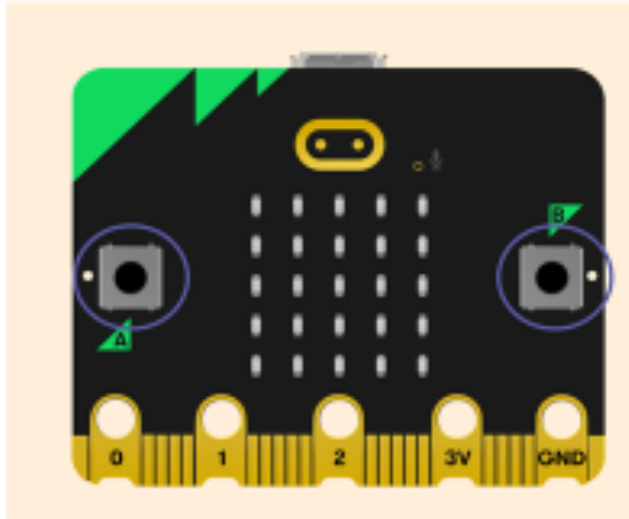

- B sound in *aburrido* & QU sound in *porque*
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like *in-te-re-san-te* and *di-ver-ti-do*.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in *in-glés*, *fá-cil* and *ma-te-má-ti-cas*.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish **not** just another phoneme as in *español*.
- **Silent letters.** 'H' is always a silent letter in Spanish (unless the word is of foreign origin). *Hola* is pronounced *ola*.




Vocabulary we will learn & revisit:

Key vocabulary on 10 nouns and definite articles for school subjects. Two positive and two negative opinions in reply to the target question *¿Qué te gusta?* and a variety of justifications to expand the opinion given in reply. All listed on Vocabulary Sheet.

Year 6 Computing: Programming B – Sensing

Subject Specific Vocabulary			Sticky Knowledge about programming
Microbit	Small computers that perform different actions based on programs written on computer software.		<input type="checkbox"/> Can I use key vocabulary correctly?
Software interface	Programming blocks and a programming areas, the emulator gives a stimulation for testing code		<input type="checkbox"/> Can you create a basic compass
Program	When we make and input a set of instructions for computers to follow		<input type="checkbox"/> What happens to a variable's value after it has been checked by the program?
Basic blocks	Can be used to do things like display images, text and pictures on the LED display.		<input type="checkbox"/> Can you use the buttons to change the value of a variable using selection.
Input blocks	Enables the user to create triggers using different parts of the microbit device		<input type="checkbox"/> Can you identify features of a counter step ?
Logic blocks	Allow conditions to be set		<input type="checkbox"/> Can you follow your plan to create your project ?
Math blocks	Includes numbers and sums in programs		<input type="checkbox"/> Can you debug your project?
Algorithm	Set of rules		<input type="checkbox"/> Can you enhance your project?
Debug	Looking for and correcting errors		

Year 6: Why was winning the Battle of Britain in 1940 so important?

Subject Specific Vocabulary			Sticky Knowledge about World War Two
Air raid siren	Sounds the warning for an air raid.		<h3>Key Skills</h3> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate a range of primary and secondary sources <input type="checkbox"/> explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was <input type="checkbox"/> Interpret numerical and written evidence to explain <input type="checkbox"/> justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940; <input type="checkbox"/> Identify, describe, explain and evaluate the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940
Anderson Shelter	A shelter, half buried in the ground, with earth heaped on top to protect people from bomb blasts.	<input type="checkbox"/> How serious was the risk of invasion from Germany in 1940?	
barrage balloon	A small captive balloon used to support wires or nets as protection against air attacks	<input type="checkbox"/> How did Britain prepare to defend themselves during war?	
evacuee	Someone who has been sent away from a dangerous place to somewhere safe, especially during a war.	<input type="checkbox"/> Why did Hitler need to defeat the British Royal Air Force?	
Evacuation of Dunkirk	The rescue of 338000 soldiers who were trapped on the beaches of Dunkirk in France	<input type="checkbox"/> Why was morale important during the blitz?	
Morrison shelter	A shelter made out of heavy steel and could be put in the living room and used as a table. One side lifted up for people to crawl underneath and get inside.	<input type="checkbox"/> Why did Britain win the battle of Britain?	
RAF	UK's Royal Air Force founded in 1918		
Star of David	A Jewish symbol used on the flag of Israel.		
The Blitz	A German bombing campaign against the UK, attacking key cities across the country.		

