# Spanish – Year 6

| Autumn 2 | La casa Tudor | | | | | |
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| **Prior learning** | Pupils will have learned about Tudor Britain in History in Year 4. | | | | | |
| **Lesson objective** | To learn to listen attentively to a longer piece of Spanish and learn how to decode and break down language by looking out for cognates (words that are similar in English). | To decode text by looking out for verbs, adjectives and nouns. | To try and find particular words in longer text using facts on Henry VIII and his six wives in Spanish. | To revise and consolidate the language and text from Tudor history and complete a true / false activity on Henry's wives. | To revise and consolidate all Tudor knowledge with a storyboard and a presentation to the class. | To revise all language covered so far and complete assessment for the unit. |
| **Key vocabulary** | Enrique VIII, la rosa blanca de York, la rosa de la dinastía Tudor, el Palacio de Placentia, la rosa roja de Lancaster, Enrique VII, Isabel de York, Arturo | marcado, blanca, Enrique VIII, Isabel, el Palacio de Placentia, rosa, ser, la Guerra de las Dos Rosas, Lancastre, era, tercer, Greenwich, junio, hermano, abril, tenía, segundo, Enrique VII, la guerra civil, York, murió, después, Tudor, trono, llegó, Margarita, María, verbo, adjetivo, nombre | marcado, blanca, Enrique VIII, Isabel, el Palacio de Placentia, rosa, ser, la Guerra de las Dos Rosas, Lancastre, era, tercer, Greenwich, junio, hermano, abril, tenía, segundo, Enrique VII, la guerra civil, York, murió, después, Tudor, trono, llegó, Margarita, María, verbo, adjetivo, nombre | marcado, blanca, Enrique VIII, Isabel, el Palacio de Placentia, rosa, ser, la Guerra de las Dos Rosas, Lancastre, era, tercer, Greenwich, junio, hermano, abril, tenía, segundo, Enrique VII, la guerra civil, York, murió, después, Tudor, trono, llegó, Margarita, María, verbo, adjetivo, nombre | marcado, blanca, Enrique VIII, Isabel, el Palacio de Placentia, rosa, ser, la Guerra de las Dos Rosas, Lancastre, era, tercer, Greenwich, junio, hermano, abril, tenía, segundo, Enrique VII, la guerra civil, York, murió, después, Tudor, trono, llegó, Margarita, María, verbo, adjetivo, nombre | |
| **Creative context** | | | | | | |

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| **Substantive knowledge** | Listen attentively to key facts from Tudor history in Spanish.<br>Build on previously learnt skills to decode longer spoken and written Spanish language.<br>Learn and be able to recall some key Tudor facts from history in Spanish. | Listen attentively to key facts from Tudor history in Spanish.<br>Build on previously learnt skills to decode longer spoken and written Spanish language.<br>Learn and be able to recall some key Tudor facts from history in Spanish. | Listen attentively to key facts from Tudor history in Spanish.<br>Build on previously learnt skills to decode longer spoken and written Spanish language.<br>Learn and be able to recall some key Tudor facts from history in Spanish. | Listen attentively to key facts from Tudor history in Spanish.<br>Build on previously learnt skills to decode longer spoken and written Spanish language.<br>Learn and be able to recall some key Tudor facts from history in Spanish. | Listen attentively to key facts from Tudor history in Spanish.<br>Build on previously learnt skills to decode longer spoken and written Spanish language.<br>Learn and be able to recall some key Tudor facts from history in Spanish. | Listen attentively to key facts from Tudor history in Spanish.<br>Build on previously learnt skills to decode longer spoken and written Spanish language.<br>Learn and be able to recall some key Tudor facts from history in Spanish. |
| **Disciplinary knowledge** | Recommended phonics focus: CA CE CI CO CU<br>CA sound in casa & cátolica<br>CE sound in tercer<br>CI sound in civíl & Palacio<br>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like reli-gio-sa.<br>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ca-só.<br>Verbs, adjectives and nouns. Learning to categorise unknown | Recommended phonics focus: CA CE CI CO CU<br>CA sound in casa & cátolica<br>CE sound in tercer<br>CI sound in civíl & Palacio<br>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like reli-gio-sa.<br>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ca-só.<br>Verbs, adjectives and nouns. Learning to categorise unknown | Recommended phonics focus: CA CE CI CO CU<br>CA sound in casa & cátolica<br>CE sound in tercer<br>CI sound in civíl & Palacio<br>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like reli-gio-sa.<br>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ca-só.<br>Verbs, adjectives and nouns. Learning to categorise unknown | Recommended phonics focus: CA CE CI CO CU<br>CA sound in casa & cátolica<br>CE sound in tercer<br>CI sound in civíl & Palacio<br>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like reli-gio-sa.<br>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ca-só.<br>Verbs, adjectives and nouns. Learning to categorise unknown | Recommended phonics focus: CA CE CI CO CU<br>CA sound in casa & cátolica<br>CE sound in tercer<br>CI sound in civíl & Palacio<br>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like reli-gio-sa.<br>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ca-só.<br>Verbs, adjectives and nouns. Learning to categorise unknown | Recommended phonics focus: CA CE CI CO CU<br>CA sound in casa & cátolica<br>CE sound in tercer<br>CI sound in civíl & Palacio<br>Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like reli-gio-sa.<br>Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ca-só.<br>Verbs, adjectives and nouns. Learning to categorise unknown |

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| | language in a Spanish text by looking at the role of particular word in a sentence | language in a Spanish text by looking at the role of particular word in a sentence | language in a Spanish text by looking at the role of particular word in a sentence | language in a Spanish text by looking at the role of particular word in a sentence | language in a Spanish text by looking at the role of particular word in a sentence | language in a Spanish text by looking at the role of particular word in a sentence |
| **Recorded learning** | Writing task: Stick cards in book and label with Spanish and English translation. | Grammar task: Draw table in book with 3 columns (verbo, adjetivo and nombre). Sort key words into correct column (marcado, blanca, Enrique VIII, Isabel, el Palacio de Placentia, rosa, ser, la Guerra de las Dos Rosas, Lancastre, era, tercer, Greenwich, junio, hermano, abril, tenía, segundo, Enrique VII, la guerra civil, York, murió, después, Tudor, trono, llegó, Margarita, María) | Reading task: Use worksheet 'Wives word sheet' and cut out images with Spanish text. Stick into books and use word bank to write English translation. | Writing task: Write ouw Spanish statements about the wives. Label each as true or false. | Speaking task: Create presentation and say it to the class on the six wives. Photo in books. | END OF UNIT ASSESSMENT trimmed and stuck in books. Self-marked and corrected with purple pen. |
| **Future learning** | | | | | | |