LTP Progression and tracking – 2022

Year 6

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1  | Summer 2 |
| Units | Planets | In my town | My home | My home, Easter  | Big numbers, money | Project with Reception |
| Unit overview | Chn learn the names of the planets in our solar system (link to days of the week in Spanish) and use adjectives and prepositions to describe them | Chn talk about the buildings, areas in their town/village. They say what there is and what there isn’t | Chn learn different rooms in the house and talk about where their house is located. They describe other houses/homes using a range of vocabulary.  | Chn describe their own house/flat using the topic vocabulary so far and any other words they want to use independently. Chn learn about Easter in more depth, looking at the religious significance of parades, nazarenos, saetas etc. | Chn recap numbers up to 31 and then learn numbers up to 100 and then up to 1000. We look at the currency of Spain and how to read, write, say and understand prices in real life contexts. We also contrast use of decimal point/comma in Spain. | Chn are paired up with a Reception child and they make them a book similar to one from the “That’s not my…” series. They tailor the book to the target audience and create a bilingual book with textures for the child to take home. |
| Grammar Coverage | Adjectival phrases, prepositions, conjunctionsdifference between ser/estar (es/está) | Hay, no hay (high-frequency verb - they have seen “hay tormenta” in the weather before but haven’t used it to construct sentences)conjunctions, plural nouns | Vivo en (high-frequency verb) hay, tengo, tiene (high-frequency verbs) | Vivo en (high-frequency verb) hay, tengo, tiene (high-frequency verbs) | son | Este no es mi…/ Esta no es mi…A range of structures as children create their own text |
| Phonics coverage | a, b,b/v, ci, c/qu, ch, e, I, ll, o, u, ua, h, z | a, b,b/v, ci, c/qu, ch, e, i, ll, o, u, ua, ñ, j, rr, d, r, g, | a, z, c/qu, ch, e, ll, i, o, u, ua, j, rr, d, r, g, | a, z, c/qu, ch, e, ll, I, o, u, ua, j, rr, d, r, g, z | a, z, c/qu, ch, e, I, o, u, j, rr, d, r, g, z | a, z, c/qu, ch, e, I, o, u, j, rr, d, r, g, z |
| Key vocabulary | El Sol, Mercurio, Venus, La Tierra, Marte, Júpiter, Saturno, Urano, Neptuno, La Luna, está, es, cerca de, lejos de, entre, delante de, detrás de, al lado de, debajo de, sobre, en, grande, enorme, pequeño, minúsculo, caliente, frío, rápido, lento, azul, blanco, gris, negro, amarillo, naranja, rosa, rojo, marron, verde, morado  | En mi pueblo, en Pulborough, hay, no hay, un parque, un hospital, una biblioteca, una farmacia, un colegio, una panadería, un mercado, un supermercado, una estación de trenes, una carnicería | Vivo en, una casa, un piso, una caravana, en el campo, el la ciudad, en la montaña, en la costa, en un pueblo, hay, un dormitorio, un cuarto de baño, un jardín, un despacho, un sótano, un desván, una cocina, un salón, un garaje | Vivo en, una casa, un piso, una caravana, en el campo, el la ciudad, en la montaña, en la costa, en un pueblo, hay, un dormitorio, un cuarto de baño, un jardín, un despacho, un sótano, un desván, una cocina, un salón, un garaje Pascua, Domingo de Ramos, Viernes Santo, Semana Santa, Domingo de la Resurrección, nazarenos, capirotes, pasos, saetas, procession | Treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien, dos cientos, tres cientos…mil, y, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, euros | Unlimited! Children choose their vocabulary based on their Reception buddy and their likes/dislikes. |