



**Curriculum Plans – Year 6 – Slovene Advanced**

Please find below a detailed outline of the curriculum covered in Slovene Advanced curriculum through Year 6 in Key Stage 2.

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7
Topic	<p><b>Slovenia on the map</b></p> <ul style="list-style-type: none"><li>- first and foreign language</li><li>- bordering countries</li><li>- languages</li><li>- national holidays</li><li>- European Union</li></ul> <p>- grammar: noun and adjective</p> <p>Students will review facts about Slovenia, learn about the flag and coat of arms, European Union and bordering countries. They will also focus on nouns and adjectives.</p>	<p><b>Reading programme</b></p> <ul style="list-style-type: none"><li>- storyline</li><li>- characters</li><li>- summary</li><li>- description</li></ul> <p>Students will read a book or story from the (school) reader and explore the content, characters and write a summary.</p>	<p><b>How we used to live (Iz časov brez televizije in računalnika)</b></p> <ul style="list-style-type: none"><li>- to understand life before technology</li><li>- listening, reading and answering the questions</li><li>- "premi" and "odvisni" govor</li></ul> <p>Students will read different text about customs and explore the vocabulary and improve their reading, writing skills and practise grammar as well.</p>	<p><b>Tell me a story, tell me a poem</b></p> <ul style="list-style-type: none"><li>- stories of different genres</li><li>- paragraphs</li><li>- poetry</li></ul> <p>Students will learn about different genres of stories as well as focus on poetry.</p>	<p><b>Reading programme</b></p> <ul style="list-style-type: none"><li>- diary</li><li>- story</li><li>- style</li></ul> <p>Students will work with a diary, look for characteristics and write a diary by themselves.</p>	<p><b>Description of a city/village</b></p> <ul style="list-style-type: none"><li>- reading comprehension</li><li>- presentation</li></ul> <p>The unit introduces a description of a city or village. It shows the students what are characteristics and where they can find that information.</p>	<p><b>Drama</b></p> <ul style="list-style-type: none"><li>- reading of drama text characteristics</li></ul> <p>Students will work with drama text, observe time, place and stage directions.</p>



	<b>Planning for Tomorrow</b>	<b>The World Around us</b>	<b>Opportunities for Everyone</b>	<b>The Working World</b>	<b>Healthy Body, Healthy Mind</b>	<b>Keep it Green, Keep it Clean</b>	<b>Better Together</b>
<b>Academic Theme</b>	<ul style="list-style-type: none"><li>- To teach students the vocabulary for water and its different uses.</li><li>- To read a story about a community that doesn't have access to clean water and how it affects them.</li><li>- To write a letter to a mayor of Ljubljana, explaining the importance of clean water and suggesting ways to improve it.</li></ul>	<ul style="list-style-type: none"><li>- Students research and discuss the impacts of human activities on the environment.</li><li>- They create reports, or presentations on topics such as deforestation, pollution, and overfishing.</li></ul>	<ul style="list-style-type: none"><li>- Debate: debates on topics related to equality, inclusion, and diversity. For example, 'Should schools have special facilities for disabled students?'</li><li>- Book reports: reading books which have a main character from a minority group or with a disability and writing a book report on it.</li></ul>	<ul style="list-style-type: none"><li>- Literature study: to select a piece of literature that incorporates elements of the 'Working World' and discuss it in class, focusing on both language analysis and the thematic elements.</li></ul>	<ul style="list-style-type: none"><li>- To discuss the importance of sleep and teach related vocabulary.</li><li>- To have students create a daily routine timetable including adequate sleep time.</li></ul>	<ul style="list-style-type: none"><li>- Debates: to organize debates on topics related to the theme - the pros and cons of nuclear energy or the effectiveness of recycling programs.</li></ul>	<ul style="list-style-type: none"><li>- Project work: students work in groups to create a project related to the theme: a presentation, a poster or a piece of creative writing.</li></ul>