Term 4

Year 6 - Rights and Respect

Sticky Knowledge about Rights and Respect	
<input type="checkbox"/>	Does someone's social media profile give a true view of them? Why do people only show aspects of themselves?
<input type="checkbox"/>	Does social media affect how a person feels about themselves?
<input type="checkbox"/>	Can social media create pressure on people? How?
<input type="checkbox"/>	How can someone have a healthy relationship with social media?
<input type="checkbox"/>	What things have an impact on the environment?
<input type="checkbox"/>	What can someone do to help the environment?
<input type="checkbox"/>	What is 'sustainable' living? How can we change to live more sustainably?
<input type="checkbox"/>	What different ways can you save money? Are there advantages and disadvantages to saving money?



Key Skills
To explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.
To explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.
To explain the advantages and disadvantages of different ways of saving money.

Key vocabulary	
Biased	Unfairly prejudiced against someone or something
profile	A short description of someone
stereotype	A widely held and often untrue view of something or someone
pressure	Use of persuasion or intimidation to make someone do something
Online safety	Protecting against risks of online
Social media	Websites that focus on communication
reuse	Use more than once
sustainable	Able to continue over a period of time
election	A formal vote
candidate	A person who applies or is nominated for election
democracy	A system of government with elected representatives

Sticky Knowledge
<input type="checkbox"/> Who has been an influence or inspiration in my life?
<input type="checkbox"/> What different types of festivals and celebrations do you know? What do they demonstrate about Christianity?
<input type="checkbox"/> How is Christianity influencing lives today?
<input type="checkbox"/> How does the influence of Christianity impact people in this country and around the world?
<input type="checkbox"/> Is Christianity a strong religion today?
<input type="checkbox"/> What legacy would you like to leave the world?

Core Knowledge
<p>Christian concepts such as Lent (the 40 days leading up to Holy Week commemorating Jesus' time fasting in the desert), Shrove Tuesday (the start of Lent), Ash Wednesday (when ashes from burnt palms from the previous years' Palm Sunday are placed on believers' foreheads) are all aspect of Christian preparation for Easter. Advent is the preparation time for Christmas.</p> <p>Christian charities can demonstrate Jesus' teaching to love your neighbour (demonstrate Agape) There are countries where people are persecuted for being Christians and Christians have to suffer if they stand up for their beliefs.</p>

Key vocabulary	
Influence	To have an effect on someone else
Inspiration	To be mentally stimulated to do something
Legacy	The long-lasting impact of events or someone's actions
festival	A day of celebration
Charity	Organisation that help those in need
Poverty	The state of being extremely poor
Symbol	Image used to represent something
persecution	Hostility and ill-treatment based on protected characteristics
commandment	Rule to be observed as one of the ten commandments

D.T
Term 4

Structures
WW2 Shelters

Key Skills

- Design a WW2 shelter featuring a variety of different structures, giving consideration to how the structures will be used.
- Consider effective and ineffective designs.
- Measure, mark and cut wood to create a range of structures.
- Use a range of materials to reinforce and add decorate structures.
- Improve a design plan based on peer evaluation.
- Test and adapt a design to improve it as it is developed.
- Identify what makes a successful structure.

Sticky Knowledge

- How can structures be strengthened?
- What is a footprint plan?
- What is a prototype? Why is it a good idea?
- After testing, how will you adapt your design?

Apparatus	Equipment designed for recreation and play, such as seesaws and swings.
Bench hook	A tool which hooks onto the edge of the workbench. It's used to hold woodwork still when sawing.
Coping saw	A saw with a narrow D-shaped metal blade, used for cutting curves in woods.
Dowel	Wood in the shape of a cylinder. Dowels come in all different sizes and thicknesses.
Jelutong	A type of softwood, it is lightweight, easy to cut and shape.
Mark out	To measure and mark where a piece of material needs to be cut or shaped.
Modify	To change something to improve or fix it.
Natural materials	Materials which come from nature. (e.g. wood comes from trees)
Plan view	A two-dimensional diagram used to describe a place or object from above with annotations and other details such as measurements.
Prototype	A simple model that lets you test out your idea and how it will look and work.
Reinforce	To make a structure or material stronger, especially by adding another material or element to it.
Structure	Something which stands, usually on its own.
Tenon saw	A saw with a flat blade, used for cutting wood in straight lines or angles.
User	A person that uses something.
Vice	A piece of equipment used to hold an object still while you work on it.